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Work Commitment and School Climate on Productive Pedagogical Teaching Practices

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Abstract. Teachers are vital members of the community who devote their lives to developing skilled and productive individuals. Nonetheless, there are still arguments over teachers who do not use proper teaching techniques. It is also asserted that adverse school settings make it more difficult for them to carry out their jobs in an efficient manner. This study's objective was to assess the work commitment, school climate and productive pedagogical teaching practices of Islamic Education teachers (IETs). It also examined how work commitment and school climate relate to and affect IETs' instructional strategies. The study was quantitative in nature and employed a survey research design. A stratified random sampling procedure was used to select 454 IETs employed in Malaysian national secondary schools as the study sample. The study data was analysed using descriptive statistics along with inferential tools like Pearson correlation and multiple regression. The study's conclusions demonstrate that there is a high degree of work commitment, school climate, and IET teaching practices. Pearson's correlation test indicated that IET teaching practices positively influence both school climate and work commitment. The study's results also indicate that the teaching practices of IET are influenced by seven predictive elements. These results are important for the Malaysian Ministry of Education, in emphasising the necessity of in-service training to enhance commitment and proficiency among IETs and to create the supportive learning environment that is crucial to ensure that IETs can effectively fulfil their duties. Some suggestions for further research are also presented in this study.

Keywords: Islamic education teacher; work commitment; school climate; teaching practices; Malaysia

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1. Introduction

A nation's level of development, stability, and sustainability are significantly influenced by its educational system. The creation of skilled and productive human capital is essential for a nation to become developed, stable, and sustainable, particularly in light of the challenge posed by the world economy's increasingly rapid growth. To enhance student learning outcomes, teachers must employ correct and effective pedagogy in the classroom to improve their ability to develop competent and productive human capital.

Under the direction of the Malaysian Education Development Plan 2013–2025, educational institutions in Malaysia work to generate high-calibre and productive human capital. The teachers must realise the accomplishment of six student aspirations—knowledge, critical thinking, leadership, bilingualism, ethics, spirituality and national identity—through the teaching and learning process in the classroom in order for this plan to be realised. Teachers in Malaysia are also encouraged to apply 6Cs elements—nationalism, critical thinking, creative thinking, communication, collaboration, and character through teaching and learning activities in the classroom (Rajikal & Hamzah, 2020; Shah & Kamaruddin, 2022), in line with the development of the VUCAH (volatile, uncertain, complex, ambiguous, and hyperconnected) world today (Shah & Kamaruddin, 2022).

Within the framework of Islamic education, the Islamic Education Teacher (IET) is responsible for developing human capital that is both proficient and productive, as well as for moulding individuals with a *ukhrawi* who can embody Islamic Sharia in daily life and elevate the *ummah's* civilization (Muhammad et al., 2022; Rajikal & Hamzah, 2020). However, according to earlier research, there are arguments over IET who still do not practise critical pedagogical elements, such as using student-centred activities, applying elements of critical and creative thinking, problem-based teaching (Elias et al., 2018; Zaidi & Othman, 2023; Yusoff, 2019) and inquiry and intervention (Abdullah et al., 2020). The IET was also found to lack a connection between teaching and student life, as well as activities that support student character development such as pure values and culture (Muhammad et al., 2022; Noor et al., 2023). This raises questions about the extent of the IET's ability as a teacher in educating the souls of today's young generation of Muslims, especially in producing pious servants, caliphs of Allah and becoming productive people for the country.

A conducive school climate is also one of the factors that can affect sustainability of successful teacher instruction (Muhammad et al. 2022; Novita et al., 2022). However, IETs continue to discuss issues pertaining to school climate, including inadequate teaching resources, inadequate school infrastructure, problematic student behaviour (Zhaffar, 2017), excessive workload (Awi & Zulkifli, 2021) and uncooperative colleagues (Mamat et al., 2019). The government has allotted a sizable sum of money to fund aspects of providing relevant and sufficient basic infrastructure in all schools to ensure that curriculum can be implemented effectively, which begs the question of how much the school climate affects the

seamless implementation of IET teaching practices in the classroom (Ministry of Malaysian Education, 2021).

Thus, the goal of this study was to look into IETs' levels of work commitment, school climate and teaching practices in Malaysia. Research on the commitment level of the IET is required because previous studies have shown that, in some states in Malaysia, teachers' commitment levels are still moderate (Md. Jais & Hamid, 2019; Muhammad et al., 2022; Noor & Daud, 2018). This is also feared to happen in IET circles. Furthermore, past studies on the level of IET work commitment in Malaysia are still scarce (Ali et al., 2016; Muhammad et al., 2022; Ramli, 2016).

A paradigm for productive pedagogy that has been adjusted to fit the Islamic educational setting also used to measure IET teaching practices. Although IET teaching has been examined in a number of studies in the past (Kasmin et al., 2019; Sidi et al., 2022; Yusoff, 2019), it has not yet been measured using a framework for productive pedagogy. Australia, Saudi Arabia and China have all made extensive use of this paradigm (Sabudin, 2018). In fact, it has been applied to evaluate how well science and geography are taught by teachers in Malaysia (Sabudin, 2018). The productive pedagogy paradigm was used for this study because it can be used to assess IET teaching in terms of meeting the six student aspirations.

