

The Roles of Teachers' Work Motivation and Teachers' Job Satisfaction in the Organizational Commitment in Extraordinary Schools

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ABSTRACT

Teachers' work motivation and teachers' job satisfaction are the factors influencing the organizational commitment. This research is aimed to empirically examine the roles of teachers' work motivation and teachers' job satisfaction in the commitment of the organization in extraordinary schools. The subjects of the research are the teachers in Extraordinary School 1 Bantul Yogyakarta. The sample was taken by employing non-randomized technique. The scales of work motivation, job satisfaction and organizational commitment are used in collecting the data. The data were analyzed by using multiple linear regression technique. Teachers' job motivation more dominantly influence organizational commitment compared to teachers' job satisfaction.

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1. INTRODUCTION

Human resources are one of valuable assets in an organization which determines the organization plan and executes every activity of the organization, as well as becoming the influential factor in achieving organization's goals [1]. More importantly, it is the determining factor for the success of the organization [2]. Prefer [3] stated that the organization implementing the strategies to win the competition through their human resources has proven to be able to overtake other organizations implementing other strategies. Therefore, the organization efforts to win the competition and to achieve its goals can be done through maintaining, managing, and employing human resources effectively and optimally.

An organization considers the human resource commitment important, in this case the employees. Organizational commitment serves as the power of employees' participation in an organization [4]. Organizational commitment reflects the dependency on the supervisor, the working group, the top management, and on the organization [5]. Meyer and Herscovitch [6] explained that organizational commitment refers to the emotional attachment, identification, and involvement of individuals in the organization, as well as the willingness to be always the member of the organization. Organizational commitment means the condition in which the employees are interested in the objectives, values, and targets of the organization [7].

The presence of highly-committed employees will lead the organization to a beneficial condition since they will work more effectively and will participate in any activities to maintain its survival. High commitment will encourage the employees to work hard in accomplishing their tasks in relation to their responsibility for the organization (extra-role behavior) and they are willing to carry out activities out of his

responsibility (extra role work behavior) [8]. Koch and Steers concluded in his research that highly-committed employees will do their work better than those with low commitment. Lack of organizational commitment makes the employees unwilling to retain the job and thus they tend to leave it or turn over [9].

Nogueras [10] proposed that the improvement on three aspects of the organizational commitment will reduce the employees' turnover in the United States of America. The three aspects are affective commitment, continuance commitment, and normative commitment [6]. Meyer and Allen [11] furthermore explained affective commitment attitude as the positive association towards individual activities in relation with the opportunities; continuance commitment as the judgement for the employees' advantage and disadvantage in relation to their willingness to retain their work in the organization; and normative commitment as the employees' obligation to serve clients professionally in any opportunities. In spite of the fact that organizational commitment is multi-dimensional, there has been few researches that examine those three components altogether. Most of the researches examined the influence of affective commitment and continuance commitment [12].

The employees' contribution and involvement in organization would be greater when they feel they are supported by the organization [13]. The organization supports can improve their commitment in their job. It is even getting greater when they are provided with good working condition [14].

According to David [15], the factors affecting the organizational commitment are among others personal characteristics. In personal characteristics work motivation and job satisfaction are related to forming the commitment of the employees. La Sign proposed that job satisfaction plays important role in the commitment towards the organization [16]. This statement was supported by the results of interview and observation on the matter.

1.1. Teachers' Work Motivation and Organizational Commitment

One of the key factors that influence the organizational commitment is the motivation related to the commitment formation [17]. According to George and Jones [18], it is said that work motivation refers to the psychological strength of certain individual, which determine his behavior in an organization, level of efforts and persistence in overcoming the problems, as well as self-determination towards the dimensions of their jobs. Motivation is the process that encourages, guides, maintains; as well as keeping the resources on the right track [19].

The focus on the goals of the organization reflects the behavior in relation to the job. For example, a motivated individual will do his best in accomplishing his tasks. It is expected by the organization that all the employees are highly motivated, thereby results in high-committed employees. The problems on motivation in certain individuals and the job circumstances have been the basic issues in an organization. It is reasonable since motivation is a significant variable in job performance and in the results of the performance that is achieved by any individual [20]. Work motivation can also become the expectation of every employee to be their driving force in achieving their goals [1].

