

Antecedents of Organizational Commitment That Influence Teacher Job Performance

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Abstract:

This study aimed to examine the antecedents of organizational commitment, work environment, job stress, leadership empowering, and organizational commitment that affect teacher job performance. This research contributed to the scientific repertoire for organizational leaders and policymakers for educational institutions to improve teacher performance. Subjects of the research were teachers at private Catholic high schools totaling 200 people who had worked for more than 2 years in Jakarta, Indonesia. The survey used a purposive sampling method and data analysis using factor analysis and structural equation modeling. The results showed that the work environment and empowering leadership affected the organizational commitment, which has a significant positive effect on teacher job performance. On the other hand, job stress hurts organizational commitment. The competence of school leaders was urgent to be improved following the needs of stakeholders and the challenges of the times.

Keywords: *work environment, job stress, leadership empowering, organizational commitment, job performance.*

Abstrak

Penelitian ini bertujuan untuk menguji anteseden komitmen organisasi, lingkungan kerja, stres kerja, pemberdayaan kepemimpinan, dan komitmen organisasi yang mempengaruhi kinerja guru. Penelitian ini memberikan kontribusi bagi khasanah keilmuan bagi pimpinan organisasi dan pengambil kebijakan bagi lembaga pendidikan untuk meningkatkan kinerja guru. Subjek penelitian ini adalah para guru di SMA Katolik swasta yang berjumlah 200 orang yang telah bekerja lebih dari 2 tahun di Jakarta, Indonesia. Survei menggunakan metode purposive sampling dan analisis data menggunakan analisis faktor dan pemodelan persamaan struktural. Hasil penelitian menunjukkan bahwa lingkungan kerja dan kepemimpinan yang memberdayakan berpengaruh terhadap komitmen organisasi yang berpengaruh positif signifikan terhadap prestasi kerja guru. Di sisi lain, stres kerja merusak komitmen organisasi. Kompetensi pemimpin sekolah sangat mendesak untuk ditingkatkan mengikuti kebutuhan pemangku kepentingan dan tantangan zaman.

Kata kunci: lingkungan kerja, stres kerja, pemberdayaan kepemimpinan, komitmen organisasi, prestasi kerja.

Introduction

In many organizations, several companies state that employees are the most valuable resource, where the success of human resource management is related to employee job satisfaction and employee commitment to the organization (Cherif, 2020). Employee commitment has an important role in the company's strategy to remain competitive (Nwachukwu et al., 2018). Employee commitment relates to how the company ensures that the work is done well by employees (Saha & Kumar, 2018). Several previous studies have explained commitment including the relationship between job commitment and job satisfaction and job performance on fast-moving consumer goods in Pakistan (Qureshi et al., 2019). In addition, satisfaction at the stages of job satisfaction such as payment, promotion, fringe benefits, supervision, contingent rewards, operating procedures, and nature of the work has a positive relationship with normative commitment and affective commitment (Valaei & Jiroudi, 2016). Then related to organizational culture, it is known that organizational commitment significantly mediates the relationship between organizational culture and organizational performance (Nikpour, 2017). But commitment from employees will also decrease if employees psychologically feel a violation of contract agreements (Shaukat et al., 2018). A decrease in employee commitment also occurs if employees feel stressed (Osama & Umemzia, 2018). In addition, knowledge management is known to moderate the relationship between employee commitment and total quality management in the field of public health in Saudi Arabia (Al Ghamdi et al., 2016).

In the millennial generation, it is known that the commitment of workers is shaped by the ability of business owners to understand the needs and expectations of workers related to the possibility of increasing employee development, comfortable working environment, benefits, and challenges at work (Anggraeni et al., 2017). Then when it comes to changes that occur in organizations that occur in Korea, empowering leadership carried out by leaders increases employee commitment to changes made by organizations (Jung et al., 2020).

Gaziel (2004) revealed that teachers who express a higher commitment to school tend to be absent from school voluntarily less often. Previous research has explained the variables that affect employee commitment. However, there are not many studies that explain the relationship between work environment, job stress, empowering leadership on organizational commitment, and job performance in conditions of changes in the work environment of teachers in DKI Jakarta. Therefore, this study will explain the effect of work environment, job stress, empowering leadership on organizational commitment, and the influence of organizational commitment on the teacher's job performance of private Catholic schools in DKI Jakarta, Indonesia.

