

TEACHER'S ORGANIZATIONAL COMMITMENT AND STRATEGIC PLANNING PRACTICES IN TS25 SCHOOLS IN KUBANG PASU DISTRICT

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Abstract

This study investigates teachers' organizational commitment and strategic planning practices in TS25 primary schools within Kubang Pasu District, Kedah Darul Aman, Malaysia. A quantitative approach was utilized, involving 169 teachers from seven TS25 primary schools in Cohort 5. The study employed validated instruments, namely Allen and Meyer's Organizational Commitment Scale and Sucuoglu and Erdem's Strategic Planning Practices at Schools Scale, to gather data. Descriptive and inferential analyses, including t-tests, ANOVA, Pearson correlation, and regression, revealed high levels of organizational commitment and strategic planning practices among teachers. Gender and teaching experience were not significant factors in strategic planning practices, but a strong positive relationship and significant influence were found between organizational commitment and strategic planning. These findings emphasize the role of teacher commitment in driving strategic planning initiatives and improving school performance.

Keywords: *organizational commitment, strategic planning, TS25, educational leadership, teacher practices*

Introduction

The education system in Malaysia has undergone substantial transformations to equip students with the skills and competencies necessary for success in an increasingly globalized world. The Malaysia Education Blueprint (MEB) 2013-2025 serves as a foundational policy guiding these efforts, emphasizing critical thinking, creativity, and innovation. One key initiative under the MEB is the Transformation School 2025 (TS25) Program, introduced in 2015, which seeks to enhance the quality of education through leadership, organizational commitment, and strategic planning.

In the context of TS25 schools, organizational commitment plays a pivotal role in shaping teachers' attitudes and practices, which directly influence the effectiveness of strategic planning. Organizational commitment, as defined by Allen and Meyer (1990), encompasses affective, continuance, and normative dimensions, reflecting a teacher's emotional attachment, perceived obligation, and sense of loyalty to their school. High levels of commitment among teachers are critical for fostering a collaborative environment and ensuring the successful implementation of school strategies.

Strategic planning practices, on the other hand, involve systematic efforts to align school goals with actionable steps, ensuring the effective allocation of resources and achievement of desired outcomes. These practices are integral to the TS25 program, which emphasizes the need for schools to adopt a results-oriented approach to education management. However, challenges such as varying levels of teacher commitment, resource constraints, and differing levels of administrative support can influence the effectiveness of these strategies. The Malaysia Education Blueprint 2013-2025 emphasizes the need for transformative educational reforms to equip students with

21st-century skills (Ministry of Education Malaysia, 2013). One such initiative, the Transformation School 2025 (TS25) program, focuses on enhancing school performance through effective leadership, strategic planning, and organizational commitment (Bahagian Pendidikan Guru, 2015). Despite the program's objectives, schools often face challenges such as inconsistent teacher commitment, varying levels of strategic planning implementation, and limited resources, which hinder the program's effectiveness (Sulaiman & Ismail, 2020). Research indicates that organizational commitment, particularly affective commitment, plays a pivotal role in influencing teachers' engagement in strategic initiatives (Allen & Meyer, 1990; Geijsel et al., 2003). However, there is limited empirical evidence on the relationship between teachers' organizational commitment and strategic planning practices within TS25 schools, especially in the Malaysian context. Furthermore, factors such as gender and teaching experience have been examined in other educational settings but remain underexplored in TS25 schools (Onyeizugbo, 2016). Understanding how organizational commitment influences strategic planning practices is critical for addressing the challenges faced by TS25 schools and achieving the goals of the Malaysia Education Blueprint. This study aims to fill this gap by examining the levels of organizational commitment and strategic planning practices among teachers, exploring demographic differences, and analyzing the influence of organizational commitment on strategic planning practices in TS25 schools in Kubang Pasu District, Kedah.

This study examines the relationship between teachers' organizational commitment and strategic planning practices in TS25 schools in Kubang Pasu District. Specifically, it seeks to determine the levels of organizational commitment and strategic planning practices, explore differences based on demographic factors such as gender and teaching experience, and analyze the extent to which organizational commitment influences strategic planning practices. By addressing these objectives, the study aims to provide actionable insights that can enhance educational outcomes and support the goals of the Malaysia Education Blueprint 2013-2025.

Method

This study employed a quantitative research design, utilizing a survey-based approach to collect data from teachers in TS25 schools in the Kubang Pasu District. The design was chosen to facilitate the collection of numerical data that could be analyzed to identify patterns, relationships, and differences among the variables of interest. The survey method allowed for the efficient collection of data from a large sample of respondents, ensuring the reliability and generalizability of the findings.

Population and SampleThe target population for this study comprised teachers from 7 TS25 primary schools in Kubang Pasu District, specifically those in Cohort 5. Using Krejcie and Morgan's (1970) sampling formula, a sample size of 169 teachers was determined, representing the total population. Simple random sampling was employed to ensure that all teachers in the population had an equal chance of being selected, minimizing selection bias.

InstrumentationThe study utilized two validated instruments to measure the variables:

Measuring Organizational Commitment (Allen & Meyer, 1990): This instrument includes 18 items assessing three dimensions of organizational commitment—*affective*, *continuance*, and *normative* commitment.

Strategic Planning Practices at Schools Scale (Sucuoglu & Erdem, 2021): This scale consists of 22 items designed to evaluate compliance with strategic planning, preparation and implementation processes, and challenges encountered during strategic planning. Both instruments utilized a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Data Collection Procedures: Data collection was conducted via online questionnaires distributed to teachers in the selected TS25 schools. The researcher sought approval from the Education Planning and Research Division (EPRD) and the relevant state and district education offices before initiating the survey. Respondents were provided with a clear explanation of the study's objectives and assured of the confidentiality of

their responses. Data collection was carried out over two weeks, with follow-up reminders sent to ensure a high response rate.