The relationship and impact of work commitment and school climate on the adoption of IET teaching in Malaysia are also examined in this study. Currently there is no study that looks at how teacher work commitment and school climate relate to each other as teacher teaching is implemented in Malaysia. The majority of research studies have examined work commitment and school climate independently, controlling for factors like teacher performance (Alzoraiki et al. 2023; Rosidi & Santosa, 2018), teacher instruction (Azri & K Han, 2019), teacher job satisfaction (Aslamiah, 2018; Janib et al., 2022), teacher self-efficacy (Ismail et al., 2019) and principal leadership (Alzoraiki et al. 2023; Md. Jais & Hamid, 2019; Yusof & Wahab, 2019).

Thus, the researchers believe that it is appropriate to conduct a more thorough study that directly links teaching practices, especially among IETs, with work commitment and school climate. Not all elements that contribute to teacher teaching challenges are teacher-related; other factors, like school climate, can also play a role (Anathuri & Basri, 2019). This type of research is crucial in providing the Ministry of Malaysian Education with information regarding the level of commitment from teachers, particularly with regard to IET, school climate, and their teaching practices. It is anticipated that the study's findings will contribute to the identification of initiatives by the Ministry of Malaysian Education that may be taken to enhance teacher work commitment, school climate and teaching quality.

2. Purpose of the Study and Research Hypothesis

This study aims to determine the degree of work commitment, school climate, and IET teaching practices in Malaysian secondary schools that are driven by productive pedagogy on a nationwide level. In addition, this study intends to examine how work commitment and school climate, under the direction of productive pedagogy, relate to and impact Malaysia's national secondary school IET teaching programme. Therefore, we formulated the following hypotheses:

Ho1: There is no significant relationship between work commitment and the implementation of national secondary school IET teaching practices in Malaysia based on productive pedagogy.

Ho2: There is no significant relationship between school climate and the implementation of national secondary school IET teaching practices in Malaysia based on productive pedagogy.

Ho3: There is no significant influence of dimensions of work commitment and dimensions of school climate on the implementation of IET teaching practices in national secondary schools in Malaysia guided by productive pedagogy.

3. Literature Review

3.1 Work Commitment

Work refers to the efforts individuals exert to achieve goals, whether positive or negative, such as earning a livelihood across various domains including economics, social, political, cultural, and educational spheres (Muhammad & Razak, 2023). Achieving quality work necessitates a high level of commitment from individuals towards their job and the organization they are part of (Idris et al., 2019). Work commitment, therefore, denotes the psychological and social attachment an individual has towards their work endeavours (Muhammad & Razak, 2023).

Work commitment, as defined by Dorenkamp and Ruhle (2019), is the level of an individual's desire for their work in a specific field. Janib et al. (2022) further elaborate that work commitment involves a strong psychological attachment to one's current field of work and a steadfast mind set towards continuing duties related to that profession. In the realm of education, the work commitment of teachers stands out as a crucial variable that merits regular investigation, as it significantly influences the strength of the profession. Committed teachers play a positive role in various educational aspects, impacting work performance instructional strategies and teacher professionalism.

Prior research has identified two distinct forms of work commitment that are frequently examined among teachers: organisational commitment and commitment within the teaching profession. Organisational commitment is the result of a person's strong identification with or belief in the organisation's aims and objectives, which motivates them to work hard for the organisation and wish to stay there (Ami, 2016). Teaching commitment, on the other hand, encompasses goals related to the school, students, profession, and teaching (Muhammad et al., 2023). As a result, the study's focus on work commitment is tied to the goals of the classroom, students, profession and school.

3.2 School Climate

A school is a type of educational institution with its own unique atmosphere. The term "school climate" describes the traits that characterise its psychological elements. These attributes will eventually create an environment that represents the school's character and sets it apart from others (Hussin & Rahman, 2019; Zynuddin & Kenayathulla, 2023).

The interplay of social and natural factors shapes the school climate. It addresses norms and values, organisational structure, interpersonal relationships, and the teaching style of the teacher (Hussin & Rahman, 2019; Ideswal et al., 2020; Zynuddin & Kenayathulla, 2023). A conducive school climate is very important to support students in improving their academic attitude and achievement (Istiqomah, 2022; Taat et al., 2021). From the aspect of teaching practice, it can encourage teachers to produce effective teaching because teachers will be diligent to the extent that they are willing to sacrifice time, energy, knowledge, and commitment and have a high sense of professional responsibility for the success of student learning (Muhammad et al., 2022; Vilma, 2021).

Teachers' performance, including teaching, is therefore impacted by the school climate, which can be influenced by administrators, colleagues, assignments, students, enough resources, and access to cutting-edge technology (Anathuri & Basri, 2019; Azri & K Han, 2019). Thus, the factors of work commitment examined in this study include workload, students, school resources, administrators, and colleagues.

3.3 Productive pedagogical teaching practices

Teaching is a dynamic process of imparting new information and viewpoints. It includes the explicit and tacit transfer of knowledge, skills, attitudes, and values. The aim is to initiate behavioural changes in students (Harahap et al., 2023). Effective teaching happens when teachers work to put into practice instructional strategies that have a substantial impact on students' learning outcomes.

