

The Mediating Role of Teachers' Job Satisfaction in the Relationship Between Teachers' Commitment and Teachers' Work Performance among Secondary School teachers in Sarawak

Evonne Lai Eng Fei¹, Crispina Gregory K Han²

¹Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia

²Unit for Rural Education Research, Faculty of Psychology and Education, Universiti Malaysia Sabah,
Malaysia

pillowet_oxox@hotmail.com; crispina@ums.edu.my

Article Info

Volume 81

Page Number: 2094 - 2099

Publication Issue:

November-December 2019

Abstract

The objective of this study was aimed determine the significant relationship between teachers' commitment, teachers' job satisfaction and teachers' work performance in secondary school teachers in Sarawak. A quantitative approach through the survey instruments was adopted in this study and random sampling technique (ratio) were used to collect 2738 respondents from secondary schools in Sarawak. The instruments used were Organizational Commitment Questionnaire (OCQ), Minnesota Satisfaction Questionnaire (MSQ) and Teachers' Job Performance Self-rating questionnaire (TJPSQ) with 5-points Likert scale. Smart-PLS measurement and structural model were the procedures used to asses and evaluate the statistical significance of relevant path coefficients. The findings showed that there is a significant direct relationship between three factors of teachers' commitment and teachers' work performance and implies that if affective commitment, ongoing commitment and normative commitment are high, then the teachers' work performance is also high.

Article History

Article Received: 5 March 2019

Revised: 18 May 2019

Accepted: 24 September 2019

Publication: 11 December 2019

Keywords: Teachers' Commitment, Teachers' Job Satisfaction, Teachers' Work Performance, Secondary Schools, Sarawak

I. INTRODUCTION

Teachers' commitment is closely related to teacher job performance [1]. Although teachers face the heavy task of implementing student learning, a teacher must remain committed to their profession [2]. Commitment is a major factor affecting teacher work and student performance in schools especially in the teaching profession [3]. Teachers with high levels of commitment work harder to achieve their goals of performance. As Hanson [4] states,

"commitment must be seen as a precautionary measure and as a prescription".

II. ROLE' JOB SATISFACTION AS MEDIATOR

The findings of the meta-analysis study were conducted by Hoffman, Blair, Meriac and Woehr [5] task performance, organizational commitment and job satisfaction are related to one another. A significant negative relationship between work alienation and job satisfaction determined by previous study [6]. Shokrkon and

Naami [7] examined the relationship among job satisfaction and job performance. The result showed that job satisfaction positively affected job performance. Previous studies also proved that job satisfaction could be used as a mediator [8, 9, 10,11].

H₀1: There is no indirect relationship between teachers' commitment, teachers' job satisfaction and teachers' work performance.

III. METHODS

This study used quantitative research, where was collected during the survey by distributing questionnaires to secondary school teachers in Sarawak. From 5000 questionnaire forms distributed, only 2738 teachers returned and answered the questionnaire. Simple random sampling (ratio) was used by the researchers to select the respondents of the study. In this study, the Organizational Commitment Questionnaire (OCQ), the Minnesota Satisfaction Questionnaire (MSQ) was used to measure job satisfaction and the Teachers' Job Performance Self-rating questionnaire (TJPSQ) to measure teachers' work performance. The data distribution in this study has good reliability as all are below 3.0 and kurtosis values are less than 3.0. [12]. Then, the data was analysed using smart-PLS version 3.2.7 [13].

IV. RESEARCH FINDINGS

A. Reflective Measurement Model Evaluation

The validity and reliability of indicators and constructs were analyzed with PLS algorithms for teachers' commitment, teachers' job satisfaction and teachers' work performance. The findings indicated that reliability of indicators, internal consistency, construct validity and convergent validity after removal are acceptable. Apart from that, based on this table 1, factor loading values (> 0.60) can be accepted or maintained [14, 15], AVE values (> 0.50), composite reliability (> 0.70) and

Cronbach's Alpha (> 0.70) are satisfied. AVE values should be greater than 0.50 [16] and results show that each item has AVE > 0.50 . Therefore, results of composite reliability, Cronbach's Alpha, internal consistency reliability [17] and individual item reliability [14,15] have been met in this study especially convergent validity.

