The Impact of Teachers’ Individual Characteristics, Teachers’ Work Morale and Teachers’ Job Satisfaction on Teachers’ Job Performance at St. Francis Xavier 1 & 2 Primary Schools in Merauke City, Papua Province, Indonesia

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Abstract
Job performance is of interest to organizations due to the importance of high productivity in the workplace. The main objective of this study was to investigate the impact of teachers’ individual characteristics, teachers’ job satisfaction and teachers’ work morale on teachers’ job performance at St. Francis Xavier 1 & 2 primary schools in Merauke city, Papua, Indonesia. Sample of this research consists of 48 teachers who are now working at St. Francis Xavier 1 and 2 primary schools in Merauke city or 100 % of the population. Data collecting method is field method and measuring tool is questionnaires. Standardized questionnaires have been employed to collect data. The data were given quantitative treatment using path analyses technique. In order that data were analyzed well, the researcher using the help of Statistical Package for the Social Sciences (SPSS) version 21 for windows. Based on the data analyses, the findings revealed that: (a) there was a significant impact of teachers’ individual characteristics on teachers’ work morale at St. Francis Xavier 1 & 2 primary schools in Merauke city; (b) there was a significant impact of teachers’ individual characteristics on teachers’ job performance at St. Francis Xavier 1 & 2 primary schools in Merauke city; (c) there was a significant impact of teachers’ job satisfaction on teachers’ work morale at St. Francis Xavier 1 & 2 primary schools in Merauke city; (d) there was a significant impact of teachers’ job satisfaction on teachers’ job performance at St. Francis Xavier 1 & 2 primary schools in Merauke city; and (e) there was a significant impact of teachers’ work morale on teachers’ job performance at St. Francis Xavier 1 & 2 primary schools in Merauke city.

Keywords: Teachers, Individual Characteristics, Job Satisfaction, Work Morale

Introduction
Job performance is of interest to organizations because of the importance of high productivity in the workplace (Hunter & Hunter, 1984). Job performance is commonly define as the way employees perform their work. Employees are rated on how well they do their jobs compared
with a set of standards determined by the employer. An employee's performance is determined during job performance reviews, with an employer taking into account factors such as leadership skills, time management, organizational skills and productivity to analyze each employee on an individual basis (Moore, n/d in http://www.ehow.com/facts_7218608_employee-performance-definition.html).

In this research, job performance refers to the way teachers perform their work in the classroom and how that affects students learning. Selamat, Samsu, & Kamalu (2013) defined teachers’ job performance as the way in which a teacher behaves in the process of teaching and it is known to be related to teachers’ effectiveness. In the similar way, Okeniyi (1995) defined teacher’s job performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning process. Meindle (as cited in Werang, Asmaningrum & Irianto, 2015) argued that teachers’ job performance is determined by teachers’ level of participation in the day to day running of the school organization. In order that teachers are able to contribute maximally for students success, it is necessarily that all of the facilities needed are adequate provided. Keeping on the view of the important role played by teachers, the researchers have tried to make a study of the prevalent factors related to conditions in which teachers performing their duties.

First factor related to teachers’ individual characteristics. Wigfield (2005) defined individual characteristics as self-confidence and individual characteristics that exist in themselves, the role of abilities, and social relationship. In contrast, Hurriyati (2005, as cited in Werang, 2014a) viewed individual characteristics as a psychologic proses that influence a person in gaining, consuming, and receiving products and experiences. Meanwhile, Ardana (2008) defined individual characteristics as the interest, attitude to him or herself, work condition or work itself, individual needs, competencies, knowledge about work, mental disposition, beliefs, and values. Individual characteristics refers directly to internal factors that influence a person to behave and doing a given job. Link to this context, individual characteristics is of importance to organizations due to the fact that developments of an organization are more likely depended on the way a member of organization performs his or her job. Gibson (as cited in Werang, 2014a) proposed three types of individual characteristics as follow: (a) physic and mental skills; (b) individual demographic such as sex, age, and ethnic; and (c) individual background such as family, social class, and working experience.