One of the frameworks for evaluating teachers' in-class instruction is the productive pedagogy framework. In 2001, a group of academics in Queensland, Australia, established the idea of productive pedagogy through the Queensland School Reform Longitudinal Study (QSRLS), which aims to assess teachers' in-class instruction (Sabudin, 2018). Productive pedagogy has a specific framework that can be used by teachers to reflect on their respective teaching practices in order to improve the quality of teaching (Muhammad et al., 2022; Sabudin, 2018).

The productive pedagogy teaching approach is intended to serve as a manual for educators seeking to boost their efficacy and boost student achievement in order to improve student learning outcomes of higher quality from the intellectual and social aspects and to educate them to be good, active and productive citizens (Sabudin, 2018). Measurement through the productive pedagogy framework consists of four dimensions, namely the dimensions of intellectual quality, connectedness, supportive environment, and the recognition of differences.

4. Research Theory

The main theory underlying this entire study is the theory of work ethic according to the Islamic tradition presented by Nasr (1989), and Ibrahim and Kamri (2013) who also make use of this theory. According to Nasr's (1989) view, each person is accountable for the work they accomplish and will face questions from Allah in the hereafter. In addition, Nasr (1989) emphasizes the importance of aspects of the work environment. According to Nasr (1989), if aspects of the working environment, including materials used, work processes and the relationship between employers and employees are in good condition, then a good work environment for Muslim individuals will be produced, according to Islam. Within the framework of this research, work commitment and responsibility for one's work can be connected, and the work environment's component can be connected to the school climate of IET. The effective implementation of IETs' teaching approaches in the classroom is correlated with an excellent and high-quality IETs' work process.

5. Research Methodology

5.1 Study Design and Sampling Method

This study was quantitative in character and employed a survey research methodology. This research employed a cross-sectional design which was used for the study because of its capacity to define trends as well as the relationships and impacts among the variables under investigation. The study is suitable for use with bigger samples because its findings can be extrapolated to a larger sample size. The population of the study consists of 31,449 IETs who are currently teaching students in national secondary schools in Malaysia. By means of stratified random selection, a total of 454 respondents were selected. The study sample was selected at random and stratified by zone in order to represent the entire population in terms of gender and school location. The sample was made up of 316 (69.6%) females and 138 (30.4%) males. Of the sample, 317 (69.8%) worked in urban schools and 137 (30.2%) in rural areas.

5.2 Data Collection

Prior to the study's implementation, the researcher received a letter of authorization from the Education Policy Planning and Research Division, Ministry of Education Malaysia. Upon receiving approval, the researcher requested authorization from the State Department of Education to conduct the study. Subsequently, the researcher contacted the school to request authorization to distribute the survey. Following the approval, the researcher used Google Forms to distribute the questionnaire. It took a month and a half to collect the data from 174 schools spread over the northern, eastern, central, southern, and east Malaysian zones. After completing the data cleaning procedure, 454 sets of questionnaires out of the 525 sets that were sent were successfully processed.

A 90-item questionnaire was used to collect data for this investigation. The question items have been modified based on the background information from the study. For use in this investigation, the work commitment measures from Thien et al. (2014), Ami (2016), and Mamat et al. (2019) have been modified and updated. The 23 questionnaire items in this variable were broken down into four

categories: commitment to school, commitment to students, commitment to teaching, and commitment to the profession. Within the framework of this research, work commitment and responsibility for one's work can be connected, and the work environment's component can be connected to the school climate. The application of IET instructional practices in the classroom is correlated with an excellent and high-quality IET work process. The Cronbach's alpha for this component was 0.92. A modified and adapted version of the school climate measure was taken from Jaafar (2014) and Ramli (2016). This component included 22 questionnaire items divided into five dimensions: students, school resources, workload, colleagues, and administrators. The Cronbach's alpha for this variable was 0.90. However, the IET productive pedagogical teaching practices instrument was modified based on the findings of Sabudin (2018) and Muhamad (2015). This component included 45 questionnaire items divided into four dimensions: intellectual quality, connectedness, supportive environment, and recognition of differences. The Cronbach's alpha for this variable was 0.96. All the variables under study have excellent reliability ratings across the board, meaning that the same notion can be measured in the same population or sample using the same items. Then, to measure the validity of the construct, the researcher conducted an Exploring Factor Analysis to detect items that have a correlation with the construct and identify, reduce, and organise the questionnaire items into specific constructs under one dependent variable.

5.3 Data Analysis

A questionnaire was used in the quantitative investigation, and was evaluated with SPSS version 26.0 at a significance level of $p < 0.05$. Both descriptive and inferential statistics were used in this analysis. After the data was gathered, it was descriptively analysed using mean score and standard deviation. Additionally, it was inferred using Pearson correlation analysis to determine the relationship between variables, and multiple regression to determine the effect of work commitment and school climate on productive pedagogical teaching practices. The mean score was sorted into groups as shown in the Table 1.

Table 1: Mean score interpretation table

Mean Score Value	Interpretation
1.00-2.00	Low
2.01-3.00	Moderately Low
3.01-4.00	Moderately High
4.01-5.00	High

In order to analyse the relationship between the variables, the researcher referred to the correlation score indicator as shown in Table 2.

