

Predictors of Organizational Commitment Moderated by Job Satisfaction: What Can We Learn from Indonesia?

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Abstract

This quantitative research aims to analyze discreet and simultaneous effect of school climate, reward system, value orientation toward job satisfaction and organizational commitment. It also analyzes the indirect effect of school climate, reward system and value orientation toward organizational commitment through job satisfaction of public middle school teachers at North Minahasa regency, Indonesia. Data are taken from a survey to 216 teachers from 15 middle schools, and analyzed using regression and path analysis. Findings include 1) direct effects of school climate and reward system toward job satisfaction; 2) direct effects of school climate, reward system and job satisfaction toward organizational commitment; 3) indirect effects of school climate and reward system toward organizational commitment through job satisfaction; and, 4) the direct effects outweigh the indirect effects.

Keyword: organizational commitment, job satisfaction, school climate, reward system, value orientation, teacher commitment

Strand: Educational management, Teacher education

1. Introduction

Indonesia unique need for committed teachers in public schools resembles the global problem associated with modern school management. It is rather tricky to find old school highly committed teachers in modern societies, just like it is problematic to find a perfect employee lured by a base-line salary. Recent teaching profession is more likely as just another career to proficient teachers rather than a lifetime passion. Teacher turnover kept climbing, and as years pass by, new teachers now corrupt their ideals and no longer see the school as a high calling but a mere contract for employment. Again, the case of Indonesian teachers is a worldwide dilemma in search for commitment and loyalty.

The way Indonesian government tackles the problem of teachers with low commitment was far from the prettiest. Commitment has been the least among the developed aspects of teacher in recent Indonesian educational reforms. While reform triggers several national-wide costly programs (i.e. teacher certification and test of teachers' competency) geared toward the development of performance, competence and professionalism of Indonesian teachers, the lack of commitment continues to haunt the daily operational of Indonesian schools. A pilot observation denotes instances when teacher were distracted with other non job-related activities while performing their duties. Many teachers had to maintain off-class tutoring job to make ends meet. And a great number of them requested a relocation or withdrawal from the teaching career simply because their spouses move to another place. Teacher welfare and better funding had been an installed quick fix toward the commitment boost.

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A much better standard of living and work environment could enhance teacher identity and career reputation resulting in promoting self-identification and acceptance to organization and its values (Armstrong, 1999). Teacher warfare should also make teachers to value their profession and demote teaching career withdrawal or double profession. The argument, however, fail to recognize how other schools have enjoyed high committed teachers in spite of similar background or setting. Empirical studies are needed to understand the predictors of organizational commitment.

Many organizational commitment studies were done in Indonesian educational setting, and most of them dealt with variables in general organization, such as job satisfaction, organizational culture, climate, support and morale, leadership, and personality traits. These studies have given insights of how these factors have played parts in shaping the organizational commitment of teachers so some degree. However, welfare and compensation-giving system predictors were under represented in these studies. Reward system, was one of the least explored factors of organizational commitment, and sometimes was taken for granted. This variable was actually the closest one to touch notion of teacher welfare in general. The monetary and non-financial reward, which was perceived in previous studies as part of leadership and administration, could be argued as a completely new construct. Reward system in this sense should not be limited to a sufficient amount of financial compensation, but also incorporate the consistency and transparency of reward policies and procedures.

Another least studied predictor of organizational commitment is value orientation of teachers. Organizational commitment deal highly with organizational value underwhich employees would identify themselves. When the orientation of personal value and organizational value share great things in common, fostering commitment will be effortless. What make this study unique is because it attempted to combine well known factors of organizational commitment, such as school climate and job satisfaction, and the least explored avenues such as reward system and value orientation. This study explored school climate, reward system, value orientation as predictors moderated by job satisfaction in the new proposed model for organizational commitment.

Organizational commitment

A commitment is a self-identification and acceptance of values. A person usually shows commitment for these three things, according to O'Malley (2000), either to one's work, group or organization. While, each type of commitment usually has its own driven factor, a highly work committed person would also most likely have a high level of commitment to the other two, and vice-versa. And when a person is highly committed to his organization, he is usual considered as a committed person in all aspects. Previous definition of organizational commitment put great emphasis not only on self-identification, but also the involvement in organization (Mowday, Porter & Steers, 1982). Mowday et al outlined three main components of organizational behavior, 1) a belief of organizational goals and values or want an active inclusion, 2) a willingness to be involved or to contribute, 3) a desire to maintain loyalty or status. The theory of three main themes of organizational commitment by Allen and Meyer (1990) has spurred several recent studies to learn more on commitment. According to Allen and Meyer, a committed individual should demonstrate an affective attachment, and think over the cost for leaving the organization, and feel obliged to remain with the organization. These three basic themes were later identified as the three components of organizational commitment: affective, continuance and normative commitment.

