

The Influence of Empowerment and Locus of Control on Job Satisfaction of Elementary School Teachers

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ABSTRACT

To better understand the impact of empowerment and locus of control on teachers' job satisfaction at State Elementary School, this study was conducted. Elementary school teachers were surveyed in the Bathin Solapan District of Bengkalis Regency in Indonesia. The Ex Post Facto model is used as a quantitative approach in the study. The Slovin formula was used to generate 67 samples from a population of a given size using proportional random sampling. In order to ensure the validity and reliability of a questionnaire, it was first tested in a controlled environment. Furthermore, multiple regression was used to analyze the data. According to the findings, both empowerment and locus of control had a positive and significant effect on teacher job satisfaction. And the two variables account for 68.3 % of the total, with the rest influenced by factors outside the scope of this investigation. They show a sense of responsibility for the assigned tasks by doing so. Teaching duties or work will be simple for teachers to help students achieve job satisfaction.

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1. INTRODUCTION

Many factors play a role in improving education. Teachers play an essential role in raising the standard of education by the calibre of the work they do. Job satisfaction is one of the factors that helps teachers stay in the profession. When a person's needs are met, their perspective shifts to one of contentment. Individuals differ in their levels of contentment at work. To put it another way, each employee's level of job satisfaction is unique. Dissatisfaction at work can have a physical and psychological impact on the employee. Teachers who are happy with the way the school treats them are more likely to work hard and responsibly. Therefore, job satisfaction significantly impacts teachers and organizations because it creates a positive workplace environment.

In order for schools to grow and progress, teachers must be satisfied with their work and their jobs. To put it another way, the success of educational initiatives in schools is closely linked to school

administration, which includes efforts to satisfy the needs, desires, and expectations of teachers with regard to various aspects of teacher work in schools in order to enable teachers to work effectively in order to achieve organizational goals. One of the most important factors in determining an organization's efficiency and effectiveness is employee satisfaction. Indeed, the new managerial paradigm emphasizes the treatment and consideration of employees as human beings with personal desires, needs and desires. This paradigm is very good, in fact. It stands to reason that contented workers make for contented and successful businesses (Aziri, 2011:77-78).

Teachers' dissatisfaction with their jobs is evident in a variety of ways in the field. Relationships with coworkers and promotion opportunities are the most important of the five indicators in the first survey. However, in terms of relationships with coworkers and promotion opportunities, the percentage is still quite low at around 60 per cent. According to a survey, only 30 per cent of employees are satisfied with their work and the quality of their supervisors. According to the first survey results, teacher job satisfaction remains low. As long as the issue persists, it will have an impact on how teachers view their work. A teacher who is depressed, frustrated, or under a great deal of stress at work may suffer from burnout. Teachers' productivity will suffer as a result, and education as a whole will suffer as a result.

Several factors related to job satisfaction include working conditions, supervision, promotion, and payment (George and Jones, 2012:6). In addition, self-esteem, locus of control, neuroticism and work results are also significantly related to job satisfaction (Ganji et al., 2013:280). Individual locus of control is how they believe that their behaviour affects what happens to them.

As evidenced by numerous studies, employee job satisfaction is strongly mediated by an employee's sense of control over their work environment. The majority of studies show that job satisfaction is influenced by both internal and external locus of control. Confidence and mismatch in the workplace can be alleviated by having an internal locus of control (Aghaei et al., 2013). In addition to the previously mentioned factors. The goal of teacher empowerment is to encourage educators to actively participate in the generation of new ideas and innovations that will help them advance their careers (Ghaemi and Sabokrouh, 2014: 289). To increase pride, self-esteem, and responsibility, delegation of authority at lower levels and participation by all employees are essential components of empowerment (Brown and Harvey in Ukil, 2016:179).

According to numerous studies, employee empowerment is one of the most effective ways to increase employee satisfaction (Ugboro, Screwdriver, 2000; Bailey, 2009; Ganji Nia et al., 2013). Job satisfaction has been the subject of a plethora of investigations. According to Ghaemi and Saboukrouh's (2014) research about teacher empowerment and job satisfaction, The correlation between total teacher empowerment and job satisfaction was strong and statistically significant. In Punjab (2012), Mahajan and Kaur examined the link between college teachers' locus of control and their level of job satisfaction. This study found a correlation between university lecturers' locus of control and their level of job satisfaction. Both male and female professors who are happy in their jobs have better control centres than female professors who are happy. The study's goals were to discover the impact of teacher empowerment on their level of job satisfaction. Cluster III Rayon I Bathin Solapan District Elementary School Teachers' Job Satisfaction Survey. The study's findings should be useful in theoretical and practical contexts. It is hoped that this research will positively impact organizational behaviour and management.

