The Influence of the Dominant Teacher's Professional Learning Dimensions on Commitment of National Secondary School's Teachers in Penang

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Abstract

This study is conducted to identify the relationship between teachers' professional learning and teachers' commitment and to identify the most dominant dimension of teachers' professional learning that influences national secondary school teachers' commitment. Survey method was used in this study with questionnaire as the instrument of the study. 506 teachers from 20 schools in Penang state were involved as respondents in this study. Descriptive statistics and inferential statistics were used in the study. Frequency and percentage were used for descriptive statistics meanwhile Pearson Correlation and Stepwise Multiple Regression were used for inferential statistical analysis. The findings show that there is significant, positive and strong relationship between teachers' professional learning and teachers' commitment. Furthermore, reflection and collaboration are the dominant dimensions of teachers' professional learning that influence teachers' commitment in Penang state. Implications of the study and future research recommendations are also discussed in this study.

Keywords: Professional learning; Reach out knowledge base; Reflection; Experimentation; Collaboration

1. Introduction

The initiative in developing Malaysia as an advanced country and to attain the international educational institution status can only be achieved when dedicated and committed teachers provide proper education to the students (Sock & Mui, 2012). The quality of education that is provided to the students confides in to the teachers who are fostering intrinsic work and motivation in order to stay committed (Sock & Mui, 2012). In reality, the excessive workload in schools increases teachers' stress and affects their commitment level (Ibrahim et al., 2017). With this in mind, the former Minister of Education, Dr. Maszlee Malik has mentioned that 25 per cent of teachers' workloads are expected to be reduced based on the implementation of five efforts by the Ministry of Education (MOE), the State Education Department (SED), the District Education Office (DEO) and schools (Afiq, 2019). As a matter of fact, highly committed teachers tend to have confidence in their professional competence and perform their teaching tasks more efficiently than the teachers with low levels of commitment (Fransson & Frelin, 2016).

Teachers should improve their knowledge and understanding of the subjects being taught as well as teaching and learning competence of the teacher's professionalism in order to maintain the quality of the education. Furthermore, teachers' quality rely upon how the school management launches the school community are striving for excellence (Suhana, 2013). The Malaysian Teacher Standards (Bahagian Pendidikan Guru, 2009) has been drafted and formulated to determine the professional competencies that every teacher should practice and achieve to be an efficient teacher in the future as well as the requirements that must be provided by the teacher training institutes and agencies.

According to Kabilan and Veratharaju (2013), professional development activities for teachers should be organized based on the needs of teachers' professionalism to enhance and reinforce pedagogical skills in teaching and learning similarly to prepare for the latest teaching and learning practices. On the other hand, teachers should invest more time in on-going professional learning and this learning process is also classified as an investment in the professional life that builds up teachers' commitment. This scenario is suggested to the teachers in order to assure the best possible quality of education for the school students (in de Wal et al., 2014; Day et al., 2007). Under those circumstances, teachers' professional learning is recognised as key instrument used to construct teachers' capacity to fulfil their responsibilities as educators and play an essential role in students' learning (Dunn et al., 2018).

Statement of the Problem

The rising workloads in schools cause teachers to experience emotional stress and make an impact on teachers' teaching quality (Ambotang, 2018). For this reason, teachers' involvement in the performance of their tasks and effective teachers are diminished as this situation negatively affects the teachers' commitment at workplace (Ambotang, 2018). Additionally, issues such as lack of knowledge and understanding of responsibilities and tasks, reflective practices, and lack of collaboration are the issues that trigger unprofessional teachers' attitudes (Abdullah et al., 2017). Consequently, negative attitudes and low capability of teachers give rise to difficulties in development and implementation of professional learning activities effectively among teachers.

Ng's (2018) study found that highly committed teachers who hold strong personal professionalism have the most learning patterns compared to the teachers with moderate and low levels of commitment hold moderate or low personal professionalism have less learning patterns. In fact, the above scenario highlighted the relationship between professional learning and commitment among teachers approximately. Likewise, there were many quantitative method-based studies have been conducted in the past on teachers' professional learning and teachers' commitment variables respectively such as Li et al., 2015); de Neve et al., (2015); Swarnalatha (2016); Roustaee (2015). Although quantitative studies have been conducted on both variables, different variables were used in the respective studies. Given these points, quantitative studies about the relationship between teachers' professional learning and commitment among national secondary school (daily) teachers in Malaysia have not been focused and conducted at the present time.