Allen and Meyer's theory was further refined by Meyer, Stanley, Herscovitch and Topolnytsky (2002) which explain the difference among these three components: Affective components refer to an emotional attachment or self identification which deals with what employee want to do. Continuance commitment deals with costs implied if an employee withdraw from an organization and signify their need from the company. Whereas normative commitment is an obligation resulted from their moral consideration or what an employee ought to do. Antecedents of organizational commitment, which were found in empirical studies, may be classified into external, internal and combination of internal and external factors. Extrinsic factors dealt with external uncontrolled issues encountered by particular individual in the organization, whereas intrinsic factor mainly related to internal characteristic or individual differences. The combination of extrinsic and intrinsic factors is therefore are issues which originally derived from external sources and could affect performance, however within the control of the person. The majority of external factors could be split into managerial and the organizational-support factors.

Factors dealt with managerial/organizational issues were leadership style, work atmosphere, and organizational culture. On contrary, organizational-support factors werereward system, work period, classroom demand and school status.

Intrinsic factors were considered one of the strongest predictors of commitment, since commitment was predominantly related to intrinsic elements, such as affective, values, and perceived norms. Several empirical studies had found the significance of several factors dealt with personality and individual differences. They ranged from religiosity, personality, kindness trait, individual characteristics, emotional fatigue, value orientation, emotional intelligence, to professionalism. Other antecedents were mainly intrinsic, but heavily affected by external influence. These factors were job satisfaction, morale, role conflict, interpersonal communication, work motivation, and stress level. Studies, however, found that these combinations of intrinsic and extrinsic influence provide the strongest impact on organizational commitment.

1.1. Job satisfaction

One of the strongest and well-researched predictor of organizational commitment is job satisfaction. Job satisfaction is an attitude and evaluation a person has toward one's job and his or her expectancy. Higher job satisfaction denotes closeness between job conditions and expectation. Researchers have considered it very robust determinant, that some consider job satisfaction as mediating variable for commitment. Several local empirical studies found that job satisfaction directly predicted organizational commitment (Raharjo & Nafisah, 2006; Ghozali, 2002; Majorsy, 2007; Bestiana, 2012; Situmorang, 2012). Job satisfaction was also found to be significant moderator of 1) role conflict and emotional exhaustion (Churiyah, 2011), 2) psychological climate (Seniati, 2006), and 3) motivation (Surbakti, 2011) toward organizational commitment. All of this study use ex-post facto methodology with regression analysis. They also concern with organizational commitment in formal educational institution context, where teachers from various elementary, high school and university in different parts on Indonesia were taken as participants.

The intrinsic-extrinsic combined factors should not be limited to job satisfaction, but also should consider organizational morale (Majorsy, 2007), interpersonal communication (Situmorang, 2012), work motivation (Bestiana, 2012; Surbakti, 2011), and stress level (Nagar, 2012). However, most of these variables are intertwined with the broad and inclusive definition of job satisfaction. Perie, Baker dan Whitener (1997) defined job satisfaction as an affective reaction toward work situation. It is the attitude toward factors of job such as compensation, autonomy and colleagues and its relationship with outcome and productivity. Locke identifies two important in-line factors in job satisfaction--job values and basic needs in his definition. Job satisfaction is "the appraisal of one's job as attaining or allowing the attainment of one's important job values, providing these values are congruent with or help fulfill one's basic needs" (Munandar, 2001).

