

Relationship Between Psychological Empowerment and Job Satisfaction in Teachers

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Abstract : This study aims to determine the relationship between psychological empowerment and job satisfaction among teachers. The research method used is quantitative. The subjects of this study were 56 teachers working in one private high school. The research instrument used in this study is the scale of psychological empowerment and job satisfaction scale. Data analysis techniques in this study used product-moment correlation. The results of this study indicate that there is a relationship between psychological empowerment and job satisfaction. The relationship between variables is positive, which means better psychological empowerment and higher job satisfaction.

Keywords: *Psychological Empowerment, Job Satisfaction, Teachers.*

1 Introduction

Organizations within the scope of education have experienced a lot of progress, starting from the learning system to the management of human resources who work in it. An organization is a group of individuals who work together to fulfill certain goals Schiemann (2011). Generally, the goal of a school is to prepare students in various aspects so that their provisions are fulfilled in facing the life to come. In order to achieve individual or organizational goals, qualified and dedicated teachers are needed.

Improving teacher quality goes hand in hand with increasing concentration and positive performance. In order to fulfill this, teachers who are satisfied with their work are needed. Many of the education systems seek various ways to reduce the level of dissatisfaction of teachers and identify the various causes that dissatisfaction can arise (Khani & Tazik, 2015). Teachers are required to be more attentive to their work. When teachers have job satisfaction, they will be more enthusiastic about teaching and educating students (Duffy & Lent, 2009).

Spector (1997) classifies job satisfaction as an attitude variable. The attitude of organizational members is formed when they feel the work and aspects that are in the job, so it is related to the extent to which organizational members like or dislike their work (Spector, 1997). The cause of the formation of job satisfaction does not only come from the job or the individual, but lies in the correlation between the two. Job satisfaction that is formed towards work is the result of interactions between individuals and their environment (Locke, 1969; Khani & Tazik, 2015).

There are several characteristics of organizational members with high levels of job satisfaction. These characteristics include members who like their work, a feeling that the organization has been fair to its members, and feel the organization's positive features such as variety, appropriate wages and security, autonomy, challenges, and fun colleagues (Barkotic, 2016). Barkotic (2016) adds that when organizational members are satisfied with their work, they will be more creative in finding effective and efficient ways to solve obstacles or problems. Organization members are also willing to help their superiors and even colleagues, so that commitment to the organization will increase.

The existence of a characteristic form of organizational members who are satisfied with their work will positively impact the organization. In general, what organizations feel the most about is the increase in organizational productivity because of the increased performance provided by members. There are other positive impacts such as consumer satisfaction, the formation of a positive organizational climate, members who actively participate in problem-solving, to create members who have organizational citizenship behavior (George & Zakkariya, 2018).

Lack of job satisfaction owned by organizational members will hinder the development and progress of the organization. The low level of job satisfaction will cause negative feelings to members of the organization regarding their work (Robbins & Judge, 2011; Metle & Alali, 2018). The emergence of these negative feelings can increase work stress and aggression that will be felt by members (Haboubi, et al, 2017). This causes the organization to experience a high turnover rate and decreased attendance or absenteeism levels (George & Zakkariya, 2018), thus disrupting the achievement of organizational goals.

In a preliminary study conducted by interviewing the vice principal of private senior secondary schools, it was found that most of the teachers felt that they had received direction and guidance from their leaders on a regular basis, were rewarded for their performance, received an appropriate salary, and had the opportunity to develop themselves by being included in trainings. The research becomes interesting because this private senior high school is located in the middle of an environment with

a middle to lower economic community so that most of the students who attend school there come from middle to lower class families so that the school provides limited finance to its teachers. However, teachers at these private senior secondary schools have high job satisfaction and are able to compete with other educational institutions, because these private senior secondary schools receive an A-level accreditation rating.

According to Herzberg (1975) in the two-factor theory he developed, hygiene factors and motivating factors influence the level of individual job satisfaction. Hygiene factors related to basic bio needs.

2 Literature Review

2.1 Job Satisfaction

Job satisfaction, according to Spector (1997) is defined as an attitude that is formed when feelings arise about work and the aspects that are in the job, so that it will be related to the extent to which organizational members like or dislike their work. Meanwhile, Dewettinck and Ameijde (2011) suggest that job satisfaction is an individual's perception of the assessment given to his job so as to produce happy and positive feelings. Locke, (1976; Tanjeen, 2013), also describes that job satisfaction is a pleasant condition or a favorable feeling for an individual that comes from his assessment of work. There are 9 aspects of job satisfaction according to Spector (1997), namely: 1) Salary, this aspect measures satisfaction with the salary received, both net monthly salary and social security. 2) Promotion, measuring the extent to which satisfaction with promotion policies such as promotion issues and positions, opportunities for advancement, and so on. 3) Supervision, measuring job satisfaction with superiors. The relationship between subordinates and superiors, work regulations, work supervision, and work quality. 4) Additional allowances, measures the extent to which individuals are satisfied with additional allowances received. 5) Award, measures the extent to which the individual is satisfied with the award given to him for his work. 6) Work procedures and regulations, measuring satisfaction related to procedures and regulations at work, such as bureaucracy and workload. 7) Colleagues, shows the extent to which individuals feel satisfied with relationships with colleagues, such as harmonious and familial relationships. 8) The work itself, this aspect includes satisfaction with the assigned task, interest and concentration on work, working conditions and environment, and other things related to work. 9) Communication, measuring the level of satisfaction with communication that takes place in their work, with fluent communication, employees can understand their duties and obligations.

