

An Association with the Participative Leadership Style Influence on Job Satisfaction and Affective Commitment and Continuous Head Junior High School in the City of Medan

Humuntal Banjarnahor^{1*}

¹ Faculty of Mathematics and Natural Science, Medan State University, Medan Estate-Medan, North Sumatera, Indonesia

* Humuntal Banjarnahor, E-mail: humbanjarnahor@gmail.com

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Abstract

Commitment to the organization and job satisfaction was an indicator of the success principals in leading the school as an organization. Being good as an educator (affective commitment), accepting the norms and rules of the school (commitment normative) and willing to work hard for school (continuous commitments) are formed of loyalty of a principal. Good or not on a value of teaching and learning in school is influenced by the ability of the principal to manage each component of the school (who's behind the school). The facts show that the commitment of a principal still tends to be low and the leadership has not been demonstrated into an achievement of a goal to improve the quality of the education itself. The other thing about the process of the recruitment of some teachers who had been given for additional duties as a principal has not been done well.

The goal of research: to investigate the relation on a participative leadership style (X_1) and job satisfaction (X_2) and the influence againsts the affective commitment (X_3) and continuous (X_4) of the principal in Medan. The analysis data technique was the analysis of regression and ways analysis. The samples research were 164 principals were selected randomly by using a random number of 348 heads of Junior high school in Medan. The instrument of data had taken consists of 14 items instruments X_1 , 15-point X_2 , 16 items X_3 , and 16 grains of instrument X_4 that meet the criteria, i.e., $r_{ij} > 0.30$. The reliability Coefisient of each are: 0.83; 0.76; 0.77; and 0.82.

The description of an analysis turns out the average and standard deviation: $\bar{X}_1=2,81$; $S_1=0.91$; $\bar{X}_2=2.94$; $S_2=0.89$; $\bar{X}_3=2.90$; $S_3=0.80$; $\bar{X}_4=2.87$; $S_4=0.76$. Kolmogorove-Smirnove test turns all four normally distributed variable data. By taking it through the curve fit method and anova, the linear relations between variables and a row of data are independent. Hypothesis of test results turned out to be a participatory leadership and job satisfaction partially directly affect the significantly restricted ap

affective commitment and continuous. As a concurrent job satisfaction does not function positively mediating on a participative leadership influenced on the affective and continuous commitment to junior high school principal in city of Medan. The Total direct influence participatory leadership of the affective and continuous commitment to junior high school principal city of Medan, respectively was 11.69%, 11.15%. The implications of the research, leadership style worthy of being part of the policy as teacher who was assigned as a recruitment for some teachers who was given things as principal, but it want to be called this way with the job satisfaction in Junior high school principal in Medan.

Keywords

participative leadership, job satisfaction, affective commitment and continuous, junior high school principal

1. Introduction

School principals are leaders who have the responsibility for managing all the potential that exists to achieve the goals of the school goals. According to Husaini (2008) that the Principal as a leader, a role leading the school in order to empower the school resources optimally, to be able to develop and implement the school's vision and feel school as theirs. According Mulyasa (2012) that, the success or failure in education and learning at school greatly influenced by the ability of the principal to manage each component of the school (who is behind the school). Banjarnahor's research results (2014) that the style of leadership lecturer in coaching and influencing students' academic ability of students job satisfaction in completing the final research.

Recognition for those teachers is intended to improve the job satisfaction of the teachers, love on profession, the commitment for the institution and its working at the same on improving performance (Calquit, 2009). The fact of the education agency has not been able to achieve as the expected goals, it can be determined based on several indicators. The Global Competitiveness Report 2008/2009 of the World Economic Forum (in Martin et al., 2008), puts Indonesia at 55th of 134 countries in terms of achieving Competitiveness Index (CI). The results for the United Nations Development Programme on the Human Development Report 2007/2008 which ranks Indonesia 107th out of 155 countries in terms of achieving the Human Development Index (HDI) and in 2013 dropped to 108 ratings (HDI of 0.684) under the State of Palestine (Wikipedia, 2014).

Based on the rules of the education minister's number 28 of 2010, Preferably those Educational problems can be resolved through Developing a sustainable profession from headmaster. Such as development knowledge, skills, attitude personality, and managerial skills. One part of the personality is the control of the Meru feed one of the attributes of personality important for explain of human behavior in organizations. Bahka is Spector firm E Paul (1982) revealed, personality is a function of the locus control and got attention that very big especially two deck ade last because concept this Related with a variety of other concepts, such as satisfaction work and organizational commitment (Munir et al., 2010). Several studies have shown that there is a relationship that significant between commitment

organization and leadership style. Meneliti relationship between style leadership headmaster and the level of commitment of teachers on organization very important for search solutions to problem important in school (Necati et al., 2012).

