

Elementary School Teacher's Job Motivation and Satisfaction in Klaten Regency, Central Java Province

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Abstract: The aim of this study is to describe the Elementary School teacher's job motivation and satisfaction in Klaten Regency, Central Java Province. This study purposes to answer the questions as follow: what is the level of elementary school teacher's job motivation in Klaten Regency, what is the level of elementary school teacher's job satisfaction in Klaten Regency, what is the difference of teacher's job motivation based on gender, age and teacher's working period, what is the difference of teacher's job satisfaction based on gender, age and teacher's working period and what is the relationship between teacher's job motivation and satisfaction. This study conducted in March 2015 in elementary schools in Klaten Regency. The sample determined by purposive random sampling, involved 64 teachers which consisted of 18 male teachers and 46 female teachers. In collecting the data, the researcher used questionnaire while in analyzing the data, the researcher used mean and standard deviation, non parametric statistic and Pearson correlation analysis. The conclusions of the study are: Most of elementary school teachers in Klaten Regency (65.625 %) have average category in job motivation, Most of elementary school teachers in Klaten Regency (48.44 %) have average category in job satisfaction, There is no difference in teacher's job motivation based on gender, age and teacher's working period, There is no difference in teacher's job satisfaction based on gender, age and teacher's working period and There is no relationship between teacher's job motivation and satisfaction. Generally, it can be said that elementary school teacher's job motivation and satisfaction in Klaten Regency was in the average category.

Key words: Teacher's job motivation, teacher's job satisfaction, elementary school teacher in klaten regency, category, Indonesia

INTRODUCTION

In an organization such as a school, the leadership which is applied by the headmaster will influence the teachers' job in the school. By the good leadership of the headmaster, it is hoped that teachers can do their duties better. The headmaster who shows the leadership with the good model, he/she can become an example and a leader for all the society in the school. The good leadership makes the good working condition and supports the good working partner. The teachers will motivate by this condition to do their duties in high job motivation and they will get the satisfaction in conducting their activities as an educator.

Motivation is a process of awaken, direct and guard human's behavior to achieve the goal (Greenberg and Baron (2003). It contains some elements such as desirability, expectation, requirement, purpose, target, encouragement and income.

Motivation includes intrinsic and extrinsic (Ryan and Deci, 2000). In intrinsic motivation, someone conducts an activity to get intern satisfaction than as the consequence of the activity while the extrinsic motivation

is related to an activity which is done to get an outcome or separated result. Extrinsic motivation is the opposite of intrinsic motivation.

The quality and quantity of motivation are important to possess by the employee since it will make the more active when they assess the job and get satisfaction like when they motivated intrinsically (Van den Broeck, 2013). However, motivation does not always influence the employee's job, since it is one of factors which contribute to the employee's job⁴. In order to make the employee motivated in their job, the organization leader must know the things that can satisfy in their job and also can fulfill their needs.

One research of University Ibrahim Badamasi Babangida in Nigeria shows that the academic staff's job is related to the learning which is done and they have high job motivation and satisfaction (Mawoli and Babandako, 2011). If the form of the high academic staff's job is continuing, so it can help the institution to create the big dream such as creating the global learning center with partnership and technology. This study gives recommendation to the institution to give equal research fund and to recommend the importance of local research.

Employee's behavior is motivated intrinsically and extrinsically. The intrinsically behavior is motivated to fulfill the human psychology need while the extrinsically behavior is related to the consequences in the outside. This condition is also occurred to the teachers in school. The teachers which have job motivation in learning are very important to the efficient learning effectiveness (Tabar *et al.*, 2016).

The effective factors to improve the job motivation are self actualization, social factor, pride, desire job, physiologic and job wealth Khorshidi *et al.* (2011). Those factors are very important to be noticed by the organization leader in order to improve member's job motivation in the organization. In fact, not all the organization members have high job motivation as reported in a study which is conducted in a company in west Rumania (Lut, 2012). In that study, the conclusion stated that most of the employees (68.9 %) have low job motivation and most of employees (70.3 %) have unsatisfied category in job satisfaction.

Teacher's job motivation and satisfaction are very important to make serious effort by the headmaster, so the teachers have high job motivation and satisfaction. Job satisfaction is the general attitude toward someone's job which shows the difference between the numbers of employee's accepted appreciation and their expected appreciation Robbins (2003). It can be defined as the positive or negative attitude which is done individually to his/her job Puvada and Gudivada (2012). Someone who has high job satisfaction is hoped to have better job than other who have low job satisfaction. Hence, every organization leader need to take an action in order to all or most of members in organization have high job satisfaction.