Herzberg (1975) developed a two-factor theory, namely there are hygiene factors and motivating factors that can influence the level of individual job satisfaction. Hygiene factors are factors related to an individual's basic biological needs, such as salary, working conditions, job security, and so on. Motivators are factors related to individual needs in achieving and experiencing psychological growth for work, such as recognition of achievement, empowerment, promotion, and so on (Herzberg, 1975; Marzuki, Permadi, & Suryo, 2012; Hee, et al. 2018). Psychological growth can be done by giving a form of more responsibility to members of the organization and flexibility in their own work, so that they will feel more meaningful in the organization. Psychological empowerment has a motivational nature and requires organizational confidence in its members (Gunawan & Vyanita, 2012).

2.2 Psychological Empowerment

Psychological empowerment is an understanding of the motivational process that can express oneself and foster intrinsic motivation to work (Conger & Kanungo,

1988; Spreitzer, 1995; Thomas & Velthouse, 1990; Dust, Resick, & Mawritz, 2014). According to Short, Greer, and Melvin, (1994); Lishchinsky and Tsemach, (2014) psychological empowerment in the sphere of education is a process of developing competencies so that organizational members can grow and be able to solve their personal problems. Boudrias, Morin, and Lajoie (2014) added that psychological empowerment is an active motivational process related to work roles and feelings when controlling work. Individuals who get psychological empowerment are able to determine ways to solve problems increase competence and innovate highly.

According to Spreitzer (1995) psychological empowerment is an increase in intrinsic motivation which is manifested in four cognitions that reflect the orientation of the individual in his work role which consists of: 1) Meaning, is the conformity between the value of the goals at work with the standards of the individual himself, these standards can be in the form of job roles, beliefs, individual behavior, and values that make work more meaningful. 2) Competence, is the belief that an individual has in his abilities and skills in completing all activities more optimally. 3) Self determination, is self-confidence in starting or managing the work, such as making decisions on working methods, effective steps, and efforts. 4) Impact is the extent to which individual behavior can influence the work environment, such as strategic, administrative, or results on organizational performance. Together, these four things can reflect the orientation of individuals who are active in carrying out their roles and have the desire and ability to shape their own roles and work contexts.

3 Method

This study uses a quantitative method that aims to test the theories on variables by focusing on numbers which are then analyzed through statistical methods (Azwar, 2009). This study uses a research design in explaining the relationship to the variable psychological empowerment and job satisfaction. The purpose of this study was to determine the amount of variation given by one variable to other variables in accordance with the correlation coefficient value (Azwar, 2009), so this research uses a form of correlational research.

This research is a population study, because the population used is small so that all members of the population will be appointed as research subjects. The population chosen was the teachers at one of the private high schools totaling 56 teachers. Taking this subject consists of men and women with a minimum education level of S1.

The data collection tool used an instrument in the form of a psychological empowerment scale and a job satisfaction scale made by the researcher according to the conditions of the research subject. The data analysis technique uses the product moment correlation test, which aims to show the relationship between the two variables. The requirements for using the product moment correlation test, namely the data must meet the assumption test. The assumption test is the normality test and linearity test. Testing of data is assisted by the SPSS version 25.0 for Windows program.

4. Result and Discussion

The results obtained in this study are displayed using descriptive statistical testing, as follows:

Table 1. Description Test

	N	Min	Max	Mean	Std. Deviation
Psychological Empowerment	56	75	115	93.92	9.05
Job Satisfaction	56	92	141	113.76	12.08

The table shown in the descriptive test shows the subject of 56 teachers, the psychological empowerment variable obtains an average score of 93.92, with the highest scores being 115 and 75 as the lowest scores. The average value obtained by the job satisfaction variable is 113.76, with the highest scores being 141 and 92 as the lowest scores. The standard deviation value obtained is 9.05 for the psychological empowerment variable, and 12.08 for the job satisfaction variable. The standard deviation value indicates that the data is more varied.

The results obtained after testing the hypothesis or correlation to the variable psychological empowerment and job satisfaction using the product moment test are as follows:

Table 2. Product Moment Correlation Test

		Psychological Empowerment	Job Satisfaction
Psychological Empowerment	Pearson Correlation	1	.540**
	Sig. (2-tailed)		.000
	N	56	56
Job Satisfaction	Pearson Correlation	.540**	1
	Sig. (2-tailed)	.000	
	N	56	56

Testing using the product-moment was carried out on 56 teachers who obtained a significance level of correlation between the variables studied, namely 0.000 (Sig <0.05). Based on the correlation test results using the product-moment test, it was also found that the correlation coefficient value on the psychological empowerment variable with the job satisfaction variable was 0.540. The correlation coefficient value is classified into the medium category because it is not yet close to 1.00.

