



## Effect of Motivation, Job Satisfaction and Organizational Commitment on Performance: Study Case on Early Childhood Education Teachers in Indonesia

Kusni Ingsih, Juli Ratnawati, Imam Nuryanto

Faculty of Business and Economics, Universitas Dian Nuswantoro Jl. Nakula I No. 5-11, Semarang, Indonesia  
E-mail: [kusni.ingsih@dsn.dinus.ac.id](mailto:kusni.ingsih@dsn.dinus.ac.id), [ratnawatijuli74@gmail.com](mailto:ratnawatijuli74@gmail.com), [imam.udinus@gmail.com](mailto:imam.udinus@gmail.com)

**Abstract:** The teachers of early childhood education plays an in important role on the success of educational objective as mandated in law. Therefore, the teacher's performance should be encouraged in order to cope with high competition and prepare the supreme human resources. The study aimed at analyzing the effect of Motivation, Job Satisfaction and Organizational Commitment to teachers Performance. Data were collected from 105 early childhood education teachers in Indonesia. Data were collected by distributing questionnaires. All the variables were measured in Likert scale. The hypothesis was tested using SEM approach AMOS program. The study found that Motivation did not significantly affect the Organizational Commitment, Job Satisfaction had significant effect on Organizational Commitment, Organizational Commitment had a significant effect on Performance, Motivation did not significantly affect Performance and Job Satisfaction had a significant effect on Performance.

**Keywords:** Teachers, Motivation, Job Satisfaction, Organizational Commitment, Performance

### 1. INTRODUCTION

Teachers as educational staff become significant factors that lead to the success of educational objective, because teacher directly deals with their students to guide and to teach them in order to get the expected output. Moreover teachers are also human resources who act as planners, actors and determiners in achieving national education objectives that mandated in the law. In supporting the teacher's activities, conducive classroom environment and good relationships among the existing elements of school, parents, community, government and other stakeholders are needed. Consequently in this globla era, the teacher's performance should be improved to face high competition and prepare the excellent human resources. Teacher performance is the result from teacher's achievement in carrying out his tasks based on his skills, experience,

fairness and his time management. To intensify teacher performance, motivation and job satisfaction are required so that they have high commitment to their work.

The existence of appropriate motivation, employees will be encouraged to do their maximum jobs because it believes that with the success of the organization in achieving its goals and targets, the personal interests of members of the organization will be covered as well. Having high motivation will create a commitment in his responsibility in completing each job. A research by Alimohammadi and Neyshabor (2013) revealed that work motivation has a significant and positive impact on commitment. They stated that if employees have high motivation then they will enjoy their work given by their company so that employees have loyalty and commitment. Another results of research on hospitality employee conducted by Tsai, Cheng and Chang (2010) show that employee's job satisfaction directly and positively affect to organizational commitment yet it does not directly affect the performance.

Organizational commitment is included for better estimation by reason of global response and persisting against the organization compared to the job satisfaction. An employee may be dissatisfied with a particular job and assume that it is a temporary condition. Meanly the dissatisfaction will gradually spread to all lines of the organization then they will consider to resign. Employees express their dissatisfaction in various ways. Mathis and Jackson (2001) also stated that people who are relatively satisfied with their work will be more committed to the organization. According to Nelson (2006) employees who are satisfied in the organization will affect its performance and of course having better performance. Nevertheless, the empirical results of Luthans (2005) stated that the influence variabels of job satisfaction, work motivation, and organizational commitment have inconsistencies on employee performance. Therefore this research is conducted to test the effect of these variables on the value of teachers performance. The research object focused on the teacher at early childhood education in Semarang, the capital of Central Java, Indonesia because a lot of early childhood education spread around this region and with varied educational teacher's background.

## **2. LITERATURE REVIEW**

### **2.1. Motivation**

According to Gibson (1997), motivation is a strength that encourages employee in directing behavior. Furthermore it can be concluded that motivation is a series of activities of encouragement, not only to others but also to oneself. So that through this encouragement is expected to act towards the goal. Motivation as defined by Robbins (2003) is a willingness to use high-level effort for organizational goals, which is conditioned by the ability of businesses to fulfill individual needs. Colquitt, LePine, and Wesson (2009) describe motivation as a collection of energetic strength that coordinates within outside of oneself.

