

## **Influence of Organizational Commitment, Transactional Leadership, and Servant Leadership to the Work Motivation, Work Satisfaction and Work Performance of Teachers at Private Senior High Schools in Surabaya**

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### **ABSTRACT**

*This research is intended to analyze the influence of organizational commitment, transactional leadership and servant leadership to the work motivation, work satisfaction and work performance of the private senior high school teachers in Surabaya. Work motivation, work satisfaction, and work performance are all intervening and dependent variables. There are three independent variables, namely organizational commitment, transactional leadership and servant leadership. Population of this research consist of 511 private senior high school teachers deriving from all over areas of Surabaya whose schools have already been accredited A and whose teachers have already been certified as well. The samples used in this research consist of 186 certified teachers deriving from private senior high schools available in 5 areas in Surabaya, namely in the north, west, east, south and central part of Surabaya. The samples are taken by using cluster random sampling technique while their data are collected by filling in the questionnaires then processed by applying the Structure Equation Modeling (SEM) and the Analyze Moment structure (AMOS 2.0). Outputs of this research indicate that the influences are significant. The result of this research is expected to be useful for the next researchers and can be a meaningful research at the science of organizational behaviors.*

**Keywords:** Organizational Commitment, Transactional Leadership, Serving Leadership, Work Motivation, Work Satisfaction and Teacher Performance

### **INTRODUCTION**

Someone getting deeply involved and occupied by a profession in line with the drive in his heart will take it just lightly without any burden nor force and will really be serious in performing his profession. Apart from being committed to a profession, a commitment to an organization is also an important aspect influencing someone's performance. Porter et. al in Ayenew (2009:12) states that there are three components in organizational commitment, namely (1) A strong belief in acceptance of the organization's goal, (2) A willingness to exert considerable effort on behalf of organization, and (3) A definite desire to maintain organizational membership. Mowday et al. in Darlis (2002) declares that the organizational commitment indicates belief and support towards the value and target or goal to be achieved by organization. McSchane and Von Glinov (2003:32) explains that *the strong organizational behavior commitment can make someone achieve his importance and the aim of organization in maximum.*

One's leadership will be able to influence his followers in order to be involved in a certain work becoming his responsibility. Robbins (2007:432) states that *leadership is ability to influence a group to achieve a target in order to make them willing to follow and carry out what is being ordered or intended by the leader.* The leadership under this research is the

transactional leadership and the serving leadership applied by Headmasters of Private Senior High School in Surabaya.

Achua and Lussier (2004:359) declare that *the transactional leadership tends to be transitory once a transaction is completed*. School headmaster with his transactional leadership applies the very advantageous reciprocal (transactional) system, namely the school headmaster gives reward to teachers who make achievement. Output of a research by Abdullah (2005) indicates that the transformational leadership has no significant influence to the work performance, but the transactional leadership gives positive and significant influence to the work performance of the teachers or educators.

A school headmaster with his servant leadership is the school headmaster serving various parties available in his school. Achua and Lussier (2004: 362) declare that *a servant leadership is more focusing on helping followers do their jobs and less about directing or controlling*. At present in the field of education, people have very high expectation to the quality of their teachers. This is due to the fact that the Professional Allowance has already been provided through the Teacher Certification Program launched by the Education Autonomous Agency of the Surabaya City Administration. Output of research by Cerit Yusuf (2009) indicates *that there is a positive influence of the servant leadership to the work satisfaction of the teachers in Turkey*. The transactional leadership and the serving leadership have a tendency to give more priority to the needs, interests, aspirations of the people being led above his own and expected to be able to change the teacher behavior, so that the work performance of the teachers will be better and prosperous.

The emerge of motivation is triggered by the needs and the want to be achieved by someone in fulfilling his life needs. Robbin and Judge (2007:168) state that *in ERG a person can be working on growth needs even though existence or relatedness needs are unsatisfied. An individual could also be focusing on all three need categories simultaneously*. If someone's motivation has already been fulfilled, the concerned will feel the work satisfaction on himself as the effect of everything he has obtained, either materially or non-materially and it will improve his work performance. Usman (2008) proves that the work motivation has positive and significant influence to the work performance of employees of cigarette industry in East Java.

