



## RESEARCH ARTICLE

## The Influence of Teacher Personality on Organizational Commitment in Secondary Schools

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ARTICLE INFO	ABSTRACT
Received: Nov 13, 2024 Accepted: Jan 8, 2025	This study seeks to examine the influence of teacher personality on organizational commitment. In addition, it explores the relationship between teacher personality and commitment to the organization among teachers in selected national secondary schools (Sekolah Menengah Kebangsaan, SMK) in Malaysia, namely in the state of Kedah. A total of 376 teachers from designated national secondary schools in Kedah were chosen as respondents for this quantitative research study. The Big Five Inventory (BFI) (John & Srivastava, 1999) questionnaire and the Teacher's Organizational Commitment (Celep, 2000) scale were utilized for data collection. The research findings reveal a significant difference and a moderate positive relationship between teacher personality variables and organizational commitment, with a value of $r = .47$ , $p < .05$ . Furthermore, personality exerts an influence on organizational commitment at a significant level of $p < .05$ , with $R^2 = .274$ , $p < .000$ . The findings also show that teacher personality accounts for 27.4% of the variance in organizational commitment.
<b>Keywords</b>	
Teacher Personality Organizational Commitment National Secondary School	
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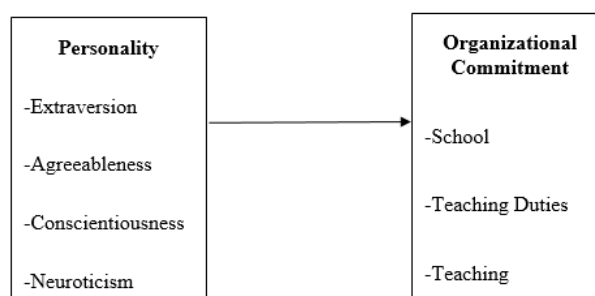
### INTRODUCTION

Personality encompasses the characteristics related to spirituality, psychology, morality, and manners. A teacher with an ideal personality is more likely to exhibit desired behaviours or attitudes in imparting lessons in the classroom, excels in classroom management, effectively oversees activities both within and beyond the classroom, and is capable in fostering good relationships among teachers, students, and the school administration (Asmawati et. al., 2014). The preceding remark regarding the concept of personality underscores the substantial responsibilities and commitment that teachers hold towards their environment, including their organisation. The personal domain specified in the Malaysian Teacher Standards (SGM) (2009), released by the Ministry of Education Malaysia (KPM), highlights aspects of teacher personality imbued with noble values. The values outlined in the SGM (2009) correspond with the dimensions of the Five-Factor Personality Model, specifically openness to experience, conscientiousness, extraversion, and agreeableness.

Teachers should consistently practise the positive behaviours outlined in the SGM (2009) both within the classroom and in external settings. Such behaviours can impact their job performance and commitment to the school organisation. Teachers with positive personalities will consistently uphold their commitment, regardless of their assignment location. Nevertheless, educators today occasionally display unprofessional traits in their daily lives and responsibilities. The personal traits they display clearly deviate from their responsibilities as educators, ultimately affecting the organization negatively.

### THEORETICAL FRAMEWORK

Bloom's Taxonomy Theory (1956) is employed to construct the theoretical framework in this research. Figure 1 illustrates the relationship inherent in the stated theory.



**Figure 1: Theoretical framework**

Benjamin Bloom established the Bloom's Taxonomy Theory (1956), which presents an educational framework focusing on three main domains: cognitive, affective, and psychomotor. The cognitive domain focuses on mental activities, namely those involving the brain, including various components of thought processes. The affective domain pertains to emotions such as motivation, interest, values, appreciation, and feelings. Simultaneously, the psychomotor domain accentuates physical movements and coordination, including exhibited behaviours, motor skills, and executed actions.

