

Effect of Job Satisfaction and Work Motivation on Affective Commitments of School Principal

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Abstract: The role of the principal in providing quality school services requires a strong affective commitment. The purpose of this study is to determine the direct effect of job satisfaction and work motivation on the principal's affective commitment. This research was conducted in DKI Jakarta, Indonesia. This study uses a survey method with the path analysis approach. Data collection is by distributing questionnaires as many as 90 respondents with simple random sampling technique with Slovin formula. Based on the results of data analysis, this study found that there was a positive direct effect on job satisfaction and work motivation that would increase the principal's affective commitment. This study presents implications for education administrators and policy makers in order to increase affective commitment through strengthening job satisfaction and work motivation. This research contributes to bridging the research gap by examining the effects of various dimensions of job satisfaction and work motivation on principal's affective commitment.

1 INTRODUCTION

Schools as one of the institutions for the development and training of skills and life skills must be able to improve the quality of their human resources to answer the challenges in this global competition. Education in schools is a shared responsibility between the government, schools, teachers, parents, and the community. In particular, in schools to make it happen, the role of principals who have affective commitment is needed to make quality education in schools.

Affective commitment is an emotional attachment between the principal and the organization. The several factors that influence the principal's affective commitment are job satisfaction and work motivation. Kinicki and Fugate (2016) said "job satisfaction is an affective or emotional response toward various facets of one's job". In Collquit, Lepine, and Wesson's research (2017) explained that "job satisfaction is strongly correlated with affective commitment, so satisfied employees are more likely to want to stay with the organization". Furthermore Locke (2009) also explained that "another attitudinal variable that is closely related to job satisfaction is organizational commitment". It can be explained that job satisfaction has a relationship with affective

commitment, which both tend to help the organization achieve its goals.

Furthermore, other factors that influence affective commitment are work motivation. Yukl (2010) explained that "two situational variables that influence task commitment are the formal reward system and the intrinsically motivating properties of the work itself. Member commitment to perform the task effectively will be greater if the organization has a reward system that provides attractive rewards contingent on performance". Affective commitment of the principal in carrying out the task will be better if an organization has a good reward system and high work motivation.

Job satisfaction and work motivation have a strong influence on the affective commitment of an organization directly or indirectly. Job satisfaction and work motivation are common problems in every organization. Therefore, the study of the effect of job satisfaction and work motivation on the affective commitment of the principals of State High School in DKI of Jakarta is important, as information to stakeholders in efforts to improve the quality of education.

As for the formulation of the problem, this research can be formulated as follows:

- 1) Is there a direct effect of job satisfaction on affective commitment?

- 2) Is there a direct effect of work motivation on affective commitment?
- 3) Is there a direct effect of job satisfaction on work motivation?

2 LITERATURE REVIEW

2.1 Affective commitment

Rae Andre (2008) stated that “affective commitment is feeling of obligation to remain with every one’s company”. While Luthans (2011) explained that “affective commitment involves employees’ feelings of obligation to stay with the organization because they should; it is the right thing to do”. Furthermore Gibson, Ivancevich, Donnelly, and Konopaske (2012) explained “affective commitment is a feeling of loyalty for the organization”.

It can be concluded that affective commitment is emotional attachment between employees and organizations. as for the dimensions are 1) the desire to remain in the organization, 2) have emotional ties with the organization, 3) have confidence in the values and goals of the organization.

2.2 Job Satisfaction

Schermerhorn (2011) states that “job satisfaction is the degree to which an individual feels positive or negative about a job”. The five facets of job satisfaction measure by the JDI are the work itself, quality of supervision, relationships with co-workers, promotion opportunities, pay adequate of pay”.

Shane dan Glinow (2015) state, “job satisfaction is a person’s evaluation of his or her job and work context. It is an appraisal of the perceived job characteristics, work environment and emotional experiences at work”. The Kinicki and Fugate (2016) reveal about “job satisfaction is an affective or emotional response toward various facets of one’s job”.

It can be synthesized that someone's job satisfaction is someone's feeling of pleasure or dislike of the results of the work they achieve. The indicators are 1) high loyalty to the job, 2) like the job, 3) the relationship with the work colleagues, 4) the opportunity to promote and get the appropriate income.

2.3 Work Motivation

According to Colquitt, LePine and Wesson (2017), explain that “motivation is defined as a set of

energetic forces that originates both within and outside an employee, initiates work related effort, and determines its direction, intensity, and persistence. Motivation is a critical consideration because job performance is largely a function of two factors: motivation and ability”. Whereas according to Schermerhorn, Hunt, and Osborn (2011) argue that “motivation refers to the individual forces that account for the direction, level, and persistence of a person's effort expended at work”. Next is Robbins and Judge (2017) motivation as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal.