Table 2: Correlation score indicator

'r' Value	Interpretation
0.00-0.20	Very Weak
0.21-0.40	Weak
0.41-0.60	Moderate
0.61-0.80	Strong
0.81-1.00	Very Strong

6. Findings

6.1 The level of work commitment of national secondary school IETs in Malaysia

The level of work commitment of national secondary school IETs in Malaysia for this study was measured based on four dimensions that describe overall work commitment, namely commitment to school, commitment to students, commitment to teaching, and commitment to the profession.

Table 3: Mean score and standard deviation of work commitment

Dimension	Mean	Std. Dev.	Interpretation
Commitment to school	4.25	0.483	High
Commitment to students	4.36	0.423	High
Commitment to teaching	4.30	0.394	High
Commitment to profession	4.53	0.397	High
Total	4.36	0.350	High

Table 3 shows that the level of work commitment of IETs is high (mean = 4.36, SD = 0.350). The findings of the study also show that the dimension of commitment to the profession obtained the highest mean score (mean = 4.53, SD = 0.397). Commitment to school, on the other hand, had the lowest mean for this category, although it was still high (mean = 4.25, SD = 0.483). A five-point scale assessed this measure, ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Somewhat Disagree), 4 (Agree) and 5 (Strongly Agree) to measure the mean of each item of these constructs, as follows:

Table 4: The value of mean and level of agreement among the respondents

Items	Mean	Std. Dev.	Interpretation
Commitment to school			
1. I care about the direction of this school.	4.68	0.582	High
2. I am actively involved in the school activities.	4.50	0.559	High
3. I am willing to sacrifice more time for school activities than for personal interests.	3.87	0.909	Moderately High
4. I accepted the assignment given by the school willingly.	4.24	0.663	High
5. For me, this school is the best one to work for.	3.98	1.01	Moderately High
Commitment to students			
6. I am sensitive to the learning needs of students.	4.37	0.641	High
7. I am willing to spend more time guiding students individually outside of class.	4.25	0.614	High
8. It is my responsibility to ensure good social relations among my students.	4.41	0.535	High
9. I motivate students who are weak in their studies.	4.41	0.500	High
10. I care about the welfare of students.	4.39	0.539	High
Commitment to teaching			
11. I enjoy teaching.	4.57	0.508	High
12. I make thorough preparations before teaching.	4.23	0.520	High
13. I get to class on time.	4.20	0.549	High
14. I teach with passion.	4.43	0.508	High
15. I make sure students can master the topics taught well.	4.44	0.523	High
16. I innovate in my teaching in an effort to improve student understanding.	3.94	0.603	Moderately High
Commitment to profession			
17. I would still choose a career as an Islamic education teacher, even if given other job opportunities.	4.70	0.478	High
18. I strive diligently to produce quality work.	4.49	0.530	High
19. I am a person who is trustworthy when carrying out tasks.	4.47	0.538	High
20. I am always careful that my behaviour does not tarnish the good name of the teaching profession, especially as a teacher of Islamic education.	4.66	0.478	High
21. I sincerely fulfil my responsibilities in line with my professional qualifications.	4.47	0.577	High
22. I do not engage in any activities that may affect my authority as an IET.	4.66	0.506	High
23. I have a high motivation to improve my professional skills.	4.32	0.542	High

6.2 The level of school climate of national secondary school IETs in Malaysia

The level of IETs' school climate for this study was measured based on five dimensions: school administrators, colleagues, workload, students and school resources. The following is a descriptive analysis of the IETs' school climate level

as a whole and by dimension, based on the mean score value and standard deviation.

Table 5: Mean score value and standard deviation of IETs school climate

Dimension	Mean	Std. Dev.	Interpretation
School administrator	4.15	0.468	High
Colleague	4.41	0.457	High
Workload	3.83	0.636	Moderately High
Students	4.06	0.397	High
School resources	3.67	0.583	Moderately High
Total	4.05	0.388	High

Based on Table 5, the findings show that the mean level of IETs' school climate is high (mean = 4.05, SD = 0.388). The results of the analysis of the five dimensions of the IETs' school climate variable found that the colleague dimension obtained the highest mean score (mean = 4.41, SD = 0.457). The task dimension with a score (mean = 3.83, SD = 0.636) and the school resource dimension with a score (mean = 3.67, SD = 0.583) have a medium-high level of interpretation. A five-point scale assessed this measure, ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Somewhat Disagree), 4 (Agree) and 5 (Strongly Agree) to measure the mean of each item of these constructs as follows :

Table 6: The value of mean and level of agreement among the respondents

Items	Mean	Std. Dev.	Interpretation
School administrators			
1. Administrators take into account teachers' views in making decisions for the school.	4.06	0.589	High
2. Administrators recognize the teachers' expertise.	4.20	0.538	High
3. Administrators appreciate teachers' contributions.	4.22	0.549	High
4. The administrator gives constructive criticism.	4.09	0.568	High
5. Administrators encourage teachers to develop their careers.	4.22	5.81	High
6. Administrators look after the welfare of teachers.	4.10	0.640	High
Colleagues			
7. My communication with colleagues is good.	4.55	0.502	High
8. My colleagues and I plan the teaching activities together.	4.38	0.554	High
9. My colleagues have positive thinking.	4.37	0.571	High
10. My colleagues collaborate with me on various matters.	4.47	0.529	High
11. My colleagues respect my expertise.	4.31	0.559	High