The collected data were analyzed using SPSS version 27. Descriptive statistics were employed to summarize demographic information and the levels of organizational commitment and strategic planning practices. Inferential statistics, including Independent Sample t-Tests, ANOVA, Pearson Correlation, and Multiple Regression, were used to test the study's hypotheses and explore relationships between variables. The significance level was set at $p < .05$ for all tests. This methodology ensured a systematic approach to data collection and analysis, providing robust and reliable findings to address the research objectives.

Results and Discussion

The results indicate that the levels of organizational commitment and strategic planning practices among teachers in TS25 schools in the Kubang Pasu District were high. The mean score for organizational commitment was 4.16 (SD = 0.80), with affective commitment being the highest-rated dimension (M = 4.18, SD = 0.79). Similarly, strategic planning practices were also rated high, with a mean score of 3.77 (SD = 0.94), and compliance with strategic planning received the highest ratings (M = 3.88, SD = 0.85). Inferential statistics revealed that gender and teaching experience did not significantly impact strategic planning practices, as independent t-tests and ANOVA results showed no significant differences ($p > .05$). However, Pearson correlation analysis demonstrated a significant positive relationship between organizational commitment and strategic planning practices ($r = 0.68$, $p < .05$). Further, multiple regression analysis confirmed that organizational commitment significantly influences strategic planning practices, with affective commitment emerging as the strongest predictor. These findings underscore that teachers in TS25 schools exhibit high levels of organizational commitment and strategic planning practices, with affective commitment playing a crucial role in driving strategic planning. Moreover, the results emphasize that organizational commitment significantly enhances strategic planning practices, highlighting its importance for effective educational reform within the TS25 framework. The findings of this study reveal that teachers in TS25 schools in the Kubang Pasu District exhibit high levels of organizational commitment and strategic planning practices. These results align with previous studies highlighting the significant role of teacher commitment in driving strategic planning initiatives within educational institutions (Geijsel et al., 2003; Sulaiman & Ismail, 2020). Specifically, affective commitment emerged as the strongest dimension, supporting Allen and Meyer's (1990) conceptualization that emotional attachment to the organization fosters higher engagement and collaboration among teachers. This is particularly crucial in the context of the TS25 framework, which emphasizes collective responsibility for achieving educational outcomes (Bahagian Pendidikan Guru, 2015).

The study also found that gender and teaching experience did not significantly impact strategic planning practices, consistent with findings from Onyeizugbo (2016), who reported that demographic variables are often less influential than organizational culture and leadership in determining strategic engagement. These results suggest that TS25 schools may already foster an inclusive environment where strategic planning practices are uniformly implemented, irrespective of teacher demographics. However, it may also indicate the need for further investigation into other factors, such as administrative support and professional development opportunities, that may shape teachers' strategic planning behaviors (Cheng, 2020; Kohtamaki et al., 2012).

The significant positive relationship between organizational commitment and strategic planning practices ($r = 0.68$, $p < .05$) further underscores the importance of cultivating teacher commitment to improve school performance. This finding supports prior research by Ucar and Dalgic (2021), who emphasized that higher levels of organizational

commitment lead to better alignment of school goals with actionable steps. Moreover, the regression analysis confirmed that affective commitment is the strongest predictor of strategic planning practices. This finding is consistent with Tong and Fung (2018), who demonstrated that emotional attachment to the organization motivates teachers to actively participate in strategic initiatives.

These findings have important implications for the implementation of the Malaysia Education Blueprint 2013–2025. Schools should prioritize initiatives that enhance organizational commitment, particularly affective commitment, through strategies such as recognition programs, professional development, and collaborative decision-making processes (Razak et al., 2009; Werang & Pure, 2017). By doing so, schools can create a supportive environment that empowers teachers to actively engage in strategic planning and contribute to the achievement of TS25 objectives.

However, the study is not without limitations. The cross-sectional design limits the ability to establish causality between organizational commitment and strategic planning practices. Future research should consider longitudinal studies to better understand the dynamics of this relationship over time (Creswell, 2012). Additionally, qualitative approaches could provide deeper insights into the specific challenges and opportunities teachers face in implementing strategic planning practices (Onyeizugbo, 2016). Despite these limitations, the study contributes to the growing body of literature on educational leadership by highlighting the critical role of teacher commitment in strategic planning within the Malaysian education context.

In conclusion, teacher's organizational commitment is a critical factor in the success of strategic planning initiatives in educational institutions. When teachers are committed to the goals and objectives of their organization, they are more likely to engage in strategic planning and support the implementation of strategic initiatives. Strategic planning helps educational institutions to achieve their long-term goals and objectives by providing a roadmap for action. By involving teachers in the planning process, educational institutions can tap into their knowledge, skills, and expertise, which can lead to better decision-making and more effective implementation of strategic initiatives. In order to foster teacher's organizational commitment, educational institutions should provide teachers with opportunities for professional development, recognition, and rewards. Additionally, educational institutions should ensure that teachers have a voice in decision-making processes and feel valued as important members of the organization. In the end, teacher organizational commitment and strategic planning are closely interconnected, and educational institutions must prioritize both if they wish to achieve long-term success. By promoting a culture of commitment and collaboration, educational institutions can create a strong foundation for strategic planning initiatives that will benefit students, teachers, and the community as a whole.

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