Motivation may become the driving force of any individual, either physically or psychologically, to achieve one or more goals in fulfilling their needs or expectation [21]. According to Deci and Ryan [22], a motivated person is intrinsically able to enjoy his work, and this enjoyment can be seen in his behavior. Intrinsic motivation is the form of appreciation from an individual when he performs his jobs and finds satisfaction in doing it.

1.2. Teachers' Job Satisfaction and Organizational Commitment

Job satisfaction is also the key factor influencing organizational commitment. Attitude at work, such as job satisfaction, serves as the component that affects the commitment towards the job [23] and is significantly correlated with organizational commitment [24]. Colquit, LePine, and Wesson in their research entitled *Integrative Model of Organizational Behavior* proposed that job satisfaction directly affects organizational commitment. Employees who are highly satisfied tend to have more concern with the organization and tend to be fully committed to the organization. Therefore, the organization, in which the employees are highly satisfied, is likely to improve their achievement and productivity, as well as reducing the rate of turnover. According to Tuhumena [25], less satisfied employees may lead to delays and absenteeism and thus hold back the organization's production process. Cooper [26] suggested that the level of job satisfaction affects the rate of turnover, absenteeism, working group activities, and working perception, and thereby indicates the level of organizational commitment.

Kreitner and Kinichi [27] stated that job satisfaction refers to certain effectiveness or emotional responses towards various aspects of work. Nelson and Quick [28] proposed that job satisfaction is positive or excites emotional conditions stimulated by the evaluation and work experience. Schultz and Schultz [29] said that job satisfaction means the emotions and positive and negative attitudes towards the job.

The phenomenon in the location of the research reflects the problems in relation to teachers' work motivation and teachers' job satisfaction in Extraordinary School 1 Bantul Yogyakarta that may influence the organizational commitment. This research is aimed to empirically examine the influence of teachers' work motivation and teachers' job satisfaction towards organizational commitment in the Extraordinary School.

2. RESEARCH METHODS

2.1. Research Subjects

The subjects of this research are 30 teachers in Extraordinary School 1 Bantul Yogyakarta. It applies non-randomized system of selecting the subject and is based on certain characteristics; those are (1) Civil Servant teachers; (2) permanent and active staffs in Extraordinary School 1 Bantul Yogyakarta; (3) employees having one year period of work; and (4) male or female. Among 30 subjects and scales, one of them could not be analyzed, and thus the subjects and scales fulfilling the requirements are 29.

2.2. Measurement Instruments

The organizational commitment is expressed in the commitment scales that refer to the aspects of commitment proposed by Allen and Meyer [30], namely affective commitment, continuance commitment, and normative commitment. Work motivation is expressed by using the scales of work motivation that refer to the aspects of work motivation proposed by Herzberg [20], those are security, advance, type of work, co-worker, company, supervisor, working hour, working condition, and benefit. Job satisfaction is expressed by using the scales of job satisfaction that refer to the aspects of job satisfaction proposed by Luthans (2008) [30], those are the work, salary or wage, supervisor, promotion, and co-workers. The items of the scales of organizational commitment, work motivation, and job satisfaction consist of four alternative answers, including "favorable" and "unfavorable" statements.

2.3. Validity and Reliability of the Instruments

The reliability of the scales are analyzed by using internal consistency method applying Cronbach alpha statistic formula, while the validity applies content validity approach and then the correlation of the total items is to be found. The analysis results of the experiments of 60 scale items of work motivation show that the results of reliability coefficient (α) is as much as 0.954, with the corrected item-total correlation that ranges from 0.316 to 0.862. 30 items considered as valid are used for the research. The analysis results of the experiments of 40 scale items of job satisfaction show that the results of reliability coefficient (α) is as much as 0.954, with the corrected item-total correlation that moves from 0.491 to 0.921. 20 items considered as valid are used for the research. The analysis results of the experiments of 36 scale items of organizational commitment show that the results of reliability coefficient (α) is as much as 0.905, with the corrected item-total correlation that moves from 0.452 to 0.713. 18 items considered as valid are used for the research.

2.4. Data Analysis

The data are analyzed using statistic parametric methods. The data analysis is conducted by using SPSS 17.0 for windows, by applying multiple regression technique, which is the continuation of product moment correlation, a statistic analysis technique to know the correlation between two independent variables (work motivation and job satisfaction) and one dependent variable (organizational commitment). The use of multiple regression analysis technique requires the variables to have normal distribution and linear correlation among them. Therefore, before the data are analyzed, the prerequisite test, including normality test and linearity test should be conducted.