The variables in this study are categorised into two primary components in accordance with the research focus. The initial component, encompassing the cognitive and affective domains, reflects teachers' personalities. As educators, teachers aim to demonstrate a commendable personality through their appearance, skills, knowledge, attitude, and positive demeanour. This corresponds with the cognitive domain's thinking components. The affective domain entails the practice of appropriate values by educators to strengthen organisational commitment. The psychomotor domain is associated with organisational commitment, attained through suitable actions and behaviours.

## LITERATURE REVIEW

Previous researchers have provided various definitions and theories on personality. Personality generally denotes individual's character, demeanour, or traits (Khairul Anuar, 2012). Huffman (2004) and Suppiah et al. (2008) posit that personality constitutes a stable set of behaviours that distinguishes individuals from one another. The research of the Big Five personality traits has advanced rapidly. Previous researchers examined the Big Five personality traits according to their respective countries, as each country exhibits unique personalities and characteristics. Prior researchers have analysed the Big Five personality traits in relation to their respective nations, given that each nation displays distinct personalities and characteristics. Research on the Big Five personality traits has been carried out across a multitude of languages, including English, German, Dutch, Malay, Hungarian, Chinese, Italian, Polish, Russian, Czech, Hebrew, Filipino, and Turkish (John & Srivastava, 1999). In 1999, John and Srivastava created the Big Five Inventory (BFI), comprising 44 items designed to assess the five dimensions of personality. John and Srivastava (1999) utilised McCrae's original concepts to develop a more concise version of the BFI.

Conscientiousness is defined by traits such as prudence and a focus on achievement (Barrick & Mount, 1991). The openness to experience trait indicates a readiness to engage with new experiences with increased attention (McCrae & Costa, 1991). The extraversion personality is characterised by approachability and a tendency to stimulate thought (Costa & McCrae, 1985). Agreeableness reflects a tolerant disposition and the capacity to accept differing perspectives. Neuroticism, characterised by emotional instability, refers to individuals who are susceptible to stress, depression, and acute anxiety. Furthermore, these individuals may experience extreme worry and sudden fluctuations in mood. They also tend to be easily nervous. Individuals also exhibit a propensity for heightened nervousness (John & Srivastava, 1999). Additionally, such individuals may experience extreme worry and abrupt mood swings. They are also known to be easily nervous (John & Srivastava, 1999).

Celep (2000) formulated a theory of organisational commitment tailored to educators, drawing upon the frameworks established by prior researchers. This theory includes four essential dimensions for assessing teachers' commitment to their school organisations. The first dimension, commitment to

the school, encompasses the belief in and acceptance of the school's goals and values, the efforts made to attain these goals and values, and an ongoing desire to remain affiliated with the school organisation. The second dimension, commitment to the teaching profession, reflects teachers' attitudes regarding their work. Teachers must demonstrate a sense of responsibility towards their students and fulfil their professional obligations as educators. Commitment to the teaching career constitutes the third dimension. All behaviours, speech, and etiquette are observed and emulated by the surrounding community. The final dimension is commitment to colleagues. This commitment highlights a sense of belonging, loyalty, and teamwork within the organisation (Celep, 2000). Collaboration among teachers is essential for sharing knowledge and expertise, thereby fostering a harmonious and peaceful work environment.

## **RESEARCH METHODOLOGY**

### **Research Design**

This research employs a cross-sectional survey approach, employing standardised questionnaires to gather data from respondents. Quantitative methods are particularly suitable for research involving a substantial number of participants (Cohen, Manion, & Morrison, 2000).

### **Research Population**

The population in this study are teachers from 147 national secondary school located in the state of Kedah, operating under the Ministry of Education Malaysia. The overall study population consists of 11,100 teachers.

### **Research Samples**

The study population comprises 11,100 teachers, with the recommended sample size, as per the Krejcie and Morgan (1970) Sample Size Determination Table, being 376 participants.

### **Research Sampling Techniques**

This study employed a simple random sampling technique using a Random Number Table as a reference to determine the sample selection. Prior to the dissemination of the questionnaires to the participating schools in the study, each questionnaire was sequentially numbered in accordance with the total number of teachers employed at the respective school. The selection of three teachers as respondents from each school was carried out using the Random Number Table.

