



## International Journal of Economic Research

ISSN : 0972-9380

available at <http://www.serialsjournal.com>

© Serials Publications Pvt. Ltd.

Volume 14 • Number 13 • 2017

# The Effect of Perceived Organizational Support, Work Engagement, and Job Satisfaction on Teacher's Performance at Xyz Middle and High School

Mulyadi<sup>1</sup>, Niko Sudibjo<sup>2</sup> and Innocentius Bernarto<sup>3</sup>

<sup>1</sup>Teacher of BINUS SCHOOL Serpong

<sup>2-3</sup>Lectures of Education Technology Faculty of Pelita Harapan University

E-mails: [moeljadi@gmail.com](mailto:moeljadi@gmail.com); [niko.sudibjo@uph.edu](mailto:niko.sudibjo@uph.edu); [innocentius.bernarto@uph.edu](mailto:innocentius.bernarto@uph.edu)

**Abstract:** Job performance plays an important role to actualize vision and mission. Vision and mission is a measuring instrument that will gauge if an organization has achieved its goals. Job performance itself can be influenced by several factors such as perceived organizational support, work engagement, and teacher's satisfaction. Therefore, this research aims to explain the influence of perceived organizational support, work engagement, and job satisfaction on job performance at XYZ Middle and High School. This research uses a quantitative approach with the method of path analysis. The subjects of this research are 130 teachers at XYZ Middle and High School. As for the analysis of the data, SmartPLS 3.0 is used for data processing and hypothesis testing. From this data processing, the results show that (1) perceived organizational support positively influences job performance, (2) work engagement positively influences job performance, (3) perceived organizational support positively influences job satisfaction, (4) work engagement positively influences job satisfaction, and (5) job satisfaction positively influences job performance.

**Keywords:** perceived organizational support, work engagement, job satisfaction, job performance.

## BACKGROUND

Performance is one of the main challenges faced by any leader in all kinds of organizations. The main goal of it is to make sure that every employee performs at its maximum level (Kirkpatrick 2006). From the point of view of any organization, success is evident if employees work hard to be able to achieve their highest performance, as an individual or by groups (Schermerhorn, Jr *et al.* 2012). The same consideration is applied to an educational organization. With the constant changes happening in the field of education, teachers' performance need to be evaluated regularly to help them be able to meet the needs of the

students and be able to provide quality education (Aseltine *et al.* 2006). Torrington (2003) even emphasized that the teacher's responsibilities/ duties become more intense yearly and these may affect the teacher's performance as well.

On the other hand, if a teacher's performance that does not meet the standards set by the School, this may lead to a negative result. Teacher's poor performance may affect the school's reputation, the number of students' intake, students' academic achievement, other teachers' performance, support staffs' performance and the school's credibility in terms of leadership and management. With so many factors at stake, these made us realize that the situation must be considered carefully. Doing nothing about the teachers' performance will jeopardize students' learning opportunities and waste the biggest investment of the school - specifically on teachers and staff members themselves (Jones *et al.* 2006).

The focus towards performance must be done carefully. The strong pressure to increase every individual's performance, might lead to short-term benefits, but may also increase work stress among members and the possibility of exiting from the organization. That is why every organization must give full attention towards the things that may affect the performance of the employees and check it with balance. The teacher's performance in XYZ Middle and High School is evaluated annually. The goal for this is to see to it that the result of teacher's performance evaluation satisfies both parties - the teacher and the school. In reality, there are some components which teachers and school are not satisfied about. From the teachers' perspective, the reasons given for their underachieving performance are the following: (1) lack of support from school, (2) limited facilities, (3) lack of trainings/ workshops which are not aligned with the needs of the students and (4) trainings related with leadership. Whereas from the school's perspective, motivation, work engagement, professionalism and competence are some of the factors that affect a teacher's performance.

Perceived organizational support is one of the variables that affect a teacher's performance externally, while work engagement and job satisfaction are some of the factors that affect the performance of the teacher created by himself. Eisenberger and Neves (2012) points that perceived organizational support is increasing because the signal received by the employees is that the organization pays attention to their contributions and welfare, which in the end eventually motivates them, resulting to their better performance.