### **2.2. Job Satisfaction**

McNesee (1996) said that job satisfaction is the employess' feeling due to their job, this is a general thing in work based on the assessment of aspects that are in the work. A person's attitude towards a job describes a pleasant and unpleasant experience as well as future expectations. Based on Luthan (2005), job satisfaction is the result of employee perceptions of how well their work. For example, if organizational members feel that they work too hard than others in the same department, but receive fewer awards then the others it will

make negative attitude toward their job, leadership, and or co-workers furthermore they are not satisfied. Conversely, if they feel that they are treated well and paid properly, then they will probably have a positive attitude towards their work so they will feel satisfied.

### **2.3. Organizational Commitment**

According to Alhaji and Yusof, and Harrison and Hubbard (1998) in Ratnawati *et al.*, (2016), organizational commitment can be defined as a person's self-identification and the degree of attachment of a person in his organization. It relates to one's behavior toward the organization's goals, expectations and values. A person's organizational commitment can indicate a person's expectations for staying within his organization as well as his efforts for the organization. Although it is related to behavioral implications, the concept is more focused on how a person deals with his organization or attached to individuals to the organization. Yousef (2000) stated that Organizational commitment is a feeling of an employee's obligation to stay with the organization resulting from the normative pressure given to an individual.

### **2.4. Performance**

Employess performance is an outcome achieved by the employee according to certain criteria that apply to a particular job. Robbins (2003) stated that the performance of employees is as a function of the interaction between ability and motivation. In the study of performance management there are many things that need considerations because the individual performance of an employee within the organization is part of the organization's performance, and can determine the performance of the organization. The success or failure of the employees' performance that the organization has achieved will be influenced by the level of performance of individual and group employees.

### **2.5. Hyphotesis**

1. Appropriate motivation promotes employees to carry out their duties maximally. It is based on the organization's success in achieving its goals in various target and also personal interests of its members. With high motivation will create commitment to the responsibility in completing each job. In addition, the provision of encouragement as one form of motivation is important to improve employee morale so that it can achieve the expected results by management. Studies conducted by Siti-Nazilah et al., (2012) on College Student Volunteers found evidence that motivational factors affect commitment although not as a whole. Similar studies have also found similar results (Bang, Ross, & Reio, Jr, 2013).
2. Job satisfaction perceived by employees can decrease organizational commitment or increase organizational commitment. Employees who work happily without compulsion will produce good results and commit to their company. High job satisfaction leads to positive impacts such as increased work discipline, increased enthusiasm and passion, and often do positive things in the work resulting productivity. It can be concluded that there is a correlation between job satisfaction and organizational commitment (Mathieu & Zajac, 1990; Williams & Hazer, 1986).
3. When someone likes the organization where he works automatically will give the best and loyal to his organization, in other words members who are committed to the organization taking apart of the

organization compared to others who are not committed to the organization. Employees with high organizational commitment are also able to improve their performance. The fact shows that employees who have a high organizational commitment would not consider to resign. It can be concluded that the higher commitment they have the higher productivity they made (Guest, 1991).

4. Motivation is the most important factor in determining organizational performance. Employee motivation is one of manager's policies to improve the management performance. A motivated employee is very responsive to the company's goals so that each individual pointed out his personal goals for his organizational objectives (Shadare, Hammed, & Ayo, 2009).
5. Employee satisfaction results in improving their performance to their company. When a company has a high level of employee satisfaction so they will be more productive than others (Naqvi, Ishtiaq, Kanwal, & Ali, 2013).

