

Relationship Between School Climate and Teachers' Commitment in an Excellent School of Kubang Pasu District, Kedah, Malaysia

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Abstract

The aim of this study is to identify the relationship between school climate and teachers' commitment. This study focused on five excellent schools in the district of Kubang Pasu, Kedah. The total number of teachers in the five schools was 280 but only 178 teachers were randomly selected to be the respondents. The respondents were asked to complete two sets of questionnaires that are Organizational Climate Index (OCI) from Hoy et al. (2002) to examine school climate while Teachers Organizational Commitment from Celep (2000) to test teachers commitment. Researchers used SPSS version 20.0 to analyze the collected data. Descriptive statistic was used to get the frequency, percentage, mean and standard deviation. Researchers found that the Alpha Cronbach for validity is 0.92. To test school climate with teachers' commitment, descriptive and inferential statistics were used. Data collected was found abnormal (K-S test) so, Spearman Correlation test $p < 0.05$ was used. Result showed that school climate has relationship with teachers' commitment. Dimensions such as collaborative leadership, teachers' professional behavior; and working pressure have positive significant relationship with teachers' commitment whereas institutional transparency dimension has no relationship with teachers' commitment. Teachers' professional behavior was deemed as the determinant for teachers' commitment. In conclusion, the result findings of this study can contribute to all types of schools and school administrators. This is because by understanding school climate influence, school administrators and teachers will be able to work towards materializing education excellence at present and for the future.

Keywords: school climate, teachers' commitment, excellent school, Sekolah Kebangsaan (primary schools).

1. Introduction

Malaysian Education Blueprint (2006-2010) stated that education plays an important role in developing human capital who are knowledgeable and competent, who possess high moral standards, responsible and capable of achieving high levels of personal well-being as well as able to contribute to the harmony and betterment of the family, society and nation at large so as to fulfill the needs for the 2020 nation (MOE, 2006).

The Ministry of Education (MOE) is aware that the development of a nation, unity and economic growth are two important aspects towards transforming Malaysia as high-revenue nation. To ensure that our generation is ready to compete at global level and able to maintain success, education transformation is the answer (MOE, 2012). This shows that education is an important tool towards producing quality human capital who will make the nation's vision a reality.

Therefore, various policies and transformation in education have been introduced by MOE and implemented in schools around the nation. In other words, school is an important organization that helps to produce future generation who will develop the nation to be a successful nation.

If the school is deemed the agent of change towards producing quality human capital for the nation, then, school climate is one very important factor that influences the change. Every school has its own unique school climate which differs one school from another. Halpin and Croft (1963), a pioneer in conducting a study in school climate viewed school

climate as having an individual's characteristics. They also claimed that school climate portrays the personality of an individual and how that individual works towards achieving school success.

According to Hoy and Hoy (2006), school climate refers to school achievement. Najeemah (2012) claimed that a happy school is very motivated, with productive accomplishment which made it different from other schools. Howard (1974) defined school climate as a school's social environment and culture which influence the behavior of its community. This means that school climate plays an important role in influencing the behavior and achievement of the community in the school.

A healthy school climate is a school that focus on academic and the leader is able to influence the teachers and develop their belief that they have an impact on learning and teaching. Najeemah (2012) and Riechl & Sipple (1966) claimed that the characteristics of a school may effect teachers' commitment.

Smith (2009) stated that teachers who obtain support from their leaders are more inclined to be committed to the vision and the mission of the school including the school values. Porter et al.,(1974) denoted commitment towards an organization as "a strong belief and acceptance of the aims and values, readiness to work diligently to represent the organization and clear desire to stay as the member of the organization". Schools that have dedicated teachers who are committed to the school will become effective schools. Peterson & Skiba (2001) exclaimed that a school that have happy climate help in increasing teachers' commitment towards the school.

