The Relationship between Teacher Commitment and Effective Teaching Practices in Rural Primary School in Ranau, Malaysia

G. Karuppannan, and S. Jalani

ABSTRACT

This study was conducted to investigate the relationship between teacher commitment and the effective teaching practice at rural primary schools in Ranau District, Malaysia. Teacher commitments consist of commitment to the school, pupils, career, and decision making. A total of 80 respondents were involved in this study. This study was conducted using survey method with question naire as the research instrument. The findings were analyzed $% \left(1\right) =\left(1\right) \left(1\right)$ using the Statistical Package for Social Science (SPSS) software with t-Test statistic, Pearson Correlation and Regression. The results from the data analysis found that the score for the teacher commitment level and the effective teaching were high. Pearson Correlation test had shown that there was a weak correlation between teacher commitment to school and effective teaching at r = 0.304, p < 0.05. The Linear Regression test found that the teacher commitment to the school was the main factor that contributes to the effective teaching. The demographic aspects of gender were not significantly different from the teacher commitment and the effective teaching practices. This study emphasized further research to determine the factors that influence the commitment of teachers, the effectiveness of teaching practices and the appropriate methods to improve both aspects.

Keywords: Decision Making, Demographic, Investigate, Survey Method.

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I. Introduction

The role of a teacher is very important in the construction of a nation (Sudarsana, 2010). The role of the teacher is especially important in education. A teacher is responsible for providing knowledge and education to the community. A teacher's career also provides a platform for the government to present important information to society such as the nation's education, politics and economy policies. Othman and Suhid (2010) describes the responsibility of teachers as a model of applying pure values, that teachers should be guardians, models and mentors, create a moral community, control moral discipline, build a democratic class, teach values across curricula, using cooperative learning, nurturing concerns beyond class limits, building positive morals in school and making parents a partner. This statement proves that the contribution of teachers to the community is huge. Recognizing this fact, various studies have been conducted by government agencies, private or individual to understand the needs and challenges in the field of teaching.

II. STATEMENT OF PROBLEM

Rural schools were associated with low academic performance. This statement was supported by the study of Ahmad and Jinggan (2015) and Aloysius (2009), who found that academic performance, especially the achievement of Primary School Examination by rural schools was still low. The researcher had been worked as a teacher in rural schools for five years. According to the observation that had been done, the performance of rural schools, particularly in the academic aspects, was still low. There were several factors that may cause the Primary School Examination result low. One of the factors was the lack of commitment of teachers towards their responsibilities. Other factor likely to be contributed to the problem was the low socio-economic (Bakar & Nor, 2011). Rural communities that still rely on traditional economic activities such as planting, harvesting of rivers and forests limited their ability to purchase equipment for their children, especially reference books, exercise books and stationery. It's a long way to get modern equipment such as computers and internet facilities. In addition, community cultures and student attitudes towards education also influenced this situation (Wong et al., 2013). People living far in the rural areas are less interested in school and education. Likewise, with their children attending school, the school truancy rate

was so high. These factors contributed to the reduction of the Primary School Examination results among rural students.

This problem was anxious to many, especially to school administrators, District Education Officers (PPD) and the Sabah State Education Department (JPNS). Thus this study was conducted to identify the cause of these problems. However, due to many constraints, the study focuses only on teacher commitment and effective teaching practice.

III. RESEARCH OBJECTIVES

This study consists of five main objectives:

- 1. To find out the relationship between teacher commitment to school with effective teaching practice.
- 2. Determine the relationship between teacher commitment to pupils with effective teaching practice.
- 3. Explaining the relationship between teacher commitment to the career and effective teaching
- 4. Identify the relationship between teacher commitment in decision making with effective teaching practice.
- 5. Identify the main commitment that contributes to effective teaching practice.

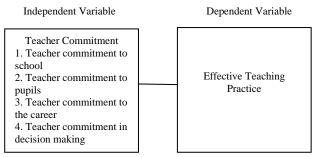


Fig 1. Conceptual Framework

IV. LITERATURE HIGHLIGHTS

Baba (2009), in his study involving 184 students and 83 lecturers studying the effectiveness of teaching and learning and their relevance to the academic performance of UTHM students, has concluded that teacher commitment has to do with lecturer's teaching practices. Practice of teaching and learning by lecturers also affects the achievement of students in the academic field. Lecturers with high commitment can influence their teaching practices in the classroom, especially their approach in teaching and learning, thus contributing positively to the student's decision.

