

Explanatory Sequential Analysis of Organizational Commitment Based on Organizational Culture, Principal' Supervision and Job Satisfaction

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ABSTRACT: This study aimed to investigate the relationship between organizational culture, principal's supervision and job satisfaction to the organizational commitment of vocational high school teachers in Bekasi, West Java, Indonesia. This study used a combination of sequential explanatory research. The total sample was 197 respondents. Qualitative data was collected using interview, observation, and documentation. The findings reveal 1). There is a significant positive relationship between organizational culture to organizational commitment, with a correlation coefficient = 0.760. There is a meaningful positive relationship between supervision principals with organizational commitment with correlation coefficient 0.670.3). There is a significant positive relationship between job satisfaction and organizational commitment with a correlation coefficient of 0.691. 4). There is a significant positive relationship between the organization culture, principal's supervision and job satisfaction together with organizational commitment with the correlation coefficient = 0.752.

KEYWORDS: organizational culture, principal's supervision, job satisfaction, organizational commitment.

I. INTRODUCTION

The new paradigm in learning puts the teacher not the only source of education, but a teacher serves as mediator and facilitator to mediate and facilitate the learning process of students. This role will be able to run correctly if the teacher has an excellent organizational commitment. When teachers have a high sense of emotional attachment to the school teachers, certainly do the best to perform obligations to achieve the objectives of the school. Also, the responsibility as one of the characteristics of organizational commitment will encourage teachers to continuously strives to improve the ability to carry out duties and responsibilities well. A preliminary research survey of 110 temporary teachers of vocational high schools or in Indonesia is known as *Sekolah Menengah Kejuruan* (SMK) on 60 teachers obtained a description of organizational commitment of teachers in Bekasi as follows: sense of emotional attachment to the organization (58.18%), conformity to the values in schools (57.27%), flavor need in school organizations (61.81%), hope in the future (59.09%), responsibility (63.63%), loyalty (61, 81%). The data shows that the overall average observations regarding organizational commitment are relatively low at 39.7% in average. This reality should probably not be ignored and should get the attention of the various parties concerned. Therefore it is necessary for efforts to improve organizational commitment of teachers for educational purposes.

Based on the background of the problems that have been raised, the identification of issues relating to the organizational commitment is being highlighted as follows:

1. Is there a relationship between the organizational culture with organizational commitment?
2. Is there a relationship between job satisfaction and organizational commitment?
3. Is there a relationship between supervision of the school principal to organizational commitment?

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Organizational commitment on every teacher is essential because of the high organizational commitment; a teacher can be more responsible for the job. Teachers can also work with full concentration because it is not bothered by the desire to change positions." *Organizational commitment is defined as the desire is owned by the employee to remain a member of the organization. Organizational commitment affects an employee to remain a member of the organization or leave the organization to seek employment elsewhere*" [1]. Organizational commitment is "the degree to the which people identify with the organization that employs them. It implies a willingness on the employee's part to put forth a substantial effort on the organization's behalf and his or her intention to stay with the organization for along time" [2]. Organizational commitment is the extent of identification of a person to the organization that hired him. It implies a willingness on the part of employees to put forth a great effort on behalf of the group as well as its intention to remain with the organization in the long term.

Each organization including school institution has its own culture that distinguishes it from other organizations. The organizational culture is a system of values shared by member organizations to solve problems that arise. Culture of the organization is a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered invalid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to reviews those problems [3]. The opinion means that organizational culture is a pattern of underlying assumptions studied by the group to address the issues of external adaptation and internal integration and implemented therefore and adequately taught to new members as the correct way to understand, think and feel associated with these problems.

Teachers have a variety of potential that can be developed to improve performance. Therefore it takes a teacher training program, among which are the supervision of the school principal. "Supervisions are essential to any organization that depends on people to achieve success"[4]. Supervision is essential for any organization that relies on people to achieve success. This is understandable as control is an inseparable part of all management functions.

Furthermore, Cassidy and Kreitner explain "supervisor is any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or responsibility to direct them. Supervisor is a person who has the authority for the benefit of the employer, to hire, transfer, suspend, lay off, recall, raised position, pull out, assign, reward, or discipline other employees, or responsible for directing the employee, or receive complaints, or adequately some authorities recommend no routine. The concept developed educational supervision is no longer limited to check the performance of the teacher or to evaluate the work of teachers. By contrast, the idea of instructional guidance evolved into a technical process aimed at preparing the conditions to develop in a sustainable manner teacher. Further education supervision seeks to improve the teaching and learning process; and it requires cooperation and teamwork, which must be shared by all who care for the interests of the educational process. This process becomes more dependent on the planning, organization, and evaluation [5].

Job satisfaction is a pleasant emotional attitude to the job. This position is reflected by morale, discipline, and work performance. The term job satisfaction refers to an individual's general attitude toward his work. A person with a high level of job satisfaction showed a positive attitude towards the work; someone who is not satisfied with his work displayed a negative attitude towards the job [6]. The above explanation shows the magnitude of the relationship of job satisfaction with one's work attitude. Job satisfaction is evident from the work attitude of someone in implementing duties. Someone who has high job satisfaction will show a positive attitude, otherwise, low job satisfaction will show a negative attitude.

Evolving dynamics in the world of education today is the importance of attention to job satisfaction of teachers to create a conducive environment so that teachers can work optimally. Therefore, to know the expectations and wishes of the teachers, the school should pay attention to the factors that affect job satisfaction of teachers. In principle, the teacher has the task not limited to official duties but also outside the office as well as in carrying out his service as a human being. To educate means to continue and to develop the values of life. To teach is to continue and develop science and technology while the train means to develop skills in students [7].

