



**ORGANIZATIONAL CLIMATE AND ORGANIZATIONAL
COMMITMENT: A CASE OF ABC KUCHING,
SARAWAK**

APPLIED BUSINESS RESEARCH

(ABR 795)

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LETTER OF TRANSMITTAL

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Professor Dr. Fauziah Noordin
Advisor
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Dear Professor,

APPLIED BUSINESS RESEARCH

With great pleasure, we would like to submit our research paper entitled “**Organisational Climate and Organisational Commitment: A Case of ABC Kuching, Sarawak**”.

With this submission, we fulfill the requirement for the completion of Executive Master in Business Administration (EMBA) program.

We would like to take this opportunity to express our sincere gratitude and appreciation for your guidance and constructive comments rendered to us throughout the preparation on this paper.

Thank you.

Yours truly,

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DECLARATION

We hereby declare that this Applied Business Report is our independent work and effort except where otherwise stated.

Zamri Bin Tom

Awang Irwan Bin Awang Shawal

.....
Date:

.....
Date:

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ABSTRACT

ABC Kuching, Sarawak undergoes a continuous wave of change towards success and almost always, staff commitment is highlighted as a vital ingredient for the success of the institution. From the literatures reviewed, the organizational climate and organizational commitment are predictors of staff commitment; therefore, this study seeks ABC employees' perceptions of their organizational climate and their organizational commitment. 100 employees agreed to participate in a survey that included the Personal Assessment of College Environment, a 46-item instrument comprised of four factors: institutional structure, supervisory relationship, teamwork, and student focus and the Organizational Commitment Questionnaire, an 18-item inventory that assessed three different types of commitment: affective (i.e., want to stay), continuance (i.e., need to stay), and normative (i.e., obligated to stay). The findings revealed that the employees perceived the organizational climate of their organization to be at a moderate level. The mean values for the components of the organizational climate ranged from the lowest of 3.47 to highest of 3.63 of the 5-point Likert scale. Affective commitment with mean of 3.18 appears to be the lowest among three components of the organizational commitment. It also result that organizational climate have significant positive relationship with organizational commitment. Gender, marital status, respondent length of services and respondent number of involvement in work committee demonstrated with no significant effect on organizational climate and organizational commitment.

CHAPTER 1

INTRODUCTION

An institution's ability to function effectively is directly linked to the quality and excellence of its operation and its ability to be responsive to its environment (Birnbaum, 1988). Metz (1986) argued that institutional effectiveness is directly linked to the amount and accuracy of information available to those governing. One approach to procuring such information is the measurement and analysis of employee perceptions which have been shown to influence organizations (Anderson, 1982; Chiang, 2002; Gormley, 2005; Grant, 2002; Howe, 1977; Jones & James, 1979; Krakower, 1987; Litwin & Stringer, 1968; Peterson, Caffee, & White, 1991; Schneider, 1975). Such perceptions are typically captured by the construct of organizational climate.

1.1 BACKGROUND OF THE ORGANIZATION

ABC Kuching, Sarawak was established in 1987. Its establishment in line with the objective to support the needs of trained manpower resources in the country to meet the aspirations of industry, thereby increasing competitiveness in the global market. ABC Kuching, Sarawak has started operations with few employees in the area of 112 acre campus. The campus is situated about 23 km from the city centre at the foot of Mount Serapi, Kuching. Its locality provides a rolling mark left a very quiet atmosphere conducive to learning and individual development

ABC Kuching, Sarawak has been developed with the aim to provide training to secondary school leavers with Sijil Pelajaran Malaysia (SPM) qualification or Sijil Pelajaran Malaysia Vokasional (SPMV), to become assistant technical or semi-skilled technicians in various fields of engineering, interim executive officer and semi-professional in both public and private sectors.

The first intake commenced in July 1989 with 160 students enrolled five courses at certificate level. As one of the premier technical education institutions in Sarawak, ABC Kuching, Sarawak is offers seven courses at diploma level and 14 courses at certificate level. ABC Kuching, Sarawak has a unique collaboration with the PETRONAS. Through cooperation and understanding with the PETRONAS, ABC Kuching, Sarawak is also conducting courses designed to meet the needs of the petrochemical industry. The total number of employees of ABC Kuching, Sarawak is about 410 which comprise academic and non academic staffs.

1.2 BACKGROUND OF THE STUDY

Organizational climate is a concept that enables the industrial/organizational psychologist to identify how the organization is a psychologically meaningful environment for individual organization members (Payne and Pugh, 1976).

Organizational climate can be viewed as that which is represented by the employees' perceptions of the objective characteristics of an organization (Landy, 1989).

Organizational commitment has been conceptualized by Meyer and Allen (1990) as having three dimensions, which they identified as affective, continuance and normative commitment. Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. Employees with a strong affective commitment continue employment with the organization because they want to do so. Continuance commitment refers to an awareness of the costs associated with the leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. Normative commitment reflects a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization.

The vision of ABC Kuching, Sarawak is to be a center of excellence in engineering, Trade Information & Communication Technology and aims to produce graduates who are competent, character and responsibility in line with

National Education Philosophy. Meanwhile, the mission is to produce a quality semi-professional workforce to meet the needs of the public and private sectors in Malaysia.

ABC Kuching, Sarawak realizes that employees play significant roles to ensure that the accomplishment of its vision and mission. As such, to produce competent and quality workforce, ABC Kuching, Sarawak should ensure that the employees in the organization perform at their highest level and giving full commitment to the organization. Research has demonstrated that companies with highly committed employees experienced greater 3-year returns to shareholders than companies with low employee commitment (Watson Wyatt, 1999). In contrast, lack of commitment by employees has been shown to be behind behavioral issues related to employer high costs and poor performance (Scherwin, as cited in Welsh & LaVan, 1981). Thus, this study is conducted to determine the current status of ABC Kuching, Sarawak with regard to its employees perception on organizational climate and organizational commitment.

1.3 PROBLEM STATEMENT

An interview was conducted with 10 employees of ABC Kuching, Sarawak and it was found that various problems appear to exist in ABC Kuching, Sarawak. The employees, especially lecturers, seem to have grievances on their workload. They perceived that they are burdened with the tasks that are beyond their actual official responsibilities. For instance, apart from teaching, the lecturers have to carry out duties such as to be academic advisors to a predetermined number of students. Among the duties and responsibilities are to monitor students performance, student discipline, disseminate information from the management to students as well as preparing and upkeep the student information in their personal files. Apart from being an academic advisor, the lecturers have also to carry out duties such as to be club and unit supervisor, liaison officer to deal with outside, prepare student testimonials, prepare students' transcript, students registration, module registration as well as involve as committee member during orientation week.

In addition, the respondents state that teaching equipment such as the number of multimedia projector and computer in computer laboratory are inadequate and this lead to dissatisfaction. Furthermore, the uncomfortable working environment such as the condition of classroom creates tension to the lecturers too. Majority of the staff interviewed claimed that the condition of classrooms is not up to their expectation for example there is no air-conditioning system in most of the classroom

Senior respondents raise issue of the new salary scheme. The issue aroused when ABC implemented a new salary scheme from DG scale to DH scale. In the new scale of DH, the newly joined lecturer who can get faster confirmation compared to previous scale.

Ineffective communication in the workplace such as the unclear instruction and dissemination of information on the task to be accomplished in a very short period of time has brought tension too. These leads to a chaotic condition in the workplace as the employees have to submit job-related tasks within a short time frame.

The “fringe benefits” was perceived by the employees as not attractive in terms of limitation on medical coverage extended only to government hospital. Some of the employees have to pay the specialist fees from their own pocket when they go for to further check up by the specialist of private hospital. Clearly, many employers not only expect family- supportive fringe benefits to provide personal value to workers, but to improve productivity and profitability. Based on these initial findings, the proposed study aims at examining the level of these grievances and in addition, this study also investigates other aspects of ABC Kuching, Sarawak that may cause dissatisfactions among the employees of the ABC. It is hoped that the result of the study can help the management of ABC Kuching, Sarawak to make informed decision on the issue of organizational climate and organizational commitment.

1.4 OBJECTIVES OF THE STUDY

The following objectives are the focus of this study:-

- (i) To assess the levels of institutional structure of ABC Kuching, Sarawak as perceived by its employees?
- (ii) To assess the levels of supervisory relationship of ABC Kuching, Sarawak as perceived by its employees?
- (iii) To assess the levels of teamwork of ABC Kuching, Sarawak as perceived by its employees?
- (iv) To assess the levels of student focus of ABC Kuching, Sarawak as perceived by its employees?
- (v) To determine the levels of the continuance commitment of ABC Kuching, Sarawak as perceived by its employees?
- (vi) To determine the levels of the affective commitment of ABC Kuching, Sarawak as perceived by its employees?
- (vii) To determine the levels of the normative commitment of ABC Kuching, Sarawak as perceived by its employees?
- (viii) To investigate the relationship between the components of organizational climate and organizational commitment?
- (ix) To determine whether there are any significant differences between the various categories of selected demographic variables in relation to the components of organizational climate and organizational commitment.
- (x) To make recommendations to the management of ABC Kuching, Sarawak based on the findings of the study.

1.5 SCOPE OF STUDY

In this study, the relationship between organizational climate and organizational commitment conceptualized by a research model. For the purpose of this study, the dimensions of organizational climate that have been examined include organizational design, communication, leadership, teamwork, decision making, culture, job satisfaction, motivation.

According to Meyer and Allen (1997) there is a reciprocal relationship between organizational commitment and employee-organizational relationships. In their commitment framework they have noted two broad categories of commitment: attitudinal commitment and behavioral commitment. Attitudinal commitment focuses on the thought process taken by people when they are considering their relationship with an organization. Behavioral commitment relates to the process by which people become attached to some organizations and how they deal with this bond. Although most of the research has focused on attitudinal commitment, for the purposes of this study, commitment is conceptualized as an interaction between the two processes. Meyer and Allen's model also proposes three types of commitment (i.e., affective, continuance, and normative),

Since the study is confined to the employees of ABC Kuching, Sarawak, therefore, the findings should not be generalized neither to other ABC nor other academic institution at the national or international level.