Work Motivation is a set of internal/external abilities/strengths, psychological strengths, and accompanied by the existing work characteristics of all employees so that employees can show definite, focused, have high perseverance and commitment.

3 METHODS

This study uses a survey method approach with the approach of path analysis. Data collection in this study was conducted through a questionnaire. The affordable population is all Principals in the State High School with a total of 117 people. Samples were taken using simple random of sampling technique based on sample technique formula from Slovin. The number of samples obtained was 90 respondents (n = 99).

The analysis unit is Principal of the DKI of Jakarta- Senior High School.

The constellation model between variables consists of 3 (three) variables, namely: exogenous variables are job satisfaction (X₁), job motivation (X₂), and endogenous variables are affective commitment (Y). The constellation of research problem models that shows the model of the relationship between exogenous variables (X) and endogenous variables (Y) is presented in "Figure 1" as follows.

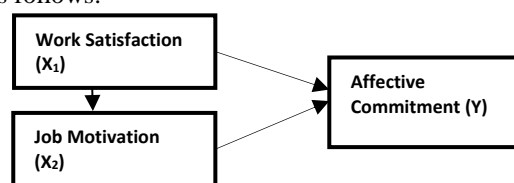


Figure 1. Constellation Model of Research Problems.

Description:

- Y : Affective Commitment
 X₁ : Job Satisfaction
 X₂ : Work Motivation

4 RESEARCH RESULT AND DISCUSSION

4.1 Result

Measurements are made on endogenous variables and exogenous variables. Exogenous variables are job satisfaction (X1), work motivation (X2), and endogenous variables are affective commitment (Y). Testing requirements analysis is done through normality test, linearity test, and regression significance test. The calculation results are presented in the following table.

Based on the results of the Liliefors statistical calculation on "Table 1", it is known that the normality for the estimation error between variables is Y above X1, Y above X2, and X1 above X2. Liliefors critical value L_{table} for $n = 90$ at $\alpha = 0,05$. From these results it is known that $L_{count} \leq L_{table}$, so it can be concluded that the estimated distribution of errors between variables comes from populations that have a normal distribution.

Table 1. Summary of Normality Test Results

No	Estimated Error of Regression	n	L-count	L-table		Description
				$\alpha = 5\%$	$\alpha = 1\%$	
1	Y above X ₁	90	0,0526	0,0934	0,109	Normal
2	Y above X ₂	90	0,0627	0,0934	0,109	Normal
3	X ₂ above X ₁	90	0,0518	0,0934	0,109	Normal

In order to draw conclusions in testing hypotheses, the regression models obtained are then tested for significance and linearity using the F-test in the ANAVA table. Test criteria for the significance and linearity of the regression model are set as follows:

Significant regression: $F_{count} \geq F_{table}$ on the regression line

Linear regression: $F_{count} < F_{table}$ on the tuna line match.

The next step is to do a correlational analysis by reviewing the level and significance of the relationship between pairs of exogenous variables with endogenous variables. The conclusions are very significant regression or linear regression, the researchers present in "Table 2".

Table 2. Summary of Significance Test Results and Linearity Regression

Reg	Equation	Regression Test		Linearity Test		Conclusion
		F _{count}	F _{table} $\alpha = 0,01$	F _{count}	F _{table} $\alpha = 0,05$	
Y above X ₁	$\hat{Y} = 86,423 + 0,612 X_1$	51,84	6,93**	1,143	1,64 _{ns}	Regression is very significant/Linear regression
Y above X ₂	$\hat{Y} = 88,194 + 0,541 X_2$	37,31	6,93**	0,741	1,64 _{ns}	Regression is very significant/Linear regression
X ₂ above X ₁	$\hat{X}_2 = 72,080 + 0,564 X_1$	39,35	6,93**	0,832	1,64 _{ns}	Regression is very significant/Linear regression

The amount of direct influence and significance test for each path (Path Analysis) are summarized in the following table.

Table 3. Summary of Path Significance of Test Results

No.	Direct Influence	Coefficient Path	dk	T _{count}	t _{table}	
					$\alpha = 0,05$	$\alpha = 0,01$
1	X ₁ to Y	0,294	86	2,72	1,99	2,63
2	X ₂ to Y	0,234	86	2,42	1,99	2,63
3	X ₁ to X ₂	0,385	87	3,43	1,99	2,63

Structurally the overall diagram of the path of each structure can be seen in Figure 2 below:

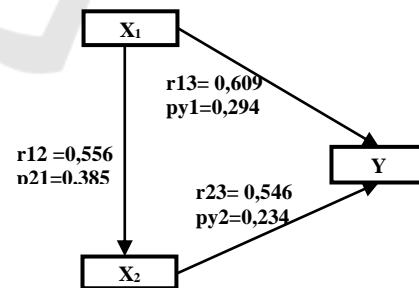


Figure 2. Causal Path Diagram Effects of X1 and X2 on Y.

