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The Role of Demographic Factors on Affective Commitment at a Secondary School Teachers.

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Abstract

Affective commitment has an important role for the organization of the school. There are various factors that can influence the formation of affective organizational commitment. One of the factors that influence the formation of affective organizational commitment is a demographic factor. The purpose of this study was to determine the role of demographic factors in shaping the affective organizational commitment. Demographic factors are the focus of study in this study consisted of age, tenure and gender. This study uses quantitative methods. Collecting data in this study using a questionnaire. The questionnaire used is affective commitment. Each statement of questionnaire provides a choice of seven alternative answers. Research was conducted on teachers who work at one of the educational institutions in the city of Surabaya, Indonesia. The research sample is determined by purposive sampling 75 teachers. The data analysis technique used multiple regression analysis with SPSS program version 20. These results indicate that 1) the age has a significant influence on the affective commitment; 2) tenure has significant effect on affective commitment; 3) Gender have a significant effect on affective commitment. This suggests that the demographic factor consisting of age, tenure and gender are held each secondary school teachers who work in educational institutions influence the improvement of affective organizational commitment.

Keywords: age, tenure, gender, affective commitment.

Introduction/Problem

Education has a very significant function for any developed and advanced nation. The quality of education will be achieved if a school organization has the human resources that can be relied upon. One of the human resources in the sphere of education is teachers. The existence of the teaching profession has an important role. It is a field work carried out based on several principles. One of the principles included in Law No. 14 of 2005 is that teachers are expected to have a commitment to improve the quality of education. Referring to this, teachers are expected to explore their role in enhancing the quality of education. There are different types of commitments, nevertheless, the focus of this study is the teachers' commitment to the school organization where they work.

Organizational commitment is a psychological state that binds the individuals to get involved in the organization (Allen & Meyer, 1990). Employees who have a commitment to the organization where they work for are the employees who have the involvement within the organization because of the similarities between the values they embrace and the values of the

organization (in Herscovitch & Allen, 2002). Furthermore, Meyer & Allen (1997) suggests that there are three components of the organizational commitment, namely affective, continuance and normative commitment. A study by Meyer, et al. (2002) suggests that affective commitment has a stronger effect than the normative and continuance commitment to the organization. Affective commitment is an important factor to consider because it could affect the sustainability of an organization such as turnover, absenteeism, performance and *organizational citizenship behavior*.

According to Allen & Meyer (1990), affective commitment is the individual's emotional attachment to the organization. Individuals who have a strong affective commitment will identify, engage and enjoy their involvement in an organization. Affective commitment is an attitudinal process of individuals in relation to the congruence between values and goals. In the sphere of education, affective commitment can be described as teachers have a *wanting* to remain in the school organization where they work. Teachers' strong affective commitment are led by the alignment between personal goals with the organization. The results of interviews with principals and vice-principals in one of the secondary schools in Surabaya suggested some findings such as at the beginning of the school year there were a few teachers who resigned and moved to teach in another school, some were not present during school hours and were less willing to get involved in school activities.

Based of the problem on of the secondary schools in Surabaya, there are several factors that influence the affective commitment to the organization including external and internal factors (Meyer & Allen, 1997). Internal factors in this study are focusing more on demographic factors. Several studies have produced findings that demographic factors which comprise age, tenure and gender have an influence on organizational commitment Islam et al. (2012); Brimeyer, et al., (2010) and Chughtai & Zafar, (2006).

A study by Pourghaz, et al (2011) found that age find out the significant influence on related with affective commitment in Saudi Arabia public sector organizations. Beside that, Al-Kahtani, et al (2012) in a study found out that age is positively related to organizational commitment and older employees tend to be more committed compared to younger employees. E. Affum-Osei et al (2015) find a positive relationship between age and affective organizational commitment.

Job tenure has a significant predictor of affective organizational commitment Igbal (2011). According to E. Affum-Osei et al (2015) and Khan & Zafar (2013) found that tenure have an influence on commitment. They argues that, the longer an employee stays in the organization and the older they become the feelings of responsibilities for outcomes relevant to him also increases. In a related study, Pourghaz, et al. (2011) found that, employees who had longer years job tenure more have commitment to organization.

Gender has role important to influence affective organizational commitment. McKeown, (2003) and E. Affum-Osei et al (2015) found out that gender was also found to be a significant predictor of commitment. A study by Mathieu & Zajac (1990) reported that there are relationship between gender and organizational commitment.

Based on the discussion above, the researcher has a basis to propose the hypothesis that demographic factors which comprise age, tenure and gender influence the affective organizational commitment of teachers.

Design/Procedure

This study used a quantitative approach. The data collection method was using questionnaires dealing with affective commitment which has already been developed (Izzati et al, 20015) by using the concept of Allen & Meyer (1990). Questionnaire of affective commitment has several items, each of which consists of seven alternative answer choices.

