Organizational Change in Elementary School. Does Teacher Commitment Important?

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Abstract: This study aims to analyze theacher commitment's effect on organizational change in elementary school. This study used a quantitative approach using simple linear regression test data analysis techniques. The populations of this study were teachers and principals of elementary schools in East Java with a total population of 55,152. The research sample was 396 respondents with simple random sampling method. The research questionnaire was prepared using a Likert scale of 1-5 and distributed via Google form. The research data analysis technique used statistical tests, namely linear regression test. The results of this study indicated that teacher commitment influences organizational change in elementary schools. Moreover, affective commitment, normative commitment and continuing commitment impacted organizational changes in elementary schools.

Introduction

We are currently in an era that is constantly changing. Elementary school organizations are also at the stage of change, therefore elementary school organizations are required to find solutions the various problems in schools. Furthermore, principals and teachers must have sufficient knowledge and information to manage change (Helvaci & Kiliço lu, 2018). Primary school education is the most important stage in a child's formal education. Primary education has a crucial role in realizing the goals of national education and school organizations that continue to develop sustainably. Elementary schools can achieve these goals with genuine efforts and involvement from teachers. According to (Day, 2013) shows that teacher commitment is one of the most important factors in future educational success, high commitment contribute to the teacher performance. Principal also has recognized that challenge should be anticipated and well planned for make sure the school surviving in the progressive social change.

Today's economic, social and political forces have combined to produce a climate that affects schools by imposing pressures for change. Indeed, technological advancements and market changes in society affect the structure of the education system. Ideologically, technologically and demographically changing society, changing individual needs of children and families are all reflected in the development of curricula regarding personal and social education. Therefore, environmental changes had played an important role in education (Chen & Ke, 2014), In other words, 'change' which is defined as a move from one state to another. (Hargreaves, 2005), is conceptualized as organizational involvement in response to increasing diversity of people, advances in information and communication technology, increased information processing, market competition and government regulations that are changing dynamic and extensive. It can be conclude that school organization have a big challenge in many aspect including the internal and external aspect.

In 2020, the Ministry of Education and Culture had launched a program of driving schools and teachers as an initial step to make organizational changes in elementary schools. The Motivating School Program focused on developing student focused outcomes holistically which included competencies (literacy and numeracy) and character, starting with superior human resources (principals and teachers) (Ministry of Education and Culture, 2020). This initiation program clearly expects more involvement and contribution from principals and teachers in primary schools. The quality of human resources in schools, both principals and teachers, were expected to be able to bring about change in schools and become role models and motivators for other schools. At this time the data in the field shows that many elementary schools in East Java cannot adapt to the stakeholders demands and the global world development so the number of elementary schools in East Java has decreased in the last three years. In 2017 the number of schools 19,312 decreased to 19,285 in 2019. The data is a portrait of the condition of elementary schools in East Java. The number of schools is decreasing, the number of students is also decreasing, so the dropout rate is increasing every year.

Educational change is described by (Lunenburg, 2010) as a multidimensional process. He points out that educational change is not a single entity even though a modest level of innovation in the classroom is utilized. Various types of change agents in schools have a role in the change process by influencing innovation decisions in the desired direction (Rogers et al., 2019). Thus, certain educational changes are embraced because they are desirable depending on certain educational values and meet a given need better than existing practices (Fullan, 2006).

However, according to (Hoy & Sweetland, 2001) changing the school organization is not intended to eliminate the problems school face but to innovate by considering internal and external environmental aspects. Principals are faced with the best choices to respond to changes in schools. In general, the targets for organizational change include vision, strategy, culture, structure, systems, production technology, and leadership style (Lines et al., 2005).

According to (Elizur & Koslowsky, 2001) argues that commitment as something related to personal values to mark the existence of individuals in the organization. Previous research was held by (Yuet, 2017) views commitment from the perspective of the emotional attachment between employees and the organization. Teacher commitment has been identified as a key aspect to reform and reform school capacity. Current research shows that the capacity of schools to make sustainable change depends, in part, on the commitment of teachers to change. According to (Meyer et al., 1993), organizational commitment is divided into three main characteristics, the three characteristics consist of: Affective commitment: Continuing commitment: Normative commitment

The problem from the data above is crucial for research; when the number of teachers decreases, a decrease also follows in the number of existing schools. Therefore, this study aims to analyze the impact of teacher organizational commitment on organizational change in elementary schools in East Java.

Research Method

This study used a quantitative approach using simple linear regression analysis techniques. Simple linear regression was chosen to measure the level of impact teacher organizational commitment on organizational change. The independent variable in this study was teacher organizational commitment, while the dependent variable is organizational change. This research questionnaire consisted of two parts. Part I was developed to identify

the condition of the respondents' demographic data. Containing information on gender, age and years of service, part II is developed from a literature review and conceptual framework on teacher organizational commitment and organizational change. The measurement scale used a 5 point Likert scale. 1=strongly disagree, 2=disagree, 3=disagree, 4=agree and 5=strongly agree. Data collection is done by collecting primary data.