B. Structural Model Evaluation

As described in the terms, intermediary factor testing will serve as a guide in this analysis. Firstly, the direct relationship between teachers' commitment and teachers' job performance must be significant if teachers' job satisfaction is excluded from the model. Secondly, when teachers' job satisfaction is included in the model, the indirect relationship between teachers' commitment and teachers' job satisfaction and teachers' job performance must be significant. This significant relationship indicates that the mediator or teachers' job satisfaction has absorbed some or all of the impact on teachers' work performance. For example, the β value of teachers' commitment to teachers' work performance with the existence of teachers' job satisfaction is smaller than its value without teachers' job satisfaction. When these conditions occur, an indirect relationship exists between the related constructs.

As shown in Figure 1, PLS route analysis needs to be estimated first without the presence of intermediary teachers' job satisfaction. Significant path coefficient tests were performed using bootstrapping method with 5000 replicates at a significance level of 0.05. From the figure, it is found that the relationship between teachers' commitment and teachers' work performance is significant with $\beta = 0.604$ and $t = 37.652$ values. The next step is to insert the intermediary into the model as shown in Figure 2. Assessment has focused on whether

the indirect impact of teachers' commitment through teachers' job satisfaction(intermediary) on teachers' work performance is significant. The structural model assessment results showed that teachers' commitment has a significant relationship with teachers' work performance ($\beta = 0.234$); Teachers' commitment was significantly associated with teachers' job satisfaction ($\beta = 0.679$) and teachers' job satisfaction was significantly associated with teachers' workperformance selection ($\beta = 0.548$) at the 0.05 level of significance.

The relationship between teachers' commitment and teachers' work performance decreased to $\beta = 0.234$ after the intermediary was included in the model. This means that intermediaries have absorbed some of the effects of the relationship between teachers' commitment and teachers' work performance, thus indicating an indirect relationship. The effect of indirect relations on teachers' job satisfaction as mediated is shown in Table 1.

