

Teachers' Work Satisfaction

The role of task commitment and quality of teaching

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Abstract—This study aims at investigating the role of task commitment and quality of teaching in predicting teachers' work satisfaction. Participants were 93 people, recruited randomly from 311 high school teachers. The study employed three instruments (i.e., work satisfaction, task commitment, and quality of teaching scale). All instruments were constructed based on scale construction guidelines. Using a multiple regression with stepwise technique, the study found significant contribution of task commitment ($R^2 = .39$, $F = 58$, $p < .001$). After adding the quality of teaching to the model, the quality of teaching added significant variance ($\Delta R^2 = .10$, $\Delta F = 17.58$, $p < .001$) to the teachers' work satisfaction.

Keywords—teacher; work satisfaction; commitment; quality of teaching

I. INTRODUCTION

Work performance is the most important variable in any type of organization. Employee performance has received great attention from both practitioners and scientists. For instance, employee performance has been linked to leadership [1]–[3], organizational supports [4] and commitment [5], [6]. The relationships among these variables also occur in any organizations including schools. One of the examples is the positive relationship between job satisfaction and performance among school teachers. Teacher's performance in classroom depends on certain characteristics [7]. Each country might have different standard to define its teachers' performance in classroom. Thus, the quality of a teacher's performance relies on the quality characteristics governed by rules of a certain country.

On the other hand, the teacher's performance-related learning quality is positively associated with his perceived satisfaction [8]. This relationship is common among employees in many organization where work satisfaction and performance was positively correlated [9], [10]. In this case, job satisfaction also served as mediating variable to the work quality – injury relationship [11].

Teacher's satisfaction is only one contributor among a number of factors which potentially affect performance. Commitment also serves similar effect to the work performance quality. Commitment explains significant part in employees' performance including their extra work or organizational citizenship behavior [5]. In addition, the effect

of commitment on performance might be determined by other variables such as complicated role [12].

Having considered the previous findings on work satisfaction, work performance quality, and commitment, this study hypothesizes that teacher's work performance and commitment contribute significant effect to the teacher's work satisfaction.

II. METHOD

A. Participant and Procedure

Participants were 93 teachers (male= 43, female= 50) randomly recruited from 311 high school teachers in Jeneponto, Sulawesi Selatan, Indonesia. All participants were full-time and tenure track teachers. They had been teaching in high school for at least two years and received certificate as an educator. The authors sent the instrument booklet to all participants and 100% (93) returned the instrument booklet. The participants were given two weeks to complete the instrument booklet. After completing the survey in the booklet, all participants received a certificate for participating in the study.

B. Measures

There were three variables in this study (i.e. task commitment, teaching quality and teacher's work satisfaction). Each variable was measured using well-developed instrument. The authors constructed each instrument using a guideline for Likert scale construction. The validity and reliability of each measure were examined to develop psychometric-based measure. The task commitment was a 17-item Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). The commitment scale was constructed based on six facets (e.g., high attendance), the example of item "I try various technique to help students understand their lesson."

In this current research, the task commitment scale yielded alpha .82. The 30-item Likert scale was used to measure the quality of teaching. This scale ranged from 5 (strongly agree) to 1 (strongly disagree). The authors constructed this scale by considering three main parts of performing teaching in classroom (i.e., introduction, main topic, and conclusion). The quality of teaching showed alpha .85 reliability coefficient (e.g., I grade assignments from students). The teacher's work

satisfaction was a 16-item Likert scale (5= strongly agree to 1= strongly disagree), constructed based on three facets of satisfaction (i.e., value, interest, and perception). This scale yielded alpha .76 and the example of item is “I am honored and respected as a teacher.”

III. RESULTS AND DISCUSSION

This study aimed at investigating the role of task commitment and quality of teaching on teacher’s work satisfaction. The following table 1 provides descriptive statistics and correlations.

TABLE I. DESCRIPTIVE STATISTIC AND CORRELATIONS

Variables	M	SD	1	2	3
1 Task Commitment	71.53	5.78	-		
2 Quality of Teaching	123.29	9.28	.81**	-	
3 Work Satisfaction	64.86	5.56	.62**	.69**	-

Note: N= 93, **p< .01, M= mean, SD= standard deviation

The results showed significant correlation among all variables in the study. The teachers’ work satisfaction was significantly correlated with the teachers’ quality of teaching and task commitment. This indicated that the results confirmed previous findings related to the role of task commitment and performance quality on work satisfaction. The relationships among these variables are common in most organizations including school-related organizations. The following figure 1 also depicts correlation among variables in the study.

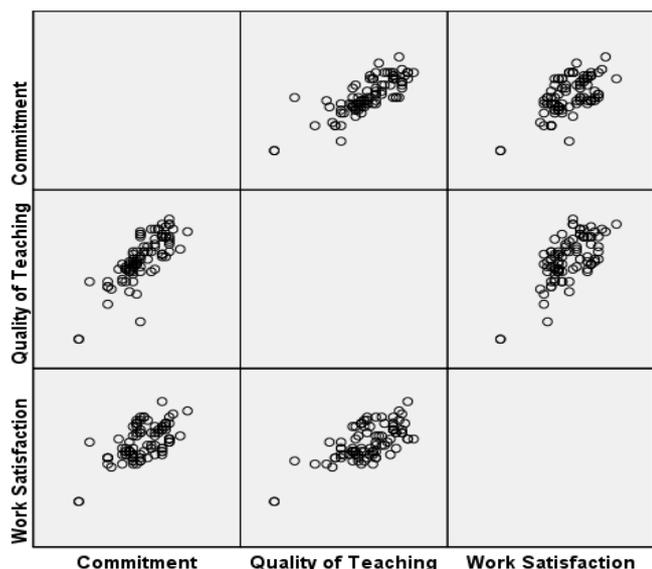


Fig. 1. Correlations among variables

Figure 1 clearly shows that all correlations were in positive directions, meaning all these variables were positively correlated. Thus, the increase (or decrease) of commitment and quality of teaching significantly predicted the increase (or

decrease) on teacher’s work satisfaction. The following table 2 described multiple regressions and relative contribution of each model to the teachers’ work satisfaction.

The results of multiple regressions using stepwise technique yielded significant F value (F= 58, p< .001) and F-change value (ΔF= 17.58, p< .001). In the model 1, the R2 for task commitment was .39; meaning task commitment contributed 39% to the variance of teacher’s work satisfaction. After adding quality of teaching in the model 2, it added 10% to the variance of teacher’s work satisfaction. In total, task commitment and quality of teaching together contributed 49% to the variance of teacher’s work satisfaction.

TABLE II. MULTIPLE REGRESSIONS

Model	R ²	Adj. R ²	ΔR ²	ΔF	β
1 Task commitment	.39	.38	.39	58***	.62***
2 Task commitment Quality of Teaching	.49	.48	.10	17.58***	.20 .53***

Note: N= 93, ***p< .001, Δ= change, β= beta weight

The results confirmed study hypothesis that both task commitment and quality of teaching positively contribute significant value to the teacher’s work satisfaction. These results were in line with the previous findings where work satisfaction and performance were correlated [9], [10]. Likewise, the teacher’s task commitment was found to be a significant contributor to teacher’s work quality. This supported early findings where commitment influenced employees’ performance including their work quality [5] and organizational citizenship behavior [12].

IV. CONCLUSIONS

This study found that both task commitment and teacher’s quality of teaching had important role in determining teacher’s work satisfaction. Task commitment and teacher’s quality of teaching were two highly performance-related variables to teaching. This suggests that teachers’ work satisfaction is greatly influenced by their task commitment and their quality of teaching.

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