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Teachers' job satisfaction, organizational commitment, and performance in Indonesia: A Study from Merauke District, Papua

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Abstract

Teachers' job satisfaction is of utmost important as it has directly impact on students' academic achievement and their future career. This study aimed at describing the effect of teachers' job satisfaction on their organizational commitment and job performance in the remote state elementary schools of Merauke District, Papua, Indonesia. Two problem statements guided this study as folows: (a) does teachers' job satisfaction have a positive and significant effect on their organizational commitment in the remote state elementary schools of Merauke District, Papua?; and (b) does teachers' job satisfaction have a positive and significant effect on their job performance in the remote state elementary schools of Merauke District, Papua? Three quantitative questionnaires were administered to 105 teachers who are samples, purposively drawn from amongst 117 remote state elementary schools' teachers of Merauke District, Papua. Results of the study revealed a positive and significant effect of teachers' job satisfaction on both their organizational commitment and job performance in the remote state elementary schools of Merauke District, Papua. The results of this study might be worthwhile for the school principals and the educational policymaker at local government level as well to take some strategic steps of improving teachers' job satisfaction in order to promote their organizational commitment and, in turn, to enhance their job performance in the remote state elementary schools of Merauke District, Papua.

Keywords: : Job Satisfaction, Organizational Commitment, Job Performance, Teachers, Remote, Elementary Schools

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1. Introduction

Job satisfaction is employees' emotional reaction to their job resulting from the incumbent's comparison of actual outcomes with what they desire (Cranny eat l., 1992). While Agho et al. (1993) defined job satisfaction as the extent to which employees are happy with their jobs (p.1007). Lêvy-Garboua et al. (2005, p. 8) defined job satisfaction as "an index of preference for the experienced job against outside opportunities conditional on information available at time".

Despite of no common understanding on the concept of job satisfaction, what is consistent in the literature is that of how employees feel about their jobs or different aspects of their work. Job satisfaction is of important for both organization's and employees' development. Clark (1998, p. 5) posited as follows:

> *"Job satisfaction is important in its own rights as a part of social welfare, and this (simple) taxonomy [of a good job] allows a start to be made on such questions as "In what respects are older workers' job better than those of younger workers?" (and vice versa), "Who has the good job?"and "Are good jobs being replaced by bad jobs?" In addition, measures of job quality seem to be useful predictors of future labor market behavior. Workers' decisions about whether to work or not, what kind of job to accept or stay in, and how hard to work are all likely to depend in part upon the worker's subjective evaluation of their work, in other words on their job satisfaction"*

Luthans (1992) pointed out five contributing factors to job satisfaction, namely (a) working conditions, wage, managerial policies and strategies, quality of working environment, and different trends regarding working environment. Amongst others, the wage is of the most influencing factor to job satisfaction because of the employee's basic need of working is to increase his or her wealth. While according to Sousa-Poza and Sousa-Poza (2000), employees' job satisfaction is determined by the balance of work-role inputs (such as education, working time, and effort) and work-role outputs (such as wage, fringe benefits, status, task importance, and working conditions).

The term 'job satisfaction' here refers to what teachers feel about their work of teaching. Teachers' job satisfaction can significantly affect the school life's aspects with regards to their organizational commitment and job performance. To explore the effect of teachers' job satisfaction on their organizational commitment and job performance in the remote state elementary schools of Merauke district, we employed a quantitative approach using survey research design which we briefly explain below.

1.1. Teachers' organizational commitment

Teacher's organizational commitment reflects a multidimensional psychological attachment of a teacher to a particular school in which he or she belongs. Firestone and Rosenblum (1988) defined teacher organizational commitment as teahers' positive and affective attachment to a particular school. Firestone and Rosenblum (1998), further, refered to teachers commitment as the commitment to students, commitment to teaching profession, and commitment to a particular school.

Meyer and Allen (1997) divided organizational commitment into three types, namely affective, continuance, and normative organizational commitment. Affective organizational commitment refers to the employees' willingness to stay within an organization because of the belief that their role and job goals are clearly defined and receive management support (Meyer et al., 1993). While continuance organizational commitment refers to the benefits of remaining stay within the organization because of the fewer work opportunities exist outside the organization and the perceived costs of leaving current organization will be higher (Meyer et al., 1993). Whereas, normative organizational commitment refers to an employee's willingness to remain with the organization because of his or her feeling of obligation (Meyer et al., 1993). In this context, an employee thinks that he or she ought to remain with a particular organization because he or she believes it is morally right to do so (Mosadeghrad et al., 2008).