Workload			
12. My teaching hours do not exceed the set rate.	3.93	0.795	Moderately High
13. The distribution of tasks in this school is according to the teacher's expertise.	3.90	0.772	Moderately High
14. I can carry out my core tasks well without being burdened with other tasks.	3.69	0.957	Moderately High
Students			
15. Students respect me.	4.19	0.493	High
16. Students cooperate in various matters.	4.16	0.457	High
17. My students work hard to achieve academic excellence.	3.83	0.644	Moderately High
School resources			
18. The teaching aids provided by the school are sufficient.	3.50	0.807	Moderately High
19. The prayer room/ surau/ or mosque in the school is in a comfortable condition.	4.20	0.731	High
20. Internet access is accessible.	3.46	0.971	Moderately High
21. The school library provides many reference resources.	3.68	0.785	Moderately High
22. Classrooms are equipped with enough basic tools for teaching.	4.32	0.542	High

6.3 The level of IETs' productive pedagogical teaching practices in Malaysia

The level of productive pedagogical teaching practices among IETs was measured based on four dimensions: intellectual qualities, connectedness, supportive environment and recognition of differences. Displayed below are the results of a descriptive analysis of the level of productive pedagogical teaching practices as a whole, based on the mean score and standard deviation:

Table 7: Mean score value and standard deviation of the national secondary school IETs' teaching practices based on productive pedagogy

Dimension	Mean	Std. Dev.	Interpretation
Intellectual quality	4.07	0.319	High
Connectedness	4.25	0.373	High
Supportive environment	4.33	0.377	High
Recognition of differences	4.38	0.390	High
Total	4.25	0.323	High

Table 7 shows that overall, the level of IETs' teaching practice in national secondary school in Malaysia based on productive pedagogy is high (mean = 4.25, SD = 0.323). The results of the analysis found that the dimension of recognition of differences obtained the highest mean score (mean = 4.38, SD = 0.390). The intellectual quality dimension, on the other hand, had the lowest mean for this

variable (mean = 4.07, SD = 0.319), although it was still at a high level. A five-point scale assessed this measure, ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Somewhat Disagree), 4 (Agree) and 5 (Strongly Agree) to measure the mean of each items of these constructs are as follows :

Table 8: The value of mean and level of agreement among the respondents

Items	Mean	Std. Dev.	Interpretation
Intellectual quality			
1. Encourage students to analyse issues critically.	3.79	0.585	Moderately High
2. Stimulate students' thinking to produce new ideas.	4.01	0.467	High
3. Guide students to make appropriate judgements when making decisions.	4.14	0.423	High
4. Carry out activities that give students the opportunity to apply theory in real-life situations.	4.13	0.497	High
5. Ask high-level questions of students.	3.99	0.465	Moderately High
6. Explain the concepts taught in detail.	4.19	0.487	High
7. Use teaching aids to improve students' knowledge of the lesson content.	4.28	0.480	High
8. Help students make connections between concepts learned through questioning.	4.21	0.446	High
9. Diversify teaching methods to help students understand the subject in depth.	4.16	0.460	High
10. Create a two-way interaction between teacher and student.	4.35	0.488	High
11. Create activities that encourage students to actively discuss with their peers.	4.04	0.570	High
12. Present challenging problems to students.	3.79	0.680	Moderately High
13. Ask students to present strong <i>dalil</i> / evidence when arguing.	3.68	0.653	Moderately High
14. Use appropriate language when making explanations.	4.26	0.505	High
15. Use language that encourages students to think at a higher level.	4.05	0.563	High
Connectedness			
16. Link the teaching of Islamic education with other subjects.	4.25	0.561	High
17. Increase students' appreciation of the practice of noble values in life.	4.54	0.498	High
18. Take into account the students' existing knowledge during teaching.	4.23	0.456	High
19. Give examples of situations that are closely related to students' experiences during teaching.	4.31	0.503	High
20. Relate current issues (domestic or foreign) to the topic of the lesson.	4.27	0.495	High
21. Encourage students to list as many solutions to the problems presented as possible.	4.05	0.526	High