1.1 Problem statement

Schools are like 'factories' that produce harmonious and physically balanced human capital, so 'workers' in the 'factories' play very important role in the production line. Teachers who are highly dedicated and committed will complete their task to the best of their effort because they understand that they are the main player in the implementation of the curriculum.

Schools with positive climate will affect the behavior of the members. According to Halpin and Croft (1963), an effective school climate has characteristics such as: (1) the teachers feel secure, satisfied and confident, (2) the teachers are not pressured but always upkeep their students' development, (3) the principal is very confident and considerate, and (4) the students feel secure and study industriously.

Cohen (2006) stated that school climate affects its success. Previous researchers claimed that an organization climate affects the behavior of the organization members. Thus, school climate is said to also affect teachers' behavior. Therefore, teachers who are committed towards the teaching and learning process will affect the school's performance.

Hoy, Tarter, & Kottkamp (1991) opined that effective teachers need high organization commitment and that students' high academic achievements need dedicated teachers. On the other hand, Abdul (2009) stated that students' excellent performance are related to high teachers' commitment towards the organization.

Education is a crucial item to develop and produce useful human capital to the nation, therefore schools with healthy and transparent climate will affect teachers' and students' behaviors towards achieving excellence for the school. There are various excellent schools all over Malaysia, such as Cluster School and High Prestige School. These types of school have succeeded in producing excellent human capital that are balanced physically, emotionally, spiritually and intellectually.

Ebrahim and Mohamadkhani (2014) conducted a study examining the importance of organization climate on teachers' involvement in schools and found that teachers' need conducive organization climate to encourage them to complete their tasks. At present, teachers are overburdened with clerical work besides their core business and this has discouraged them. The education transformation is taking a lot of teachers' time just to do the clerical work and this issue, if not addressed, will affect their interest to stay in the education line or they become less committed in their jobs. If the school climate is transparent and positive, teachers will feel comfortable doing their jobs with their colleagues; and if they have leaders who are considerate and give attention to the needs of the subordinates, teachers will be motivated because they know that they are fully supported especially when they are going through rough patches.

Reza Shirzadi, Jafar Ravan Shad, Mohammad Nasiri, Hasan Abdi and Shahrookh Khani (2013) claimed that by providing suitable or conducive climate at working place, the tendency to stay loyal and committed will increase. Malaysia is well known to have high vision towards producing quality human capital and schools are the agents for this goal. Therefore, school climate which can affect teachers' commitment is a study that should be endeavored. It is believed that teachers with high commitment will result in high performance students in all aspects especially in academic.

Therefore, it is crucial that the researcher examined the relationship between school climate of excellent schools and teachers' commitment.

1.2 Research Objectives

The aim of this study was to examine the relationship between school climate and teachers' commitment in excellent schools in the district of Kubang Pasu, Kedah. Researchers wanted to see whether the climate of the schools being studied affected teachers' commitment. The objectives were to identify:

- I. the level of school climate in excellent schools in the district of Kubang Pasu, Kedah.
- II. the level of teachers' commitment in excellent schools in the district of Kubang Pasu, Kedah.
- III. the relationship between school climate dimensions and teachers' commitment.
- IV. the relationship between school climate and teachers' commitment.
- V. the school climate dimensions that are most dominant in affecting teachers' commitment.

1.3 Research Hypotheses

- Ho₁: There is no significant relationship between collaborative leadership dimension and teachers' level of commitment.
- Ho₂: There is no significant relationship between teachers' professional behavior dimension and teachers' level of commitment.
- Ho₃: There is no significant relationship between working pressure dimension and teachers' level of commitment.
- Ho₄: There is no significant relationship between institutional transparency dimension and teachers' level of commitment.
- Ho₅: There is no significant relationship between school climate and teachers' commitment.

1.4 Limitation of Study

This study was conducted in excellent schools only in the district of Kubang Pasu. Therefore, the findings could not represent all schools in Malaysia. Researchers could not be sure if the respondents have truly read through the questionnaire before responding to the items because teachers nowadays are already burdened with so many responsibilities besides teaching and they have very little time for themselves.