At school, the satisfaction with the things they worked, they more enthusiastic and interested for four more energy and time for student's achievement (Nguni et al., 2006). So, the information about factors important influence the job satisfaction, it is very important for supporting the success of its objectives, including it is behavior leadership principals and job satisfaction (Stogkard & Leman, 2004). A principal who involved teachers at the time of decision making the tasks have influenced be positive to motivate in teaching and being commitment teachers to task teaching and job satisfaction (Bogler, 2001).

An institution of formal education should become a center of excellence (center of excellence) in all discourse of Human Resource Development (HRD). To support this, the main responsibility (key person) rests with the principal (school principals), the principal is a key factor in the effectiveness of a school (Sudarmin & Darwin, 2012). The results Gilbert Austin concluded that the difference between high-achieving schools with under achieving schools caused by the influence of the principal (Darwin, 2012). This shows that the principal's leadership style control to achieve the effectiveness of the school, but in fact the principal in Indonesia is not performing its duties and functions in accordance with the regulations and legislation, and the capacity is still low, even it's below to Malaysia and Singapore (Nuh, 2011).

Stuard Wetson as co-PDBE3 (Dec entralized Basic Education Project-3) argues that to improve the quality of education requires commitment to education in North Sumatra, because the individual commitments in education is an important factor affecting the quality of education (Bahrumayah, 2009). The results of Unimed cooperation with Disdikprosu it turns out the organization's commitment junior high school principal city of Medan was still under the category of being it, it is quite alarming given the commitment of the organization is an indicator of a measure of success in managing the school principals (Stars et al., 2011). The conditions of commitment of the head like this illustrate the loyalty is low, the low of hard working to achieve the goals of the school, has not received a set of rules or values that apply in schools, and it still want to work at another institution.

The above description suggests research is needed to investigate the relationship style of leadership (leadership style), job satisfaction (job satisfaction), and organization commitment (organizational commitment) principal. The aspect commitment of the organization consists of affective commitment, normative commitment and continuance commitment. The research problems are:

- 1) Is the participative style associated with job satisfaction most of which Medan junior high school principal?
- 2) Is participative style influence the affective commitment Medan school principal?
- 3) Is participative leadership style affect continuous commitment Medan city junior high school principal?

- 4) Does the work affect the satisfaction affective commitment Medan city junior high school principal?
- 5) Does the work affect satisfaction continuous commitment Medan city junior high school principal?

2. Theoretical Basic

2.1 Participatory Leadership

Participatory leadership style is one of path goal model leadership style developed by the House. According to Abu and Zaharah (2009), one of the topic which is contributed to the effective leadership activities is participatory leadership style, participatory style attached on sharing style, such as democratic style, relationship-oriented style, Situational leadership of the House and Hersey & Blanchard also stressed on Participatory leadership style. Participatory style is a participatory approach in making decision, encouraging the staff cooperation, doing mediation at conflicting issue, and promoting employee commitment (Petros, 2012).

Participatory Leadership is defined as the unity of taking decision by a leader and subordinates. This matter is also be regarded as relatively same of participation level in decision making in an organization (Clement & Murugan, 2014). The Leadership with participatory style, has important task to motivate subordinates, growing up self esteem, providing sense of subordinates "Psychological Ownership", and reduce helplessness sense. The involvement of subordinates in achieving organizational goals will increase if there is ownership feeling from subordinates in meaning believe that they are really accepted by leaders as important human assets (Clemen, 2014).

The Leader of the participatory consults with subordinates about the decision. A participatory leader consults with subordinates, obtains their ideas and opinions and also integrates their suggestions in making decision. Participatory leadership is compatible when subordinates do not want autocratic leadership, has internal control locus, and high follower ability, when the task is complex, both weak or strong authority, and high or low of coworkers satisfaction (hayyat, 2013).

Participatory Leadership constitutes leadership that engages subordinates in taking decision, does consultation with employees, collecting subordinates idea and opinion into consideration before taking decision, enable employee in taking decision by their bosses to improve the fit between the employee and the organization objectives (Leane, 2013). The opinion suggests that, the school principal which has participatory style would be able to grow teachers' work satisfaction, because the teacher opted to formulate school aim, how to reach the goals, and what needs to do for reaching objectives. As research of Mehrab Zalilizadeh that, there is positive and significant relationship between participatory and consultative leadership style from principal to teachers' efficiency (Mehrab, 2013).

