

Connecting Biological Teachers Self-Efficacy with Organizational Commitment Mediated by Motivation

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Abstract

When people believe that they are able to do anything assigned to them, their motivation to work harder and they feel that the work place perceived like their home in term of high in organizational commitment. So, when it would be generalized to school as an organization, then it could be a problem for this research. Considering this problem, a causal survey used by selecting 100 senior high school biological teachers as sample. Teachers self-efficacy, motivation and organizational commitment measured by instruments which have been validated. Data analyzed by applying regression, correlation and path analysis. Research results indicated that the connection between self-efficacy and organizational commitment (OC) has been significantly supported by empirical data and significantly mediated by motivation as well. If it was discussed or talked about motivation, the factor such as self-efficacy could not be neglected rather each of these, such as self-efficacy and motivation directly affect teachers OC. That is why when school system would like to reduce the number of teachers withdraw intention, therefore, teachers OC should be strengthened by considering that teachers' self-efficacy and motivation to be well managed for improving biological teachers quality, in particular.

Keywords: *Organizational commitment, self-efficacy, withdraw intention, path analysis.*

Introduction

In the world of education, human resources must have increased quality that can compete, survive and develop in an era of globalization which is increasingly competitive. Therefore, technological innovation always increases development in an effort to win the competition. In addition, human resources are very important in an organization because the effectiveness and success of an organization is highly dependent on the quality and performance of existing human resources in the organization. In this case the teacher plays a role as human resources in the field of education that can affect the success of an organization that is the school.¹

The teacher is the key to success in the teaching and

learning process, as well as being an initiator who plays a role in the effort to form potential human resources in the development field. In this case the teacher is not solely as a teacher who transfers knowledge, but also as an educator who transfers values as well as a guide who provides instruction and guidance to students in learning according to current era.²

The success of an organization is inseparable from how committed a teacher is at the school where he/she teaches. Commitment refers to the willingness of employees to work positively in an organization and their continuation to continue working.³ Without commitment, the influence will not be maximized, obstacles cannot be penetrated, and passion, impact, and opportunities can be lost.⁴ If the commitment of the teacher organization is high, it will encourage motivation, the level of involvement in the organization, loyalty, work performance, and social behavior of the teacher will be high too.

Another factor that can increase organizational success is the development of work motivation.

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Teachers' work motivation will certainly increase if they feel trusted, get recognition from their work, they feel there is fairness in the workplace and get challenges to show their abilities.⁵ Fokkens & Canrinus argues that motivation to become a teacher is related to involvement and commitment to their profession. If the organizational climate is conducive to the atmosphere of a familiar work environment, it will make teachers motivated because teachers are satisfied with the organization.⁶

Aside from teacher motivation factors, a teacher's self-efficacy also positively changes teaching behavior to always do the best for students.⁷ According to Skaalvik & Skaalvik, the strength of motivation influence on a person's performance depends on how much self-efficacy the teacher has. The higher self-efficacy of a teacher, the more passionate he/she could be.⁸

Given the important role of teachers in increasing the success of an organization in this case is the school, which is based on the foundations stated above, so research is needed on the effect of self-efficacy and motivation on teacher organizational commitment.

Mowday, Porter & Steers describe organizational commitment as behavior related to the process by which individuals become locked into a particular organization and how they maintain their membership in this organization⁹. According to Pinho, Rodrigues & Dibb, highly committed employees will view work not as a burden or obligation but as a means of working and developing themselves, because an employee is expected to be able to ensoul his/her work as well as working with the mind and heart.¹⁰ Meyer and Allen have identified three types of organizational commitment, namely affective commitment, continuance commitment, and normative commitment.¹¹

Corsun & Enz said that self-efficacy is defined as the belief of individuals to explore their potential so that they can be developed further, so they can carry out work better.¹² According to Schunk & Dibenedetto, the higher self-efficacy will cause individuals to dare to make behavioral changes such as harder efforts and higher concentration to achieve goals. Self-efficacy is one of the factors to generate positive efforts in carrying out work.¹³ According to Bandura, self-efficacy is influenced by four important sources of information: mastery experience (performance accomplishment), vicarious experience, verbal persuasion, and physiological and emotional state.¹⁴