According to Gibson's theory, job satisfaction appraisal is affected by several factors, 1) psychological factors (interest, comfort, attitude, aptitude and skills), 2) social factors (in terms of social interaction with superior and colleagues), 3) physical factors (type of work, working time regulation, recess, work equipment, room condition, temperature, light, air circulation, health condition, and age) and 4) financial factors (system and amount of salary and social security) (Kaihatu dan Rini, 2007). Munandar (2001) claimed that intrinsic attributes (psychological and physical) were the main factors of job satisfaction. These might include the variety of skill, workload, responsibility, autonomy, and control toward work method, plurality and creativity. Aside of intrinsic attributes of work, financial factors such as salary, equitable reward where people think they are overpaid or underpaid would also show dissatisfaction. The next factor was the relationship toward supervisor, whether it was limited to job related functions or to interpersonal relationship. The fourth factors dealt with colleagues, how supportive are they in giving social communication. And the last factors are working condition. These job satisfaction factors are related to situation and decent working condition. It deals with situation, which is needed to help workers feel comfortable in workstation and the availability of instruments or equipment. Lester (1987) described and broke down the nine factors of job satisfaction in factor analysis study. These factors are supervisor, colleague, work condition, pay, responsibility, type of job, advancement, security and acknowledgement. According to Lester, the first two factors, which are the supervisor and colleague, are the most determining influences toward job satisfaction. This is because dealing with human is sometimes could be unpredictable and easily changed. Other factors tend to be constant.

1.2. School climate as managerialextrinsic factor

Empirical studies found that school climate is one of the managerial extrinsic factors of organizational commitment.

The other are leadership style (Rahmi, 2013; Raharjo & Nafisah, 2006; Seniati, 2006; Situmorang, 2012; Kieres, 2012; Aydin, Sarier & Uysal, 2013), work atmosphere (Hutapea, 2012; Bestiana, 2012), and organizational culture (Handoko, Setiawan, Surachman & Djumahir, 2013; Rahmi (2013; Situmorang, 2012; Agung, 2009). Studies have confirmed that school climate directly predicts organizational commitment. Collie, Shapka, and Perry (2011) investigated 664 elementary and middle school teachers in two provinces in Canada, and found that teacher commitment are determined by two significant predictors, school climate and socio-emotional learning. Bogaert, Bonne & Wittelostuijn (2012) investigated 209 lecturer and academicians in Belgium and found that school climate and social value orientation effectively affect affective commitment. Douglas (2010) study also indicated relationship between school climate and teacher commitment, with professional teacher behavior as the best predictor of teacher commitment.

While other organizational extrinsic factors, such as leadership, atmosphere and organizational culture have been well explored, studies on the factor of school climate on organizational commitment is underrepresented in Indonesia's education context. Unlike, the factors of leadership, atmosphere and culture, school climate provides the vertical and horizontal alignment of interaction. How the teachers perceive the leadership, atmosphere and culture and interact with it should be more important to investigate. Since the earliest theory of management (i.e. Halpin and Croft in 1963), school climate was not limited to physical and psychological environment, but also how it interacts with a teacher (Douglas, 2010). Hoy and Clover (1986) and Hoy, Hoffman, Sabo and Bliss (1996) description of organizational climate focus on the interaction of a teacher with his superior (i.e. principal) and with fellow teachers, in terms of 6 levels according to the openness and the obscurity of their relationship. These 6 gradual levels are open, independent, controlled, paternal, and closed.

From this definition, Hoy and Clover (1986) proposed 6 dimension of school climate based on interaction, which is as follows:

1. Supportive principal behavior is when principal show openness to teachers' input, giving credits and healthy critics, and professionally acknowledge his or her teachers.
2. Descriptive principal behavior is when principal manages strict and closed supervision in all school activities.
3. Restrictive principal behavior is when principal hassles the teachers with unending administrative jobs, routine meetings and tasks.
4. Colleagues teacher behavior is when teacher support open and professional interaction with enthusiasms, acceptance and acknowledgement.
5. Intimate teacher behavior is when teachers show cohesive and strong network of social support. They knew and become close to each other socially.
6. Indifferent teacher behavior is when professional activities lack its meaning and focus, due to unproductive and uncooperative attitude.

These six dimensions of school climate theory were the backbone of OCDC (Organizational climate dimensions questionnaire) developed by Hoy at al (1986). The revisions of this theory (Hoy et al, 1996) interpret the school climate into four 4 types of school climate: open, closed, attached and unattached climates. Open school climate refer to high supportive, low directive and restrictive principal attitude, and high colleague and intimacy, low indifference teacher behavior. Closed school climate refers to low supportive, high directive and restrictive principal behavior, and low colleague and intimacy, and high indifferent teacher behavior. Unattached school climate refers to high supportive, low directive and restrictive, and low colleagues and intimacy, and high indifferent behavior. Attached school climate, on contrary, refers to low supportive, high directive and restrictive principal behavior, as well as high colleague and intimacy, and low indifferent behavior among teachers.

