Teacher Work Productivity in Senior High School

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Work productivity of teachers shall determine the advancement of education quality as their direct encounter with students to equip them with skill and competencies. This study was conducted to see the direct effect of job satisfaction and absenteeism on high school teachers' work productivity in Bekasi region. Survey method with path analysis approach was applied. Questionnaire as the study instrument was distributed to 198 teachers who were chosen based on simple random sampling technique. The study revealed that, first, job satisfaction has a positive direct effect on teacher work productivity. The correlation coefficient value is 0.431, while the path coefficient value is 0.228. It infers that when job satisfaction is fulfilled, work productivity shall increase as well. Second, absenteeism shows a negative direct influence on work productivity. The correlation coefficient value is - 0.427 and the path coefficient value is -0.250. This further implies that productivity and progress of organization are impeded by the absence of teacher. This leads to a notion that teacher lower level of absenteeism will increase their productivity. Third, job satisfaction gives a negative direct impact on absenteeism. The correlation coefficient value is -0.341 and the path coefficient value is -0.207. The result leads to a conclusion that once teachers feel contented with their work, they will rarely perform absenteeism.

Keywords: absenteeism, job satisfaction, education quality, positive attitude, productivity

INTRODUCTION

Teachers or educators play a crucial role in the realization of national education due to their direct involvement in pedagogical activities at schools. Productivity at work is the most pivotal factor among organizational factors as a requirement for teachers to plan, execute and monitor each single educational activity for the sake of school goal attainment. Teachers' personality and their physical performance are believed to influence their productivity during their working time at schools.

Jex (2002) sees productivity as employee behavior that provides positive contribution to organizational goals. Job satisfaction and absenteeism are considered giving impact on work productivity.

Chehrazi & Shafizadeh (2016) have proved in their research that job satisfaction significantly affects organization variables such as productivity. Corresponding to the result, after surveying teachers in Cotabato City, Usop (2013) concluded that teachers' satisfied feeling on their work gives good effect on their work productivity.

Components of job satisfaction to address are school policy, supervision, payment, interpersonal relations, chances for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. To go further, teachers' contentedness shall either enhance their self-development, performance and competence.

To Ogochi (2014), job satisfaction is a positive feeling in teaching to promote teachers' morality and preserve their necessary duty to keep being a teacher, commitment and conceit of being an educator.

Absenteeism is also trusted to affect teacher productivity. Low absenteeism will further be regarded to raise work productivity.

The data of The Ministry of National Education in Indonesia showed that in a day, almost 500.000 teachers are not present at schools with unacceptable reasons. The Ministry claimed that the number is almost similar to what happened in Malaysia and Thailand. There are exactly 2,6 million teachers in Indonesia. Their absence contributes to students' absence of guidance and learning. The habit does not only occur at big cities, but also in rural areas in almost all provinces in Indonesia. This either further breaks continuation of educational process or interferes financial management as they should be paid although they rarely work.

Donkor (2017) declared that teacher absenteeism is equal to ruin learning time between teachers and students.

Likewise, Gyansah, Esilfie, & Atta (2014) explicated once teachers do not present, morality of other teachers are decreasing, which at the end affect their turnover. Other teachers feel oppressed as they need to prepare scenario for substituting the absent ones. Teachers' absenteeism brings on image deteriorating of teachers and schools.

Relevant studies conducted previously have mentioned factors to impact teachers' work productivity using different predictors with the ones used in the present study. The present study's concern is to investigate the effect of job satisfaction and absenteeism on productivity of academic writing. It is a lamentable phenomenon in the Ministry to see how teachers write less; this is contradictory to the Ministry's endeavor to elevate the educational quality standard focusing on work productivity.

LITERATURE REVIEW

Work productivity is a key factor at workplace for its direct benefaction on accomplishing organizational goals. Theoretically, the concept of work productivity is proposed by Meija, Luis R. Gomez, Balkin, David B., and Cardy (2012). They view productivity as a measurement of value added by an employee to the goods or services.

While Kondalkar (2007) tends to offer effectiveness and efficiency idea to define productivity.