Bakar and Nor (2011), in their study of 201 respondents comprising Senai National High School students studying the teacher's teaching approach and their impact on student achievement in Living Skills subjects, found that teaching approaches alone were not enough to improve student outcomes. Teachers need to look into other aspects related to teaching and learning, especially aspects of teacher commitment and more holistic effective teaching practices. Therefore, teachers should not only concentrate on the empowerment of approaches and teachings in the classroom but, at the same time, should also focus on the commitment aspect of the student's performance to be enhanced (Taising & Karuppannan, 2020).

Mart (2013), in a study entitled The Influence of Teacher Skills Comprehension in Teaching on Academic Achievement of Students in History Subjects conducted to 60 respondents, concluded that teacher commitment and good teacher teaching and learning practices in the classroom had a relationship direct with the good achievement of students in History subjects. They suggest that teacher always improve their teaching and learning commitment and their delivery so that their delivery will be more effective. Teacher is also encouraged to always look for a teaching approach that is appropriate to the students' skills and abilities so that the concepts to be communicated are well understood.

Taat and Abdullah (2014) examined the influence of the teaching and teaching process variable of Islamic Education teachers on motivation and self-directed learning involving 407 respondents found that the teaching and teaching process of the teacher had a direct relationship with the student's motivation. The process of teaching and guidance committed with commitment is a key factor in success. High commitment of teachers with teaching and counseling approaches that are tailored to the needs of students and effective teaching practices can further motivate students (Karuppannan et al., 2021).

Said and Jamian (2012) reviewed the excellent teacher teaching practices in the classroom with a focus on pedagogy practiced by teachers while teaching in the classroom. Their study found that teachers still retained traditional teaching methods, which were teacher-centered teaching by limiting discussions among

students. In this study, they suggested that teachers be able to diversify their teaching approaches with emphasis on effective teaching practices in the classroom. In addition, teachers need to maintain high commitment and motivation among teachers as well as to be maintained so that quality teaching momentum can be maintained in line with the needs of the National Education Philosophy (FPK).

In the study of Karuppannan et al. (2021), the relationship between teacher competency and academic achievement has concluded that there is a direct correlation between the level of teacher competence and academic achievement. In addition to the level of teacher competence, they argue that commitment, knowledge, skill and effective teaching practices should be taken into account in the teaching and learning process so that teaching can be carried out better.

Xiao and Wilkins (2015), in a study that examines the effect of lecturers' commitment to the quality of teaching and satisfaction of students in several Chinese universities involving 480 respondents, concluded that there is a positive relationship between lecturer commitment to teaching quality and student satisfaction. This means that the commitment of lecturers or teachers is important as it directly impacts the quality of teaching or effective teaching practices, thus impacting their players' satisfaction as well as their academic performance.

The study by Mkumbo (2012) on 240 teachers as respondents studying the relationship between commitment, experience and professionalism of the students towards the achievement of academic students found that these three variables have significant relationships with student achievement. Their study found that teachers with low commitment caused various problems such as absent teaching or duty. The lack of experience and the level of professionalism among the teachers have led to less classroom teaching. Therefore, it is recommended that teachers improve their commitment, experience and constantly improve the level of professionalism and teaching practices so that teaching can be implemented more effectively.

Another study by Vasudevan (2013) conducted on 310 lecturers as respondents and examined the effects of teachers' commitment, attitude and creativity (teaching practices) on students' results in English revealed that all three variables have been positively related to the results students in English subjects. They argue that the three variables should be owned by each lecturer as well as teachers to ensure the success of students in the academic field as a whole.

In another study by Bonney et al. (2015) conducted to study the relationship between teacher quality and student achievement in the academic field found that the high quality of teachers alone was not enough to produce students' outstanding academic achievement. More than that, teachers should also master effective teaching skills and always be highly motivated. Therefore, teachers should equip themselves with education, teaching skills, enthusiasm, motivation and commitment so that they can produce outstanding students in all fields involved.

The conclusions from this discussion are the commitment of the teacher to have a direct relationship with the effective teaching practice. Both of the elements of teacher commitment and effective teaching practices have a direct link with the results of students in the academic field. From previous studies, it has been found that teachers with high commitment will practice effective teaching in the classroom and will eventually produce outstanding students in the academic field.

V. METHODOLOGY

This research is conducted to determine the extent to which a teacher commitment can influence effective teaching practice in rural primary schools in Ranau Sabah.

In this study, researchers choose a quantitative approach. This approach involves the collection of data and translating the data in the form of statistical analysis. This study was a survey in the form of surveys using questionnaires. Questionnaires were used to measure the level of commitment of teachers and the level of teaching practices of teachers working in remote schools. This instrument consists of two sections; part A and B. Part A contains respondents' demographic information such as gender, age, education level, teaching experience, school category, options and subjects taught. Meanwhile, part B is a questionnaire comprising 5 sections which are teacher commitment to the school (10 items), teacher commitment to the students (10 items), teacher commitment to career (10 items), decision making (10 items) and effective teaching (10 items). The total numbers of items are 50.