Job commitment significantly influences the job and job satisfaction Eres (2011). The employee is agree that the job and job satisfaction is continual cycle which lead the organization to more concentrate whether individual factor such as motivation and commitment of group factor such as working design and organization climate which related to job relationship, human resources management and industrial relationship.

Job motivation and satisfaction are the important factors which will influence the productivity and effectiveness of organization. Hence, the good management and leadership are needed to give more attention to the extrinsic factor of job satisfaction (Ghenghesh, 2013). The importance of good management implementation is occupied among other researcher since it influences the staff motivation in the organization (Ghodrati and Tabar, 2013).

Based on the explanation above, a study about teacher's job motivation and satisfaction is needed to conduct to increase their job. The aim of this study is to describe the Elementary School teacher's job motivation and satisfaction in Klaten Regency, Central Java province. This study purposes to answer the questions as follow: what is the level of Elementary School teacher's job motivation in Klaten Regency what is the level of Elementary School teacher's job satisfaction in Klaten Regency, what is the difference of teacher's job motivation based on gender, age and teacher's working period, what is the difference of teacher's job satisfaction based on gender, age and teacher's working period and what is the relationship between teacher's job motivation and satisfaction.

MATERIALS AND METHODS

Time and setting of the study: This study is conducted in March 2015. It is taken place in Elementary Schools at Klaten, Central Java province, Indonesia.

Sample: The sample determined by purposive random sampling, involved the teachers which came from urban area, teachers which came from between urban and rural area and the teachers which came from rural area. The number of sample was 64 teachers which consisted of 18 male teachers and 46 female teachers.

Data collecting technique: In collecting the data, this research applied questionnaire which develop the teacher's job motivation and satisfaction variable. Teacher's job motivation variable consists of indicator of internal and external motivation. The internal motivation covers the responsibility in doing the duty, the job realization with clear target, the clear and challenging purpose, the feedback of the job result, the effort to surpass other and the priority achievement of their activity. While the external motivation includes the effort to fulfill the life and job need, the happiness of getting appreciation, the job activity which get more income and the job activity which get more attention from friend and higher authority. The questionnaire which reveals teacher's job motivation consists of 40 items by using the Likert scale which have the alternative answers of strongly agree (score 5), agree (score 4), neither agree and nor disagree (score 3), disagree (score 4) and strongly disagree (score 1).

Teacher's job satisfaction variable consists of six indicators such as the organization condition of the school, the job condition, the salary/income, the

Table 1: Teachers Job motivation and satisfaction category

Variables	High category		Average category		Low category	
	Total	Percentage	Total	Percentage	Total	Percentage
Job motivation	10	15.625	42	65.625	12	18.75
Job satisfaction	16	25.00	31	48.440	17	26.56

Table 2: The Difference of Teacher's Job motivation and satisfaction based on gender, age and teacher's working period

Variables	Gender		Age		Working period	
	p value	Note	p value	Note	p value	Note
Job motivation	0.143	Not significant	0.848	Not significant	0.073	Not significant
Job satisfaction	0.197	Not significant	0.247	Not significant	0.283	Not significant

headmaster supervision, the relationship between teacher and official employee and the position promotion. The questionnaire which reveals teacher's job satisfaction consists of 46 items by using the Likert scale which has five alternative answers as same as the job motivation variable.

Validity and reliability of the instrument: Instrument to collect the data in this study is tried out before to get the validity and reliability. It is tried out to the 38 elementary school teachers. The instrument item in this study has fulfilled the validity since all the correlated item total correlation coefficient was above 0.30. It has also fulfilled the reliability since the coefficient alpha Cronbach of job motivation instrument was 0.914 and the coefficient alpha Cronbach of job satisfaction instrument was 0.931.

Data analysis technique: After the data collection, the analysis of the data was done to describe the category of teacher's job motivation and satisfaction, to know whether there is the difference of teacher's job motivation and satisfaction based on gender, age and teacher's working period or not and to know whether there is the relationship between teacher's job motivation and satisfaction or not. The researcher used mean and standard deviation to describe the category, non parametric statistic to know the difference and Pearson correlation analysis to know relationship between teacher's job motivation and satisfaction.