2. METHOD

Ex post facto quantitative research is used in the study. Four elementary schools in the Bathin Solapan District, Bengkalis Regency, will participate in the study. Quantitative data is what's being used. The results of a questionnaire yield quantitative data, which is represented in the form of numbers. The results of the survey will be entered into the SPSS program, which will perform statistical analysis on the data. Version 24 was used in this instance. In this study, the participants are all teachers of civil servants working in elementary schools in Bathin Solapan District's Cluster III Rayon I. The total population is 80, and a proportional random sampling method is used to select the sample of 67

individuals. In order to test the validity and reliability of a questionnaire, respondents were provided with a set of written statements.

3. FINDINGS AND DISCUSSION

Testing Requirements Analysis

1. Normality Test

Table 1 Normality Test Results Kolmogorov-Smirnov Empowerment Variable (X1), Locus Of Control (X2) and Job Satisfaction (Y)

No	Lilliefors Significance Correction (Kolmogorov-Smirnov)	Variable		
		Job Satisfaction (Y)	Empowerment (X1)	Locus Of Control (X2)
1	significant	0,200	0,200	0,200

From table 1 in column Sig., the significance value of the teacher job satisfaction variable (Y), is 0.200, empowerment variable (X1) is 0.200 and locus of the control variable (X2) is 0.200. The significance value of each of these variables is greater than the $\alpha = 0,05$ ($0,200 > 0,05$) value. Therefore, H_0 is accepted. In conclusion, the data from each variable is normally distributed. Therefore, the requirements of the regression analysis were met.

2. Linearity Test

Table 2 Linearity Test Empowerment Variable (X1), Locus of control (X2) and Teacher Job Satisfaction (Y)

Variable	F	Sig
Job Satisfaction Y* Empowerment X ₁	0,738	0,743
Job Satisfaction Y* Locus Of Control X ₂	1,485	0,151

Based on table 2, the significance value (sig) of Deviation from Linearity of empowerment (X1) with job satisfaction (Y) is 0.743 greater than 0.05. So it can be concluded that there is a significant linear relationship between the empowerment variable (X1) and job satisfaction (Y). Furthermore, the significance value (sig) of Deviation from Linearity locus of control (X2) with teacher job satisfaction (Y) is 0.151, greater than 0.05. So it can be concluded that there is a significant linear relationship between emotional intelligence variables (X2) and job satisfaction (Y).

3. Multicollinearity Test

Table 3 Multicollinearity Test Results between Independent Variables

No	Variable	Tolerance	VIF	Description
1	Empowerment (X ₁)	0,568	1,761	There is no multicollinearity
	Locus Of Control			There is no multicollinearity
2	(X ₂)	0,568	1,761	There is no multicollinearity

The table 3 shows that the value of tolerance for the empowerment and locus of control variables is 0.568, which is greater than 0.1. Furthermore, the value of VIF for the two variables is 1.761, which is

smaller than 10 or $VIF < 10$. Therefore, it can be concluded that multicollinearity between the independent variables does not occur.

Research Hypothesis

Multiple Linear Regression Analysis

Table 4 Multiple Linear Regression Coefficient

Model	Variable	Unstandardized Coefficients	T	Sig
		B		
1	Constant	11,931	1,272	0,208
	Empowerment	0,458	4,647	0,000
	Locus Of Control	0,445	5,072	0,000

Based on the data in table 4, multiple regression equations are obtained, which state the functional relationship between empowerment (X1) and locus of control (X2) together with teacher job satisfaction (Y) indicated by the regression equation $= 11.931 + 0.458X_1 + 0.445X_2$. From this equation, it can be interpreted that the constant is 11,391. This means if the value of empowerment (X1) and locus of control (X2) is 0, the teacher's job satisfaction (Y) is 11,931. The regression coefficient for the empowerment variable (X1) is 0.458. If the empowerment score increases by 1, teacher job satisfaction (Y) will increase by 0.458, assuming the other independent variables remain. The locus of control variable regression coefficient (X2) is 0.445. This means that if the locus of control increases by 1, teacher job satisfaction (Y) will increase by 0.445, assuming other independent variables remain.

