



Sequential explanatory analysis on teachers' commitment investigated from organizational culture, transformational leadership, and job satisfaction

Yasnimar Ilyas*, Suwanto Hadhienata, Rita Retnowati

Post Graduate Program, Pakuan University, Bogor, Indonesia

Abstract

This research aims to determine the relationship between organizational culture; transformational leadership and job satisfaction with the commitment to the organization. The selected samples were 240 teachers of a private junior high school in Bogor Regency. This research used sequential mixed method explanatory. The result concludes that: (a) there is a positive relationship between culture of organization with teacher's commitment for the organization with the coefficient correlation value of 0.454 and coefficient determination value of 0.206, (b) there is a positive relationship between transformational leadership with teacher's commitment for the organization that with correlation coefficient value of 0.505 and determination coefficient value of 0.255, (c) there is a positive relationship between job satisfaction with teacher's commitment for the organization that with correlation coefficient value of 0.618 and determination coefficient value of 0.381. Overall, there is a positive relationship between organizational culture, transformational leadership, and job satisfaction together with teacher's commitment for the organization with correlation coefficient value of 0.380 and determination coefficient of 0.387 indicating that organization culture, transformational leadership, and job satisfaction contribute to the commitment for the organization of 38.7%.

Keywords: organizational culture, transformational leadership, job satisfaction, organizational commitment

1. Introduction

The factors that affect the commitment of teachers, among others, the personality of the teacher, transformational leadership of the principal, teachers' satisfaction, teacher motivation, decision making teachers, and school organizational culture [1]. School corporate cultures are values or meaning agreed upon by teachers and school that will bring up a joint agreement on what should be retained and the level in the organization of schools to accomplish the educational goals [2].

The principal transformational leadership will seek to improve morality as well as conducting principals in guiding teachers to develop a vision together, distributing the authority of the command, and to motivate teachers and staff to perform the work beyond the limits of duties to achieve school organizational goals [3].

Job satisfaction is thought to have a strong influence on the commitment of teachers who earn higher job satisfaction that will tend to have a high level of commitment. Teachers were satisfied with they have positive thinking about the task making them do a good job and fulfill obligations under the assignment of responsibility. Also, they will play an active role in the activities of school organizations. The teacher subsequently committed to the organization of the school [4].

Based on the description theory study above, teachers' commitment to the organization is summarized as a willingness and emotional attraction of an individual to remain in the organization and have the confidence to accept the goals and values that exist in the organization, and took part in the activities of the organization in the form of the affective, continuance and normative commitment to the

organization's loyalty indicators, involvement in the organization.

Organizational culture is an understanding of the values and norms is essential in organizations that can guide the behavior of its members [5]. Also, corporate culture is a system of shared meanings that are shared by members that distinguish the organization with other organizations, meaning the system is seven main characteristics, namely: (1) innovation and risk taking, efforts to encourage employee innovatively and take risks, (2) attention there is a detail which employees are expected to exhibit precision, analysis and have focused on aspect, (3) the results of the orientation of the extent to which the management, results-oriented rather than to the processes and techniques, (4) the direction, the degree to which management decisions take into consideration the effect of the results of the members of the organization, (5) team orientation, the extent to which the activities carried out by a team rather than individuals, (6) the aggressiveness of how the level of aggressive and competitive, (7) steadiness, how the activities emphasize maintaining the status quo is not growth [6].

Based on the description theory that has been stated above, it can be synthesized that organizational culture is a belief, a perception shared values that form the organization's members on the attitude, behavior and communication patterns in the implementation process and problem-solving work in achieving organizational goals. The indicator of the culture of the organization is as follows: (1) The standard behavior of existing work as a guide to what extent the work is done. (2) The core value that was agreed on how to deal to the cost of the quality of graduates, (3) Guidelines for the implementation

of the work, which is associated with the program activities of the organization, (4) organization's policy, how policy set in the process of execution of work, (5) communication patterns; patterns of interaction among members of the organization.

Transformational leadership is a leader behavior that can influence their followers to agree on sharing the vision, which means at their jobs and became an exemplary leader who deserves the example for his followers in developing their potential, by looking at the problem from a new perspective. The transformational leader can give rise to awareness to his followers about the results achieved, and they can reach it. So what needs to change ways of looking at followers of their work leading to the common good the focus is not just a short-term interest but to produce a performance more than expected [7].

