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Mediating Effect of Private Kindergarten Teachers' Job Satisfaction in the Relations between Organizational Culture and Organizational Commitment

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ABSTRACT

The purpose of this study is to investigate the structural relations between the organizational culture, the organizational commitment and the job satisfaction perceived by private kindergarten teachers. Methods/ Statistical analysis: For the purpose of this study, the research was conducted from 282 teachers working at private kindergartens located at K city, and the collected data was processed using SPSS 18.0 Program. First, this study obtained general characteristics of research subjects through descriptive statistics, investigated the credibility of testing tools using Cronbach's α -coefficient, and verified correlation between variables using Pearson's correlation coefficient. As a result, first, there were positive correlations between the private kindergarten teachers' organizational culture, their organizational commitment, and their job satisfaction; secondly, their organizational commitment was relatively most influenced by job satisfaction, followed by organizational culture; thirdly, the private kindergarten teachers' job satisfaction played the mediating role in the relations between organizational culture and organizational commitment. The results of this study are significant as they revealed that the organizational commitment is the main factors for the job satisfaction kindergarten teacher, rather than the external factors. They also showed the importance of the desirable and the positive direction of the kindergarten culture. They indicate that it is necessary to make an effort to improve job satisfaction to increase private kindergarten teachers' organizational culture and their organizational commitment.

Keywords: Private Kindergarten Teachers, Organizational Culture, Organizational Commitment, Job Satisfaction.

1. INTRODUCTION

The important factor, which determines good-quality early childhood education, in fact, depends on teachers. Particularly in Korea, 80% of kindergarten teachers are the teachers working at private kindergartens, but

they are currently working under poor conditions in terms of low wage level and high retirement rate, compared with other teachers working at national and public kindergartens (Kim, Sun-hee & Kwon, Youn-hee, 2012).

According to the Korea Educational Development Institute (2010), the retirement rate of public kindergarten was 0.3% whereas the private kindergartens showed 19.5% of the retirement rate in 2010, which means that the average retirement rate of private kindergarten is far higher than public kindergartens. Working conditions, poor treatment, and low job stability of private kindergarten teachers are pointed out as the reason.

Moreover, they work 2 hours and a half more a day on average than the teachers of national and public kindergartens, and their annual income is also exposed to poor conditions by reaching only 50% of what the teachers of national and public kindergartens earn (Kim, Nak-heung, 2009).

As well as general organizations, the teachers' efficacy varies by the school organization according to the characteristics of organizational context as organizational learning, organization culture, the development of individual organizing members and organizational effectiveness vary depending on the condition of organizational culture (Tobin & Muller & Turner, 2006).

For the kindergarten to realize the high-quality kindergarten education as a social organization, it also needs to accomplish educational goals efficiently through interaction among the organizing members and the organizing members need to be satisfied and engage themselves in their assigned duties to achieve positive outcome (Kim Sun-Hee, Kwon Yeon-Hee, 2012). Organizing members are influenced by their organizational culture and produce standards or criteria that regulate individual or group behaviors at the same time, and in this respect, the active operation of kindergarten and the success or failure of effective goal achievement are closely related to the organizational culture of kindergarten (Kim Young-Ok, 2003). Especially, the conflict between manager and organizing members works as a principle difficulty at work (Dimitris, Mantes, & Kefalas, 1990).

It is necessary to investigate the organizational culture in the private kindergartens that occupy more than 3/4 of kindergarten in Korea to investigate general organizational culture of kindergarten teachers in Korea. Therefore, this study conducted research around the private kindergarten teachers, which means that this study intended to define the relations of job satisfaction with the organizational culture and the organizational commitment perceived by private kindergarten teachers. This will serve as the basis of improving the immersion of private kindergarten teachers more positively and actively in organization.

The following research problems were established for the objectives listed above.

Research Problem 1: What is the degree of correlation among the organizational culture, job satisfaction and organizational commitment of kindergarten teachers?

Research Problem 2: What is the impact of the kindergarten teacher's organizational culture and job satisfaction on the organizational commitment?