Sedarmayanti (2017) highlights a number of work productivity indicators, covering: (1) constructive actions, (2) self-belief, (3) responsibility, (4) love for work, (5) forward-looking view, (6) positive contribution to their environment (creative, imaginative and innovative).

In reference to the above definition and concept, in short, work productivity is employee work giving positive contribution to organizational goals. The indicators can be: a) added value for carrying out tasks; b) work effectiveness; c) work efficiency; d) work quality and e) organizational goal attainment.

Several studies have investigated teacher work productivity. Shamaki (2015) examined work productivity in Nigeria to 165 teachers. The findings signified that the emphasis on democratic leadership style by the principal for school administration is crucial. Seminars and workshops for teachers to upgrade their knowledge are highly recommended to promote their productivity. Nonetheless, this study only associates the teacher work productivity with leadership style.

The study conducted by Halkos, George & Bousinakis (2010) used factor analysis to see the predictors of correlation among variables and their effect on work productivity. The findings betokened that work productivity is highly affected by stress and satisfaction; high level of stress may lessen work productivity, while high level of job satisfaction fosters work productivity.

In consonance with the study, Bhat (2018) empirically proved that that promotion is positively related to job satisfaction as payment and promotion assist with employee morality and motivation to work.

Some factors affecting work productivity come from many facets, such as leadership style, job satisfaction, stress, and promotion. Also, it turns out that absenteeism has a negative influence on work productivity. Kondalkar (2007) asserts that employee absenteeism and turnover give a negative effect on productivity. Employees who do not oftentimes come to work are predicted not to be able to play significant part in the growth of organization. Moreover, Singh, Tamara, Chetty, Nishika, & Karodia (2016) verbalized that absenteeism encountered by organization in their study is proved to devastate business, give a negative impact on productivity, decrease profit and chiefly harm business and threat performance of the organization.

METHODS

The present study employed a survey with path analysis approach. Questionnaire was utilized to obtain the data. The accessible population is 394 civil servant teachers from 11 public senior high schools in Bekasi, West Java, Indonesia. Applying random sampling technique, 198 teachers were chosen based on simple size formula of Slovin. Beforehand, 30 participants were taken for piloting the instrument. The formula is written below:

$$n = \frac{N}{1 + N\,e^2}$$

Description:

1 = constants

n = sample size

N = number of population

e^2 = critical value / desired accuracy limit

$$n = \frac{394}{1 + 394\,(0{,}05)^2} = 198{,}4 = 198$$

$n = 198$

Wherefore, the study sample consisted of 198 teachers. The constellation model among variables comprised of 3 (three) variables; exogenous variable covers job satisfaction (X_1), and absenteeism (X_2); endogenous variable is work productivity (Y). The constellation model set the relation between exogenous variables (X) and endogenous variables (Y), displayed in Figure 1.
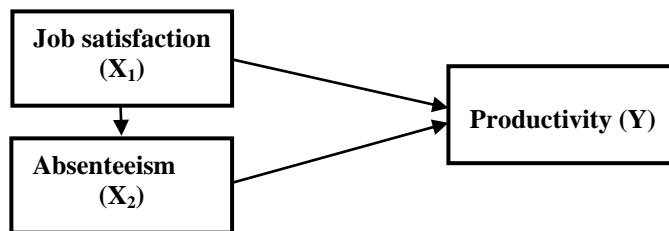

Figure 1
Constellation Model of Research Problems

Description:

Y: Work productivity

X_1: Job satisfaction

X_2: Absenteeism

Validating the instrument, Pearson Product Moment formula was utilized. Afterwards, r_{count} is compared to r_{table} at level of significance $\alpha = 5\%$, if $r_{count} > r_{table}$ then the measuring instrument is stated valid. Contrarily, if $r_{count} < r_{table}$, then the questionnaire is invalid. Ms. Excel was used to calculate the data. The questionnaire comprised of 35 statements. The calculation showed that $r_{table} = 0.361$. The reliability of instrument was checked using Cronbach Alpha formula which is typically used for reliability test. The test was applied after validating the items.

FINDINGS

The analysis test carried out in the present study included normality test, linearity test, and significance test. The results are presented in Table 1.

