



# The Impact of Student Affairs Management Practices on Teacher Commitment in Indigenous Schools: A Review and Future Research Directions

Yusoff Yahaya<sup>1</sup>, Bity Salwana Alias<sup>2\*</sup>,

<sup>1</sup>Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

<sup>2\*</sup>Center for Leadership and Education Policy Studies, Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia, Email: bity@ukm.edu.my

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## ABSTRACT

Indigenous schools play a crucial role in preserving and promoting indigenous cultures, languages, and traditions. The relationship between student affairs management practices and teacher commitment in these schools is an important area of study that requires attention. This concept paper examines the relationship between student affairs management practices and teacher commitment in Indigenous schools, with a specific focus on the context of Malaysia. The review synthesizes existing research findings and identifies gaps in the literature. The study draws on a range of scholarly articles that explore topics such as organizational commitment, work environment, leadership, and the impact of poverty on student attendance. Additionally, the review considers the significance of culturally specific frameworks and methodologies in supporting teacher commitment and well-being within Indigenous educational settings. The findings underscore the need for further research to explore the specific dynamics and interactions between student affairs and teacher commitment in Indigenous schools. The review provides practical recommendations for the development and implementation of culturally responsive student affairs initiatives to support teacher commitment and well-being. Furthermore, the study identifies limitations in the existing research and proposes future research directions to address the gaps in understanding the relationship between student affairs management practices and teacher commitment in Indigenous schools.

**Keywords:** Indigenous schools, Student affairs management practices, Teacher commitment, Culturally responsive education, Indigenous educational settings.

## 1. INTRODUCTION

Indigenous education faces a myriad of challenges that stem from historical, cultural, economic, and systemic factors. The indigenous communities, known as Orang Asli, encompass diverse ethnic groups primarily residing in rural areas across Peninsular Malaysia, Sabah, and Sarawak. Despite efforts to promote inclusive education, several persistent challenges hinder the educational development and well-being of indigenous students. These challenges include socioeconomic disparities, as indigenous communities often experience higher poverty rates and limited access to basic amenities, including quality education. Economic disparities contribute to lower school enrollment rates, higher dropout rates, and reduced educational attainment among indigenous children.

Additionally, the diversity of indigenous languages and cultures poses challenges for educational standardization and curriculum development. Many indigenous children encounter difficulties adapting to mainstream education systems that often lack cultural relevance and linguistic support.

The remote locations of indigenous settlements also result in inadequate infrastructure, including schools with limited resources, insufficient transportation, and inadequate facilities. This situation leads to poor access to schools, irregular attendance, and hinders educational continuity. Indigenous schools further struggle to deliver quality education due to teacher shortages, inadequate training, and limited resources. The curriculum may not effectively address the cultural and contextual needs of indigenous students, resulting in disengagement and academic underachievement.

Moreover, indigenous communities may have distinct social norms, traditional practices, and belief systems that influence educational participation and outcomes. Issues such as gender disparities, cultural stigma, and community expectations impact the educational experiences of indigenous students and teachers.

Despite policy initiatives aimed at improving indigenous education, gaps in implementation, resource allocation, and coordination between government agencies, NGOs, and community stakeholders persist. Inadequate policy frameworks and limited community participation contribute to ongoing challenges in indigenous education. Addressing these complex challenges requires comprehensive strategies that prioritize cultural sensitivity, community engagement, teacher capacity building, infrastructure development, and policy coherence. Understanding the interplay between student affairs management practices and teacher commitment in indigenous schools can provide valuable insights for addressing these challenges and fostering inclusive, culturally responsive education for indigenous communities in Malaysia.

In indigenous schools, teacher commitment plays a crucial role in the overall success and well-being of students. The significance of teacher commitment in these contexts can be understood through several key points.

Firstly, teacher commitment directly impacts the quality of education provided to indigenous students. Committed teachers are more likely to invest their time, effort, and resources in creating engaging and culturally relevant learning experiences. They are dedicated to understanding the unique needs and backgrounds of indigenous students, thereby fostering a supportive and inclusive classroom environment. This commitment translates into improved academic outcomes, higher levels of student engagement, and a sense of belonging among indigenous learners.

Secondly, teacher commitment contributes to the retention of indigenous students in school. Committed teachers act as positive role models and mentors, inspiring students to stay motivated and pursue their educational goals. They play a crucial role in building trust and rapport with students and their families, which can be especially significant in indigenous communities where cultural connections and relationships are highly valued. As a result, committed teachers help reduce dropout rates and promote continuity in educational pathways for indigenous students.

Furthermore, teacher commitment influences the overall morale and culture within indigenous schools. Committed teachers contribute to a positive and supportive work environment, fostering collaboration, innovation, and continuous improvement. Their dedication to professional growth and development sets a standard of excellence for teaching practices and promotes a culture of lifelong learning. This, in turn, enhances the overall effectiveness and reputation of indigenous schools, attracting and retaining talented educators who are passionate about serving indigenous communities.