FIGURE 1: RESULTS OF BOOKSTRAPPING WITHOUT TEACHERS' JOB SATISFACTION AS MEDIATOR

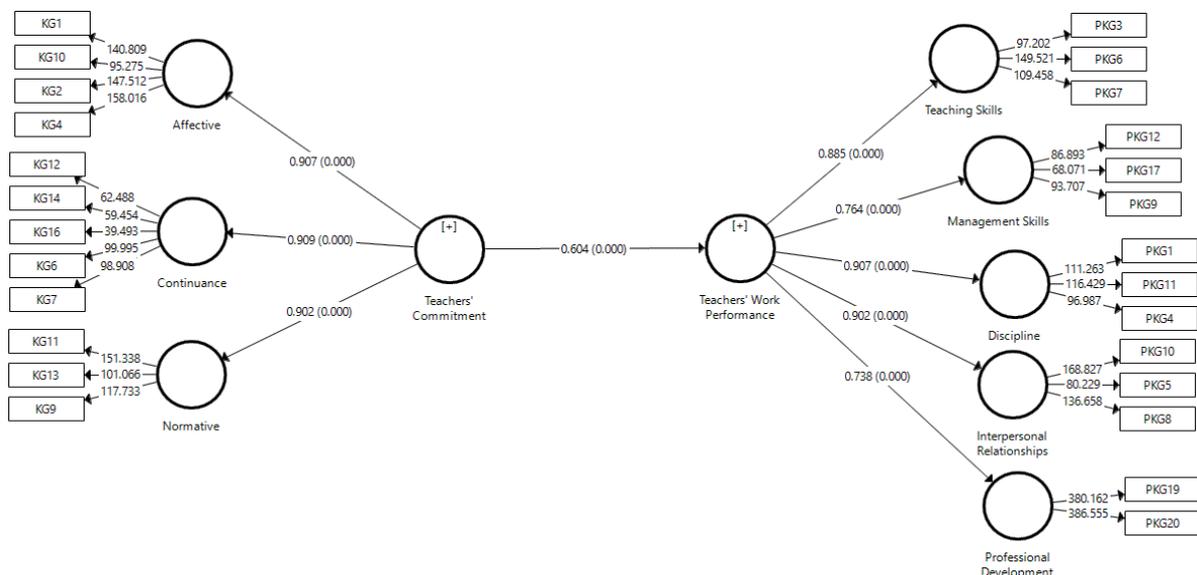


FIGURE 2: RESULTS OF BOOKSTRAPPING WITH TEACHERS' JOB SATISFACTION AS MEDIATOR

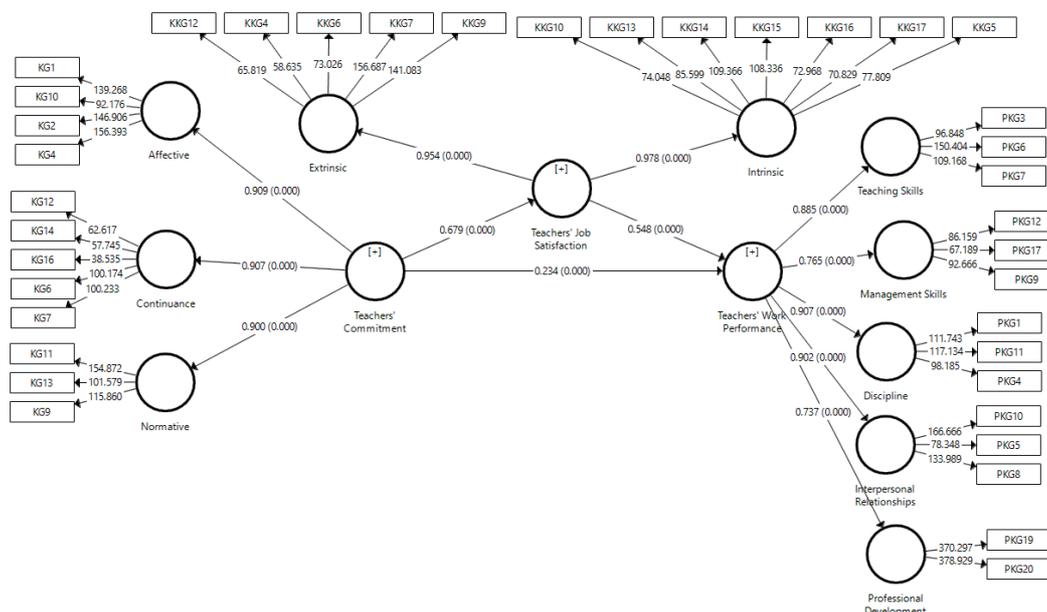


TABLE 1: RESULTS OF DIRECT AND INDIRECT RELATIONSHIPS THROUGH TEACHERS' JOB SATISFACTION AS A MEDIATOR BETWEEN TEACHERS' COMMITMENT AND TEACHERS' WORK PERFORMANCE

Relationship	β	t-value	SE
Without Mediator			
Teachers' commitment – Teachers' Work Performance	0.604	37.652	0.016
With Mediator			
Teachers' commitment – Teachers' Work Performance	0.234	9.402	0.025
Teachers' commitment – Teachers' Job Satisfaction	0.679	48.214	0.014
Teachers' Job Satisfaction – Teachers' Work Performance	0.548	22.175	0.025
Indirect Effect			
Teachers' commitment – Teachers' Work Performance	0.372	18.391	0.020

From Table 1, the indirect effect of teachers' commitment on teachers' work performance through teachers' job satisfaction is shown by the value of $\beta = 0.372$ with a value of $t = 18.391$. These indirect relationships were also significant at the 95% confidence level. This result has proven that teachers' job satisfaction mediates teachers' commitment and teachers' work performance. This means that the relationship between teachers' commitment and teachers' work performance is due to teachers' job satisfaction. Thus, the alternative hypothesis of H_0 for this study is not accepted.