Other than those mentioned above, the school management should be serious in supporting the teacher's accomplishments by providing an integrated support program geared towards the needs of the teachers and focus more on the comprehensive matters that directly may affect the teacher's performance (Jones *et al.* 2006). Gillet *et al.* (2013) explains in his research that, if supervisors show support towards the employees' work autonomy, reward employees' contributions and think of their welfare, employees' feeling of satisfaction would be evident. It also shows that stiff control or misfit intervention coming from the employer can become a setback for every organization because employees might show dissatisfaction and not be able to perform satisfactorily.

The level of job satisfaction is not only shown from the completion of the work assignment given, but more so, on the employees' positive feelings towards their work (Robbins and Judge 2014). Suwandi (2014) also shows that job satisfaction has a direct effect to teacher's performance. Simbula and Guglielmi (2013) points out that employees with deep work engagement also have substantial job satisfaction. The work engagement that an employee experiences while doing the work assignment will have a positive result and be able to realize the advantages and benefits of his job with satisfaction.

The extent of work engagement represents how far an employee dedicates himself towards work (Schermerhorn, Jr *et al.* 2012). Imagine an employee who is so dedicated with his work and yet, in the end does not feel the advantages and benefits of his work, rather feel that he is being used. Dissatisfaction will occur and affect his overall performance.

Therefore, based on the previous exposures, researcher wants to conduct a study about the effect of perceived organizational support, work engagement, and job satisfaction to performance among teachers in XYZ Middle and High School. This research is important because a large number of teachers believe that ensuring the teachers' performance is not only properly maintained but is also improved.

## LITERATURE REVIEW AND HYPOTHESES

### Performance

Performance is defined as a collection of employees' behavior which contributes, whether positive or negative, to the organization's goal achievement. This definition includes the behavior controlled by the employees, whether it has connection or not with their performance (Colquitt *et al.* 2015). Shields (2007) describes performance as a condition showed by an employee in the form of knowledge, skill, ability and attitude, applied through related work effort, and obtains product or service of certain quality at a certain time interval. Torrington *et al.* (2003) explains about teachers' performance from the perspective of competencies, which focuses on 4 areas: (1) knowledge and understanding, (2) planning, teaching and class management, (3) observation, assessment, documentation and accountability, and (4) other professional requirements.

From the perspective of performance review, Kyriacou (2007) focuses on the teachers' competencies based on the following: (1) preparation and planning, (2) class management and organization, (3) communication skill, (4) student's work arrangement, (5) assessment and documentation of student's work, (6) relevant knowledge of learning and (7) relationship with student.

Based on the exposures of theories mentioned above, the synthesis of teacher's performance is teacher's behavior which is routine, adaptive and creative in contributing knowledge, skill, ability and good attitude that produces quality learning procedure according to the standard set by school.

### Perceived Organizational Support

Perceived organizational support reflects the level of the employees' confidence. The organization values the employees' contributions to the school and cares about their welfare. The organization shows support by providing adequate rewards, providing job security, improving work condition and minimizing the effects of work politics. From this perspective, the support given by the employer represents the organizational commitment for their own employees (Colquitt *et al.* 2015). Robbins and Judge (2012) defines perceived organizational support as the trust level of the employees, wherein the organization appreciates their contributions and attends to their welfare. For example, an employee believes that organization should attend to the needs of his child who is sick or pardon the commitment of an unintentional mistake.

Griffin and Moorhead (2014) illustrates that perceived organizational support may be beneficial support or unfavorable to the performances of an employee. Positive support can be shown through the available resources needed to achieve the organizational goals, while negative support can be shown through the failure

in providing the needed resources because of financial considerations or staff reduction. Locke (2009) adds that having clear direction is one form of organizational support because direction identifies the help needed.

Wagner and Hollenbeck (2010) describes the definition of perceived organizational support as the difference between an employee and the organization. Perceived organizational support may lead to a problem and frustration between the employee and the organization. The frustration is usually related with the quality of work environment, incentive target, reward program, profit sharing, reimbursement, flexible working time, work rotation, career development and training opportunity.

Based on exposures of the theories mentioned above, the synthesis of perceived organizational support is employee's trust level that is created by the organization through the rewards given for his contribution, support in quality development, and provision of adequate welfare.

