

The Impact of Idealized Influence and Contingent Reward to Private School Commitment through Employee Engagement

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Abstract

This study aims to examine and analyze the impact of idealized influence and contingent reward to employee engagement and organizational commitment at Kristen Maranatha School Pontianak. This study focuses on the study of human resource management. Respondents of this study are 125 teachers. Quantitative data were collected through structured interviews from 20 May 2019 to 30 May 2019. In this research data was analyzed using SPSS 23 with path analysis. The study was test based on classic assumption and based on t test and F test as fit of goodness and hypotheses test. The results showed that the Idealized Influence did not have a significant effect to commitment organization through employee engagement. However, contingent reward had a positive and significant to commitment organization through employee engagement. The contribution of employee engagement as mediator role of idealized influence and contingent reward to organizational commitment was high. The results contributed to resource-based view and expand the human resource management theory, particularly in the context of private high school commitment in Pontianak.

Keywords: influence, reward, training, employee engagement, commitment

A. Introduction

The success country in achieving competitiveness among others countries require talent and equitable of national human development practice (Dessler, 2015). There are several indicators from the Human Development Index which consist of expenditure, health and education to understand the impact of human development nationally (HDI Indonesia, 2018). Education becomes one of strategic in this economic global to create sustainable competitive advantage through transferring the capabilities (Bobe & Kober, 2015). Based on Human development Index data (2017), mostly, many provinces of Indonesia has "enough" categories particularly human development in education sector.

FIGURE 1
HUMAN DEVELOPMENT INDEX



Source: Statistic, 2018

The total budget of Rp2,220 trillion in the 2018 of Budget Year Revenue and Expenditure Budget, the government as stated in Attachment XIX of Presidential Regulation (Perpres) Number 107 of 2017 concerning Details of the 2018 Budget Revenue and Expenditure Budget has allocated Rp.444.131 trillion for education. The budget consists of: 1. Education Budget through central government expenditure of Rp.149,680 trillion; 2. Education Budget through Transfers to Regions and Village Funds in the amount of Rp.279,450 trillion; and 3. Education budget through funding of Rp. 15 trillion. It indicated that Indonesia has a serious focus on education through creating human competitiveness. School commitment in developing their teacher's engagement becomes one of strategic to have a better school performance (Park et al., 2005).

In the last decade, employee engagement has got nascent attention in the literature of HRM field, little is known about the effect of organizational practices (e.g. HRM practices) on employee engagement (Chen, 2018; Karatepe & Demir, 2014; Wollard & Shuck, 2011; Lee & Ok, 2016). In addition, some researchers (e.g. Presbitero, 2017; Rai, et al., 2017; Lee & Ok, 2016; Suan & Nasurdin, 2014; Karatepe, 2011) pointed out that studies that examine the predictors of employee engagement were limited in private school organization. Inconclusive results of prior empirical studies (e.g. Suan & Nasurdin, 2014; Baek-Kyoo, 2010; Karatepe, 2013) and also critical debates of conceptual papers (Brown and Reilly, 2013; Welch, 2011; Whittington & Galpin, 2010; Bakker & Demerouti, 2008) showed that need the further study about the factors affecting employee engagement. According Yilmaz, et al., (2014) stated that school commitment was an employee engagement and values of the teachers partially and effectively by performing their roles in the school. Teachers in private schools were more committed than public teachers by giving rewards to outstanding their teachers's engagement (Garipagaogiu, 2013).

Besides that, the high commitment of the teachers is inseparable from the teacher's trust in the management's commitment to have good treatment of them such as teachers accepted more importance to economic earnings than personal satisfaction (Cemaloglu, et al., 2012). Teachers' commitment towards the schools is considered to be the main trust in determining the success of a country's education system as teachers are responsible for implementing every educational policy within the school organization (Leithwood, et al., 2006). Transformational leadership was being effective strategy to employ in the social sector and one of the most prevalent common threads amongst high impact nonprofit organizations (Hughes, et al., 2012). Motivation by idealized influence leadership for employee was pivotal factor for school because it was the only factor that could enhance the capability of teachers and could lead to success of school in emerging economic (Ahmad, et al., 2014 ; Ghasabeh, et al., 2015). In the study of school organizations, more specifically, employee engagement is more critical because of the crucial role of organizational practices (Presbitero, 2017; Yeh, 2013; Ashill & Rod, 2011). This paper presents the study of private school in Pontianak particularly Maranatha Cristian School (SKM) in Pontianak, Indonesia. Thus, it is an important issue to investigate the role of employee engagement of the private school in Pontianak.