Experimentation and reflection are influential determinants of teaching practice compared to other dimensions (Thoonen et al., 2011). Meanwhile, Admiraal et al. (2015) emphasized that collaboration is the most influential and meaningful dimension of teachers' professional learning at workplace. The findings of these studies triggered the present study to determine the most dominant dimension of professional learning among school teachers that make an

impact on teachers' commitment which is remain as a query up to the present time. Ultimately, the dominant professional learning dimension which is influencing the teachers' commitment will be explored in this study.

In conclusion, a quantitative study will be conducted to identify the relationship between teachers' professional learning and commitment among national secondary school (daily) teachers in Penang state, Malaysia. This study will also identify the dominant teachers' professional learning dimension which is influencing the commitment of national secondary school (daily) teachers in Penang.

Research Objectives

This study has two research objectives to be examined as below:
   i.   To identify the relationship between teachers' professional learning and national secondary school (daily) teachers' commitment.
   ii. To identify the most dominant dimension of teachers' professional learning that influences national secondary school (daily) teachers' commitment.

Research Questions

This study has two research questions to be examined as below:
   i.   What is the relationship between teachers' professional learning and national secondary school (daily) teachers' commitment?
   ii. What is the dominant dimension of teachers' professional learning that influences national secondary school (daily) teachers' commitment?

Research Hypotheses

There are two hypotheses in this study to be determined as below:

   H_{01}: There is no significant relationship between teachers' professional learning and national secondary school (daily) teachers' commitment.

   H_{02}: There is no influence of teachers' professional learning dimension on national secondary school (daily) teachers' commitment.

Conceptual Framework

The conceptual framework of this study is based on the combination of the model of Teachers' Professional Learning at Work Place (Kwakman, 2003) and the model of Teachers' Organizational Commitment in Educational Organization (Celep, 2000). The model of Kwakman (2003) has four dimensions such reading, reflection, experimentation and collaboration. The 'reading' dimension will be studies as the 'reaching out knowledge base' dimension in this present study as it includes reading and work-related training (Evers, Kreijns & Heijden, 2015; in de Wal et al., 2014), seeking information from strategies and technologies of other organisations as well as by collecting information from colleagues (Schechter & Qadach, 2012). Additionally, this 'reaching out knowledge base' dimension will be studied in this study by setting example as how it was compiled and studied by Liu et al. (2016) and Hallinger et al. (2017) in their respective studies.
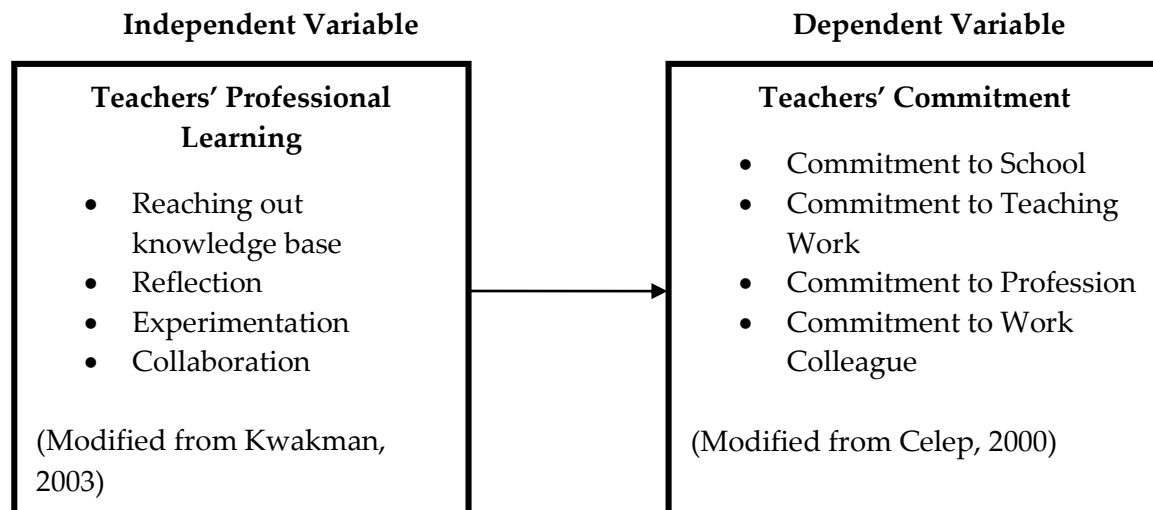
Independent Variable	Dependent Variable
Teachers' Professional Learning • Reaching out knowledge base • Reflection • Experimentation • Collaboration (Modified from Kwakman, 2003)	**Teachers' Commitment** • Commitment to School • Commitment to Teaching Work • Commitment to Profession • Commitment to Work Colleague (Modified from Celep, 2000)

