

Job Involvement as Determinant of Teacher Job Satisfaction

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Abstract—This study aimed to determine the influence of job involvement on teacher job satisfaction of Vocational High School in Bandung. The research used behavioral theory. The research method used explanatory survey method. This method is considered appropriate for this study to gather factual information through questionnaires. Data collection technique used questionnaire rating scale models. Data were analyzed using regression. The results of the research revealed that job involvement have a positive and significant influence on teacher job satisfaction. The conclusion can also be drawn that teacher job satisfaction can be improved through increased job involvement, especially on partiality of job and job rewards indicators as indicators of job involvement with the highest score that can affect teacher job satisfaction. The implication is that the school should always involve the teacher in every activity and the teacher is expected to be able to involve themselves optimally in their work.

Keywords—teacher job satisfaction; teaching profession; job involvement; partiality of job; job rewards

I. INTRODUCTION

Teacher job satisfaction is always interesting to study. This is not apart from the strategic position of teachers in education and education for the strategic positioning of a nation [1]. Education has the main task of preparing human resources as a foundation for the advancement of a nation which certainly requires a variety of resources that are mutually supportive and sustainable, especially a teacher. Teachers have great influence in the prosperity of a State and as traditional education agents [2], which have a very important role [3], to achieve organizational goals [4] in the educational system [5]. The teacher is the determinant of the success or failure of a nation and is regarded as the most powerful agent of social change [6]. These decades, researchers pursue the science of how to determine the measure of job satisfaction in various professions [7], including teaching professions [8,9].

Several previous studies indicated that teacher job satisfaction is not optimal yet. The immediate question is “why teacher job satisfaction is not optimal yet?” Referring to the perspective of behavioral theory, many factors can affect teacher job satisfaction. Job involvement is a factor that allegedly affects the satisfaction of teacher job, so that the study used in this study. Based on this, problem statement of

this research: “is there influence of job involvement on teacher job satisfaction?”. Thus the purpose of this study is to analyze the influence of job involvement on teacher job satisfaction.

A. Teacher Job Satisfaction

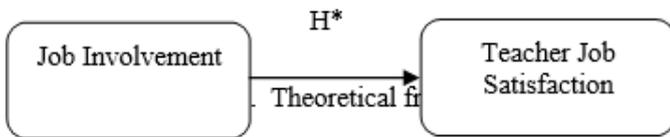
Job satisfaction is an important construct that affects teacher behavior because it contributes to the effectiveness of teaching in schools and causes a number of consequences [1]. Job satisfaction refers to the affective dimension, in the sense that it can be counted as a taste [10] that describes positive feelings about work [11,12], a pleasant feeling resulting from the perception that one's work fulfills or allows for the fulfillment of the important values of his work [13]. This occurs when there is conformity between work requirements and the wishes and expectations of employees [14].

Factors that affect job satisfaction include, meaning, time, money or appropriate rewards [15]. Other factors affecting job satisfaction are organizational commitment [16,17], and job involvement [18]. Factors of job satisfaction of teacher are intrinsic and extrinsic factor [19]. Intrinsic factors include loving its job, communication with teachers, parents [14], as well as interactions with students [14,19]. Student characteristics and teacher perceptions of the classroom setting are also intrinsic factors that affect teacher job satisfaction [19]. Further extrinsic factors include salary, support from school children, availability of resources [19], sense of nation building, opportunity to continue learning [14] school security [14,19]. The extrinsic factor mentioned previously implies that satisfaction comes from external stimuli, whereas intrinsic factors include the elements of the work itself as well as development and appreciate, giving satisfaction from one's effort and achievement [18].

B. Job Involvement

The concept of job involvement was first introduced by Lodahl and Kejiner in 1965 [20]. Job involvement is defined as the individual psychological identity of a particular task or work [21] to the intensity and individual psychological identification of his or her work [22]. Individuals with high levels of job involvement will place work as an important part of their lives, meanwhile individuals with lower job involvement will not place their work as an important part of their lives [23].

Based on the theory described before, it can be described on Figure 1 theoretical framework as follows:



Note: *H = There is influence of job involvement on teacher job satisfaction

Fig. 1. Theoretical framework

II. METHOD

This research used explanatory survey method. This method is considered appropriate for this study to gather factual information through questionnaires. Respondents are 90 teachers of state vocational high school in Bandung, West Java, Indonesia.

Descriptive statistics used the average score, is used to obtain a description of the level of respondents' perception about of teacher job satisfaction and job involvement. Inferential statistics used regression analysis to test the hypothesis.

