Factors Influencing Teachers’ Organizational Commitment (Case Study on Primary Schools’ Teachers in Remote Area of Merauke Regency, Papua, Indonesia)

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Abstract
Low rate of primary schools’ teachers organizational commitment has become a yearly problem faced by the regency educational administrator. This research aimed to map factors responsible for the teachers’ organizational commitment at state primary schools in the remote area of Merauke regency, Papua, Indonesia. The research sampels consist of 12 primary schools in the remote area of Merauke regency, Papua, Indonesia. Profound interview with the teachers and stakeholders was the tool of the research to collect data. The data were given qualitative treatment using fishbone analysis. The results revealed four main factors influencing teachers’ organizational commitment at state primary schools in the remote area of Merauke regency, that are: (a) local community, (b) teachers, (c) teachers’ personality, (d) working conditions, (e) school principal, and (f) local government policies.

Keywords: organizational commitment, teachers, state primary schools, remote area, Merauke regency

Introduction
Organizational commitment refers to an attitude shows the relationship between employee and organization. An employee’s who is committed strongly to a particular organization in which he or she is being a part will usually identify with the goals of organization and desire to remain a part of the organization. In other words, an employee commits to the organization due to the fact that he or she wants to (Marmaya, et al., 2011). Organizational commitment is an attachment or bound that is a personal voluntary decision based on calculated rationality, affective tendency and moral judgement, which leads to a higher or lower degree of identification with, and involvement in, a particular organization, and that is observable in the free effort extended in accomplishing organization goals (Drent, 2009). Meanwhile, Hall et al. (1970, as cited in Dixit & Bhati, 2012: 36) defined organizational commitment as the process by which the goals of the organization and those of the individual become increasingly integrated or congruent. Brown (1969, as cited in Dixit & Bhati, 2012: 36) categorized commitment as: (a) includes something of the notion of membership; (b) it reflects the current position of the individual; (c) it has a special predictive potential,
providing predictions concerning certain aspects of performance, motivation to work, spontaneous contribution, and other related outcomes; and (d) it suggests the differential relevance of motivated factors.

Meyer & Allen (1991, as cited in Yener, et al., 2014: 17) proposed three types of commitment namely: affective commitment, continuance commitment, and normative commitment. Affective commitment is defined as employee’s emotional attachment and involvement to the organization. Meyer, et al. (1993) referred to as employee’s emotional attachment to, identification with and involvement in the organization. Continuance commitment is associated with the costs relevant to leaving the organization as employee’s feelings to be dependent on the organization. Buitendach & de Witte (2005) referred to as the cost that the employee links with leaving the organization or on a perceived lack of alternative employment opportunities. In the same way, Meyer & Allen (1997, as cited in Marmaya, et al. 2011) stated as follow:

Continuance commitment develops out of the perceived costs (benefit against loss) and requires that the employee be aware of these benefit and losses. Therefore, different workers who encounter identical situation may experience different level of continuance commitment (pp. 185-186).

Muray, et al. (1991, as cited in Ismail, 2012) viewed continuance organizational commitment as the counterpart of affective organizational commitment. According to Muray, et al. (1991 as cited in Ismail, 2012), continuance organizational commitment is the idea that individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job. Normative commitment is seen as perceived obligation to remain with the organization. Meyer & Allen (1991) referred to as the employee’s feelings of obligation to stay with the organization. Normative commitment develops out of internal pressures that result from norms that encourage extended commitment to the organization. Employees derive these norms from socialization process in their family and surroundings culture, which include experiences that stress loyalty towards a particular organization. The employees who undergo a process of internalization of norms and expectations in which they learn and later are aware of the expectation of their family, surroundings culture, and organization that lead to internalization of loyalty to the place of work and commitment to act in a manner that fits the organization’s goals and interests (Dunham, et al., as cited in Werang, et al., 2015: 828).

The concept of organizational commitment has already been conceptualized from various perspective. Within the context of education, organizational commitment is a multifaceted construct which is a significant determinant of school effectiveness. Organizational commitment used in this present research refers to the teachers’ commitment to teaching. Lortie (as cited in Alsiewi & Agil, 2014) defined teachers’ organizational commitment as the willingness to invest personal resources into the teaching task and thus remain in the teaching profession. Meanwhile, Tsui & Cheng (1999, as cited in Alsiewi & Agil, 2014) viewed teachers’ organizational commitment as a strong belief in and the acceptance of the school’s goals and values, a willingness to exert considerable effort on behalf of the school, and a strong desire to maintain one’s membership within the school.