1.6 SIGNIFICANCE OF THE STUDY

To organization (ABC Kuching, Sarawak) : This study is focusing on the organization climate and organization commitment which provides significant contributions for further improvement in managing human resource of ABC Kuching, Sarawak. In addition, it also helps in giving insight view to human resource on areas that required immediate action to avoid any losses to management.

Thus, if organizational climate is considered to be a barometer of employee attitudes, values, and behavior, then perceptions of climate can be used to gauge specific employee characteristics. One such characteristic is organizational commitment, which refers to an employee's loyalty to the organization (Allen & Meyer, 1990; Mathieu & Zajac, 1990; Meyer & Allen, 1991,1997). The significance of organizational commitment is that it is actually one measure of organizational effectiveness (Steers, 1975) and is viewed as an instrument of organizational climate (Virtanen, 2000). Kahn (1990) noted that perceptions of a positive climate lead to commitment, while perceptions of a negative climate lead to disengagement from one's job.

Research has demonstrated that positive organizational climate is critical to the success and health of an organization (Mirvis & Kanter, 1989; Roueche & Baker, 1986). The health of the organization is determined in large part from its climate

and can be measured, to some extent, through employee commitment. The significance of both climate and commitment are captured by Helford, Tindale, Dugoni, and Posavac (1995), “As suggested by Schneider (1995) and implied by Likert (1967), individuals build a cognitive map of the organization using their perceptions and infer expectancies which lead the individual toward organizationally committed behaviors” (p. 8). Subsequently, the collected data and findings from this study can be used to assist ABC Kuching, Sarawak decision-makers in assessing their organizational health by understanding their employees’ perceptions and commitment perspectives. When employee perceptions are measured, ABC Kuching, Sarawak procedures and policies can be shaped to enhance excellence. Therefore, information about the effect organizational climate has on the perceptions and behaviors of ABC Kuching, Sarawak employees can enable administrators to positively influence the well-being and retention of employees.

To Nation : As the institutions of higher education need to provide an environment that encourage their staff to seek stimulation which lead to creativity and innovation. The findings of the study can help to advance our understanding of the relationship between the organizational climate and organizational commitment so as to further develop the strategies of improving the working environment of institution of higher learning

Body of knowledge : The extent of an organization’s successful response to its environment depends upon the process through which its objectives are established and its resources managed (Hudson, 1978). Thus, climate studies serve as a basis for interpretation and, therefore, as a guide to action (Baker & Hoover, 1997; Kopelman, Brief, & Guzzo, 1990). By studying climate, administrators can strategize ways to overcome organizational problems and barriers to change by understanding what is happening at different levels within the organization.

1.7 DEFINITION OF TERMS

For the purpose of the study, the following terms were defined:

- I. **Organizational climate** is the workers opinion of the conditions at worksite that have a direct bearing on how well they do their jobs today. Organization climate may be defined as “member” collective perceptions about their organization with respect to such dimension as autonomy, trust, cohesiveness, support, recognition, innovation and fairness (Moran & Volkwein, 1992).

In light of this, climate refers to a set of assumptions that can be perceived by an individual about an organization and/or its units and may be described by the practices, processes, and ways of dealing with

the members of the unit and its environment (John Charles Thomas, 2006).

- *Organizational design* is set of consistent choices determined by contextual factors such as the organization's strategy and its environment (Burton and Obel, 2004)
- *Communication* means the process of sharing meaning, ideas, thoughts, experiences, information or opinion from person to person. (Ogili, 2005)
- *Leadership* involve in influencing and directing people to achieve particular goals within the given time and place using the leaders capability and skills to make people working together.
- *Teamwork* is a process of working collaboratively with a group of people, in order to achieve a goal.
- *Organizational culture* is described as a pattern of basic assumption that are considered valid and that are taught to new members as the way to perceive, think, and feel in the organization.
- *Job satisfaction* is a self-reported positive emotional state resulting from the appraisal of one's job or from job experiences (Locke, 1976).

- *Motivation* is referred to as an internal state or condition that activates behavior and gives direction and it develops desire or want that energizes and directs goal-oriented behavior.

II. **Organizational commitment** is defined as the employee's feelings of obligation to stay with the organization, feelings resulting from the internalization of normative pressures exerted on an individual prior to entry or following entry (Allen and Meyer, 1990). The concept of organizational commitment is usually divided into three subcomponents:

- *Affective commitment* ('want to remain') covers the individual's attachment to social relationships and to the organization.
- *Continuance commitment* ('need to remain') involves social roles or positions from which individuals derive their perception of the cost associated with leaving the organization and the rewards related to participation in the organization.
- *Normative commitment* ('ought to remain') concentrates on the internalization of norms and values and on inner convictions. It results in an individual's feeling of moral obligation to remain with the organization (Meyer & Allen, 1997)

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The concept of organizational climate was developed in the late 1930s by the social scientist, Lewin et al (1939). They used social climate to describe subjective feelings or atmosphere they encountered in their studies of organizations.. Meyer and Allen (1990) conceptualized organization commitment as having three dimensions which are affective, continuance and normative commitment. Affective commitment is defined as the emotional attachment, identification, and involvement that an employee has with its organization and goals (Mowday et al, 1997, Meyer & Allen, 1993; O'Reilly & Chatman). Continuance commitment is the willingness to remain in an organization because of the investment that the employee has with "nontransferable" investments. Nontransferable investments include things such as retirement, relationships with other employees, or things that are special to the organization (Reichers, 1985). Normative commitment (Bolon, 1993) is the commitment that a person believes that they have to the organization or their feeling of obligation to their workplace.

2.2 ORGANIZATIONAL CLIMATE

There has been a long-standing interest in the study of organizational climate among organizational researchers. Organizational climate is defined as a global impression of one's organization and personal impact of the work environment,

which influences the individual's work behaviors and job-related attitudes. It describes the perception of employees towards their organizations which would link to work attitude formation (Pritchard & Karasick, 1973). Ashforth (1994) stressed that organizational climate is a joint property of both the organization and the individual. In other words, organizational climate is an outcome of the interaction between the organizational attributes and the behavior of individuals. Nevertheless, organizations which can create an 'organizational climate' which encourages those latter characteristics and achieves the balance of internal and external concerns referred to above seem likely to establish effectiveness (Carnall, 2003). Welsch and La Van's (1981) identified organizational climate as a critical link between the members of an organization and the organization itself. They stated that the organizational climate is directly associated with organizational commitment and they also reported that variables such as communication, decision making, leadership, motivation and goal setting have significant relationship with commitment. There is a general agreement that organizational climate is a multi-dimensional and that a number of typical dimensions could be described. For purposes of this study the dimensions of organizational climate examined were organizational design, communication, leadership, teamwork, decision-making, culture, job satisfaction and motivation

2.2.1 Organization Design

Organizational designs are seen as a set of consistent choices determined by contextual factors such as the organization's strategy and its environment (Burton and Obel, 2004). According to Eriksen (2005) organizational designs have frequently been classified using systems metaphors, and the classical distinction between the organic and mechanistic designs offer two opposites in a continuum of design choices (cf. Burns and Stalker, 1961).

2.2.2 Communication

Communication as a concept has its origin from a Latin word 'communicare' which means to share or establish commonness. It can therefore be said that human communication means the process of sharing meaning, ideas, thoughts, experiences, information or opinion from person to person. Thus, it can be seen as a social process of establishing commonness of ideas, thought or information (Eze, 1998). Ogili (2001) described communication as a process of transmitting and receiving symbolic cues, both verbal and non-verbal.

2.2.3 Leadership

Leadership is defined as "an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members" (Bass, 1990, p. 19).

Leadership is one person affecting the lives of others in intentional ways. It is and has always been a process of inspiring followers to do things for the group that both come to accept at intimate emotional, mental, even, spiritual levels (Fairholm, 1991, 1997). Leadership qualities of competence, judgement and decision-taking are needed throughout the organization (Ghoshal and Bartlett, 1998).

2.2.4 Decision making

When exploring employee participation or involvement, previous scholars have consistently used the term participation in decision making or PDM (Black and Gregersen, 1997; Cotton et al., 1988; Latham et al., 1994). Defined as the act of sharing decision making with others to achieve organizational objectives (Knoop, 1991), PDM can be operationalised in a number of different ways. Participation can offer employees various levels of influence in the decision making process, ranging from formally established consultative committees through to development of good relations with managers or supervisors (Cotton et al., 1988; Locke and Schweiger, 1979; Scully et al., 1995) at an informal level.

2.2.5 Culture

Culture helps determine how well a person “fits” within a particular organization because the “fit” includes feeling comfortable with the culture (O’ Reilly, 1989). The idea of organization or corporate culture has

been identified as an important aspect of organizational behavior and as a concept that is useful in helping to understand how organizations function, (Kristof, 1996). Hofstede et al. (1993) studied organizational culture in several national cultures and found that individuals' values and organizational practices need to be integrated and that demographic variables, such as age and gender, impact the degree of culture.

2.2.6 Job satisfaction

Job satisfaction measures the individuals liking for their job (Brooke et al., 1988; Judge, 1993) and their attitudinal response to the rewards provided (Lawler and Hall, 1970; Locke, 1976). While individual traits and perceptions also influence satisfaction levels, they tend to be constant over time (Judge and Watanabe, 1993) therefore, organizations are better off addressing internal factors, such as the work climate (Payne and Pugh, 1976) commitment foci (Becker and Billings, 1993; Becker et al., 1996). Job satisfied employees are more likely to accept the organization's goals and put in greater work effort to positively influence organizational outcomes (Ostroff, 1992). Herzberg (1968), the opposite of job satisfaction is not dissatisfaction, but rather a simple lack of satisfaction. In the same way, the opposite of job dissatisfaction is not satisfaction, but rather "no dissatisfaction". For example, consider the hygiene factor, work conditions. If the air conditioner breaks in the middle of a hot summer day, workers will be greatly dissatisfied. However, if the air-conditioner

works throughout the day as expected, the workers will not be particularly satisfied by taking notice and being grateful.