Relationship Between Work Environment and Organizational Commitment

According to Shirey (2006), there are four elements of general characteristics related to a healthy work environment. First, employees are treated with respect and fairness. Second, is the strong mutual trust between management and employees. Third, there is an organizational culture that supports communication and collaboration as well as a decision-making system that is not solely for the sake of money considerations, but also considerations related to the impact of decisions made on the mission of the organization and its members. Fourth, encourage individuals to continue to feel safe both physically and emotionally. As in previous research, commercial banks in the city of Nakuru stated that the physical environment of the

workplace (Khuong & Vu, 2014) significantly positively affects work performance (Samson & Waiganjo, 2015).

The results of research that support this are researched by McLaren (2009) where it is stated that the physical environment has a positive relationship with employee commitment. This study also reveals that the provision of equipment as part of the facilities in the work environment will adversely affect employee commitment in the organization if it is not fulfilled or inadequate. Another study conducted by Lingard & Lin (2004) is more specific in exploring the influence of the work environment on the organizational commitment of female employees. The results of his research clearly show that the work environment and career development are important determinants of employee commitment in the organization. Several studies have found that the work environment significantly positively affects organizational commitment (Abdullah & Ramay, 2012; Khuong & Vu, 2014; Vanaki & Vagharseyyedin, 2009).

A conducive work environment affects job satisfaction and organizational commitment positively. Likewise, the research conducted by Wowor et al., (2016) on employees at Media Cahaya Pagi Manado showed that the work environment and discipline had a significant effect on organizational commitment at Media Cahaya Pagi. Also, Haggins (2011) states that the work environment plays an important role in influencing organizational commitment. Not only that, but the work environment is also a major contributor to organizational commitment (Giffords, 2009). From the description above, the following hypotheses are proposed:

H1 : The work environment has a positive effect on organizational commitment.

Relationship Between Job Stress and Organizational Commitment

The real impact of job stress is an imbalance between individual abilities, needs, and expectations with those requested by the organization to be implemented by employees (Muwafaq, 2015). Common workplace stressors include constraints on achieving task goals, time pressure, work overload, job complexity, politics, job insecurity, excessive bureaucracy, strict regulations, high responsibilities, and role conflicts (Pindek & Spektor, 2016; Yiwen et al., 2014). Stress often occurs when teachers have difficulty discussing different parts of the relationship with their students (Hepburn & Brown, 2001). The main factor of teacher stress can be specifically attributed to students. Problems around discipline, the lack of motivation from the students themselves, the large number of students in one classroom, are major contributors to teacher stress (Olivier & Venter, 2003).

Through survey responses and interviews, teacher stress mostly refers to student behaviour for which they are responsible (Hastings & Bham, 2003). Even conflict or ambiguity that forms stress affects the decline in organizational commitment so that there is a negative relationship between job stress and organizational commitment (Pool, 2000). The results of research analysis Sariwulan et al., (2019) prove that job stress hurts organizational commitment, both on affective commitment, continuity commitment, and sustainability, as well as normative commitment. Empirical research evidence shows that there is a positive effect of workload on job stress and a negative effect on employee performance (Shabbir, 2017).

Inadequate and unhealthy working conditions, inadequate resources, nature of work, minimal information, and lack of career prospects in the workplace are causes of job stress and low employee job satisfaction and motivation. Not to mention related

to the workload and excessively personal, subordinate, and organizational expectations that will cause employee stress. Further consequences of low satisfaction and motivation are poor performance and low levels of productivity (Goswami, 2015). Then the results of research by Puspita Sari (2015) entitled found that work conflict also negatively affects employee performance. Therefore, in this study we proposed the following hypothesis:

H2: Job stress has a negative effect on organizational commitment.

Relationship of Empowering Leadership and Organizational Commitment

In every organization, especially educational institutions, the role, and factors of leadership greatly affect employee commitment and even organizational success in achieving goals. Leadership has a positive and strong influence on the employee's organizational commitment (Cilek, 2019). The results of previous research by Kim et al., (2018) show that empowering leadership is positively related to organizational commitment. Empowering leadership is expected to bring benefits to the organization. According to Amundsen & Martinsen (2014), empowering leadership is leadership that provides opportunities for subordinates to be independent in their work, trust, focus on, and support their self-development. These results are also supported by research from Lee et al., (2018) which says that empowering leadership has a positive effect on work results and employee commitment. Therefore, it is suspected that there is a positive influence of empowering leadership on organizational commitment.