These reviews above are in line with previous researches, such as Gillet *et al.* (2013), Guan *et al.* (2014) and Gutierrez *et al.* (2012) that show perceived organizational support has positive influence towards job satisfaction. Also, researches from Gillet *et al.* (2013) and Eisenberger and Neves (2012) show that perceived organizational support has positive influence towards performance. Based on these considerations, the hypotheses are:

H<sub>1</sub>: Perceived organizational support positively influences job satisfaction

H<sub>3</sub>: Perceived organizational support positively influences teacher's performance

## Work Engagement

Employee engagement is defined as involvement, satisfaction and enthusiasm towards work. To evaluate this, an employee needs to be asked about the available resources and the new skills learning opportunity, whether his work is important and meaningful, and whether the interaction between the employee and the supervisor is beneficial (Robbins and Judge 2012). Employees with high level of engagement has passion towards his job and has deep connection to his company. On the other hand, employees with low level of engagement only puts his time, but not his energy and concentration in work (Robbins and Judge 2012).

Work engagement itself is defined as physical, cognitive and emotional strength, invested by an employee in his work to achieve good performance (Robbins and Judge 2012). Employee's work engagement refers to how well an employee identifies himself to the company and how he emotionally commits himself to his work. This also defines how an employee is focus during work and whether he possesses the ability and resources to perform his work well (McShane and Von Glinow 2008). Federman (2009) describes work engagement as the employee's level of commitment to an organization and the profound effect of the commitment towards his performance and years of service.

Based on the exposures of theories mentioned above, the synthesis of work engagement is the enthusiasm, dedication and commitment of an employee in devoting significant time, effort and thought towards his work that is important and meaningful to him.

These reviews above are in line with previous researches, such as Hoigaard *et al.* (2012), Klassen *et al.* (2012) and Simbula and Guglielmi (2012) that show work engagement has positive influence towards job satisfaction. Also, researches from Jackson (2014) and Bakker and Bal (2010) show that work engagement has positive influence towards performance. Based on these considerations, the hypotheses are:

H<sub>2</sub>: Work engagement positively influences job satisfaction.

H<sub>4</sub>: Work engagement positively influences teacher's performance.

### Job Satisfaction

Job satisfaction is the delightful emotional state that comes from an acknowledgment of the employee's work or work experience. In other words, it represents how an employee presumes and thinks about his job (Colquitt *et al.* 2015). In general, an employee will feel satisfied if the outcome of his job is appreciated. Value perception theory describes that job satisfaction depends on how an employee acknowledges the employee's accomplishments and achievements. This theory also states that job satisfaction is evaluated based on specific aspect of the job (Colquitt *et al.* 2015).

Griffin and Moorhead (2014) defines job satisfaction as the extent as to how a person feels excited or fulfilled about his job. An extensive research shows that personal factors such as individual needs and aspiration determine job satisfaction. This may also include organization and group factors like their relationship with colleagues and supervisor, work environment, work policy, and compensation. A satisfied employee tends to have few absences, positively contributes and shows loyalty to the organization. Robbins and Judge (2014) explains job satisfaction as a positive feeling towards work, which derives from work characteristic evaluation. Schermerhorn, Jr *et al.* (2012) defines job satisfaction as an attitude that reflects positive or negative feeling of an employee towards his job, colleagues and work environment. Luthans (2011) describes job satisfaction as a result of the employee's perception on how well his job provides the things that mattered to him.

Based on exposures of theories mentioned above, the synthesis of job satisfaction is the positive emotional state felt by an employee about the recognition of the work done, expected work characteristics and high significance towards work.

These reviews above are in line with previous researches, such as Qureshi *et al.* (2013), Chang *et al.* (2012) and Suwandi (2014) that show job satisfaction has positive influence towards performance. Based on these considerations, the hypothesis is:

H<sub>5</sub>: Job satisfaction positively influences teacher's performance.

The illustration of this research can be seen in Figure 1 below.