Figure 1: Conceptual framework of teachers' professional learning and teachers' commitment

2. Literature Review

a. Human Capital Theory

Human Capital Theory not only has been defined as knowledge, opinion, ideas and skills that need to be gained by employees but also has been broaden as individual's competence, capability and attitudes like independence, trust, responsibility and honesty including knowledge and skills of employees (Becker, 1993; 2002). Furthermore, this theory is relevant to the teachers' professional learning variable in this study. It is because human capital theory is a dominant prototype in educational economy. This theory strongly underlined that training at workplace and education is a human capital investment that makes every individual perform duties efficiently, and increases the strength, energy as well as the fitness of the workers (Carneiro et al., 2010; Schultz, 1959). In addition to that, this theory is also promotes knowledge based economy (k-economy) to the education system so that it can be extensively used in the workplace as an instrument of economic growth (Gillies, 2015). Rafiq et al., (2019) has stated that every individual should improve the knowledge and skills to the higher levels in order to accomplish duties effectively, contributes to the organisation by being a valuable human resource factor and also contributes to the country's economic growth. In the present study, human capital theory is applicable to refrain the shortage of 21st century skills among school teachers who need to develop knowledge and skills in order to become educators with best quality.

b. Teachers' Professional Learning

Teachers' involvement in learning process at workplace should inspire development of an individual and school. The process of learning should be developed professionally, carried out at individual, and also social level among teachers at workplace (Kwakman, 2003). According to Hoyle and John (1995), teachers' professional learning specified as a process of attaining knowledge, improving skills and values to enhance the quality of education and service to the

students. On the other hand, in de Wal et al. (2020) indicated teachers' professional learning as a process or method that focused on the implementation of professional learning activities by the teachers who are enthusiastic, ambitious and goal-oriented at workplace. Moreover, professional learning at workplace has been classified to three types of learning such as formal, non-formal and informal learning (Eraut, 2000). Significantly, teachers' professional learning will be executed as formal learning in schools for instance, professional development programmes, teaching research groups and mentoring programmes (Timperley, 2011). On the contrary, informal learning is known as a learning method that does not organised officially or in a formal level at workplace (Eraut, 2000). Informal learning is a long-term learning process that lasts for lifetime. Without specific limitation of time, informal learning takes place at any places as well as it does not specify the subject or material to be mastered in completing informal learning (Abd Baser & Buntat, 2010).

Formerly, teachers able to overcome complications and dilemma by using information sources, receiving advices, guidance and recommendations from experienced teachers, carrying out the practical and valid technique methods that have successfully fixed problems in the same issue and by creating new ideas to solve their complications and problems from their experience. In spite of that, usage of multimedia in this digital era helps teachers to communicate with others in a short time and multiply the access to incredible information and knowledge resources (Persico et al., 2015). In conclusion, this study has been conceptualised teachers' professional learning as teachers' learning process for the purpose of knowledge attainment, experience and skills individually, collaboratively together with Information and Communication Technology (ICT) usage by teachers professionally in schools. There are four type of professional learning activities will be studied in this study as below:

Reach out knowledge base

Kwakman (2003) has described reading as an attainment activity of knowledge, information and data in her study. Keeping up-to-date and improving advanced knowledge in education world based on the contemporary development is known as teachers' professional obligation because knowledge base is the foundation of the teaching profession that relies on the new input of information. Moreover, teachers are also implementing reading activities on subject's pedagogical literature, professional literature and surfing internet to get latest sources and earn knowledge at workplace. Furthermore, Saphier and King (1985) stated that knowledge base should be more practical, broader knowledge, accessible and always thriving in teaching profession. Teachers have to figure out that the idea of learning various types of materials and how to decide the type of learning that is most vital in different context (Darling-Hammond, 1998). With this in mind, teachers have to choose and apply distinctive teaching strategies in order to achieve goals (Darling-Hammond, 1998). In short, this dimension has been conceptualised as reading-related activities, training linked to job, and searching information from other organizations' strategies and technologies as well as amassing information from colleagues and students at school.

Reflection

Reflection has been defined as an individual earns experience as a result from their own actions at any situation Beverborg (2015). Reflection of teachers on their entire practice helps

them to fixate on their emotions, responses, actions, experiences and utilise that information to enhance their elemental knowledge and achieve high level of understanding (Mathew et al., 2017). In addition, the regular reflective components those can be identified in all five reflective tools are teaching implementation, class management, professional characteristics, feedback and evaluation and lesson preparation (Min et al., 2017). One the other hand, reflective teachers able to produce more reflective students by encouraging them to involve themselves in reflection activity, improving students' analysing and evaluating ability as well as promoting self-centred learning among students. Ultimately, this dimension has been conceptualised as the ability to reflect what, why and how teachers accomplish something, adapt and evolve practice in lifelong learning process.

Experimentation

Experimentation refers to the teachers' attempt of new teaching strategies and approaches in order to make a determination on what and how the new things are to be tested during the teaching and learning process in classroom (Beverborg, 2015). Besides that, experimentation is also known as a learning activity by an individual that emphasises a concept which is knowledge formed through action or accomplishment (Beverborg, 2015). The new teaching methods which were tried by teachers in the classroom boost teachers and students' learning activity by conveying knowledge to the students proficiently. In fact, experimentation has been conceptualised as teachers' efforts to find ways and to try new teaching strategies to adapt teaching practices according to teachers' understanding of changes in order to determine what and how new things are being worked out in their classroom in this study.

Collaboration

In this study, collaboration has been conceptualised as a role in creating collaborative groups/communities working together to achieve common goals through sharing of practices, knowledge and problems at school. Collaborating with work colleagues at workplace is one of the dynamic methods used to establish professional development in an organisation (Tynjala & Heikkinen, 2011). There are some needs for regulation and systematic inspection if teachers are recognised credible in terms of professional ethics and pedagogical expertise. With this in mind, capable novice teachers will not be evaluated but, they have to be reflective and collaborative with colleagues to learn in schools (Tynjala & Heikkinen, 2011). The types of collaboration activities often executed are curriculum development, teaching materials, new ideas and opinions to promote innovate teaching, special education work group, vertical team collaboration to decide about school management, collaborating as learning team with colleagues to learn about teaching management and school topic (Kyndt et al., 2016; Choi, 2014). Finally, consistency in collaboration activity towards professional practice generates reflective thinking, progress in students' achievement and development of teaching strategies (Williams, 2010).

c. Commitment Side-Bet Theory

Becker (1960) stated that side-bet is an aggregated investment that valued by an individual which is considered as not worthy or lost if they leave the organisation or profession. Side-bet is also known as social structure that creates penalty (loss of investment) by making an

individual committed to the organisation or profession. The more an individual invest time, energy, skills and personal assets in their actions, profession or organisation, the more things to be acknowledged before leaving the profession or organisation (Baba & Jamal, 1979). Thus, side-bet influences commitment of an individual when he/she realises that side-bet activity has been done in the profession or organisation. In this study, this theory is related to the teachers who feel less committed to the school, profession, teaching work and colleagues because they are less likely realised about their commitment to the organisation, profession, teaching work and colleagues whereas side-bet has already occurred.