The sample criteria taken in this study are as follows: having a minimum education of undergraduate degree and the minimum term of two years working in one of the secondary schools in Surabaya, Indonesia by using purposive sampling technique. Number of subjects in this study were 75 teachers.

Data were analyzed using *multiple regression* analysis. Selection of the analysis was conducted in order to determine the influence of demographic factors comprising age, tenure and gender of the affective commitment. The collected data were then analyzed with SPSS 20.0.

Findings/Analysis

Table 1. Demographic distribution of respondents.

		Frequency (n)	Percentage (%)
Gender	Female	50	66.7
	Male	25	33.3
Age	25 - 35	10	13.4
	36 - 46	28	37.3
	47 and above	37	49.3
Tenure:	1 – 5 years	12	16
	6 – 10 years	27	36
	11 and above	36	48

Table 1. Represents the demographic characteristics of the respondents. The results show that out of a sample of 50 (66.7%) were females and 25 (33.3%) were males. This result shows that majority of the employees were females. In terms of age, out of the three categories given, 10 (13.4%) fall within the 25 - 35 years category, 28 (37.3%) were within 36 - 46 years category and 37 (49.3%) falls within 47 and above age range. Majority of the employers were within the ages of 47 and above. In tenure 12 (16%) of the respondents had 1 - 5 years, 27 (36%) had 6 - 10 years' tenure and a total of 36 representing 48% had 11 years and above tenure.

Table 2. Multiple Regression Analysis Table

Demographic Factors	β	t	Sig.
Age	0.931	3.539	0.001
Tenure	1.585	2.922	0.000
Gender	1.494	3.053	0.000
Multiple R	0.864		
R ²	0.747		
F	60.127		
Significance	0.000		

The regression equation described above showed significant gains of 0.000 that demographic factors contributed R² of 0.747, therefore, it can be said that demographic factors have an influence on affective commitment.

It can be explained in more details that the demographic factors which consist of age, tenure and gender have different contributions. First, the demographic factor of age had a significant positive influence on affective commitment. Value β showed 0.931 with 0.001 significance value smaller than the significance level used $\alpha = 0.05$. This suggests that the demographic factor of age has a strong influence on affective commitment. Thus the hypothesis that there is an influence of age on affective commitment is accepted. This is in line with the research conducted by Pourghaz, et al (2011); Al-Kahtani, et al (2012) and E. Affum-Osei et al (2015) which states that there is a significant positive effect of age on affective commitment. Teachers who have an older age have an affective commitment to the organization where they work.

Second, the demographic factor of tenure showed β value of 1.585 with 0.000 significance value smaller than the significance level used $\alpha = 0.05$. This shows that the tenure has a significant positive effect on affective commitment. Therefore, the hypothesis stating that there is an influence of the tenure on affective commitment is accepted. The results are consistent with the research by Igbal (2011); Pourghaz, et al. (2011); E. Affum-Osei et al (2015) and Khan & Zafar (2013) found that tenure have an influence on commitment. Teachers who have worked for longer time in a school organization feel that they have an emotional attachment and want to involve themselves in the organization. In other words, these teachers have affective organizational commitment.

At last, the demographic factor of gender shows β value of 1.494 with 0.000 significance value smaller than the significance level used $\alpha = 0.05$. This suggests that gender has a significant positive effect on affective commitment. Therefore, the hypothesis that there is an influence of gender on affective commitment is accepted. The results are consistent with studies of Mathieu & Zajac (1990); McKeown, (2003); E. Affum-Osei et al (2015) found out that gender was also found to be a significant predictor of commitment. In particular, it shows that female teachers who work in an organization have amore emotional bond and want to involve themselves in the organization where they work.

The findings of this study indicate that 1) the demographic factor of age had a significant effect on affective commitment. 2) the tenure demographic factor influences significantly on affective commitment. 3) the gender demographic factor has a significant influence on affective commitment.

Recommendation

In this study, we can conclude that the demographic factors that have a significant effect on affective commitment are age, tenure and gender. Teachers who are older and have a long working period will have a strong affective commitment to the organization where they work. The teachers have a strong desire to remain in the organization because they have already bound emotionally.

This study contains a number of limitations that need to be considered. This study was only done in one of the educational institutions in Surabaya with small sample sizes compared to the number of teachers in the city. Therefore, the results of this study cannot be generalized widely but is limited to teachers who become the subject of this study. So, another study recommendation more big sample in educational institutions.

This study can be considered as a preliminary study and could continue for the development of research because, to the knowledge of the researcher, research on affective commitment of the secondary school teachers has not been done in Indonesia. Although this study has some limitations but this study contributes to the understanding of affective commitment of teachers, especially in terms of demographic factors that include age, tenure and gender. Therefore, this research is expected to be useful.

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