2. Literature Review

Halpin and Croft (1963) were the pioneer of the study for school climate. They deemed organization climate as a school's personality and the climate of a school has certain individual personality. Thus, the school climate of one school differs from another. In terms of organizations in educational environment, Tagiuri (1968), in Kelton, (2010) defined climate as the quality of the environment. Characteristics that are maintained for a certain period of time in schools is said to create the school climate and this creates the school personality which differentiate it from others. There are four dimensions in Tagiuri taxonomy of climate theory, namely:

- a. Ecology : physical factors such as age, size and design of building; and technologies used in the organization.
- b. Surroundings: refers to social dimension that relates the individuals to the organization, for example, ethnic groups, salary and level of education.
- c. Social system: refers to social dimension that relates to the individuals' style of communication with the community in the organization.
- d. Culture: refers to social dimension that relates to beliefs in the system, values, cognitive structure and also meaning.

Hoy, Tarter, and Koottkamp (1991) stated that school climate is the quality of the school surrounding or the school environment that is familiarized by the members of the school. These characteristics differentiate one school from another and affect the behavior of the members of the school. School climate affects the behavior, learning, productivity, and effectiveness, whereas the administration affects the school climate (Ali & Hale, 2009; Azzara, 2001; Mine, 2009). This shows that if the school climate is not positive or conducive, then the members of the school will not be able to do their work efficiently. Workers who are committed to an organization are more inclined to work diligently, achieve good performance, work effectively and stay in the organization (Mowday, 1998) .

Many researchers have conducted studies on teachers' commitment. Commitment refers to a teacher's willingness to contribute his/her energy and time towards his/her work. Portal et al. (1974) defined organization commitment as individual's willingness to identify and involve oneself in the organization.

Najeemah (2012) has conducted a study to analyze the relationship between school climate and teachers' commitment. The population involved five primary schools in Penang, Malaysia. The finding showed that transparency of the institution level and teachers' commitment in the five schools were high. The correlation between school climate dimensions showed positive correlation with teachers' commitment. Regression analysis showed only teachers' professional behavior contribute towards teachers' commitment.

Wan (2011) has done a study titled "Correlation between intermediate leaders' instructional leadership practice and school climate, teachers' working attitude and organization commitment in secondary schools". This study aimed to identify the impact of intermediate leaders' instructional leadership practice such as Co-curriculum Senior Assistant and Department Heads on school climate, teachers' working attitude and organization commitment in secondary schools. 400 teachers from secondary schools in two northern states of Malaysia participated in this study. The result finding showed instructional leadership practice of intermediate leaders have significant relationship with teachers' working attitude and organization commitment. This study showed that instructional leadership practice of intermediate leaders was not influenced by the school performance. Meanwhile, through structured comparison model, it was found that teachers' working attitude and organization commitment have indirect relationship with inculcating positive learning climate and evaluating teachers' teaching program.

School climate is seen as a significant variable to determine teaching and learning process in schools. The finding of this study provides the base to develop a school leadership model which is robust in the context of teachers' professional development, teachers' productivity level and school performance. Based on the findings, some implications and suggestions have been made. Reza Shirzadi, Jafar Ravan Shad, Mohammad Nasiri, Hasan Abdi and Shahrookh Khani (2013) have conducted a descriptive study to identify the relationship between organization climate and work motivation with organization commitment among new teachers teaching Physical Education and training administration in Kermanshah. 196 respondents were selected at random to complete the questionnaire. The finding showed that there is positive significant relationship between organization climate and work motivation with organization commitment among new teachers teaching Physical Education and training administration. The researchers stated that providing good school climate and conducive working place for Physical Education teachers motivate them, increase their commitment and encourage them to stay in the organization.

