

Relationship Between School' Organizational Climate, Teachers' Work Morale , and Teachers' Job Performance at St. Mary Fatimah and The Sacred Heart Primary Schools in Merauke City, Papua, Indonesia

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Abstract: *Teachers' job performance refers directly to the way teachers perform their work in the classroom. The main objective of this study was to investigate whether the correlation exists between school organizational climate, teachers' work morale, and teachers' job performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city, Papua, Indonesia. Sampel of this research consist of 45 teachers who are now working at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city or 100 % of the population. Due to the limited research population, the researchers used standardized questionnaires to collect data. The data were given quantitative treatment using the help of Statistical Package for the Social Sciences (SPSS) version 21 for windows. Based on the data analysis, the findings showed that: (a) there was a significant relationship between school organizational climate and teachers' work morale at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city; (b) there was a significant relationship between school organizational climate and teachers' job performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city; and (c) there was a significant relationship between teachers' work morale and teachers' job performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city.*

Keywords: teachers, school organizational climate, work morale, job performance, Merauke, Indonesia

1. Introduction

Job performance is commonly define as the way employees perform their work. Employees are rated on how well they do their jobs compared with a set of standards determined by the employer (Moore, n/d). In this current research, job performance refers directly to how teachers perform their work in the classroom and how that affects students learning. Okeniyi (1995, as cited in Werang, 2014b) defined teacher's job performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning process. Meindle (as cited in Werang, et al., 2015) argued that teachers' job performance is determined by teachers' level of participation in the day to day running of the school organization. As the leader of a class, what teachers perform in the classroom can greatly affect to the whole process of students' learning and, in turn, affect the quality of graduates (Werang, et al., 2014b).

In order to have a more understanding of the important role played by teachers, the researchers studied some prevalent factors related to conditions in which teachers performing their duties in the classroom. **First factor** dealt with school climate. Climate was initially used as a general notion to express the enduring quality of organizational life. Raza (2010) viewed school climate as a condition representing a school's capacity to act effectively and efficiently. School improvement and enhanced school effectiveness will not be accomplished on a sustained basis without the presence of a favourable school climate.

Hoy, et al. (as cited in Werang & Lena, 2014: 637) pointed out two dimensions of interpersonal interaction which are linked to organizational climate. Firstly, principal's leadership behavior. Principal's leadership behavior comprised the following dimensions: (a) aloofness: refers to principals' behavior that characterized by a formal and impersonal relationship. He is at a distance and he operates on norms, rules and regulations. He is rigid and officious; (b) production emphasis: refers to principals' behaviour that characterized by a close supervision that uses directions and stereotyped communication channels; (c) thrust: refers to principals' behaviour that characterised by an evident effort to move the organisation forward. It is close supervision coupled with the principal's personal involvement and a conscious motivation of his teachers; and (d) consideration: refers to principals' behavior that characterized by a human relationship with his teachers.

Secondly, teachers' behavior which comprised the following dimensions: (a) disengagement: refers to teachers' tendency to be non-chalant and merely routinised in task oriented situation; (b) hindrance: refers to teachers' feelings that the principal bothers them with routineduties and other commitments that do not relate to the actual job of teaching and which they consider as unnecessarily encroaching on their time; (c) esprit: refers to morale felt as a result of social-needs satisfaction while teachers' still enjoy a sense of task accomplishment; and (d) intimacy: refers to teachers' enjoyment of friendly social relations with other teachers. It is a social need satisfaction as distinct from task accomplishment [Adejumobi and Ojikutu, 2013; Selamat, et al., 2013 as cited in Werang and Lena, 2014].

School organizational climate could directly affect teachers' work morale and teachers' job performance. Sulthon's research (2005) showed a significant relationship between school organizational climate and teachers' work morale at elementary schools in Jember regency, East Java, Indonesia. Meanwhile, a study of relationships conducted by Werang and Lena (2014) revealed a significant relationship between school organizational climate and teachers' job performance at state senior high schools in Merauke regency, Papua, Indonesia.

Second factor related directly to teachers' work morale. Washington & Watson (1976 as cited in Werang, 2014a) defined morale as the feeling a worker has about his or her job based on how the worker perceives him or herself in the organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations. Based on some experts' opinions, Werang (2014a) viewed teachers' work morale as the fighting spirit of the teachers to produce a qualified work to improve students' academic achievement.

Teachers' work morale could be high and low. Littleford (2007 as cited in Werang, 2014b) gave his comments as follows: High teacher morale occurs when the work environment is optimistic and teachers feel they have a purposeful job. These positive feelings are encouraged and promoted through principal's leadership. When teachers feel enthusiastic about their purpose, they become more productive, set higher standards, and perform better resulting in higher achievement for students (p. 692).