The organizational commitment, transactional leadership and the servant leadership can improve work performance of the private senior high school teachers in Surabaya in carrying out their tasks as the figure of teachers and educators requiring good and proper attitude and behavior. Bogler and Somech (2004) find out that the organizational commitment does not have any influence to the teachers' work performance. Husainni (2008) states that organizational commitment has influence to the work satisfaction. Transactional leadership has the influence to the work satisfaction and the transformational leadership also has the influence to the work satisfaction. The presence of *research gap* from some researchers on variables influencing the performance of teachers motivates the writer to perform a research on performance of teachers.

## **LITERATURE REVIEW**

### **Organizational Commitment**

Organizational commitment constitutes a statement of a person on an organization in order to remain loyal to his organization he works for. Ayenew (2009:26) states that *organizational commitment is based on affective attachment to the work organization. Organizational commitment can become a vehicle by which individuals manifest loyalty to and identification with the organization. Committed employees identify with and feel loyal toward the*

*organization, they share the value of the organization and have a personal sense of importance about the agency's mission.*

Allen and Meyer (1997: 41-60) explain that there are three components in organizational commitment, namely: *Affective commitment refers to the employees' emotional attachment to, identification with, and involvement in organization. Employees with a strong affective commitment continue employment with the organization because they want to do so. Continuance commitment refers to an awareness of costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. Finally, normative commitment reflects a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization.*

Implementation of the organizational commitment in the field of education is in the form of high professionalism in performing the activities of learning-teaching process. Yamin (2008:49) declares that *teachers as the source in conveying the message to the audience must have the communication skills, attitude, knowledge and pay attention to the social cultural context and have loyalty to the institution professionally.*

### **Transactional Leadership**

Robbin and Judge (2008:90) explain that *the transactional leadership is the activity guiding or motivating their followers toward a goal already been determined by means of confirming their roles and tasks.* Robbin and Judge (2008:91) declare that there are some requirements in transactional leadership, namely: (1) Conditional reward, (2) Management by exception (active), (3) Management by exception (passive), (4) Laissez-Faire.

Jung (2001) in Paracha *et al.* (2012) states that *transactional leadership as leader aptitude towards identification of follower needs and aspiration and clearly demonstrate the ways to fulfill these need as aspiration in exchange for performance of followers.* Bass and Avolio in Chiang and Wang (2012) state that *transactional leadership as understanding employee need, providing for those needs to reward employee contribution and hard work, and committing to giving those reward after employees complete assigned work duties.* Achua and Lussier (2004:360) state that *transactional leadership seeks to satisfy followers individual needs as a reward for completing a given transaction.*

### **Servant Leadership**

The servant leadership has the advantage because the relationship between a leader and followers has the orientation on the serving nature and giving more emphasis to the moral strength in leading. A leader has responsibility to serve for the interest of his followers in order to make them more prosperous. Greenleaf (1990) states that *servant leadership emphasizes increased service to others, a holistic approach to work, promoting a sense of community and sharing of power in decision making.* Achua and Lussier (2004:363) reveal that *the servant leadership is seen as an opportunity to serve at the ground level, not to lead from the top.* Whereas Rezaei *et al.* (2001) states that *the definition of servant leadership is leader who insisted on his follower benefits compare to personal benefit.* School headmaster has a very big demand upon the service values to his stakeholders, especially for the benefits of teachers, employees, students, community and government. That is why this type of servant leadership is required.