Another study done by Collie, Shapka, and Perry (2011) about school climate and social- emotional learning led to prove that there is impact on teachers' commitment. The sample was 664 public school teachers in British Columbia and Ontario in Canada. The respondents completed the questionnaire online about teachers' commitment, school climate and social-emotional learning. The regression analysis showed that positive school climate indicates three types of teachers' commitment that are: general professional commitment, future professional commitment and organization commitment. Douglas (2010) also conducted a study to identify the relationship between school climate and teachers' commitment at primary schools in Alabama. There were 67 primary schools and 1353 teachers participated as respondents. The finding showed that there is relationship between school climate and teachers' commitment. Teachers' professional behavior is the best commitment indicator. Collaborative leadership also is another indicator that influences teachers' commitment. Academic pressure although did not show influence on teachers; commitment, it showed impact on teachers' professional behavior and collaborative leadership. Institutional transparency has no direct relationship with teachers' commitment. Smith (2009) also conducted the study in 34 primary schools in the northern part of Alabama whereby 522 teachers participated. It showed the same result and the best indicator for teachers' commitment was teachers' profession. Collaborative leadership and academic pressure were the indicators in teachers' profession.

3. Research Methodology

3.1 Population

Teachers teaching in primary schools in the district of Kubang Pasu, Kedah were selected as participants. The reason for choosing Kubang Pasu district was based on the 2013 UPSR result whereby this district obtained the best result compared to the other eight districts in Kedah. There were 5 primary schools who attained academic excellence in 2013 and they were Sekolah Kebangsaan Sultan Ahmad Tajuddin, Sekolah Kebangsaan Jitra 3, Sekolah Kebangsaan Darulaman Height, Sekolah Kebangsaan Telok Malek, and Sekolah Kebangsaan Bandar Baru, Darulaman. These schools were selected because the researchers wanted to examine the characteristics of school climate in these schools that have increased the teachers' commitment and influenced the students' academic performance. Besides that, it will be beneficial if this district can be a model district for other schools in Kedah. All the five excellent schools produced a total of 280 teachers. To determine the number of required sample, a formula created by Krejcie and Morgan (1970) was

used, $s = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$, where :

S = required sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = population size

P = ratio of population (assumed as .50 as this will give maximum sample size).

d = the degree of accuracy expressed as a proportion (.05)

Based on this formula, the desired sample to complete this study was 162 teachers. 250 sets of questionnaire were distributed to ensure a good return rate .

3.2 Research Instrument

The questionnaire is divided into three sections; section A is teachers' demography with 2 items, section B is the Organizational Climate Index (OCI) that consists of 4 school climate dimensions adapted from Hoy et al. (2002) with 28 items. Section C has 28 items adapted from Celep (2000) that relates to teachers' commitment in school to measure organization commitment.

3.2.1 Section A : Teachers' Demographic Information

This section contains information such as teachers' gender and teaching experience.

3.2.2 Section B : OCI

This instrument, adapted from Hoy et al. (2002) contains 27 items to examine school climate and school transparency. There are 4 dimensions which measure collaborative leadership, teachers' professional behavior, work pressure and institutional transparency. The instrument used 4-point Likert scale that denotes 1-'seldom occurs' to 4- 'very often occurs'. Hoy et al. (2002) in his study, has conducted reliability test item on this instrument and the reliability index for all 4 dimensions were as follows: collaborative leadership (.94), teachers' professional behavior (.88), work pressure (.92), and institutional transparency (.87).

3.2.3 Section C : Teachers Organizational Commitment

This instrument was adapted from Celep (2000) to measure teachers' organizational commitment. This section contains 28 items which were divided into 4 dimensions. The first dimension consists of 9 items (1-9) examined teachers' commitment towards school. The second dimension, with 6 items (10 – 16) examined teachers' commitment towards teaching task. The third dimension looked at teachers' commitment towards the teaching profession and contained 6 items (17 – 22). The last dimension with 6 items (23 – 28) was to examine teachers' commitment towards teamwork. 5-point Likert scale was used with 5 to denote 'very high' and 1 as 'very low'. Celep (2000) has conducted reliability test item and the reliability index for all 4 dimensions were as follows: teachers' commitment towards school (.80), teachers' commitment towards teaching task (.75), teachers' commitment towards the teaching profession (.78) and teachers' commitment towards team work (.81). The overall reliability index was (.88).