In essence, teacher commitment in indigenous schools is vital for promoting educational equity, fostering positive learning experiences, retaining students, building strong community relationships, and creating a supportive school culture. Recognizing and understanding the importance of teacher commitment is essential for addressing challenges and improving outcomes in indigenous education.

## **2. PROBLEM STATEMENT**

The lack of research on student affairs management and its impact on teacher commitment in indigenous schools presents a significant gap in the existing literature. Despite the critical role that student affairs practices play in shaping the educational experiences and outcomes of indigenous students, there is a notable absence of studies that specifically investigate their influence on teacher commitment within these contexts. This gap in research is problematic for several reasons.

Firstly, student affairs management encompasses a wide range of practices, including student support services, extracurricular activities, counseling, and community engagement initiatives. These practices are integral to creating a positive school climate, promoting student well-being, and fostering a sense of belonging among indigenous students. However, the extent to which effective student affairs management contributes to teacher commitment remains underexplored.

Secondly, teacher commitment is a multifaceted construct that encompasses factors such as job satisfaction, professional dedication, morale, and retention. Understanding how student affairs practices, such as culturally responsive programming, community partnerships, and support networks, influence teacher commitment is crucial for enhancing the overall quality of education in indigenous schools. Yet, the specific mechanisms and pathways through which student affairs management practices impact teacher commitment have not been adequately examined.

Additionally, the limited research on this topic hinders the development of evidence-based strategies and interventions aimed at improving teacher retention and job satisfaction in indigenous schools. Without a comprehensive understanding of the relationship between student affairs management and teacher commitment, educators, administrators, and policymakers may struggle to implement effective policies and practices that address the unique needs and challenges faced by teachers in these settings.

Furthermore, indigenous schools often operate within complex socio-cultural contexts characterized by historical injustices, cultural diversity, and community-specific dynamics. Research on student affairs management and teacher commitment must consider these contextual factors to provide meaningful insights

and actionable recommendations for enhancing educational outcomes and promoting cultural responsiveness in indigenous education.

Therefore, addressing the lack of research on student affairs management and teacher commitment in indigenous schools is essential for advancing knowledge, informing policy and practice, and ultimately improving the educational experiences and outcomes of indigenous students and teachers.

The need to understand how student affairs practices impact teacher commitment in indigenous schools is a critical aspect of improving educational outcomes and fostering a positive school environment. Despite the acknowledged importance of student affairs management in creating supportive and inclusive learning environments, there remains a significant gap in understanding the specific mechanisms through which these practices influence teacher commitment in the context of indigenous education. This knowledge gap poses several key challenges.

Firstly, student affairs practices encompass a wide array of activities and services aimed at promoting student well-being, engagement, and success. These practices may include cultural programming, community partnerships, mental health support, extracurricular activities, and holistic student development initiatives. While the impact of these practices on student outcomes has been studied to some extent, their direct influence on teacher commitment has received limited attention.

Secondly, teacher commitment is a multifaceted concept that encompasses factors such as job satisfaction, professional development opportunities, school leadership, and organizational culture. Understanding how specific student affairs practices contribute to or detract from teacher commitment is essential for designing effective strategies to support and retain educators in indigenous schools. Without this understanding, efforts to improve teacher retention, job satisfaction, and overall school climate may lack evidence-based guidance.

Moreover, indigenous schools often operate within unique socio-cultural contexts characterized by cultural diversity, historical legacies, community dynamics, and varying levels of resources and support. These contextual factors can significantly influence the effectiveness of student affairs practices and their impact on teacher commitment. Therefore, a nuanced understanding of how these practices interact with the specific needs, values, and challenges of indigenous communities is crucial for developing culturally responsive and sustainable approaches to enhancing teacher commitment.

Additionally, research focusing on the relationship between student affairs practices and teacher commitment can inform policy and practice interventions that promote positive school climates, strengthen teacher-student relationships, and create supportive professional environments for educators. By identifying the key drivers and barriers to teacher commitment within the context of student affairs management, researchers, educators, and policymakers can collaborate to implement evidence-based strategies that enhance teacher well-being, job satisfaction, and ultimately, student success in indigenous schools.

In summary, addressing the need to understand how student affairs practices impact teacher commitment is essential for advancing knowledge, improving educational outcomes, and fostering a holistic approach to indigenous education that prioritizes the well-being and professional development of teachers alongside student success.

### **3. PURPOSE OF THE STUDY**

The purpose of this study is to investigate the relationship between student affairs management practices and teacher commitment in indigenous schools. This research aims to identify how specific student affairs practices implemented in indigenous educational settings influence the level of commitment and engagement exhibited by teachers.