Stone and Petterson (2005) declares that *servant leadership often focus on follower development with the intention of increasing follower capacity to exercise creative approaches ad take on greater responsibilities at work.* Achua and Lussier (2004:362) state the *servant leadership that transcends self-interest to serve the needs of others by helping*

*them grow professionally and emotionally.* Achua and Lussier (2004:364) declare that *the serving leadership has some indicators, among others: 1) Helping other discover their inner spirit. 2) Earning and keeping others' trust. 3) Service over self-interest. 4) Effective listening.* Stone, Russel & Patterson in Patterson (2003) say that *serving leadership is about focus. The focus of the leader is on follower and his/her behaviors and attitudes are congruent with this follower focus.*

When it is implemented at the school organization, it will be closely related to the position of school headmaster as a leader who should always pay attention to the condition of teachers and other educational staffs. Ford (1991) in Russell (2002) states about *teaching that a leadership who wants to empower must be teacher.* One of the tasks of a leader is being as a teacher. A school headmaster as a leader at his school should have been able to establish work satisfaction for teachers, because such work satisfaction should have been able to improve the work satisfaction of the teachers. Irving (2005) declares that *the positive relationship between servant leadership and job satisfaction has been confirmed in multiple studies.* The serving leadership is used in research, because the school headmaster should become the servant to his stakeholders.

### **Work Motivation**

Motivation is a motor or promoter for someone to carry out an activity or need, so that it can be stated that such person has a motivation. Greenberg and Baron (1997:142) define that *motivation could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual(s) action. People turn to be guided by their interest in making a good impression on others, doing interesting work and being successful in what they do.. The second part referring to the choice people make and direction their behavior takes. The last part deals with maintaining behavior clearly defining how long people have to persist at attempting to meet their goals.* Robbins and Judge (2008:224) in theory of ERG requirements state that *there are three groups of needs, namely: existence (similar to Maslow's psychological and safety needs), relatedness (similar to Maslow's social and status needs) and growth (similar to Maslow's esteem needs and self actualization).* Robbins and Judge (2007:168) states that *in ERG a person can be working on growth needs even though existence or relatedness needs are unsatisfied. An individual could also be focusing on all, three need categories simultaneously.*

### **Work Satisfaction**

Someone will feel successful in carrying out his tasks and obligations in his work if he feels he has got work satisfaction. Robbin and Judge (2008:99) declares that *the work satisfaction is a positive feeling on someone's work constituting the evaluation results on his characteristics.* Whereas Kreitner and Kinicki (2010:170) state that *the job satisfaction is an affective or emotional response toward various faces of one's job.* Hughes et al. (2012: 347-348) state that *the factors producing dissatisfaction are the hygiene factor and the factors producing satisfaction become motivator. The hygiene factor causes someone's dissatisfaction.* Herzberg (1959) in Hughes, et al (2012:347) state that *the causes of dissatisfaction are: supervision, work condition, colleagues, salary, work policy / procedure and work guarantee.* Motivator / satisfaction constitutes the factor serving as satiation / fulfiller of someone's need related to his own job, namely able to satisfy and motivate someone to work better.

### **Teacher Performance**

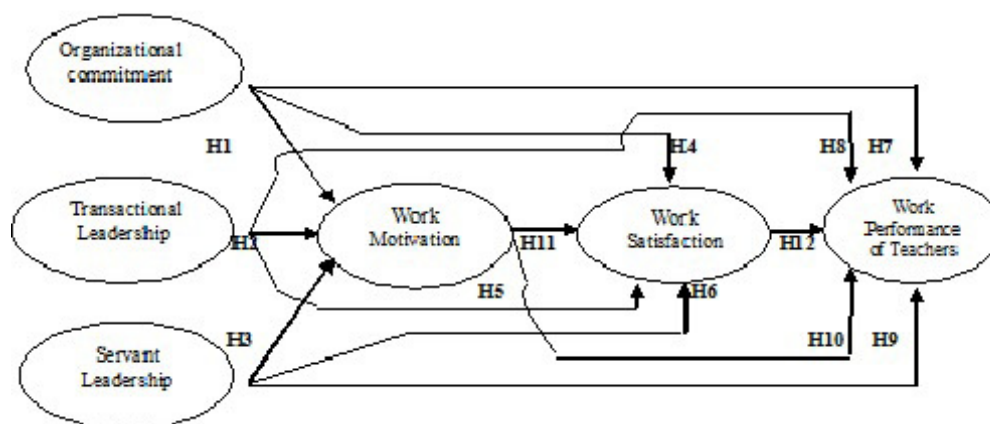
*Teacher performance is closely related to his tasks as a professional teacher relying on the required ability.* By virtue of paragraph (2) or Article-39 of Law of The Republic of

