

THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND ORGANIZATIONAL COMMITMENT OF TEACHERS

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Abstract

The main purpose of this study is to examine the relationship between organizational climate and organizational commitment of teachers from selected high schools in Zayathiri District and Yamethin District. The questionnaire survey method and quantitative approach were used in this study. A total of 600 teachers (including 240 senior assistant teachers, 240 junior assistant teachers and 120 primary assistant teachers) from 16 selected schools in the two districts participated as a sample and random sampling technique was utilized in the study. The instruments used in this study were Organizational Climate Index Questionnaire (OCI) developed by Hoy, Smith & Sweetland (2002) and Organizational Commitment Questionnaire (OCQ) developed by Meyer & Allen (2011). The descriptive results showed that overall teachers had satisfactory levels of organizational climate and organizational commitment. The results of the ANOVA revealed that the teachers were significantly different in both organizational climate and organizational commitment by their designations. Thus, it can be assumed that as the teachers increased in hierarchical rank, they became more satisfaction to their organizational climate and they were more professionally committed to the organization. According to the result of independent samples *t*-test, there were significant differences in organizational climate as well as organizational commitment by district in favor of urban and rural areas respectively. Therefore, it can be concluded that school location area (district) were the factors which can make difference in teachers' perceptions on organizational climate and organizational commitment. The results of the correlation showed that teachers' perception on organization climate was significantly and positively related to their organizational commitment. According to the results, it was found that the better the organizational climate perceived by the teachers, the higher the organizational commitment of teachers. Based on the results of the study, it can be concluded that the teachers who perceived organizational climate positively were more likely to have faith in the goals and values of the career, showed considerable efforts for the work, maintained membership in the job, and more committed to the organization.

Keywords: Climate, Organizational Climate, Commitment, Organizational Commitment

Introduction

Education is an indispensable thing for the attainment of aspired goal for a modern nation. The prosperity of a nation can also be measured by its educational system. The quality of educational system reflects quality of human resources and economic development. "In any attempt to improve education, teachers are central" (Frymier, 1987, cited in Kirika, 2011).

Throughout the world, it is commonly accepted that an organization is a group of personnel working together to achieve objectives. One of the most significant characteristics of any organization is its climate. Organizational climate enhances motivation that leads to behaviors such as satisfaction, effectiveness and finally organizational commitment. Teachers are motivated and willing to work when they are committed to their schools. Organizational commitment is a working attitude of employees who have a sense of identification to accomplish organizational goals and wish to maintain good relationship with members within the organization (Robbins, 2001). The strength of any profession depends upon the degree of

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commitment of its members. Commitment is a key factor that influences teachers' work and student performance in schools.

Purposes of the Study

The main purpose of the present study is

- to investigate the relationship between organizational climate and organizational commitment of teachers from selected high schools.

The specific objectives are

- To investigate level of teachers' perception on organizational climate
- To find out differences in teachers' perception regarding the organizational climate by designation and location
- To examine the perceptions of teachers on their organizational commitment
- To explore differences in organizational commitment of teachers by designation and location
- To study the relationship between organizational climate and organizational commitment

Definitions of Key Terms

Climate. As for school, climate is one of the interpersonal relations between teachers and administrators, and teachers and students are positive – good relationships. Climate is a necessary link between organizational structure and teacher attitude and behaviour (Igunbay, 2002).

Organizational Climate. Organizational climate refers to those aspects of the environment that are consciously perceived by organizational members (Armstrong, 2003).

Commitment. Commitment is one's attitude, including effect, belief, and behavioural intention toward his work (Cohen, 2003).

Organizational Commitment. Organizational commitment is "A state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization" (Miller, 2003).

Review of Related Literature

Organizational Climate

Every organization has certain goals, the school as an organization has its own goals. For a school to achieve its goals and objectives, the organizational climate of the school has to come into play. Obasi (2007) defined organizational climate as a general term that refers to the feel, atmosphere, tone, ideology or milieu of an organization. Okorie (2012) saw it as the internal quality of the organization as seen by its members. It is the tone, the totality of the 'feel' of the organization that is perceived by the members as unique to that organization. Organizational climate had to do with how the members of the organization 'feel' about the organization in this case, teachers. Teachers were indeed the key factors in the educational system as their services are indispensable and critical to the nation's future and economic development. A positive school climate can enhance staff performance, promote higher morale, and improve student achievement (Freiberg, 1998, cited in Rapti (2012). In fact, the climate of the school was the subject of staff and students perceptions and was measurable. From the above definitions, it can be concluded that the climate of the school has to do with the atmosphere or feeling that prevails in a particular

school. It appeared from the relationship between leaders and teachers, teachers and students and between leaders and students. The school as a social interaction system forced the leaders, teachers and students to interact in the planning, decision-making and problem solving fields in an administrative level. They also interact on personal issues that were part of the normal school routine (Rapti, 2012).