There are four dimensions of transformational leadership, namely: (a) charisma, by providing a sense of vision and mission as well as instilling a sense of pride and respect and confidence of his followers. (b) inspiration, high-hope-a hope that is communicated by using the symbols for-purposed focuses efforts and explain essential goals easily. (c) intellectual stimulation), by way of boosting intelligence, rationality and resolve problems carefully. (d) Individual attention, attention is given individually to treat own employees in providing training and advice [8].

Job satisfaction is essential to the realization of quality work because if a teacher has a high level of job satisfaction will show a right attitude towards work. Job satisfaction is a positive feeling about his work, which results from an evaluation of its characteristics. A person with a high level of job satisfaction has a positive attitude about the work, while a person with a low level has negative feelings. The indicators of job satisfaction areas: (1) the job itself, (2) quality of supervision, 3) relationships with co-workers 4) opportunities for promotion 5) the remuneration received is perceived to be fair [6].

Based on above description, the following hypothesis is formulated:

1. There is a positive relationship between an organizational culture with teachers' commitment to the organization.
2. There is a positive relationship between transformational leadership with teachers' commitment to the organization.
3. There is a positive relationship between job satisfaction and commitment of teachers to the organization.
4. There is a positive relationship between organizational culture, transformational leadership, and job satisfaction together with the commitment to the organization.

2. Materials and methods

The study conducted by using a combination of the model of the 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. The independent variables comprise Organizational Culture (X_1), Transformational Leadership (X_2) and job satisfaction (X_3), while the dependent variable (Y) is Organizational Commitment.

The population in this study is the whole private junior high school teachers in Bogor City, amounting to 4226 teachers.

The population is spread in 538 schools, and as calculated by method multistage random sampling [9], the total sample was 240 teachers.

The study used a questionnaire with a scale interval, interviews, and secondary data.

3. Results & Discussion

Regression test calculation on the relationship between organizational culture to the organization's commitment generated the regression equation $Y = 67,025 + 0.463X_1$ with calculated $F = 0.1035$ and $F_{table} = 2.410$ which is smaller than computed F indicated that the regression equation is linear. Further, calculated $t = 7.697$ is higher than $t_{table} = 1.97$ showing that the correlation coefficient of the organizational culture is significant to teacher's commitment to the organization. The coefficient of determination between the corporate culture and organizational commitment is 0.206 indicating that 20.6% of teacher's commitment to the organization is the contribution of organizational culture, while 79.4% was contributed by other variables that are associated with an increased commitment to the organization strengthens the previous research on the positive effect of organizational culture to the teachers' organizational commitment [10] as well as qualitative research that shows the same tendency.

The functional relationship between transformational leadership and commitment to the organization can be displayed in the form of the regression equation as follows: $Y = 64,421 + 0.462X_2$. Based on the calculations, $F_{calculated} = 0.128$ while $F_{table} = 2.410$ indicating the regression equation is linear with correlation coefficient = 0.505. The strength of a positive relationship between the X_2 and Y variables is observed from the value of t-test. Calculated $t = 9.020$ is higher than $t_{table} = 1.97$ indicating that the correlation coefficient of the transformational leadership is significant to teacher's commitment to the organization. The coefficient of determination between the transformational leadership and organizational commitment is 0.255 indicating that 25.5% of teacher's commitment to the organization is the contribution of transformational leadership, while 74.5% was contributed from other variables that are associated with an increased commitment to the organization. This finding strengthens the previous research on the positive effect of transformational leadership to the teachers' organizational commitment [11] as well as qualitative research that shows the same tendency.

The functional relationship between job satisfaction and commitment to the organization can be displayed in the form of the regression equation as follows: $Y = 46.921 + 0.624X_3$. Based on the calculations, $F_{calculated} = 0.030$ while $F_{table} = 2.410$ indicating the regression equation is linear. The strength of a positive relationship between the X_3 and Y variables is observed from the value of t-test. Calculated $t = 12.115$ is higher than $t_{table} = 1.97$ indicating that the correlation coefficient of the job satisfaction is significant to teacher's commitment to the organization. The coefficient of determination between the job satisfaction and organizational commitment is 0.381 indicating that 38.1% of teacher's commitment to the organization is the contribution of job satisfaction, while 71.9% was contributed from other variables that are associated with an increased commitment to the

organization. Strengthens the previous research on the positive effect of job satisfaction to the teachers' organizational commitment ^[12] as well as qualitative research that shows the same tendency.