Based on the above framework, the research hypothesis is formulated as follows:

1. There is a definite relationship between the organizational culture with the organizational commitment of teachers.

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2. There is a positive relationship between supervision by the school head to teacher's organizational commitment.
3. There is a positive relationship between job satisfaction and organizational commitment of teachers.
4. There is a positive relationship between the culture of the organization, principals, supervision and job satisfaction together with teachers' organizational commitment.

II. RESEARCH METHODOLOGY

The study will be conducted using a combination of sequential explanatory design which in the first phase of the research carried out by using quantitative methods and in the second stage with qualitative methods. The research variables consisted of three independent variables, namely the culture of the organization, supervision of the school principal, and satisfaction with the dependent variable is organizational commitment. The population in this study are all teachers of non-civil servants with tenure over one year in Bekasi in the academic year 2014/2015, amounting to 389 teachers. The population is spread in 11 (eleven) vocational high schools. The sample in this study amounted to 197 respondents calculated by the Slovin's formula captured randomly and proportionally.

III. RESULT AND DISCUSSION

Hypothesis testing shows that there is a functional relationship between the organizational culture to organizational commitment by the regression equation $Y = 43,857 + 0.603X_1$ with $F_{\text{count}} = 266.70 > F_{\text{table}} (\alpha = 0.05) = 3.89$ and $F_{\text{table}} (\alpha = 0.01) = 6.77$. This means that the significance of regression is very significant. The functional relationship be linear as evidenced by the linearity test with $F_{\text{count}} = 1.06 < F_{\text{table}} (\alpha = 0.05) = 1.41$ and $F_{\text{table}} (\alpha = 0.01) = 1.62$, which means regression is linear. The resulting correlation coefficient values of 0.760 which show that any increase organizational culture scores will improve organizational commitment. The coefficient of determination between the organizational culture with organizational commitment is 0.578. This way, the higher the culture of the organization, the higher the teachers' organizational commitment. Thus, the findings of facts and data in this analysis further support previous findings of the positive influence of organizational culture on organizational commitment.

Hypothesis testing shows that there is a functional relationship between the supervision of the school principal and organizational commitment by the regression equation $Y = 69,139 + 0.526X_2$ with $F_{\text{count}} = 158.67 > F_{\text{table}} (\alpha = 0.05) = 3.89$ and $F_{\text{table}} (\alpha = 0.01) = 6.77$, which means that the significance of regression is very significant. The functional relationship is linear as evidenced by the linearity test with $F_{\text{count}} = 1.06 < F_{\text{table}} (\alpha = 0.05) = 1.41$ and $F_{\text{table}} (\alpha = 0.01) = 1.62$. The resulting correlation coefficient values of 0.670 which show that any increase in scores supervision of the principal will increase organizational commitment. The coefficient of determination between the supervision of the principal with organizational commitment is 0.449.

Based on the above it can be concluded that the better supervision of the school principal, the higher the organizational teachers' commitment. Thus, the findings of facts and data in this analysis further support previous findings of the positive influence between supervision principals with organizational commitment.

The hypothesis testing shows that there is a functional relationship between job satisfaction and organizational commitment by the regression equation $Y = 59,285 + 0.555X_3$ with $F_{\text{count}} = 178.25 > F_{\text{table}} (\alpha = 0.05) = 3.89$ and $F_{\text{table}} (\alpha = 0.01) = 6.77$, which means that the significance of regression is very significant. The functional relationship is linear as evidenced by the linearity test with $F_{\text{count}} = 0.84 < F_{\text{table}} (\alpha = 0.05) = 1.41$ and $F_{\text{table}} (\alpha = 0.01) = 1.62$. The resulting correlation coefficient values of 0.691 which shows that any increase in scores of job satisfaction will increase organizational commitment. The coefficient of determination between the job satisfaction with organizational commitment is 0.478.

Based on the above it can be concluded that the higher the job satisfaction, the higher the organizational teachers' commitment. Thus, the findings of facts and data in this analysis further support previous findings of the positive influence between job satisfaction with organizational commitment.

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The result of hypothesis testing shows that there is functional relationship of organizational culture, principal supervision and job satisfaction with organizational commitment with regression equation $\hat{Y} = 35,728 + 0.353X_1 + 0.164X_2 + 0.198X_3$ with value $F_{count} = 118,64 > F_{table} (\alpha = 0.05) = 2.65$ and $F_{table} (\alpha = 0.01) = 3.88$ which means that regression significance is very significant. The value of the correlation coefficient of 0.805 was indicating that any increase of organizational culture score, principal supervision, and job satisfaction together will increase organizational commitment. The coefficient of determination between organizational culture, principal supervision and job satisfaction with organizational commitment is 0.648. Other factors contributing to 35.20% were expressed through a qualitative research focus to find out other factors outside the organizational culture, principal supervision and job satisfaction associated with organizational commitment of non-permanent teachers in Bekasi, West Java, Indonesia. The findings of other factors suspected to be related to the achievement based on the results of observation, interview and documentation of qualitative research in the field are: 1. rewards for achievement, 2. career development, 3. opportunity to obtain certification 4. payroll system complying the minimum wage standard, and 5. protection of health and safety. The five factors outside the above research variables, causing an increase in variable organizational commitment of non-permanent teachers. For that, it needs immediate handling for the improvement of organizational commitment of non-permanent teachers in vocational high schools by overcoming the above five problems gradually and simultaneously.

IV. CONCLUSION

Organizational culture, principal supervision and job satisfaction together contribute the significant amount of 64.8% to organizational commitment in the setting of private vocational high schools in Bekasi, West Java, Indonesia, while 35.20% was provided by other variables related with the commitment. The qualitative research revealed that those factors are rewards for achievement, career development, opportunity to obtain certification, payroll system complying the minimum wage standard, and protection of health and safety.

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