Teachers' work morale is closely linked to the teachers' job performance. Werang's study (2014b) revealed a significant relationship between teachers' work morale and teachers' job performance at State Senior High Schools in Merauke Regency, Indonesia. Sheahan (as cited in Werang, 2014b) stated that when employees have good morale, they feel committed to their employers, loyal to their jobs and motivated to be productive. They work harder, produce more, meet deadlines and give it their all. On the contrary, low morale takes a toll on employee performance and productivity. Employees become less motivated to work, less committed to their employers, exhibit an attitude of indifference and are absent more often.

2. Method

The research aimed to investigate whether relationships exist between school organizational climate, teachers' work morale, and teachers' job performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city. Conceptual model of this research was as follows (Figure 1):

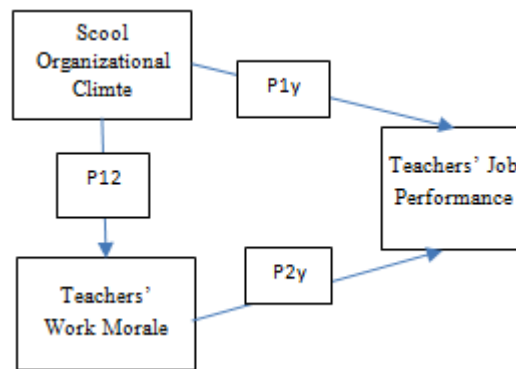


Figure 1: Conceptual Model of Relationship among Research Variables

Null hypothesis that were examined in this current research as follows: (a) there was no significant relationship between school organizational climate and teachers' work morale at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city, Papua, Indonesia; (b) there was no significant relationship between school organizational climate and teachers' job performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city, Papua, Indonesia; (c) there was no significant relationship between teachers' work morale at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city, Papua, Indonesia.

Sample of this current research consists of 45 teachers who are now working at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city or 100% of the population. Standardized questionnaires were the main tool of data collecting. Data were given quantitative treatment using the help of Statistical Package for the Social Sciences (SPSS) version 21 for windows.

3. Results and Discussions

The researchers conducted a quantitative research design to investigate the relationships exist among research variables. The results of the data analysis were as reflected in the following figure (Figure 2).

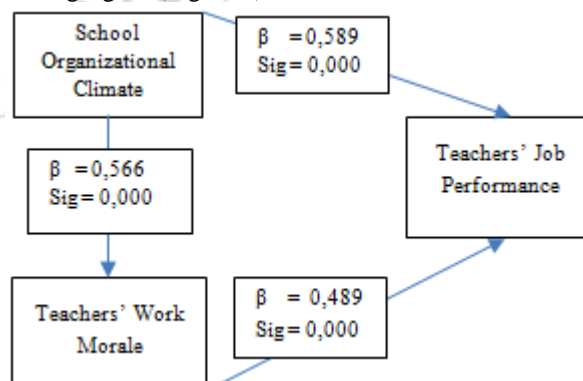


Figure 2: Empirical Model of Relationship among Research Variables

Results of data analysis as reflected on the above model showed that:

- a. There was a significant relationship between school organizational climate and teachers' work morale. It's indicated by Pearson correlation (r) of 0.566 with the significant level of 0,000. It means that at the level of

alpha (α) = 0,05, the null hypothesis that there was no relationship between school organizational climate and teachers' work morale at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city, was rejected. This finding was consistent with Sulthon's (2005) findings that school organizational climate and teachers's work morale were significant related.

- b. There was a significant relationship between school organizational climate and teachers' job performance. It's indicated by pearson correlation (r) of 0,589 with the significant level of 0,000. It means that at the level of alpha (α) = 0,05, the null hypothesis that there was no relationship between school organizational climate and teachers' job performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city, was absolutely rejected. This finding was consistent with Werang and Lena (2014) findings that school organizational climate and teachers' job performance were significantly correlated.
- c. There was a significant relationship between teachers' work morale and teachers' job performance. It's indicated by pearson correlation (r) of 0.489 with the significant level of 0,000. It means that at the level of alpha (α) = 0,05, the null hypothesis that there was no relationship between teachers' work morale and teachers' job performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city, was rejected. This finding was consistent with Werang's (2004b) findings that teachers work morale and teachers's job performance were significant related.

4. Conclusion

The main objective of this current study was to investigate the relationships exist between school organizational climate, teachers' work morale, and teachers job performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city, Papua, Indonesia. The following are the conclusions drawn from the results of the research:

- a. There was a significant relationship between school organizational climate and teachers' work morale at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city.
- b. There was a significant relationship between school organizational climate and teachers' job performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city.
- c. There was a significant relationship between teachers' work morale and teachers' job performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city.

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