Research Problem 3: Was there mediating effect of the kindergarten teachers' job satisfaction on the relations between the organizational culture and the organizational commitment?

2. RESEARCH METHODS

Sample Design and Data Collection

This study was conducted with 282 teachers working at private kindergartens located at K City. The collected data was processed using SPSS 18.0 Program. First, this study obtained general characteristics of research subjects through descriptive statistics, investigated the credibility of testing tools using Cronbach's α -coefficient, and verified the correlation between variables using Pearson's correlation coefficient.

In addition, to find out the relative impact, the hierarchical multiple regression analysis was performed, and to verify the significance of the mediating effect, the Sobel Test was performed (Sobel, 1982) utilizing the standard error between the non-standardized coefficient and the standard error after investigating the mediating effect according to the regression analysis procedure suggested by Baron and Kenny (1986).

3. METHOD OF ANALYSIS

- 3.1 Perceived degree of kindergarten teachers in terms of relation-oriented culture, innovation-oriented culture, hierarchy-oriented culture, task-oriented culture, job satisfaction and organizational commitment.

Table 24.1
Research models meet indices

Factor	M	SD
Relation-oriented culture	4.02	.63
Innovation-oriented culture	3.73	.63
Hierarchy-oriented culture	3.36	.62
Task-oriented culture	3.40	.52
Job satisfaction	3.71	.59
Organizational commitment	3.58	.62

As shown in above table, the perceived degree of private kindergarten teachers on the relationship-oriented culture, innovation-oriented culture, hierarchy-oriented culture, work-oriented culture, job satisfaction, and organizational commitment was the relationship-oriented culture ($M = 4.02$, $SD = .63$), innovation-oriented culture ($M = 3.73$, $SD = .63$), job satisfaction ($M = 3.71$, $SD = .59$), organizational commitment ($M = 3.58$, $SD = .62$), and work-oriented culture ($M = 3.40$, $SD = .52$), in order. In other words, the perception of job satisfaction of private kindergarten teachers was relatively high, and there was high perception of relationship-oriented culture among lower variables of organizational culture.

- 3.2. Result Interrelation of kindergarten teachers among relation-oriented culture, innovation-oriented culture, hierarchy-oriented culture, task-oriented culture, job satisfaction and organizational commitment

Organizational commitment and job satisfaction showed high correlation coefficient ($r = .75$), and among lower variables of organizational culture, it was identified that the hierarchy-oriented culture does not show the correlation with the organizational commitment. Especially, among lower variables of organizational culture and the hierarchy-oriented culture, no correlation was shown with the organizational commitment ($p > .05$).

Table 24.2
The Interrelation matrix between the measured variables

<i>Factor</i>	<i>Relation-oriented culture</i>	<i>Innovation-oriented culture</i>	<i>Hierarchy-oriented culture</i>	<i>Task-oriented culture</i>	<i>Job satisfaction</i>	<i>Organizational commitment</i>
Relation-oriented culture	1					
Innovation-oriented culture	.65**	1				
Hierarchy-oriented culture	.04	.10	1			
Task-oriented culture	.21**	.41**	.50**	1		
Job satisfaction	.46**	.57**	.20**	.37**	1	
Organizational commitment	.46**	.47**	.10	.31**	.75**	1

** $p < .01$

3.3. Relative explanation power of organizational culture and job satisfaction on organizational commitment of private kindergarten teachers

Table 24.3
Relative explanation power of organizational culture and job satisfaction on organizational commitment of kindergarten teachers

<i>Factor</i>	<i>B</i>	β	<i>t</i>	<i>R2</i>	<i>R2 Change</i>	<i>F</i>
(Constant)	.37					
Job satisfaction	.74	.70	14.54***	.57	.57	181.77***
Organizational commitment	.13	.08	1.75 ($p = .082$)			

In the results of multiple regression analysis to investigate the factors having impact on the organizational commitment of kindergarten teachers, the explanation degree of the job satisfaction and organizational culture on organizational commitment of kindergarten teacher was approximately 57.0% ($R^2 = 0.57$), and it was identified that the regression model was significant ($F = 181.77, p < .001$). Next, in the results of examining the variables having significant impact on the organizational commitment of kindergarten teachers, it was identified that the job satisfaction do not have impact ($p < .001$), and the organizational culture did not have significant impact at the significance level of 0.05 ($p > .05$).