From the above sentences it can be arranged hypothesis as follows:

H1: Motivation is significantly and positively related to organizational commitment

H2: Job Satisfaction is significantly and positively related to organizational commitment

H3: Organizational commitment is significantly and positively related to performance

H4: Motivation is significantly and positively related to performance

H5: Job Satisfaction is significantly and positively related to performance

### **3. RESEARCH METHOD**

The aim of this study is to investigate the relationship among motivation, job satisfaction organizational commitment and performance. The study was conducted by survey to schools which have early childhood education program in Semarang, Indonesia. Respondents were identified using a sampling census technique with a total of 105 teachers of early childhood education. Responses were given in a five level Likert scale ranging from 1 = I strongly disagree to 5 = I strongly agree. Motivation is measured by self-determination theory introduced by Deci and Ryan (1985) with 3 indicators of competence, autonomy and psychological relatedness. Dimensions job satisfaction was measured by a questionnaire consisting of 5 question items developed by Cellucci and DeVries (1978). It includes five questions consisting of salary, relationship, supervisor, job satisfaction, and growth. Organizational commitment use questionnaires developed by Allen and Meyer (1990) with 3 kinds of questions in the form of affective, continuance, and normative commitment. Performance is measured by 5 questions about job quality, job quantity, timeliness, attitudes and behavior, and workplace skills taken from Mathis and Jackson (2001). Data analysis technique use SEM approach of AMOS 21 program.

### **4. RESULT AND DISCUSSION**

#### **4.1. Result**

The model was tested using structural equation model approach then the data analysis can be seen as follows:

**Table 1**  
**Goodness of Fit Index**

<i>Goodness of Fit Index</i>	<i>Output</i>	<i>Cut Off Value</i>	<i>Result</i>
Chi Square	127.009	-	
Probability	0.026	> 0.05	
RMSEA	0.053	< 0.08	Good
CFI	0.951	≥ 0.95	Good
TLI	0.940	≥ 0.95	Marginal
GFI	0.868	≥ 0.90	Marginal
AGFI	0.817	≥ 0.90	Marginal

Based on the table above, it shows that even though p value of Chi Square is smaller than 0.05 but the resulting value is still moderate in addition the size of other fit index such as RMSEA with value 0.053 is below 0.08 and CFI value 0.951 more than 0.95. Thus it can be concluded that the model is feasible.

**Table 2**  
**Factor Loading and Construct Reliability**

<i>Variable</i>	<i>Indicator</i>	<i>Factor Loading</i>	<i>Construct Reliability</i>	<i>Result</i>
Motivation	X1	0.724	0.734	Reliable
	X2	0.664		
	X3	0.689		
Job Satisfaction	X4	0.631	0.817	Reliable
	X5	0.668		
	X6	0.7		
	X7	0.705		
	X8	0.722		
Organizational Commitment	X9	0.792	0.836	Reliable
	X10	0.785		
	X11	0.802		
Performance	X12	0.71	0.803	Reliable
	X13	0.666		
	X14	0.6		
	X15	0.686		
	X16	0.687		

Related to the second table, it mentioned that indicator for the variables Motivation (X1-X3) has a factor value of loading above 0.5 so it can be said that all indicators can explain the variables Motivation. Indicator for Job Satisfaction variable (X4-X8) has a value of factor loading above 0.5 so it can be stated that all indicators are able to explain Job Satisfaction variable. Indicator for Organizational Commitment variable (X9-X11) has a value of factor loading above 0.5 so it can be said that all indicators are able to

explain Organizational Commitment variable and Indicator for Performance variable (X12-X16) has value of factor loading above 0,5 so it can be concluded that all indicators are able to explain the Performance variable. While the measurement of construct reliability can be seen that all variables have values above 0.7 so it can be stated that all the variables have been reliable.

**Table 3**  
**Hypothesis Test**

<i>Regression Weights</i>	<i>B</i>	<i>S.E.</i>	<i>C.R.</i>	<i>Prob</i>	<i>Result</i>
Organizational Commitment -Motivation	0.281	0.156	1.797	0.072	Non Significant
Organizational Commitment - Job Satisfaction	0.321	0.146	2.206	0,027	Significant
Performance - Organizational Commitment	0.176	0.088	2.005	0.045	Significant
Performance - Motivation	0.134	0.108	1.247	0.213	Non Significant
Performance - Job Satisfaction	0.730	0.140	5.209	0.000	Significant

From the table, it can be seen that the relationship of Motivation to Organizational Commitment has a regression coefficient value of 0.281 with a probability value of 0.072 above 0.05 thus it can be said that Motivation does not significantly affect the Organizational Commitment. Relationship Job Satisfaction to Organizational Commitment has a regression coefficient value of 0.321 with a probability value of 0.027 below 0.05 so it can be implied that Job Satisfaction has significant effect on Organizational Commitment. Organizational Commitment Relationship to Performance has a regression coefficient value of 0.176 with a probability value of 0.045 below 0.05 therefore it can be stated that Organizational Commitment has a significant effect on Performance. Relationship Motivation to Performance has a value of regression coefficient of 0.134 with probability value 0.213 above 0.05 hence it can be concluded that Motivation does not significantly affect Performance. Relationship Job Satisfaction to Performance has a value of regression coefficient of 0.730 with a probability value of 0.000 below 0.05 therefore it can be concluded that Job Satisfaction has a significant effect on Performance.