Overall test results of multiple regression analysis is $Y = 41,850 + 0.032X_1 + 0.089X_2 + 0.531X_3$. Since $F_{\text{calculated}} = 49,756$ is higher than the $F_{\text{table}} (\alpha = 0.05) = 2,41$, the relationship between organizational culture (X_1), transformational leadership (X_2), and Job Satisfaction (X_3) together with the organizational commitment (Y) is very significant. The coefficient of determination between Organizational Culture, Transformational Leadership and Job Satisfaction with Organizational Commitment is $= 0.387$. Then this means that 38.7% of variance Commitment to the organization is the result of contributions from Organizational Culture, Transformational Leadership, and Job Satisfaction jointly.

This research proved that organizational culture, leadership, and job satisfaction, have a direct positive influence toward a corporate commitment of teachers in private-junior high school. Although there have been different approaches and research findings on organizational culture, leadership and job satisfaction toward organizational commitment, it is more likely for the teachers who have a unique culture, leadership and job satisfaction in their school to perform organizational commitment better because teachers attitudes affect their behavior. Thus positive attitudes are expected to result in positive reactions. These positive behaviors will also improve the performance of teachers and bring out positive results for their school. Therefore, it is quite essential for the school to be aware of the factors that will affect its teachers' organizational commitment. Positive organizational culture, transformational leadership, and job satisfaction will increase real organizational commitment. This subject is even more critical for education organizations where extra-role behaviors of teachers are much more required. Any other conduct of the teachers will increase contribution to education in return. Considering the research findings, it can be pointed out that in enhancing the organizational commitment of teacher in junior-high would be strengthening the organizational culture, leadership, and job satisfaction.

4. Conclusions

There is a significant positive relationship between the organizational culture with Teacher Commitment to the organization as indicated by the correlation coefficient $= 0.454$ and coefficient of determination $= 0.206$ supported by the qualitative data.

There is a significant positive relationship between transformational leadership with teacher commitment to the organization as indicated by the correlation coefficient $= 0.505$ and coefficient of determination $= 0.255$ supported by the qualitative data.

There is a significant positive relationship between job satisfaction with teacher commitment to the organization as indicated by the correlation coefficient $= 0.618$ and determination coefficient $= 0.381$ supported by the qualitative data.

There is a significant positive relationship between organizational culture, Transformational Leadership, and Job Satisfaction in Teachers' Commitment to the organization as

indicated by the correlation coefficient $= 0.380$ and coefficient of determination $= 0.387$ supported with the qualitative data.

5. References

1. Akram M, Afzal U, Ramay MI. Mediating Role of Organizational Commitment in Relationship between Emotional Intelligence and Job Performance: Evidence from Higher Education Sector of Pakistan. *Global Management Journal for Academic & Corporate Studies*. 2017; 7(1):110.
2. Pavlovic N. Influence of organizational culture and leadership style of the school principal on teachers' satisfaction. *Kwartalnik Pedagogiczny*. 2015;3:74-91.
3. Day C, Gu Q, Sammons P. The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*. 2016; 52(2):221-58.
4. Tarigan V, Ariani DW. Empirical study relations job satisfaction, organizational commitment, and turnover intention. *Advances in Management and Applied Economics*. 2015; 5(2):21.
5. Luthans F, Luthans BC, Luthans KW. *Organizational Behavior: An evidence-based approach*. IAP; 2015.
6. Robbins, Judge. *Essentials of Organizational Behavior*, Global Edition. Pearson Education Limited, 2018.
7. Allen N, Grigsby B, Peters ML. Does Leadership Matter? Examining the Relationship among Transformational Leadership, School Climate, and Student Achievement. *International Journal of Educational Leadership Preparation*. 2015; 10(2):1-22.
8. Shatzer RH, Caldarella P, Hallam PR, Brown BL. Comparing the effects of instructional and transformational leadership on student achievement: Implications for practice. *Educational Management Administration & Leadership*. 2014; 42(4):445-59.
9. Palinkas LA, Horwitz SM, Green CA, Wisdom JP, Duan N, Hoagwood K. Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*. 2015; 42(5):533-44.
10. Arifin HM. The influence of competence, motivation, and organisational culture to high school teacher job satisfaction and performance. *International Education Studies*. 2014; 8(1):38.
11. Dou D, Devos G, Valcke M. The relationships between school autonomy gap, principal leadership, teachers' job satisfaction and organizational commitment. *Educational Management Administration & Leadership*. 2017; 45(6):959-77.
12. Bogler R, Nir AE. The contribution of perceived fit between job demands and abilities to teachers' commitment and job satisfaction. *Educational Management Administration & Leadership*. 2015; 43(4):541-60.