### **Data Collection Method**

The researcher distributed 376 questionnaire forms via snail mail to the participating schools to conduct this research. The completed questionnaires were submitted within a two-week timeframe. To guarantee the adequacy of the questionnaires, the researcher distributed a greater number than necessary.

The researcher distributed a questionnaire comprising Sections A, B, and C to gather information from the respondents. Section A presents the demographic information of the respondents. Section B utilises an instrument previously employed by PhD researchers in their studies. This study utilised the Big Five Inventory (BFI) developed by John and Srivastava (1999), comprising 44 items to assess teacher personality, with a Cronbach Alpha value of 0.608. The reliability of Alpha is deemed low if the value is below 0.60, unacceptable if less than 0.60, acceptable between 0.60 and 0.80, and good if it exceeds 0.80 (Sekaran, 1992). Section C includes the Teacher's Organisational Commitment instrument, created by Celep (2000). This instrument comprises 28 items designed to assess teachers' commitment to their organisation, demonstrating an alpha value of 0.86. Furthermore, all instruments in Sections B and C employ a five-point scale consistent with the original instrument.

### **Data Analysis Method**

The questionnaire data were analysed utilising the Statistical Package for Social Science (SPSS 21). To streamline data entry in SPSS 21, the researcher employed designated codes: (1 - strongly disagree, 2 - disagree, 3 - uncertain, 4 - agree, 5 - strongly agree). Subsequently, items containing negative statements in the questionnaire were recoded or reversed. The respondents' scores were recoded to enhance the validity and reliability of the study's data. A normality test was also conducted to ensure that the data distribution was normal. This study employed quantitative data analysis to

elucidate all the findings. Descriptive tests were employed to analyse the personality patterns of educators and their degree of commitment to the organisation. Next, a Pearson's Correlation Test was performed to determine significant relationships between the personality variables of the teachers and their organisational commitment. A simple multiple regression test was subsequently conducted to investigate the impact of teacher personality on organisational commitment.

## RESEARCH FINDINGS

This study focuses on the influence of teacher personality on teacher commitment within the school organization. Descriptive analysis involves the number and percentage of respondents categorized by demographics, along with the mean scores and standard deviations for each variable derived from the study's questionnaire. The results of the hypothesis testing, based on the sequence of developed hypothesis, were examined using inferential analysis.

The total number of respondents, as indicated in Table 1, is 376. Of this total, 37.2% (140) are male and 62.8% (236) are female respondents. The analysis revealed that the largest group of respondents falls within the age range of 41 to 50 years, comprising 139 individuals, which accounts for 37.0% of the total. Conversely, the smallest group consists of respondents aged 21 to 30 years, totalling just 12 individuals, or 3.2% of the sample. A total of 5 respondents, representing 1.4%, have teaching experience between 36 and 42 years. The subsequent group consists of individuals with 29 to 35 years of experience, amounting to 39 respondents (10.4%). Following this, those with 22 to 28 years of experience total 119 (31.6%), while the cohort with 15 to 21 years comprises 100 (26.6%). Additionally, there are 85 respondents (22.6%) with 8 to 14 years of experience, and finally, the group with 1 to 7 years includes 28 individuals (7.4%). Of the participants surveyed, 303 (80.6%) hold a bachelor's degree. At the same time, 69 individuals (18.4%) possess a master's degree, while only 4 respondents (1.1%) hold a PhD.