Generally, the principal must involve teachers, based on their areas of expertise, interests, and concerns. Participatory management has been provided effectively and applied in many school situations. However, the generalization is not applied on all principal styles or on all situations, from schools educational staff (Sudarman, 2012).

There is positive relationship between leadership style and organization commitment ($r=0.318$), there is

8 relationship between leadership styles and job satisfaction (r=0.278), there is a positive relationship between organization commitment and job satisfaction (r=0.331). The principal applies Participatory to listen and to consider subordinates ideas and opinion, employees participation, team working participation, can increase commitment teachers' organizations. This commitment is demonstrated in teachers desire to spend most of big their careers at school and believe in the mission and values of the institution (Reza, 2013).

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The research results of While and Kim (2002) that Participatory leadership is positively related to employees job satisfaction. This is appropriate with the research of Sikandar hayyat, that participatory leadership is correlated positively with employment satisfaction (r=0.321) and directive leadership to the breadth of work (R=0.242). In particular participatory leadership is also correlated with job satisfaction, such co worker (R=0.307), with work (R=0.264) and to supervise (r=0.280).

2.1 Job Satisfaction in Organizations

Satisfaction is a psychological environment that doesn't have the raw size universally that is applied for every person. Someone could feel satisfied if it work results get praise as well, but others do not get satisfaction with the praise without being off set by commensurate income to their working. Job satisfaction is appraisal from workers about how much working in whole satisfy their needs, or the general attitude which is the result from some special attitudes to job factors, adjustment and relationship of social individuals at out of work (Veithzal & Mulyadi, 2011). Job satisfaction is one indicator to measure the effectiveness of an organization. Leaders oriented to attitude in order to show how far organization can fill the members needs, so they feel satisfied in working (Edi, 2011). Leader in organization or school together with leaders in other organizations, school leaders and teacher job satisfaction are two important case to determine the effectiveness of school achievement (Wu Ming-Tsang).

According to Smith et al. (1989) that job satisfaction is workers feeling to their job, this is the general attitude towards job based on assessment aspects that are in the job. Gipson (2006) makes size satisfaction as a measure of organizational success in filling needs of subordinates or members. Job satisfaction can be derived from the work environment factors, the style of leadership or supervision of members, policies and procedures, and working conditions. The Measurement of job satisfaction variable according to Colquit has 4 important indicators in the job which will give responses to the job satisfaction, such as the job itself, coworkers, supervision and promotion.

According to Hofman (2013) that satisfaction is individually, but it becomes the success measure of a leader for anticipating these differences, there is a satisfaction level that just want to be praised on working, but there is person must be rewarded as compensation on its efforts. Smith et al., cited by Luthans (1998, p. 145) showed 6 important factors influencing employees satisfaction, they are:

- 1) The job itself: the extent in which of employees view, their working as an exciting job, providing opportunities for learning, and opportunities to accept responsibility.
- 2) Wage or salary: financial services reply received by employees and the rate at which it is recognized

as a fair within the organization.

- 3) Promotion: opportunity for advancement in career.
- 4) Tops/supervision/supervisor: the supervisor's ability to provide technical assistance and support.
- 5) Colleague: a stage in which colleagues provide support.
- 6) Working conditions: if the working conditions of employees (clean, attractive, and pleasant working environment) will make them easy to finish the job.

According to Handoko (2001), that "Dissatisfaction as the employees of the magnitude compensation is often resulted because of feeling about not treated fairly and decent in their payments". Psychologically, this condition will affect the effectiveness of individuals or groups. Luthans (1998) declared that "Promotional opportunities" result a different effect on job satisfaction because of differences in remuneration given.

Robbins (2001) stated that the sale will provide an opportunity for personal growth, greater responsibility, and social status increases. If the sale is made in a fair manner is expected to provide satisfaction to employees. Luthans (1998, friendly "co-workers", cooperation of coworkers or labor group is the source of job satisfaction for workers individually. If "Working conditions are good" (a clean and attractive environment), will create jobs easy to be addressed.

3. Affective Commitment and Continuance of Organization

Organizational commitment is defined by some researchers as a measure of the power of identity and employee involvement in the goals and values of the organization. Luthan (2006) defined organizational commitment as an attitude which reflects employee loyalty to organization and a sustainable process whereby members of organization reveal their attention to the organization, to the success of organization and sustainable progress.

Allen and Meyer (Luthan, 2006), organizational commitment reflects on the three components, namely:

- (1) Affective commitment that is an attachment of members/employees emotional, identification, and involvement in the organization.
- (2) Continuance commitment which is a commitment by losses related to the release of the employees of the organization resulting from loss of seniority on promotion or benefit, and
- (3) Normative commitment that is the feeling of obligation to seek to remain a member of the organization for a cause that must be done.