The term 'organizational commitment' here refers to teacher organizational commitment. Teacher organizational commitment is regarded as teachers' willingness to be an integral part of specific school to which they belongs. Teacher's organizational commitment can be high and low. High committed teachers are much less likely to leave their work of teaching and they are also less likely to be absent from school, while low committed teachers are often absent from school to engage more attractive activities such as heading for urban area to caring family (Werang et al., 2015).

Vary of studies (e.g. Altinoz et al., 2012; Ayele, 2014; Ismail and Razak, 2016; Malik et al., 2010) have revealed that job satisfaction leads to high job performance. Ayele (2014), for example, revealed that teacher's job satisfaction has a strong and positive correlation with their organizational commitment. Ayele (2014) further revealed that a higher level of teacher's job satisfaction was associated with high level of teacher's organizational commitment. In the similar way, Ismail and Razak (2016) positioned that the ability of administrators to provide intrinsic and extrinsic satisfaction in managing employees' job satisfaction has motivated the employees to strengthening their organizational commitment.

1.2. Teacher's job performance

Employee's job performance is of the most significant indicators to access organizational performance (Wall et al., 2004). Munchinsky (2003) defined job performance is a set of employee's behaviors that can be measured, monitored, and evaluated, while Schermerhorn (1989) defined job performance as quality and quantity achieved by individuals or group after fulfilling a given task. Whereas, Murphy and Kroeker (1988) viewed job performance as a role of an employee's performance on particular objectives that consist of defined standard job description.

Campbell (1990) affirmed that job performance is not merely a single action rather a 'complex activity. Campbell (1990) further pointed out three main determinants of job performance that are: (a) declarative knowledge: knowledge about facts, principles, objects, etc which represents the understanding of a given task requirements; (b) procedural knowledge and skill: knowledge about how to do a given task requirements; and (c) motivation of employee: to expend effort and choice to persist in the expenditure of that level of effort.

Borman and Motowidlo (1993) classified performance into two basic level, namely task and contextual performance. Task performance refers to an employee's proficiency with which he or she performs activities that contribute to the organization 'technical core', while contextual performance refers to those activities which do not contribute to the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance consisted of following two facets: (a) interpersonal facilitation: includes cooperative, considerate, and helpful acts that assists co-workers performance; and (b) job dedication: includes self-disciplined, motivated acts such as working hard, taking initiative, and following rules to support organizational objectives (van Schotter and Motowidlo, 1996: p. 525).

Three basic assumptions associated with the Borman and Motowidlo's classification (Borman and Motowidlo, 1997; Motowidlo and Schmit, 1999) are follows: (a) activities relevant for task performance vary between jobs, while contextual performance activities are relatively similar accross jobs; (b) task performance is associated with employees' ability, while contextual performance is more associated with employees' personality and motivation; and (c) task performance is more prescribed and constitutes in-role behavior, while contextual performance is more discretionary and extra-role.

Vary of studies (e.g. Chen et al., 2006; Saari and Judge, 2004; Fisher, 2003; Levy, 2003; Riketta, 2002; Spector, 1997; Jain and Triandis, 1997; Angle and Perry, 1981) have revealed that job satisfaction leads to high job performance. Levy (2003), for example, asserted that employees' job satisfaction leads to a better performance, a reducation in turnover, and changing of behaviors; while Fisher (2003) and Saari and Judge (2004) posited that employees who are satisfied with their work are likely to be better performers. In the similar way, Owusu (2014) argued that "increase in job performance level is a true reflection of an increase in job satisfaction".

2. Method of the study

2.1. Research design and samples

The nature of the research is a quantitative approach using survey research design as it endeavors to describe the effect of teachers' job satisfaction, organizational commitment and performance in the remote state elementary schools of Merauke district, Papua, Indonesia. We used survey research design due to its various benefits as follow: (a) high representativeness; (b) lowcost; (c) convenient data gathering; (d) good statistical significance; (e) little or no observer subjectivity; and (f) precise result (Sincero, n/d as cited in Werang, 2014).

Based on the literature examining the effect of teachers' job satisfaction on their organizational commitment and job performance, the conceptual model of this study is as reflected in Figure 1.

