TOWARDS THE SUSTAINABLE TEACHING QUALITY THROUGH SCHOOL CULTURE AND TEACHERS' COMMITMENT USING PLS-SEM APPROACH

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**ABSTRACT**

Sustainable teachers’ commitment is vital to the success of the teaching process. Therefore, highlighting school culture will increase our understanding of how it affects the sustainability of teacher commitment. This paper examines the influence of school culture on teachers’ sustainable organizational commitment. A quantitative approach was adopted to distribute the questionnaires. Data have been collected from (n=382) teachers who were randomly chosen as respondents of this study using a self-distributed questionnaire. PLS_SEM was the principal statistical approach suited to examine the hypotheses of the research. The results exposes that school culture positively affects sustainable teachers’ commitment and significantly correlated. Therefore, the results offer valuable visions for pedagogical policy-makers on how school culture can clearly redound to sustainable teachers’ commitment. This research is unique in that contributes to providing knowledge and literature about school culture and its contribution to the educational context.

**Keywords:** Teaching, Culture, Commitment

**RESEARCH HIGHLIGHTS**

The findings confirmed that school culture has a positive effect on teachers' sustainable commitment and is highly correlated.

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**GRAPHICAL ABSTRACT**

Fig. 1. Bootstrapping and P-value
Research Objectives
This research aims to examine the impact of the school culture on teachers’ sustainable commitment.

Methodology
This research employed a quantitative approach was used in collecting the data. The current study aimed to determine the effects of school culture on teachers’ sustainable commitment. A quantitative procedure to survey research design is employed to investigate the impact of research variables. Then, the “structural equation modeling” approach was applied (Byrne, 2012). Accordingly, to review the many existing pieces of literature, the model linking variables included in this study has not been studied much before, and to test the hypothesis of the study, the (PLS-SEM) has applied, (Hair et al., 2018; Ghozali, 2011). Data were collected from the selected respondents through random sampling. The response rate was improved through the employment of the receive and delivery method. A cover letter was also attached to the survey clarifies the aim of the research and confirming that the participants’ data remains confidential.

Results
Measurement Model Evaluation
The loading factors were examined for each item of study, which varied between 0.623 and 0.952 for the standardized loading factor. All loads of items at 0.001 level were important. The convergent validity and “internal consistency” (AVE) and “composite reliability” (CR) were measured (Fornell and Larcker, 1981). The research results imply that all research variables held (AVE) > 0.5 and (CR) values > 0.70 meaning that the data were correct, converging, and internally consistent (Kline, 2010).

Structural Model Assessment:
Bootstrapping analysis has been conducted to assess the importance of pathway coefficients and hypotheses were carried to determine the importance of quality testing, and various parameters were determined for structural model evaluation. R square (R2) for the independent variable (TC) = 0.955 this value is considered acceptable as per the guidance of Chin (1998). The value of “f square” (f2) for the study variables was as follows, the effect size of SC on TC = 0.113 was acceptable as per Cohen (1988) criterion that three categories state the effect size (F2) values: 0.35 means large; 0.15 its medium value, and 0.02 means small value. While the predictive relevance “Q2“ has been calculated for latent variables, the results revealed that Q2 was 0.955 for TC, as Stone–Geisser’s Q2 > 0. That indicates high predictive significance as recommended by Hair et al., (2018).

Findings
This study investigated the association between school culture and green teacher commitment. The results confirmed that school culture has a significant effect on teacher
sustainable commitment. The findings were compatible with study of (Yusof et al., 2016) which exposed school clearly affected teachers' leadership. Thus, the results showed that school culture had, really, a significant influence on teacher sustainable commitment. Therefore, the hypothesis of the study was approved. statistically, the correlation matrix indicated that all dimensions of school culture were positively associated with all dimensions of teachers' sustainable commitment.

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Author's Biography

Mohammed Saied Mohrez Alzoraiki, Ph.D. He is a postdoctoral at the Universiti Tun Hussein Onn Malaysia (UTHM), Malaysia. He pursued his doctoral studies at the Universiti Sains Islam Malaysia and completed his Ph.D. in HRM in 2019. His research involved the study of Transformational leadership and strategic management. He received MBA from Infrastructure University Kuala Lumpur (IUKL) and a BSc. from Sana’a University, Yemen. His current research interests include human resource management, strategic management and leadership.