Indonesia, Number 20, the year 2003 on the National Education System, educators are the professional personnel in charge for planning and executing the learning process and evaluating the learning outputs. Pursuant to Regulation of Minister of National Education, Number 16, the year 2009 on Functional Position of the Teacher that covers as follows: (1) Developing the science, (2) Preparing the learning plan, (3) Performing the learning activity, (4) Guiding the extracurricular activities of students, (5) Analyzing the output of learning process evaluation, (6) Ability to prepare the syllabus, (7) Ability to evaluate the learning output of the subject given, (8) Performing the scientific publication activity, (9) Ability to prepare the learning curriculum, (10) Punctuality in commencing the learning activity, (11) Punctuality in coming to school, (12) Ability to develop the teaching material, (13) Ability to take other tasks apart from teaching, (14) Ability to coach the beginner teachers, and (15) Ability to create the conducive learning atmosphere.

## METHODOLOGY

This research applies *the explanatory method*. Its population consist of the teachers of private senior high schools in Surabaya. The data are analyzed by using the *SEM – Structural Equation Modeling*. Hair, *et al.* (2002:48) state that the amount of samples takes the important role in estimating and interpreting the results of SEM. In order to analyze the SEM, the amount of samples should at least be 100 – 200. The size of samples depends on the amount of indicators available at the latent variables, while the amount of samples able to be analyzed by SEM requires 5 to 10 observations for each parameter observation. Altogether, there are 31 indicators multiplied by 6, so that it gets 186 teacher samples.

## CONCEPTUAL FRAMEWORK



Based on the Conceptual Framework above, the hypotheses of this research are as follows:

1. *Organizational commitment* has significant influence to the *work motivation* of private senior high school teachers in Surabaya.
2. *Transactional leadership* has significant influence to the *work motivation* of private senior high school teachers in Surabaya.
3. *Servant leadership* has significant influence to the *work motivation* of private senior high school teachers in Surabaya.
4. *Organizational commitment* has significant influence to the *work satisfaction* of private senior high school teachers in Surabaya.

5. *Transactional leadership* has significant influence to the work satisfaction of private senior high school teachers in Surabaya.
6. *Servant leadership* has significant influence to the work satisfaction of private senior high school teachers in Surabaya.
7. *Organizational commitment* has significant influence to the *work performance* of private senior high school teachers in Surabaya.
8. *Transactional leadership* has significant influence to the work performance of private senior high school teachers in Surabaya.
9. *Servant leadership* has significant influence to the work performance of private senior high school teachers in Surabaya.
10. *Work motivation* has significant influence to the *work performance* of private senior high school teachers in Surabaya.
11. *Work motivation* has significant influence to the work satisfaction of private senior high school teachers in Surabaya.
12. *Work satisfaction* has significant influence to the work performance of private senior high school teachers in Surabaya.

**FINDING**

**Outputs of Validity and Reliability Tests on Each Variable**

**Table 1. Validity Test Outputs of Validity and Reliability Tests on Each Variable**

**Table 1: Validity Test**

Indicator	X1	LF	X2	LF	X3	LF	Y1	LF	Y2	LF	Y3	LF
1.	X1.1	0.935	X2.1	0.864	X3.1	0.943	Y1.1	0.621	Y2.1	0.866	Y3.1	0.960
2.	X1.2	0.971	X2.2	0.822	X3.2	0.952	Y1.2	0.693	Y2.2	0.702	Y3.2	0.932
3.	X1.3	0.1002	X2.3	0.622	X3.3	0.928	Y1.3	1.040			Y3.3	0.899
4.			X2.4	0.620	X3.4	0.756					Y3.4	0.834
5.											Y3.5	0.876
6.											Y3.6	0.956
7.											Y3.7	0.890
8.											Y3.8	0.781
9.											Y3.9	0.915
10.											Y3.10	0.961
11.											Y3.11	0.924
12.											Y3.12	0.951
13.											Y3.13	0.875
14.											Y3.14	0.857
15.											Y3.15	0.920

**Source:Processed Data**

The data of the three independent variables and three dependent variables are declared valid, because all the **Loading Factors (LF)** with **p = 0.000** is smaller than the value of **α = 0.05** at the regression weight. Thus, all indicators in this research can be used to measure all research variables.