Cut Zumali (2010) defined organizational commitment as a state of psychology that characterizes employee relationship with the organization or implications that influence whether employee will be permanent last within the organization or no, that identified in three components: affective commitment, continuous commitment and normative commitment. Organizational Commitment of the members was really instrumental in an organization because associated with psychological state employees to remain in the organization. Curtis, Susan, and Dennis Wright (2001), the commitment is defined as the force identification of individuals who are in an organization, and has three, namely: (1) a desire maintain

membership in the organization, (3) the belief and acceptance of the values and goals of the organization; and (4) a willingness to hard working as part of the organization.

Understanding that gives the sense that a person who has committed the organization that strong to organization in the work place will be carried out duties or responsibilities granted to her organization, stay in an organization, and seeks to achieve organizational goals. Commitment of individual organizations certainly not just happen, but is influenced by individual experiences in the organization, either by perceptions about the quality of relationships in organization or assessment to the satisfaction received from organization. As defined by Porter, Mouday and Steer (1979) that organizational commitment as the relative strength of the individual in identifying his involvement in organization that be marked by:

(1) Identification, namely the acceptance of the values and goals of the organization, (2) Involvement, namely readiness and willingness to strive earnestly on behalf of the organization, and (3) Loyalty, namely the desire to maintain membership in the organization or part of the organization.

Rabea Omar Mahdi research results (2014) showed that leadership style affects organizational commitment, directive and supportive leadership style has a role in influencing the organizational commitment of employees/subordinates. The research of Omay and Kursad (2010) indicates that the directive leadership correlated with organizational commitment, by $r_2=0.22$, while for the commitment affective component of $r_2=0.23$ and the continuous commitment of $r_2=0.07$.

The same research by Abeer an Imam et al. (2013) that, job satisfaction effects on affective commitment ($\beta=0.687$ and $r_2=0.459$), continuous commitment (with a coefficient $\beta=0.476$ and $r_2=0.232$) and with normative commitment (coefficient $\beta=0.480$ and $r_2=0.304$) respectively significant at the level of $\alpha=0.01$. Sec fig theoretical and support the results showed that job satisfaction principals will affect the commitment of the head of the organization/school.

Cut Zumali (2010) explains indicators of each component of organizational commitment as follows: (1) Affective commitment (affective commitment), namely: engagement emotional person in the organization in the form of desire with the organization, (2) Commitment to continuous (continuance commitment), namely: a person's perception of the costs and risks by leaving the organization. That is, there are two aspects to the continuous commitment, namely: it involves personal sacrifice when leaving the organization and the lack of alternatives available to that person, (3) Normative Commitments (normative commitment), namely: a moral dimension that is based on a feeling of obligation and responsibility in the organization that hired him.

A person's leadership style affects the level of commitment to the organization. As research of Necati Cemaloglu (2012) involving 237 primary school teachers in Ankara-Turkey, apparently principal leadership styles affect the teachers commitments in the school. Results of Peter Lok and John Crawford research (2004) concluded that leadership style affects the members' commitment to the organization and the highest correlation was between job satisfaction with organizational commitment, which was 0.70.

4. Methods

1) Location of the Research

Research was conducted at the Junior High School (SMP in Medan, province North Sumatra).

2) Population and Sample Research

Population used in this research were 348 principles from Junior high Schools in Medan and the samples were 164 principals selected randomly by using random number.

3) Research Instruments

Validity of instrument is measured by Pearson Product Moment coefficient and reliability is measured by Formula Cronbch-Alpha. The research instrument was developed based on the indicators of variables that are formulated based on theoretical base and tested to 30 principles from junior high school in Medan. Tabulation indicator of any instrument data crawler is presented in Table 1.

Table 1. Indicators Crawler Instruments Data

Instrument	Indicator
Participative leadership	Consulting with subordinates, asking for ideas and suggestions of subordinates, being open to the criticism of others, being democratic in decision-making, delegating authority.
Job satisfaction	Satisfied with the salary, happy to work, enjoy working with colleagues, glad for sale as principal, supportive work environment, happy for the supervision of superiors.
Affective commitment	Accept the values of the organization, the emotional involvement of the organization, a love for the organization, work hard for the betterment of the organization.
Continuous commitment	Not interested in moving to another organization, the organization sustains life family, there is a risk when moving to another organization.

Experiments were conducted to 30 principals. Computing significance test validity and reliability of the instrument use SPSS program version 20.