Organizational Commitment

Quality education cannot be achieved without the efforts of dedicated and highly committed teachers. Committed teachers must inculcate and nurture values that will guide the subsequent use of the learning of both knowledge and skills in the wider world outside the classroom and lecture theatre. Teachers who demonstrate a high level of commitment perform better and invest more effort in developing productive strategies (Whamond, 2011). By contrast, teachers who lack commitment may create problems and cause deviations from the school's objectives and values. Teachers who are not committed to their profession frequently exhibit the following four attitudes: (a) a diminished emphasis on professional development; (b) a diminished interest in pleasing their superiors than previously; (c) an indisposition to devote to long-term projects; and (d) accomplishing the minimum total of work necessary (The KMK Team, 2014). When teachers are passionate about and committed to their work, they will enthusiastically advocate for school-based improvements or inventions that benefit students' learning and development (Chan, 2006).

Teacher commitment has been considered as a passion to the work. Passion is at the core of effective education. Day (2004) argues that passion is a need for a high quality education. Passion encourages teachers to act as it is source of motivation (Vallerand, 2007). Committed teachers like working with their students and cares about their development. These teachers profoundly struggle for efficiency in teaching and learning through employing different approaches. Without love of profession, teaching cannot be conducted effectively. Teachers with high level of commitment are in love with teaching (Garrison & Liston, 2004). Besides, they have respect for students and it is noteworthy that they build strong relationship with their student which is a hallmark of great teachers. Committed teachers always seek for continuous professional development. It is believed that teachers who have commitment to their profession work collaboratively with other teachers to nurture the learning of the students.

Teacher Commitment has been viewed as a multidimensional concept. Meyer and Allen (1991) based on observations from several findings and types of organizations in 1990, developed a multidimensional model of commitment comprising three components namely affective, normative and continuance. Affective commitment (AC) is the teacher's positive emotional attachment to the school for the learning of the students. A teacher who is affectively committed strongly identifies with the goals of the school and desires to remain a part of it. This teacher commits to the school because he/ she "want to". Normative commitment (NC) is the teacher's perceived obligation to remain the school or stay because of the feelings of obligation. The individual commits to and remains with an organization because of feelings of obligation. The employee stays with the organization because he/ she 'ought to'. Continuance commitment (CC) the teacher commits to the school because he/ she perceives high costs of losing the job, including economic costs (such as pension accruals) and social costs (friendship ties with co-

workers) that would be incurred. The employee remains a member of the organization because he/ she 'has to'.

A previous research by Smith (2009) conducted in Alabama using a similar instrument proves that a correlation exists between the dimensions of organizational climate and teacher commitment. Positive and significant relationship between organizational climate and organizational commitment (Danish, Draz, and Ali, 2015). Organizational climate has a strong and positive correlation with organizational commitment (Kaur and Randhawa, 2017).

Method

Research Design

Quantitative design and questionnaire survey method were used in this study.

Participants of Study

A total of 600 teachers (41 males and 559 females) from Zayarthiri District and Yamethin District in 2023-2024 academic year participated in this study.

Instrumentation

Organizational Climate Index (OCI) developed by Hoy, Smith and Sweetland (2002) was used to measure the teachers' perception on organizational climate by four subscales: collegial leadership (CL), professional teacher behavior (PTB), achievement press (AP) and institutional vulnerability (IV). It has a total of 27 items. Each item was assessed along a 4-point Likert scale. For measuring commitment of teachers, Organizational Commitment Scale (OCS) developed by Meyer and Allen (2011) was used. It has three subscales: affective commitment scale, continuance commitment scale and normative commitment scale. The total number of items used in this study were 18 items and all are five point Likert type.

Procedure

After translating the two instruments in Myanmar version, experts in the field of Educational Psychology from Universities of Education were requested to review the items for face and content validity. The necessary changes were done according to their suggestions. And then, pilot testing was conducted with 75 teachers from Basic Education High School in Zayarthiri District, Naypyitaw Union Territory and Yamethin District, Mandalay Division in order to determine the reliability of the instruments. It was found that the internal consistencies were (0.856) for Organizational Climate Index (OCI) and (0.859) for Organizational Commitment Scale (OCS) respectively. Thus, the resultant of Cronbach alpha values showed that the PPQ-R and GDMS had high reliability to measure organizational climate and commitment of teachers.