Table 1
Descriptive statistics of work productivity (Y)

No.	Description	Y
1.	Mean	130,91
2.	Standard Error	0,606
3.	Median	131,00
4.	Mode	131,00
5.	Standard Deviation	8,52
6.	Sample Variance	72,66
7.	Range	35
8.	Minimum	113
9.	Maximum	148
10.	Sum	25921
11.	Count	198

The data in Table 1 is then illustrated in a histogram. Two axes are used to draw the histogram, the vertical one is for absolute frequency, while the horizontal axis is for work productivity score axis. The class interval limits are ranging from 112.5 to 148.5. The scores are gained after subtracting the number 0.5 from the lowest data and adding 0.5 for every single class. The variable-frequency distribution of work productivity (Y) gets the highest frequency information at class intervals 129 - 132 as many as 42 respondents (21.21%) and the lowest frequency at class intervals 113 - 116 with 10 respondents (5.05%). The score of the work productivity (Y) variable from 198 respondents is pictured in the following figure:
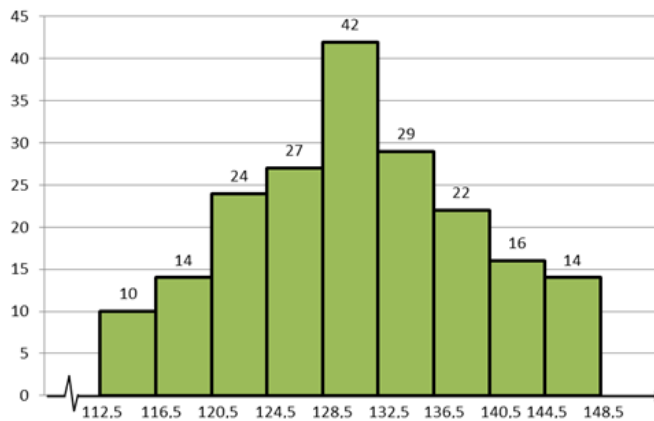

Figure 2
Histogram work productivity variable score (Y)

The job satisfaction (X_1) questionnaire contained 34 valid items with 5 alternative answers. The data collected from the questionnaire were then calculated using descriptive statistics. The results are presented in the following table:

Table 2
Descriptive statistics of work satisfaction (X_1)

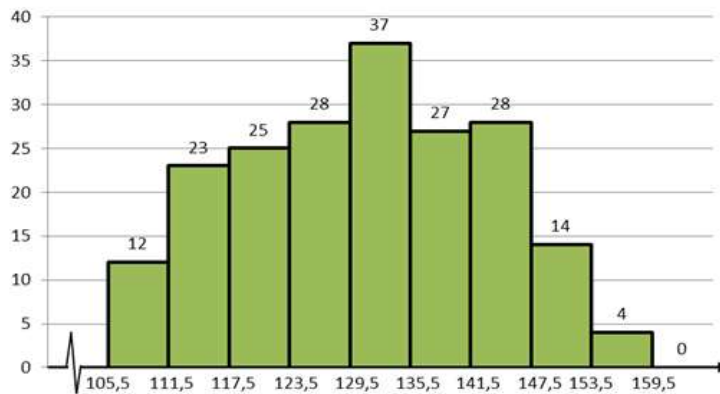| .	Description	X_1
1.	Mean	130,95
2.	Standard Error	0,848
3.	Median	132,50
4.	Mode	128,00
5.	Standard Deviation	11,94
6.	Sample Variance	142,53
7.	Range	50
8.	Minimum	106
9.	Maximum	156
10.	Sum	25929
11.	Count	198

Figure 3
Histogram work satisfaction variable score (X_1)

There were 34 valid questionnaire item of absenteeism (X_2) with five (5) alternative answers. Descriptive statistics were then used to calculate the data which are displayed in the following table:

Table 3
Descriptive Statistics of absenteeism (X_2)

No.	Description	X_2
1.	Mean	142,66
2.	Standard Error	0,894
3.	Median	143,00
4.	Mode	154,00
5.	Standard Deviation	12,58
6.	Sample Variance	158,23
7.	Range	53
8.	Minimum	116
9.	Maximum	169
10.	Sum	28246
11.	Count	198