B. Literature Review

1. Theoretical Foundation

To apply Resource Based View (RBV), this study examined the relationship between Idealized Influence, Contingent Reward, Training, employee engagement and commitment organization. According to RBV, sustainable advantages of human resources consist of four criteria namely valuable, rare, inimitable, and non-substitutability (Barney, 1991). Those criteria give traits, capabilities, and skills of uniqueness in a firm (Lerner & Almor, 2002). The teacher's engagement

can be considered to be valuable and applicable for his or her work (Duguid, 2005) and cognitive asset as a strategic component of improvements in schools (Hjerto, et al., 2014).

Employee engagement was proposed by (Kahn, 1990) to which employees are physically involved, cognitively attentive and emotionally connected towards their work. Teachers feel their effort can be valuable and obligated and show engagement as repayment through supporting school commitment (Huang, et al., 2018; Menguc, et al., 2013). Human resource management practices are considered as “soft issued” such as employee participation, career development, training and developmental feedback (Marescaux, et al., 2012). Employee must be involved in the organizational decision-making process to increase their employee engagement (Ugwu, et al., 2016; Marescaux et al., 2012) and understand the basic need of creativity and to build appropriate attitude required for better performance (Kingira & Mescib, 2010). Saks, (2006) stated that job and organization engagement mediated the relationships between the antecedents and job satisfaction, organizational commitment, intentions to quit, and organizational citizenship behavior.

2. Idealized Influence and Employee Engagement

Enjoyment and job satisfaction can be increased by supportive environment, thus effectively increase employees’ motivation to engage in complex work and creative initiatives to (Sattayaraksa & Boon-itt, 2018; Ma & Jiang, 2018) and support and feedback for creative and optimal solutions also need this environment (Tse, et al., 2018; Wang, et al., 2014). (Qu, et al., 2015) revealed the influence of transformational leadership has a positive impact on employees’ creativity outcomes. Designing a conducive task environment and by providing the necessary autonomy and flexibility can give impact Idealized influence of leadership to boosting employees’ creative process engagement (Mahmood, et al., 2019). According to Burns (1978) transformational leaders create a supportive workplace via inspirational, motivation and individualized considerations. Thus, transformational leaders could encourage employees’ openness, experimentation and risk-taking behavior, which consequently promote creativity in organizational contexts (Howell & Avolio, 1993). Therefore, based on the theoretical premises and literature review above, the study proposes the following hypothesis:

H₁: Idealized influence has positive and significantly influences employee engagement in SKM Pontianak

3. Contingent Reward and Employee Engagement

Appropriate rewards and recognition are important for engagement (Maslach & Leiter, 2008). According to Ghosh, et al., (2016) stated that Rewards and recognition could also be looked as outputs against inputs such as efforts and expertise that employees give to their work. Many employees prefer to be distinctively rewarded and recognized for their outstanding performance (Andrew and Sofian, 2011). Incentives may enhance the subordinates’ innovative passion, the teachers’ engagement is often positively related to the level of incentive (Xu and Wang, 2018). Rewards and recognition are a means for school organizations to show how valuable employees are to them that level of rewards and recognition is an important part of work experience (Koyuncu, et al., 2006) and it also predicts all the three measures of employee engagement developed (Schaufeli, et al., 2002) namely, vigour, dedication and absorption. However, insufficient rewards in terms financial, institutional or social would increase peoples’ vulnerability to burnout (Maslach & Leiter, 2008) based on the empirical studies above, the study proposes the following hypothesis:

H₂: Contingent reward has positive and significantly influences employee engagement in SKM Pontianak