Data Analysis and Findings

Teachers' Perceptions on Organizational Climate

To examine teachers' perceptions on organizational climate, descriptive statistics of organizational climate were calculated and the results were shown in Table 1.

Table 1 Descriptive Statistics of Organizational Climate Perceived by Teachers

Variable	N	Minimum	Maximum	Mean	SD	Mean Percent
CL	600	9	27	20.00	4.033	71.43%
PTB	600	19	28	23.71	2.841	84.68%

Variable	N	Minimum	Maximum	Mean	SD	Mean Percent
AP	600	16	30	21.75	3.888	67.97%
IV	600	5	18	9.00	2.475	45.00%
Overall Organizational Climate	600	60	98	74.46	8.873	68.94%

Note : CL = Collegial Leadership PTB = Professional Teacher Behaviour
 AP = Achievement Press IV = Institutional Vulnerability

Table 1 revealed that the mean score of organizational climate as a whole was 74.46 with standard deviation 8.873. The highest mean score of organizational climate was 108 and the lowest mean score was 27. Since the overall mean score 74.46 was greater than the average possible mean score 67.5, it can be said that the overall organizational climate perceived by teachers was satisfactory enough. In addition, the mean percentage value of organizational climate was 68.94. It can be assumed that the organizational climate perceived by teachers was satisfactorily good for all teachers. Moreover, the mean percentage value of Professional Teacher Behaviour 84.68 was the highest among the four subscales of organizational climate. With regard to the report of Smith (2009), it can be interpreted that most of the teachers develop trust and respect for the competence of their colleagues working hard and handling situations professionally. The second highest mean percentage value (71.43) of organizational climate subscale was Collegial Leadership. According to the assumption of Hoy et al. (2002), it can be assumed that the principal did not focus with task achievement, but was considerate, helpful, and genuinely concerned about the social welfare of teachers.

The result showed that the lowest mean percentage value (45) of organizational climate subscale was Institutional Vulnerability. With respect to the attribution of Hoy et al. (2002), it may be assumed that most of the teachers felt that they had less interference from parents and community in the functioning of school. According to the Table 4.1, the mean scores of organizational climate subscales were 20.00 for Collegial Leadership, 23.71 for Professional Teacher Behaviour, 21.75 for Achievement Press, and 9.00 for Institutional Vulnerability.

Table 2 Descriptive and ANOVA Results of Organizational Climate by Designation

Variable	Designation	N	Mean	SD	df	F	p
Organizational Climate	SAT	240	78.38	8.620	2, 597	57.304***	.000
	JAT	240	73.24	8.353			
	PAT	120	69.03	6.568			

*** $p < .001$

According to Table 2, the mean value of senior assistant teachers was 78.38, that of junior assistant teachers was 73.24, and that of primary assistant teachers was 69.03 respectively. So, the mean value of senior assistant teachers was greater than that of primary assistant teachers and junior assistant teachers in organizational climate. Similarly, the mean value of junior assistant teachers was higher than that of primary assistant teachers in this climate. The result showed that as the teachers increased in hierarchical rank, they became more satisfaction to their organizational climate. The ANOVA results of the three designation groups revealed that there was a significant difference in organizational climate among the teachers with different

positions. It can be assumed that organizational climate perceived by teachers was so different according to their designation differences. It can be concluded that the teachers' organizational climate may be influenced by their present ranks and status.

To get more detailed information for making mean comparison among designation groups, Post Hoe Test was employed by Tukey method and organizational climate was interpreted by using multiple comparison method.

Table 3 Results of Tukey HSD Multiple Comparisons for Organizational Climate by Designation

Variable	(I)Designation	(J)Designaion	Mean Difference (I-J)	<i>p</i>
Organizational Climate	SAT	JAT	5.142***	.000
		PAT	9.358***	.000
	JAT	SAT	-5.142***	.000
		PAT	4.217***	.000
	PAT	SAT	-9.358***	.000
		JAT	-4.217***	.000

 $p < .001$

Table 3 indicated that the mean value of senior assistant teachers was significantly higher than that of junior assistant teachers and primary assistant teachers in organizational climate. Similarly, the mean value of junior assistant teachers was significantly greater than that of primary assistant teachers in organizational climate.