Gaziel’ study (2004) revealed that teachers who express a higher level of commitment to the school, tend to voluntarily be absent from school less frequently. Similarly, Jollideh & Yeshodhara (2009, as cited in Alsiewi & Agil, 2014) believe that teacher is powerful in organizational commitment and find it easy to be interested in whatever is being carried out that the teachers can get involved in wholeheartedly.
Methodology
This current research aimed to map factors responsible for the teachers’ organizational commitment at state primary schools in the remote area of Merauke regency, Papua, Indonesia. This research is a qualitative research that was conducted using a case-study method. Case study is preferred in the following situations: (a) when, how, or why questions are being asked; (b) when the researcher has little control over events; and (c) when the focus is on a contemporary phenomenon (Yin, 2009). The researchers case study design as the method of the research under the following considerations: (a) the researchers attempt to investigate a contemporary phenomenon within its real-life context especially when the boundaries between phenomenon and context are not clearly evident; and (b) the researchers can utilize the vary of data sources [Bogdan & Biklen, 1998 as cited in Werang, et al., 2014].

The research sampels consist of 12 primary schools in the remote area of Merauke regency, Papua, Indonesia. Profound interview with the teachers and stakeholders was the tool of the research to collect data. In order to map factors influencing teachers’ organizational commitment at state primary schools in the remote area of Merauke Regency, researchers applied fishbone diagram analysis due to the following considerations: (a) fishbone analysis permit atoughtful analysis that avoids overlooking any possible root causes for a need; (b) the fishbone technique is easy toimplement and creates an easy-to-understand visual representation of the causes, categories of the causes and the need; (c) by using fishbone analysis, the researchers are able to focus the group on the ‘big picture’ as to possible causes of factors influencing the problem/need; and (d) even after the need have been addressed, the fishbone shows areas of weakness that –once exposed–can be rectified before causing more sustained difficulties (WBI Evaluation Group, 2007).

The research procedures are follow: (a) enacting research problem; (d) writing research design; (e) conducting the research; (e) analyzing data; and (f) mapping factors that influencing teachers’ organizational commitment in Merauke Regency [Figure 1].

![Figure 1. Research Procedures](image-url)

Research Findings
Researchers have identified factors that influenced teachers’ work commitment at State Elementary Schools in the remote area of Merauke regency as follows:
1. Teachers tend to leave their respective working place in order to take care of their family due to marital status and socioeconomic status;
2. Teachers tend to leave their respective working area due to their job unsatisfaction;
3. Teachers’ job unsatisfaction due to equal financial incentive given to all the teachers without any consideration of attendance;
4. Lack of school supporting facilities such as housing for teachers;
5. Lack of school physical facilities to afford teaching-learning process;
6. Lack of IT facilities to get access to the city;
7. Lack of public transportation;
8. High cost of transportation;
9. School principals are regularly absent from schools;
10. School principals are not aware of the value of being together with their teachers and students;
11. School principals tend to heading for more attractive activities in the city;
12. Lack of school principals’ teaching commitment and motivation;
13. There is no financial support from the local government for moving teachers’ family to their respective working place;
14. Local government policy to assign spouses teachers in different area;
15. Lack of regular supervision from the local educational supervisor;
16. Local government policy to give an equal financial incentive to all the teachers without any consideration of attendance and remoteness.

In order to map factors influencing low level of teachers’ commitment at State Elementary Schools in the remote area of Merauke regency, the researchers conducted data analysis using fishbone analysis, qualitative research design to map factors influencing teachers’ organizational commitment at primary schools in the remote area of Merauke regency as reflected in the following diagram (Diagram 1).
Diagram 1. Factors Influencing Teachers’ Organizational Commitment at State Primary Schools in the Remote Area of Merauke Regency – Papua - Indonesia

Discussion

Teachers Personality

Teachers are respected by society because they are view as knowledgeable abut different subjects of school. A school without teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strong manly men and motherly women as teacher for the young. As social engineers, the teacher can socialize and humanize the young by their man-like qualities (Singh & Samiti, n/d). “We like being taught”, a study conducted by UNCEN, UNIPA, SMERU, BPS, and UNICEF (2012) revealed to us how the students wish to be educated by teachers who are always with them. Mantja (2007) said, “students will never gain a maximum learning experience if it would not be supported by the presence of a teacher in a unit of educational institution”. In the similar way, Bafadal (2006) stated that “every component within the teaching learning process such as: fund, educational facilities and infrastructure, teaching learning materials and media, will never give a maximum advantage and even cannot be used optimally if they are not supported by the presence of a teacher”.