#### **4.2. Discussion**

The result from those hypothesis testing proves that motivation does not affect the Organizational Commitment indicated the unfathomable from three basic needs on early childhood education teacher ‘s psychology namely; competence, autonomy and psychological relatedness. They influence on decreasing motivation to develop themselves, so that the early childhood education teachers feel unable to take the responsibility in doing their activities (amotivation). Their insatiable psychological basic make them incapable of achieving good self-function, psychologically disturbed and their welfare diminishes which leaves them with no high commitment to the organization. It can be concluded that a person without motivation will give a minimum effort to work. This result does not support previous research conducted by Daif and Yusof (2011); Choong and Wong (2011).

The test proves that the higher the work satisfaction of early childhood education teachers have, the higher commitment also they have. High salary influences the necessities of life, relationships with other employees looked harmonious, the leaders cares to the employess, job satisfaction are increased, and job promotions are open to them. Therefore employees getting loyal to their company and do not want to

resign from their company. This is obviously very beneficial for the organization because it has a loyal teacher staff. The results of this study strengthen the research that has been done by Ingsih et al., (2016) and Ratnawati et al., (2015).

From statistics data it mentioned that organizational commitment affects the performance of early childhood education teachers. It can be indicated that there is a tendency for teachers to be loyal as members of the organization. They have high organizational commitment so they behave professionally and will uphold the organizational agreement. Teachers' performance will increase as they are deeply entrenched in their commitment. This finding supports Ratnawati's statement et al., (2016) and Chen et al., (2006) who argues that with high organizational commitment, employees will feel comfortable with the company.

The fourth hypothesis finds evidence that motivation does not affect performance. early childhood education teacher's are not highly motivated to improve the quality of work and the quantity of their work. Working on time, maintaining attitudes, behaviors and having workplace expertise is not important to them. Though this encouragement hopefully can cause the accomplishment distinguishing with others just because they always want to do something better. This finding does not support the research results of Afful-Broni (2012) and Asim (2013).

The fifth hypothesis shows about job satisfaction of early childhood education teacher's influences their performance. It proves that the higher job satisfaction of teachers, the higher performance of work will impact the better of performance they will give so that the goals of the organization can be achieved. The productivity of the teachers will increase due to the acquisition of adequate salaries, good relationships with colleagues and employers and an increasing career. This supports the results of the prior art by Naqvi et al., (2013) and Ratnawati et al., (2016) which states that the higher work satisfaction will improve employees' performance.

## CONCLUSION

This research focuses on the influence of motivation, job satisfaction, organizational commitment to the performance of early childhood education teacher's in Indonesia. The development of human resources in the field of education and performance improvement will be more effective considering with some factor such as they feel comfortable with the way they fulfill their needs both psychologically, intrinsically, extrinsic, interpersonal and salary. The principals should pay more attention and improve policies related to motivation, because the results of research proved that motivation is a variable that does not affect the commitment and organizational performance. It becomes important if teachers have low motivation and finally can not achieving the goals of the organization that has been set.

## REFERENCES

- Afful-Broni, A. (2012). Relationship between motivation and job performance at the University of Mines and Technology, Tarkwa, Ghana: Leadership lessons. *Creative Education*, 3(3), 309-314.
- Alimohammadi, M., & Neyshabor, A. (2013). Work motivation and organizational commitment among Iranian employees. *International Journal of Research in Organizational Behaviour and Human Resource Management*, 1(03), 1-12.
- Allen N., J., & Meyer J., P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1-18.