3. RESULTS AND ANALYSIS

3.1. Prerequisite Test

3.1.1. Normality Test

According to the results of the analysis of normality test listed in table 1, it is known that the significant values of the variables, i.e. organizational commitment, work motivation, and job satisfaction, reach 0.143, 0.616, and 0.411, respectively, with the $p > 0.05$. Thus, every data is normally distributed, reflecting that there is no difference between the distribution of the scores of the samples and the population. In other words, the samples can reflect the population.

Table 1. Normality test of the Distribution

Variables	Score K-SZ	Sig.	Notes
Organizational Commitment	1.149	0.143	Normal
Work Motivation	0.756	0.616	Normal
Job Motivation	0.887	0.411	Normal

3.1.2. Linearity Test

Table 2 and Table 3 show that the correlation between organizational commitment and work motivation of the teachers reach the score of F in linearity (F) as much as 16.297, with the significance (p) as much as 0.001 ($p < 0.05$), which means there is a linear correlation or a straight line between those two variables. The test of the correlation between organizational commitment and teachers' job satisfaction show the score of linearity (F) as much as 23.438, with the significant level (p) of 0.000 ($p < 0.05$), which means there is a linear correlation or a straight line between both variables.

Table 2. Linearity Test between the Organizational Commitment and the Work Motivation

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Commitment * Motivation	Between Groups	(Combined)	566.144	15	37.743	2.018	.105
		Linearity	304.837	1	304.837	16.297	.001
		Deviation from Linearity	261.307	14	18.665	.998	.504
	Within Groups		243.167	13	18.705		
Total			809.310	28			

Tabel 3. Linearity Test of the Organizational Commitment and Work Satisfaction

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Commitment* Satisfaction	Between Groups	(Combined)	674.777	16	42.174	3.762	.013
		Linearity	262.771	1	262.771	23.438	.000
		Deviation from Linearity	412.006	15	27.467	2.450	.062
	Within Groups		134.533	12	11.211		
Total			809.310	28			

3.2. Multiple Regression Test

It can be seen from Table 4 that the score of correlation coefficient between work motivation and organizational commitment (r_{x1v}) is 0.614 and the probability $p = 0.000$ ($p < 0.01$), which means that there is significant positive correlation between the teachers' work motivation with the organizational commitment in Extraordinary School. The higher the teachers' work motivation is, the higher the teachers' organizational commitment it will be. Conversely, the lower the teachers' work motivation is, the lower the organizational commitment it will be.

Table 4. The Analysis results of the Relationship among Variables

Correlations				
		Commitment	Motivation	Satisfaction
Pearson Correlation	Commitment	1.000	.614	.570
	Work Motivation	.614	1.000	.844
	Job Satisfaction	.570	.844	1.000
Sig. (1-tailed)	Commitment	.	.000	.001
	Work Motivation	.000	.	.000
	Job Satisfaction	.001	.000	.
N	Commitment	29	29	29
	Work Motivation	29	29	29
	Job Satisfaction	29	29	29

Meanwhile, the score of correlation coefficient of the relationship between job satisfaction and organizational commitment (r_{x_2y}) is 0.570 and probability $p = 0.001$ ($p < 0.01$), which means that there is significant positive correlation between teachers' job satisfaction with the organizational commitment in Extraordinary School. The higher the teachers' job satisfaction is, the higher the teachers' organizational commitment it will be. Conversely, the lower the teachers' job satisfaction is, the lower the organizational commitment it will be.

Table 5 and Table 6 show simultaneous influence of teachers' work motivation and teachers' job motivation towards organizational commitment with R Square value of 0.386. It means that there was an influence teachers' work motivation and teachers' job satisfaction as much as 38.6% towards organizational commitment. The rest percentage, as much as 61.4%, was influenced by other variables apart from the variables being studied. Having the Anova Test result F as much as 8.173 with the significance level of 0.002 (< 0.01), the regression model can be used to predict the teachers' organizational commitment in Extraordinary School. From the results of the analysis, it can be concluded that teachers' work motivation and teachers' job satisfaction simultaneously affect the teachers' organizational commitment in Extraordinary School.