A total of 100 teachers became respondents. They consist of teachers who teach four core subjects: Science, Mathematics, Malay and English. Sample size has been determined using a sample size determination formula. The research data has been processed and analyzed using a computer through the SPSS PC 11.0 Windows program.

VI. FINDINGS

A. Question 1: How the Teacher Commitment to School related to the Effective Teaching Practice? TABLE I: CORRELATION BETWEEN TEACHER COMMITMENT TO SCHOOL WITH EFFECTIVE TEACHING PRACTICES

| | r | r^2 | p |
|------------------------------|--------|-------|-------|
| Teacher commitment to school | | | |
| | 0.304* | 0.012 | 0.000 |
| Effective teaching practice | | | |

^{*}Correlation is significant at the 0.05 level (2-tailed).

The result of the Pearson correlation test showed that there was a positive correlation between Teacher Commitment to School and Effective Teaching Practice at r = 0.304, p < 0.05 among core subject teachers who taught year 6 in rural schools for the category of P1, P2 and P3 in Ranau area. The relationship between the two variables is at the low level of contact (Baba, 1999). From these statistical results, it can be noted that the higher the teacher commitment to the school, the higher the level of effective teaching practice.

B. Question 2: Does the Teacher Commitment to Pupils relate to the Effective Teaching Practice?

TABLE II: CORRELATION BETWEEN TEACHER COMMITMENT TO PUPILS WITH EFFECTIVE TEACHING PRACTICES

| | r | \mathbf{r}^2 | p | |
|------------------------------|-------|----------------|-------|--|
| Teacher commitment to pupils | | | | |
| | 0.157 | 0.204 | 0.000 | |
| Effective teaching practice | | | | |

The result shown in Table II found that the relationship between the two tested variables is very low at r = 0.157, p < 0.05. It means that any change in the level of teacher commitment to the pupils has very little effect on the practice of effective teaching practice in the classroom.

C. Question 3: Does the Teacher Commitment to Career relate to the Effective Teaching Practice?

TABLE III: CORRELATION BETWEEN TEACHER COMMITMENT TO CAREER WITH EFFECTIVE TEACHING PRACTICES

| | r | \mathbf{r}^2 | p |
|------------------------------|-------|----------------|-------|
| Teacher commitment to career | | | |
| | 0.196 | 0.113 | 0.000 |
| Effective teaching practice | | | |

The test results in Table III show that the relationship between the two tested variables, teacher commitment to the career and effective teaching practice, is low and can be improved.

D. Question 4: Does the Teacher Commitment to Decision Making relate to the Effective Teaching Practice?

TABLE IV: CORRELATION BETWEEN TEACHER COMMITMENT TO DECISION MAKING WITH EFFECTIVE TEACHING PRACTICES

| | r | r^2 | p |
|---------------------------------------|-------|-------|-------|
| Teacher commitment to decision making | | | |
| | 0.143 | 0.252 | 0.000 |
| Effective teaching practice | | | |

From the test results shown in Table IV, the relationship between the two tested variables is low and can be improved. The relationship between the two variables is only at r = 0.196, p < 0.05.

E. Question 5: What is the Main Aspect in Teacher Commitment that contributes to Effective Teaching Practice?

| TABLE V: Model Summary - Teacher Commitment Level | | | | | |
|---|-------|----------|-------------------|----------------------------|--|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | |
| 1 | 0.301 | 0.091 | 0.077 | 3.78118 | |

Table V shows that model 1 explains the 30.1% variance to the teacher commitment level. This data also illustrates that only about 30% of teacher commitment variants contribute to effective teaching practice and that the predictor factor is the teacher commitment to the school.

TABLE VI: ANNOVA - EFFECTIVE TEACHING PRACTICE LEVEL

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|---|----------------|----|-------------|-------|-------|--|--|
| Model 1 | Sum of Squares | DF | Mean Square | F | Sig. | | |
| Regression | 91.413 | 1 | 91.413 | 6.394 | 0.014 | | |
| Residual | 915.026 | 64 | 14.297 | | | | |
| Total | 1006.439 | 65 | | | | | |

Table VI shows that at the 95% confidence level, there is a significant difference in Model 1. It means that the teacher commitment factor to the school becomes a predictor factor which caused a significant difference to the level of effective teaching practice.

Table VII shows that only variable teacher commitment to school is positively related and significant with effective teaching practice with a Beta value of 0.30 at 95% confidence level. The data in Table VII shows the population regression coefficient and the sample is positive at t = 2.529; p < 0.05. Beta value brings the meaning that each unit in the teacher commitment to school will increase by 0.30 standard deviation of effective teacher teaching practice.