Based on the path analysis test mentioned above, it can be explained that hypothesis testing is as follows:

- 1) First Hypothesis: there is a positive direct effect on Job Satisfaction (X₁) on Affective Commitments (Y).

The statistical hypothesis tested was a positive direct effect on Job Satisfaction (X_1) on Affective Commitments (Y).

Statistical hypothesis:

H0: $\beta_{y2} \leq 0$

H1: $\beta_{y2} > 0$

Based on the results of the path analysis of the influence of Job Satisfaction (X_1) against Affective Commitment (Y) obtained path coefficient ρ_{y1} is 0,294 with $t_{\text{count}} = 2,72$, while the value $t_{\text{table}} = 1,99$ ($\alpha = 0,05$; $dk = 86$). Therefore $t_{\text{count}} > t_{\text{table}}$, so H_0 is rejected, H_1 is accepted. Thus it can be concluded that Job Satisfaction has a direct positive effect on Affective Commitments.

2) Second Hypothesis: there is a positive direct effect of Work Motivation (X_2) against Affective Commitments (Y).

The statistical hypothesis tested is a positive direct effect on Work Motivation (X_2) on Affective Commitment (Y).

Statistical hypothesis:

H0: $\beta_{y3} \leq 0$

H1: $\beta_{y3} > 0$

Based on the results of the path analysis of the influence of Work Motivation (X_2) against Affective Commitments (Y) path coefficient obtained ρ_{y2} is 0,234, with $t_{\text{count}} = 2,42$, while the score $t_{\text{table}} = 1,99$ ($\alpha = 0,05$; $dk = 86$). Therefore $t_{\text{count}} > t_{\text{table}}$, so H_0 is rejected, H_1 is accepted. Thus it can be concluded that Work Motivation has a positive direct effect on Affective Commitment.

3) Third hypothesis: there is a positive direct effect of Job Satisfaction (X_1) towards Work Motivation (X_2).

The statistical hypothesis tested is a direct positive effect on Job Satisfaction (X_1) towards Work Motivation (X_2).

Statistical hypothesis:

H0: $\beta_{32} \leq 0$

H1: $\beta_{32} > 0$

Based on the results of the analysis of the influence path of Job Satisfaction (X_1) towards job motivation (X_2) path coefficient obtained ρ_{21} is 0,385 with $t_{\text{count}} = 3,43$, while the score of $t_{\text{table}} = 1,99$ ($\alpha = 0,05$; $dk=87$). Therefore $t_{\text{count}} > t_{\text{table}}$, so H_0 is rejected, H_1 is accepted. Thus it can be concluded that Job Satisfaction has a positive direct effect on Work Motivation.

4.2 Discussion

Based on the results of analysis and hypothesis testing indicate that the three hypotheses proposed in this study are generally proven that each path has a positive direct effect. In detail, the discussion of the analysis and testing of the research hypothesis is described as follows:

1) Job Satisfaction Directly Affects Positive Affective Commitment

The results of hypothesis testing indicate that Job Satisfaction has a significant influence on Affective Commitments. The correlation coefficient value is 0.609 and the path coefficient value is 0.294. This means that Job Satisfaction has a significant positive influence on Affective Commitments.

The results of this study are in line with the opinions of several experts including Collquit, Lepine, and Wesson (2017), stated that "job satisfaction is strongly correlated with affective commitment, so satisfied employees are more likely to want to stay with the organization". Furthermore Randall and Mannix (2008) argue that "people who experience higher levels of reactance and lower levels of satisfaction and Affective commitment are more likely to join orthogonal subcultures or countercultures than enhancing subcultures compared to people who experience lower levels of reactance and higher levels of satisfaction and Affective commitment".

It can be concluded that principals who have a high level of satisfaction will have an impact on affective commitment in carrying out their duties and responsibilities at school. Organizations, especially educational institutions, can do several things related to satisfaction and commitment, namely treating school principals fairly, providing appropriate job security and benefits. Several factors can cause good affective commitment, namely extrinsic rewards, role clarity, and participatory management, and school culture.

2) Work Motivation Directly Influences Positive Affective Commitments

The results of hypothesis testing indicate that Work Motivation has a significant influence on Affective Commitments. The correlation coefficient value is 0.546 and the path coefficient value is 0.234. This means that Work Motivation has a significant positive influence on Affective Commitments.