- Asim, M. (2013). Impact of motivation on employee performance with effect of training: Specific to the education sector of Pakistan. *International Journal of Scientific and Research Publications*, 3(9), 1-8.
- Bang, H., Ross, S., & Reio, Jr, T. (2013). From motivation to organizational commitment of volunteers in non-profit sport organizations: The role of job satisfaction. *Journal of Development Management*, 32(1), 96-112.
- Cellucci, A., & DeVries, D. (1978). *Measuring managerial satisfaction: A manual for MJS*. N.C.: Center for Creative Leadership.
- Chen, J.-C., Silverthorne, C., & Hung, J.-Y. (2006). Organization communication, job stress, organizational commitment, and job performance of accounting professionals in Taiwan and America. *Leadership & Organization Development Journal*, 27(4), 242-249.
- Choong, Y., & Wong, K. (2011). Intrinsic motivation and organizational commitment in the Malaysia Private Higher Education Institutions: An empirical study. *International Refereed Journal*, 2(4), 91-100.
- Colquitt, L., & Wesson. (2009). *Organizational behaviour*. New York: McGraw-Hill.
- Daif, K., & Norhafezah, Y. (2011). Change higher learning institutions: Lecturers' commitment to organizational. *International Journal of Business and Social Science*, 2(21), 182-194.
- Darwish, A. Y. (2000). Organizational commitment and job satisfaction as predictors of attitudes toward organizational change in a non-western setting. *Personnel Review*, 29(5), 567-592.
- Deci, E., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior (perspectives in social psychology)*. New York: Springer US.
- Gibson, J. L., & Donnelly, J. H. (1997). *Organizations: Behavior, structure, processes 9th ed*. Boston: Irwin McGraw Hill.
- Guest, E. A. (1991). *Human resource management*. London: McGraw-Hill.
- Ingsih, K., & Ratnawati, J. (2016). A study of the relationship between organizational ethics, job satisfaction, organizational commitment, and job performance among the staff of Banks in Indonesia. *International Journal of Applied Business and Economic Research*, 14(13), 9023-9040.
- Luthans, F. (2005). *Organizational behavior*. Boston: McGraw-Hill.
- Mathieu, J., & Zajac, D. (1990). A review and meta – analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108(2), 171-194.
- Mathis, R., & Jackson, J. (2001). *Human resources management 9th Ed*. USA: Allyn & Bacon Inc.
- McNeese, S. (1996). Increasing employee productivity, job-satisfaction and organizational commitment. *Journal Hospital & Health Services Administration*, 41(2), 141-142.
- Naqvi, S. R., Ishtiaq, M., Kanwal, N., & Ali, M. (2013). Impact of job autonomy on organizational commitment and job satisfaction: The moderating role of organizational culture in fast food sector of Pakistan. *International Journal of Business and Management*, 8(17), 92-102.
- Nelson, N. (2006). A little appreciation can go a long way toward employee job satisfaction. *Business Journal*, 1-11.
- Ratnawati, J., Ingsih, K., & Nuryanto, I. (2016). The implementation of Kaizen philosophy to industrial productivity: A case study of ISO manufacturing companies in Indonesia. *International Journal of Applied Business and Economic Research*, 14(2), 1343-1357.
- Robbins, S. (2003). *Organizational behavior concept, controversiest, applications, 6 Ed*. Englewood Cliffs, New Jersey: Prentice Hall.
- Shadare, O., Hamed, A., & Ayo, T. (2009). Influence of work motivation, leadership effectiveness and time management of employees' performance in some selected industries in Ibadan, Oyo State, Nigeria. *European Journal of Economics, Finance and Administrative Science*, 1450-2887(16), 7-17.
- Siti-Nazilah, M., Rozmi, I., & Fauziah, I. (2012). Relationship between motivation and organizational commitment among college student volunteers. *International Business Management Medwell Journal*, 6(4), 512-516.
- Tsai, M.-C., Cheng, C.-C., & Chang, Y.-Y. (2010). Drivers of hospitality industry employees' job satisfaction, organizational commitment and job performance. *African Journal of Business Management*, 4(18), 4118-4134.
- Williams, L., & Hazer, J. (1986). Antecedents and consequences of satisfaction and commitment in turnover models: A reanalysis using latent variable structural equation methods. *Journal of Applied Psychology*, 219-231.