1.3. Reward system as organizational-support extrinsic factor

Reward system, together with work period (McCarthy, Lambert & Reiser, 2014), classroom demand (McCarthy et al, 2014) and school status (Buka & Bilgic, 2010) made up the organizational-support extrinsic factor of organizational commitment. Recent empirical studies, such as Joo, Lee and Jung (2012), Vansteenkiste dan De Witte (2002) and Chepkwony (2014), found out that reward system enhance commitment as well as motivation and morale. However, reward system remains as the underrepresented variable in the local empirical studies. Reward system was often seen as part of leadership and administration construct, nevertheless, it plays crucial role in motivating employees as well as maintaining the motivation (San Theen & Heng, 2012).

Armstrong (1999) defines reward strategy as the management of pay system to direct effort toward achievement of “toward the achievement of an organization’s strategic objectives” (Pg. 232). Effective reward would stimulate teachers to come to the classroom and to perform well, because they know that they will be rewarded. A good reward system will inject enthusiasm and energy to the teacher (Kituyi, Musau & Thinguri, 2014). This system will also contribute to good result, such as the increased motivation and connection between teachers, professional tasks and career advancement. Theories of management had identified the importance of reward as part of management tools to achieve company goals. Reward system, however, should be managed carefully to maximize its impact. Nanawi (1999) proposed four principles in determining reward policy, which are internal consistency, external competitiveness, employee contributions and administration. Internal consistency, however, remain the main factor of reward system. Panggabean (2004) proposed the theory of four symbols of success, such as award and honor, status and respect, freedom and control, and power. According to Panggabean, reward is important in business life since it feed and instills the symbols of success on the employee (Panggabean, 2004). The most powerful reward, therefore, are the one that deals closer to the symbols.

Ivancevich, Konopaske and Matteson (2006) explain the distinction of extrinsic and intrinsic reward. While most reward is extrinsic, it does not need to be totally financial. Several non-financial such as health coverage, gym facility, insurance, travel opportunities, etc. may be as powerful as money. Factors of intrinsic reward, such as completion, achievement, autonomy and personal growth are very closely related to commitment and retention. It is also based on the norm of productive reward, such as goal congruence, equity, equality, and need (Mansun, 2006). Ghani identifies eight indicators of a good reward system, which is derived from the duality of reward: giving compensation and avoiding punishment and Mansun’ (2006) norm of productive reward, such as goal congruence, equity, equality, and need. Ghani’s conducive reward indicators are equity, clear regulation, transparency, consistency, proportional reward, negative reward or sanction, flexibility, and the objective relevancy of reward (in Luthan, 2006). On contrary, less conducive reward fall flat due to reason, such as overemphasis on monetary, lack of acknowledgement, less proportional, unclear criteria, long delay between productivity and reward, too flexible, short-term oriented, and lack of fairness or lopsided compensation between management and employee.

1.4. Value orientation as intrinsic factor

Among many intrinsic factors available, value orientation has been chosen in this research due to these three reasons: 1) commitment is closely related to value, and 2) the lack of research in value orientation in Indonesia, 3) the need to understand the position of Indonesian teachers in terms of value orientation using universal standards. Aside of value orientation, other intrinsic factors which is validated in empirical studies are religiosity (Ghozali, 2002), personality (Kembaren, 2002; Hutapea, 2012), kindness trait (Seniati, 2006), individual characteristics (Agung, 2009), emotional fatigue (Agung, 2009), emotional intelligence (Hussain, Ahmen & Haider, 2014), and professionalism (Yohana, 2012).