4. Research Findings

The respondents for this study were teachers from 5 primary schools which attained excellent results in academics in 2013. They were Sekolah Kebangsaan Sultan Ahmad Tajuddin, Sekolah Kebangsaan Jitra 3, Sekolah Kebangsaan Darul Aman Height, Sekolah Kebangsaan Telok Malek and Sekolah Kebangsaan Bandar Baru, Darul Aman. The desired sample was 162 and the researchers have distributed 250 questionnaires randomly to the selected schools. 178 were returned with a return rate of 71.2%.

4.1 Distribution of Respondents based on Gender

Descriptive analysis was used to explain respondents' information in terms of gender and teaching experience. Based on Table 1, 30 respondents were male teachers (16.9%) and 148 were female teachers (83.1%).

Table 1: Distribution of Respondents based on Gender.

Gender	Number	Percentage
Male	30	16.9
Female	148	83.1
Total	178	100.0

4.2 Distribution of Respondents based on Teaching Experience

Table 2 below showed that 13 respondents have 1 to 5 years of teaching experience whereas 46 respondents have more than 20 years of teaching experience. 40 teachers with teaching experience between 6 and 10 years, 34 teachers between 11 and 15 years and 45 teachers with 16 and 20 years of teaching experience.

Table 2: Distribution of Respondents based on Teaching Experience

Years of Teaching Experience	Number	Percentage
1-5	13	7.3
6-10	40	22.5
11-15	34	19.1
16-20	45	25.3
>20	46	25.8
Total	178	100

4.3 School Climate in Excellent Primary Schools in Kubang Pasu District.

4.3.1 Research Question (1) :-

What is the level of school climate in excellent schools in the district of Kubang Pasu, Kedah?

Descriptive analysis was used to obtain the overall mean value for each climate dimension followed by comparing the overall mean with mean interpretation to determine the level of climate in the excellent schools in the 2013. The overall mean value is presented in Table 3 below. The finding showed that the mean value for all the dimensions were averagely high; collaborative leadership dimension (3.29), teachers' professional behavior (3.45), work pressure (3.19), and institutional transparency (2.40). The overall mean value of school climate for the 5 schools was 3.14.

Table 3: Mean and Standard Deviation for School Climate

School Climate Dimension	Mean	Standard Deviation
Collaborative Leadership	3.29	0.50
Teachers' Professional Behavior	3.45	0.45
Work Pressure	3.19	0.40
Institutional Transparency	2.40	0.75
Overall	3.14	0.34

4.4 Teachers' Commitment Level in Excellent Schools in Kubang Padu District.

4.4.1 Research Question (2) :-

What is the level of teachers' commitment in excellent schools in the district of Kubang Pasu, Kedah?

To address this question, the researchers have used descriptive analysis to obtain the overall mean value for each teachers' commitment dimension, followed by comparing the overall mean with mean interpretation to determine the level of teachers' commitment in excellent schools in Kubang Pasu District. The finding (Table 4) showed an overall of high mean value for all the dimensions (4.08); commitment towards the school (3.88), commitment towards teaching tasks (4.17), commitment towards the teaching profession (4.20) and commitment towards team work (4.15).

Table 4: Mean and Standard Deviation for Teachers' Commitment

Commitment Dimension	Mean	Standard Deviation
Commitment towards School	3.88	0.45
Commitment towards teaching tasks	4.17	0.47
Commitment towards the teaching profession	4.20	0.48
Commitment towards team work	4.15	0.51
Overall	4.08	0.39

4.5 Normality Test

Shapiro - Wilk (W) test was .970 ($p < .05$) for school climate. However for teachers' commitment, Shapiro – Wilk (W) test was .975 ($p < .05$). Therefore, it can be said that the data tested were not from a normally distributed population.