This concept paper discusses the student affairs management practices and teacher commitment in indigenous schools based on past studies. This investigation will delve into the specific student affairs practices employed in these educational environments, such as cultural programming, community engagement initiatives, support services, and holistic student development programs. Through this analysis, the study seeks to uncover the nuanced ways in which these practices impact the level of commitment and engagement demonstrated by teachers in indigenous schools.

### **4. RESEARCH QUESTIONS**

The research questions for this study are designed to provide a comprehensive understanding of the dynamics between student affairs management practices and teacher commitment in indigenous schools. Firstly, the study seeks to identify the key student affairs management practices implemented in these educational settings. This inquiry aims to uncover the specific strategies, programs, and initiatives employed to support student well-being, engagement, and holistic development within indigenous schools.

Secondly, the research aims to explore how these student affairs management practices influence teacher commitment. By examining the impact of these practices on factors such as job satisfaction, professional engagement, morale, and retention among teachers, the study intends to elucidate the mechanisms through which student affairs initiatives contribute to shaping teacher attitudes and behaviors in indigenous schools.

Lastly, the research will investigate whether specific cultural factors play a mediating or moderating role in the relationship between student affairs management practices and teacher commitment. This inquiry

acknowledges the cultural diversity, values, traditions, and community dynamics inherent in indigenous educational contexts and seeks to understand how these contextual factors may interact with student affairs practices to influence teacher commitment.

Overall, these research questions are designed to provide insights into the complex interplay between student affairs management, cultural dynamics, and teacher commitment in indigenous schools, with the ultimate goal of informing evidence-based strategies and interventions for improving educational outcomes and fostering a positive teaching environment within these unique settings.

This study holds significant importance in contributing to the understanding of indigenous education. By investigating the relationship between student affairs management practices and teacher commitment in indigenous schools, the research sheds light on critical aspects of educational dynamics within these unique contexts. The study's findings will add valuable insights to the existing body of knowledge on indigenous education, highlighting the interplay between cultural factors, student affairs initiatives, and teacher engagement. This contribution is crucial for developing culturally responsive and effective educational strategies that address the specific needs, challenges, and strengths of indigenous communities.

Furthermore, the study carries practical implications for school administrators and policymakers. The insights gleaned from the research can inform evidence-based decision-making processes aimed at improving educational practices, fostering a positive school climate, and enhancing teacher retention and satisfaction in indigenous schools. School administrators can leverage the findings to design and implement student affairs management practices that support teacher well-being, professional growth, and overall job commitment. Likewise, policymakers can utilize the research outcomes to develop policies and initiatives that promote equity, cultural responsiveness, and educational excellence in indigenous education settings. Ultimately, the study's practical implications extend to creating more inclusive, supportive, and effective educational environments for indigenous students and teachers alike.

## 5. LITERATURE REVIEW

The historical context and challenges of Indigenous education in Malaysia are multifaceted and deeply rooted in legal perspectives, indigenous knowledge, and the practices of non-Indigenous teachers. highlighted problems faced by Indigenous peoples in Malaysia, including the lack of access to trained teachers, inadequate funding, and a lack of knowledge among teachers regarding indigenous culture and tradition, emphasizing the need for legal perspectives and best practices in Indigenous education (Hassan et al., 2023).

Additionally, (Nordin & Abdul Wahab, 2021) discussed the construction of the forest school framework based on indigenous knowledge in Malaysia, emphasizing the importance of incorporating indigenous knowledge into educational frameworks. Furthermore, (Conrad, 2022) explored the practices and tensions of non-Indigenous teachers engaging indigenous knowledges, shedding light on the complexities and challenges in integrating indigenous perspectives into education. (Dong et al., 2022) provided insights into the experiences of indigenous minorities in Malaysia through the lens of spatial justice, offering a deeper understanding of the challenges faced by Indigenous communities in the education system. Finally, the article "An Indigenous view of social justice leadership in the Malaysian education system" (2024) presented an Indigenous perspective on social justice leadership, highlighting the importance of leadership in addressing the educational needs of Indigenous communities.

The importance of culturally responsive education in Indigenous contexts cannot be overstated. Culturally responsive education acknowledges and incorporates the cultural backgrounds, knowledge systems, and experiences of Indigenous students, thereby promoting their academic success and overall well-being. This approach is crucial for addressing the historical marginalization and cultural erasure that Indigenous communities have experienced within educational systems (Jaumot-Pascual et al., 2023) (Gillispie, 2021) (Stavrou, 2021).

Research has shown that culturally responsive education positively impacts student achievement and engagement, particularly in Indigenous communities (Jaumot-Pascual et al., 2023). By integrating Indigenous perspectives and knowledge into the curriculum, educators can create a learning environment that is more inclusive and relevant to the lived experiences of Indigenous students (Stavrou, 2021). Furthermore, culturally responsive language and literacy instruction has been identified as a key component in supporting the educational needs of Native American children, emphasizing the importance of culturally relevant pedagogy in improving learning outcomes (Gillispie, 2021).