d. Teachers' Commitment

Organisational commitment among teachers has been described as trust and acceptance of values and goals of the organisation, employees' preparedness to strive on behalf of school and desire to be maintain the membership in the organisation (Celep, 2000; Porter et al., 1974). According to Porter et al. (1974), organisational commitment is the vitality of an individual recognition with involvement in organisation. Meanwhile, Park (2005) stated that commitment is a psychological relationship to something that needs meaning. Prior research by Firestone and Rosenblum (1988) emphasised that distinctive dimensions of commitment are important because behaviour patterns might be diverse due to the function of the commitment. The most popular dimensions studied by prior researches are commitment to teaching, commitment to students and commitment to organisation (Firestone & Rosenblum, 1988; Firestone & Pennell, 1993). In addition to that, teachers' commitment ought to be more than one dimension which means multi-dimensional construct because two or more dimensions might reflect various types of commitment to the subject and students (Tyree, 1996). Besides that, commitment to the school, teaching work, profession and commitment to colleagues are the four types of commitment that have been studied by Celep (2000) among teachers. Meanwhile, the another group of commitment such as commitment to the school, students, teaching work and commitment to the profession by Lei and Abd Razak (2014) insisted that these types commitment is essential to achieve school's objective, develop teachers' professionalism and provide changes in teachers' practices. However, the least prioritised dimensions of teachers' commitment in the research field are commitment to the school, teaching work, profession and commitment to work colleagues at the present time. In conclusion, teachers' commitment in this study has been conceptualised as teachers' interests, behaviours and attitudes towards the values and goals of the organization in carrying out their duties with trust and working towards achieving their goals and staying in school as a part of the school.

Commitment to school

In this study, commitment to the school has been conceptualised as teachers' trust and acceptance of school goals and values, teachers' efforts to realize those goals and values as well as the desire of teachers to continue to become the members of the school. This type of commitment facilitates and helps the process of integration between work and personal life balance (Louis, 1998). Teachers who are committed to the school are more concerned about their school and profession. Researches among school teachers need to be focused and conducted because teachers who are committed to the school are willing to work harder for their school and complete their responsibilities to achieve triumph and goal of the school (Celep, 2000).

Commitment to teaching work

Commitment to teaching work is teachers' preparedness level in terms of physical and psychological aspects in their daily routine (Celep, 2000). Moreover, this dimension has been described as teachers' desire and devotion in teaching work and also improvement in teaching behaviour (Teoh et al., 2017). This commitment helps the teachers to make a progress in students' achievement in academic (Teoh & Chua, 2017). An innovative teaching methods and strategies are also would be provided by the teachers who are committed to teaching work in the process of improving students' achievement (Firestone & Pennell, 1993). In summary, this dimension has been conceptualised as an intensive preparation and teachers' desires to physically and psychologically engage in teaching activities in the classroom.

Commitment to profession

In this study, commitment to profession has been conceptualised as teachers' motivational strengths and engagement in the workplace to enhance professional skills, knowledge and skills as well as teacher willingness to continue working in the teaching profession. Initially, commitment to profession develops their dedication level in the profession, cultivates the interest of the teachers to enhance their skills in the teaching profession, and focuses on their students' achievement in academics (Firestone & Rosenblum, 1988). Feeling proud to be in the teaching profession and develops skills professionally are the two imperative components of the commitment to profession (Shukla, 2014). Satisfied teachers at workplace are more committed to the profession and the teachers who are happy with their working environment tend to accomplish their duties in a perfect way (Shukla, 2014).

Commitment to work colleagues

According to Randall and Cote (1991), commitment to work colleagues is delineated as devotion and faithfulness of an employee and collaboration with other work teams in an organisation. In addition to that, commitment to work colleagues in terms of teaching profession is interpreted as depth of teachers' trust and collaboration with other teachers in school. Sense of belonging to work colleagues in the school is the interpretation of commitment to work colleagues by Celep (2000). In summary, commitment to work colleagues has been conceptualised as teachers' loyalty, depth of teacher trust, collaboration with other working groups or teachers and have a strong sense of belonging to colleagues working at school in this study.

In short, though there were many studies have been conducted about teachers' professional learning and teachers' commitment respectively based on the prior studies, the researches on the relationship between these two variables based on the listed dimensions as mentioned above are still inadequate in Malaysia. Moreover, studies on the dominant dimensions of teachers' professional learning that make an impact on their commitment is also still less among Malaysian national secondary school teachers. In order to fill the gap, the present study intended to identify the relationship between the two variables among Penang national secondary school teachers and to identify the most dominant dimensions of teachers' professional learning in influencing their commitment at workplace.