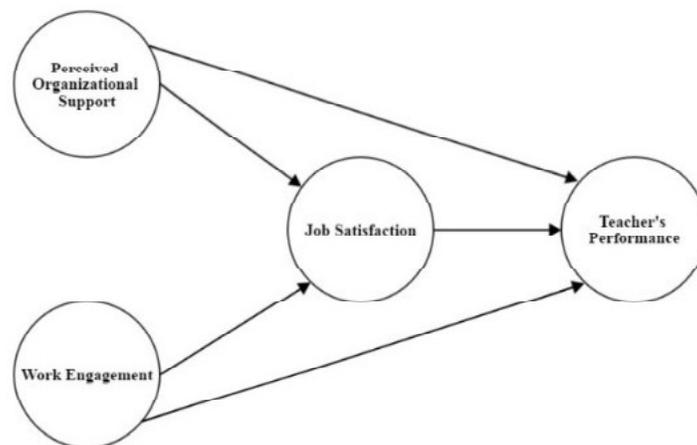


Figure 1: Research Model

## RESEARCH METHOD

This research uses the quantitative method. This research method can be described as the perspective of general data processing with the use of numbers. Researchers using quantitative approach usually build up their research based on belief that facts and feelings can be separated, where the world consists of facts that can be disclosed (Fraenkel and Wallen 2009). The variables in this research are: (1) perceived organizational support and work engagement as exogen variable, (2) teacher's performance as endogen variable and (3) job satisfaction and exogen and endogen variables.

A research was conducted in XYZ Middle and High School, located in Bumi Serpong Damai, South Tangerang. Data in the form of questionnaire was collected from 29 – 30 October 2015. Accessible population, which was also called as the target population, were the ones qualified for the research (Newby 2014). In this research, the accessible population are the 132 teachers of XYZ Middle and High School. After all the questionnaires were returned, there were 2 invalid, hence the number of population used for the research calculation and discussion was 130.

The questionnaire used in this research used the Likert scale, which is commonly used to measure the attitude or individual perception. The type of questionnaire is closed, where respondents give opinions based on the choices given. The choice of answers were: strongly agree, agree, neither agree nor disagree, disagree and strongly disagree (Darmadi 2011). The research instrument validity was examined using face validity. Face validity refers to the examiner's trust level that the instrument really measures what is supposed to be measured (Ary *et al.* 2010).

## RESULTS

### Convergent validity

Convergent validity test measures the consistency of each statement item in research variable. Instrument used was the questionnaire. Convergent validity test was reviewed from the outer loading of each statement item in instrument. Convergent validity was evidenced by the big and significant item loading (more than 0.50) for each construct (Vinzi *et al.* 2010). Based on the test results, questionnaire of teacher's performance was accepted 7 out of the 15 statements, job satisfaction had 6 out of 15 statements, perceived organizational support had 10 out of 14 statements, and work engagement had 5 out of 15 statements.

### Discriminant validity

In this research, AVE (Average Variance Extracted) was also measured to check the validity of instrument used. Focus of AVE measurement is the total variance of each variable towards the indicator compared with the total measurement error and the value must be bigger than 0.50 (Vinzi *et al.* 2010). Discriminant validity test indicates how far is the difference between the two variables and measured by comparing AVE latent variable correlation value with square root of AVE. Discriminant validity is fulfilled when the value of square root of AVE is bigger than the correlation value among latent variables (Vinzi *et al.* 2010), as shown on the table below.

**Table 1**  
**Value of AVE and Square Root of AVE**

	<i>AVE</i>	<i>Square Root of AVE</i>
Job Satisfaction	0,568	0,754
Teacher's Performance	0,550	0,742
Perceived Organizational Support	0,584	0,764
Work Engagement	0,593	0,770

*Source:* Result of Data Processing

### Reliability

Reliability tests are done by measuring the consistency of variables through the calculation of composite reliability. Vinzi *et al.* (2010) cites from Nunnally (1978) recommends that the acceptable reliability minimum is 0.7. The value of composite reliability is shown on the table below.

**Table 2**  
**Value of Composite Reliability**

	<i>Composite Reliability</i>
Job Satisfaction	0,887
Teacher's Performance	0,895
Perceived Organizational Support	0,933
Work Engagement	0,879

*Source:* Result of Data Processing

### Inner model

Inner model test is done by observing the R-Square value for dependent latent variable. Table below shows the result of R-Square calculation.

**Table 3**  
**R-Square (R<sup>2</sup>)**

	<i>R-Square (R<sup>2</sup>)</i>
Job Satisfaction	0,510
Teacher's Performance	0,542

*Source:* Result of Data Processing

R-Square, or as commonly known as the coefficient of determination, is defined as the proportion of all variations from the dependent variable to independent variable (Healey 2013). This means that job satisfaction is explained by perceived organizational support and work engagement as variables with 51%, the other 49% comes from an unknown variables. The teacher's performance is explained by the perceived organizational support, work engagement and job satisfaction as variables with 54.2% and 45.8% is explained by the other unknown variables.

