

TEACHERS' JOB SATISFACTION AS MEDIATOR OF THE RELATIONSHIP BETWEEN TEACHERS' MOTIVATION AND TEACHERS' WORK PERFORMANCE: SURVEY FROM SECONDARY SCHOOLS IN SARAWAK

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Abstract: *This paper is a quantitative research and procedures used to access and evaluate the statistical significance of relevant path coefficients were Smart-PLS measurement and structural model evaluation. The findings showed that the teaching task, additional task and administrative task have increased extrinsic and intrinsic satisfaction. Thus, this will improve teachers' performance more effectively because they have appropriate tasks in their working environment.*

Keywords: Teachers' Motivation, Teachers' Work Performance, Teachers' Job Satisfaction, Secondary Schools, Sarawak

1. Introduction

Teachers need work motivation to motivate themselves to achieve better work quality or success (Norliza, 2011). Failure to address a variety of issues can lead to a decline in teacher professionalism (Mohammed Sani & Norzaini, 2007). Therefore, teachers' motivation directly influences student achievement as it enhances teachers' skills and knowledge (Mustafa, & Othman, 2010).

2. The Mediating Role of Teachers' Job Satisfaction

A study by Crede et al. (2007) which involved 959 non-academic staff from 12 departments at a university. The study results show that job satisfaction only acts as a mediator that links independent variables to bound variables. From studies conducted by previous researchers, job satisfaction is an appropriate variable to act as a mediator. According to Ahmad Jawahir (2009) studies related to job satisfaction began in the United States in the 1920s. Factors of job satisfaction arise when individuals want to be recognized, improve their self-achievement and build self-esteem. The desires also change with the needs and passage of time. Individuals who feel dissatisfied with their job may experience withdrawal symptoms, are less motivated and do not seek to improve work performance.

H1: Teachers' job satisfaction mediates the relationship between teachers' motivation and teachers' work performance.

3. Methodology

This is a quantitative research by using simple random sampling (ratio) technique and 2738 secondary school teachers from Sarawak was involved. The Work Tasks Motivation Scale for Teachers (WTMST), Minnesota Satisfaction Questionnaire (MSQ) and Teachers' Job Performance Self-rating questionnaire (TJPSQ) was adapted and used. It has been authorized to use it. Content and face validity was done by 5 experts.

4. Results

Reflective and Structural Model Evaluation

Validity and reliability of indicators and constructs were analyzed with PLS algorithms. The findings showed that they are acceptable. As shown in table 1, the PLS route analysis needed to be estimated first without the presence of intermediary which was teachers' job satisfaction. Significant path coefficient tests were performed using bootstrapping with 5000 samples at a 0.05 level of significance ($\beta = 0.308$, $t = 12.816$). The next step was to put intermediaries into the model. The evaluation focused on whether there was indirect relationship of school climate through teachers' job satisfaction (intermediary) on teachers' work performance was significant. All are significantly related. After the intermediary was included in the model, β is 0.044 . This means that intermediaries have absorbed some of the effects. The indirect relationships occurred and also significant at the 95% confidence level ($\beta = 0.268$, $t = 12.826$). This result had proven that teachers' job satisfaction was a catalyst. Thus, indicating an indirect relationship as showned in Table 1.