Comparison of Teachers' Perception on Organizational Climate by District

To find out the district area effect, the teachers were categorized into two groups by their school location, Zayathiri District (ZTY) and Yamethin District (YMT). By using descriptive statistics and independent samples *t*-test, the difference in organizational commitment between the two groups according to the school location was investigated.

Table 4 Descriptive Statistics and Independent Sample *t*-test Results of Teachers' Organizational Climate by District

Variable	District	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Organizational Climate	ZTR	300	75.71	8.858	3.506***	598	.000
	YMT	300	73.20	8.722			

*** $p < .001$

By the use of descriptive statistics, the mean and standard deviation scores of organizational climate perceived by teachers from Zayathiri District (ZTR) and Yamethin District (YMT) were presented according to the local areas. According to Table 4, it was found that the mean score of Zayathiri District was greater than those of Yamethin District in organizational climate. The result of *t*-test revealed that there was a significant difference between teachers from Zayathiri District and those from Yamethin District ($p < 0.01$, $t = 3.506$). In the organizational climate, it was observed that the mean score of teachers from Zayathiri District was significantly higher than that of teachers from Yamethin District. The reason may be because of different socio-economic culture between urban district and rural district.

Teachers' Perceptions on Organizational Commitment

To explore teachers' perceptions on organizational commitment, descriptive statistics of professional commitment were analyzed and the results were shown in Table 5.

Table 5 Descriptive Statistics of Organizational Commitment Perceived by Teachers

Variable	N	Minimum	Maximum	Mean	SD	Mean percent
Affective Commitment	600	15	29	21.78	3.659	72.60%
Continuance Commitment	600	9	30	17.46	4.048	58.20%
Normative Commitment	600	13	27	18.73	3.160	62.43%
Overall Organizational Commitment	600	41	77	57.98	9.240	64.42%

The mean and standard deviation of organizational commitment were 57.98 and 9.24 respectively. According to the result, organizational commitment of teachers was satisfactory enough in this study because the total mean score 57.98 was greater than the average possible mean score 54 while the highest possible score was 90 and the lowest possible score was 18. Moreover, the mean percentage value of organizational commitment was 64.42. It can be said that most of the teachers were satisfied with their profession.

Most of the teachers were better in affective commitment than other subscales because the mean percentage of affective commitment 72.60 was the highest in all subscales. So, it can be assumed that most of the teachers were capable more in their ability to have the emotional attachment to, involvement in, and identification with the organization and its goals (Meyer & Allen, 2004).

On the other hand, the mean percentage values of continuance subscale and normative subscale were 58.20 and 62.43. So, it may be identified that continuance commitment and normative commitment of the teachers were satisfactory enough. The mean scores of three subscales (affective, continuance, normative) were 21.78, 17.46 and 18.73 respectively.

Table 6 Descriptive and ANOVA Results of Organizational Commitment by Designation

Variable	Designation	N	Mean	SD	df	F	p
Organizational Commitment	SAT	240	62.87	8.394	2, 597	130.546***	.000
	JAT	240	57.60	7.480			
	PAT	120	48.95	6.714			

*** $p < .001$

By the result of Table 6, the mean value of senior assistant teachers was 62.87, that of junior assistant teachers was 57.60, and that of primary assistant teachers was 48.95 respectively. So, the mean value of senior assistant teachers was greater than that of primary assistant teachers and junior assistant teachers in professional commitment. Similarly, the mean value of junior assistant teachers was higher than that of primary assistant teachers in this commitment. The result showed that as the teachers increased in hierarchical rank, they became more committed to their profession. Therefore, the teachers who had the higher rank or position were more satisfied and more committed to their profession. The ANOVA results of the three designation groups revealed that there was a significant difference in organizational commitment among the teachers

with different positions. It can be assumed that organizational commitment of teachers was so different according to their designation differences. It can be concluded that the teachers' organizational commitment may be influenced by their present ranks and status.

To get more detailed information for making mean comparison among designation groups, Post Hoe Test was employed by Tukey method and organizational commitment was interpreted by using multiple comparison method.