4) Data Analysis Techniques

Steps being taken are: a description of data, analysis of test requirements and test hypotheses through path analysis techniques. Computational tool of data analysis uses SPSS program version 20. Theoretical model study are presented in Figure 1.

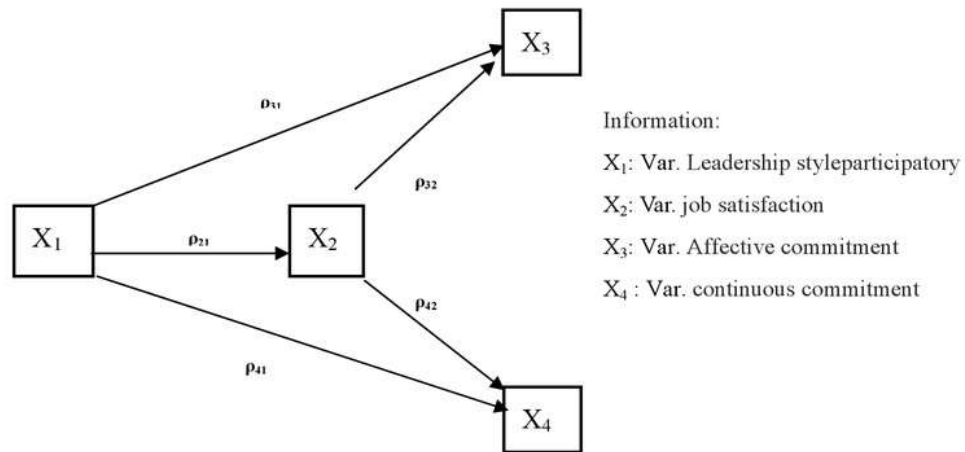


Figure 1. Linkages between the Study Variables

Formulation hipotesis significance test track path coefficients between variables are:

$H_0: =0$; meaning coefficient lane does not mean significantly;

$H_a: \neq 0$; meaning that would mean i path coefficient is significantly.

5. Results

1) Results of Test Instruments

Results of the test, there are 14 Instruments of participative leadership (X_1), 15 instruments of job satisfaction (X_2); 16 instruments of affective commitment (X_3) and 16 instruments of continuous commitment (X_4) who have valid criteria ((i.e., $r_{ij}) > 3.00$). Coefficient Cronbach-Alpha (α) each is presented in Table 2.

Table 2. Instrument Reliability Coefficients

Instrument	many items	Koef Cronbach-Alpha (α)	Information
X_1	14	0.83	Reliable
X_2	15	0.76	Reliable
X_3	16	0.77	Reliable
X_4	16	0.82	Reliable

2) Description of Research Data

This research data was participative leadership style variable data (X_1), job satisfaction (X_2), affective commitment (X_3) and continuous commitment (X_4) from 164 junior high school principals in Medan. The primary data matrix of the four variables based-on instrument option are presented in Annex 3. The values of basic statistical research data by using SPSS for Windows version 20 is presented in

Appendix 4, and summarized in Table 3.

Table 3. Value Basic Statistics Research Samples

	N	Range	Min	Max	Sum	mean	Std. Dev.	variance
VARX1	164	3.50	1.10	4.60	461.20	2,81	0.91	0.83
VARX2	164	3.60	1.00	4.60	481.50	2.94	0.89	0.79
VARX3	164	3.70	1.00	4.70	475.80	2.90	0.80	0.65
VARX4	164	3.40	1.00	4.40	471.60	2.87	0.76	0.58

Table 3 obtained from use values Lowest from fourth variable is 1,00 and largest value in the range of 4.70 and standard deviation in the range of 0.76 to 0.91. Based on the amount of tilt, the data distribution participative leadership, job satisfaction, affective commitment and continuous commitment from junior high school principal in Medan has positive slope.

Comparison of the above description shows that the five categories of the variables most are at a moderate level, i.e., 61% to 66%. From the 164 people Junior high school principal city of Medan were only 3 people (01, 83%) which have participative leadership in very high category. A comparative picture of the five category scores variabel is presented in Table 4.

Comparison of very high category (ST), high (H), medium (M) and low (L), and very low (SR) directive leadership, participative leadership, locus of control, job satisfaction and organizational commitment from 164 principals of junior high school in Meean can be presented in Figure 2.