There are three empirical studies that found significant effect of value orientation toward organizational commitment. Handoko et al’s (2013) study found that organizational commitment are affected significantly by cultural value and job satisfaction. Reyes and Keller (1986) also found that value orientation significantly predicts organizational commitment and job satisfaction of 133 teachers in Kansas, USA. And Bogaert, Boone and Witteloostuijn (2012) study found out that value organization determine affective commitment of 209 college teachers in Belgium. On contrary, Cohen and Liu (2011) study on 192 teachers in 10 Jewish schools, has close similarity to this research, especially in using Schwartz theory and questionnaire for value orientation. However, Cohen and Liu study was not able to conclude a significant finding, but recommend a further research between value orientation and commitment. Value orientation according to Schwartz (2012) is universal and personal. Schwartz defined value as affect-laden beliefs. Value are stronger that culture in manipulating personal action or choice. While his definition is unique and distinct from other authors, Schwartz (2015) noted some basic principles where most of the authors arrive at a consensus. They are: 1) Value is belief and cognitive structure which is closely attached to affective domain. Valuable entities are defended with emotion. 2) Value refers to desired goals, such as social fairness, justice and compassion. 3) Value encompasses particular actions and situation.

Unlike attitude or norm, value is not limited to action, object or situation. 4) Value may function as standard or criteria to evaluate an action. 5) Value is sequenced based on its importance against other values, and set a system of priority. And, 6) an attitude may have several implications to relevant values. Schwartz (2012) proposed 10 universal basic values, which are power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity, and security. Based of these basic values, Schwartz discusses two opposite dichotomies, one of which is “personal focus” versus “social focus”. Personal focus values are self-direction, stimulation, hedonism, achievement, and power, whereas; in social focus polar lies security, tradition, conformity, benevolence, and universalism. The second dichotomy contrast “growth anxiety-free” and “self protection anxiety-avoidance”. The first dichotomy deals with universalism, benevolence, self-direction, stimulation and hedonism. And the second polar copes with power, security, tradition, and power. Achievement value, however, is split into two halves, one with the growth anxiety-free polar, and another half with the self-protection anxiety-avoidance polar.

2. Proposed study

The purpose of this research is to establish a model of organizational commitment for teachers, among the following variables: school climate, reward system, value orientation and job satisfaction. It also attempts to see if job satisfaction moderates these variables toward organizational commitment. Specifically, the purpose of this study was to:

1. To determine whether school climate, reward system, value orientation has direct effects on job satisfaction.
2. To determine whether school climate, reward system, value orientation, and job satisfaction have direct effect on organizational commitment.
3. To determine whether school climate, reward system, and value orientation have indirect effects toward organizational commitment through job satisfaction.
4. To determine whether school climate, reward system, value orientation, and job satisfaction have simultaneous effect on organizational commitment.
5. To determine whether school climate, reward system, value orientation has simultaneous effects on job satisfaction.
6. To determine whether school climate, reward system, and value orientation have indirect simultaneous effects toward organizational commitment through job satisfaction.
7. To determine whether job satisfaction an effective moderator of school climate, reward system, value orientation toward organizational commitment.

The conceptual construct of independent variables for these study are as follow. School climate (X_1) used Hoy et all (1996) theory of 6 dimension of organizational climate, which are principal supportive, directive and restrictive behaviors, and teacher colleague, intimate, and unattached behaviors. Reward system (X_2) used 8 indicators of conducive reward system (Luthan, 2006), which are equity, clear regulation, transparency, consistency, proportional reward, negative reward or sanction, flexibility, and the objective relevancy of reward. Value orientation (X_3) is constructed in 10 basic universal value theory of Schwartz (2012), which is power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity, and security. The moderating variable is Job satisfaction (Y) drawn from Lester (1987) theory on 9 factors of satisfaction, namely supervisor, colleague, work condition, pay, responsibility, type of job, advancement, security and acknowledgement. And the dependent variable is Organizational commitment (Z) which was taken from Allen and Meyer’s (1990) theory of three components of organizational commitment, affective, continuance, and normative.