V. DISCUSSIONS

Teachers' job satisfaction has provided empirical evidence that it acts as a mediator based on the findings of the study. The effect of significant direct relationship between teachers' commitment and teachers' work performance as reflected by teachers' job satisfaction indicates that the role of teachers' job satisfaction is an important mediator in predicting teachers' work performance. It is also the cause of the direct relationship between teachers' commitment and teachers' work performance. This argument takes into account the statements by Leal-Rodríguez, A. L., Ariza-Montes, J. a., Roldán, J. L. & Leal-Millán, A. G. [18], MacKinnon, Coxe and Baraldi [19]

and Picón, Castro and Roldán [20] state that the role of intermediaries is to explain the reason of a relationship exists between independent variables and dependent variables. This study has placed three factors under the construction of teachers' commitment namely affective commitment, continuous commitment and normative commitment. These factors were then linked to teachers' work performance to see patterns of teachers' performance based on factors of teachers' commitment. The findings of this study have shown that there is a significant positive direct relationship between the three factors of teachers' commitment and teachers' work performance. This finding implies that if affective commitment, ongoing commitment and normative commitment are high, then teachers' work performance is also high. The findings of this study are supported by previous study by Hoffman, Blair, Meriac and Woehr [5] task performance, organizational commitment and job satisfaction are related to one another. This findings also supported by previous study of Sirin, E.F., Duman, S. and Karakus, S. [6] which determined a significant negative relationship between work alienation and job satisfaction. However, Shokrkon and Naami [7] examined the relationship among job satisfaction and job performance and the result showed that job satisfaction positively affected

job performance. Job satisfaction also could be used as a mediator as this is proved by previous studies [8, 9, 10, 11]. According to social exchange theory, organizational practices that support employees feel valued and accountable through reciprocal norms and result in increased commitment [21, 22, 23, 24, 25] which support this finding of this study.

VI. CONCLUSIONS

All educational institutions, especially schools, aim to have teachers committed to their organizations. Many studies have shown that committed workers are more likely to be high-performing workers who benefit their organizations in terms of productivity and profit. Among the factors that contribute to the effectiveness of teachers' quality of work is in terms of job satisfaction. Job satisfaction is essential and if all needs are met, individuals will feel comfortable with the task given while increasing the motivation of teachers to give their best in their work commitments and thus contribute to improve their work performance.