4. Idealized Influence and Private School Commitment

Related to technology changes, schools need pay attention to their leadership style to accomplished their teacher's expectation and school's vision and mission (Northhouse, 2010; Zhu, et al., 2017), receiving effective leaders to get more and more attention from researchers. (Raman, et al., 2015) stated that Malaysian employees' work engagement got more strongly influenced in transformational leadership in Norwegian naval cadets' work engagement was higher on the days that their leader (Breevaart et al., 2014). Regarding high-tech enterprises, given their requirement for collective innovation, knowledge sharing is crucial for their development (Tsai, et al., 2017). It is crucial for principals to provide an inspirational vision of the organization development to help teachers to establish goals, ignite their work enthusiasm and enhance their hope, thus maintaining a positive mindset and optimistic mood. Based on the empirical studies above, it proposed:

H₃: Idealized influence has positive and significantly influences employee engagement in SKM Pontianak

5. Contingent Reward and Private School Commitment

Satisfaction of teachers can be motivated by transactional leaders based on need such as pay or other rewards in return for work effort (Yulk, 2010). This enable teachers producing the more results that leaders expect. However, teachers fulfill principal's requests because of the exchange or rewards offered by leaders, not because they are devoted to their jobs. (Yulk, 2010) also stated that the exchange process was not likely to produce passion and commitment among teachers. Contingent reward could be applied in appropriate organization in encouraging teachers to teach as school standard (Aarons, 2006). Besides that, this style also directive to set their objective and commitment as well as for school commitment. Thus, all teachers would be get reward based or their achievement and would accept punishment for their bad performance and this shows the school must commit to accomplished to get receive the rewards or to avoid penalties (Bass, et al., 1985). Based on the above theories and previous studies, the following hypothesis is proposed:

H₄: Contingent reward has positive and significantly influences private school commitment in SKM Pontianak

6. Employee Engagement and School Commitment

There are three conditions of teacher engagement to have a better commitment are (1) teachers feel physiologic safe; (2) they have sufficient personal resource encouraging their devotion to such commitment; (3) their work is sufficient meaningful that such personal investment is perceive as worthwhile (Xu & Thomas, 2011). When teachers felt and received psychological safety and also positive teamwork environment of his principle was emphasized and then in turn engagement (Liao, et al., 2013). Employees with greater resources can manage work demands better, and experience higher engagement (Bakker & Demerouti, 2017; Hobfoll, 2011). The Analysis of Employee Engagement as a Mediator between Transformational Leadership and Intention to Quit showed that had a positive effect on organizational commitment through employee engagement (Badawi & Bassiony, 2014). The developmental practices can be built by Love resource in school such as mentoring or coaching that provide learning and development opportunities, or corporate sustainability initiatives that align to the school's

vision and purpose (De Roeck et al., 2016). Meanwhile engagement is a love resource, referring to an employee’s investment of their whole self in their role (Thomas, et al., 2018). Considering the above theories and previous studies, the following hypothesis is proposed:

H₅: Employee engagement has positive and significantly influences school commitment in SKM Pontianak

C. Research Methodology

This study adopted a cross-sectional design and collected quantitative data through structured interviews to measure the impact of idealized influence and contingent reward to private school commitment through employee engagement in Maranatha’s Cristian school (SKM) in Pontianak, Indonesia. The population of this study is 125 teachers SKM and consider the small amounts of this population, so this study used all teachers to test. Data collection was carried out from 20 May 2019 to 30 May 2019. As a result, a total of 125 respondents allowed the researchers to collect data from them through interviews.