**Table 2. Reliability Test**

<b>Organizational Commitment (X1)</b>	<b>P Variance Value</b>	<b>Loading (<math>\lambda</math>)</b>	<b>Remarks</b>	<b>CR</b>
X1.1	0.000	0.935	Reliable	0.979
X1.2	0.000	0.971	Reliable	
X1.3	0.000	0.1002	Reliable	
Total		2.908		
<b>Transactional Leadership (X2)</b>				
X2.1	0.000	0.864	Reliable	0.826
X2.2	0.000	0.822	Reliable	
X2.3	0.000	0.622	Reliable	
X2.4	0.000	0.620	Reliable	
Total		2.928		
<b>Servant Leadership (X3)</b>				
X3.1	0.000	0.943	Reliable	0.943
X3.2	0.000	0.952	Reliable	
X3.3	0.000	0.928	Reliable	
X3.4	0.000	0.756	Reliable	
Total		3.579		
<b>Work Motivation (Y1)</b>				
Y1.1	0.000	0.621	Reliable	0.842
Y1.2	0.000	0.693	Reliable	
Y1.3	0.000	1.040	Reliable	
Total		2.360		
<b>Work Satisfaction (Y2)</b>				
Y2.1	0.000	0.866	Reliable	0.765
Y2.2	0.000	0.702	Reliable	
Total		1.568		
<b>Work Performance of Teacher (Y3)</b>				
Y3.1	0.000	0.960	Reliable	0.985
Y3.2	0.000	0.932	Reliable	
Y3.3	0.000	0.899	Reliable	
Y3.4	0.000	0.834	Reliable	
Y3.5	0.000	0.876	Reliable	
Y3.6	0.000	0.956	Reliable	
Y3.7	0.000	0.890	Reliable	
Y3.8	0.000	0.781	Reliable	
Y3.9	0.000	0.915	Reliable	
Y3.10	0.000	0.961	Reliable	
Y3.11	0.000	0.924	Reliable	
Y3.12	0.000	0.951	Reliable	
Y3.13	0.000	0.875	Reliable	
Y3.14	0.000	0.857	Reliable	
Y3.15	0.000	0.920	Reliable	
Total		13.531		

**Source: Processed Data**

Based on Table 2, the Critical Ratio (CR) for Organizational Commitment = 0.979, Transactional Leadership = 0.826, Serving Leadership = 0.826, Work Motivation = 0.840, Work Satisfaction = 0.765, and Teacher Performance = 0.985 in which the aforesaid values are above the *cut-off value* of 0.7 and the p-variance error value is smaller than 0.05, so that it can be stated that those six research variables are reliable.

**Normality Test**

Normality of data becomes the requirement in *Structural Equation Modeling*. Output of data normality test indicates that the multivariate CR is at the sum of 1.844 located in between -1.96 till 1.96, therefore the data of this research can be declared as being normally distributed.

**Singularity and Multicolnearity Tests**

Output of Singularity Test gives the determinant value of sample covariance matrix at the sum of 0.189 not equal to 0 (zero), therefore it can be stated that there is no problem about singularity. Meanwhile, the results of Multicolnearity Test on each independent variable are as follows: 1) The covariance value of Organizational Commitment against the Transactional Leadership is 0.109 (p=0.263 > 0.05). 2) The covariance value of Organizational Commitment against the Serving Leadership is at then sum of 0.083 (p=0.287>0.05), and 3) The covariance value of Transactional Leadership against the Serving Leadership is 0.052 (p=0.221>0.05), therefore there is no occurrence of multicolnearity.

**Outlier Test**

The outlier test is presented at the *mahalanobis distance* or at *mahalanobis d-square* in which the value of **p<0.001** is still below the tolerance value and it can be stated that there is no occurrence of outlier.