**Table 1: Participants' demographic variables**

Variables	Categories	Total	Percentages
Gender	Males	140	37.2
	Females	236	62.8
Age	21-30 years old	12	3.2
	31-40 years old	114	30.3
	41-50 years old	139	37.0
	51-60 years old	111	29.5
Teaching Experiences	1-7 years	28	7.4
	8-14 years	85	22.6
	15-21 years	100	26.6
	22-28 years	119	31.6
	29-35 years	39	10.4
	36-42 years	5	1.4
Academic Qualifications	First Degree	303	80.6
	Master's	69	18.4
	PhD	4	1.1
	Overall Total	376	376

Table 2 presents the skewness and kurtosis values for the variables under investigation. The analysis demonstrates that the data are normally distributed. As for the reliability values of the teacher personality and organizational commitment variables, the alpha values are at an acceptable level, albeit at a moderately high range.

**Table 2: Mean value, standard deviation, reliability, skewness, and kurtosis**

	Alpha	Mean	SD	Skewness	Kurtosis
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PERSONALITY	0.608	3.74	.28		
Openness	0.634	3.43	.36	.115	.357
Agreeableness	0.252	4.15	.35	-.330	-.081
Conscientiousness	0.290	3.94	.43	-.199	-.022
Extraversion	0.247	3.51	.44	.093	-.450
neuroticism	0.247	3.70	.55	-.347	.070
TEACHERS' ORGANIZATIONAL COMMITMENT	0.861	4.16	.37		
School Commitment	0.440	3.85	.43	-.155	.029
Teaching Duties' Commitment	0.796	4.16	.46	-.087	-.194
Teaching Profession Commitment	0.722	4.47	4.49	-.845	.192
Colleagues' Commitment	0.897	4.29	.55	-.313	-.447

The Pearson correlation test indicates a significant relationship between the teacher personality variable and organisational commitment ( $r = .47$ ,  $p < .05$ ). There is a moderate positive relationship between the personality variable and organizational commitment. The correlation values for all dimensions of teacher personality with organisational commitment indicate a positive relationship. Please refer to Table 3 for further information.

**Table 3: Correlation between teacher personality dimensions and organizational commitment**

Teacher Personality	Organizational Commitment				
			COMMITMENT		
PERSONALITY			.47**		
EXTRAVERSION			.31**		
AGREEABLENESS			.42**		
CONSCIENTIOUSNESS			.27**		
NEUROTICISM			.25**		
OPENNESS			.35**		

\*Statistically significant at the  $p < .05$  level

Table 4 presents the findings from a simple regression analysis of the influence of teacher personality on organizational commitment. The findings demonstrate that teacher personality has a significant influence on organizational commitment at the level of  $p < 0.05$ , with  $R^2 = .221$ ;  $p < .000$ . This suggests that teacher personality accounts for 22.1% of the variance in organizational commitment.

**Table 4: Simple regression analysis of the influence of teacher personality on organizational commitment**

Predictor Variables	B	Sig.
Teacher Personality	.616	
$R^2$ Value	.221	.000
Adjusted $R^2$ Value	.219	
F Value	106.368	

$P < .05$

The findings reveal that the dimensions of conscientiousness and neuroticism in teacher personality have no influence on organisational commitment. Additionally, the remaining three personality dimensions exert an influence on organisational commitment. The personality dimensions significantly influence organisational commitment, with  $p < 0.05$ ,  $R^2 = .274$ , and  $p < .000$ . This indicates that teacher personality contributes 27.4% of the variance in organisational commitment.

## DISCUSSION

The findings of the study illustrate that, in general, the personality patterns of teachers are at a moderately high level, with an average value of 3.74. The findings also show that the personality traits of educators may play a role in their overall job satisfaction. Job satisfaction is attainable when teachers have a genuine interest in and passion for their profession, resonating with their career identities. Such attitudes also contribute to teachers sustaining their commitment to the professions they choose. In addition, teachers should demonstrate resilience and be ready to confront challenges. Meanwhile, the degree of commitment exhibited by teachers towards their organisation stands at a moderately high level, reflected by a mean score of 4.16. An increase in organisational commitment can be linked to the acceptance and internalization of the organization's goals and values by teachers in their work environment, cultivating a strong sense of commitment among members and their organisation. Consequently, teachers consistently show a strong willingness and readiness to invest their energy and efforts in meeting their responsibilities and realising the organization's goals (Nur Afny Juati et al., 2020).