### Multicollinearity

For multicollinearity test, the thing that needs to be considered is the collinearity value between variables must be small, and this is seen from the value of VIF (Variance Inflation Factor), which must be below between 5 – 10 (Vinzi *et al.* 2010). In this research, the standard used is below 5. Result of multicollinearity test is shown on the table below.

**Tabel 4**  
**Result of Multicollinearity Test**

	<i>Job Satisfaction</i>	<i>Performance</i>
Perceived Organizational Support	1,681	1,688
Work Engagement	1,681	2,610
Job Satisfaction	-	2,040

*Source:* Result of Data Processing

Lastly, hypotheses test is obtained by running Smart PLS 3.0 using calculation on Path Analysis, which enables the test to be done to corresponding variables directly or not directly (Ghozali and Latan 2015). Test is done to show relationship between the exogen variable and the endogen variable. Hypotheses test is also done by only considering direction of coefficient which is positive direction. Statistic tect (t-test) is not conducted because population is used as data.

**Table 5**  
**Hypotheses Test Result**

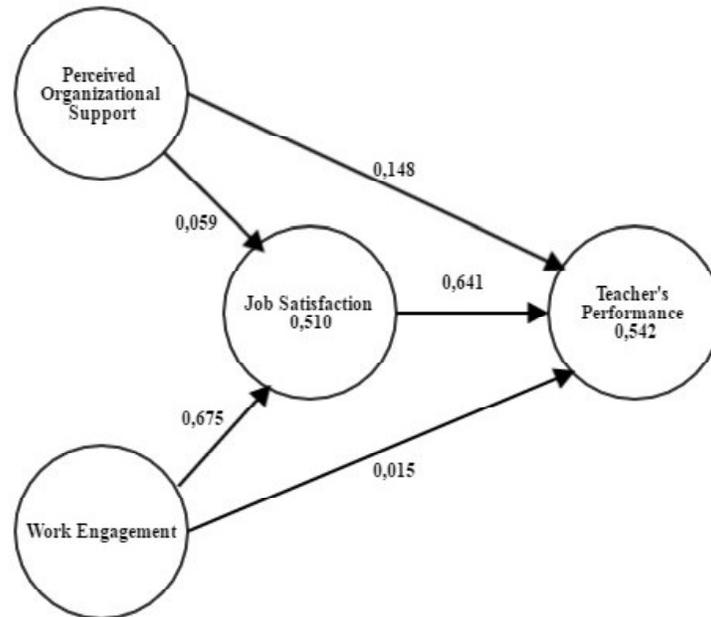
<i>Hypotheses</i>	<i>Standardized Coefficient</i>	<i>Conclusion</i>
H <sub>1</sub> : Perceived organizational support positively influences job satisfaction	0,059	Supported
H <sub>2</sub> : Work engagement positively influences job satisfaction	0,148	Supported
H <sub>3</sub> : Perceived organizational support positively influences teacher's performance	0,675	Supported
H <sub>4</sub> : Work engagement positively influences teacher's performance	0,015	Supported
H <sub>5</sub> : Job satisfaction positively influences teacher's performance	0,641	Supported

*Source:* Result of Data Processing

Based on the table above, if the value of coefficient is inserted to the research model, then it will look like the figure 2:

From Figure 2 and Table 5, perceived organizational support positively influences job satisfaction with path coefficient of 0.059 and work engagement positively influences job satisfaction with path coefficient of 0.675. Both variables positively influence job satisfaction with path coefficient of 0.510.

It is also seen that perceived organizational support positively influences the teacher's performance with path coefficient of 0.148, work engagement positively influences the teacher's performance with path coefficient of 0.015 and job satisfaction positively influences the teacher's performance with path coefficient of 0.641. These three variables positively influence teacher's performance with path coefficient of 0.542.