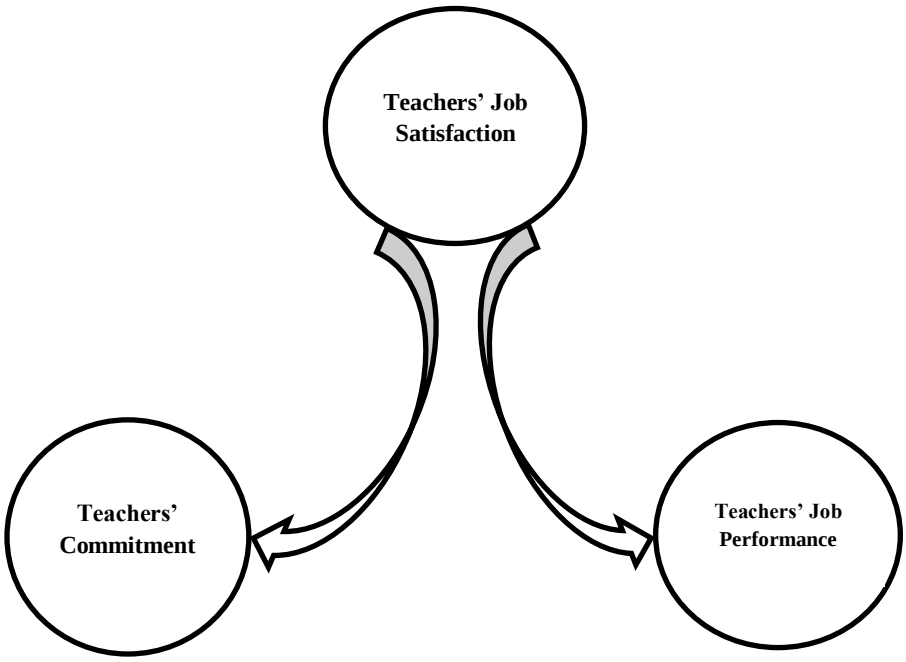

Figure 1. Conceptual Model of the Study

Two null hypothesis that were examined in this study are follow: (a) there is no significant effect of teacher' job satisfaction on teacher's organizational commitment in the remote state elementary schools of Merauke district, Papua, Indonesia; and (b) there is no significant effect of teacher's job satisfaction on teacher's job performance in the remote state elementary schools of Merauke district, Papua, Indonesia.

Three quantitative questionnaires were administered to 105 remote state elementary schools of Merauke districts who have purposively drawn as samples from total population of 117 teachers (89.74 %). Data were analyzed quantitatively using linear regression analysis. In order to have an accurate result of data analysis, we employed Statistical Package for the Social Science (SPSS) program for Windows version 21.

2.2. Measures

2.2.1. Job satisfaction

Teacher's job satisfaction were measured by modifying Spector's job satisfaction survey (JSS) items into 18 positive statements which are distributed over nine elements of job satisfaction, namely pay, promotion, relation with co-workers, relation with supervisors, nature of work, management recognition, safety at the workplace, training and development. The inventory uses a four point scale (4 = strongly agree and 1 = strongly disagree). In this context of view, respondents are requested to respond each statement on a scale of four alternatives, that are *strongly agree* (SA), *agree* (A), *disagree* (D) and *strongly disagree* (SD). Sample items include "I feel I am being paid a fair amount for the work I do", "My supervisor is competent in doing

his/her job", "When I do a good job, I receive the recognition for it that I should receive", "I like the people I work with", "The benefits we receive are as good as most other organizations", "Communications seem good within this organization", "Those who do well on the job stand a fair chance of being promoted", "I like doing the things I do at work", "The goals of this organization are clearly defined", "I feel a sense of pride in doing my job", "I am satisfied with my chances for promotion", "My job is enjoyable". To test the internal reliability of the instrument, we employed a Cronbach's alpha coeficitent. The reliability of Cronbach's alpha of this study was 0.667.

