



TEACHERS' AFFECTIVE COMMITMENT THROUGH THE EFFECTS FROM QUALITY OF WORK LIFE AND JOB INVOLVEMENT IN THE SCHOOLS

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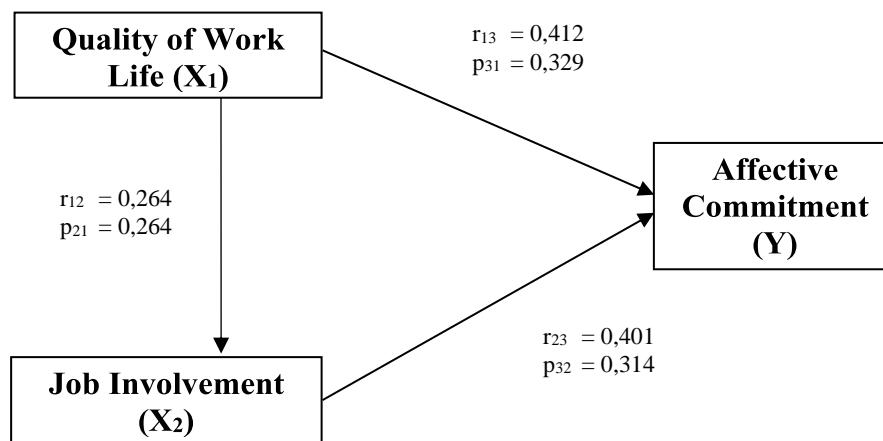




Research Highlights

The study proposed three hypothesis and results indicated (1) there is a positive effect between the quality of work life and the affective commitment, (2) there is a positive effect between job involvement and affective commitment, and (3) there is a positive effect between quality of work life and job involvement. Teachers with high affective commitment can feel a strong emotional bond, loyalty, and dedication to the school. The teachers really want to be in the school if they enjoy, feel comfortable, and satisfied with their works. So the teachers will be stronger if their experiences in a school are consistent with expectations and satisfy their basic needs, friendship, the work atmosphere or culture, comfortability in completing tasks, and also help to see how far the teachers identify and involve themselves with the school.

Graphical Abstract



Research Objectives

The purpose of this study is to get an accurate and reliable comprehension regarding the quality of work-life and job involvement towards affective commitment. This research is to find out: (1) the direct and positive effect of the work-life quality on the affective commitment of the school' teachers, (2) the direct and positive effect of the job involvement on the affective commitment of the school' teachers, and (3) the direct and positive effect of the work-life quality towards the job involvement of the school' teachers.

Methodology

This research uses the quantitative-causal approach as the method of survey research. This approach was chosen to analyze the effect patterns between variables with the aim to know the direct effects of a set of exogenous variables towards endogen variables. In this research, the quality of work life is an exogenous variable, job involvement is an intervening endogen variable, and affective commitment is a final endogen variable. This research was conducted in Buddhist Schools in Jakarta. The analysis unit in this research is the Buddhist School's teachers in Jakarta. The population is all the Buddhist School's teachers which live in Jakarta with a total of 211 teachers out of 8 schools, ignoring the sex and education background. The samples of this research were taken by means of simple random sampling method by choosing the members of the population randomly, ignoring the classes (levels) of each of the population





members, bearing in mind that the population is homogenous and has a large number. From the existing population, the number of samples were calculated with the Slovin formula. Therefore, the sample used in this research is 138 teachers (data were collected by personal distribution). The analysis technique used is the path analysis.

Results

Based on the calculations from the path analysis, (1) the direct effect of quality of work life towards affective commitment, the coefficient value is 0,329 and t_{count} is 4,29. The value of t_{table} for $\alpha = 0,01$ is 2,61. Therefore, because the value of t_{count} is more than the value of t_{table} , H_0 is rejected and H_1 is accepted. In other words, quality of work life has a direct effect towards affective commitment. (2) The direct effect of job involvement towards affective commitment, the coefficient value is 0,314 and t_{count} is 4,10. The value of t_{table} for $\alpha = 0,01$ is 2,61. Therefore, because the value of t_{count} is more than the value of t_{table} , H_0 is rejected and H_1 is accepted. In other words, it can be accepted that job involvement has a direct effect towards affective commitment. (3) The direct effect of quality of work life towards job involvement, the coefficient value is 0,264 and t_{count} is 3,19. The value of t_{table} for $\alpha = 0,01$ is 2,61. Therefore, because the value of t_{count} is more than the value of t_{table} , H_0 is rejected and H_1 is accepted. In other words, it can be accepted that quality of work life has a direct effect towards job involvement.

Findings

The first hypothesis test concludes that quality of work life (QWL) has a direct influence towards affective commitment (AC). Previous research findings show that there is a significant positive influence of QWL towards AC (Ali & SufiyanZilli, 2013; Bakhshayesh, Rahimi, & Eftekhari, 2015; B. Gupta & Gupta, 2013; Khan, 2015). QWL is able to positively effect AC and increase their loyalty, which reduces turnover in an organization (Yitbarek, 2017; Zhao et al., 2013). In addition, increasing the QWL in an organization makes employees more committed, motivated, and productive (Zain, Mintawati, & Minai, 2018). The second hypothesis test concludes that that job involvement (JI) directly influences AC. Previous research similarly concludes that employees' high JI will make employees have a deep AC to stay in the organization (Abdallah, Obeidat, Aqqad, Al Janini, & Dahiyat, 2017; Rahati, Sotudeh-Arani, Adib-Hajbaghery, & Rostami, 2015; Singh & Gupta, 2015). The third hypothesis test concludes that the QWL directly effects JI. This is similar to previous research which state that quality of work life greatly influences someone's JI in an organization (A. Gupta, 2013; Salem & Jarad, 2015).

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