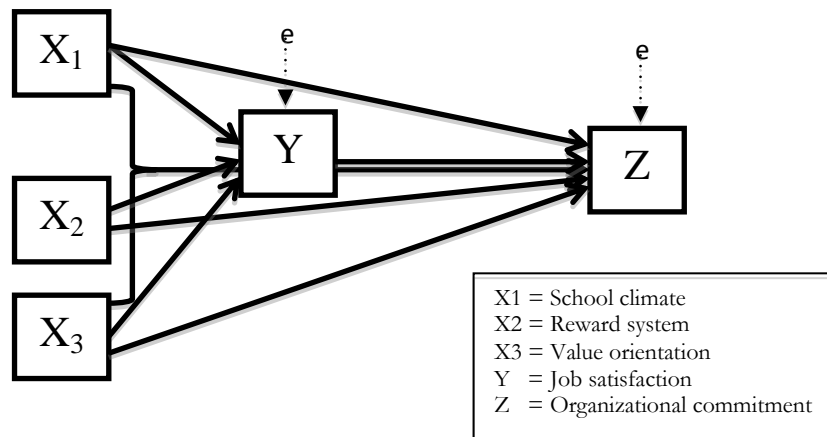


Figure 1 Paradigm of the study

2.1. Research Methodology

This research employed ex-post facto correlational design to analyze quantitative data on School climate (X_1), Reward system (X_2), Value orientation (X_3), Job satisfaction (Y), and Organizational commitment (Z) variables. The objective is to evaluate inter-variables direct, indirect, simultaneous and indirect simultaneous effect from independent, moderating and dependent variables. This study was conducted at 15 middle schools in 10 districts in North Minahasa Regency, Indonesia; involving 216 teachers using cluster-sampling method drawn from 468 targeted population (using Slovin formula). The instrument for data collection is a 176-item questionnaire. Before it was distributed, the questionnaire had been previously piloted, and validated using expert judgment and Cronbach alpha reliability test with scores ranging from .73-.93.

Statistical treatment used was simple regression, a multiple regression and a path analysis, with a significant value at $\alpha .05$. A normality and linearity test of assumption was administered before regression analysis may take place, and resulted in Kolmogorov-Smirnov sig. value of $<\alpha .05$ for normality of both dependent variable and a normal one-line P-P Plot for linearity. The path analysis was distributed in four blocks model, 1) the X_1 - Y - Z model, 2) the X_2 - Y - Z , 3) the X_3 - Y - Z and 4) the X_1 - X_2 - X_3 - Y - Z block. Data was interpreted in 5-scale Likert rating.

2.2. Finding

There are several findings of this study, and the first dealt with the mean scores of the variables. Organizational commitment was moderate with $M=3.40$ in 1 to 5 scale. This modest level of organizational commitment was particularly found on continuance commitment ($M=2.78$). This sub-variable deals with employee's need from the company, and the implied cost for withdrawal. The second finding dealt with the effects of school climate, reward system and value orientation on job satisfaction. Findings portrayed that job satisfaction was affected directly and significantly by school climate ($R^2=.143$) and rewards system ($R^2=.229$), but not by value orientation ($p>.05$). Simultaneous effects by school climate, rewards system and value orientation, however, were significant ($R^2=.259$). The third findings of this study were focused on the direct effects of school climate, reward system, value orientation and job satisfaction toward organizational commitment. Finding illustrated that organizational commitment was affected directly and significantly by school climate ($R^2=.037$), rewards system ($R^2=.045$), and job satisfaction ($R^2=.154$) but again not by value orientation ($p>.05$). Simultaneous effects by school climate, rewards system and value orientation, however, were significant ($R^2=.058$).