According to the result of investigating the relative impact of the kindergarten teachers' organizational commitment, as the job satisfaction ($b = .70$) and organizational culture ($b = .08$), in order, have higher impact. The higher the kindergarten teachers' job satisfaction, the higher the organizational commitment of kindergarten teachers is increased.

3.4. The mediating effect of the job satisfaction in the relations between organizational culture and organizational commitment of kindergarten teachers

In the first stage, the organizational culture (independent variable) explained the job satisfaction (mediator variable) approximately 33%. It was observed that this regression model is appropriate at the level of $p < .001$, as the F value was 137.99.

Secondly, as the organizational culture, which is the independent variable, explained 24% of the organizational commitment, which is the dependent variable, and the F value was 86.88

Table 24.4
The mediator effect of job satisfaction in the relation between the measured variables

Dependent variables	Argument variables	B	SE	B	t	R2	F
Job satisfaction	Organizational culture	.81	.07	.57	11.74***	0.33	137.89***
Organizational commitment	Organizational culture	.73	.08	.49	9.32***	0.24	86.88***
Organizational commitment	Organizational culture	.13	.07	.08	1.75	0.57	181.77***
	Job satisfaction	.74	.05	.70	14.54***		

showing that it is significant at the level of $p < .001$, it is observed that the regression model is appropriate.

This study conducted Sobel test to investigate the significance of mediating effect. The verification route of mediating effect is as shown in Illustration 1.

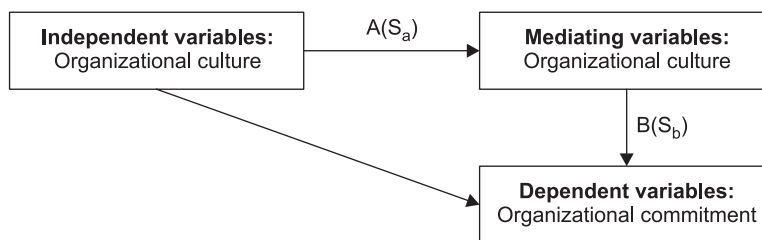


Figure 24.1. Utilizing the proven path to Sobel Test the mediating effect

It was identified that job satisfaction of early childhood teachers mediate organizational culture and organizational commitment with 9.16 ($p < .001$) of Z value.

4. RESULTS AND DISCUSSION

This study investigated the impact of the organizational culture and the job satisfaction on the job commitment of kindergarten teachers and the mediating effect of job satisfaction in the relation between the organizational culture and the job commitment of kindergarten teachers.

In the result of this study, first, there were positive correlations among the private kindergarten teachers' organizational culture, the organizational commitment and the job satisfaction. Second, the relative impact on the organizational commitment of the private kindergarten teachers represented from the job satisfaction and organizational culture, in order. Third, the private kindergarten teachers' job satisfaction played the mediating role in the relation between the organizational culture and the organizational commitment.

According to the results of this study, it was identified that the job satisfaction has positive effect on the kindergarten teachers' organizational commitment in the organizational culture. Therefore, to improve the organizational commitment of the kindergarten teachers, in-depth discussion on the measures to increase their job satisfaction would be needed.

Furthermore, it would be necessary to improve the job satisfaction of kindergarten teachers by developing and operating the programs to increase their job satisfaction.

As a study investigated the organizational commitment in the kindergarten by perceiving the importance of the organizational culture of the unit kindergarten and the job satisfaction of the kindergarten teachers,

this study investigated the mediating effect of the job satisfaction in the relations between the organizational culture and the organizational commitment of kindergarten teachers. In the results of this study, it was identified that for the organizational commitment, the internal factors such as the job satisfaction of kindergarten teachers work as a major factor rather than the external factors. Also, the results of this study became the opportunity to raise the importance of the desirable and positive organizational culture of kindergarten once again.

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