The results of this study are in line with the opinions of several experts including Collquit, Lepine, and Wesson (2017), stated that:

The relationship between motivation and organizational commitment seems straight forward. After all, the psychological and physical forms of withdrawal that characterize less

committed employees are themselves evidence of low levels of motivation. Clearly employees who are daydreaming, coming in late, and taking longer breaks are struggling to put forth consistently high level of work effort. Research on equity and organizational commitment offers the clearest insights into the motivation - commitment relationship. Specifically, employees who feel a sense of equity are more emotionally attached to their firms and feel a stronger sense of obligation to remain.

Gibson et.al. (2012) explained that “there’s limited research on the relationship between rewards and organizational commitment. Commitment to an organization involves three attitudes: (1) a sense of identification with the organization’s goals, (2) a feeling of involvement in organizational duties, and (3) a feeling of loyalty for the organization. Research evidence indicates that the absence of commitment can reduce organizational effectiveness. Intrinsic rewards are important for developing organizational commitment Organizations able to meet employees’ needs by providing challenging opportunities, giving feedback, encouraging employee participation and by recognizing achievement when it occurs have a significant impact on commitment. Thus, managers need to develop intrinsic reward systems that focus on personal importance or self-esteem to integrate individual and organizational goals and to design challenging jobs”.

While Griffin and Gregory (2014) stated that “organizations can do few definitive things to promote satisfaction and commitment, but some specific guidelines are available. For one thing, if the organization treats its employees fairly and provides reasonable rewards and job security, its employees are more likely to be satisfied and committed”.

Commitment will result from efforts to exercise power if the leader in this case is the principal who treats employees fairly and always motivates the student. For example, a leader is able to explain a new device that will benefit the organization if it is developed. A person who is committed will work hard to complete his work, even if it has to work overtime. This simple method generally becomes the big role of a leader in school.

3) Job Satisfaction Directly Influences Positive Work Motivation

The results of hypothesis testing indicate that Job Satisfaction has a significant influence on Work Motivation. The correlation coefficient value is 0.556 and the path coefficient value is 0.385. This means that Job Satisfaction has a significant positive influence on Work Motivation.

The results of this study are in line with the opinion of Gibson et al. (2012) that “the desire for need satisfaction can be a strong motivating force leading to group formation. Specifically, some employees’ security, social, esteem, and self-actualization needs can be satisfied to a degree by their affiliation with groups.

Kinicki and Fugate (2016) argue that, “motivator-hygiene theory, which proposes that job satisfaction and dissatisfaction arise from two different sets of factors-satisfaction comes from motivating factors and dissatisfaction from hygiene factors”. Furthermore, Shane and Glinow argue that “motivator-hygiene theory proposes that employees experience job satisfaction when they fulfil growth and esteem needs, and they experience dissatisfaction when they have poor working conditions, job security, and other factors categorized as lower-order needs”.

The statement above explains that the principal will experience job satisfaction when there is work motivation, namely an increase in fulfillment of needs and rewards. The dissatisfaction arises due to having poor working conditions and job security.

5. CONCLUSIONS AND IMPLICATION

5.1 Conclusions

Based on the results of the analysis and discussion of the research, the conclusions in this study are as follows:

- 1) There is a significant positive direct effect of job satisfaction on affective commitment, which means that good job satisfaction will increase the principal's normative commitment, and vice versa the worse the job satisfaction will be followed by low affective commitment.
- 2) There is a significant positive direct effect of work motivation on affective commitment, which means a high level of work motivation will increase the principal's affective commitment, and vice versa the lower the level of work motivation will be followed by the principal's affective commitment.
- 3) There is a significant positive direct effect of job satisfaction on work motivation, which means that the better job satisfaction, the work motivation of the principal will increase, and opposite, the worse the job satisfaction will be followed by low work motivation.

5.2 Implication

1) Efforts to Increase Affective Commitment Through Strengthening Job Satisfaction

Based on the results of this study it was stated that the efforts that can be made to achieve Affective Commitment is to increase the stimulus feeling of pleasure or dislike of the principal in work and work experience, with indicators of feelings towards work, feelings for relationships between colleagues, feelings towards getting appreciation, feelings towards the work environment, and feelings for opportunities to develop themselves.

2) Efforts to Increase Affective Commitment Through Strengthening Work Motivation

Based on the results of this study, it can be stated that the achievement of affective commitment is to increase the principal's confidence in himself to complete the tasks and responsibilities of work carried out, with indicators of responsibility, work effort, and perseverance in work, so that problems are faced, and overcome work situation can be resolved.

In increasing affective commitment through work motivation is to involve the role of the principal optimally in various activities in the school, so that the experience experienced by the principal can improve his ability to solve problems. Another way to improve the ability of the principal is to do a comparative study in another school, so that the principal sees a picture of his ability, thus, when the principal is confident in his abilities, it will affect the principal's affective commitment.

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