In addition to academic achievement, culturally responsive education plays a vital role in preserving and revitalizing Indigenous languages, cultures, and traditions (Huaman, 2020). By incorporating Indigenous knowledge systems and histories into the educational framework, culturally responsive education contributes to the empowerment and resurgence of Indigenous communities (Huaman, 2020) (Stavrou, 2021) This approach challenges and reverses colonial ideologies that have historically hindered Indigenous education, promoting a more equitable and inclusive educational experience for Indigenous students (Stavrou, 2021).

Moreover, the implementation of culturally responsive education requires a deep understanding of the cultural values and diversity present within Indigenous communities (SARIDAS & Nayir, 2022). It involves strategic planning and the recognition of the socio-economic and cultural challenges faced by Indigenous populations (Saifullah, 2022). By embracing culturally responsive pedagogy, educators can create a learning environment

that fosters respect, understanding, and appreciation for Indigenous cultures, ultimately contributing to the holistic development and well-being of Indigenous students (Negi et al., 2010).

The definition and dimensions of teacher commitment in Indigenous schools encompass a multifaceted construct that influences educators' dedication and engagement in their professional roles. The definition of teacher commitment is characterized by a psychological link between an individual and their occupation, rooted in an affective reaction to their profession (Canrinus et al., 2011). This definition aligns with the occupational commitment construct, emphasizing the emotional and psychological connection between teachers and their roles (Canrinus et al., 2011).

Teacher commitment comprises various dimensions, including affective commitment, continuance commitment, and normative commitment (Chen et al., 2022). Affective commitment reflects an emotional attachment to the teaching profession, while continuance commitment pertains to the awareness of the costs associated with leaving the profession. Normative commitment involves a sense of obligation to remain in the teaching profession due to moral or ethical reasons (Chen et al., 2022). These dimensions collectively shape teachers' dedication and loyalty to their roles, influencing their professional identity and engagement.

Furthermore, organizational and personal predictors significantly influence teacher commitment, with dimensions such as teacher efficacy and identification with the school playing mediating roles (Chan et al., 2008). The study of distributed leadership dimensions also impacts teachers' organizational commitment, highlighting the influence of leadership structures on educators' dedication to their schools (Hulpia et al., 2012). Additionally, the antecedents and consequences of teacher commitment encompass distinct relationships with decision-making domains in schools and teachers' organizational citizenship behavior (Somech & Bogler, 2002).

The dimensions of teacher commitment are further influenced by factors such as social support, virtual instructional leadership, and goal orientations for teaching, underscoring the diverse elements that shape educators' commitment to their profession and schools (Md-Ali et al., 2021) (Han et al., 2016) (Ni, 2017). Moreover, the relationship between teacher commitment and transformational leadership emphasizes the impact of leadership styles on teachers' organizational commitment (Kouni et al., 2018).

The dimensions of teacher commitment also intersect with school climate, ethical leadership, and workaholism, reflecting the complex interplay between contextual, leadership, and personal factors that influence educators' commitment to their profession and schools (Raman et al., 2015) (Sabir, 2021) (Özdemir et al., 2021). Additionally, the relationship between job satisfaction and organizational commitment underscores the interconnectedness of various dimensions in fulfilling educators' commitment to their schools ("Integrating Landscape Of Organizational Commitment Among Teachers In Indigeneous Primary Schools In Malaysia", 2021).

The components of student affairs in education encompass a comprehensive framework aimed at supporting students' holistic development, well-being, and success. Student affairs management involves the provision of various services and programs that cater to students' academic, personal, and social needs, ultimately contributing to a positive and enriching educational experience (Liu & Cai, 2021) (Kinzie, 2015) (Grieco et al., 2022).

The components of student affairs encompass a wide range of support mechanisms, including counseling services, student engagement initiatives, leadership development programs, and campus resources that foster a sense of belonging and community (Liu & Cai, 2021) (Kinzie, 2015) (Grieco et al., 2022). These components are designed to address students' diverse needs and promote their overall growth and development within the educational setting.

Moreover, the role of student affairs in higher education is crucial in providing Indigenous students with tailored support mechanisms that acknowledge their unique cultural backgrounds and challenges (Pechenkina, 2019) (L. Baxter & Meyers, 2021) (Kiessling, 2010). This includes initiatives aimed at increasing Indigenous students' participation rates, addressing barriers to their educational aspirations, and promoting their strengths and capabilities (Pechenkina, 2019) (L. Baxter & Meyers, 2021) (Kiessling, 2010).