2.2.7 Motivation

According to Herzberg *et al.* (1959), motivators cause positive job attitudes because they satisfy the worker's need for self-actualization (Maslow, 1954), the individual's ultimate goal. The presence of these motivators has the potential to create great job satisfaction however, in the absence of motivators, Herzberg says, dissatisfaction does not occur. Likewise, hygiene factors, which simply "move" (cause temporary action), have the potential to cause great dissatisfaction. Similarly, their absence does not provoke a high level of satisfaction.

2.3 ORGANIZATIONAL COMMITMENT

Organizational commitment has been studied in the public, private, and non-profit sector, and more recently internationally. Over the years, commitment has been defined and measured in many different ways. Organizational commitment is defined as the employee's feelings of obligation to stay with the organization, feeling resulting from the internalization of normative pressure exerted on an individual prior to entry or following entry (Allen and Meyer, 1990). As cited in Coetzee, M (2005), Meyer and Herscovitch (2001) indicated that, all definitions refer to a force that directs a person's behavior.

Generally, organizational commitment refers to the attachment, emotionally and functionally to one's place of work. Organizational commitment is a factor that promotes the attachment of employees to their organizations (Gibbert & Ivancevich, 1999; Ngo & Tsang, 1998; Raju & Srivastava, 1994). In general, it focuses on an employee's bond with an organization. Theorists have distinguished organizational commitment as either an attitude or a force that binds employees to an organization. Employees are regarded as committed to their organization if they willingly continue their association with the organization and devote considerable effort to achieving organizational goals (Mowday, 1998; Raju & Srivastava, 1994). There appears to be consensus that the force is experienced as a mind-set or psychological state.

Organizational commitment has an important place in the study of organizational behavior. A study of Japanese employees found that organizational commitment could be viewed as a multidimensional construct that applied in Japan and that the organizational commitment questionnaire (OCQ) is an effective cross-cultural tool for measuring organizational commitment (White et al., 1995).

Bateman and Strasser (1984) state that organizational commitment has been operationally defined as "multidimensional in nature, involving an employee's loyalty to the organization, willingness to exert effort on behalf of the organization, degree of goal and value congruency with the organization, and desire to maintain membership" (p.95). Mowday, Steers, and Porter (1979)

identified commitment-related attitudes and commitment-related behaviors. Furthermore, Batemen and Strasser (1984) state that the reasons for studying organizational commitment are related to “(a) employee behaviors and performance effectiveness, (b) attitudinal, affective, and cognitive constructs such as job satisfaction, (c) characteristics of the employee’s job and role, such as responsibility and (d) personal characteristics of the employee such as age, job tenure.

Meyer and Allen (1991) and Dunham et al (1994) identified three types of commitment; affective commitment, continuance commitment, and normative commitment. Normative commitment (Bolon, 1993) is the commitment that a person believes that they have to the organization or their feeling of obligation to their workplace. Affective commitment is defined as the emotional attachment, identification, and involvement that an employee has with its organization and goals (Mowday et al, 1997, Meyer& Allen, 1993; O’Reily & Chatman). Porter et al (1974) further characterize affective commitment by three factors (1) “belief in and acceptance of the organization’s goals and values, (2) a willingness to focus effort on helping the organization achieve its goal’s, and (3) a desire to maintain organizational membership”. Mowday et al (1979) further state that affective communication is “when the employee identifies with a particular organization and its goals in order to maintain membership to facilitate the goal” (p.225). Meyer and Allen (1997) continue to say that employees retain membership out of choice and this is their commitment to the organization.

2.3.1 Affective Commitment

Affective commitment ('want to remain') covers the individual's attachment to social relationships and to the organization. It develops when an individual becomes involved in, recognizes the value-relevance of, and/or derives his or her identity from the organization. There are three aspects characterize affective commitment: the acceptance of organizational goals and values, the willingness to exert effort on behalf of the organization and the intention to remain in the organization (Dipboye et al., 1994; McCaul et al., 1995). Employees with a strong affective commitment continue employment with the organization because they want to. Meyer et al (1993) continue to say that generally the research shows that those employee's with a strong affective commitment will remain with an organization because they want to, those with a strong continuance commitment remain because they have to, and those with a normative commitment remain because they fell that they have to.

2.3.2 Normative commitment

Normative commitment (Bolon, 1993) is the commitment that a person believes that they have to the organization or their feeling of obligation to their workplace. In 1982, Weiner discusses normative commitment as being a "generalized value of loyalty and duty". Meyer and Allen (1991) supported this type of commitment prior to Bolon's definition, with their

definition of normative commitment being “a feeling of obligation”. It is argued that normative commitment is only natural due to the way we are raised in society. Normative commitment can be explained by other commitments such as marriage, family, religion, etc. therefore when it comes to one’s commitment to their place of employment they often feel like they have a moral obligation to the organization (Wiener, 1982).

2.3.3 Continuance commitment

Continuance commitment is the willingness to remain in an organization because of the investment that the employee has with “nontransferable” investments. Nontransferable investments include things such as retirement, relationships with other employees, or things that are special to the organization (Reichers, 1985). Continuance commitment also includes factors such as years of employment or benefits that the employee may receive that are unique to the organization (Reichers, 1985). Meyer and Allen (1997) further explain that employees who share continuance commitment with their employer often make it very difficult for an employee to leave the organization.

2.4 RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND ORGANIZATIONAL COMMITMENT.

There are several findings indicated the relationships between organizational climate and organizational commitment. Spector (1997) in his studies cites that job satisfaction is a correlate and predictor of organizational commitment. Gregersen and Black (1996) cites on work process could enhance a sense of felt responsibility which led to an increase in commitment among employees. Other findings, Varona (2002) found that there is relationship between communication and organizational commitment on the feedback and responses from both upper level and employees. Teams contribute to better outcomes for business organization due to employees' commitment to the organizations. (Mitchell et.al 2001, Osbourn et al, 1990, Wellins, Byham and Wilson, 1991). Meanwhile Angle and Perry (1981) on their study, found that proper leadership and motivation will influence commitment and would result in organizational effectiveness. Other than that, Steel et al (1992) found that employee perception of decision making influence was positively correlated with organizational commitment of employees. In addition, previous studies identified that positive climate can contribute to strong employee motivation (Goleman, 2000), empowerment, job satisfaction and commitment (Laschinger, 2001). Based on the above discussion, it is the aim of this study to explore the level of organizational climate and organizational commitment and organizational of employees in ABC Kuching, Sarawak and to determine whether there is any significant correlation between the

components of organizational climate and organizational commitment. The findings of this study can then be used by management of ABC Kuching, Sarawak to make informed decision on matters concerning its employees and its working environment

2.5 RESEARCH FRAMEWORK

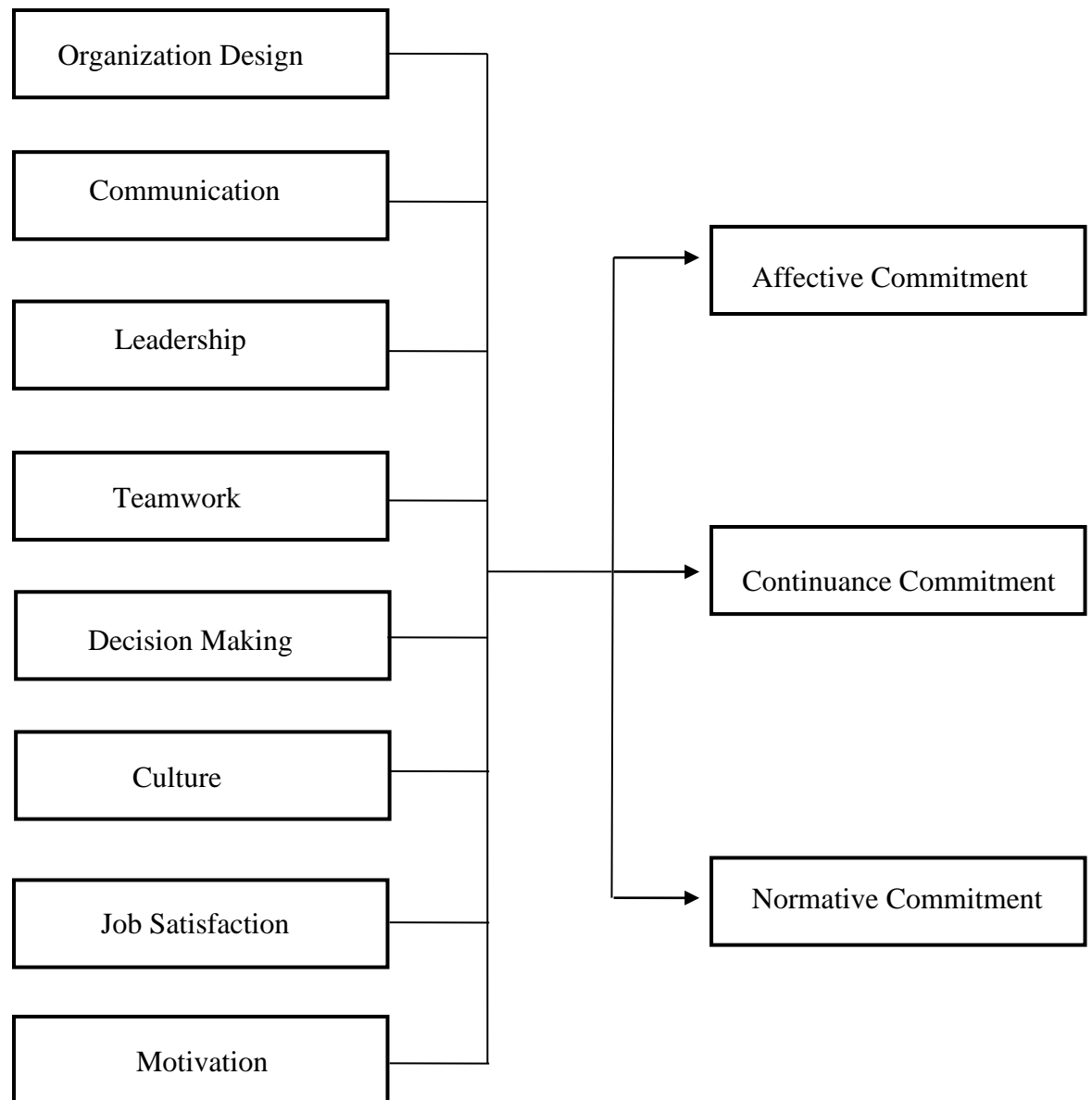
The research framework was formed based on empirical findings from previous studies

Independent Variable

(Components of Organizational Climate)

Dependent Variable

(Components of Organizational Commitment)



Based on the above research framework and the study's objectives, the following research questions were formulated research questions.