The result reported in Table 3 is converted into a histogram. Two axes are used to draw the histogram, the vertical one is absolute frequency, while the horizontal is as absenteeism score. The class interval limits are ranging from 115.5 to 169.5. These scores are gotten by subtracting 0.5 from the smallest data and adding 0.5 for each class boundary at the highest limit. The variable-frequency distribution of absenteeism (X_2) gains the highest frequency information in the interval class 140 - 145 with 41 respondents (20.71%) and the lowest frequency in the interval class 116 - 121 from 8 respondents (4.04%). The value of the variable absenteeism (X_2) collected from 198 respondents is explicated in the following histogram:
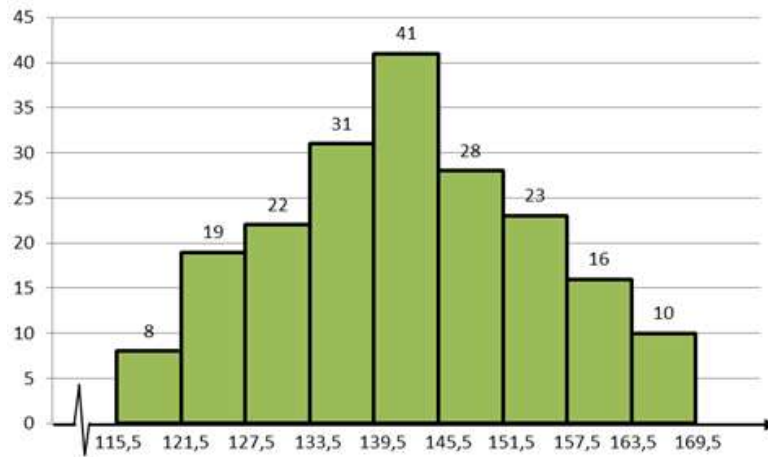

Figure 4
Histogram absenteeism variable score (X_2)

The calculation results of Liliefors statistical calculation, normality test for estimated errors among variables (Y on X_1, Y on X_2, and X_1 on X_2) are displayed in Table 4.

Table 4
Summary of normality test results

No	Estimated Error of Regression	n	L-$_{count}$	L-$_{table}$		Description
				α = 5%	α = 1%	
1.	Y above X_1	198	0,0483	0,0630	0,073	Normal
2.	Y above X_2	198	0,0362	0,0630	0,073	Normal
3.	X_2 above X_1	198	0,0462	0,0630	0,073	Normal

Table 4 points out that that the Liliefors L-table critical value for n = 198 at α = 0.05 is found out that L-count ≤ L-table, therefore it can be concluded that the estimated error distribution among variables Y over X_1, Y over X_2, and X_1 on X_2 comes from a normally distributed population.

Summing up the hypotheses testing, the regression models are then tested to check the significance and linearity. The models are tested by the application of F-test in ANAVA table. The criteria of the test are designed as follows.

Significant regression: F-$_{count}$ ≥ F-$_{table}$ on the regression line

Linear regression: F-$_{count}$< F-$_{table}$ on the line match.

The following step to do is analyzing the correlation by reviewing the level and significance of exogenous and endogenous pairs. The result leads to a conclusion that the regression is linear. The result is presented in Table 5.

Table 5
Summary of significance test results and linearity regression

Reg	Equation	Regression Test		Linearity Test		Conclusion
		F_{count}	F_{table} α= 0,01	F_{count}	F_{table} α= 0,05	
Y above X_1	$\hat{Y}$ = 90,580+0,308 X_1	44,81	6,77**	0,648	1,47 ^{ns}	Regression is very significant/ Linear regression
Y above X_2	$\hat{Y}$ = 172,172-0,289 X_2	43,65	6,77**	0,878	1,48 ^{ns}	Regression is very significant/ Linear regression
X_2 above X_1	$\hat{X}_2$= 189,715-0,359 X_1	25,80	6,77**	0,840	1,47 ^{ns}	Regression is very significant/ Linear regression

Description:
**   : Very significant
ns   : Non-significant (linear regression)

The path coefficient in the model consists of py1, py2, p21. The path magnitude is determined by determining the magnitude of the correlation value followed by searching for the path coefficient value, and then testing the path coefficient significance. The matrix among variables is presented in Table 6.