Additionally, student affairs practices are integral in creating inclusive and equitable learning environments, particularly for Indigenous students, by fostering culturally responsive approaches and addressing inequalities through strengths-based co-creation (Davey et al., 2023) (Giancarlo, 2020) (Gjerpe, 2018). These practices aim to mitigate the influence of poverty, colonialism, and social injustices on Indigenous students' educational experiences, ultimately promoting their academic success and well-being (Davey et al., 2023) (Giancarlo, 2020) (Gjerpe, 2018).

Furthermore, the evaluation and enhancement of student affairs services in higher education play a pivotal role in ensuring the effectiveness and efficiency of support mechanisms provided to students (Rozikin et al., 2020). This involves the continuous assessment and improvement of student affairs services to meet the evolving needs of diverse student populations and enhance the overall student experience.

The impact of student affairs on teacher well-being and satisfaction is a crucial aspect of educational institutions. Research has consistently shown that teacher well-being and job satisfaction are significantly influenced by various factors related to student affairs management practices. For example, studies have indicated that teacher self-efficacy (TSE) is positively linked to students' academic adjustment, patterns of teacher behavior, classroom quality, and factors underlying teachers' psychological well-being, including personal accomplishment, job satisfaction, and commitment (Zee & Koomen, 2016). Additionally, teacher job

satisfaction and well-being have been identified as significant factors impacting educational outcomes, emphasizing the crucial role of teacher satisfaction in the educational process (Orğan et al., 2021).

Furthermore, aspects of school climate, such as disciplinary climate, participation among stakeholders, and teacher-student relations, have been found to be consistent predictors of both teacher job satisfaction and workplace well-being, highlighting the impact of the school environment on teacher satisfaction and well-being (N. Nalipay, 2023). Additionally, the relationship between teacher victimization and subjective well-being is influenced by school climate, indicating the importance of a positive school climate in promoting teacher well-being (Yang et al., 2022).

Moreover, teacher well-being has been found to be inherently linked with teachers' other experiences at work, such as job satisfaction, emphasizing the interconnectedness of various factors in influencing teacher well-being (Collie et al., 2015). Additionally, work engagement and satisfaction of work-related needs have been identified as positive contributors to teachers' subjective well-being, underscoring the significance of work-related factors in promoting teacher well-being (Eryılmaz et al., 2021).

In conclusion, the relevance of student affairs to teacher well-being and satisfaction is evident in the significant impact of student affairs management practices on various factors influencing teacher well-being, including teacher self-efficacy, school climate, job satisfaction, and work-related needs. Understanding and addressing these factors are essential for promoting teacher well-being and satisfaction within educational institutions.

Based on the provided references, there is a noticeable gap in the existing research literature regarding the relationship between student affairs and teacher commitment in Indigenous schools. While the references cover a wide range of topics related to teacher well-being, job satisfaction, organizational commitment, and student-teacher relationships, there is a lack of specific studies focusing on the unique context of Indigenous schools and the impact of student affairs on teacher commitment within these settings.

The references provide valuable insights into the factors influencing teacher well-being and satisfaction, such as teacher self-efficacy, school climate, job satisfaction, and teacher-student relationships. However, there is a need for research that specifically examines the role of student affairs management practices in shaping teacher commitment in Indigenous schools. Given the distinct cultural, social, and educational context of Indigenous communities, it is essential to explore how student affairs initiatives tailored to Indigenous schools impact teacher commitment, job satisfaction, and overall well-being.

Furthermore, the existing literature highlights the significance of organizational commitment, perceived organizational support, and teacher-student relationships in influencing teacher attitudes and well-being. However, there is a gap in understanding how these factors intersect with student affairs management practices in Indigenous educational settings, where cultural responsiveness, community engagement, and the unique needs of Indigenous students play a crucial role in shaping the educational environment.

In conclusion, while the existing research provides valuable insights into teacher well-being and satisfaction, there is a need for specific studies that focus on the relationship between student affairs and teacher commitment in Indigenous schools. Addressing this research gap is essential for developing effective student affairs strategies that support teacher well-being and commitment within Indigenous educational contexts.

Based on the provided references, there is a clear gap in the existing research literature regarding the need for culturally specific frameworks and methodologies in the context of student affairs and teacher commitment in Indigenous schools. While the references cover various topics related to organizational commitment, work environment, and leadership, there is a lack of specific focus on the development and application of culturally specific frameworks and methodologies to address the unique cultural and contextual factors influencing teacher commitment in Indigenous educational settings. The references provide valuable insights into the relationship between work environment and organizational commitment among teachers, the impact of principals' involvement in developing teachers on students' academic performance, and the role of effective instructional leadership in building connections within a learning community. However, there is a need for research that specifically addresses the development and implementation of culturally specific frameworks and methodologies to support teacher commitment and well-being in Indigenous schools. Furthermore, the references do not directly address the cultural nuances and specific needs of Indigenous teachers and students within the context of student affairs and teacher commitment. Understanding and addressing these cultural factors are essential for developing effective support mechanisms that align with the unique cultural and contextual considerations of Indigenous educators and students. Therefore, future research should aim to bridge this gap by exploring the development and application of culturally specific frameworks and methodologies to support teacher commitment and well-being in Indigenous educational settings. This research could provide valuable insights into the design of culturally responsive student affairs initiatives that promote teacher well-being, job satisfaction, and commitment in Indigenous schools.