22. Guide students to solve problems systematically.	4.06	0.534	High
Supportive Environment			
23. Give students the opportunity to determine their learning activities.	4.13	0.454	High
24. Encourage students to help friends who are weak at learning.	4.29	0.460	High
25. Motivate students to practise Islamic teachings in their lives, regardless of where they are.	4.60	0.495	High
26. Ensure students watch their manners in class.	4.53	0.499	High
27. Appreciate students' opinions, even if they sometimes appear to be incorrect.	4.34	0.524	High
28. Give feedback to students regarding their task performance.	4.33	0.476	High
29. Motivate students to work hard to complete challenging academic assignments.	4.36	0.505	High
30. Advise wisely students who behave negatively in class.	4.39	0.499	High
31. Ensure that students participate actively in group activities.	4.28	0.524	High
32. Give rewards to students who can complete assignments perfectly.	4.25	0.548	High
33. Provide clear criteria about what students should master.	4.19	0.494	High
34. Inform to the students of the learning objectives before starting the lesson.	4.30	0.513	High
Recognition of differences			
35. Take into account the diversity of student backgrounds when planning lessons.	4.00	0.579	High
36. Provide fair treatment to all students.	4.35	0.514	High
37. Encourage students to share ideas, regardless of their background.	4.26	0.548	High
38. Cultivate community spirit among students.	4.26	0.507	High
39. Remind students to respect friends with different cultures.	4.44	0.501	High
40. Cultivate good relationships between students as a group.	4.47	0.499	High
41. Remind students that in building good relationships with friends, Islamic <i>sharia</i> must be maintained.	4.60	0.493	High
42. Explain to the students their responsibility as the caliph of Allah SWT.	4.61	0.493	High
43. Motivate students to become active citizens who can contribute to the country.	4.43	0.534	High
44. Remind students to always be concerned about the problems that occur in society.	4.41	0.522	High
45. Encourage students to work together to deal with problems that occur in society.	4.35	0.542	High

6.4 The relationship between work commitment and school climate with the IETs' productive pedagogical teaching practices in Malaysia

The following table shows the results of the Pearson correlation test on the relationship between work commitment and school climate with the IETs' productive pedagogical teaching practices in Malaysia:

Table 9: The relationship between work commitment and school climate with IETs' productive pedagogical teaching practices in Malaysia

Variables		Work Commitment	School Climate	Teaching Practices
Work Commitment	Pearson Correlation	1		0.660**
	Sig. (2-tailed)			<0.001
	N	454		454
School Climate	Pearson Correlation		1	0.463**
	Sig. (2-tailed)			<0.001
	N		454	454

Table 9 shows that there is a significantly strong positive relationship between the work commitment variable and the IETs' productive pedagogical teaching practices ($r=0.660$ $p= 0.000$, < 0.001). Given that the r value is positive, the degree of IET teaching practices will increase with increased work commitment. These findings demonstrate the rejection of H_01 .

Additionally, the data demonstrate a moderately strong positive relationship ($r = 0.463$, $p = 0.000$, < 0.001) between the productive pedagogical teaching practices of the IETs and the school climate variable. Given that the r value is positive, the degree of IET teaching practices will increase in proportion to the degree of school climate. H_02 is rejected, as this finding also demonstrates.

6.5 The effect of work commitment and school climate on the implementation of national secondary schools IETs' teaching practices in Malaysia

This study examined nine predictor factors for the dependent variable of IETs' productive pedagogical teaching practices. These elements include the following: commitment to school, commitment to students, commitment to teaching, commitment to the profession, school administrators, colleagues, workload, students and school resources.

Table 10: The results of dimensional variance analysis in work commitment variables and school climate towards the implementation of IETs' teaching practices in Malaysia

Model		Sum of Squares	df	Mean Square	F	Sig.
7	Total	48.647	453			
	Regression	24.442	7	3.492	64.341	0.000 ^h
	Residual	24.204	446	0.054		
	Total	48.647	453			

According to Table 10, the variance analysis results for this study show a value of $F = 64.341$ and a significant value of 0.000, which is also $p < 0.001$, indicating that the work commitment dimensions of IET and the school climate dimensions have an impact on the IET's productive pedagogical teaching practices. The effect is displayed in Table 11.

Table 11: The effect of work commitment and school climate dimensions on the IETs productive pedagogical teaching practices in Malaysia.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Contribution
1	0.636 ^a	0.405	0.403	0.25310	0.405	40.5%
2	0.667 ^b	0.445	0.443	0.24464	0.040	4.0%
3	0.688 ^c	0.473	0.469	0.23872	0.028	2.8%
4	0.697 ^d	0.486	0.481	0.23609	0.013	1.3%
5	0.701 ^e	0.492	0.486	0.23489	0.006	0.6%
6	0.705 ^f	0.497	0.491	0.23389	0.005	0.5%
7	0.709 ^g	0.502	0.495	0.23296	0.005	0.5%

The analytical results in Table 11 show that commitment to the profession ($\beta = 0.636$, $t = 17.532$, $p < 0.05$) is the largest contributor, accounting for 40.5% ($r = 0.636$) of the change in the variant of IET teaching methods [$F(1,452) = 307.380$, $p < 0.05$]. The commitment to the profession ($\beta = 0.527$, $t = 13.193$, $p < 0.05$) and school administrators ($\beta = 0.229$, $t = 5.730$, $p < 0.05$) were the two factors that led to the change in variance of the application of IET teaching practices [$F(2,451) = 180.928$, $p < 0.05$]. With a percentage of 4.0%, school administrators and commitment to the profession contributed to a total effect as high as 44.5% ($r = 0.667$). Within the framework of this research, work commitment and responsibility for one's work can be connected, and the work environment's component can be connected to the school climate of IET.