2.6 RESEARCH QUESTIONS

- (i) What are the levels of institutional structure of ABC Kuching, Sarawak as perceived by its employees?
- (ii) What are the levels of supervisory relationship of ABC Kuching, Sarawak as perceived by its employees?
- (iii) What are the levels of teamwork of ABC Kuching, Sarawak as perceived by its employees?
- (iv) What are the levels of student focus of ABC Kuching, Sarawak as perceived by its employees?
- (v) What are the levels of the continuance commitment of ABC Kuching, Sarawak as perceived by its employees?
- (vi) What are the levels of the affective commitment of ABC Kuching, Sarawak as perceived by its employees?
- (vii) What are the levels of the normative commitment of ABC Kuching, Sarawak as perceived by its employees?
- (viii) What is the relationship between the components of organizational climate and organizational commitment?

- (ix) Are there any significant differences between the selected demographic variables in relation to the components of organizational climate and organizational commitment?

CHAPTER 3

METHODOLOGY

3.1 RESEARCH DESIGN

Quantitative research using survey method: This research approach is appropriate for the present study because it fulfils the condition suggested by Warwick (1973) regarding its usage:

- When the goals of the research call for obtaining quantitative data on certain problem or population;
- When the problem(s) in question is / are reasonably specific and familiar to the respondents; and
- When the investigator herself / himself has considerably prior knowledge of these problems and the range of responses that will be obtained.

3.2 SAMPLING METHOD AND SIZE

The respondents for this study included all employees currently employed in ABC Kuching, Sarawak. The total number of ABC Kuching, Sarawak employees is about 410. The researcher distributed a total number of 100 self-administered questionnaires with the intention to yield at least 10% responses from the population to make sample number acceptable to represent the population. The questionnaire distributed to both academic and non academic employees of ABC

Kuching, Sarawak by using convenience sampling by using drop and collect method.

As the total number of employees of ABC Kuching, Sarawak is about 410, researcher have decided to choose 100 respondents. According to the rule of thumb, the minimum number of respondents to be selected must be ten (10) percent of the total population, therefore the minimum number of respondents should be 40 employees. However, researcher decided to get 100 respondents in order to obtain significant and valid results of the research findings.

3.3 ASSESMENT INSTRUMENTS

3.3.1 Organizational Climate and Commitment Instruments

In this study, Organizational Climate Survey was developed based on established assessment instrument on organizational climate which include Organizational Design, Communication, Leadership, Teamwork, Decision-Making, Culture, Job Satisfaction, Motivation; and Organizational Commitment Instrument developed by Allan and Mayer (1991)

3.3.2 The Personal Assessment of College Environment (PACE)

The Personal Assessment of College Environment (PACE; NILIE, 2005) was originally developed by Baker (1992) and updated by Baker and Hoover (1997). The PACE (NILIE, 2005) is a 46-item survey instrument

that captures a “snapshot” of four climate dimensions believed to be part of a institutional education environment. For data analysis purposes the dimensions were coded as follows: (a) Institutional Structure [IS], (b) Supervisory Relationship [SR], (c) Teamwork [TW], and (d) Student Focus [SF]. The PACE uses a 5-point Likert scale with the following descriptors: 1 = *Very Dissatisfied*, 2 = *Dissatisfied*, 3 = *Neither Satisfied or Dissatisfied*, 4 = *Satisfied* and 5 = *Very Satisfied*. The PACE survey was reported by Baker (1995) to have high reliability. The overall PACE instrument has demonstrated sound reliability. The PACE has shown a coefficient of internal consistency (Cronbach’s Alpha) of 0.9782 (Baker & Manzo-Ramos, 1996) and 0.9760 in more recent studies (Caison, 2005; Tiu, 2001)

3.3.3 The Organizational Commitment Questionnaire (OCQ)

The Organizational Commitment Questionnaire (OCQ; Meyer & Allen, 1997) is an 18-item questionnaire that was originally developed to assess employee commitment to their organizations. It comprised of three scales described and coded as follows: (a) Affective Commitment [AC], (b) Normative Commitment [NC], and (c) Continuance Commitment [CC]. Each scale contains six questions that are scored using a 5-point Likert scale with the following descriptors: 1 = *Very Dissatisfied*, 2 = *Dissatisfied*, 3 = *Neither Satisfied or Dissatisfied*, 4 = *Satisfied* and 5 = *Very Satisfied* Items 2, 5, 6, 12, 15, and 18 assess affective commitment.

Items 3, 10, 11, 13, 16, and 17 are scored for normative commitment. Finally, items 1, 4, 7, 8, 9, and 14 measure the component of continuance commitment. All items are scored in the positive direction except items 12, 13, 15, and 18 which are scored in the reverse direction. Minimum and maximum subscale scores range from 6 to 42. Allen and Meyer (1990) conducted an analysis of the three commitment found that the continuance commitment scale was relatively independent: affective ($p < .001$, $r = .06$) and normative ($p < .001$, $r = .14$), but that correlations between the affective and normative scales were statistically significant and relatively strong ($p < .001$, $r = .51$). Similar findings were noted by Cohen (1996). Strong support has also been found for the OCQ's reliability. Allen and Meyer (1990) reported median coefficient alphas as .87 for affective commitment, .75 for continuance commitment, and .79 for normative commitment.

3.3.4 Demographic Variables

A set of 14 items asking about demographic information data has been developed and distributed, including questions on gender, age, department, organizational tenure, positional tenure, administrative position, work committee, etc.

3.4 DATA ANALYSIS

A total response of 100 respondents has been tested using descriptive, correlational and inferential statistical procedures which were conducted with SPSS computer package:

3.4.1 Descriptive Statistics

The following tests have been conducted:

i. Frequency

A frequency distribution is a display of the frequency of occurrence of each score value.

ii. Means and Standard Deviations

The mean or average is probably the most commonly used method of describing central tendency. To compute the mean is by adding up all the values divide by the number of values.

Standard deviation shows how much variation or ‘dispertion’ there is from the ‘average’ (mean, or expected value). A low standard deviation indicates that the data points tend to be very close to the mean, whereas high standard deviation indicates that the data is spread out over a large range of values.

iii. Reliability Test

One of the most commonly used reliability test is Cronbach's alpha, which is based on the average correlation of item within a test if the items are standardized. If the items are not standardized, it is based on the average covariance among the items.

iv. Correlation

A Pearson product-moment correlation coefficient describes the relationship between two continuous variables. Correlation may be performed between dichotomous or categorical variables (Phi coefficient) or between a continuous and categorical variable (point-biserial correlation). When the assumptions underlying correlation cannot be met adequately, a non parametric alternative is Spearman's rank-order correlation.

v. Independent Group T-Tests

T-test is used to determine whether a set or sets of scores are from the same population. Three (3) main types of t-test may be applied:

- One-sample
- Independent groups
- Repeated measures

vi. One-way between groups ANOVA with post-hoc comparison

A one-way analysis of variance (ANOVA) is used when you have a categorical independent variable (with two or more categories) and a normally distributed interval dependent variable and you wish to test for differences in the means of the dependent variable broken down by the levels of the independent variable.

CHAPTER 4

EMPIRICAL RESEARCH RESULTS

4.1 INTRODUCTION

The objective of this chapter is to present the results and analysis obtained from the survey. For the purposes of this present study, the respondents are employees from ABC Kuching, Sarawak. Specifically, the survey consisted of two standardized surveys: the Personal Assessment of College Environment (PACE; NILIE, 2005) and the Organizational Commitment Questionnaire (OCQ; Meyer & Allen, 1995) along with eleven demographic Questions. Employees were accessed through each department to participate in the survey. The data is analyzed based solely upon the returned and useable surveys.

4.2 DEMOGRAPHIC OF SAMPLE

Table 2 shows the percentage results of respondent demographic variables. Demographic information that was collected is as follows: (a) gender (b) age (c) Marital status (d) Number of children (e) Academic (f) Department (g) Length of services (h) Current position (i) Involvement in work committee (j) Involvement in association.

Table 4.2.1: Demographic Variables: Percentage Of Responses By Category

CATEGORY	CHARACTERISTICS	PERCENTAGE (%) OF RESPONDENT
Gender	Male	51.0
	Female	49.0
Age	<31 Year Old	59.0
	31 –44 Years Old	27.0
	Over 44	1.0
Marital Status	Single	35.0
	Married	65.0
Number Of Children	None	47.0
	1– 3 Children	38.0
	4- 6 Children	14.0
	>6	1.0
Academic	UPSR	1.0
	PMR	3.0
	SPM	8.0
	DIPLOMA	10.0
	DEGREE	60.0
	MASTER/PHD/DBA	18.0
Department	Civil Engineering	6.0
	Mechanical Engineering	12.0
	Petrochemical Engineering	7.0
	Electrical Engineering	17.0
	Mathematic & Computer Science	10.0
	Information &.Communication Technology	10.0
	Commerce	7.0
	General Studies	10.0
	Management & Administration	13.0
	Others	8.0
Length of Services	< 2 years	36.0
	2-10 years	44.0
	>10 years	20.0
Current Position	DH32	2.0
	DH34	3.0
	DH41	74.0
	DH44	1.0
	DH48	3.0
	Others	17.0
Involvement in Work Committee	Nil	24.0
	1	16.0
	2-4	49.0
	>5	11.0
Involvement in Association	Nil	56.0
	1	29.0
	2-4	15.0

Table 2 shows that 51.0% respondents are male and 49.0% are female. Respondents age less than 31 years old are 59.0%, 31 – 44 years old are 27.0% , while over 44 years old are 1.0%.