Table 6
Inter-Variable correlation matrix

r	X_1	X_2	Y
X_1	1,000	-0,341	0,431
X_2	-0,341	1,000	-0,427
Y	0,431	-0,427	1,000

The results of direct influence and significance test for each path are summarized in the following table.

Table 7
Summary of path significance of test results

No.	Direct Influence	Coefficient Path	dk	T_{count}	t_{table}	
					$\alpha = 0,05$	$\alpha = 0,01$
1	X_1 to Y	0,228	194	3,35	1,97	2,60
2	X_2 to Y	- 0,250	194	- 3,83	-1,97	- 2,60
3	X_1 to X_2	- 0,207	195	- 2,84	-1,97	- 2,60

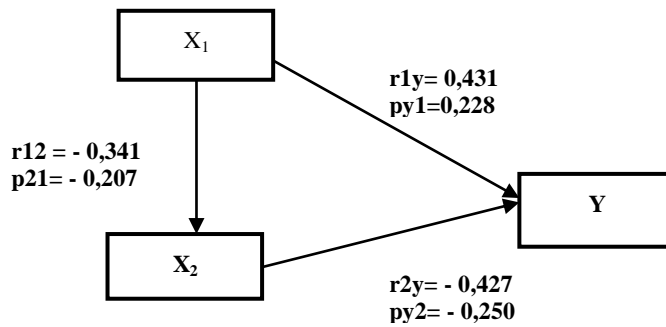Each structure of path model can be viewed in Figure 2.

Figure 5
Causal Path Diagram Effects of X_1 and X_2 on Y

Based on the path analysis test stated earlier, the hypothesis is stated below.

Alternative hypothesis: there is a positive direct effect on job satisfaction (X_1) on productivity (Y).

The statistical hypothesis applied is a positive direct effect of job satisfaction (X_1) on productivity (Y).

Statistical hypothesis:

H0: βy2≤ 0

H1: βy2> 0

Path analysis of job satisfaction effect (X_1) on productivity (Y) informs that path coefficient $\rho y1$ is 0,228 with t-$_{count}$ = 3,35, while the value t-$_{table}$ = 1,97 (α =0,05; *dk* = 194). Therefore, t-$_{count}$ > t-$_{table}$, so H_0 is rejected while H_1 is accepted. Thus it can be resumed that job satisfaction has a direct positive effect on productivity.

Second Hypothesis: there is a negative direct effect of absenteeism (X_2) against productivity (Y).

The statistical hypothesis tested is a negative direct effect on absenteeism (X_2) on productivity (Y).

Statistical hypothesis:

H0: $\beta y3 \leq 0$

H1: $\beta y3 > 0$

Path analysis of absenteeism influence (X_2) on productivity (Y) identifies that path coefficient $\rho y2$ is -0,250, with t-$_{count}$ = -3,83, while the score t-$_{table}$ = -1,97 (α =0,05; *dk* = 194). Therefore, t-$_{count}$>t-$_{table}$, so H_0 is rejected and H_1 is accepted. Hence, it is summarized that absenteeism has a negative direct effect on productivity.

Third hypothesis: there is a negative direct effect of job satisfaction(X_1) towards absenteeism (X_2).

The statistical hypothesis tested is a direct negative influence of job satisfaction (X_1) on absenteeism (X_2).

The statistical hypothesis:

H0: $\beta 32 \leq 0$

H1: $\beta 32 > 0s$

The result of direct effect test of job satisfaction (X_1) on absenteeism (X_2) shows path coefficient obtained $\rho 21$ is - 0,207 with t-$_{count}$ = -2,84, while the score of t-$_{table}$ = -1,97 (α = 0,05; dk=195). For t-$_{count}$ > t-$_{table}$, H_0 is rejected and H_1 is accepted. Thereupon, in summary, job satisfaction demonstrates a negative direct effect on absenteeism.