Thus, to examine the relationship between school climate and teachers' commitment, the researchers used Spearman's rank test to measure non-parametric data.

4.6 Hypotheses Testing H_0 hingga H_05

To examine the relations between climate dimensions with teachers' commitment, researchers employed Spearman's rho correlation test. This test was used to identify linear relationships between two research variables that are school climate dimensions and teachers' commitment. The correlation value is as presented in Table 5 below:-

Table 5: Correlation value Interpreted according to Hinkle, Wiersma and Jurs (1988)

Correlation Value	Relationship Strength
$\pm 0.90 - 1.00$	Very Strong
$\pm 0.70 - 0.90$	Strong
$\pm 0.50 - 0.70$	Averagely Strong
$\pm 0.30 - 0.50$	Weak
$\pm 0.01 - 0.30$	Very Weak
0	No relationship

Table 6 showed the relationship between collaborative leadership dimension and teachers' commitment.

H_01 : There is no significant relationship between collaborative leadership dimension in school climate and level of teachers' commitment.

Based on correlation analysis of Spearman Test, it is found that the relationship between collaborative leadership dimension and teachers' commitment is positive and significant statistically ($r = .51$, $p < .05$).

Table 6 : Spearman Correlation between Teachers' Collaborative leadership Dimension and Teachers' Commitment

Variables	Teachers' Commitment Correlation Value (r)	Significant
Collaborative leadership	.51**	.00

**Significant at 0.01

This result rejected (H_01). The positive significant relationship showed that a high collaborative leadership dimension can increase the level of teachers' commitment and vice versa. Collaborative leadership dimension in school climate has average positive relationship $r = .51$.

H_02 : There is no significant relationship between teachers' professional behavior dimension in school climate and level of teachers' commitment.

Based on correlation analysis in Table 7, it is found that the relationship between teachers' professional behavior dimension in school climate and level of teachers' commitment is positive and significant ($r = .52$, $p < .05$). This result rejected (H_02). The positive significant relationship showed that a high teachers' professional behavior dimension in school climate can increase the level of teachers' commitment and vice versa. Teachers' professional behavior dimension

in school climate has average positive relationship $r = .52$.

Table 7: Spearman Correlation between Teachers' Professional Behavior Dimension and Teachers' Commitment

Variables	Teachers' Commitment Correlation Value (r)	Significant
Teachers' Professional Behavior	.52**	.00

**Significant at 0.01

Ho3: There is no significant relationship between work pressure dimension in school climate and level of teachers' commitment.

Table 8 showed that the relationship between work pressure dimension in school climate and level of teachers' commitment is positive and significant ($r = .42, p < .05$). This result rejected (Ho3). Overall, the correlation result showed the low r value but significant because of the large sample size. The positive significant relationship showed that a high work pressure dimension in school climate can increase the level of teachers' commitment and vice versa. Work pressure dimension in school climate has low positive relationship $r = .42$.

Table 8: Spearman Correlation between Work Pressure Dimension and Teachers' Commitment

Variables	Teachers' Commitment Correlation Value (r)	Significant
Work Pressure	.42**	.00

**Significant at 0.01

Ho4: There is no significant relationship between institutional transparency dimension in school climate and level of teachers' commitment.

Table 9 showed no relationship between institutional transparency dimension in school climate and level of teachers' commitment ($r = .009, p > .05$). This result failed to reject (Ho4).

Table 9: Spearman Correlation between Institutional Transparency Dimension and Teachers' Commitment

Variables	Teachers' Commitment Correlation Value (r)	Significant
Institutional Transparency	.009**	.90

**Significant at 0.01

Ho5: There is no significant relationship between school climate and teachers' commitment.