**Figure 2: Hypotheses Test Result Model**

Source: Result of Data Processing

## DISCUSSION

Based on research result, previous researches from Gillet *et al.* (2013), Guan *et al.* (2014) and Gutierrez *et al.* (2012) show that perceived organizational support positively influence job satisfaction. Things that need to be noted and be improved in perceived organizational support are the following: (1) acknowledgment of teacher's extra effort, (2) long-term teacher's career development, (3) concern towards teacher's personal needs, (4) scholarship program for teachers, and (5) position allowance system provided by the School. From the perspective of acknowledgment for teacher's extra effort, the performance evaluation system needs to be improved to signify that the School appreciates the effort exerted by the teachers. The things that need to be considered are the following: (1) academic/ affective extra time in helping students outside school hours, (2) extra time for administrative work, and (3) assignment related with school event.

Related to the long-term career development of the teachers, School needs to improve its long-term career program mapping and teachers' welfare. The School might also need to collaborate with the Human Resources Department, if necessary. Recruiting new teachers is challenging and it's more challenging to retain teachers especially good ones. Without a clear direction of the career development, teachers might not stay long in a particular school/ institution. Similar matter is also applied for the teacher's scholarship program. With the limited amount provided for the scholarship and lengthy work bound afterwards made a lot of teachers disinterested. Meanwhile, for the position allowance system, the adjustment being given every academic year makes the teachers feel that the allowance is not parallel to the hardwork they have rendered. The teacher's personal needs must be carefully reviewed and taken care of to avoid misuse and abuse from the teachers. As an institution with a neat organizational structure, the teachers' needs are usually found in the welfare system. The problem that usually arises is whether the teachers feel that the School is providing them with sufficient support or not.

Related with work engagement towards job satisfaction, research result is aligned with the previous researches from Hoigaard et al. (2012), Klassen *et al.* (2012) and Simbula and Guglielmi (2012) that show perceived organizational support positively influence job satisfaction. Teachers have good work engagement. This can be seen from the teacher's willingness to spend time after working hours to finish certain assignments. The teachers' dedication to their work can be seen during the construction of exam papers to the checking of answers which are both time consuming. Another noticeable thing is the teacher's passion in facing new work challenges. Rather than complaining, teachers show good attitude in handling new challenges. The tendency of complaining usually happens to teachers who have been working in the same school for quite some time because teachers expect stability in their work and refuse to do more than what is expected of them.

For new teachers, adapting to new work condition is crucial. The same thing applies to teachers who have been working for a while in XYZ Middle and High School because of the different situations, problems, and challenges happening every academic year. Currently, teachers are adapting well. This is so because teachers understand that by adapting as soon as possible to these changes, they will be more effective in finishing the work, which eventually will increase the teachers' competence. The School also provide autonomy for teachers to finish their work. Related to this matter, the School has a good supervision system, which makes teachers feel comfortable in performing and finishing their work. These things establish teachers' work engagement and increase teachers' job satisfaction.

School needs to view perceived organizational support as an important component that affects teachers' performance. Not only that, teacher's performance is also affected by job satisfaction. This is aligned with previous researches from Gillet *et al.* (2013) and Eisenberger and Neves (2012) that show perceived organizational support has positive influence towards performance.

School also needs to pay attention to the work engagement because it has strong influence towards job satisfaction, which also affects the teachers' performance. This is aligned with previous researches from Jackson (2014) and Bakker and Bal (2010) that show work engagement has positive influence towards performance.

Last, the effect of job satisfaction towards teacher's performance is seen from the teacher's perspective where they find being proactive as an important factor in finishing work. Work result gives an important contribution to the School and they view their overall work to be delightful. Being proactive is a helpful attitude for the School in achieving its goals. In the process, teachers will not wait passively, instead they will finish their work even before the deadline. The teacher's perspective towards his work also plays a big role. If the teacher sees his work as an integral part of his life, he will take it seriously and professionally. From the point of view of a teacher who has confidence that his work result will give an important contribution to the School, the teacher will be motivated because he has realized that his work is not pointless. Furthermore, the teacher will not feel burdened nor complain because he is also enjoying his overall work.

This is aligned with previous researches from Qureshi *et al.* (2013), Chang *et al.* (2012) and Suwandi (2014) that show job satisfaction has positive influence towards performance.

## **CONCLUSION**

The purpose of this research is to find out the effects of perceived organizational support, work engagement and job satisfaction to the teachers' performance in XYZ Middle and High School. Based on the research,

the total number of respondents is 130, the use of quantitative approach and path analysis method SmartPLS 3.0, can be concluded that:

- a) Perceived organizational support positively influences job satisfaction in XYZ Middle and High School.
- b) Work engagement positively influences job satisfaction in XYZ Middle and High School.
- c) Perceived organizational support positively influences teachers' performance in XYZ Middle and High School.
- d) Work engagement positively influences teachers' performance in XYZ Middle and High School.
- e) Job satisfaction positively influences teachers' performance in XYZ Middle and High School.