Students learn from every lesson the teacher gives and, therefore, teacher have an enormous responsibility on his/her actions. All teachers have the key to provide a good environment for the students. In order that the students recieve the best treat, teachers need to be well trained and developed. Low rate of teachers’ attendance at state primary schools in the remote area of Merauke Regency indicated that initial training dan education was not good enough to develop personality and skills teachers need to deal effectively with the challenges they face in remote area and in the classroom alike. In connection with this situation, Rahman, et al. (2011) underlined the importance of ongoing training as follows:

As one does not finish learning with graduation, likewise the teacher’s training goes on improving with the passage of time by gaining experience and study throughout the lifespan of a teacher. It is means to achieve educational change that will persist in- service education and training refers to all those activities that contribute to professional growth and qualifications of an employee, e.g. reading educational generals, participating workshops, seminars, conferences, and visit to educational institutions that give the employee a sense of security and a feeling of self confidence while discharging his routine duties in the school.

Working Condition

Learning is a complex activity that supremely tests students’ motivation, physical condition, teaching resources, teacher’ skills of teaching and curriculum (Lyons, 2012). In that complex activity, school physical facilities play a vital role and become one of the factors that directly affect teacher’s consideration of staying at his/her respective school. In order that teacher could stay, there must be a well school housing for teacher to live and, in turn, to design school’s educational program and evaluate students’ work. The old saying, “the building fits the curriculum” developed because the physical structure limited the learning experience. School facilities can be flexible enough to accomodate changing learning patterns and methods (Khan & Iqbal, 2012). Evidence from the field revealed to us that many schools in the remote area of Merauke regency have no enough school-housing for teachers. For
example, there are reported six teachers at State Elementary School in Kumbis village but only one school housing is there. Besides, lack of IT facilities to get access to the city seems to be another reason for teacher heading to urban.

School Principal
Principal is one of the factor that determine school effectiveness. Evidence from the field revealed to us that most of State Elementary Schools’ Principals in the remote area of Merauke regency are not at schools. They are absent for many unknowlegeable reasons. They are even intransparant enough about school grants. This evidence is not in line with the ideas of Blazé & Kirby (1992) and of Littleford (2007). According to Blazé & Kirby (1992), effective principals are servant to the teachers, they are as guardians of instructional time, help teachers with discipline matters, empower the teachers to develop discipline procedures and codes, and than support teachers as they enforce the policies they develop. Meanwhile, Littleford (2007) opined that principals who view teachers as part of their school family will work to provide a positive and communal ambiance for all.

Local Goverment Policy
Schools are creatures of state and local government, with all the associated expectations of performance and oversight (Hanushek & Raymond, 2002). As the creator, local government is as guardian of all educational activities held in all schools within its area. In this context, local government is obliged to foster policies which aimed at strengthening the commitment of all parties engaged in leading schools improvement. The evidence from field revealed to us that some of local government policies are not in line with teachers’ expectations and their family alike. Local government policies which are reported as the main factors responsible for the low rate of teachers’ working commitment are follows: (a) spouses teachers are assigned in different schools; (b) moving teachers to another school without any financial support to move teachers’ family; (c) giving an equal incentive for all teachers without any consideration of remoteness and of attendance. Besides, lack of regular supervision is also reported as another reason for the low rate of teachers’ working commitment.

Conclusion
Based on the research data analysis, it can be mapped several factors affecting teachers’ organizational commitment at state primary schools in the remote area of Merauke regency, Papua, Indonesia, as follow:
1. Factors related to the teachers’ personality: (a) job dissatisfaction due to the educational administrator’s policy in giving an equal incentive to all teachers without any consideration of remoteness and teachers’ attendance; (b) leaving schools for taking care of family due to the economic demand and marital status.
2. Factors related to working condition: (a) lack of school physical supporting facilities such as school housing for teachers; (b) lack of school facilities to afford teaching-learning process; (c) lack of IT facilities to get access to the city, and (d) high cost of transportation to get schools due the lack of public transportation.
3. Factors related to the school’s principals: (a) regularly absent from schools due to lack of motivation and teaching commitment; (b) heading to urban areas for a more attractive activities; (c) unawareness of the value of being together with teachers and students.
4. Factors related to the local governement policy: (a) equal incentive for all teachers without any consideration of the remoteness; (b) spouses teachers are assigned in the
different schools; (c) no financial support from the local government for moving teachers’ families; and (d) lack of regularly supervision from the school supervisor.

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