Table 10 showed that there is positive significant relationship between school climate and teachers' commitment ($r = .52, p < .05$). This result rejected (Ho5). The positive significant relationship showed that a high school climate dimension can increase the level of teachers' commitment and vice versa. School climate dimension has average positive relationship $r = .52$. School climate was $R^2 = .27$ which showed that school climate contributed 27% variants related to teachers commitment variants.

Table 10: Spearman Correlation between School Climate and Teachers' Commitment.

Variables	Teachers' Commitment Correlation Value (r)	Significant
School Climate	.52**	.00

**Significant at 0.01

Spearman Correlation test was conducted on each school climate dimension with teachers' commitment. Based on the findings, it was found that teachers' professional behavior dimension showed a high correlation value $r = .52$ compared to other dimensions. Meanwhile, collaborative leadership dimension showed value $r = .51$. both dimensions showed $R^2 = .26$ and $R^2 = .27$ consecutively. This proved that both teachers' professional behavior and collaborative leadership

dimensions contributed 26% and 27% variants related to teachers' commitment variants.

Table 11 showed the overall result findings of Spearman Correlation test for each school climate dimension with teachers' commitment.

Table 11: Spearman Correlation test for each school climate dimension with teachers' commitment.

Teachers' Commitment Dimension	Correlation Value (r)	Significant
Collaborative Leadership	.51**	.00
Teachers' Professional Behavior	.52**	.00
Work Pressure Dimension	.42**	.00

5. Discussion

The researchers conducted this study to identify the level of school climate in the excellent schools and the relationship between school climate and teachers' commitment which is believed to have contributed to the academic excellence of the schools in the district of Kubang Pasu.

5.1 The level of School Climate in Excellent schools in the Kubang Pasu District

The level of school climate in all the five excellent schools is averagely high based on the descriptive statistic result. The result showed that school climate of a school does affect the school's performance. This result is similar with the study result by Mohsen, Mohammad, Naghi and Sayed (2014). They have also found that school organizational health has significant effect on academic performance.

This finding of this study also supported the result finding by Mahdieh, Syed, and Koroush (2013) which found that positive climate resulted from efficient management of the organization to be one of the factors that should be deliberated so as to achieve excellent academic results. The result of this study is similar to the study conducted by Siti Noor Binti Ismail (2011) which found that the level of school climate in high prestige schools is very high.

The finding of this study is also in concordance with the study conducted by Smith, Hoy and Sweetland (2003). Their findings showed that there is positive relationship between school climate and students' achievement. This means that the students' academic achievement will be good if the school climate is positive and good. This study has shown that school climate affects school performance. According to Hoy and Hoy (2006), this is due to the fact that school climate relates to school performance. Najeemah (2012) stated that a happy school is a school that is highly motivated with productive achievements and which makes the school different from other schools.

5.2 The level of Teachers' Commitment in Excellent Schools in the Kubang Pasu District

Referring to the descriptive statistic result, we can see that the overall mean score for teachers' commitment is high (mean=4.08). The high level of teachers' commitment is believed to be one of the factors that affects the schools' performance. According to Najeemah (2012), committed teachers have strong psychological bond with the school, students and their subjects. Therefore, teachers with high commitment towards school will work diligently which will result in the increase of students' performance.

This finding is similar to the one done by Madhu Gupta and Manju Gehlawat (2013) who found that organizational commitment is an important factor which contribute to an effective education system. Teachers who are highly committed towards school are easily motivated and they perform their teaching tasks voluntarily. According to Rathod (2013), committed teachers make a difference in school success and students' learning. Highly committed teachers has been identified as one of the important factors that contributes to the future of schools and education as shown by the teachers in the five excellent schools in the Kubang Pasu District.