DISCUSSION

The analysis and hypothesis testing delineate that the proposed hypotheses commonly point out positive direct correlation. To be more detail, the following discussion about the variables' relation is presented:

1) Job Satisfaction Direct Positive Effect on Productivity

The hypothesis testing proves that job satisfaction impacts work productivity significantly. The correlation coefficient value is 0.431 and the path coefficient value is 0.228. It implies that job satisfaction gives a positive direct effect on work productivity. The present study result is in conformity with the opinion of Robbins, Stephen P. & Coulter (2014), disclosing that job satisfaction positively affects productivity, lowers

absenteeism levels, lessens turnover rates, sustains positive customer satisfaction, moderately promotes OCB, and helps minimize workplace misbehavior. Likewise, Dixit, Varsha & Bhati (2012) argued that job satisfaction is the one to give the most impact on employee commitment and productivity. This would mean that more fulfilment of job satisfaction shall bring to more productive work of teachers. Banjarnahor, Hutabarat, Sibuea, & Situmorang Manihar (2018) found out that teachers who feel satisfactory with their work show more enthusiasm and interest to invest energy for their students' performance. Rezaee, Khoshsima, Zare-Bahtash, & Sarani (2018) noticed that job satisfaction is a critical factor for educational institutions for their effective achievement and advancement. Job satisfaction is the main predictor of teacher performance in teaching and their daily routine at schools. The study of teacher job satisfaction and job performance at schools is urgent to conduct by the authorities, policy makers or stake holders. Endeavoring teacher excellent performance at schools becomes more momentous once job satisfaction is managed severely. Effective and efficient work and services will emerge when employees feel gratified. Börü (2018) asserted that teachers playing a key role in school productivity and quality, are humans rather than tools. They either directly serve the business of the country or expound the social behavior.

The present study findings are consistent with previous studies discussing work productivity and job satisfaction, mentioning that to have good productivity, job satisfaction should be maintained and fostered. Job satisfaction is a significant determinant to work productivity, for instance, providing comfort feeling for teachers to build their confidence and positive attitude when working. Teacher needs and right fulfilment is also regarded consequential to get them blissfully work. Teacher contented feeling on their job is expected to guide them to willingness of working more on scientific work, such as conducting Classroom Action Research (CAR) for the sake of improving student learning outcomes to reach the learning passing grade. This also has other benefits for teachers as a chance of promotion.

2)   Absenteeism Negative Direct Effect on Work Productivity

The results of hypothesis testing denote that absenteeism influences productivity significantly. The correlation coefficient value is - 0.427 and the path coefficient value is - 0.250. This is to clearly declare that absenteeism has a significant negative impact on work productivity.

Commensurate with the present study result, Encyclopedia of Management (Vroom, 2009) uttered that the promotion of work productivity guides the division of labor and managers to stay alarmed of particular negative aspects: fatigue, stress, boredom, low-quality products, absenteeism, and turnover. Additionally, Kondalkar (2007) acknowledged employee absenteeism and turnover has a negative influence on productivity. This further implies that lower absenteeism shall bring to higher work productivity. The two opinions bespeak a negative direct impact of teacher absenteeism on productivity. Absenteeism cannot be totally eliminated, but its decrease contributes a lot to educational progress specifically students. One thing to remember in this context

is the punishment given to absent teachers; punishment given should not raise avoidance.

3)   Job Satisfaction Negative Direct Effect Negative Absenteeism

The hypothesis testing signifies that job satisfaction influences absenteeism significantly. The correlation coefficient value is -0.341 and the path coefficient value is -0.207. In other words, job satisfaction shows a significant negative impact on absenteeism.

Corresponding to the present study result, Gibson (2012) mentioned that even though job satisfaction does not determine the quality and quantity of organizational performance, it is undeniably affectable to citizenship behavior, turnover, absenteeism, and preferences as well as opinions about unions. Furthermore, Den Hartog & Koopman (2001) admitted that satisfactory feeling with the work itself is the satisfaction facet to expect performance, turnover, and absenteeism.

From the descriptions above, it is apparent that there is a negative direct effect of job satisfaction on teacher absenteeism. It attests that once teachers feel more satisfied with their job, the possibility of their absence from schools is low.

CONCLUSIONS AND SUGGESTIONS

In light of findings and discussion above, the conclusions are drawn as follows:

1)   The present study detects a positive direct influence of job satisfaction on work productivity. This infers more fulfilment of teacher job satisfaction shall enhance their higher productivity.