**Goodness of Fit Overall Model Test**

**Tabel 3. Goodness of Fit Overall Model test**

Chi – Square	Expected to be Small	361.760	$\chi^2$ with df = 323 is 365.912
SignificanceProbability	≥ 0,05	0,068	Good
RMSEA	≤ 0,080	0,068	Good
GFI	≥ 0,900	0.914	Good
AGFI	≥ 0,900	0.901	Good
CMIN/DF	≤ 2,000	1.120	Good
TLI	≥ 0,950	0.927	Good
CFI	≥ 0,940	0.950	Good

**Source: Processed Data**

Based on Table 3 above, the 8 (eight) criteria applied to evaluate the feasibility of a model are all declared good. Thus, it can be stated that the model is acceptable, meaning that there is a conformity between the model and the data.



**Path Coefficient Test****Table 4. Path Coefficient Test**

<i>Variable</i>	<i>PathCoefficient</i>	<i>CR</i>	<i>Prob</i>	<i>Remarks</i>
Organizational Commitment (X <sub>1</sub> ) → Work Motivation (Y <sub>1</sub> )	0,289	2.475	0,013	Significant
Transactional Leadership (X <sub>2</sub> ) → Work Motivation (Y <sub>1</sub> )	0,354	3,357	0,000	Significant
Servant Leadership (X <sub>3</sub> ) → Work Motivation (Y <sub>1</sub> )	0.541	4.813	0,000	Significant
Organizational Commitment (X <sub>1</sub> ) → Work Satisfaction (Y <sub>2</sub> )	0,085	2,098	0,037	Significant
Transacttional Leadseshp (X <sub>2</sub> ) → Work Satisfaction (Y <sub>2</sub> )	0,178	2.220	0.026	Significant
Servant eadership (X <sub>3</sub> ) → Work Satisfaction (Y <sub>2</sub> )	0.339	3.880	0,000	Significant
Organizational Commitment (X <sub>1</sub> ) → Teacher Performance (Y <sub>3</sub> )	0.585	6.342	0,000	Significant
Transactional Leadership (X <sub>2</sub> ) → Teacher Performance (Y <sub>3</sub> )	0.347	3.521	0,000	Significant
Serving Leadership(X <sub>3</sub> ) → Teacher Performance (Y <sub>3</sub> )	0.548	4.697	0,000	Significant
Work Motivation (Y <sub>1</sub> ) → Teacher Performance (Y <sub>3</sub> )	0.629	3.531	0,000	Significant
Work Motivation (Y <sub>1</sub> ) → Work Satisfaction (Y <sub>2</sub> )	0.531	5.171	0,000	Significant
Work Satisfaction (Y <sub>2</sub> ) → Teacher Performance (Y <sub>3</sub> )	1.012	5.171	0,000	Significant

**Source : Processed Data****Outputs of Path Coefficient Test**

1. Organizational Commitment has significant influence to the Work Motivation with the path coefficient of **0.289**.
2. Transactional Leadership has significant influence to the Work Motivation with the path coefficient of **0.354**.
3. Servant Leadership has significant influence to the Work Motivation with the path coefficient of **0.541**.
4. Organizational Commitment has significant influence to the Work Satisfaction with the path coefficient of **0.085**.
5. Transactional Leadership has significant influence to the Work Satisfaction with the path coefficient of **0.178**.
6. Servant Leadership has significant influence to the Work Satisfaction with the path coefficient of **0.339**.
7. Organizational Commitment has significant influence to the Teacher Performance with the path coefficient of **0.585**.
8. Transactional Leadership has significant influence to the Teacher Motivation with the path coefficient of **0.347**.

9. Servant Leadership has significant influence to the Teacher Performance with the path coefficient of **0.548**.
10. Work Motivation has significant influence to the Teacher Performance with the path coefficient of **0.629**.
11. Work Motivation has significant influence to the Work Satisfaction with the path coefficient of **0.531**.
12. Work Satisfaction has significant influence to the Teacher Performance with the path coefficient of **1.012**.