Empowering leadership has a direct effect on empowerment (Kwak & Jackson, 2015), and may also have an indirect effect on affective commitment and turnover intention (Albrecht & Andreetta, 2011). Thus, the work and tasks they perform are related to services or products and delegate them to make decisions and carry out procedures related to their responsibilities and duties at the organizational level (Jallab & Alhussieny, 2013). Based on several descriptions of the research presented, the formulation of the hypothesis in this study is:

H3: Empowering leadership increases organizational commitment.

Relationship of Organizational Commitment and Job Performance

If there is an improvement or increase in organizational commitment, the impact will be positive for the performance of employees, and vice versa (Haris, 2017). This indicates that if organizational commitment increases, such as the willingness of employees to work more than what the organization expects to progress, have loyalty and responsibility, there will be rewards and promotions for outstanding employees. With these actions, it will certainly be able to improve employee performance (Fauzi et al. 2016).

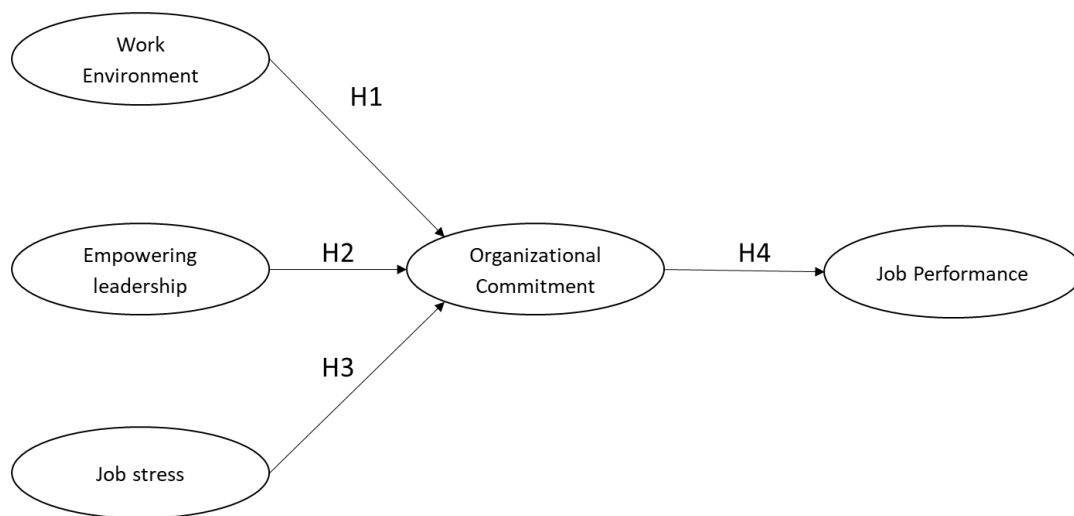
Organizations need support and encouragement to improve employee performance, by always rewarding employees' contributions, providing good work situations, and providing welfare for employees (Rhoades & Eisenberger, 2002). Employees will work with good results when they have a strong commitment to the organization and psychological attachment to the organization. Good work results will be obtained if employees have a strong commitment to the organization and psychological attachment to the organization. These results are similar to the results of Zefeiti & Mohamad (2017) which states that there is a significant influence between organizational commitment and work performance. Pamungkas (2014) explains that

performance can be improved if the employee's commitment to the organization or company is very strong. Likewise, the results of research from Cahyani (2020) highlight the importance of companies motivating employees to work better, work hard because they have satisfaction when working and feel happy when carrying out their work. For this reason, the formulation of this research hypothesis is:

H4: Organizational commitment has a significant effect on performance.

The relationship between the variables in the hypothesis can be seen in Figure 1.

Figure 1. Research Model



Research Methodology

The survey method was used for data collection by distributing online questionnaires. Measurements were made using a Likert scale with a scale of 1 - 7 (1 = strongly disagree and 7 = strongly agree) so that respondents have the opportunity to choose based on their specific wishes. The total measurement uses 200 statements. The measurement of the variable Work Environment consists of 5 statements adopted from Chandrasekar (2011) and Leaman (1995). The variable Job Stress consists of 9 statements adopted from Skaalvik & Skaalvik (2011). The Variable Empowering Leadership consists of 4 statements adopted from Konczak et al., (2000) & Arnold et al., (2000). The variable Organizational Commitment consists of 6 statements adopted from Rhoades et al., (2001). The variable Job performance consists of 4 statements adopted from Çetin & Aşkun (2018).