### **LIMITATION NAD FUTURE RESEARCH**

- a) In this research, the variables used are perceived organizational support, work engagement to job satisfaction, perceived organizational support, work engagement, and job satisfaction to teachers' performance. Considering the limited variables investigated, then it is expected that in the next research, different variables will be used such as work culture, leadership style, communication skill, stress level, and teamwork to measure job satisfaction and teachers' performance to obtain a more comprehensive overview.
- b) This research only gathers data from one school due to limited time, which in the end leads also to limited amount of data. It would be better if the data collection can be taken from all units in the foundation, from early childhood year and elementary program so management can get more accurate overall situation and think of better solutions.
- c) The use of the questionnaire in this research is only from the perspective of XYZ Middle and High School teachers. For the next research, an assessment can be developed for the management, support staff and students.

### **REFERENCES**

- Ary, Donald, Lucy Cheser Jones, Chris Sorensen, and Ashgar Razavieh. *Introduction to Research in Education*, 8<sup>th</sup> ed. Belmont, CA: Wadsworth, Cengage Learning, 2010.
- Aseltine, James M., Judith O. Faryniarz, Anthony J. Rigazio-DiGilio. *Supervision for Learning*. Alexandria, VA: ASCD, 2006.
- Bakker, Arnold B. and P. Matthijs Bal. "Weekly work engagement and performance: A study among starting teachers". *Journal of Occupational and Organizational Psychology* (2010), 83, 189-206.
- Chang, Ching-Seng, Su-Yueh Chen and Yi-Ting Lan. "Motivating medical information system performance by system quality, service quality, and job satisfaction for evidence-based practice". *BMC Medical Informatics and Decision Making* 2012, 12:135.
- Colquitt, Jason A., Jeffery A. Lepine, and Michael J. Wesson. *Organizational Behavior: Improving Performance and Commitment in the Workplace*, 4th ed. New York, NY: McGraw-Hill Education, 2015.
- Eisenberger, Robert and Pedro Neves. "Management Communication and Employee Performance: The Contribution of Perceived Organizational Support". *Human Performance*, 25 (2012), 452 – 464.