In regards to marital status respondents reported are married at 65.0% and single respondents are only 35.0%. Respondent with no children are 47.0%, 1 – 3 children are 38.0% , 4 – 6 children are 14% and more than 6 children are 1.0% only.

In term of academic qualification, respondent with UPSR qualification are 1.0%, PMR are 3.0%, SPM are 8.0%, Diploma are 10.0%, Degree are 60% and Master/PHD/DBA about 18.0%. Respondents from department civil engineering are 6.0%, mechanical engineering are 12.0%, petrochemical engineering are 7.0%, electrical engineering are 17.0%, mathematic & computer science are 10.0%, Information & communication technology are 10.0%, commerce are 7.0%, general studies are 10.0%, management & administration are 13.0% and others department 8.0%. Respondents also reported on how many years they have been working with less than 2 years are 36.0%, 2 years until 10 years are 44.0% and more than 10 years are 20.0%. Respondent with Grade DH32 are 2.0%, Grade DH34 are 3.0%, Grade DH41 are 74.0%, Grade DH44 are 1.0%, Grade 48 are 3.0% and others are 17.0%.

In term of involvement in work committee, 24.0% were not involved, 16.0% were involved in one work committee, and 49.0% involved in two to four work committees and 11.0% are involved in five or more in work committee. For involvement in Association, 56.0% did not involved in Association, 29.0% are involved in only 1 Association, 15.0% involved in two to four Association.

4.3 RELIABILITY AND DESCRIPTIVE STATISTICS

Reliability is an indication of how consistent the measurement really is (Crook, 2002). Cronbach’s Alpha was used based on the average correlation of items within a test if the items are standardized. It can be interpreted as a correlation coefficient; it ranges in value 0-1. (Nunnaly, 1967) has argued that reliability estimates of 0.50 to 0.60 are sufficient for basic research.

Table 4.3.1: Reliability Test On Study’s Variables

VARIABLES	Cronbach’s Alpha
Institutional Structure	0.942
Supervisory Relationship	0.942
Teamwork	0.927
Student Focus	0.929
Continuance Commitment	0.788
Affective Commitment	0.594
Normative Commitment	0.716

The results in Table 4.3.1 show that Institutional Structure at 0.942; Supervisory Relationship at 0.942; Teamwork at 0.927; Student Focus at 0.929; Continuance Commitment at 0.788; Affective Commitment at 0.594 and Normative Commitment at 0.716. The results therefore show the acceptable level of reliability for each variables component.

Descriptive statistic for variables in this study under Organizational Climate components is Institutional Structure, Supervisory Relationship, Teamwork and Student Focus. Meanwhile for Organizational Commitment that is Affective, Continuance and Normative Commitment. For the purposes of this studies the response format is at 5-point Likert-type scale, ranging from 1(Very Dissatisfied) to 5 (Very Satisfied).

Scale indicator for the four components of organizational climate, and the three components of organizational commitment are as follows; **1.00 – 2.33** as *low* level, **2.34 – 3.67** as *moderate* level and **3.68 – 5.00** as *high* level.

Table 4.3.2: Descriptive Statistic Study's Variables

VARIABLES	MEANS	STD. DEVIATIONS
Institutional Structure	3.47	0.634
Supervisory Relationship	3.51	0.623
Teamwork	3.53	0.746
Student Focus	3.63	0.622
Continuance Commitment	3.47	0.656
Affective Commitment	3.18	0.713
Normative Commitment	3.41	0.735

Note : IS, SR, T, SF, CC, AC, NC : 1.00 – 2.33 = **low** , 2.34 – 3.67 = **moderate**, 3.68 – 5.00 = **high**

Table 4.3.2 shows the result of components of Organizational climate which institutional structure mean scores at 3.47 ,supervisory relationship means scores at 3.51 teamwork mean scores at 3.53 and student focus means score at 3.63 .The overall shows that organizational climate is at moderate level. Meanwhile for the means score under Organizational commitment components that is continuance commitment at 3.47, affective commitment at 3.18 and normative commitment at 3.41 respectively. The overall shows organizational commitment indicates at moderate level.

Table 4.3.4 : Individual Items Descriptive Statistic For Institutional Structure

Institutional Structure	Mean	Std. Deviation
1. The extent to which the actions of this institution reflect its mission	3.49	0.835
2. The extent to which decisions are made at the appropriate level	3.48	0.772
3. The extent to which the institution effectively promote diversity in the workplace.	3.46	0.784
4. The extent to which administrative leadership is focused on meeting the needs of students.	3.53	0.81
5. The extent to which information is shared within the institution.	3.57	0.807
6. The extent to which institutional teams use problem-solving techniques.	3.36	0.847
7. The extent to which I am able to appropriately influence the direction of this institution.	3.43	0.902
8. The extent to which open and ethical communication is practiced.	3.48	0.893
9. The extent to which this institution has been successful in positively motivating my performance.	3.50	0.823
10. The extent to which a spirit of cooperation exists at this institution.	3.50	0.916
11. The extent to which institution-wide policies guide my work.	3.43	0.868
12. The extent to which this institution is appropriately organized.	3.48	0.893
13 .The extent to which I have the opportunity for advancement.	3.37	0.96
14. The extent to which I receive adequate information regarding important activities.	3.47	0.881
15 .The extent to which my work is guided by clearly defined administrative processes.	3.44	0.783
Total Average	3.47	0.852

The result in Table 4.3.4 shows total mean score on institutional structure at 3.36-3.57 which indicate at moderate level.

Table 4.3.5: Individual Items Descriptive Statistic For Supervisory Relationship

Supervisory Relationship	Mean	Std. Deviation
16. The extent to which my supervisor expresses confidence in my work..	3.55	0.744
17. The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone.	3.54	1.009
18. The extent to which positive work expectations are communicated to me.	3.51	0.835
19. The extent to which unacceptable behaviors are identified and communicated to me.	3.41	0.74
20. The extent to which I receive timely feedback for my work.	3.50	0.745
21. The extent to which I receive appropriate feedback for my work.	3.57	0.70
22. The extent to which my supervisor actively seeks my ideas.	3.47	0.758
23. The extent to which my supervisor seriously considers my ideas.	3.51	0.732
24. The extent to which work outcomes are clarified for me.	3.58	0.768
25. The extent to which my supervisor helps me to improve my work.	3.50	0.87
26 .The extent to which I am given the opportunity to be creative in my work.	3.47	0.87
27. The extent to which I have the opportunity to express my ideas in appropriate forums.	3.49	0.87
28 .The extent to which professional development and training opportunities are available.	3.52	0.858
Total Average	3.51	0.81

Table 4.3.5 shows the mean score on supervisory relationship at 3.41-3.57 which indicate at moderate level. The employees perceived that organization has not made much progress in providing opportunity for all employees to make decision. The respondents feel stress at the workplace due to unfavorable relationship between supervisory level and the staff level. Importantly, a positive working relationship with one’s supervisor or administrator is crucial to employees’

psychological needs to be productive, professionally fulfilled, and to sense a contribution to organizational goals.

Table 4.3.6 Individual Items Descriptive Statistic For Teamwork

Teamwork	Mean	Std. Deviation
29. The extent to which there is a spirit of cooperation within my work team.	3.55	0.914
30. The extent to which my primary work team uses problem-solving techniques.	3.45	0.947
31. The extent to which there is an opportunity for all ideas to be exchanged within my work team.	3.51	0.859
32. The extent to which my work team provides an environment for free and open expression.	3.54	0.822
33. The extent to which my work team coordinates its efforts with appropriate individuals.	3.54	0.784
34 .The extent to which a spirit of cooperation exists in my department.	3.57	0.891
Total Average	3.53	0.87

Table 4.3.6 shows mean score between 3.45-3.57 which indicate that the moderate level of teamwork. The willingness to share information between employees from different departments is at moderate scale perhaps due to the fact that there are many departments in the ABC Kuching, Sarawak and the level of competition is high between them. This factor makes them not to share information with each other.

Table 4.3.7 Individual Items Descriptive Statistic For Student Focus

Student Focus	Mean	Std. Deviation
35. The extent to which student needs are central to what we do.	3.56	0.868
36. The extent to which I feel my job is relevant to this institution's mission	3.75	0.77
37. The extent to which faculty meet the needs of students.	3.60	0.888
38. The extent to which student ethnic and cultural diversity are important at this Institution.	3.69	0.982
39. The extent to which students' competencies are enhanced.	3.56	0.82
40. The extent to which non-teaching professional personnel meet the needs of the students.	3.56	0.808
41. The extent to which classified (supporting) personnel meet the needs of the students.	3.65	0.687
42. The extent to which students receive an excellent education at this institution	3.57	0.82
43. The extent to which this institution prepares students for a career.	3.76	0.78
44 .The extent to which this institution prepares students for further learning.	3.75	0.809
45 .The extent to which students are assisted with their personal development.	3.58	0.89
46 .The extent to which students are satisfied with their educational experience.	3.58	0.806
Total Average	3.63	0.827

Table 4.3.7 shows that the lowest means score are 3.56 while the highest mean score are 3.76. The means score for statement no. 35, 37, 39, 40, 41, 42, 45 and 46 indicate at moderate level on student focus. Meanwhile for statement no,36, 38, 43 and 44 the mean score indicate high level on student focus. It appears that respondent felt that he/she current job is relevant to ABC Kuching, Sarawak mission. Respondents also perceived that student ethnic and cultural diversity is very important to ABC Kuching, Sarawak. They also felt that ABC Kuching,

Sarawak prepares the student for a career in term of course offered that match with job market requirement.