Partial Regression Coefficient Test (t Test)

- Partial effect of empowerment (X₁) on teacher job satisfaction (Y)

Based on *output* obtained t count equal to 9,012 The t distribution table is searched on $\alpha = 5\% : 2 = 2,5\%$ (two-sided test) with degrees of freedom (df) $n-k-1$ or $67 - 2 = 65$ with two-sided testing (significant = 0,05) the results obtained for the t-table are 2,000. Therefore value of t-count > t-table (9,012 > 2,000) then, H_a can be accepted. It means there is a positive influence on teacher job satisfaction. So, in this case, it can be concluded that empowerment positively affects the job satisfaction of State Elementary School teachers in Cluster III Rayon I, Bathin Solapan District, Bengkalis Regency. Testing the first hypothesis is that empowerment positively and significantly affects teacher job satisfaction. The influence of empowerment on teacher job satisfaction is positive, which means that the better the empowerment, the more it will increase teacher job satisfaction. The influence between empowerment and teacher job satisfaction gives significant results. This is indicated by the t-count value of 9.012 greater than the t-table value of 2.000.

The simple linear equation formed between empowerment and job satisfaction is $= 26.066 + 0.787X_1$. It can be interpreted that an increase will follow every increase in one unit of empowerment score in job satisfaction score of 0.787 at a constant of 26.066. The findings of this study are supported by the opinion that empowered individuals can use their experiences to improve their performance which automatically increases their job satisfaction. This is in line with the study results that empowerment with teacher job satisfaction also has a positive influence. The concept of teacher empowerment is focused on motivating teachers to get involved create new ideas and innovations to develop their professional knowledge base (Ghaemi and Sabokrouh, 2014: 289).

From the research findings, it can be understood that job satisfaction will arise if the individual likes the job and its environment and vice versa. There will be a sense of dissatisfaction in an individual if he does not like his workers. Likes or dislikes a person in his work, the extent to which the empowerment carried out is appropriate to the teacher's ability so that from the above statement, it is

clear that empowerment is positively related to teacher job satisfaction. Based on the research findings, it can be concluded that empowerment has a positive and significant effect on job satisfaction of State Elementary School teachers in Cluster III Rayon I, Bathin Solapan District, Bengkalis Regency.

- Locus of Control Influence (X_2) on teacher job satisfaction (Y) partially

Based on the *output* obtained t-count is equal to 9,396. Distribution table t is searched on $\alpha = 5\%$: $2 = 2,5\%$ (double-sided test) with degrees of freedom (df) $n-k-1$ or $67-2 = 65$ with two-sided testing (significance = 0,05) the results obtained for t table of 2,000. Therefore the value of t-count $>$ t-table ($9,396 > 2,000$) then H_0 is accepted. It means that there is an influence of locus of control on teacher job satisfaction. So, it could be concluded that locus of control positively affects the job satisfaction of State Elementary School teachers in Cluster III Rayon I, Bathin Solapan District, Bengkalis Regency.

Testing the second hypothesis is that locus of control has a positive and significant effect on teacher job satisfaction. The influence of locus of control on teacher job satisfaction is a positive influence. That is, the better the locus of control, the more teacher job satisfaction will be. The effect of locus of control on teacher job satisfaction gives significant results. This is indicated by the t-count value of 9.396, which is greater than the t-table value of 2.000. The simple linear equation formed between locus of control and job satisfaction is $= 34.629 + 0.714X_2$. It can be interpreted that an increase will follow every increase in one unit of locus of control score in job satisfaction score of 0.714 at a constant of 34.629.

The research findings are in line with the opinion of McShane and Von Glinow (2008: 55), who stated that compared to an external locus of control, people with a strong internal locus of control tend to be strong, perform better in work situations, be more successful in their careers, get more extras. Income, and are better suited for leadership positions. Individuals with an internal locus of control are also more satisfied with their jobs, cope better in stressful situations at work, and are more motivated by performance-based reward systems.