The respondents of this study were conducted using a purposive sampling technique in Indonesia with the sample criteria being private teachers in DKI Jakarta who had worked for more than 2 years. The data collection technique began by distributing the initial questionnaire (pre-test) to 30 respondents. The research was conducted quantitatively using the method Structural Equation Model (SEM), while data processing and analysis used IBM SPSS 24 and Lisrel 8.8 software. At the time of the pre-test, the researcher conducted a factor analysis to test the validity and reliability with SPSS 24. The validity test was carried out by looking at the measurement values of Kaiser-Meyer-Olkin (KMO) and Measure of Sampling

Adequacy (MSA). The results of the KMO (0.582 to 0.862) and MSA (0.140 to 0.842) values are greater than 0.5, which means that the factor analysis is appropriate. The reliability test uses Cronbach's Alpha measurement where the results are 0.826 to 0.969 because the closer to 1 would be better (Hair, Black, Babin & Anderson, 2014). From the results of the pre-test using 28 statements with operational definitions of the variables, there are 2 invalid statements, while all statements on the other variables are declared valid. So that declared valid to be used as a questionnaire in this study were 26 statements. Because it uses SEM, the number of research samples is at least 5 times the number of statements (Hair et al., 2014). The number of samples that entered was 240 sample questionnaires and 200 were eligible to be used as samples because there were discrepancies in filling out the questionnaires. The results are as depicted in the PATH diagram in Figure 2. and a hypothesis testing model can be presented as shown in Table 1.

Result and Discussion

This study succeeded in obtaining a sample of 200 Catholic private high school teachers in DKI Jakarta by using a questionnaire. Characteristics of respondents based on age are divided into 4 age categories. The distribution of respondents by age is surprising because most of the respondents aged >45 years are 102 (51%). Furthermore, the age of respondents between 36-45 years amounted to 57 people (28.5%). This stage according to Super as the Establishment stage or the stage of the establishment (25-45 years) is the period when the individual, after obtaining a suitable position in the chosen field of work, seeks to secure the initial position and pursue opportunities for further advancement. Respondents aged 26-35 years amounted to 36 people (18%) and those aged under 25 years amounted to 5 people (2.5%). From the gender of the respondents with a total of 200 respondents, there were 87 men or 43.5% and 113 women or 56.5%. Meanwhile, in terms of the last education of the respondents, it was found that there were 2 people with D3 education or 1%. S1 education is 187 people or 87% and S2 is 22 people or 11%.

The validity test was carried out using factor analysis and according to the recommendations of Hair et al. (2014). The measurement of construct validity can be accepted and declared valid because most of the indicators in each variable have a loading factor of more than 0.50. There is only one indicator, namely the first indicator of the variable Empowering Leadership (EML) below 0.50, which is 0.22. From the calculation results of Construct Reliability (CR) and Variable Extracted (VE) it can be said that it meets the overall requirements which are in accordance with Hair et al. (2014) that the value of construct reliability must meet the requirements reliability with CR above 0.60 and VE value above 0.50 namely Organizational Commitment (CR = 0.797; VE = 0.4980), Job Performance (CR = 0.894; VE = 0.475), Work Environment (CR=0.844; VE=0.412), Job Stress (CR=0.832; VE=0.608), Empowering Leadership (CR=0.773; VE=0.498).

Based on the analysis of the suitability test, most of them showed a good match including $\chi^2/df = 2.07$; degree of freedom = 208; Chi Square = 303.34; RMSEA = 0.042; ECVI = 1.92; AIC = 552.00; CAIC = 1765.89; NFI = 0.97; Critical N = 188.39; and GFI = 0.90. Thus, there is an overall fit of the model (Goodness of Fit) as most are Good Fit and Close Fit, although there is one marginal Fit (CAIC).