RESULTS AND DISCUSSION

The result of the study is explained as follow. Based on the working period, there were 13 teachers (20.3%) which have 1-10 years of working period, 29 teachers (40.3%) which have 1-20 years of working period, 12 teachers (18.7%) which have 21-30 years of working period and 10 teachers (15.6%) which have 31-40 years of working period. Based on the age, there were 9 teachers (14.1%) which were 20-30 years old, 13 teachers (20.3%)

which were 31-40 years old, 30 teachers (46.8%) which were 41-50 years old and 12 teachers (18.7%) which were 51-60 years old.

The next will propose as follow: the category or level of teacher's job motivation and satisfaction, the difference of teacher's job motivation and satisfaction based on gender, age and teacher's working period and the relationship between teacher's job motivation and satisfaction.

The category (level) of teacher's job motivation and satisfaction: The category or level of elementary school teacher's job motivation and satisfaction in Klaten Regency is presented in the following Table 1. Based on the Table 1 and 2, there were 42 teachers or about 65.625% which have average job motivation. It is followed by 12 teachers (18.75%) which have low category and 10 teachers (15.625%) which have high category. Based on job satisfaction, there were 31 teachers or about 48.44% which have average category of job satisfaction. It is followed by 17 teachers (26.56%) which have low category and 16 teachers ((25.0%) which have high category.

The difference of teacher's job motivation and satisfaction based on gender, age and teacher's working period: The difference of elementary school teacher's job motivation and satisfaction based on gender, age and teacher's working period in Klaten Regency is presented in the following Table 2. Based on the table above, all of $p > 0.05$ means that the difference is not significant. Hence, it can be said that there is no difference between male and female teacher in job motivation, there is no difference in job motivation based on age, there is no difference in job motivation based on teacher's working period, there is no difference between male and female teacher in job satisfaction, there is no difference in job satisfaction based on age and there is no difference in job satisfaction based on teacher's working period.

Table 3: The relationship between teacher's job motivation and satisfaction

Variables	r value	p values	Note
Job motivation	0.105	0.408	Not significant
Job satisfaction			

The relationship between teacher's job motivation and satisfaction: The relationship between Elementary School teacher's job motivation and satisfaction in Klaten Regency is presented in the following Table 3. In table above, it can be seen that $r = 0.105$ and $p = 0.408$. It means not significant. It can be acquired that there is no relationship between teacher's job motivation and satisfaction. Based on the result of the study, the teacher's job motivation was in the average category. The headmaster needs to make an effort to make high job motivation of the teacher since it influences the teacher's job in school. Based on the result of the study, the teacher's job satisfaction was also in the average category. Hence, the headmaster needs to pay more attention on some factors which influences the teacher's job satisfaction such as the organization condition of the school, the job condition, the salary/income, the headmaster supervision, the relationship between teacher and official employee and the position promotion. This condition is appropriate with the ghenghesh result of the study that job motivation and satisfaction are the important factors which will influence the organization productivity and effectiveness. Ghenghesh suggests the importance of good management and leadership which can give more attention to all extrinsic factors of job satisfaction. Thereby, the headmaster is hoped to able to implement the management and leadership which can improve the teacher's job motivation and satisfaction.

Based on gender, age and teacher's working period, there is no difference in teacher's job motivation and satisfaction. It was possible since the teacher's job motivation and satisfaction was in the average category, so it did not show that there is any difference. This result of the study is in line with the Chunghati and Perveen's result of the study in 2013 which is comparing the teacher's job satisfaction in state and private school; and the conclusion stated that there is no significant difference between the teacher's job satisfaction in state and private school, there is no difference between teacher's job satisfaction in their qualification and there is no significant difference between job satisfaction level and teacher's experience in teaching (Chunghati, 202). The next study is needed more variation in the research sample.

CONCLUSION

Based on the result and discussion above, the conclusion of the study are as follows:

- Most of elementary school teachers in Klaten Regency (65.625%) have average category in job motivation
- Most of elementary school teachers in Klaten Regency (48.44%) have average category in job satisfaction
- There is no difference in teacher's job motivation based on gender, age and teacher's working period
- There is no difference in teacher's job satisfaction based on gender, age and teacher's working period
- There is no relationship between teacher's job motivation and satisfaction

Based on the conclusions above, generally, it can be said that elementary school teacher's job motivation and satisfaction in Klaten Regency was in the average category. The implication of this study is the headmaster needs to make an effort to increase the teacher's job motivation and satisfaction. The high teacher's job motivation and satisfaction influence the high teacher's job in school.

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