3. Methodology and Data Collection

Participants

The present study is a quantitative research that conducted among school teachers in Penang. Survey method was used with questionnaire as the instrument of the present study. The total population of national secondary school (daily) teachers are 7755 teachers from 102 schools which are located in five different districts in Penang state. The five districts are Northeast Penang Island, Southwest Penang Island, North Seberang Perai, Central Seberang Perai and South Seberang Perai. Based on the proportionate stratified random sampling method, 380 teachers were chosen as sample size initially from 20 schools. 531 valid and usable questionnaires were returned out of 800 questionnaires distributed.

Research Instrument

The questionnaire contains three sections to be measured in this study. The demographic information of the respondents is the first section in the questionnaire. Next, the measurement items of teachers' professional learning are adapted and modified from Hallinger et al. (2017) and Liu et al. (2016) studies. Meanwhile, measurement items of teachers' commitment are adapted and modified from Celep (2000). These both measurement items have high content validity with 70 percentage of agreement from content validity experts. The Cronbach's alpha coefficient test results for teachers' professional learning and teachers' commitment showed that reliability for these measurements items are at 0.936 and 0.949 respectively. Originally, there were 25 items in teachers' professional learning construct and 28 items in teachers' commitment construct from prior studies. At the present time, there are 24 items in teachers' professional learning construct and 27 items in teachers' commitment construct after removing an item from both constructs based on the pilot study results.

Data Analysis

There are two types of statistical analysis were used in this study, descriptive statistics and inferential statistics. Percentage and frequency were used to analyse descriptive statistics while Pearson Correlation and Stepwise Multiple Regression were used to analyse inferential statistics in this study.

Data Collection

Permission to conduct this study among school teachers was required from MOE, MOE, SED and school principals. The complete proposal of this study was submitted to Educational Policy Planning and Research Division (MOE) in order to obtain permission approval letter then forwarded it to SED to attain the SED's permission approval letter followed by DEO's letter. These permission approval letters were submitted to the school principals as a reference to attain their permission to distribute the questionnaire among teachers in the school. The teachers were given three weeks of time to answer the questionnaire.

4. Results and Discussion

Descriptive Statistics - Demographic Profile Analysis

The table 1 shows demographic profile analysis of the respondents participated in the present study. The total number of respondents participated in this study is 506 school teachers. From the total number of participants, 95 (18.8%) teachers are male and 411 (81.2%) teachers are female. There are five categories of education level of the teachers in this study. There are only two (0.4%) teachers who have Teaching Certificate, 10 (2%) teachers have Postgraduate Diploma, 429 (84.8%) teachers have Bachelor's Degree, 61 (12.1%) teachers have Master's Degree and only 4 (0.8%) teachers have Doctor of Philosophy. Besides that, 47 (9.3%) teachers have one to five years of teaching experience, 112 (22.1%) teachers have six to ten years, 108 (21.3%) teachers have 11 to 15 years, 92 (18.2%) teachers have 16 to 20 years of teaching experience meanwhile 147 (29.1%) teachers have 21 years and above experience in teaching field.

Table 1: Demographic profile analysis

Demographic Factor	Frequency (*n*)	Percentage (%)
Gender		
Male	95	18.8
Female	411	81.2
Education Level		
Teaching Certificate	2	0.4
Postgraduate Diploma	10	2.0
Bachelor's Degree	429	84.8
Master's Degree	61	12.1
Doctor of Philosophy	4	0.8
Teaching Experience		
1-5 years	47	9.3
6-10 years	112	22.1
11-15 years	108	21.3
16-20 years	92	18.2
21 years and above	147	29.1
Total	506	100

Inferential Statistics

> H_{01}: *There is no significant relationship between teachers' professional learning and national secondary school (daily) teachers' commitment.*