## **DISCUSSION**

**Discussion on Hypothesis-1** on teacher's organization commitment as the loyal attitude of the teachers to school is really undoubted, so that it can motivate them to run their profession as the reliable educators. Output of this research is related to the organizational commitment of **Robbins and Judge (2008:103)** concerning with the attitude and motivation of someone to his work. **Huselid and Day (1991)** state that organizational commitment has a correlation and positive effect of **0.465**. It means that it is significant with the work motivation.

**Discussion on Hypothesis-2** indicating that the school headmasters with the transactional leadership give more priority to their subordinates by explaining the roles and tasks as teachers. In addition the school headmasters also give reward and punishment, so that able to create motivation to the teachers in performing their tasks and their works. This research supports the finding at the research by **Islam et al. (2012)** stating that the transactional leadership style impact though motivation with regression coefficient of **0.496**, **P=0.000<0.050**.

**Discussion on Hypothesis-3** on school headmasters with the servant leadership who is responsible for his teachers and are always helpful for the teachers' interests rather than for his own. **Achua and Lussier (2004:364)** state that the serving leader's role is to help followers discover the strength of their inner spirit and their potential to make a difference. This require servant leaders to be empathetic to circumstances of other. **Markus (2011:18)** says that in order to be a successful leader, one has to work hard and empower and serve the interests of his subordinates through the provision of motivation and to respect opinions of other people. Output of this research supports the findings of research conducted by **Sulistyorini (2009)** stating that the roles of school headmaster as the learning leader and as the serving leader have significant influence to the teachers' motivation at the teaching activities with the regression coefficient value of **0.541 P= 0.000< 0.050**.

**Discussion on Hypothesis-4** on high organizational commitment can build up the work satisfaction of the teachers in order to remain loyal to their organization. The work satisfaction of teachers will be established by itself by the time when someone feels convenient and satisfied with his profession. It is for this reason that high organizational commitment is very supporting for the teachers at the learning process with their students and also *their sense of love* to their schools. **Luthans (1998:125)** says that the early research seemed to support a positive relationship between organizational commitment and job satisfaction. This finding supports the research carried out by **Ujianto and Alwi (2005)** stating that the organizational commitment has significant influence to the work satisfaction with the regression coefficient value of **0.111 P=0.022 < 0.05**, but it does not support the finding by **Ratnasari (2011)** that the organizational commitment has no significant influence to the work satisfaction.

**Discussion on Hypothesis-5** regarding the school headmaster with the transactional leadership, namely the school headmaster giving rewards to teachers so that the teachers can have good performance and recognizes and admits the achievement made by the teachers, hence it establishes work satisfaction for teachers. School headmaster always pays attention to the work satisfaction of the teachers available at school. **Robbin and Judge (2008:90)** declare that the transactional leadership directs or motivates his followers to the specified goal by means of clarifying their roles and tasks, so that they can feel the convenience and satisfaction. Output of this research supports the research conducted by **Riaz and Haider (2010)** declaring that the transactional leadership affects to the job satisfaction for private sectors of capital city of Pakistan, with the regression coefficient value of **0.293 P=0.000 < 0.050**.

**Discussion on Hypothesis- 6** concerning with the school headmaster as a leader with various kinds of tasks, among others serving all the stakeholders of the educational process followed by the students. In addition, the teachers should naturally get assistance from the school headmaster in performing their tasks, either in the forms of facilities or infrastructure as well as direction and advices required in implementing the learning process. **Aamodt (2010:438)** states that serving leadership is a leadership that transcends self-interest to serve the need of others and to build job satisfaction. This research supports the research by **Anderson, Kelly Prinston (2005)** stating that the serving leadership constitutes positive correlation and influences the job satisfaction with the regression coefficient value of **0.748 P=0.001 < 0.050**.

**Discussion on Hypothesis-7** on organizational commitment of a teacher to his school closely related to his performance. High organizational commitment will motivate a teacher to maximize his performance, since there is a sense of effort to perform his work maximally. **Kreitner and Kinicki (2009:163)** say that organizational commitment reflects the extent to which an individual identifies with organization and is committed to its goal. In turn, higher commitment can facilitate higher productivity. Output of this research supports the research conducted by **Khan et al (2010)** stating that organizational commitment were influence positive to employee job performance of **0.218 P= 0.000< 0.050**.