Figure 2. Research Model

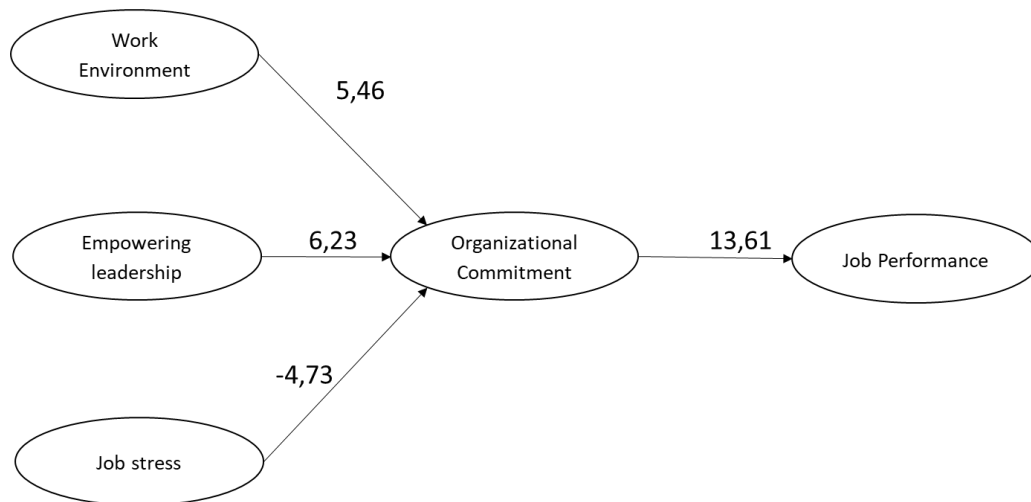


Table 1. Table Hypothesis

	Hypothesis Statement	T-Value	Description
H1	Work environment has a positive effect on organizational commitment.	5.46	Data support Hypothesis
H2	Empowering leadership increases organizational commitment.	6.23	Data support Hypothesis
H3	Job stress has a negative effect on organizational commitment.	-4.73	Data support Hypothesis
H4	Organizational commitment has a significant effect on job performance.	13.61	Data support Hypothesis

Source: Data processed by Lisrel 2021

This study aims to determine the antecedents of organizational commitment and teacher performance to prove that the work environment, leadership affect organizational commitment positively and job stress negatively affects organizational commitment in this case educational institutions. The findings (see on table 1.) on the relationship between the work environment and organizational commitment are very significant, showing the relationship and influence. The work environment involves many aspects related to the support of each employee to the organization where he works. The comfort of the work environment, facilities, and infrastructure, internal relations with fellow co-workers, even to the aspect of lighting the workspace. The problem is the extent to which teachers are aware that the work environment is directly related to the learning process, not just furniture, equipment, and walls with various knick-knacks or decorations (Martin, 2002). Martin (2002) explains the relationship between the work practices of teachers and the environment in which they teach. Teachers must be aware of this relationship and develop it because every teacher becomes a designer, responsible for preparing the environment to achieve his educational goals.

Trust in co-workers was also found to have a very high correlation and mutual support between teachers and their work environment (Demir & Akif, 2015). It is hereby reaffirmed that the comfort factor of employees in working and making them stay in the company is the main reason for employees to stay and commit to the organization/institution where they work. They firmly believe that the organization they work for has values and goals that ensure the future are the reasons and motivations of employees to work hard for the company (Zefeiti & Mohamad, 2017). In another study at the higher education level in Malaysia, it was confirmed that the work environment had a very significant positive effect on organizational commitment (Hanaysha, 2016). In this case, the hypothesis in this study is in line with previous studies which say that there is a positive relationship between the work environment and organizational commitment.

Likewise, empowering leadership in an institution or organization greatly affects employee commitment in the organization. The results of the study indicate that the hypothesis supports the significant data so that empowering leadership increases organizational commitment is accepted. Kim and Beehr (2020) reinforce the results of previous research that empowering leadership is positively related to affective commitment. Leadership mechanisms that can empower in general support the results of this study that there is a strong relationship with work attitudes, leadership evaluations, and employee motivation (Han et al., 2016). Also, more specifically, the teacher's innovation and exploration work behavior indirectly show the influence of empowering principals' leadership (Gkorezis, 2016). Empowerment is even recommended to be adopted by leaders' schools to improve employee psychological well-being for better organizational productivity (Suleman et al., 2021, Andriani et al., 2018).

Thus, from the leadership factor, especially the principal, it is very urgent to continue to improve the model and leadership style so that members are more developed and solid and are committed to working in the institution where they work. The influence of self-leadership on discipline is very significantly positive (Sudja & Yuesti, 2017). Empowering quality employees provides an open space for each employee to grow and develop themselves and their competencies. This is in line with previous research which says that the leadership empowerment behavior of principals is a significant predictor of innovative behavior and the innovative climate of teachers (Sagnak, 2012). Principal leadership can improve teacher performance (Hartinah et al., 2020).