2.2.2. Organizational commitment

Teachers' organizational commitment were measured by modifying Hayday (2003) items into 15 positive statements which are distributed over three dimensions of orgaizational commitment (affective, continuance, and normative organizational commitment). The inventory uses a four point scale (4 = strongly agree and 1 = strongly disagree). In this context of view, respondents are requested to respond each statement on a scale of four alternatives, that are *strongly agree* (SA), *agree* (A), *disagree* (D) and *strongly disagree* (SD). Sample items include "I tell my friends this is a good organization to work for", "I am proud to tell others that I am part of this organization", "I understand how my job contributes to the organization's goals and objectives", "I have a good understanding of where the organization is going", "I find that my values and organization's values are very similar", "I am willing to put in a great deal of extra effort to help this organization be successful", "I am extremely glad that I chose to work here rather than one of the other jobs I was considering at the time I joined", "I really care about the fate of this organization", "my organization inspires the best job performance from me", "I work in a well managed organization", and "morale in this organization is good". To test the internal reliability of the instrument, we employed a Cronbach's alpha coeficitent. The reliability of Cronbach's alpha of this study was 0.695.

2.2.3. Job performance

Teachers' job performance were measured by developing Richey's (1973) descriptors of effective teacher into 17 positive statements which are distributed over five descriptors of teachers' job performance (working with students individually; teaching-learning preparation, teaching-learning process, and teaching-learning evaluation; using tools to teach the students; involving students in all learning experiences; and giving a chance to students to lead class-discussion). The inventory uses a four point scale (4 = strongly agree and 1 = strongly disagree). In this context of view, respondents are requested to respond each statement on a scale of four alternatives, that are *strongly agree* (SA), *agree* (A), *disagree* (D) and *strongly disagree* (SD). Sample items include "I used to help students who are in trouble", "I used to prepare teaching materials at the begining of the school year", "I used to evaluate students work", " I used to personally provide learning media which are not provided by the school", "I used to use learning media to help students' understanding", "I used to participate in education conferences or seminars to upgrade my knowledge and skill", and "I used to give chance for students to lead the class-discussion". To test the internal reliability of the instrument, we employed a Cronbach's alpha coeficitent. The reliability of Cronbach's alpha of this study was 0.711.

3. Results and discussion

The present study aimed at describing the effect of teachers' job satisfaction on their organizational commitment and job performance in the remote state elementary schools of Merauke district, Papua, Indonesia. To accurately describing the effect of teachers' job satisfaction we employed Statistical Package for the Social Sciences (SPSS) version 21 for windows. Result of data analysis of the effect of teachers' job satisfaction on their organizational commitment in the remote state elementary schools of Merauke district is reflected in Table 1 below.

Table 1. Result of data analysis of the effect of teachers' job satisfaction on their organizational commitment

Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.580[a]	.336	.330	2.52458	.336	52.181	1	103	.000

a. Predictors: (Constant), Satisfaction

While the result of data analysis of the effect of teachers' job satisfaction on their job performance in the remote state elementary schools of Merauke district, Papua, Indonesia is reflected in Table 2.

Table 2. Result of data analysis of the effect of teachers' job satisfaction on their job performance

Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.563[a]	.317	.311	2.84982	.317	47.904	1	103	.000

a. Predictors: (Constant), Satisfaction

Based on the results of data analysis, empirical model of the effect of teachers' job satisfaction on their organizational commitment and job performance in the remote state elementary schools of Merauke district, Papua, Indonesia is reflected in Figure 2.

Lim (2008) asserted that job satisfaction plays significant role in both individual interests and organization success. Teachers are classroom practioners in the classroom who translate national educational philosophy and objectives into knowledge and skills. Teachers play the pivotal role in influencing social and economical development of students' future life.