Table 7 Results of Tukey HSD Multiple Comparisons for Organizational Commitment by Designation

Variable	(I)Designation	(J)Designaion	Mean Difference (I-J)	<i>p</i>
Organizational Commitment	SAT	JAT	5.267***	.000
		PAT	13.921***	.000
	JAT	SAT	-5.267***	.000
		PAT	8.654***	.000
	PAT	SAT	-13.921***	.000
		JAT	-8.654***	.000

*** $p < .001$

Table 7 showed that the mean value of senior assistant teachers was significantly higher than that of junior assistant teachers and primary assistant teachers in organizational commitment. Similarly, the mean value of junior assistant teachers was significantly greater than that of primary assistant teachers in organizational commitment. Therefore, this result indicated that the teachers who were high in their ranks showed more organizational commitment as compared to those who were low in their ranks. The possible reason might be that as the teachers with higher rank or position received the increased power and status, they became more satisfied and more committed to their profession.

Comparison of Teachers' Perception on Organizational Climate by District

To find out the district area effect, the teachers were categorized into two groups by their school location, Zayathiri District (ZTY) and Yamethin District (YMT). By using descriptive statistics and independent samples *t*-test, the difference in organizational climate between the two groups according to the school location was investigated.

Table 8 Descriptive Statistics and Independent Sample *t*-test Results of Teachers' Organizational Commitment by District

Variable	District	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Organizational Commitment	ZTR	300	59.13	8.663	3.079***	598	.000
	YMT	300	56.83	9.660			

*** $p < .001$

By the use of descriptive statistics, the mean and standard deviation scores of organizational commitment perceived by teachers from Zayathiri District (ZTR) and Yamethin District (YMT) were presented according to the local areas. According to Table 8, it was found that the mean score of Zayathiri District was greater than those of Yamethin District in organizational commitment. The result of *t*-test by qualification revealed that there was a significant difference between teachers from Zayathiri District and those from Yamethin District ($p < 0.01$, $t = 3.079$). In the organizational commitment, it was observed that the mean

sore of teachers from Zayarthiri District was significantly higher than that of teachers from Yamethin District. It may be due to the different circumstances in work motivation, job satisfaction and socio- economic culture between the two local areas.

Correlation between Organizational Climate and Organizational Commitment of Teachers

To explore the relationship between that organizational climate (independent variable) and organizational commitment of teachers (dependent variable), Pearson's product-moment correlation coefficients were calculated and the result was shown in Table 9.

Table 9 Correlation between Organizational Climate and Organizational Commitment of Teachers

Variable	Organizational Climate	Organizational Commitment
Organizational Climate	1	.610 ^{**}
Organizational Commitment		1

Note. ^{**} $p < .01$

The result of Table 9 indicated that school climate was significantly correlated with organizational commitment ($r = .610$, $p < .01$). This meant that the organizational climate and organizational commitment were highly positively related. This finding revealed that organizational climate perceived by teachers was significantly associated with their capacity of organizational commitment. It can be judged that the better the organizational climate the teachers perceived, the stronger the organizational commitment which may improve to their profession. Based on the attribution of Elias (2006), it can be concluded that the teachers who perceived organizational climate positively were more likely to have faith in the goals and values of the career, showed considerable efforts for the career, and maintained membership in the job than those with low organizational climate.

Discussion and Recommendation

Development of a nation depends to a large extent on education of its people. The higher the educational standard, the more the nation develops. School plays a crucial role in educational development of the nation. It is important to have a wider range of knowledge and correct concept about organizational climate of school. The role of organizational climate is not only connected with the personality and academic development of student but a healthy or unhealthy organizational climate will also influence teacher's performance as well. Organizational climate influences teacher's motivation; dedication and satisfaction in their work.

The role of teachers is pivotal in providing quality education to the children. The teacher is extremely important in order to contribute to students' development and growth effectively. So, teachers need to be committed, sensitive and able to react to the child's feelings and needs. One of the important ways to improve schools is improving the teachers' workplace. Organizational climate can help or hinder teachers as they attempt to satisfy their needs at work. Organizational climate is an ever-changing factor in the lives of people who work and learn in schools.

Hoy and Sabo (1998) found that organizational climate is critical component of effective schools. Organizational climate is considered the measurement of an individual's relationship with principals and teachers in the work environment. The characteristics of a school influence

the level of organizational commitment of teachers. A school with a positive climate for teachers is more likely to have committed teachers (Riel & Sipple, 1996). Organizational climate focuses attention not only on the school's interpersonal work life as it affects teachers, principals, and supervisors but also on the students as well. Teachers receiving administrative support are more likely to be committed to the school's goals and values. Teachers associated with an orderly school have a higher level of organizational commitment (Singh & Billingsley, 1998). Tsui and Cheng (1999) do consider some personal characteristics to be influential on organizational commitment. They identified characteristics that were more demographic in nature, such as age, teaching experience, sex, educational level, professional training, working position, and marital status. There are a number of teacher's personal factors that are also associated with organizational commitment.