## 6. THEORETICAL FRAMEWORK

### 6.1. Social-Cultural Theory

#### 6.1.1. Importance of Cultural Factors in Educational Contexts

Social-cultural theory emphasizes the significance of cultural factors in shaping educational experiences and outcomes (Flores & Obod, 2023). Within Indigenous educational settings, cultural values, beliefs, traditions, and community norms play a pivotal role in influencing teaching and learning processes. These cultural factors

impact how educators perceive their roles, interact with students, and engage with the curriculum. Understanding and honoring these cultural dimensions are essential for creating culturally responsive and effective teaching practices that resonate with Indigenous students and foster a sense of cultural identity and pride.

### **6.1.2. Role of School Environment in Shaping Teacher Attitudes and Behaviors**

The school environment plays a crucial role in shaping teacher attitudes, behaviors, and professional practices. Factors such as school leadership, organizational culture, support systems, community engagement, and resource allocation significantly impact how teachers perceive their work, their levels of job satisfaction, and their overall commitment to the school's mission. A positive and supportive school environment that values cultural diversity, provides professional development opportunities, fosters collaboration, and recognizes teachers' contributions can enhance teacher morale, well-being, and effectiveness in Indigenous schools (Andrews et al., 2023).

Social-cultural theory provides a theoretical lens through which to examine the dynamic interplay between cultural factors, the school environment, and teacher attitudes and behaviors in Indigenous educational contexts. By considering these influences, educators and policymakers can develop strategies and interventions that promote a culturally responsive, inclusive, and supportive educational environment for Indigenous students and educators alike.

## **6.2. Organizational Commitment Theory**

### **6.2.1. Components of organizational commitment**

Organizational Commitment Theory posits three fundamental components that contribute significantly to an individual's commitment to an organization (Arifin, 2020). Firstly, affective commitment delves into the emotional attachment an employee has towards the organization, reflecting feelings of loyalty, pride, and alignment with the organization's goals and values. In the context of Indigenous schools, this could translate to a profound connection to the school's mission, cultural identity, and community aspirations. Secondly, continuance commitment pertains to the perceived costs associated with leaving the organization, encompassing factors like salary, benefits, career prospects, and social ties. Within Indigenous educational settings, continuance commitment may be influenced by factors such as job security, availability of professional growth opportunities, and the support system within the school. Lastly, normative commitment is grounded in a sense of obligation or duty to remain with the organization, often driven by ethical considerations, reciprocity, and commitments made to stakeholders. In Indigenous schools, normative commitment may be shaped by cultural values, community expectations, and a desire to make a meaningful impact on students' lives. Understanding these components of organizational commitment provides a nuanced lens through which to examine and understand teacher commitment within the unique context of Indigenous education.

### **6.2.2. Application of the theory to indigenous school settings**

Organizational Commitment Theory provides a valuable framework for understanding and analyzing the dynamics of teacher commitment within Indigenous school settings. When applied to these contexts, the theory offers insights into how teachers' emotional attachment, perceived costs of leaving, and sense of obligation manifest in their commitment to the school and its mission.

In Indigenous schools, affective commitment is crucial as it reflects the deep emotional connection that teachers may have with the school's cultural identity, values, and community aspirations. Teachers who exhibit strong affective commitment are more likely to demonstrate loyalty, pride, and a willingness to go above and beyond in their roles to support students and the broader school community.

Continuance commitment, in the context of Indigenous schools, considers factors such as job security, access to professional development opportunities, and the perceived benefits of staying within the organization. Teachers may feel a stronger continuance commitment when they have confidence in their job stability, opportunities for growth and advancement, and a supportive work environment that values their contributions. Normative commitment is also significant in Indigenous school settings, where cultural values, community expectations, and ethical considerations play a pivotal role. Teachers may feel a sense of duty and obligation to remain with the school out of a desire to honor cultural commitments, fulfill promises made to students and community members, and contribute meaningfully to the educational and cultural development of Indigenous students.

By applying Organizational Commitment Theory to Indigenous school settings, researchers and educators gain a deeper understanding of the motivations, attitudes, and behaviors that shape teacher commitment. This understanding can inform strategies and interventions aimed at enhancing teacher retention, job satisfaction, and overall effectiveness in supporting Indigenous students' educational journeys within culturally responsive and supportive school environments.