The correlation coefficient value found was not a negative sign, so it can be said that the relationship between variables is unidirectional and positive. This may imply that the higher the psychological empowerment of organizational members, the higher the level of job satisfaction they have, and vice versa. Based on the results that have been found, it can be said that there is a relationship between psychological empowerment and job satisfaction where organizational members who have been competently empowered by adjusting their abilities will assume that their work has a certain impact or meaning in their lives so that it has a direct effect on increasing satisfaction. work.

The results of this study are in line with the research conducted by Abdullah et al (2015) entitled "Psychological empowerment, job satisfaction and commitment among Malaysian secondary school teachers", with the aim of identifying the effect of psychological empowerment on job satisfaction and organizational commitment of teachers in Malaysia. The results obtained findings that job satisfaction and commitment of teachers are influenced by psychological empowerment. The dimensions of self-determination and the dimensions of Impact on the psychological empowerment variable are the most significant influences on job satisfaction, while the dimensions of meaning and the dimensions of competence significantly influence commitment.

Based on the findings of this study, the teachers felt that they had been appreciated and received support from the school for the tasks that had been carried out. Teachers also feel that their work is not regulated in such a way by the school so that

teachers can find and carry out their work according to their competencies. Schools are also sufficient in teaching facilities and provide rights according to performance. This raises a feeling of satisfaction for teachers at work, because the school pays attention to the needs of its organizational members.

Nowadays being a teacher is not an easy job. A teacher is required to meet school expectations, community needs, and prepare competent students. One way that can be done to prepare teachers to face these challenges is to provide opportunities to actively communicate between teachers to support and care for each other (Tschannen-Moran & Hoy, 2001). When the teacher has been able to build good interpersonal relationships, then the teacher needs job satisfaction in order to be able to carry out such heavy tasks with gusto.

Job satisfaction is an attitude that comes from an individual's assessment of the job and aspects of the job. When the individual has been able to provide a positive assessment of his work, it will cause a feeling of pleasure at work. The job satisfaction of teachers will have various impacts on the quality of education (Cerit, 2009). Aldridge and Fraser (2015) say that teacher job satisfaction is related to various elements, namely performance, teacher fatigue, enthusiasm, teacher retention, teacher commitment, teacher attitudes when teaching, and the efforts created when dealing with student problems. These elements must be able to be managed properly, in order to form capable and professional teachers.

Herzberg (1975) developed a two-factor theory, namely that there are hygiene factors which cover the basic biological needs of the individual, and motivating factors which include individual psychological growth. (Herzberg, 1975; Marzuki, Permadi, & Suryo, 2012; Hee, et al, 2018). Psychological growth is related to giving responsibility and flexibility to members of the organization so that they feel more meaningful in the organization. This is related to psychological empowerment which has a motivational nature and requires organizational confidence in its members (Gunawan & Viyanita, 2012).

The results of this study are also in line with research by Al-Ababneh, et al (2017) which found that job satisfaction is influenced by empowerment factors, this empowerment is in the form of structural empowerment and psychological empowerment. Structural empowerment is related to the level of trust of organizational members in the organization. Meanwhile, psychological empowerment is related to the perception of organizational members on their role in the organization.

Psychological empowerment is an individual's understanding of a process of motivation and competency development so that individuals are able to express themselves and make choices when working or in solving problems. The existence of psychological empowerment can provide great benefits for individuals and organizations. Empowered individuals will be more concerned with and appreciate their work so that they will contribute more while working, increase organizational productivity, and achieve organizational goals (Koberg, et al, 1999; Spreitzer, 1995; Abdullah, et al, 2015).

Psychological empowerment can also be conceptualized as giving freedom to organizational members in making decisions regarding how they complete their tasks (Ford & Fottler, 1995; Khany & Tazik, 2015). Providing psychological empowerment for teachers will increase their motivation at work, a feeling that their work is meaningful, and a commitment to school that they will maintain the good name of the school (Dee, et al, 2003).

Analysis of the R-Square obtained in this study amounted to 0.291. This shows that 29.1% of the psychological empowerment variable has a contribution to job satisfaction. As much as 70.9% of job satisfaction variables are caused by other variables that are not researched.

4 Conclusion

The conclusion that can be drawn from this research is that there is a positive relationship between psychological empowerment variables and job satisfaction variables. This shows that the higher the psychological empowerment of organizational members, the higher the level of job satisfaction. On the contrary, the lower the psychological empowerment of organizational members, the lower the level of job satisfaction.

This research is expected to be able to provide information to the school if it wants to increase or maintain the job satisfaction felt by its members, then schools need to pay attention to the factors that can affect the level of job satisfaction, especially psychological empowerment.

This study has limitations on the use of the number of subjects that are deemed too small and only conducted in one high school. This research also only focuses on one factor that can affect the level of job satisfaction, so it is necessary to expand the point of view related to other things that can affect the level of job satisfaction of organizational members.

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