Many of the educational survey and research studies has been revealed that the organizational commitment is a contributing factor for the innovations in teaching-learning process in various other countries all over the world.

Education is nowhere without teachers' role and commitment. Teacher commitment plays a vital role in school and system reform. Commitment refers to teachers' motivation to work and committed teachers may have strong psychological ties to their schools, their students or their subject areas. Effective school is existed if the school has committed teachers. Professional commitment is typically conceptualized as a positive, affective attachment to one's work. The committed teachers are focused and more involved in their professions.

The progress of the school depends a lot on enthusiastic behaviours that a teacher displays towards the achievement of a commonly shared goal. A satisfied and a committed teacher is very likely to exert himself or herself to work with enthusiasm. The success of a nation depends fundamentally on the knowledge, skills and competencies of its people. Teaching today is increasingly complex work, requiring the highest standards of professional practice to perform it well (Hargreaves & Goodson, 1996).

Moreover, according to the current situations of our country, it can be seen that the number of in-service teachers who have enough professional experiences are decreasing in the teaching profession due to high turnover rates of the teachers in basic education sector. Although new teachers have been appointed to supplement the vacant positions, there are a few problems that need to be dealt with such as the issues concerning values and attitudes of those new teachers towards teaching profession.

On the other hand, teacher plays an important role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. The capability and quality of the teacher determines the success of any educational system. Moreover, the vitality of all educational organizations lies in the willingness of teachers to contribute to the development of the organizations. Since teaching is a demanding profession, commitment and perseverance have been identified as critical factors for the success of educational institutions. In particular, a teacher's commitment is deemed instrumental in reaching out to the degree of success (Mohan & Kaur, 2014).

The school has a responsibility to ensure that all teaching exercises carried out under the auspices of the school are consistent with established ethical principles. Ethical requirements

arise from an evolving understanding of the right and duties of human beings (Dr. Khin Zaw, 2001). School climate can play a significant role in providing a healthy and positive school atmosphere for all the students. The creation of any school climate starts with the principal, and it is reflected in the relationships among teachers, between teachers and students, among the student body, commitment of teachers to the achievement of school goals and objectives, ethos of the school, etc. (Cohen, 2007).

Recommendation for Organizational Climate

The following recommendation regarding organizational climate in this study were made to enhance organizational commitment of teachers.

All principals should: -

- try to improve communication with parents, teachers and community members.
- upgrade the quality of teachers.
- give opportunities for teachers to make decisions linked to learning.
- keep trying to fulfill the needs of the teachers as much as possible.
- positively criticize and point out cases of the teachers.
- take time to listen to the teachers when they present.
- avoid permanently using power.
- avoid administering very strictly.
- be ideal by attempting to manage school activities.
- encourage teachers to handle their students' problems effectively.
- develop school and classroom rules with input from staff, parents and students.
- reinforce, acknowledge, and celebrate positive student behaviour.
- invite parents to participate in school celebrations and events.

All teachers should: -

- establish a close relationship among teachers and students, and teachers and principal.
- expect all students to learn and grow based on their individual abilities and skills.
- develop classroom rules collaboratively with students at the beginning of the school year.
- reflect in the positive attitude and performance of pupils in all aspects.
- hold teacher-parent-student discussions to go over students' learning goals.
- possess high attitude dealing with their jobs.
- fairly share the tasks and duties which are not concerned with teaching.
- avoid the manners which mentally disturb the other teachers.

Recommendation for Organizational Commitment

The recommendation for organizational commitment has drawn directly from the findings of quantitative and qualitative study. Particularly, teachers can apply ways that improve their commitment.

All principals should: -

- support and protect their teachers
- treat the teachers as colleagues, rather than subordinates
- allow the teachers in decision making

- encourage to teachers' innovation
- create good working conditions for teachers
- give opportunities for professional development of teachers

All teachers should: -

- cooperate with colleagues for school improvement
- respect and imitate the professional competence of other teachers
- build trust the colleagues by doing work together
- give mutual support each other
- treat the students fairly and equal
- recognize to the students' effort
- love the teaching profession
- value the importance of education in people's live
- try and investigate willingly the current change in education
- engage process in the decision making
- actively involved in the school activities
- have positive relationship with colleagues

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