REFERENCES

- [1] O. J. Olurotimi, K. W. Asad, and A. Abdulrauf, "Motivational Factors and Teachers Commitment in Public Secondary Schools in Mbale Municipality," *J. Educ. Pract.*, 2015.
- [2] N. Laily, and D. U. Wahyuni, D.U., "Teacher Performance Based on Stress and Organizational Commitment," *International Journal of Scientific and Research Publications*, Volume 7, Issue 12, ISSN: 2250-3153. December 2017.
- [3] T. Coladarci, "Teachers' sense of efficacy and commitment to teaching," *J. Exp. Educ.*, 1992.
- [4] J. W. Hanson, "The Role of Commitment in Learning," *Educational Leadership*, 142-147, 1955.
- [5] B. J. Hoffman, C. A. Blair, J. P. Meriac, and D. J. Woehr, "Expanding the criterion domain? A quantitative review of the OCB literature," *J. Appl. Psychol.*, 2007.
- [6] E. F. Sirin, S. Duman, and S. Karakus, "Work Alienation in Predicting Job Satisfaction among Physical Education Teachers," *Turkey World Applied Sciences Journal*, 12(8), pp.1207-1213, 2011.
- [7] H. Shokrkon, and A. Naami, "The relationship of job satisfaction with organizational citizenship behavior and job performance in Ahvaz factory workers," *J. Educ. Psychol.*, 3: 39-52, 2009.
- [8] S. I. A.-S. Ahmad, C. Subramaniam, M. S. Faridahwati, and A. S. I. Al-Shuaibi, "The Mediating Influence of Job Satisfaction on the Relationship between HR Practices and Cyberdeviance Ahmad," *J. Mark. Manag.*, 2014.
- [9] O. F. Malik, A. Waheed, and K.-U.-R. Malik, "The Mediating Effects of Job Satisfaction on Role Stressors and Affective Commitment," *Int. J. Bus. Manag.*, 2010.
- [10] K. Shahzad, H. Mumtaz, K. Hayat, and M. A. Khan, "Faculty workload, compensation management and academic quality in higher education of Pakistan: Mediating role of job satisfaction," *Eur. J. Econ. Financ. Adm. Sci.*, 2010.
- [11] S. Wang and X. Yi, "It's happiness that counts: Full mediating effect of job satisfaction on the linkage from LMX to turnover intention in Chinese companies," *Int. J. Leadersh. Stud.*, 2011.
- [12] R. B. Kline, "Principles and practice of structural equation modeling: New York: Guilford Press Google Scholar," *Struct. Equ. Model.*, 2011.
- [13] J.-M. Ringle, Christian M., Wende, Sven, & Becker, "SmartPLS 3. Bönningstedt: SmartPLS," Retrieved from. 2015.
- [14] M. Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, "A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM). 2nd edition," Thousand Oaks, CA: Sage. 2017.
- [15] M. Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, "A primer in partial least squares structural equation modelling (PLS-SEM)," London: SAGE Publications Inc. 2014
- [16] C. Fornell and D. F. Larcker, "Evaluating Structural Equation Models with Unobservable Variables and Measurement Error," *J. Mark. Res.*, 1981.
- [17] J. Nunnally and I. Bernstein, "Psychometric Theory, 3rd edn, 1994," McGraw-Hill, New York, 1994.
- [18] A. L. Leal-Rodríguez, J. A. Ariza-Montes, J. L. Roldán, and A. G. Leal-Millán, "Absorptive capacity, innovation and cultural barriers: A conditional mediation model," *J. Bus. Res.*, 2014.
- [19] D. P. MacKinnon, S. Coxé, and A. N. Baraldi, "Guidelines for the Investigation of Mediating

- Variables in Business Research,” *J. Bus. Psychol.*, 2012.
- [20] A. Picón, I. Castro, and J. L. Roldán, “The relationship between satisfaction and loyalty: A mediator analysis,” *J. Bus. Res.*, 2014.
- [21] J. B. Fuller, T. Barnett, K. Hester, and C. Relyea, “A social identity perspective on the relationship between perceived organizational support and organizational commitment,” *J. Soc. Psychol.*, 2003.
- [22] L. M. F. Shore and S. J. Wayne, “Commitment and Employee Behavior: Comparison of Affective Commitment and Continuance Commitment With Perceived Organizational Support,” *J. Appl. Psychol.*, 1993.
- [23] J. M. Haar and C. S. Spell, “Programme knowledge and value of work-family practices and organizational commitment,” *Int. J. Hum. Resour. Manag.*, 2004.
- [24] A.J. Wheaton, “The generation of organizational commitment in a cross-cultural context”, *Asia Pacific Business Review*, Vol. 6 No. 1, pp. 73-103, 1999.
- [25] A. W. Joshi and R. L. Stump, “Determinants of Commitment and Opportunism: Integrating and Extending Insights,” *Can. J. Adm. Sci.*, 1999.