The change in IET teaching practices variant [$F(3,450) = 134.558$, $p < 0.05$] was affected by the predictor factors of commitment to teaching ($\beta = 0.366$, $t = 7.160$, $p < 0.05$), school administrators ($\beta = 0.199$, $t = 5.033$, $p < 0.05$), and commitment to teaching ($\beta = 0.243$, $t = 4.863$, $p < 0.05$) when considered collectively. The three factors contributed as much as 47.3% ($r = 0.688$) to the change, where commitment to teaching makes up to 2.8%. Subsequently, the set of factors predicting commitment to the teaching profession ($\beta = 0.314$, $t = 5.926$, $p < 0.05$), school

administrators ($\beta = 0.178, t = 4.514, p < 0.05$), teaching commitment ($\beta = 0.181, t = 3.427, p < 0.05$), and commitment to students ($\beta = 0.163, t = 3.324, p < 0.05$) significantly contributed 48.6% ($r = 0.697$) to the change in the IET teaching practices variant [$F(4,449) = 105.936, p < 0.05$], with the contribution of students exceeding 1.3%.

Following that, the amalgamation of variables commitment to the profession ($\beta = 0.272, t = 4.899, p < 0.05$), school administrators ($\beta = 0.141, t = 3.342, p < 0.05$), commitment to teaching ($\beta = 0.185, t = 3.507, p < 0.05$), commitment to students ($\beta = 0.148, t = 3.018, p < 0.05$), and colleagues ($\beta = 0.110, t = 2.368, p < 0.05$) yielded substantial contributions, amounting to 49.2% ($r = 0.701$) to the modification of IET teaching practices variant [$F(5,448) = 86.740, p < 0.05$], wherein colleagues contributed as much as 0.6%.

Next, it was discovered that the set of factors predicting commitment to the profession ($\beta = 0.256, t = 4.5830, p < 0.05$), school administrators ($\beta = 0.172, t = 3.878, p < 0.05$), commitment to teaching ($\beta = 0.205, t = 3.847, p < 0.05$), commitment to students ($\beta = 0.146, t = 2.984, p < 0.05$), colleagues ($\beta = 0.124, t = 2.711, p < 0.05$), and school resources ($\beta = -0.085, t = -2.197, p < 0.05$), was found to contribute as much as 49.7% ($r = 0.705$) to the change in the IET teaching practices variant [$F(6,447) = 73.706, p < 0.05$] where school resources contributed as much as 0.5%.

Finally, the combination of factors predicting commitment to the profession ($\beta = 0.258, t = 4.631, p < 0.05$), school administrators ($\beta = 0.160, t = 3.583, p < 0.05$), commitment to teaching ($\beta = 0.191, t = 3.573, p < 0.05$), commitment to students ($\beta = 0.130, t = 2.650, p < 0.05$), colleagues ($\beta = 0.112, t = 2.373, p < 0.05$), school resources ($\beta = -0.103, t = -2.609, p < 0.05$), and students ($\beta = 0.089, t = 2.143, p < 0.05$), was found to contribute as much as 50.2% ($r = 0.709$) to the change in the variant of IET teaching practices [$F(7,446) = 64.341, p < 0.05$] where students contribute as much as 0.5%.

Based on the findings of this multiple regression analysis, the researchers concluded that, with an overall contribution of 50.2%, commitment to the profession, school administrators, teaching, commitment to students, colleagues, school resources, and students are important factors in the implementation of national secondary school IET teaching practices in Malaysia. The study's conclusions also refute the hypothesis that the adoption of IET instruction is predicted by commitment to school and workloads. A regression equation can be used to determine the overall contribution of seven significant predictive elements to the IET teaching practices. The dependent variable's prediction is made once the independent variable's value has been established. This result further demonstrates the rejection of H_03 . The following is the regression equation used in this study:

$$\bar{y} = 1.301 + 0.213 x_1 + 0.112 x_2 + 0.153 x_3 + 0.100 x_4 + 0.080 x_5 + (-0.058) x_6 + 0.073 x_7$$

The equation is described as follows:

\bar{y}	= Teaching practices
x_1	= Commitment to the profession
x_2	= School administrators
x_3	= Commitment to teaching
x_4	= Commitment to students
x_5	= Colleagues
x_6	= School resources
x_7	= Students
Constant	= 1.301
Error	= 0.147

7. Discussion

Malaysia's national secondary school IET teaching practices are generally well implemented. This finding is based on the average accomplishment meeting a high criterion. The study's findings also suggest that IET training is viewed as having the lowest level of intellectual quality when compared to the other four dimensions. This result is consistent with earlier research that discovered issues with IETs' application of high-level thinking abilities in various contexts. In addition, four of the study's items in the intellectual quality dimension are at a moderately high level. Teaching strategies that place an emphasis on imparting knowledge in-depth, promote deep understanding, and giving students the chance to use critical thinking abilities can help students develop a thorough understanding of the material and, as a result, an unwavering commitment to altruism (Muhammad, 2022; Mubarak et al., 2023). This emphasises how IETs' teaching needs to be improved even more, especially in terms of raising students' intellectual standards.