In this study, the data collection method used a questionnaire. Respondents were given an online questionnaire consisting of an open and closed questionnaire. The questionnaire was distributed to teachers and principals in all elementary schools in East Java via the Google Form link. This study's total population is around to 55,152 teachers and school principals in East Java. The sample in this study were 396 teachers and school principals. The research data analysis technique used statistical tests, namely linear regression test. Operationalization of those variabel as follows:

Table 1. Operasionalization of Variable

Variable	Dimension	Indicator
Teacher commitment	Affective commitment	Teacher feels like their personal values and priorities are in line with school mission and feel at home in the school.
	Continuing commitment	How much the teacher feels the need to stay at school.
	Normative Commitment	The commitment of the teachers towards their school when they fell that they "ought" it to their organization to continue working there.
Organizational Change	Vision	Adjustment of the school's vision and mission according to changes in the external environment
	Strategic	The school develops a strategy plan.
	Culture	Culture and climate change in schools.
	Structure	Restructuring of school organs
	System	Preparation of standard operational procedures for school activities
	Technology	An increase in the use of technology and information in schools
	Leadership	Changes in leadership style in schools

Results and Discussion
Validity Result

The research instrument is assumed to be valid if the correlation value is positive, and the correlation probability value is sig. (2-tailed) < significant level ( ) 0.05. Based on the results of the validity test of the research instruments, teacher commitment and organizational change, the results are obtained in the following tables.

Table 2. Teacher Commitment Validity

Correlations

		Teacher Commitment
item1	Pearson Correlation	.682[**]
	Sig. (2-tailed)	,000

item2	Pearson Correlation	.693**
	Sig. (2-tailed)	,000
item3	Pearson Correlation	.657**
	Sig. (2-tailed)	,000
item4	Pearson Correlation	.643**
	Sig. (2-tailed)	,000
item5	Pearson Correlation	.444**
	Sig. (2-tailed)	,000
item6	Pearson Correlation	.670**
	Sig. (2-tailed)	,000
item7	Pearson Correlation	.542**
	Sig. (2-tailed)	,000
item8	Pearson Correlation	.678**
	Sig. (2-tailed)	,000
item9	Pearson Correlation	.735**
	Sig. (2-tailed)	,000
item10	Pearson Correlation	.567**
	Sig. (2-tailed)	,000
item11	Pearson Correlation	.709**
	Sig. (2-tailed)	,000
item12	Pearson Correlation	.655**
	Sig. (2-tailed)	,000
Teacher commitment	Pearson Correlation	1
	Sig. (2-tailed)	

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The results of the validity of the 12 question items on the teacher commitment instrument showed a significance value of 0.000 <0.05. These results indicated that the 12 question items on the teacher commitment instrument could be declared valid. For the third instrument that measures school organizational change, the validity results are shown in table 3 below.

Table 3 Organizational Change Validity

Correlations

		Total
item1	Pearson Correlation	.658**
	Sig. (2-tailed)	,000
item2	Pearson Correlation	.741**
	Sig. (2-tailed)	,000
item3	Pearson Correlation	.828**
	Sig. (2-tailed)	,000
item4	Pearson Correlation	.798**
	Sig. (2-tailed)	,000
item5	Pearson Correlation	.872**
	Sig. (2-tailed)	,000
item6	Pearson Correlation	.820**

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	Sig. (2-tailed)	,000
item7	Pearson Correlation	.797**
	Sig. (2-tailed)	,000
	N	265
item8	Pearson Correlation	.617**
	Sig. (2-tailed)	,000
item9	Pearson Correlation	.820**
	Sig. (2-tailed)	,000
item10	Pearson Correlation	.825**
	Sig. (2-tailed)	,000
item11	Pearson Correlation	.778**
	Sig. (2-tailed)	,000
item12	Pearson Correlation	.815**
	Sig. (2-tailed)	,000
item13	Pearson Correlation	.871**
	Sig. (2-tailed)	,000
item14	Pearson Correlation	.799**
	Sig. (2-tailed)	,000
item15	Pearson Correlation	.788**
	Sig. (2-tailed)	,000
total	Pearson Correlation	1
	Sig. (2-tailed)	

**. Correlation is significant at the 0.01 level (2-tailed).

In testing the validity of organizational change, the same results were obtained with the two previous instruments, the significance value of the 15 question items in the instrument showing the results of 0.000 <0.05. Thus, it can be assumed that this instrument has met the validity test or can be declared valid.

Reliability Test

The research instrument can be reliable or consistent if Cronbach's alpha value > 0.60 and if Cronbach's alpha value < 0.60, then the research instrument is declared inconsistent or unreliable. Furthermore, for the reliability test on the teacher commitment measurement instrument, the results of data processing are shown in the table below.