## **7. RESEARCH METHODOLOGY**

### **7.1 Research Design**

Mixed-Methods Approach Incorporating Qualitative and Quantitative Data

This study will employ a mixed-methods research design, integrating both qualitative and quantitative data collection and analysis methods. The use of a mixed-methods approach allows for a comprehensive and multifaceted exploration of the relationship between student affairs management practices and teacher commitment in Indigenous schools.

### **7.2 Qualitative Data Collection and Analysis:**

Qualitative data will be gathered through methods such as interviews, focus groups, and document analysis. These qualitative approaches will enable researchers to delve deeply into the perspectives, experiences, and perceptions of teachers, school administrators, and other stakeholders regarding student affairs practices and teacher commitment. Thematic analysis and coding techniques will be employed to identify patterns, themes, and key insights derived from qualitative data.

### **7.3 Quantitative Data Collection and Analysis:**

Quantitative data will be collected through surveys or questionnaires administered to teachers and possibly other relevant personnel in Indigenous schools. Quantitative measures will capture numerical data related to teacher commitment, job satisfaction, perceptions of student affairs practices, and demographic information. Statistical analysis methods, such as regression analysis or correlation analysis, will be used to examine the relationships between variables and identify potential predictors or factors influencing teacher commitment.

### **7.4 Integration of Qualitative and Quantitative Findings:**

The mixed-methods approach allows for the triangulation and integration of qualitative and quantitative findings, enhancing the overall validity and comprehensiveness of the study. Qualitative insights can provide depth and context to quantitative findings, while quantitative data can offer generalizability and statistical rigor to qualitative observations. The synthesis of these findings will facilitate a richer understanding of how student affairs management practices impact teacher commitment in Indigenous schools.

By employing a mixed-methods research design, this study aims to capture the complexity and nuances of the research topic, providing a robust foundation for evidence-based recommendations and strategies aimed at improving teacher commitment and educational outcomes in Indigenous educational contexts.

## **8. RESULT AND DISCUSSION**

Exploring the relationship between student affairs management practices and teacher commitment in Indigenous schools represents a critical area warranting deeper investigation. While existing research has offered valuable insights into teacher commitment, job satisfaction, and organizational commitment, there exists a noticeable gap in comprehending how precisely student affairs initiatives influence teacher commitment within Indigenous educational settings. This gap is particularly pronounced when considering the unique context of Indigenous schools in Malaysia. Therefore, further exploration of this relationship is essential for gaining a nuanced understanding of the factors shaping teacher commitment and enhancing the effectiveness of student affairs strategies tailored to Indigenous schools in Malaysia.

The study by (Baluyos et al., 2019) on teachers' job satisfaction and work performance in the Division of Misamis Occidental during the school year 2018-2019, highlights the significance of job satisfaction in relation to work performance (Baluyos et al., 2019). This finding underscores the importance of understanding the factors that contribute to teacher job satisfaction, particularly within the context of Indigenous schools. Similarly, the study by (N. Nalipay, 2023) examined school climate indicators as predictors of teacher job satisfaction and workplace well-being and stress, emphasizing the influence of school climate on teacher satisfaction and well-being (N. Nalipay, 2023).

In the context of Indigenous schools, it is essential to consider the cultural and contextual factors that influence teacher commitment. The study by (L. Baxter & Meyers, 2021) on increasing urban Indigenous students' attendance through community partnership sheds light on the impact of poverty on attendance and early attrition, highlighting the need to address socio-economic factors that affect Indigenous students' educational experiences (L. P. Baxter & Meyers, 2016). Additionally, the study by (Mashoko, 2022) on teaching science as a cultural way of knowing emphasizes the importance of integrating Indigenous ways of knowing into the curriculum, which has implications for teacher commitment and the promotion of culturally responsive education (Mashoko, 2022).

Furthermore, the study by (Bessette, 2023) on culturally safe practices in the co-creation of medical education curriculum with Indigenous animators underscores the significance of culturally safe methodologies in educational settings, which can also be applied to teacher education programs in Indigenous schools (Bessette, 2023). These findings suggest the need for culturally specific frameworks and methodologies that support teacher commitment and well-being within Indigenous educational contexts.

The study by (Zulkefli et al., 2021) (Hew et al., 2023) (Zulkefli et al., 2021) on measuring organizational commitment and distributed leadership among secondary school teachers in Malaysia provides insights into the significant correlation between organizational commitment and distributed leadership (Zulkefli et al., 2021) (Hew et al., 2023). This finding underscores the importance of understanding the factors that contribute to teacher commitment, particularly within the context of Malaysian secondary schools. Similarly, the study by



(Karuppannan & Jalani, 2021) on the relationship between teacher commitment and effective teaching practices in rural primary schools in Ranau, Malaysia, highlights the importance of effective teaching practices in relation to teacher commitment (Karuppannan & Jalani, 2021).