Another aspect that we cannot avoid in life and activity processes as employees or workers is the impact of the work we face, namely work stress. The hypothesis in this study is that work stress hurts organizational commitment. The results of data analysis support the statement or hypothesis. This is in line with the results of previous research conducted by Cicei (2012) entitled "Occupational Stress and Organizational Commitment in Romanian Public Organization". The results obtained from the study show that there is a negative relationship between affective commitment and continuance commitment to work stress on employees of Romanian public organizations. Meanwhile, aspects of work stress such as pressure on work responsibilities and workload have a negative correlation with affective commitment. Job stress occurs in organizations due to role conflict, ambiguity, and lack of participation in decision making, according to one of the results of research on employee behavior at several banks in Metropolis in Enugu, Nigeria (Nicholas et

al., 2017; Masihabadi et al., 2015). Likewise, research conducted in elementary schools in South Papua confirmed that teacher stress had a significant negative effect on work performance in schools (Yunarti et al., 2020).

Several previous studies strengthen the hypothesis in this study that stress negatively affects organizational commitment. The higher the work stress experienced by employees, the lower the organizational commitment (Ariawan & Sriathi, 2017). The problem of stress is a serious and very important problem among managers and employees even among educators in carrying out their duties and obligations in the world of education. Organizations or institutions must be sensitive and learn and even provide themselves, various instruments, and approaches to be able to deal with, reduce and manage stress experienced by employees.

Furthermore, the hypothesis of organizational commitment significantly affects work performance. The data analysis showed that it strongly supports the accepted hypothesis. This is in line with the results of previous research that commitment is the main variable that affects teacher performance (Mustafa, 2019). Not only commitment in educational institutions but as in research at one hospital in Iraq found that the three components of organizational commitment, affective commitment, continuance commitment, normative commitment have a positive and significant effect on nurse performance (Karem et al., 2019; Tolentino, 2013).

Other research also confirms that organizational commitment affects work performance mainly because organizational commitment which includes a strong belief and acceptance of organizational values and goals becomes better, then employee work is characterized by skills, energy and the nature of working conditions will be better (Suharto et al., 2019). Strong organizational commitment and being able to explore the potential, motivation, and productivity of the workforce will still exist and be competitive. Therefore, employees with a strong organization will have an impact on the contribution of a loyal workforce with organizational achievements and performance.

Conclusion

Environmental factors significantly affect the commitment of teachers to the organization where they work and serve. The condition and existence of facilities and infrastructure, workplace space, to date facilities will determine the productivity and commitment of the organization. The leadership factor is also very positive and significant in determining the commitment of employees or teachers to remain committed, loyal, and loyal to the organization. factors Work stress also has a negative influence on organizational commitment. In the teaching profession which is directly related to students or the young generation, the influence of stress greatly affects the way and quality of work.

Organizational commitment greatly determines the productivity and quality of employee work performance in the company or organization. These factors are the key to the success of every employee in improving their performance. Work environment factors and leadership factors that empower every person and all supporting facilities and infrastructure to process and play an active role according to their duties and responsibilities are the challenges and demands of today's institutions. Only by being synergistic in every line in the company, institution, or organization, can the company finally exist, be competitive and become a winner in an increasingly modern and rapidly changing era.

This study has several limitations and shows some directions for improvement in further research, namely, first, this research on the variable work environment only examines the physical environment, in terms of the work environment it also concerns the non-physical environment such as social interaction, psychosocial or treatment received and happens in the organization. Second, this research is only limited to private Catholic high schools in DKI Jakarta, so it needs to be developed more widely by researching private high schools based on other religions such as Islam, Christianity, and others. Third, this research requires a measurement tool for a special work environment for religious-based schools.

Managers of educational institutions are required to continue to update the infrastructure in the work environment because of the demands of an increasingly modern era so that educators and education staff can provide quality services. and satisfying to customers or stakeholders. Regarding leadership, the role of a school leader is very strategic in realizing the ideals of the institution. The ability of leaders to embrace and empower members as partners is very urgent to be improved. Therefore, the development of human resource competencies for school principals is urgent to continue to be developed with various training, leadership workshops, and others. This leadership factor will also have an impact on daily work situations and conditions. Work stress of employees/teachers in educational institutions is very easy to occur because of the continuous workload and tasks as well as the diverse character and behavior of students that must be faced by every teacher. For this reason, sensitivity and programs to help teachers minimize work stress need to be planned and followed up properly. For example, there is a special school program to change and refresh the paradigm and mindset of teachers through periodic workshops and training and other forms of togetherness activities such as refreshment of faith and joint recreation. The creativity and innovation of leaders to improve the organization while prioritizing the needs and welfare of members will support the realization of the goals and ideals of the institution or organization. Employees with a strong commitment to the organization will have an impact on the contribution of a loyal workforce to organizational achievements and performance.

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