According to George & Jones, work motivation can be defined as a psychological drive to someone who determines the direction of one's behavior in the organization, the level of effort, and the level of persistence in facing an obstacle or problem.¹⁵ Motivation theory is based on the theory put forward by Maslow namely Maslow's Hierarchy of Needs, where the motivation of human needs will be: (1) Physiological Needs, (2) Safety and Security Needs, (3) Love and Belonging Needs, (4) Self-Esteem and Needs Self-Esteem, (5) Need to Know and Understand, (6) Aesthetic Needs, and (7) Self-Actualization Needs.¹⁶

Research conducted by Lunenburg shows the results that self-efficacy affects employee motivation and perseverance in completing difficult tasks.¹⁷ In line with the results of Cherian & Jacob's research which states that self-efficacy affects the efforts of employees in improving their performance and motivation.¹⁸

Based on the results of research Meysam & Jamali stated that work motivation has a significant positive effect on employee organizational commitment.¹⁹ Tentama & Pranungsari's research also stated that there was a significant positive correlation between teacher work motivation and organizational commitment. The stronger the teacher's work motivation, the higher the organizational commitment would be. Otherwise, the lower the teacher's work motivation, the lower the organizational commitment would be.²⁰

Akhter, Ghayas & Adil's research also shows the results that self-efficacy is positively correlated with organizational optimism and commitment. An employee with positive beliefs about himself becomes confident about the work assigned to him, shows good performance and has satisfaction with his work, so the level of commitment is higher for the organization.²¹ This is in line with the results of research by Klassen et. al. which states that teachers with high self-efficacy have strong ideals and commitments to their profession thereby increasing their work commitment.²²

Research Methodology: The purpose of this study was to obtain information about the direct and indirect effects of self-efficacy (X1) and motivation (X2) on the organizational commitment of Biology teachers (X3). This research was a quantitative study using a causal survey method. Respondents were collected with a total of 100 Biology teachers in the Bekasi area, researchers took a sample of 91 teachers with simple random

sampling technique. There were three instruments that measured self-efficacy, motivation and organizational commitment that each amounted to 30 items. Data were analyzed using path analysis.

Results and Discussion

Based on the results of statistical calculations using SPSS, that (1) there was a significant direct effect of self-efficacy on motivation with a phi-coefficient = 0.604; (2) there was a significant direct effect of motivation on organizational commitment with the phi-coefficient = 0.462; and (3) there was a significant direct effect of self-efficacy on organizational commitment with a phi-coefficient = 0.508.

The results of the first hypothesis testing show that there was a direct effect of self-efficacy on motivation. This result was supported by Taberero & Hernandez’s study which states that there was a positive relationship of self-efficacy with individual intrinsic motivation.²³ White also states that self-efficacy was strongly affectthe intrinsic motivation.²⁴

The results of the second hypothesis testing show that there was a significant direct effect of motivation on organizational commitment. This result was supported by Hayati & Caniago’s research which states that employees who were more intrinsically motivated by their work will feel more committed to their organization.²⁵The results of Trivellas’s research also show that motivation significantly affect the level of commitment that employees instill in the workplace.²⁶

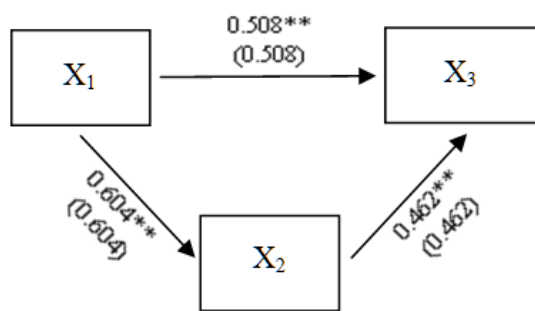


Fig. 1. Empirical Model X1=Self-Efficacy; X2=Motivation; X3=Organizational Commitment; p < 0,05

The results of the third hypothesis testing show that there was a significant direct effect of self-efficacy on organizational commitment. This result was supported by Tsai, Tsai & Wang’s self-efficacy research having a significant positive effect on organizational

commitment.²⁷Yousaf & Sanders in his research also stated that there was a direct effect of self-efficacy on organizational commitment.²⁸

Conclusion

Based on those findings and interpretation, compared to other findings, it could be concluded that the connection between self-efficacy and organizational commitment has been significantly supported by empirical data and significantly mediated by motivation as well.

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Ethical Clearance: Done by Research Committee.

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