Teachers’ individual characteristics closely linked to teachers’ work morale and teachers’ job performance. Werang (2010), in his study, concluded that there is a positive significant relationship between teachers’ individual characteristics and teachers’ work morale at State Elementary Schools in Merauke city, Papua. Meanwhile, a study conducted by Podsakoff & McKenzie (as cited in Sakti, Hadiwijoyo, Solimun, & Rochman, 2014) revealed a significant impact of individual characteristics on performance. In the similar way, Werang (2014a) showed a significant relationship between teachers’ individual characteristics and teachers’ job performance at St. Joseph primary school in Merauke city, Papua.

Second factor dealt with teachers’ job satisfaction. Job satisfaction is that one of the most frequently measured organizational variabels in both research and applied settings and that has been widely studied in organizational behavior and organizational psychology (Spector,
1997 as cited in Yucel & Bektas, 2012). McNamara (1999 as cited in Malik, et al., 2010) defined job satisfaction as:

[...] one’s feeling or state of mind regarding the nature of their work. Job satisfaction can be influenced by variety of factors, e.g. the quality of one’s relationship with their supervisor, the quality of the physical environment in which they work, degree of the fulfillment of their work (p. 19).

 Teachers’ job satisfaction is also known as closely linked to teachers’ work morale and teachers’ job performance. Werang (2014b) revealed a significant impact of teachers’ job satisfaction on teachers’ work morale and teachers’ job performance at state elementary schools in Merauke city, Papua.

**Third factor** is Teachers’ work morale. Various researchers have defined morale in various manner. Washington & Watson (1976) defined morale as the feeling a worker has about his/her job based on how the worker perceives him/herself in the organization and the extent to which the organization is viewed as meeting the worker’s own needs and expectations. Meanwhile, Sheahan (n/d) viewed morale as a way of describing how people feel about their jobs, employers and companies, and those feelings are tied to the behaviors and attitudes that employees exhibit in the workplace. Morale used in this research refers to the teachers work morale. Based on the scholars opinions, Werang (2014c) defined teachers’ work morale as the fighting spirit of the teachers to produce a qualified work of teaching to improving students’ academic achievement. Teachers’ work morale could be high and low. Littleford (2007) stated:

High teacher morale occurs when the work environment is optimistic and teachers feel they have a purposeful job. These positive feelings are encouraged and promoted through principal’s leadership. When teachers feel enthusiastic about their purpose, they become more productive, set higher standards, and perform better resulting in higher achievement for students (p. 692).

Teachers morale could directly impact teachers’ job performance. Werang (2014d) revealed a significant relationship between teachers’ work morale and teachers’ job performance at State Senior High Schools in Merauke Regency, Indonesia. Sheahan (n/d) stated that when employees have good morale, they feel committed to their employers, loyal to their jobs and motivated to be productive. They work harder, produce more, meet deadlines and give it their all. On the contrary, low morale takes a toll on employee performance and productivity. Employees become less motivated to work, less committed to their employers, exhibit an attitude of indifference and are absent more often.

**Methodology**

The research aimed to describe the impact of teachers’ individual characteristics, teachers’ job satisfaction, and teachers’ work morale on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia. Sample of this research consists of 48 teachers who are now working at St. Francis Xavier 1 and 2 primary schools in Merauke city or 100% of the population. Conceptual model of this research was as follow.
Null hypothesis that were examined in this research as follow: (a) there is no significant impact of teachers’ individual characteristics on teachers’ work morale at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia; (b) there is no significant impact of teachers’ individual characteristics on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia; (c) there is no significant impact of teachers’ job satisfaction on teachers’ work morale at St. Francis Xavier 1 and 2 in Merauke city, Papua Indonesia; (d) there is no significant impact of teachers’ job satisfaction on teachers’ job performance at St. Francis Xavier 1 and 2 in Merauke city, Papua Indonesia; and (e) there is no significant impact of teachers’ work morale on teachers’ job performance at St. Francis Xavier 1 and 2 in Merauke city, Papua, Indonesia. To collect data, researchers employed standardized questionnaires. The data were given quantitative treatment using path analyses technique. In order that data were analyzed well, the researchers using the help of Statistical Package for the Social Sciences (SPSS) version 21 for windows.