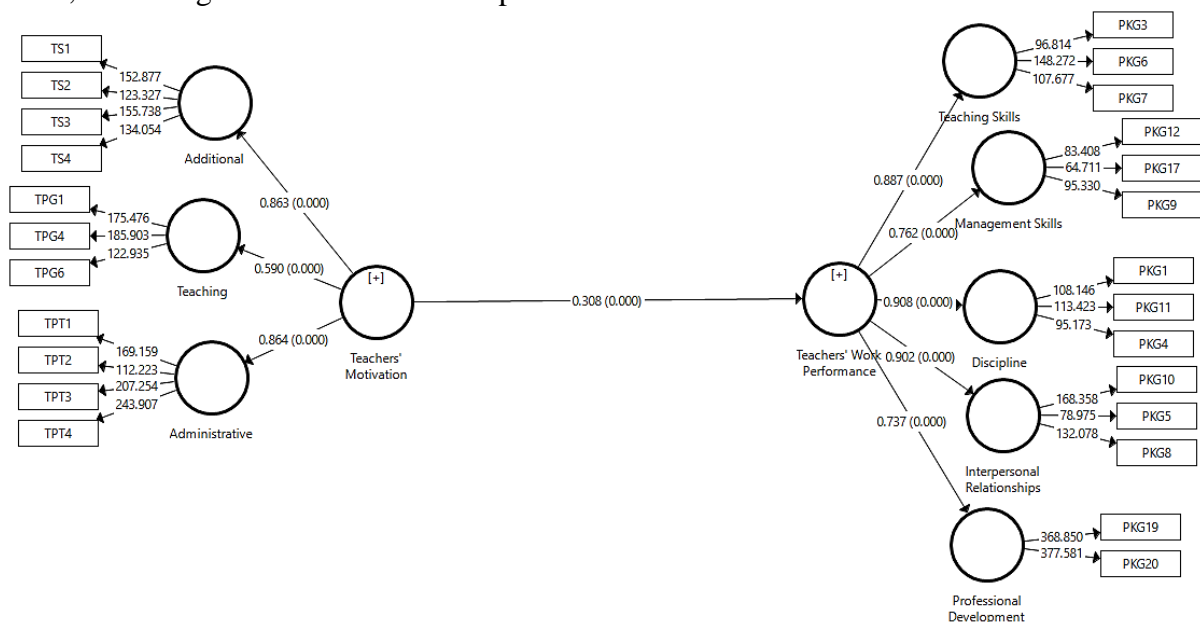


Figure 1: Results of bootstrapping without teachers' job satisfaction as mediator

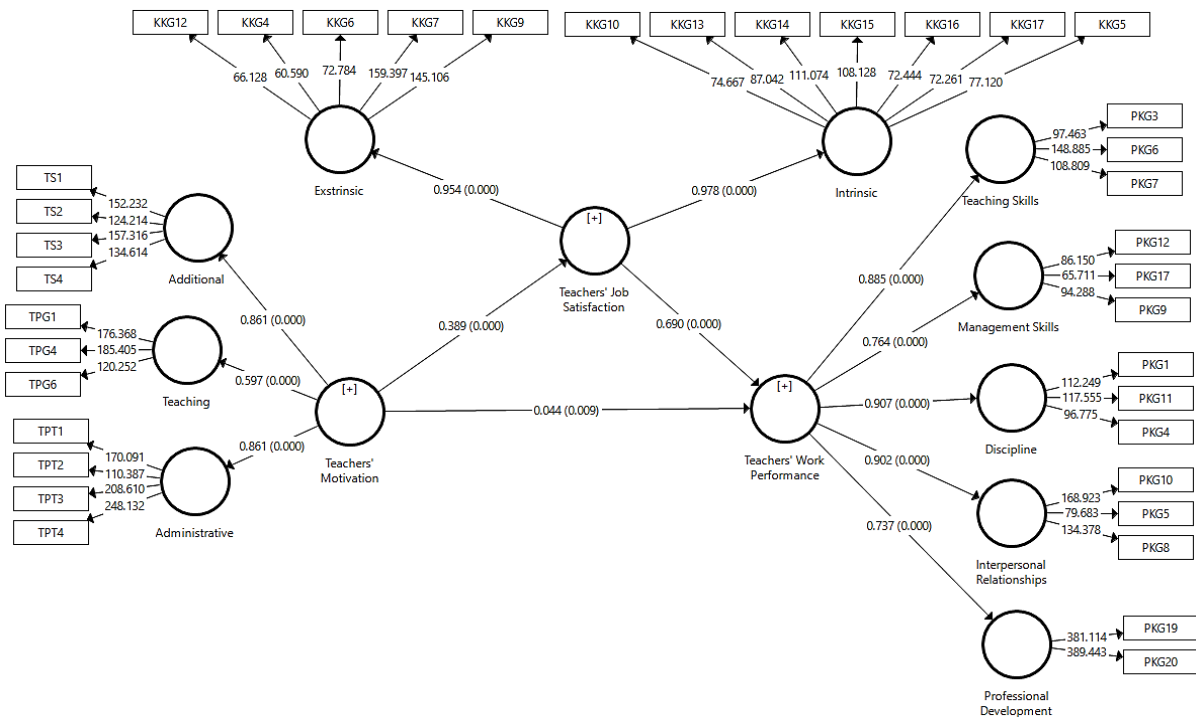


Figure 2: Results of bootstrapping with teachers' job satisfaction as mediator

5. Discussions

From studies conducted by previous researchers, job satisfaction is an appropriate variable to act as a mediator. According to Ahmad Jawahir (2009) studies related to job satisfaction began in the United States in the 1920s. Factors of job satisfaction arise when individuals want to be recognized, improve their self-achievement. Individuals who feel dissatisfied with their job may experience withdrawal symptoms, are less motivated and do not seek to improve work performance. This research findings are also supported by Expectation Theory (Wigfield & Eccles, 2000) which explained that job choice determines one's performance and effort. The expectation is the probability that behavior will reach its goal.

6. Conclusion

Therefore, employees are the most important factor for the success of any organization. An individual's effectiveness often reflects his or her knowledge, abilities, skills, and characteristics. Human beings in any organization must be highly motivated in order to achieve their ultimate goals (Rawd, 2003).

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