Based on the research findings, it can be understood that one of the determinants of job satisfaction is caused by the personality of the worker compared to the work itself. One of the personality factors is locus of control, especially in the work domain, also known as the work locus of control. Based on the research findings, it can be concluded that locus of control has a positive and significant effect on job satisfaction of State Elementary School teachers in Cluster III Rayon I, Bathin Solapan District, Bengkalis Regency.

- Empowerment Effect (X_1) and locus of control (X_2) on teacher job satisfaction (Y) simultaneously

Table 5 F Test (simultaneous test) regression model

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7659.852	2	3829.926	68.918	.000 ^b
	Residual	3556.596	64	55.572		
	Total	11216.448	66			

Based on table 5, the results of the simultaneous significance test resulted in an F-count value of 68.918. At the degrees of freedom (df) = $N-k-2 = 67-2-1 = 64$. The value of the F-table at the 0.05 significance level of confidence is 3.14. Because F-count $>$ F-table ($68.918 > 3.14$), there is a significant influence between empowerment and locus of control together with job satisfaction of public Elementary School teachers in Cluster III Rayon I, Bathin Solapan District. Multiple regression equations are obtained, which state the functional relationship between empowerment (X_1) and locus of control (X_2) together with teacher job satisfaction (Y) indicated by the regression equation $= 11.931 + 0.458X_1 + 0.445X_2$.

From this equation, it can be interpreted that the constant is 11,391. This means if the value of empowerment (X_1) and locus of control (X_2) is 0, the teacher's job satisfaction (Y) is 11,931. The regression coefficient for the empowerment variable (X_1) is 0.458. If the empowerment score increases by 1, teacher job satisfaction (Y) will increase by 0.458, assuming the other independent variables

remain. The locus of control variable regression coefficient (X2) is 0.445. This means that if the locus of control increases by 1, teacher job satisfaction (Y) will increase by 0.445, assuming other independent variables remain.

The research findings show a positive and significant effect of empowerment and locus of control on teacher job satisfaction. The coefficient of determination resulting from empowerment, locus of control, and teacher job satisfaction is 0.683. This implies that empowerment and locus of control contribute 68.3% to the job satisfaction of teachers at State Elementary School Gugus III Rayon I, Bathin Solapan District, Bengkalis Regency. In comparison, other variables determine the remaining 31.7% were not included in this study.

Therefore, it is clear that the better the empowerment and the higher the locus of control of the teacher, the higher the job satisfaction of teachers in the organization. Therefore, based on the research findings, it can be concluded that the job satisfaction of public elementary school teachers in Cluster III Rayon I, Bathin Solapan District, Bengkalis Regency is influenced by empowerment and locus of control simultaneously.

Coefficient of Determination Test

Table 6 Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826a	.683	.673	7.455

Based on table 6, the calculation of the coefficient of determination is $R^2_{y1.2} = 0,826^2 = 0,683$ or 68,3%. It means 68,3% of the variation of the teacher job satisfaction variable in the multiple regression equation can be explained by empowerment and locus of control together. The remaining 31.7% was determined by other variables that were not included in this study. Therefore, it can be concluded that the contribution of empowerment and locus of control on teacher job satisfaction has a high interpretation or contribution in the high category.

CONCLUSION

According to the researcher's analysis and hypothesis testing results, the empowerment variable has a positive and significant impact on the job satisfaction of public elementary school teachers in the Cluster III Rayon I Bathin Solapan district. As this significant empowerment variable shows, teacher job satisfaction may be increased through empowerment. Teachers at State Elementary School Gugus III Rayon I, Bathin Solapan subdistrict, are more satisfied with their jobs when they have more control over their work environment. For teachers, this locus of control variable has a significant impact on their level of job satisfaction. Teacher job satisfaction at State Elementary School Cluster III Rayon I, Bathin Solapan subdistrict, is positively and significantly influenced by the variables of empowerment and locus of control. This study has a number of limitations and flaws, including the fact that there are only 80 civil servant teachers in cluster III. As a result, it is hoped that a location with a large population will be chosen for future research. This is what researchers have to say: Organizational leaders can empower teachers to increase job satisfaction by providing them with the opportunity and convenience to improve their education and a locus of control as a determining factor for teacher job satisfaction through various motivational and personality factors training.

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