TABLE VII: SCHEDULE COEFFICIENTS - EFFECTIVE TEACHING PRACTICE LEVEL

| Model 1 | Unstandard | ized Coefficients | Standardized Coefficients | T | Sig. |
|----------------------|------------|-------------------|---------------------------|-------|-------|
| | В | Std. Error | Beta | | |
| Constant Teacher | 34.646 | 3.937 | | 8.801 | 0.000 |
| Commitment to School | 0.238 | 0.094 | 0.301 | 2.529 | 0.014 |

The summary of regression statistics confirmed that only the Teacher Commitment to the School which is in contact with the Effective Teaching Practice. Therefore, Teacher Commitment to School is the aspect of teacher commitment that most contribute to the Effective Teaching Practice.

VII. DISCUSSION

Teacher commitment in this study consists of teacher commitments to school, pupils, career and decision making. These domains are independent variables measured through forty items. Non-dependent variables are effective teaching practice and measured using ten items. It was found that the mean was high with a largely higher than 4. The t-test that had been implemented found that there was no significant difference between male and female teachers for all domains.

In this study, effective teaching practice was measured using ten items. Five items are the relation to the quality of teaching while the other 5 items are related to teaching based on the level of students. From the analysis it was found that the mean score obtained was higher than the 4th level. The t-test explained that there was no significant difference in the aspects studied among male and female teachers.

The main issues of the study are:

- 1. How is the teacher commitment to the school related to the effective teaching practice?
- 2. Does the teacher commitment to pupils relate to the effective teaching practice?
- 3. Does the teacher commitment to the career relate to the effective teaching practice?
- 4. Does teacher commitment in decision making relate to the effective teaching practice?
- 5. What is the main aspect of teacher commitment that contributes to effective teaching practice?

To answer all these questions, a set of questionnaires was provided with each domain containing ten items. From the results of the test, only the aspect of teacher commitment to school was related to the effective teaching practice at r = 0.304, p < 0.05. This means that every change of teacher commitment to school affected their teaching practice.

The question of the study is what the main aspect in teacher commitment that contributes to effective teaching practice is. To answer this problem, linear regression statistics was conducted and found that only the aspect of teacher commitment to the school contributes to effective teaching practice with significant values at r = 0.304, p < 0.05. Another aspects are the commitments of teacher's to the pupils, teacher commitment to the career and teacher's commitments in decision making that shows a very weak relationship with the effective teaching practice and according to Baba (2011) it needs to be repaired.

Demographic factors did not make any significant difference to teacher commitment and effective teaching practices. This finding provides an understanding, especially, to school administrators, that demographic factors such as gender do not affect their commitments and their teaching practices in the classroom.

VIII. CONCLUSION AND SUGGESTION

The results of the study have shown that teacher commitment is high. The same applies to effective teacher teaching practice in school. This illustrates that the year 6 teachers who taught core subjects in rural schools throughout the Ranau District carried out their responsibilities seriously, in line with Crosswell (2006)'s view. Aloysius (2009) explains that teachers with high commitment are able to produce excellent students compared to those with low commitment. He also explained that teaching practice in the classroom is very important and is one of the determinants of teaching success in the classroom.

From the analysis of the study, there was no significant difference between the gender of teachers and all the domains studied in the commitment of teacher and the effective teaching of teacher. This means that whether the teacher is male or female does not affect the commitment of the teacher and the effective

teaching of the teacher. The findings of this study are consistent with the findings of other researchers such as Crosswell (2006), Mart (2013) and Bonney et al. (2015).

This study examines whether there is a relationship between the four main aspects in the commitments of the teacher, namely the commitments of the teacher to the school, the commitments of the teacher to the pupils, the commitments of the teacher to the career and the commitments of teacher in decision making with the effective teaching practice. However, the finding shows that only teacher commitment to the school has links with effective teaching practice.

The researcher suggested that future research needs to be conducted to find the relationship between the headmaster's commitment and effective teaching practice. The researcher believes that the successfullness of a school is also heavily influenced by the commitment of the headmaster and his competence in the management and administration of the school. For a specific study on effective teaching practice, the researcher proposes a study to identify whether there is a correlation between rewarded by the administrator to teacher towards their performance in an effective teaching practice.

The findings also explain that teachers must increase their commitments in all aspects so that their teaching in the classroom can be improved. Crosswell (2006) and Ahmad and Jinggan (2015) concluded that teacher with high commitment to school not only affected teaching practice but also directly affected the achievement of students, especially in academics aspect. It is hoped that the earnest and continuous efforts of the teacher in increasing commitments to improve their teaching practice in the classroom will further alter academic achievement.

CONFLICT OF INTEREST

Authors declare that they do not have any conflict of interest.

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