Table 4.3.8 Individual Items Descriptive Statistic For Continuance Commitment

Continuance Commitment	Mean	Std. Deviation
1. It would be very hard for me to leave institution right now, even if I wanted to.	3.63	1.031
2. One of the few negative consequences of leaving this institution would be the scarcity of available alternatives.	3.39	0.863
3. Right now, staying with this institution is a matter of necessity as much as desire.	3.71	0.715
4. I feel that I have too few options to consider leaving this institution.	3.34	0.945
5. If I had not already put so much of myself into this institution, I might consider working elsewhere	3.34	1.037
6. Too much of my life would be disrupted if I decided I wanted to leave this institution now.	3.39	1.014
Total Average	3.47	0.934

Table 4.3.8 shows that the results on the continuance commitment between 3.34 - 3.71. The means score for statement 1, 2, 4, 5 and 6 indicate at moderate level. Meanwhile for statement 3, the mean score is at high level of continuance commitment. Overall, in real fact the respondent would not hesitate to leave the company in the future; therefore this is not a good indicator for the ABC Kuching, Sarawak itself.

Table 4.3.8 Individual Items Descriptive Statistic For Affective Commitment

Affective Commitment	Mean	Std. Deviation
7. I would be very happy to spend the rest of my career with this institution.	3.55	1.029
8. I really feel as if this institution problem is my own.	3.33	0.943
9. I do not feel a strong sense of “belonging” to institution. (R)	3.19	1.022
10. I do not feel “emotionally attached” to this institution. (R)	3.27	1.072
11. I do not feel like “part of the family” at my institution. (R)	3.30	1.124
12. This organization has a great deal of personal meaning for me.	3.39	0.963
Total Average	3.34	1.025

Table 4.3.8 shows that the respondents have moderate level of affective commitment with mean values ranging from lowest 3.19 till highest 3.55. The respondents do not have high emotional attachment to ABC Kuching, Sarawak and they work there not because they really want to work.

Table 4.3.9 Individual Items Descriptive Statistic For Normative Commitment

Normative Commitment	Mean	Std. Deviation
13. I do not feel any obligation to remain with my current employer (R)	2.91	0.957
14. Even if it were to my advantage, I do not feel it would be right to leave institution now.	3.22	1.021
15. I would feel guilty if I left my institution now.	3.32	1.004
16. This institution deserves my loyalty.	3.62	0.908
17. I would not leave my institution right now because I have a sense of obligation to the people in it.	3.56	0.925
18. I owe a great deal to my institution.	3.53	0.958
Total Average	3.36	0.962

Table 4.3.9 shows that the mean value for normative commitment ranging from lowest 2.91 till highest 3.62 which at a moderate level. This therefore shows that the respondents do not really believe in being loyal to just one organization.

Table 4.3.9.1 : Correlation Of Study's Variables of Interest

	Continuance Commitment	Affective Commitment	Normative Commitment
Institutional Structure	.529**	.414**	.660**
Supervisory Relationship	.426**	.400**	.650**
Teamwork	.444**	.412**	.678**
Student Focus	.485**	.304**	.528**

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

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

The result in Table 13 shows that institutional structure, supervisory relationship, teamwork and student focus have significant positive relationships with continuance commitment ($r = .529$; $r = .426$; $r = .444$ and $r = .485$ respectively). In addition, institutional structure, supervisory relationship, teamwork and student focus have significant positive relationships with affective commitment ($r = .414$; $r = .400$; $r = .412$ and $r = .304$ respectively). Finally institutional structure, supervisory relationship, teamwork and student focus have significant positive relationships with normative commitment ($r = .660$; $r = .650$; $r = .678$ and $r = .528$ respectively).

Table 4.3.9.2: T-test: Study's Variables By Gender

VARIABLES	GENDER	MEAN	STD. DEVIATION	t	Sig
Total Institutional Structure	Male	3.5176	.62162	.830	.409
	Female	3.4122	.64788		
Total Supervisory Relationship	Male	3.5973	.60951	1.449	.150
	Female	3.4176	.62964		
Total Teamwork	Male	3.5948	.75957	.932	.354
	Female	3.4558	.73186		
Total Student Focus	Male	3.7190	.61958	1.397	.166
	Female	3.5459	.61873		
Total Continuance Commitment	Male	3.4902	.59106	.363	.717
	Female	3.4422	.72213		
Total Affective Commitment	Male	3.3203	.73624	1.968	.052
	Female	3.0442	.66560		
Total Normative Commitment	Male	3.4542	.76889	.614	.541
	Female	3.3639	.70191		

Results in Table 14 demonstrate gender has no significant effect on organizational climate and organizational commitment.

Table 4.3.9.3: T-test: Study's Variables By Marital Status

VARIABLES	MARITAL STATUS	MEAN	STD. DEVIATION	t	Sig
Total Institutional Structure	Single	3.5314	.64747	.749	.456
	Married	3.4308	.62828		
Total Supervisory Relationship	Single	3.6681	.52297	1.896	.061
	Married	3.4237	.65851		
Total Teamwork	Single	3.6190	.80396	.876	.384
	Married	3.4769	.71375		
Total Student Focus	Single	3.7810	.46225	1.749	.083
	Married	3.5551	.68343		
Total Continuance Commitment	Single	3.5476	.62957	.922	.359
	Married	3.4231	.66996		
Total Affective Commitment	Single	3.3143	.72058	1.327	.189
	Married	3.1154	.70398		
Total Normative Commitment	Single	3.4810	.78567	.685	.496
	Married	3.3718	.70880		

Results in Table 14 demonstrate marital status has no significant effect on organizational climate and organizational commitment.

Table 4.3.9.4: One Way between Groups ANOVA with Post-Hoc Comparison for Study's Variables by Length of Services

VARIABLES	LENGTH OF SERVICES	MEAN	STD. DEVIATION	F	Sig
Total Institutional Structure	< 2 YRS	3.5111	.6412	.757	.472
	2-10 YRS	3.5000	.52562		
	>10 YRS	3.3100	.82228		
Total Supervisory Relationship	< 2 YRS	3.6389	.61999	1.513	.225
	2-10 YRS	3.4755	.55402		
	>10 YRS	3.3500	.74683		
Total Teamwork	< 2 YRS	3.5602	.88115	.270	.764
	2-10 YRS	3.5492	.55636		
	>10 YRS	3.4167	.86603		
Total Student Focus	< 2 YRS	3.6991	.63630	.348	.707
	2-10 YRS	3.6136	.56864		
	>10 YRS	3.5625	.72440		
Total Continuance Commitment	< 2 YRS	3.4630	.73259	.507	.604
	2-10 YRS	3.4129	.49609		
	>10 YRS	3.5917	.81913		
Total Affective Commitment	< 2 YRS	3.2685	.72186	.382	.683
	2-10 YRS	3.1402	.61205		
	>10 YRS	3.1333	.90418		
Total Normative Commitment	< 2 YRS	3.4537	.74067	.101	.904
	2-10 YRS	3.3902	.71793		
	>10 YRS	3.3750	.79265		

Result in Table 14 shows that there are no significant differences between the other variables of interest (i.e., Institutional Structure, Supervisory Relationship, Teamwork, Student Focus, Continuance Commitment, Affective Commitment and Normative Commitment) with respondents' length of services.

Table 4.3.9.5: One Way between Groups ANOVA with Post-Hoc Comparison for Study's Variables by Involvement in work Committee

VARIABLES	NUMBER INVOLVEMENT IN WORK COMMITTEE	MEAN	STD. DEVIATION	F	Sig
Total Institutional Structure	Nil	3.5883	.55613	1.566	.203
	One	3.5958	.46601		
	3-4	3.3279	.68487		
	>5	3.6364	.70765		
Total Supervisory Relationship	Nil	3.6314	.55469	.999	.397
	One	3.4615	.60439		
	3-4	3.4223	.62258		
	>5	3.6993	.78027		
Total Teamwork	Nil	3.5833	.73063	2.486	.065
	One	3.5521	.49336		
	3-4	3.3776	.82340		
	>5	4.0303	.51000		
Total Student Focus	Nil	3.6875	.58424	2.528	0.62
	One	3.5156	.51838		
	3-4	3.5476	.64100		
	>5	4.0758	.62523		
Total Continuance Commitment	Nil	3.7014	.71048	1.874	.139
	One	3.5625	.51595		
	3-4	3.3367	.64594		
	>5	3.3939	.67607		
Total Affective Commitment	Nil	3.1042	.93226	.268	.849
	One	3.3125	.54730		
	3-4	3.1837	.67892		
	>5	3.1818	.56987		
Total Normative Commitment	Nil	3.4306	1.05285	.308	.819
	One	3.5104	.47714		
	3-4	3.3435	.63775		
	>5	3.5152	.66856		

Result in Table 16 shows that there are no significant differences between the other variables of interest (i.e., Institutional Structure, Supervisory Relationship, Teamwork, Student Focus, Continuance Commitment, Affective Commitment

and Normative Commitment) with respondents' number of involvement in work committee.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSION

Several findings of this study are as follows:

5.1.1 Objective One:

Objective one is to assess the level of Institutional Structure in ABC Kuching, Sarawak as perceived by its employees. The research question asked was “What are the levels of Institutional Structure of ABC Kuching, Sarawak as perceived by its employees?”.

Based on the result, Institutional Structure with means of 3.47, shows that it employees perception on the institutional structure is in a moderate level. The lowest score in institutional structure are “the extent to which institutional teams use problem-solving techniques” and “the extent to which I have the opportunity for advancement”. This indicates, there is still room for improvement on the issues.

5.1.2 Objective Two:

Objective two was to assess the level to determine the level of supervisory relationship in ABC Kuching, Sarawak as perceived by its employee. The

research question asked was “What are the levels of the Supervisory Relationship in ABC Kuching, Sarawak as perceived by its employees?”.

Based on the result, supervisory relationship with mean of 3.51 shows that it employees’ perception on the supervisory relationship is in a moderate level.