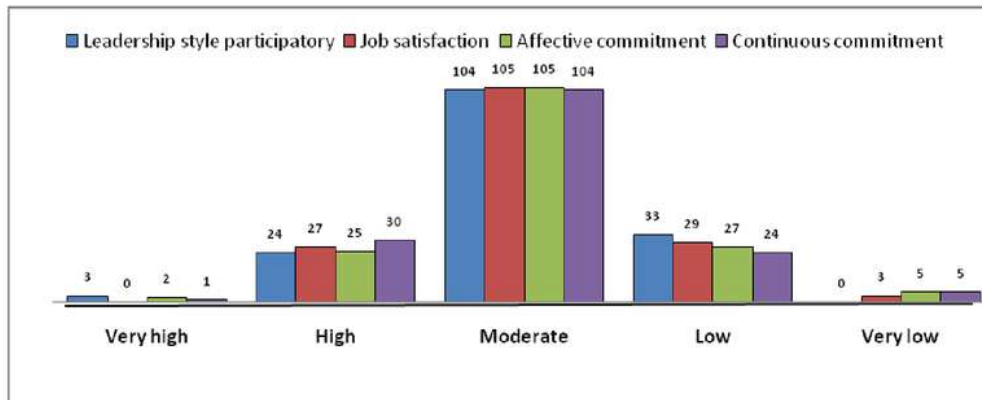


Figure 2. Frequency Categorical Research Data

3) Test Requirements analysis

Normality test

Result of Kolmogorov test by using SPSS can be concluded that the four groups are contribute

normally.

Table 4. Normality Test Variables

Variable	Average	Std.Deviasi	Sig.	Decision	Conclusion
X ₁	2,81	0.91	0.185	Thank Ho	Normal
X ₂	2,94	0.89	.180	Thank Ho	Normal
X ₃	2.90	0.80	0.343	Thank Ho	Normal
X ₄	2.88	0.76	0.386	Thank Ho	Normal

Linearity test between variables and Independence

Based on the fit curve test, tendency of relationship between variables is linear. So it was concluded that the approach of linear relation is feasible linear relationships between variables contents part of leadership, job satisfaction, commitment afective and continuous commitment from junior high school principal city of Medan.

4) Test the significance of Regression

Equation of regression among variables and calculation of statistical values to test the significance of regression with SPSS are presented in Table 5.

From the Table shows that each regression equation is significant at the level $\alpha=0.05$. That is, for the partial regression coefficient turns each are significant and multiple regression to mean any one or two coefficients regressinya is significant.

Table 5. Tabe Regression Equation and Significance

Variable	Regression Equation	F	Sig	r ²
X ₁ with X ₂	X ₂ =0,24 X ₁ +2,27	10,16	0,00	0,059
X ₁ with X ₃	X ₃ =0,30 X ₁ +2,05	21,40	0,00	0,117
X ₁ with X ₄	X ₄ =0,28 X ₁ +2,09	20,41	0,00	0,112
X ₂ with X ₃	X ₃ =0,22 X ₂ +2,30	6,52	0,01	0,039
X ₂ with X ₄	X ₂ =0,21 X ₂ +2,32	5,68	0,01	0,03
X ₁ and X ₂ with X ₃	X ₃ =0,28 X ₁ +0,18 X ₂ +1,81	12,07	0,00	0,130
X ₁ and X ₃ with X ₄	X ₄ =0,26 X ₁ +0,09 X ₂ +1,97	11,30	0,00	0,123

Specifically, multiple regression significance test to determine the characteristics of the independent variable on the independent variable in Tables 6 and 7.

Table 6. Test Regressi: $X_3 = 0.275 X_1 + 0.109 X_2 + 1.807$ and $r^2 = 0.130$

Model	unstandardized coefficients		standardized coefficients	T	Sig.
	B	Std. Error	beta		
1 (Constant)	1,807	0,247		7,327	0,000
VARX1	0,275	0,067	0,312	4,122	0,000
VARX2	0,109	0,068	0,121	1,595	0,113

a. Dependent Variable: VARX3.

From Table 6 coefficient X_2 (i.e., 0.109) were not significant at $\alpha=0.05$ level but the regression equation: $X_3 = 0.275 X_1 + 0.109 + 1.807 X_2$ is significant. It shows, job satisfaction does not have a significant effect simultaneously with the leadership style is part of the affective commitment of junior high school principal city of Medan. The same thing from Table 8, coefficient job satisfaction (i.e., 0.094) were not significant at $\alpha=0.05$ but the regression equation: $X_4 = 0.258 X_1 + 0.094 + 1.876 X_2$ is significant.