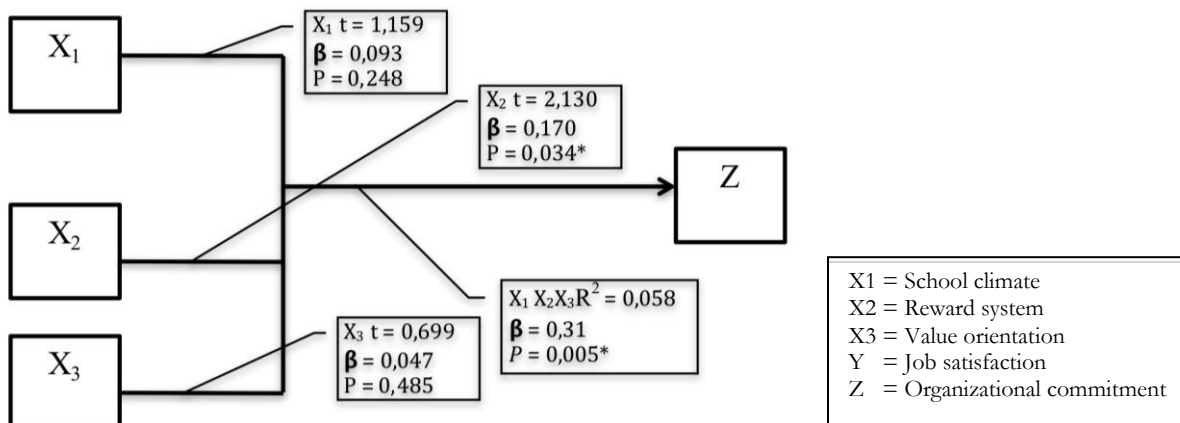


Figure 2. Model of Simultaneous predictors of Organizational commitment

The next findings concerned with the indirect effect of school climate, rewards system and value orientation toward organizational commitment through job satisfaction. Findings revealed that significant indirect effects of school climate with less contribution when compared to direct effect standardized coefficient (Indirect $\beta=.054$, direct $\beta=.093$, and total $\beta=.147$). Another significant indirect effects of reward system are also revealed with similarly less contribution when compared to direct effect standardized coefficient (Indirect $\beta=.144$, direct $\beta=.170$, and total $\beta=.314$). Value orientation, however, showed insignificant indirect effect, which was similar case in direct effect as well (Significancy value of Indirect $p=.078$ and direct $p=.893$, $p>.05$). Still another finding dealt with whether job satisfaction an effective moderator of school climate, reward system, value orientation toward organizational commitment. Finding revealed that standardized beta coefficient of indirect effects (both school climate and reward system) were lower than of direct effects. Therefore, smaller contribution of school climate and reward system was computed toward organizational commitment through job satisfaction, than the contribution of school climate and reward system directly toward organizational commitment. Therefore, while job satisfaction became a significant moderator, the contribution is less effective.

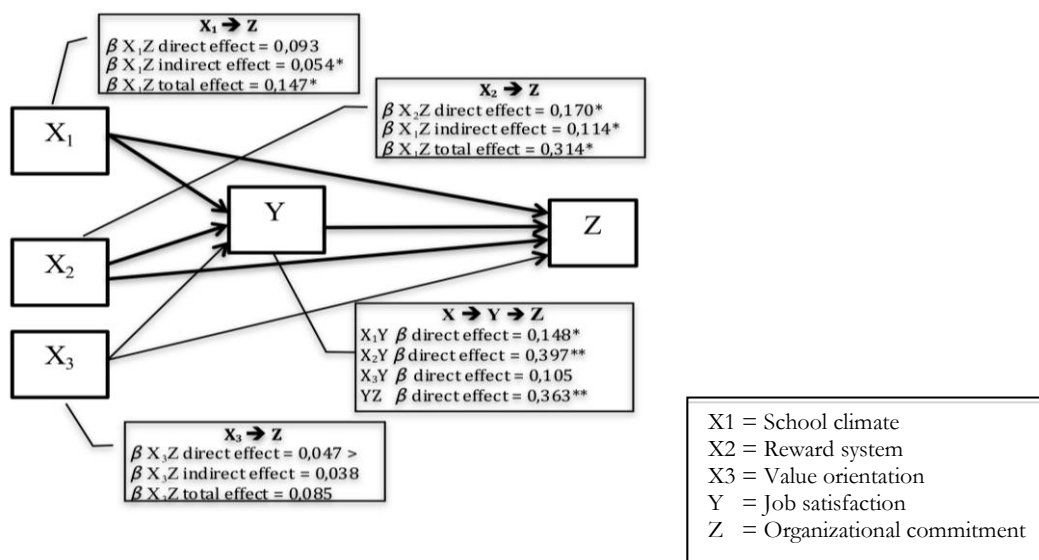


Figure 3. Model of direct and indirect predictors of Organizational commitment

2.3. Discussion

As predicted in the background of the study, teachers' self-evaluation indicates moderate organizational commitment among teachers, especially in continuance component of commitment. Moderate level of this sub-variable may signify adequate investment in joining the organization, or relative dependence on income from teaching job. Teaching job could be considered as extra income generating work in the household. Teachers are then free to move or quit upon demand. Additionally, since the majority of sample is public servant, moderate continuance component of commitment may also indicate ample size of anxious and fear to lose job. This is usually the trend in government-employed workers, teaching appears as a steady job and with arranged pension, but lack of evaluation and supervision. There is a strong sense of nothing to lose with this organization and once employed always employed. Organizational commitment is benefitted by school climate. An increase in school climate will contribute directly toward 3.7% rise. Indirect effect through job satisfaction, although less strong, is also significant. This finding agrees with of Hutapea's (2012) study, which claims that school climate is predictor of organizational commitment. It also corresponds to Seniati's (2006) finding, which suggests that school climate affects organizational commitment indirectly through job satisfaction. Since school climate is a determinant predictor, this study commends the principals and teachers for maintaining highly conducive school climate in North Minahasa regency. However, there is still room for improvement particularly in decreasing principal's restrictive behavior. Administrators are recommended to function efficient routine administrative jobs and timesaving and effective meetings.