5.3 Relationship between School Climate and Teachers' Commitment

Four school climate dimensions (collaborative leadership, teachers' professional behavior, work pressure and institutional transparency) were examined to see the relationship between the dimensions and teachers' commitment. Based on the Spearman Correlation Test, the researchers found that collaborative leadership has positive average relationship $r = .51$ with teachers' commitment. For teachers' professional behavior dimension, the relationship with teachers' commitment is positively average too $r = .52$. Work pressure dimension has low positive relationship $r = .42$ whereas there is no

relationship between institutional transparency and teachers' commitment found in this study. This finding is similar to the finding by Douglas (2010) who found that collaborative leadership, teachers' professional behavior and work pressure have relationship with teachers' commitment whereas institutional transparency has no relationship with teachers' commitment.

Najeemah (2012) stated that correlation between collaborative leadership dimension, teachers professional behavior, work pressure and also institutional transparency were positive with teachers' commitment. Most of the result findings are similar with the study conducted. The only difference is the finding of this study showed that no relationship exists between institutional transparency and teachers' commitment.

5.4 Relationship between School Climate and Teachers' Commitment

This study showed that there is positive significant relationship between school climate and teachers' commitment. This proved that high level of school climate will result in high level of teachers' commitment and vice versa. This finding is in concordance with the result by Reza et.al.,(2013) which found that there is positive significant relationship between organizational climate and work motivation with organizational commitment among Physical Education teachers who are new to the education and management training. The researchers claim that physical education teachers' motivation and level of commitment will increase if they are provided with good school climate and conducive work place. By providing good school climate and conducive working place for physical education teachers will motivate them. This will also make them loyal to the school.

The result finding which proved that there is relationship between school climate and teachers' commitment is similar to the study by Douglas (2010) and Smith (2009). The result of this study showed that there is relationship between collaborative leadership, teachers' professional behavior and work pressure dimensions; and teachers' commitment. Since school climate is related to teachers' commitment, it is vital that all schools in Malaysia create harmonic and conducive organizational climate so as to increase teachers' commitment and thus increase school performance.

5.5 School Climate Dimension that displays most dominant relationship towards teachers' commitment.

The finding of this study showed that teachers' professional behavior and collaborative leadership dimensions each contributed 26% and 27% variants that relate to teachers' commitment variants. The correlation value for each is $r = .52$ and $r = .51$ consecutively. Based on both values it can be concluded that teachers' professional behavior and collaborative leadership dimensions have dominant relationship towards teachers' commitment but teachers' professional behavior dimension is proved to have the most dominant relationship towards teachers' commitment. This result coincides with finding by Douglas (2010) who stated that both teachers' professional behavior and collaborative leadership dimensions are the predictor of teachers' commitment.

Studies conducted by Najeemah (2012) and Smith (2009) found that only teachers' professional behavior was the predictor of teachers' commitment, and collaborative leadership, work pressure and institutional transparency failed to be the predictors of teachers' commitment.

Teachers' professional behavior refers to show of respect towards colleagues' competency, commitment towards the students, autonomy assessment, cooperation and support between colleagues (Hoy, Smith, & Sweetland, 2002). Respect towards colleagues and collaborative work will create harmonic working environment. Teachers who are helpful, magnanimous in sharing knowledge especially in the learning and teaching process will produce colleagues or members of the organization who are united. This will motivate the members of the organization to work harder or become more committed towards the school. On the other hand, if members of the organization are self-centered or uncooperative, there will be no unity nor enjoyment in working. This will demotivate the teachers to do their jobs well (Najeemah, 2012).

6. Conclusion

In conclusion, the Ministry and related stake holders should not ignore school climate which has been proven to have effect on teachers' commitment. The Ministry should make sure that schools have conducive environment by providing sufficient funds to increase the physical climate of the schools. Teachers' motivation and commitment will increase when they work in a secured and comfortable place, fully equipped with teaching aids such as computers. Besides, the Ministry should also provide opportunities for school leaders to attend workshops or courses that can increase their leadership styles or practices so that school excellence and the education vision can be achieved.

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