Table 7. Regression Test: $X_4 = 0.258 X_1 + 0.094 X_2 + 1.876$ and $r^2 = 0.123$

Model	unstandardized Coefficients		standardized Coefficients	T	Sig.
	B	Std.Error	Beta		
(Constant)	1.876	0,235		7,983	0,000
VARX1	0,258	0,064	0,308	4,048	0,000
VARX2	0,094	0,065	0,109	1,435	0,153

5) Track and Correlation Coefficient significance test

The summary of significance test of correlation coefficient among variables were calculated with SPSS program presented in Table 8.

Table 8. Correlation Coefficients between Variables and Signifikansinya

Variable	The correlation coefficient (r_{ij})	significance	Conclusion
X_1 with X_2	0,243	0,002	Significant
X_1 with X_3	0,342	0,000	Significant
X_1 with X_4	0,334	0,000	Significant
X_2 with X_3	0,197	0,012	Significant
X_2 with X_4	0,184	0,018	Significant

Based on correlation coefficient between variables calculated with coefficients path (ρ_{ij}) in the form of direct and indirect influence between variables, the results in Table 9.

Table 9. Effect of Direct and Indirect Inter Variable

the effect of variable	Directly Indirect	Shirts influence al	Effect of Total
X_1 to X_2	$\rho_{21}=0,243$	-	0,243
X_1 to X_3	$\rho_{31}=0.342$	$\rho_{32} \cdot \rho_{21}=0,048$	$\rho_{31}+\rho_{32} \cdot \rho_{21}=0.390$
X_1 to X_4	$\rho_{41}=0.334$	$\rho_{42} \cdot \rho_{21}=0,045$	$\rho_{21}+\rho_{42} \cdot \rho_{21}=0,379$
X_2 to X_3	$\rho_{32}=0,197$	-	-
X_2 to X_4	$\rho_{42}=0.184$	-	0.184

Each path coefficient between variables are:

- The path coefficients of participative leadership style junior high school principal in Medan on working satisfaction (ρ_{21})=0,243;
- The path coefficients of participative leadership style junior high school principal in Medan on affective commitment (ρ_{31})=0.342;
- The path coefficients of participative leadership style junior high school principal in Medan on the continuous commitment (ρ_{41})=0.334;
- The path coefficients of job satisfaction style Junior high school principal in Medan on affective commitment (ρ_{32})=0,197;
- The path coefficients of job satisfaction junior high school principal in Medan on the continuous commitment (ρ_{42})=0.184;

6) Test Research Hypothesis

Summary of testing path coefficient significance that is calculated with SPSS, the results are described below.

Hypothesis 1:

H_0 : $\rho_{21}=0$; participative leadership means no significant direct effect on job satisfaction junior high school principal in Medan

H_a : $\rho_{21} \neq 0$; participative leadership means no significant effect directly terhadap job satisfaction junior high school principal city of Medan

From the calculation, $t_{count}=3.188$ with a significance level=0.002 thus concluded to reject H_0 and conclude that participative leadership significantly influence job satisfaction junior high school principal city of Medan.

Hypothesis 2:

H_0 : $\rho_{31}=0$; participative leadership means no significant effect directly on affective commitment Junior high school principal in Medan

H_a : $\rho_{31} \neq 0$; participative leadership means no significant effect directly on affective commitment Junior high school principal in Medan.

From the calculation, $t_{count}=4.627$ with a significance level=0.000 thus concluded to reject H_0 and concluded that the participative leadership significantly influence the affective commitment of junior high school principal in Medan.

Hypothesis 3:

H_0 : $\rho_{41}=0$; participative leadership means no significant effect directly on the continuous commitment of junior high school principal in Medan;

H_a : $\rho_{41}\neq 0$; participative leadership means no significant effect directly on the continuous commitment of junior high school principal in Medan.

From the calculations, the $t_{count}=4.518$ with a significance level=0.000 thus concluded to reject H_0 and concluded that the participative leadership significantly influence the continuous commitment of junior high school principal in Medan.

Hypothesis 4:

H_0 : $\rho_{32}=0$; meaning that job satisfaction has no significant effect directly on affective commitment Junior high school principal in Medan;

H_a : $\rho_{32}\neq 0$; meaning that job satisfaction has no significant effect directly on affective commitment sek head if SMP Medan.

From the calculations, the $t_{count}=2.553$ with a significance level=0.012 thus concluded to reject H_0 and concluded that satisfaction significantly influence affective commitment Medan city junior high school principal.

Hypothesis 5:

H_0 : $\rho_{42}=0$; meaning that job satisfaction has no significant effect directly on the continuous commitment of junior high school principal in Medan;

H_a : $\rho_{42}\neq 0$; meaning that job satisfaction has no significant effect directly on the continuous commitment of the head at SMP in Medan.