In the context of Indigenous schools in Malaysia, it is essential to consider the cultural and contextual factors that influence teacher commitment. The study by (Maele & Houtte, 2015) on trust in school as a pathway to inhibit teacher burnout provides insights into the relationships of trust in distinct school parties with different burnout dimensions, yielding interesting additional insights such as the specific importance of teacher-principal trust for teachers' emotional exhaustion (Maele & Houtte, 2015). Additionally, the study by (Abdul Halim et al., 2021) on job satisfaction as a mediator between leadership styles and organizational commitment of teachers in Malaysia emphasizes the mediating role of job satisfaction in the relationship between leadership styles and organizational commitment (Abdul Halim et al., 2021).

Furthermore, the study by (Alam & Ahmad, 2017) (Dr. Farah Naz & Surryia Rashid, 2021) on the impact of instructional leadership, professional communities, and extra responsibilities for teachers on student achievement highlights the implications for education management and policy in promoting instructional leadership and teacher networks to enhance student achievement (Alam & Ahmad, 2017) (Dr. Farah Naz & Surryia Rashid, 2021). These findings suggest the need for culturally specific frameworks and methodologies that support teacher commitment and well-being within Indigenous educational settings in Malaysia.

In conclusion, while existing research has contributed valuable insights into teacher commitment and job satisfaction, there remains a necessity for further exploration of the intricate relationship between student affairs management practices and teacher commitment in Indigenous schools. Culturally specific frameworks and methodologies play a crucial role in fostering teacher commitment and well-being within Indigenous educational settings. Therefore, future research endeavors should prioritize the development and implementation of these frameworks to effectively support Indigenous educators and students. This targeted approach is essential for addressing the unique challenges and opportunities present in Indigenous schools in Malaysia, ultimately leading to improved outcomes and a more inclusive educational environment.

## 9. CONCLUSION

The existing research on the relationship between student affairs management practices and teacher commitment in Indigenous schools has provided valuable insights into the factors influencing teacher commitment, job satisfaction, and organizational commitment. However, there is a notable gap in understanding how student affairs initiatives specifically impact teacher commitment within the unique context of Indigenous schools. The studies have highlighted the significance of job satisfaction, work performance, and effective teaching practices in relation to teacher commitment. Additionally, the importance of culturally specific frameworks and methodologies in supporting teacher commitment and well-being within Indigenous educational settings has been emphasized.

Based on the findings, it is recommended that educational institutions, particularly those serving Indigenous communities, develop and implement culturally specific frameworks and methodologies to support teacher commitment and well-being. This may involve the integration of Indigenous perspectives and knowledge into student affairs initiatives, the promotion of culturally responsive practices, and the creation of supportive and inclusive school climates. Additionally, there is a need for professional development programs that focus on enhancing teacher self-efficacy, job satisfaction, and commitment, particularly within the context of Indigenous education. Collaborative efforts between educational leaders, policymakers, and Indigenous communities are essential in developing and implementing these initiatives.

One limitation of the existing research is the lack of specific focus on the development and application of culturally specific frameworks and methodologies to address the unique cultural and contextual factors influencing teacher commitment in Indigenous educational settings. Future research should aim to bridge this gap by exploring the relationship between student affairs management practices and teacher commitment within Indigenous schools. Culturally specific frameworks and methodologies are essential for promoting teacher commitment and well-being within Indigenous educational settings. Additionally, longitudinal studies and mixed-methods approaches could provide a more comprehensive understanding of the complex interplay between student affairs and teacher commitment in Indigenous schools.

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## BIOGRAPHIES OF AUTHORS

	<p><b>Yusoff Yahaya</b>    is a Ph.D. Candidate, Faculty of Education, Universiti Kebangsaan Malaysia &amp; Deputy Director-General of the Jemaah Nazir, Ministry of Education Malaysia. His research focuses on educational management. He can be contacted at email: <a href="mailto:p132527@siswa.ukm.edu.my">p132527@siswa.ukm.edu.my</a></p>
	<p><b>Bity Salwana Alias</b>    Associate Professor Dr. is a lecturer and Chairman for the Research Center of Leadership and Educational Policy at the Faculty of Education, Universiti Kebangsaan Malaysia. She holds a PhD and master's degree in educational administration from Universiti Kebangsaan Malaysia, a Bachelor's Degree in Business Administration from International Islamic University, a Diploma in International Trade from Sultan Zainal Abidin Religious College, and a Diploma in Education from Kuala Lumpur Technical College, Malaysia. Started to work as a teacher in 1995, then as assistant director at the Ministry of Education Malaysia in 2009 and finally started to serve at UKM in 2018 as a lecturer until now. Her area of study is educational leadership, management and policy, with the main goal to ensure quality, equity, unity and integrity in education for all. She can be reached via email <a href="mailto:bity@ukm.edu.my">bity@ukm.edu.my</a>.</p>