There are undoubtedly several elements that contribute to the adoption of IET teaching. Seven of the nine criteria tested—namely, commitment to the profession, school administrators, commitment to teaching, commitment to students, colleagues, school resources, and students—were found to have an impact on IET teaching, according to the results of the multiple regression analysis. The primary contributing element is commitment to the profession. On the other hand, the item with the lowest mean in the dimension of commitment to the profession relates to IETs' motivation to develop their professional skills. Therefore, in order for IETs to gain the solid knowledge and abilities necessary to carry out teaching activities that enhance students' intellectual quality, it is necessary to strengthen the factor of commitment to the profession, particularly the motivation of IETs to improve professionalism skills. This is consistent with the assertion made by Al-Wadi (2023) that teachers can only effectively teach when they actively engage in ongoing professional development courses to further their own professional growth.

School administrators were the second-highest factor impacting IET instruction, behind commitment to the profession. This finding is consistent with other research (Abdullah et al, 2020; Balakrishnan, 2023; Berhanu, 2023) that demonstrates that school administrators also have an impact on a variety of

teacher-related elements, including teaching. Involving teachers in decisions pertaining to education, particularly instruction, is one of the initiatives that can be undertaken (Muhammad et al., 2022). Nonetheless, this study's item referring to school administrators considering teachers' opinions when making decisions for the school is nearly at a medium-high level. This should be given attention because teachers will feel important if they are involved in making school decisions, especially regarding teaching. Results will be more effective and can even increase teachers' commitment to school (Muhammad et al., 2022).

Work commitment, specifically teaching and student commitment, are considered to be the third and fourth variables that impact the implementation of IET teaching practices. In the meantime, additional elements—such as colleagues, school resources, and students—are connected to the school climate. This indicates that the aspects of school climate were found to have less of an impact on the implementation of IET teaching practices than the aspects of work commitment. Stated differently, IETs' internal factors have a greater influence on IET behaviour when implementing instruction. This is consistent with research by Ramli (2016) and Idris et al. (2019), which demonstrated that an individual's innate strength of work commitment propels them to take action and create exceptional work performance. Therefore, work commitment needs to be optimised for the purpose of further improving the quality of teaching (Satangah & Abdullah, 2021), especially in the dimension of intellectual quality, in addition to being supported by the school climate.

The discovery that an individual's commitment to their career has a substantial impact on the application of IET teaching has been a major contribution of this study. This research unequivocally demonstrates that teachers who devote themselves to their work will effectively influence their approaches to teaching. Remarkably, it also corresponds with the study's initial objective findings, which demonstrate that IETs are dedicated to their careers according to the highest mean score they achieved when compared to other work commitment aspects. It also serves to add new knowledge about the commitment of national secondary school IET in Malaysia, given the lack of studies on organizational commitment conducted among IET.

Particularly in the context of Islamic education, this study makes a substantial contribution to the subject of teacher education. Despite the fact that IET teaching has been the subject of numerous research efforts (Kasmin et al., 2019; Sidi et al., 2022; Yusoff, 2019), no research has explicitly looked at IETs' work commitment and how it affects the implementation of IET teaching practices in the classroom when combined with the school climate. Additionally, an IET teaching questionnaire instrument based on the paradigm of productive pedagogy – which was previously limited to science subjects and geography (Sabudin, 2018) – is introduced in this study. The results of this study have also demonstrated the applicability of Nasr's (1989) theory of work ethic according to Islamic tradition, which holds that the development of excellent work processes can be fostered by a strong feeling of personal accountability for one's job and a positive work environment.

8. Limitations and Recommendations

The current investigation had certain drawbacks. This study is quantitative in nature and collected data using questionnaire tools. Thus, in order to learn more about work commitment, school climate, or the implementation of IET teaching practices, an extended longitudinal study should be conducted. Second, the IETs working in national secondary schools are the only subjects of this study. Thus, it is advised to carry out additional research with Islamic education teachers from primary or high-performing institutions. Furthermore, the study's conclusions demonstrate the need for further improvement in the degree of IETs' teaching practices, particularly in the area of intellectual quality. As a result, it is advised that the Malaysian Ministry of Education create a training programme to raise the intellectual calibre of IET instruction. Finally, this study solely used a multiple regression test to examine the impact of school climate as an independent variable on the adoption of IET teaching. Thus, it is advised that future research employs structural equation modelling and other analyses to examine the function of school climate as a moderator in the application of IET teaching.

9. Conclusion

Overall, this study shows that, given their favourable and significant relationships to the effective pedagogy-based teaching practices of IETs, work commitment and school climate are pertinent and important variables that warrant further investigation. To have a greater influence on the calibre of IETs' teaching in the classroom, secondary school IETs in Malaysia still need to make improvements in the areas of work commitment and school climate. The purpose of this study is to develop literature about Islamic education teaching. The study's findings demonstrate the significance of work commitment in the implementation of IET teaching practices, with the greatest predictor of IET teaching behaviour being a person's commitment to their work. The study also discovered that the implementation of IET teaching practices is impacted by the school climate in several of its aspects. With regard to the dynamics of the interaction link between Muslim employees' work commitment (commitment to the profession) and the environment (school climate) towards the work process (teaching practices) of IETs, this finding contributes to a better understanding of Nasr's theory (1989). As a result, this study recommends that the Malaysian Ministry of Education undertakes initiatives to constantly enhance the school climate and boost the work commitment of IETs, particularly their commitment to the profession, through in-service training. It is anticipated that this endeavour would raise the general standard of IET teaching practices.

10. Acknowledgement

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