**Discussuion on Hypothesis-8** stating that the teacher performance cannot be separated from the transactional leadership of the school headmaster, because the work atmosphere will be convenient if the school headmaster is able to give stimulation to his teachers. On transactional leadership, the school headmaster gives freedom to teachers to perform the learning process and to give evaluation to their students. **Hoy and Miskel (1996:387)** declare that *transactional leadership style refers to underlying need structure of the leader that motivates behavior to various employee job performance*. Output of this research supports the research conducted by **Paracha et al (2012)** stating that *the result of transactional leadership is highly regression coefficient of 2,039 P=0.01 < 0.050 with employee performance*. However, it does not support a research by **Pradet and Prabhu (2002)** declaring that *transactional leadership style is not an influence at self-perceived performance of P=0.789>0.050*.

**Discussion on Hypothesis-9** on responsibility of school headmaster with servant leadership is to motivate the performance of the teachers as maximally possible in order to get their performance improved. Improvement of the teachers' performance must be supported by the leadership style accommodative to the work climate. A leader in human approach becomes very important, because a leader acts as a servant to the institution and to the subordinates that help him perform his tasks and responsibilities. According to **Achua and Lussier (2004:364)**, a *Servant Leader's role is to help followers discover the strength of their inner*

*spirit and their potential to make differences of others.* This output supports the research conducted by **Farling and Winstone (1999)** stating that *the serving leadership has significant effect and positive correlation to job performance of employee and has the regression coefficient of  $0.475 P = 0.002 < 0.050$ .*

**Discussion on Hypothesis-10** regarding the work motivation which is urgently needed in order to get the teachers' performance optimal. Various kinds of work motivation are basically intended to push establishment of the teacher performance. The implementation of education constitutes an undertaking prioritizing services to students and their parents. Output of this research supports the finding done by **Mustafa and Othman (2010)** stating that influence of motivation on the teacher's work performance gives a contribution at the sum of  **$0.780 P = 0.000 < 0.05$ .**

**Discussion on Hypothesis-11** on work motivation constituting a promoter and a factor of strength to get the teachers' performance reach their goal. A teacher will always have a work motivation in performing his tasks. However, if such work motivation does not give work satisfaction, there will be a demotivation. Output of this research supports the finding by **Saleem et al (2010)** declaring that *there was a positive relationship and influence of the motivation to job satisfaction with the regression coefficient of  $1.74 P = 0.042 < 0.050$ .* However, it does not support the finding by **Budiyanto and Oetomo (2011)** stating that *job motivation does not significantly influence job satisfaction with a statistic value of  $P = 0.791 > 0.050$ .*

**Discussion on Hypothesis-12** concerning with teachers' feeling whose work satisfaction is fulfilled will become the capital and the spirit to improve their career at the educational institution in establishing qualified students acceptable at the community and acceptable as well at the work field. This research supports the output of research by **Koesmono (2005)** stating that *the work satisfaction has significant influence to the performance with the regression coefficient of  $0.044 P = 0.000 < 0.050$*  and **Khan, et al (2012)** declaring that *job satisfaction as independent variable was significant influence on performance with the coefficient regression of  $0.238 P = 0.001 < 0.050$ .*

## CONCLUSION

This research produces the hypothetical evidence that the organizational commitment influences the work motivation, work satisfaction as well as the performance of the teachers at the private senior high school in Surabaya. This research informs that loyalty of teachers gives influence to the school, while the transactional leadership significantly influences work motivation, work satisfaction and performance of the teachers at private senior high schools in Surabaya. The servant leadership has significant influence to the work motivation, work satisfaction and performance of the teachers at the private senior high schools in Surabaya. The school headmaster as a leader has the elements of transactional leadership and the serving leadership. In addition, work motivation significantly influences the work satisfaction and performance of the teachers of private senior high schools in Surabaya and the work satisfaction itself has significant influence to the performance of teachers at the private senior high School in Surabaya. As a whole, outputs of this research indicate that the performance of teachers is influenced by the individual behavioral variables, especially those who are involved at the learning process of the students.

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