- Federman, Brad. *Employee engagement: a roadmap for creating profits, optimizing performance, and increasing loyalty*, 1<sup>st</sup> ed. San Francisco, CA: Jossey-Bass A Wiley Imprint, 2009.
- Fraenkel, Jack R. and Norman E. Wallen. *How to Design and Evaluate Research in Education*, 7<sup>th</sup> ed. New York, NY: McGraw-Hill Higher Education, 2009.
- Ghozali, Imam dan Hengky Latan. *Partial Least Squares: Konsep, Teknik dan Aplikasi menggunakan Program SmartPLS 3.0*, edisi kedua. Badan Penerbit – Undip, 2015.
- Gillet, Nicolas, Philippe Colombat, Estelle Michinov, Anne-Marie Pronost, and Evelyne Fouquereau. “Procedural justice, supervisor autonomy support, work satisfaction, organizational identification and job performance: the mediating role of need satisfaction and perceived organizational support”. *Journal of Advanced Nursing* (2013), 2560 – 2571.
- Griffin, Ricky W. and Gregory Moorhead. *Organizational Behavior: Managing People and Organizations*, 11<sup>th</sup> ed. Mason, OH: Cengage Learning, 2014.
- Guan, Xin, Tao Sun, Yan Hou, Liang Zhao, Yi-Ze Luan and Li-Hua Fan. “The relationship between job performance and perceived organizational support in faculty members at Chinese universities: a questionnaire survey”. *BMC Medical Education* 14:50 (2014): 1 – 10.
- Gutierrez, Antonio P., Lori L. Candela and Lara Carver. “The structural relationships between organizational commitment, global job satisfaction, developmental experiences, work values, organizational support, and person-organization fit among nursing faculty”. *Journal of Advanced Nursing*, 68(7), 1601–1614.
- Healey, Joseph F. *The Essentials of Statistics: A Tool for Social Research*, 3<sup>rd</sup> ed. Belmont, CA: Wadsworth, Cengage Learning, 2013.
- Hoigaard, Rune, Rune Giske, and Kari Sundsl. “Newly qualified teachers’ work engagement and teacher efficacy influences on job satisfaction, burnout, and the intention to quit”. *European Journal of Teacher Education* Vol. 35, No. 3 (August 2012): 347 – 357.
- Jackson, Lisa. “The Work Engagement and Job Performance Relationship: Exploring the Mediating Effect of Trait Emotional Intelligence” (2014). Master’s Theses. Paper 4467.
- Jones, Jeff, Mazda Jenkin, and Sue Lord. *Developing Effective Teacher Performance*. London: Paul Chapman Publishing, 2006.
- Klassen, Robert M., Said Aldhafri, Caroline F. Mansfield, Edy Purwanto, Angela F. Y. Siu, Marina W. Wong and Amanda Woods-McConney. “Teacher’s Engagement at Work: An International Validation Study”. *The Journal of Experimental Education*, 80(4), 317-337, 2012.
- Kirkpatrick, Donald L. *Improving Employee Performance through Appraisal and Coaching*, 2<sup>nd</sup> ed. AMACOM, 2006.
- Kyriacou, Chris. *Essential Teaching Skills*, 3<sup>rd</sup> ed. Cheltenham, UK: Nelsom Thornes Ltd, 2007.
- Locke, Edwin A. *Handbook of Principles of Organizational Behavior*, 3<sup>rd</sup> ed. West Sussex, UK: John Wiley & Sons Ltd.
- Luthans, Fred. *Organizational Behavior: An Evidence-Based Approach*, 12<sup>th</sup> ed. New York, NY: McGraw-Hill/Irwin, 2011.
- McShane, Steven L. and Mary Ann Von Glinow. *Organizational Behavior: Emerging Realities for the Workplace Revolution*, 4<sup>th</sup> ed. New York, NY: McGraw-Hill/Irwin, 2008.
- Newby, Peter. *Research Methods for Education*, 2<sup>nd</sup> ed. New York, NY: Routledge, 2014.
- Qureshi, M. Imran, Safia Bashir, Amjad Saleem, Aziz Javed, Umme Ruqia Saadat, and M. Zulqarnain Safdar. “Analysis of Various Determinants Which Affect on Job Performance: (A Case Study on Private and Public Universities Employees of D.I.Khan)”. *Gomal University Journal of Research* 29 (June 2013): 62 – 70.
- Robbins, Stephen P. and Timothy A. Judge. *Essentials of Organizational Behavior*, 12<sup>th</sup> ed. Upper Saddle River, NJ: John Wiley & Sons, Inc., 2014.
- Schermerhorn, Jr., John R., Richard N. Osborn, Mary Uhl-Bien, and James G. Hunt. *Organizational Behavior*, 12<sup>th</sup> ed. Hoboken, NJ: John Wiley & Sons, Inc., 2012.
- Shields, John. *Managing Employee Performance and Reward: Concepts, Practices, Strategies*. Cambridge, UK: Cambridge University Press, 2007.

- Simbula, Silvia and Dina Guglielmi. "I am engaged, I feel good, and I go the extra-mile: Reciprocal relationships between work engagement and consequences". *Journal of Work and Organizational Psychology* 29 (2013), 117 – 125.
- SmartPLS: Ringle, C. M., Wende, S., and Becker, J.-M. 2015. "SmartPLS 3." Boenningstedt: SmartPLS GmbH, <http://www.smartpls.com>.
- Suwandi. "The effects of self-confidence and leadership on job satisfaction and its implication on elementary school teacher's performance". *International Journal of Academic Research Part B*, 6(3) (2014), 262 – 264.
- Torrington, Derek, Jill Earnshaw, Lorrie Marchington, and Eve M. D. Ritchie. *Tackling Under-performance in Teachers*. New York, NY: RoutledgeFalmer, 2003.
- Vinzi, Vincenzo Esposito, Wynne W. Chin, Jörg Henseler, and Huiwen Wang. *Handbook of Partial Least Squares: Concepts, Methods and Applications*. Berlin, Germany: Springer, 2010.
- Wagner III, John A., and John R. Hollenbeck. *Organizational behavior: securing competitive advantage*. New York, NY: Routledge, 2010.