**Results and Discussion**

The researchers conducted data analysis using the help of Statistical Package for Social Science (SPSS Release 21), a quantitative research design to investigate the impact of teachers’ characteristics, teachers’ job satisfaction, and teachers’ work moral on teachers’ job performance at St. Francis Xavier 1 and 2 in Merauke city, Papua, Indonesia. The results of the data analysis were as reflected in the following figure.
Results of data analysis as reflected on the above model revealed that:

a) There was a significant impact of teachers’ individual characteristics on teachers’ work morale at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua. It’s indicated by $R^2$ of 0.407 with the significance level of 0.001. It means that at the level of alpha ($\alpha$) = 0.05, the null hypotheses that there was no significant impact of teachers’ individual characteristics on teachers’ work morale in St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia, was rejected. This result was consistent with Werang’s (2010) that teachers’ individual characteristics and teachers’ work morale was significantly related.

b) There was a significant impact of teachers’ individual characteristics on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua. It’s indicated by $R^2$ of 0.193 with the significance level of 0.003. It means that at the level of alpha ($\alpha$) = 0.05, the null hypotheses that there was no significant impact of teachers’ individual characteristics on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia, was rejected. This result was consistent with Podsakoff & McKenzie’s study that individual characteristics was significantly impact on job performance. This result was also consistent with Werang’s (2014a) findings that teachers’ individual characteristics and teachers’ job performance was significantly related.

c) There was a significant impact of teachers’ job satisfaction on teachers’ work morale at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua. It’s indicated by $R^2$ of 0.795 with the significance level of 0.000. It means that at the level of alpha ($\alpha$) = 0.05, the null hypotheses that there was no significant impact of teachers’ job satisfaction on teachers’ work morale in St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia, was rejected. This result was consistent with Werang’s research (2014b) findings that teachers’ job satisfaction and teachers’ work morale was significantly related.
There was a significant impact of teachers’ job satisfaction on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua. It’s indicated by $R^2$ of 0.110 with the significance level of 0.028. It means that at the level of alpha ($\alpha$) = 0.05, the null hypotheses that there was no significant impact of teachers’ job satisfaction on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia, was rejected. This result was consistent with Werang’s research (2014b) findings that teachers’ job satisfaction was significantly impact on teachers’ job performance.

e) There was a significant impact of teachers’ work morale on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua. It’s indicated by $R^2$ of 0.135 with the significance level of 0.014. It means that at the level of alpha ($\alpha$) = 0.05, the null hypotheses that there was no significant impact of teachers’ work morale on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia, was rejected. This result was consistent with Werang’s (2014d) findings that teachers’ work morale and teachers’ job performance was significantly related.

Conclusion

The main objective of this present research was to investigate the impact of teachers’ individual characteristics, teachers’ job satisfaction, and teachers’ work morale on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia. The following are the conclusions drawn from the results of the research:

a) There was a significant impact of teachers’ individual characteristics on teachers’ work morale at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia.

b) There was a significant impact of teachers’ individual characteristics on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia.

c) There was a significant impact of teachers’ job satisfaction on teachers’ work morale at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia.

d) There was a significant impact of teachers’ job satisfaction on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia.

e) There was a significant impact of teachers’ work morale on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia.

Recommendations

The results of this present study showed a positive and significant impact of teachers’ individual characteristics, teachers’ job satisfaction, and teachers’ work morale on teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia. Based on this results, it was recommended for regional education decision maker to take some strategic efforts to improving teachers’ individual characteristics, teachers’ job satisfaction, and teachers’ work morale in order to enhance teachers’ job performance. Since teachers’ individual characteristics, teachers’ job satisfaction, and teachers’ work morale are
low, there will be less of hope to enhance teachers’ job performance. In other words, teachers’ job performance at St. Francis Xavier 1 and 2 primary schools in Merauke city, Papua, Indonesia is only be enhanced if teachers’ individual characteristics, teachers’ job satisfaction, and teachers’ work morale are at good standards. In order to have a more comprehensive understanding about teachers’ job performance, a deep study of the similar topics related to teachers’ emotional exhaustion, teachers’ job burnout, teachers’ workload, teachers’ SES, school climate, school culture, and school principal leadership should be taken seriously into mind.

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