Table 4. Teacher Commitment Reliability

Item-Total Statistics			
	Cronbach's Alpha if Item Deleted	Standard	Result
item1	,844	0.06	Reliable
item2	,843	0.06	Reliable
item3	,846	0.06	Reliable
item4	,846	0.06	Reliable
item5	,867	0.06	Reliable
item6	,844	0.06	Reliable
item7	,860	0.06	Reliable
item8	,844	0.06	Reliable
item9	,840	0.06	Reliable

item10	,852	0.06	Reliable
item11	,841	0.06	Reliable
item12	,845	0.06	Reliable

The results of the reliability test on the teacher commitment instrument were shown to be above 0.06. Cronbach alpha value > 0.06 for a total of 12 question items. This indicates that the 12 items are reliable or consistent. For the results of organizational change reliability testing, the results can be shown according to the table below.

Table 5. Organizational Change Reliability
Item-Total Statistics

	Cronbach's Alpha if Item Deleted	Standard	Result
item1	,955	0.06	Reliable
item2	,953	0.06	Reliable
item3	,950	0.06	Reliable
item4	,951	0.06	Reliable
item5	,949	0.06	Reliable
item6	,950	0.06	Reliable
item7	,951	0.06	Reliable
item8	,956	0.06	Reliable
item9	,951	0.06	Reliable
item10	,950	0.06	Reliable
item11	,951	0.06	Reliable
item12	,950	0.06	Reliable
item13	,949	0.06	Reliable
item14	,951	0.06	Reliable
item15	,951	0.06	Reliable

The average of almost all questions on organizational change has a value above 0.90. Where it has a value meaning of 0.90 > 0.06 so that the question items on the instrument have met the reliability test or it can be assumed that the question items are consistent/reliable.

The Results of Simple Linear Regression Analysis

From the results of a simple linear regression test that has been carried out with SPSS software, the following data are obtained:

Table 6. Simple Linear Regression Result
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant)	89.047	4.910		18.137	.000
T. commitment	.780	.107	.405	7.275	.000

a. Dependent Variable: O. change

In the simple linear regression results from the table above, a significance value of 0.000 <0.05 is obtained, which means teacher commitment has an impact on school organizational changes.

Discussion

Based on the analysis of the data above, it is found that teacher commitment has an effect on organizational change. This view of commitment can be linked directly to the concept of organizational commitment and more specifically to the idea of affective commitment (Meyer et al., 1993). Teachers committed to support school goals are more likely to work collaboratively, cooperatively and collegially with other teachers in the school and seek ways to promote the school as well as the teaching profession. Teacher commitment also plays a role in helping to realize school organizational change. Kushman (1992) suggests that organizational commitment among higher education teachers can help teachers and schools be successful. The commitment of teachers to continue to carry out the school's vision and mission without taking into aspects of the advantages and disadvantages as well as support from the principal will make teachers more emotionally attached to the school. Furthermore, teacher organizational commitment is an important indicator of a strong school culture (Hulpia et al., 2011). Teacher commitment plays an important role in creating school culture. Schools are social organizations that have an embedded culture that influences the behavior of various participants, especially the teachers who work in them (Jay Becker, 2000). With a strong teacher organizational commitment, it can be assumed that teachers can promote schools and create positive culture. Furthermore, if the commitment of teachers is low, it will build an uncertainty environment and not conducive at school.

In addition, employees with high organizational commitment positively impact on their performance, improve service quality and reduce negative behavioral actions. Moreover, committed individuals usually have greater levels of satisfaction, responsibility, and loyalty (Balyer, 2018). Teachers who have teacher commitment have a great sense of responsibility and this is manifested in a more structured way of working. In realizing organizational change in schools, teachers will carry out activities in a structured and systematic way, thus schools will continue to be able to survive and compete with competitors because of the system that has been implemented well.

Organizational change at school is measured by implemented the success and, crucially can be sustained over time (King & Stevenson, 2017). To be sustainable organization, principal have to a big commitment to transform their chool more adaptable in the future. Teacher commitment to change affected not only from the internal but also from the external factor such as school culture, leadership and school resources. Transformational school leadership play important role in motivating teacher to be part of the change process (Liu, 2015). Building the motivation to change involved establishing a number of key beliefs were influential in bringing about teacher readiness for change (Gardner & Ollis, 2015).

Conclusion

The conclusions obtained from the results of this study are concrete action to increase the level of teacher commitment. To add to this point, the concern is that there are only a few teachers who committed to their school so it is worth considering increasing their level of commitment to the school. It should be noted that, by developing a more sense of psychological empowerment, directly or indirectly, there will be a more positive effect on the organizational commitment.

In this case, the principal must be the main mediator to practice empowerment at the school level, because the general concept of empowerment departs from the leader or manager of an organization. Since the dimension of meaning is a positive and significant contributor to organizational commitment, principals must empower teachers by clearly

defining the goals, vision and values of the school and providing an appropriate fit between school requirements and teachers' value systems and encouraging their positive outlook towards work and activities.

Recommendation

From the finding of this research, there are several recommendation for principal in the context increasing teacher commitment. School principal are encouraged to motivate teachers from external aspects such as school resources, school compensation, and school culture. However, this external factor will positively correlate to teacher commitment to change.

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