Table 5. Results of Multiple Regression Test (Model Summary)

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.621 ^a	.386	.339	4.372	.386	8.173	2	26	.002

Table 6. Results of Multiple Regression Test (Anova)

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	312.400	2	156.200	8.173	.002 ^a
	Residual	496.910	26	19.112		
	Total	809.310	28			

The results above are supported by previous researches that are work motivation and job satisfaction affect organizational commitment [31]. One of the factors of employees' commitment is the motivation related to the commitment [17]. Burton *et al.*, [32] suggests that employees with high motivation will have a strong commitment also to the organization. A motivation problem in individual life and at work is a basic problem. This is normal since motivation is an important variable at work and output of work achieved by an individual anywhere he works [22]. Besides, the leader of an organization is required to guide and is expected to be a good role model for the employees, to motivate them. The leader should encourage his employees' motivation and thus manifest their commitment to the organization.

Lam and Zang [33], who show factors of job satisfaction are significantly correlated with organizational commitment. Colquit, LePine, and Wesson, in their research entitled *Integrative Model of Organizational Behavior* explained that job satisfaction immediately affects the organizational commitment. Highly satisfied employees tend to concern more with the organization, and thus become more committed to the organization. In other words, satisfied workers in an organization will lead to increasing achievement, improved productivity, and less turn over.

The results of the research are relevant to Gunlu's, Mehmed's, and Percin's opinion [24] which said that job satisfaction significantly influence the organizational commitment. Job satisfaction reflects a person's feeling towards the job. A satisfied employee will be more committed to the organization [34]. Promising salaries and promotions can also affect the employees' loyalty to the organization [35].

Maximally motivated and satisfied teachers allow the organization to achieve the goals more easily. As the resources of the educational institute for students with special needs, teachers are expected to show a good commitment in order to reach the vision, mission, and objectives of the education in Extraordinary School. Teachers of Extraordinary Schools as the facilitators in educating children with special needs, such as students with disabilities, deaf, mentally disabled, speech impaired, mentally retarded, ADHD, autism, aggressive, and others, need to have strong commitment as their first step in accomplishing their tasks. Besides, teachers who are already certified are expected to have better performance, commitment, and loyalty as professional teachers.

The significance of the regression line shown in the regression formulation $\hat{y} = 27.159 + 0.266x_1 + 0.145x_2$ indicates that high organizational commitment can be predicted from high work motivation and high job satisfaction, thereby providing evidence that work motivation and job satisfaction have influence towards organizational commitment. The data is presented in standardized coefficients, reaching 0.266 and 0.145 (positive influence) respectively. The influence / effective contribution (SE-sumbangan efektif) of both variables, i.e. work motivation (SE₁) and job satisfaction (SE₂) to organizational commitment of the teachers in Extraordinary Schools reach 28.367 and 10.26 for SE₁ and SE₂, respectively. Teachers' work motivation has greater influence towards organizational commitment compared to the influence of teachers' job satisfaction to it. However, both variables show that the problems of work motivation and job satisfaction in an organization become the point of emphasis in the efforts to overcome any organizational problems, especially organizational commitment of the teachers in Extraordinary School 1 Bantul Yogyakarta.

Work motivation and job satisfaction are not the only variables that influence teachers' organizational commitment. From the results of this research, other variables can be influential factors to organizational commitment, such as personal characteristics (age, working period, level of education, gender, and race), job characteristics (clarity of duties, role suitability, and job challenges), structural characteristics, working experience, as well as natures and qualities of the experiences in the job [17].

4. CONCLUSION

According to the results of the data analysis and discussion of this research, it can be concluded that simultaneously, teachers' work motivation and satisfaction are significantly positive correlated with the organizational commitment. The higher the teachers' work motivation and satisfaction they are, the higher the organizational commitment it will be. Reversely, the lower the teachers' work motivation and satisfaction are, the lower the organizational commitment it will be. There is a high significant positive correlation between teachers' work motivation and organizational commitment. The higher the teachers' work motivation it is, the higher the organizational commitment it is, the lower the teachers' work motivation, the lower the organizational commitment they will be. There is highly significant positive correlation between teachers' job satisfaction with the organizational commitment. The higher the teachers' job satisfaction it is, the higher the organizational commitment it will be; the lower teachers' job satisfaction it is, the lower the organizational commitment it will be. Teachers' work motivation and job satisfaction influence the organizational commitment as much as 38.6%; while 61.4% of the rest of the percentage was caused by other factors, apart from the variable sbeing studied. Teachers' work motivation, compared to teachers' job satisfaction, dominantly influence towards organizational commitment.

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