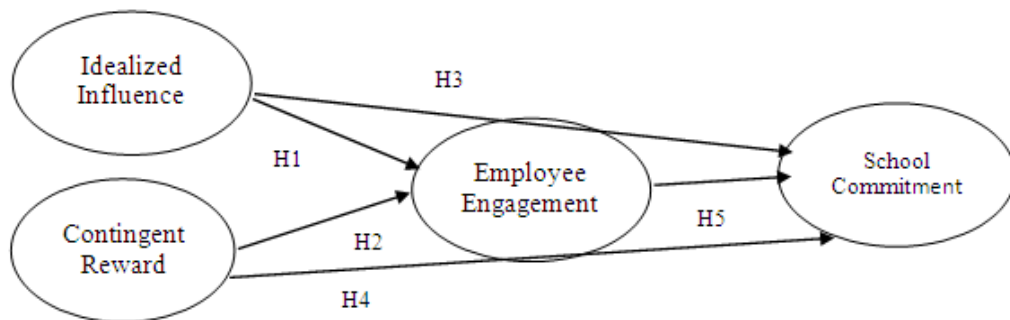
1. Research Instrument

The questionnaire was designed using simple statement to enable the respondents to understand the questions easily. First, five items that measured idealized influence were adopted from (Podsakoff, et al.,1996) . Next, there are five items that measured contingent reward were obtained from(Bass, B.M & Avolio, 1990). To measure Employee Engagement, five items were obtained from (Ruck,et al., 2017) and (Shantz, 2016). Moreover, five items that measured school commitment were adopted from (Meyer & Allen, 1997). A five-point Likert scale (from “1-strongly disagree” to “5-strongly agree”) was used to respond to all variables in this study.

2. Data Analysis Method

Multiple Regression is used to predict the value of a variable based on the value of two or more other variables (Hair,et al., 2014). As this study is exploratory nature with SPSS 23 was used. The analysis was reported based on the approaches suggested by (Hair, et al., 2014). The approaches include the indicator validity, reliability, classic assuming effect size, path coefficient estimates and predictive relevance.

**FIGURE 2
RESEARCH MODEL**



3. Demographic Characteristics

Of 125 Maranatha Christian private school teachers, 24 per cent of them 20 to 24 years teachers. 24 per cent of them 20 to 24 years teachers and 24 per cent of them 30 to 39 years, also 30 per cent of them 30 to 39 years and in addition, 22 per cent of them above 50 years old. Moreover, 52 per cent were male and the remaining were female teachers. In terms of education, 16 per cent of the respondents completed their high school, 45 per cent of them obtained their

Diploma, 36 per cent of them were degree holders and 3 per cent of them received their master degree. 13 per cent teachers less than 1 years, 1 to 5 years around 8 per cent, 20 percent 6-10 years of teaching, and 46 percent of 11-15 years, 16 to 20 years around 8percent and only 6 per cent of more than 20 years (Table 1)

TABLE 1
PROFILE OF THE RESPONDENT

Demographic Characteristics	n	Percentage
Age		
20-29	30	24
30-39	30	24
40-49	38	30
>50	27	22
Total	125	100
Gender		
Male	65	52
Female	60	48
Total	125	100
Education		
High School	20	16
Diploma	56	45
Bachelor	45	36
Master	4	3
Total	125	100
Teaching Period		
< 1 year	16	13
1-5 years	10	8
6-10 years	25	20
11-15 years	57	46
16-20 years	10	8
>20 years	7	6
Total	125	100

Source: Author(s) own compilation

4. Validity and Reliability

In this study used Pearson's Product to test Validity with minimal Result \geq Rtable showed by Table 2 and Cronbach's alpha is used to measure reliability showed by Table 2. The analysis shows that the Validity and Cronbach's alpha values for all variables are greater than 0.70 (Ghozali, 2016). This proves that all the items are valid and reliable.

5. Normality

Based on One sample Kolmogorov -Smirnov Test showed that Asymp Sig. (2 tailed) was 0.200. it meant data of this study was normal. In multi regression, if the score of data is more than 0.50 indicates the data is normal (Ghozali, 2016).

TABLE II
VALIDITY AND RELIABILITY

Variable	Items	Pearson Correlation	Cronbach's Alpha > 0,60
Idealized Influence	Sense of security	0,870	0,787
	Leadership capabilities	0,938	
	Teachers trust	0,779	
	sensitivity	0,736	
Contingent Reward	Good Decision maker	0,787	0,901
	Reward	0,891	
	Job compliment	0,930	
	punishment	0,922	
Employee Engagement	Job responsibility	0,864	0,715
	Proper allowance	0,808	
	Fairness	0,897	
	Good relationship with team work	0,820	
School Commitment	Salary fairness	0,739	0,885
	Affective commitment	0,709	
	Normative commitment	0,721	
	Strong responsibility	0,710	
	continuity commitment	0,828	
	Job priority	0,757	

Source: Author(s) own compilation

6. Descriptive Statistic

Based on the result study showed that mean for each variable is 2.278 of Idealized influence, and contingent Reward was 3.74 and 2.11 of employee engagement and 2.42 of organization commitment respectively with standard Deviation around 0 to 1. It indicated that the sample of this research was eligible to describe the population. See Table 3.