III. RESULTS

A. Teacher Job Satisfaction

Teachers who are satisfied with their job can be seen on 3 indicators [24]: First, comfort of profession, which means that the teacher has comfort in teaching in the classroom, so as to encourage him to provide innovative learning. Teachers are easily able to complete tasks other than teaching, and always have a love and pride of his profession. Second, be happy to stay in the same school, meaning that teachers love to spend time in school and have good relationships with colleagues and care about the environment also have confidence in school leaders. Third, presence level, describe the presence of teachers in the class and their efforts in replacing class absence, this also includes teacher attendance at each meeting, such as ceremonies or events other than teaching.

The average score of teacher job satisfaction is 4.18. It showed the perception of respondents that teacher job satisfaction is high. Table 1. Teacher Job Satisfaction presents the average scores of each indicator as the measure of teacher job satisfaction.

TABLE I. TEACHER JOB SATISFACTION

Indicators	Average	Category
Comfort of profession	4.28	Very High
Be happy to stay in the same school	4.18	High
Presence level	4.08	High
Average	4.18	High

Source: data processed by author

The highest score is in the comfort of profession indicator. This is in line with previous studies which show that teachers

have pride in their profession as teachers at school [25-28]. While the level of timeliness of teachers arriving at school is in the high category with the lowest answer score that is on the indicator of presence level, whereas the presence level is one of the main determinants in job satisfaction [25,29].

B. Job Involvement

Job involvement can be measured by several indicators [30]: First, active participation is an indicator that can be used to measure the level of teacher participation in meetings held by school such as, socialization, education and training, also establishment of school policy. Second, partiality of job, describes how teachers can prioritize their work, their ability to complete all tasks at the right time. Third, job rewards, has the meaning of the extent to which the interests of work and occupation in school, and the willingness to teachers to achieve achievement and suitability of work received with educational background.

The average score of job involvement is 4.03. It showed the perception of respondents that job involvement is high. Table 2. Job Involvement presents the average scores of each indicator as the measure of job involvement.

TABLE II. JOB INVOLVEMENT

Indicators	Average	Category
Active participation	3.81	High
Partiality of job	4.15	High
Job rewards	4.12	High
Average	4.03	High

Source: data processed by author

The highest score is on the partiality of job indicators. This indicates that the teacher constantly strives to prioritize every task received at [31-35]. While the lowest indicator is active participation with the category of teacher participation level in the deliberation of subject teachers and in the socialization of ISO is in the high category but has the lowest answer score. This is contrary to some previous studies which illustrate that active participation plays a high role in determining teacher job satisfaction [36-40].

IV. DISCUSSION

The linear regression equation showing the effect of job involvement on teacher work satisfaction is $\hat{Y} = 24,535 + 0,908 (X)$. The positive sign (+) indicates the relationship between variables running one way means the higher the teacher's job involvement, the higher the teacher's job satisfaction. Hypothesis test shows the t-stat is bigger than t-table value ($6,316 > 1,987$), with $df1 = 1$, $df2 = 2 = n-2$ and $\alpha = 0,05$. Thus, job involvement significantly affects teacher job satisfaction. Based on the coefficient of determination, the amount of influence of job involvement on teacher job satisfaction is 31.20%.

Along with this research, several previous theories and research suggest that job involvement is an important factor in other work-related attitudes such as job satisfaction [41]. Another opinion states that with full involvement in work, the

employee will create a good performance in completing the job or task, and employees will be more satisfied and happy [18]. Someone will increasingly involve in work [42] if he feels job satisfaction [43]. Job satisfaction as a single construct, we investigated whether there was an association between the intrinsic and extrinsic aspects of job satisfaction with job involvement [18]. Job involvement positively affects job satisfaction [20]. Job involvement has a significant positive impact on job satisfaction [44]. A relationship exists between job involvement, job satisfaction and organizational commitment. Within the model, job involvement is related to organizational commitment, which in turn affects job satisfaction. They concluded that there is a significant relationship between job involvement and job satisfaction [45]. Further opinions of workers with high levels of job involvement and organizational commitment must be the most motivated by being attracted by work and organization. Thus, job involvement and organizational commitment can serve as an interactive orientation. Also, specific interactive combinations between job involvement and organizational commitment levels will help to predict turnover and employee absenteeism [7]. In other words, job involvement affects job satisfaction.

V. CONCLUSION

Teacher job satisfaction that includes the profession's comfort, be happy to stay in the same school, and the presence level is in the high category. Job involvement that includes active participation, partiality to work and appreciate to work, is in the high category. Job involvement has a positive and significant effect on teacher job satisfaction. However, increased teacher involvement will be followed by increased teacher job satisfaction. Thus, job involvement must be improved in order to increase teacher job satisfaction. Based on the results of this research and conclusion, it is recommended that schools should increase the active participation of teachers which is the lowest indicator of job involvement. This can be done by conducting many activities that involve the teacher so that they can actively participate on it.

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