The lowest score in supervisory relationship are “the extent to which unacceptable behaviours are identified and communicated to me” and “the extent to which I am given the opportunity to be creative in my work”. Thus, management of ABC Kuching, Sarawak should make much progress in providing opportunity for all employees to think creatively in their works. The management should also identify and communicating unacceptable behaviours of their co-workers more frequently so as to build a good relationship among them.

5.1.3 Objective Three:

Objective three was to assess the level of teamwork in ABC Kuching, Sarawak as perceived by its employee. The research question asked was “What are the levels of the teamwork in ABC Kuching, Sarawak as perceived by its employees?”.

Based on the result, teamwork with mean of 3.53 shows that it employees perception on the teamwork is in a moderate level. The lowest score in teamwork are “the extent to which my primary work team uses problem-solving techniques” and “the extent to which there is an opportunity for all ideas to be exchanged within my work team”. Therefore, the management should emphasize towards enhancing the team spirit among all the employees especially within their teams.

5.1.4 Objective Four:

Objective four was to assess the level of student focus in ABC Kuching, Sarawak as perceived by its employee. The research question asked was “What are the levels of the student focus in ABC Kuching, Sarawak as perceived by its employees?”.

Based on the result, student focus with mean of 3.63 shows that it employees’ perception on the student focus is in a moderate level. Overall, the employees of ABC Kuching, Sarawak satisfied with their student performance.

5.1.5 Objective Five:

Objective five was to determine the levels of continuance commitment in ABC Kuching, Sarawak as perceived by its employee. The research question asked was “What are the levels of the continuance commitment in ABC Kuching, Sarawak as perceived by its employees?”.

Based on the result, continuance commitment with mean of 3.47 shows that it employees' perception on the continuance commitment is in a moderate level.

The lowest score in continuance commitment are "I feel that I have too few options to consider leaving this institution." and "If I had not already put so much of myself into this institution, I might consider working elsewhere". The results indicate that there is an intention to leave the organization if there is good opportunity to work elsewhere. Some measures have to be done by the management in order to retain the employees.

5.1.6 Objective Six :

Objective six was to determine the levels of affective commitment in ABC Kuching, Sarawak as perceived by its employee. The research question asked was "What are the levels of the affective commitment in ABC Kuching, Sarawak as perceived by its employees?".

Based on the result, affective commitment with mean of 3.18 shows that it employees perception on the affective commitment is in a moderate level. The lowest score in affective commitment are "I do not feel a strong sense of "belonging" to institution." and "I do not feel emotionally attached to

this institution”. The results indicate that there is a low level of sense of belonging towards the organization (ABC Kuching, Sarawak). Therefore, the management should think creatively to enhance the level of sense of belonging towards the organization among the employees.

5.1.7 Objective Seven :

Objective seven was to determine the levels of normative commitment in ABC Kuching, Sarawak as perceived by its employee. The research question asked was “What are the levels of the normative commitment in ABC Kuching, Sarawak as perceived by its employees?”.

Based on the result, normative commitment with mean of 3.41 shows that it employees’ perception on the normative commitment is in a moderate level.

The lowest score in normative commitment are “. I do not feel any obligation to remain with my current employer ” and “even if it were to my advantage, I do not feel it would be right to leave institution now”. The results indicate that there is a low level of sense of obligation towards the organization (ABC Kuching, Sarawak). The employees do not feel guilty to leave the organization at any time.

5.1.8 Objective Eight:

Objective eight was to investigate the relationship between the components of organizational climate and organizational commitment.

The research question asked was “What is the relationship between the components of organizational climate and organizational commitment.”

The result shows components of organizational climate that are institutional structure, supervisory relationship, teamwork and student focus have significant positive relationships with continuance commitment ($r = .529$; $r = .426$; $r = .444$ and $r = .485$ respectively). In addition, it also shows institutional structure, supervisory relationship, teamwork and student focus have significant positive relationships with affective commitment ($r = .414$; $r = .400$; $r = .412$ and $r = .304$ respectively). Finally institutional structure, supervisory relationship, teamwork and student focus have significant positive relationships with normative commitment ($r = .660$; $r = .650$; $r = .678$ and $r = .528$ respectively).

Spector (1997) in his studies cites that a job satisfaction is a correlate and predictor of organizational commitment. Gregersen and Black (1996) cites on work process could enhance a sense of felt responsibility which led to an increase in commitment among employees. Other findings, Varona (2002) found that there is relationship between communication and organizational commitment on the feedback and responses from both upper level and employees

From the finding it can be concluded that organizational climate have significant positive relationship with organizational commitment. The studies demonstrate that higher in organizational climate will contribute to higher organizational commitment.

5.1.9 Objective Nine:

Objective nine to determine whether there are any significant differences between the various categories of selected demographic variables in relation to the components of organizational climate and organizational commitment. The research question asked was “Are there any significant differences between the selected demographic variables in relation to the components of organizational climate and organizational commitment”.

The following tests were conducted to obtain result from the demographic variable in relation to components of organizational climate and organizational commitment:

- Independent Group T-Tests
- One-Way ANOVA with Post-Hoc comparison

Based on the results of t-test study’s variables by gender conducted, it demonstrates that gender has no significant effect on organizational climate and organizational commitment. The same result was obtained

from the marital status which also demonstrated that has no significant effect on organizational climate and organizational commitment.

One Way Between Groups ANOVA With Post-Hoc Comparison was conducted by length of services in relation to components of organizational climate and organizational commitment. The result shows that there are no significant differences between the other variables of interest (i.e., Institutional Structure, Supervisory Relationship, Teamwork, Student Focus, Continuance Commitment, Affective Commitment and Normative Commitment) with respondents' length of services. The same result was obtained from the involvement in work committee which also demonstrated that has no significant effect on organizational climate and organizational commitment.

5.2 RECOMMENDATIONS

Several suggestions that would be recommended to the management to improve the situations of ABC Kuching, Sarawak (specifically organizational climate and organizational commitment that appear to exist among the employees of ABC Kuching, Sarawak) are as follows:

5.2.1 To Develop Formal Education

ABC Kuching, Sarawak needs to develop formal education programs include off-site and on-site programs designed specifically for the ABC Kuching, Sarawak employees both academic and non academic. On the off-site programs, the management of ABC Kuching, Sarawak is suggested to provide tuition reimbursement as a benefit for all employees to encourage them to develop themselves in their career advancement.

This suggestion is based on the low respondents feeling statements:

“The extent to which I have the opportunity for advancement”. Tuition reimbursement refers to the practice of reimbursing employees costs for college and university courses and degree programs (Noe et al., 2008, Human Resource Management, 6th ed. pg. 409). In long term, eligible staff who entitled for fee reimbursement will bond with ABC Kuching, Sarawak for certain period of time. Meanwhile for the on-site program, the management is suggested to have in-house academic program especially for undergraduate employees.

5.2.2 To conduct Assessment

ABC Kuching, Sarawak needs to re-evaluate the existing assessment program in conduct a more comprehensive performance appraisal program. This is supported by the low respondents feeling statements:

“The extent to which my supervisor actively seeks my ideas”. “The extent to which I am given the opportunity to be creative in my work”.

Assessment involves collecting information and providing feedback to employees about their behavior, communication style or skills. It is most frequently used to identify employees with potential to move into higher-level positions and it can be used with work teams to identify the strengths and weaknesses of individual team members and the decision processes or communication styles that inhibit the team’s productivity (Howard and Bray, 1998). Popular assessment tools used include:

5.2.2.1 Assessment center

Assessment center is usually an off-site location such as conference center outside ABC Kuching, Sarawak. It primarily used to identify if ABC Kuching, Sarawak employees have the personality characteristics, administrative skills and interpersonal skills needed for managerial jobs. It also used to determine if ABC Kuching, Sarawak employees have the necessary skills to work in

team and to develop their problem-solving skills. There are several types of exercise used in assessment centers include:-

a) ***Leaderless group discussion***

It is a process in which a team of five to seven employees solves an assigned problem together within a certain period.

b) ***Interview***

Employees are questioned about their work and personal experiences, skills and career plans.

c) ***In-Basket***

A simulation of the administrative task of a managers' job.

d) ***Role Plays***

A participant taking the part or role of a manager or other employee.

Assessment center may useful for ABC Kuching, Sarawak employee development because employees who participate in the process will receive feedback regarding their attitudes, skill

strengths and weaknesses. It also a useful tool to identify the suitable candidate for promotion.

5.2.2.2 To conduct Performance Appraisals and 360-Degree Feedback Systems.

It is also suggested that ABC Kuching, Sarawak to conduct performance appraisal and 360 –Degree Feedback system towards their employees. Performance Appraisal is the process through which an organization gets information on how well an employee is doing his or her job. The appraisal system must tell employees specifically about their performance problems and how they can improve their performance (Silverman, 2004). This includes providing a clear understanding of the differences between current performance and expected performance, identifying causes of the performance discrepancy and developing actions plans to improve performance. The appraisal conducted on yearly basis. Management of ABC Kuching, Sarawak will benefits of 360-degree feedback system include collecting multiple perspectives of manager performance, allowing employees to compare their own personal evaluations with other views of others and formalizing communications about behaviors and skills rating between employees.

Therefore, the employees feel they are involved in evaluating their superior which will further develop trustworthiness between supervisor and employees. Furthermore, this would also to increase the level of sense of belongingness among the employees towards the organization.

5.2.3 Job Experience

One of the major assumptions of using job experiences employee development is that development is most likely to occur when there is a mismatch between employee's skills and past experiences and the skills required for the job. To succeed in their jobs, employees must stretch their skills that are they are forced to learn new skills and knowledge in a new way and master new experiences. New job assignment helps take advantage of employees existing skills, experience and contacts while helping them develop new ones. There various ways that job experiences can be used for employee development:

5.2.3.1 Enlarging current job

Job enlargement refers to adding challenges or new responsibilities to employee's current jobs. This included special projects assignments and switching roles within a work team. Employees involvement with certain task and assignment will make them feel important by ABC Kuching, Sarawak

5.2.3.2 Job Rotation

Job rotation is a process of systematically moving a single individual from one job to another over the course of time. Job rotations help employees gain an overall appreciation of the company's goals, increase their understanding of different company functions, develop a network of contacts and improve problem-solving and decision-making skill. Job rotation has also been shown to be related to skill acquisition, salary growth and promotion rates (Jossey-Bass 1989).