There is also a significant relationship between personality and organizational commitment. All five dimensions of personality exhibit a positive correlation with organisational commitment. Purwani et al. (2021) observed that teachers possessing positive traits directly influence the organisation. In other words, teacher's commitment to the organisation will be amplified by their positive personality.

The research findings indicate that the personalities of national secondary school teachers in Kedah affect their commitment to the school organisation in which they are employed. The dimensions of extraversion, agreeableness, and openness demonstrate a correlation between personality traits and organisational commitment. The dimensions of conscientiousness and neuroticism do not influence organisational commitment. Working in education necessitates that teachers exhibit a range of positive personality traits, such as responsibility, compassion, patience, creativity, innovation, and thoughtfulness, along with other commendable values. Extraversion is characterised by a tendency towards sociability. This trait allows teachers to be more approachable and to engage constructively within the organization. A sociable attitude contributes to a more vibrant atmosphere, promoting positive two-way interactions between individuals. This has the potential to significantly boost commitment to the school organisation. As for agreeableness, the ability to easily reach agreements on various matters significantly influences organizational commitment. Individuals in leadership and teaching roles who possess this characteristic can make decisions collaboratively, thereby enhancing the sense of belongingness within the organisation. As a result, teachers will inherently develop a sense of organisational commitment. In a similar vein, the characteristic of openness, defined by a willingness to consider others' perspectives, tolerant and easy to engage in discussions, significantly influences teachers' commitment to the organisation.

## CONCLUSION

The research conducted reveals that the personality patterns of teachers and their level of organizational commitment in national secondary schools in the state of Kedah are at a moderately high level. In addition, personality also plays a significant role in shaping teachers' organizational commitment to schools. Teacher personality is an important factor in determining the teachers' level of commitment. Educators who possess a deep-seated passion and sense of vocation will demonstrate personalities that resonate with the roles and obligations they undertake. The character of an educator significantly influences the dynamics of the organisation. A teacher's commendable character will undoubtedly elevate their dedication to the organization.

## Implications

The research findings emphasise the personality theory proposed by John and Srivastava (1999), which categorises human personality into five traits: openness to experience, conscientiousness, extraversion, agreeableness, and emotional instability (neuroticism). Each personality trait possesses unique roles and characteristics. The characteristics of openness, conscientiousness, extraversion, and agreeableness are crucial for teachers in strengthening their organisational commitment. Teachers' commitment to the school, teaching responsibilities, the teaching profession, and colleagues exemplifies Celep's (2000) theory of commitment. The integration of John and

Srivastava's (1999) personality theory with Celep's (2000) commitment theory can cultivate educators whose personalities are aligned with their roles, thereby allowing them to effectively fulfil their responsibilities to the nation, organisation, students, parents, profession, and society.

Additionally, the findings of this research offer valuable insights for future researchers concerning the influence of teachers' personalities on organisational commitment. Teachers' commitment encompasses a wide range of responsibilities that extend beyond the classroom to include all associated dimensions. The data collected provide a comprehensive representation of national secondary schools in Kedah and can serve as supplementary information and a reference for researchers.

### Limitations and Future Studies

The researcher encountered difficulties with the respondents' commitment, particularly among the teachers, in providing honest and responsible answers to the survey questions. Furthermore, the researcher was required to adhere to specific procedures to facilitate the study in secondary schools (SMK) within the state of Kedah.

The researcher hopes that future studies would encompass a broader range of respondents, incorporating teachers from various regions of Malaysia, ensuring that the findings are comprehensive and not confined to national secondary school teachers in Kedah. Furthermore, this study also recommends that similar studies are carried out among private school teachers. Furthermore, it is suggested that a specific study involving respondents from the school administration team be carried out. This is mainly because the school administration team functions as leaders and role models for teachers while acting as the organization's key planners, defining the school's path.

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