2)   Absenteeism gives a negative direct effect on work productivity. This further states that the teachers who are oftentimes absent cannot give contribution to organizational advancement and progress. In essence, lower absenteeism shall bring to higher productivity.

3)   There is a negative direct effect of job satisfaction on absenteeism. It is then assumed that teacher satisfactory feeling of their job contributes to lower absenteeism.

The previous studies commonly do not test the effect of group cohesiveness, job satisfaction and absenteeism on teacher work productivity. This study is then expected to illuminate Bekasi Regional Education Office particularly with evaluation for their teachers' productivity.

A number of the present study recommendation are presented as follows:

1)   For policymakers of high school education in Bekasi:

a)   It is critical to create positive working atmosphere to bridge mutual commitment among teachers which at the end it is expected to bring togetherness among teachers to work on school goal attainment. This is specifically intended to create

a group learning for conducting Classroom Action Research (CAR) as the enhancement of student learning outcomes and teachers' competence upgrade.

b) In respect of teacher job satisfaction to execute their duty, it is either due to benefits or moral-professional responsibilities to schools. On that ground, teacher essential needs and rights should be the center of attention, for instance   social security systems, benefits, facilities, fair promotion policies (not using double standard and not depending on teacher expectation). The promotion should properly address the need for personal growth, responsibility and social status. Fair promotion will satisfy teachers during their working time and make them work attentively.

c) The data obtained from ACDP clearly denote that teachers are absent at schools and classrooms as well. Absenteeism at classrooms are caused by a number of factors. In the present study case, a number of factors are suspected to cause absenteeism. Even though the possibility of diminishing absenteeism is very low, it is worth to analyze the factors to lessen it.

2)   For teachers: At a basic level, to improve work productivity, it is decisive for teachers to develop competence and advance their insight for everlasting learning, for instance by joining trainings, seminars, workshops, symposiums, Training of Trainers (TOT), Training for Certification, Education and Training Teacher Profession (PLPG), training in developing innovative and critical thinking, scientific writing, ICT use, etc. It is convinced that vast experience, insight, and knowledge are beneficial for productivity advancement.

3)   For future researchers:

a) The present study is expected to be a reference material for further research pertaining to group cohesiveness, job satisfaction and absenteeism on work productivity.

b) It is indispensable to investigate other variables affecting low work productivity as an effort to avoid organizational loss.

c) Research expansion to other pedagogical areas, more respondents and well method are highly suggested to conduct.

IMPLICATION

Based on the findings above, the implications of the results of the research will be directed at efforts to increase work productivity through increasing job satisfaction and reducing absenteeism. The details of the implications are as follows:

1)   Efforts to Increase Work Productivity by Increasing Job Satisfaction.

Job satisfaction is a significant element to enhance teachers' work productivity which can be enhanced by the following actions:

a) Providing comfort zone for teachers at school which finally can affect good behavior of teachers such as confidence and positive vibes on work.

b) Creating close-knit relationship with teachers. Once obstacles are found, immediate action can be performed without giving any harm to schools.

c) Fulfilling needs and rights to give teachers ecstatic feeling in carrying out their duties.

d) Granting flexibility for teachers to bring innovation in stepping up their career, absolutely by staying focused on their basic responsibility as teachers.

In the final analysis, work productivity can be upgraded by increased job satisfaction.

2) Efforts to Increase Work Productivity by Reducing Absenteeism.

Absenteeism, all in all, must be reduced although it cannot be completely depleted; increasing teacher work productivity can be done by:

a) Preventing the occurrence of absenteeism, such as exhaustion, stress, and boredom.

b) Choosing and determining educating punishment.

c) Concerning on factors to cause absenteeism: 1) workplace factors including scope of work, stress, frequency of work transfers, working conditions, and size of workgroups; 2) individual factors covering teacher grades, age, gender, and personality; 3) attendance factors consisting of reward systems, sickness schemes, and working group norms.

d) Paying attention to teacher work unit size, responsibility, and schedule arrangement to surpass teacher attendance. On account of this, the effectiveness of feedback, rewards, and sanctions to govern the attendance rules should be taken into consideration.

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