TABLE 3
DESCRIPTIVE STATISTIC

Variables	Item	Mean	SE	SD	Skewness	Kurtosis
Idealized Influence	5	2.278	0.1458	1.03094	1.18	0.872
Contingent Reward	3	3.7444	0.09451	0.66827	-0.619	0.013
Employee Engagement	5	2.1175	0.06118	0.43258	0.219	-0.228
Organization Performance	5	2.4255	0.08079	0.57126	0.301	0.233

Source: Author(s) own compilation

D. Discussion

When the teachers were engaged with an organization, the teachers had an awareness of the organization. Awareness of this organization that teachers will give all their best abilities to the organization and it showed that engaged employees were more productive employees through communication, work life balance and leadership (Bedarkar & Pandita, 2014). Employees who provided the best ability would have an impact on organizational performance. Siddhanta & Roy, (2010) state that the ability of an organization to innovate and succeed might implement business strategies and achieve competitive advantage which was depending on how much employee work was engaged like productivity, profitability, focus on customer and various other

related matters. The results also found in this study were a negative relationship between contingent rewards on organizational commitment because the leaders were wrong in making employee commitments because the rewards were given only intrinsic while extrinsically unfulfilled even though what was the main problem of teachers was the extrinsic aspects of incentives, salaries, allowances, overtime payments that were according to the provisions. So that, more and more intrinsic rewards were given and leaders were not able to maintain teachers, the teacher commitment. The results of this studied were supported by Biswas & Bhatnagar, (2013) showed that teachers who felt fulfilled both intrinsically and extrinsically would be committed to the organization because the level of confidence in the organization was very high. the results of previous discoveries (Brunetto, et al., 2012) which states that if an employee has a high work engagement can be interpreted as affect employee's continuance commitment and Employee Engagement directly influences organizational commitment and they will resistance to their work. All the conclusion of the result can be seen on the Table 4:

TABLE 4
RESULT CONCLUSION

No	Direction	Nilai < 0.05	Standardized Coefficients Beta
1	Idealized influence to empl_eng	0.003	0.020
2	Contingent reward to empl_eng	0.000	0.060
3	Empl_eng to org_com	0.000	0.780
4	Idealized influence to org_com (direct effect)	0.015	0.260
5	Contingent reward to org_com (direct effect)	0.033	0.390
6	Idealized influence to org_com through empl_eng (indirect effect)		0.26 x 0.78 = 0.210
7	Contingent reward to org_com through empl_eng (indirect effect)		0.39 x 0.78 = 0.300
8	Total effect idealized influence to org_com through empl_eng		0.02 x 0.21 = 0.004
9	Total effect contingent reward to org_com through empl_eng		0.06 x 0.30 = 0.018

Source: Author(s) own compilation

E. Implication, Conclusion and Limitation

For the management to carry out the right strategy in managing teachers such as providing appropriate rewards according to the needs of teachers and also providing management commitment to increase teachers commitment. Not only was an idealized influence was needed by employees, but there were many aspects that affect the needs and morale of employees or teachers become focus for private school. There was a significant influence between contigent reward on employee engagement and also significant to Private school commitment. While Idealized influence was not significant on employee engagement and private school commitment. However, employee engagement could be a full mediator in this study.

In the aspect of limitation, this study did not include other possible factors that influence private school commitment. Although the dimensions of entrepreneurial orientation are prominent in the literature, the boundaries of "entrepreneurial orientation" remain vague. Moreover, this study was only limited to private school in Pontianak, Indonesia, and could not be made generalizable to other types of private school in different countries. Hence, future studies should incorporate contextual variables such as talent management and others leadership style to predict the performance of private school using a more sample. Subsequently, this recommendation would enhance our understanding of private school performance.

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