Reward system is another determinant predictor of organizational commitment. A systematic reward management directly contribute to 4,9% increase in organizational commitment. A weaker indirect contribution is also found through job satisfaction, making a total coefficient of .314 from reward system. This finding agrees with the findings of Joo, Lee and Jung (2012) and Chepkwony (2014) studies, confirming performance-based reward system as predictors of organizational commitment. Principally the reward system in North Minahasa schools needs to be maintained to keep at the high level. However, in order to improve quality, there is a need to focus the improvement in these following four areas. The first is the clarity of regulation governing a reward system needs to be improved. Detailed and procedures of regulation should be made known to increase clarity. The second is the proportional value need to be increased, so that the teachers will value them. The third is on flexibility, by increasing type and manner of reward that suit the awardee better. And the last is focus on relevance to goals and objectives, by encouraging long-term constructive character rather than off-shot performance.

While value orientation does not offer significant contribution to organizational commitment, this could be achieved by combining value simultaneously with school climate and reward system. Both direct effect and indirect effect through job satisfaction occur significantly in a simultaneous combination of school climate, reward system and value orientation. Previous studies on the effect of value orientation on organizational commitment reveal mixed finding. Handoko et al (2012) and Reyes and Keller (1986) studies support the contribution of value orientation. Cohen and Liu, (2011) on contrary, fail to conclude the effect of value orientation due to lack of data. The construct of value orientation used in this study is closely related to that of Cohen and Liu.

Lastly, job satisfaction remains the strongest direct contributor of organizational commitment. Changes in job satisfaction may contribute to a 15.4% on commitment. This finding confirms the studies of Seniati (2006), Majorsy (2007) and Handoko et al, (2013) who imply strong direct effect of job satisfaction in educational institutional context. Therefore, this study recommends the administrator to maintain high level of job satisfaction of teachers. Job satisfaction, however, does not effectively mediate school climate and reward system toward organizational commitment. Direct contributions of school climate and reward system are higher than indirect contribution through job satisfaction discreetly or simultaneously.

3. Implication

The Indonesian government is correct in elevating teachers' welfare and school infrastructure. However, there are some other predictors, which are proven to be closely associated with commitment. The first is job satisfaction, which is more than just decent facilities and good pay. Other aspects of job satisfaction which need to be addressed are responsibility, security, self-advancement, and acknowledgement. Committed teachers are those who are in charge of their classroom without having to deal with harsh criticism and threats of punishment.

These teachers are given the opportunity to advance professionally and to be acknowledged for their work and accomplishments. High levels of job satisfaction will encourage teachers to love their work, accept the goals and values of the organization identify and involve themselves with the organization, and maintain their loyalty to the organization.

Commitment is also closely related to the reward system, which includes financial and non-financial compensation. While the Indonesian government has rewarded all certified teachers with better pay, it has forgotten that rewards can be an effective motivator only when used systematically. The principles of good procedure and structure, high proportional value, flexibility, and relevance to the goal should be given more attention when proposing a reward system. The criteria and procedure for rewards must be well regulated to avoid disappointment. Rewards should be meaningful to the recipient, and flexible to suit their needs, so that teachers will value them. And the reward system should not only be relevant to temporary goals, but to long-range objectives as well. When rewards are given systematically, it can rouse teachers to connect to the organization and maintain that connection over the long run. The final factor is the relational factor, particularly the relationship between a teacher and his or her superior and colleagues. The way teachers behave professionally and socially may itself contribute substantially to commitment. The best way to cultivate commitment is by providing a conducive climate which allows teachers to be independent and adventurous in their professional development without strict supervision, and not burdened with too much routine administrative work. The bond with fellow teachers should also be encouraged, to allow professional interaction and social support and as a part of providing a conducive climate.

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