Table 2 shows the results of the Pearson Correlation test between teachers' professional learning and their commitment among national secondary school (daily) teachers in Penang. Based on the results, there is a significant, positive and strong (r = 0.705, p < 0.01) relationship between teachers' professional learning and teachers' commitment. Moreover, the significant value of the correlation is less than 0.01 level (p=0.000). In brief, the results interpret that there is a significant, positive and strong relationship between teachers' professional learning and

national secondary school (daily) teachers' commitment. Therefore, H_01 is rejected in the present study. This finding is supported by Ng's (2018) study which stated that highly committed teachers with strong personal professionalism tend to have high number of learning methods/patterns compared to low and moderate level of commitment with low personal professionalism have less learning methods/patterns. Although quantitative studies have been conducted on both variables such as Li et al. (2015), de Neve et al. (2015), Swarnalatha (2016), and Roustaee (2015), quantitative studies about the relationship between teachers' professional learning and commitment among national secondary school (daily) teachers in Malaysia have not been focused well. In fact, the relationship between professional learning and commitment among national secondary school (daily) teachers in Penang, Malaysia which was vague has been proved through the finding of the present study.

Table 2: Pearson correlation results between teachers' professional learning and teachers' commitment

			Teachers' Professional Learning	Teachers' Commitment
Teachers' Professional Learning	Pearson Correlation		1	.705**
	Sig. (2-tailed)			.000
	N		506	506
Teachers' Commitment	Pearson Correlation		.705**	1
	Sig. (2-tailed)		.000	
	N		506	506

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

H02: There is no influence of teachers' professional learning dimensions on national secondary school (daily) teachers' commitment.

Table 3 shows the results of Stepwise Multiple Regression results for commitment of national secondary school (daily) teachers in Penang state. The combination of reflection and collaboration with beta value ($\beta = 0.408$) and ($\beta = 0.365$) respectively shows that the significant value is less than 0.05 (p=0.000). The combination of reflection and collaboration increased the variance from $R^2 = 0.446$ to $R^2 = 0.512$ in the dominant teachers' professional learning dimensions F = 263.51, p < 0.05. In brief, reflection and collaboration are the most dominant dimensions of teachers' professional learning in influencing teachers' commitment. Therefore, H_02 is rejected in the present study because there is influence of teachers' professional learning dimensions on national secondary school (daily) teachers' commitment. This finding is similar to the Admiraal et al. (2015) finding which was stated that collaboration is most meaningful and influential dimension of teachers' professional learning meanwhile Thonnen et al. (2011) findings that reflection is one of the dominant determinants of teaching practices. However, the finding of this study is also contradictory to Thoonen et al. (2011) finding which was mentioned that experimentation is one of the influential dimensions of teachers' practice. In conclusion, the present study answered the query by determining that reflection and collaboration are the dominant and influential dimensions of teachers' professional learning that make an impact on teachers' commitment in Penang state.

Table 3: Stepwise multiple regression results for teachers' commitment

Model	F, P-value	B	Beta (β)	R Square
2 (*Constant*)	263.51, 0.000	1.673		
Reflection		0.412	0.408	0.446
Kolaborasi		0.320	0.365	0.512

5. Conclusion and Recommendation

In conclusion, the present study found that there is a relationship between teachers' professional learning and their commitment among national secondary school (daily) teachers in Penang state. Moreover, there is an influence of teachers' professional learning dimensions on the teachers' commitment and there are two dimensions of professional learning are the most influential dimensions that create an impact on teachers' commitment. School teachers, school students, principals, Ministry of Education and future researchers are the parties would be benefited from the findings of the present study. The implications of present study would guide the parties to improve and develop teachers' professional learning in order to maintain teachers' high level of commitment to the school, teaching work, profession and to the work colleagues. Moreover, this findings helps MOE to achieve the forth transformation shift which is "*Transforming the teaching profession into the profession of choice*" from Malaysian Education Development Plan 2013-2025 and the aim of improving the quality of the education to compete globally. In conjunction with the findings of the present study, there will be some recommendations for further research in the future. First of all, research on the less dominant dimensions which are reaching out knowledge base and experimentations should be conducted and explored in depth. Next, the other teachers' professional learning dimensions or activities should be explored by future researchers to be practiced. Finally, the factors that make an impact on teachers' professional learning activities ought to be studied in order to develop the learning process among teachers in Malaysia.

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