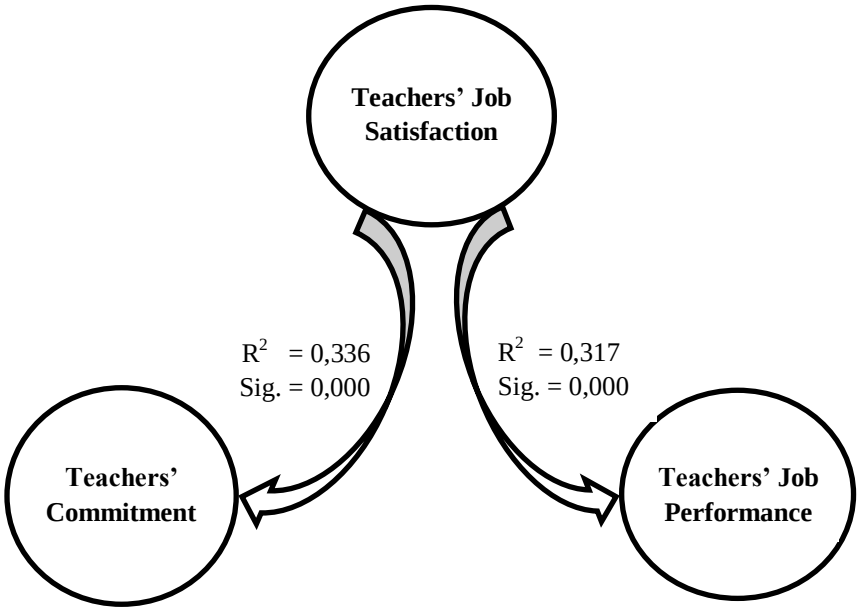

Figure 2. Empirical Model of the Study

Ofoegbu (2004) asserted that teachers' job satisfaction helps them to contribute their best qualities to their schools and the society. To the Jyoti and Sharma (2009), Ayele (2014, p. 2) wrote as follows,

> *"Teachers act as role models...they are the pillars of the society who help students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead."*

Results of data analysis as they are presented in Figure 2 reflect the follows. First, teacher's job satisfaction has a positive and significant effect on teacher's organizational commitment in the remote state elementary schools of Merauke district. It means teacher's organizational commitment increases due to increasing teacher's job satisfaction. Since the R^2 value of 0.336 is significant at $p = 0.000$ ($\alpha = 0.05$), then null hypothesis "there is no significant effect of teacher's job satisfaction on teacher's organizational commitment in the remote state elementary schools of Merauke district should be rejected. It demonstrates that teacher's job dissatisfaction may lead a teacher to be less commit to his or her teaching profession. This finding is in line with Hardy, Woods, and Wall's (2003) and Alamdar, Muhammad, Muhammad and Wasim's (2012) findings that job satisfaction directly impacts the level of employees' organizational commitment at the workplace.

Second, teacher's job satisfaction has a positive and significant effect on teacher's job performance in the remote state elementary schools of Merauke district. It means teacher's job performance increases due to increasing teacher's job satisfaction. Since the R^2 value of 0.317 is significant at $p = 0.000$ ($\alpha = 0.05$), then null hypothesis "there is no significant effect of teacher's job satisfaction on teacher's job performance in the remote state elementary schools of Merauke district" should be rejected. It demonstrates that teacher's job

dissatisfaction may lead a teacher be less productive and not to do more than what is required. This finding supports Mirvis and Lawler's (1977) and Kornhanuser and Sharp's (1976) findings. Mirvis and Lawler's (1977) findings, for example, revealed that satisfied employees are less likely to show shortages and less likely to quit their jobs. This finding is also in line with Owusu's (2014) finding that satisfied teacher has positive attitude toward job which leads to a high performance level, whereas dissatisfied teacher tend to have negative attitude toward his or her job of teaching which yield low performance level. Previous to the Owusu's (2014) study, Levy (2003) has posisted that results of job satisfaction lead to a better performance, a reduction in turnover, and changing of behaviors.

4. Conclusions and Implications

The study provides a closer look on the effect of teachers' job satisfaction on both their organizational commitment and job performance in the remote state elementary schools of Merauke district, Papua, Indonesia. Conclusions depicted from the results of data analysis are follows:

1- Teachers' job satisfaction has a positive and significant effect on their organizational commitment in the remote state elementary schools of Merauke district as the R^2 value of 0.336 is significant at $p = 0.000$. It means that teachers' organizational commitment in the remote state elementary schools of Merauke district is of 33.6 % explained by their job satisfaction while the rest of 66,4 % is explained by other research variables that are not the focus of this study.

2- Teachers' job satisfaction has a positive and significant effect on their job performance in the remote state elementary schools of Merauke district as the R^2 value of 0.317 is significant at $p = 0.000$. It means that teachers' job performance in the remote state elementary schools of Merauke district is of 31,7 % explained by their job satisfaction while the rest of 68,3 % is explained by other research variables that are not the focus of this study.

Practical implications of this study is that if the principals and the Head of Education Office at government level wish to enhance teachers' organizational commitment and job performance then they have to think seriously of how to reduce teachers' job dissatisfaction. Since there is still lack of studies in this topic among teachers in Indonesia, especially in Merauke district context, findings of this study may theoretically add the existing literature on the topic of teachers' job satisfaction and its effect on both their organizational commitment and job performance.

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