5.2.4 Interpersonal Relationship

Employee can also develop skills and increase their knowledge by interacting with a more experienced organization member. Two types of interpersonal relationship that are used to develop employee:

5.2.4.1 Mentoring

A mentor is an experienced, productive senior employee who helps develop a less experienced employee. Research suggests that employees with certain personality characteristics like emotional stability, the ability to adapt their behavior based on the situation, and high need for power and achievement are most likely to seek a mentor and be an attractive protégé for a mentor (Turban &

Dougherty 1994). A key successful mentoring programs is that the mentor and protégé actually interact with each other face-to-face or virtually using videoconferencing.

5.2.4.2 Coaching

There are three roles that coach can play. Part of coaching may be one-on-one with employee such as giving feedback. Another role is to help employees learn for themselves. This involves helping them find experts who can assist them with their concerns and teaching them how to obtain feedback from others. Third, coaching may involve providing resource such as mentors, courses or job experience that the employee may not able to gain access to without the coach's help. The best coaches should be empathic, supportive, practical and self confident but not appear as someone who knows all the answer or wants to tell others what to do (Toto, 1996).

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APPENDIX A

QUESTIONNAIRES

SECTION A

Please read each statement carefully and decide if you ever feel this way about your job. If you have had this feeling, indicate how often you feel it by circling the number (from 1 to 5) that best describes how frequently you feel.

ORGANIZATIONAL CLIMATE

Very Dissatisfied	Dissatisfied	Neither Satisfied Or Dissatisfied	Satisfied	Very Satisfied
1	2	3	4	5

1. The extent to which the actions of this institution reflect its mission	1	2	3	4	5
2. The extent to which my supervisor expresses confidence in my work..	1	2	3	4	5
3. The extent to which there is a spirit of cooperation within my work team.	1	2	3	4	5
4. The extent to which decisions are made at the appropriate level.	1	2	3	4	5
5. The extent to which the institution effectively promotes diversity in the workplace.	1	2	3	4	5
6. The extent to which administrative leadership is focused on meeting the needs of students.	1	2	3	4	5
7. The extent to which student needs are central to what we do.	1	2	3	4	5
8. The extent to which I feel my job is relevant to this institution's mission	1	2	3	4	5
9. The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone.	1	2	3	4	5
10. The extent to which information is shared within the institution.	1	2	3	4	5
11. The extent to which institutional teams use problem-solving techniques.	1	2	3	4	5
12. The extent to which positive work expectations are communicated to me.	1	2	3	4	5
13. The extent to which unacceptable behaviors are identified and communicated to me.	1	2	3	4	5
14. The extent to which my primary work team uses problem-solving techniques.	1	2	3	4	5
15. The extent to which I am able to appropriately influence the direction of this institution.	1	2	3	4	5
16. The extent to which open and ethical communication is practiced.	1	2	3	4	5
17 The extent to which faculty meet the needs of students.	1	2	3	4	5
18. The extent to which student ethnic and cultural diversity are important at this Institution.	1	2	3	4	5
19. The extent to which students' competencies are	1	2	3	4	5

enhanced.					
20. The extent to which I receive timely feedback for my work.	1	2	3	4	5
21. The extent to which I receive appropriate feedback for my work.	1	2	3	4	5
22. The extent to which this institution has been successful in positively motivating my performance.	1	2	3	4	5
23. The extent to which non-teaching professional personnel meet the needs of the students.	1	2	3	4	5
24. The extent to which there is an opportunity for all ideas to be exchanged within my work team.	1	2	3	4	5
25. The extent to which a spirit of cooperation exists at this institution.	1	2	3	4	5
26. The extent to which my supervisor actively seeks my ideas.	1	2	3	4	5
27. The extent to which my supervisor seriously considers my ideas.	1	2	3	4	5
28. The extent to which classified (supporting) personnel meet the needs of the students.	1	2	3	4	5
29. The extent to which institution-wide policies guide my work.	1	2	3	4	5
30. The extent to which work outcomes are clarified for me.	1	2	3	4	5
31. The extent to which work outcomes are clarified for me.	1	2	3	4	5
32. The extent to which this institution is appropriately organized.	1	2	3	4	5
33. The extent to which my work team provides an environment for free and open expression.	1	2	3	4	5
34. The extent to which my supervisor helps me to improve my work.	1	2	3	4	5
35. The extent to which this institution prepares students for a career.	1	2	3	4	5
36. The extent to which my work team coordinates its efforts with appropriate individuals.	1	2	3	4	5
37. The extent to which this institution prepares students for further learning.	1	2	3	4	5
38. The extent to which I have the opportunity for advancement.	1	2	3	4	5
39. The extent to which I am given the opportunity to be creative in my work.	1	2	3	4	5
40. The extent to which students are assisted with their personal development.	1	2	3	4	5
41. The extent to which I receive adequate information regarding important activities.	1	2	3	4	5
42. The extent to which students are satisfied with their educational experience.	1	2	3	4	5
43. The extent to which a spirit of cooperation exists in my department.	1	2	3	4	5
44. The extent to which my work is guided by clearly defined administrative processes.	1	2	3	4	5
45. The extent to which I have the opportunity to express my ideas in appropriate forums.	1	2	3	4	5
46. The extent to which professional development and training opportunities are available.	1	2	3	4	5

SECTION B

ORGANIZATIONAL COMMITMENT

Affective commitment ('want to remain') covers the individual's attachment to social relationships and to the organization. (Allen and Meyer, 1990)

Continuance commitment ('need to remain') involves social roles or positions from which individuals derive their perception of the cost associated with leaving the organization and the rewards related to participation in the organization. (Allen and Meyer, 1990)

Normative commitment ('ought to remain') concentrates on the internalization of norms and values and on inner convictions. (Allen and Meyer, 1990). It results in an individual's feeling of moral obligation to remain with the organization. (Merger & Allen, 1997)

Please respond with the first answer that comes to your mind. You may not have all the information you need, but you should interpret the statements from your own perspective. Read each statement and decide how well it describes you and how is your perceptions towards your organization.

Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
1	2	3	4	5

1. It would be very hard for me to leave my organization right now, even if I wanted to.	1	2	3	4	5
2. I do not feel any obligation to remain with my current employer	1	2	3	4	5
3. I would be very happy to spend the rest of my career with this organization.	1	2	3	4	5
4. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.	1	2	3	4	5
5. Even if it were to my advantage, I do not feel it would be right to leave my organization now.	1	2	3	4	5
6. I really feel as if this organization's problems are my own.	1	2	3	4	5
7. Right now, staying with my organization is a matter of necessity as much as desire.	1	2	3	4	5
8. I do not feel a strong sense of "belonging" to my organization.	1	2	3	4	5
9. I feel that I have too few options to consider leaving this organization.	1	2	3	4	5
10. I do not feel "emotionally attached" to this organization.	1	2	3	4	5
11. I would feel guilty if I left my organization now.	1	2	3	4	5

12. I do not feel like “part of the family” at my organization.	1	2	3	4	5
13. This organization deserves my loyalty.	1	2	3	4	5
14. If I had not already put so much of myself into this organization, I might consider working elsewhere	1	2	3	4	5
15. I would not leave my organization right now because I have a sense of obligation to the people in it.	1	2	3	4	5
16. This organization has a great deal of personal meaning for me.	1	2	3	4	5
17. Too much of my life would be disrupted if I decided I wanted to leave my organization now.	1	2	3	4	5
18. I owe a great deal to my organization.	1	2	3	4	5

SECTION C: DEMOGRAPHIC

We would appreciate it if you would provide the following background information for our analysis. Please be as specific as possible, remembering that no attempt shall be made to identify any respondent in this study. The information is being gathered solely to make possible better interpretation of other data collected.

Part One : Personal Demographic

1 Gender

Male Female

2 Age

< 31
 31 - 44
 Over 44

3 Marital Status

Single Married

4 Number of children

None
 1 -3
 4 - 6
 >6

5 Specialization/Expertise: _____

6 Faculty / Branch _____

7 How long have you been a staff at ABC Kuching, Sarawak?

Less than 2 years
 2 – 10 years
 More than 10 years

Part Two: Work Demographic

8 Your current position (please tick one).

<input type="checkbox"/>	DH29
<input type="checkbox"/>	DH34
<input type="checkbox"/>	DH41
<input type="checkbox"/>	DH42
<input type="checkbox"/>	DH43
<input type="checkbox"/>	DH44
<input type="checkbox"/>	DH48
<input type="checkbox"/>	Others (Please specify).....

9 Currently, are you holding any administrative post other than your academic position?

If YES please state below.

Administrative Post : _____

If NO please proceed to Question No. 10

10 Number of involvement in any work committee at ABC Kuching, Sarawak.

<input type="checkbox"/>	Nil
<input type="checkbox"/>	One
<input type="checkbox"/>	Two to four
<input type="checkbox"/>	Five or more

Level of your involvement? Please state how many work committee at each level.

Department Level	<input type="checkbox"/>
ABC Kuching, Sarawak Level	<input type="checkbox"/>
State Level	<input type="checkbox"/>

11 Involvement in any associations/clubs/NGOs.

<input type="checkbox"/>	Nil
<input type="checkbox"/>	One
<input type="checkbox"/>	Two to four
<input type="checkbox"/>	Five or more

Level of your involvement? Please state how many associations/clubs/NGOs at each level.

Community Level	<input type="checkbox"/>
State Level	<input type="checkbox"/>
National Level	<input type="checkbox"/>

12 Are you involved in the implementation of ISO at ABC Kuching, Sarawak?

If " YES", what is the nature of your role? (Please state your designation in the committee)

If NO please proceed to Question No. 13

13 Additional comments that you may have:

**We appreciate the time and effort you have put into answering this questionnaire.
Your responses will be of considerable help to this study.**

Thank you very much