From the calculations, the $t_{count}=2.383$ with a significance level=0.018 thus concluded to reject H_0 and concluded that satisfaction significantly influence the continuous commitment of junior high school principal city of Medan.

Summary results of testing the significance of the path coefficients between variables using a statistical test-t of 5 hypothesis of the study is based on a print-out calculations by using SPSS are presented in Table 10.

Table 10. Test of Significance Koefisi en Line between Variables

Between variables	Koef. lane	t	significance	Conclusion
X_1 to X_2	$\rho_{21}=0.243$	3.188	0,002	Significant
X_1 to X_3	$\rho_{31}=0.342$	4.627	0,000	Significant
X_1 to X_4	$\rho_{41}=0.334$	4.518	0,000	Significant

X_2 to X_3	$\rho_{32}=0,197$	2,553	0.012	Significant
X_2 to X_4	$\rho_{42}=0,184$	2.383	0,018	Significant

Empirical model of study based on the results of the analysis to test the theoretical model presented in Figure 3.

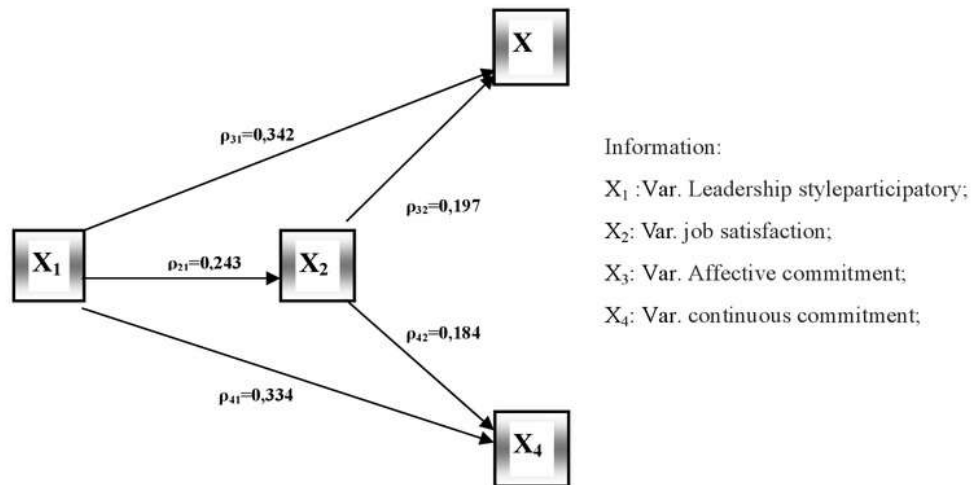


Figure 3. Empirical Model between the Variables

From the above analysis it can be seen the direct influence of participative leadership on job satisfaction and the effect on affective commitment and continuous commitment of junior high school principal city of Medan, as follows:

- 1) Totally influence of direct participative leadership on job satisfaction junior high school principal in Medan is=5.90%;
- 2) Totally influence of direct participative leadership on affective commitment SMP principal in Medan is=11.69%;
- 3) Totally influence of direct participative leadership of the continuous commitment of junior high school principal in Medan is=11.15%;
- 4) Totally influence of direct job satisfaction on the affective commitment of junior high school principal in Medan is=3.88%;
- 5) Totally influence of direct job satisfaction on a continuous commitment to junior high school principal in Medan is=3.38%;
- 6) Totally direct and indirect influence (through job satisfaction) of participative leadership on affective commitment SMP principal in Medan is=15.21%;
- 7) Totally direct and indirect influence (through job satisfaction) of participative leadership towards continuous commitment Junior high school principal in Medan is=14.36%.

6. Discussion of Research

Based on the analysis of data, the style of leadership associate to the job satisfaction and influence the affective commitment and continuous commitment from junior high school principal in Medan. The direct effect of a participative leadership (style to the school principal affective commitment is 11.69%) and the commitment to continuous amounted to 11.15%. The direct effect of job satisfaction to affective commitment is 3.88% and to continuous commitment is 3.38%. This shows that the influence of participative leadership style to both types of these commitments greater than the effect of job satisfaction junior high school principal in Medan.

Job satisfaction principals also function as a positive mediator on the influence of leadership style on affective commitment and continuous commitment of junior high school principal in Medan. It was concluded by: (1) comparison of the increase in the direct influence d ith the indirect effect it (through job satisfaction) of participatory leadership style to the affective commitment and the commitment to continuous is relatively small, and (2) the coefficient of job satisfaction in the regression doubles together participative leadership affective and continuous commitment to the Junior high school principal city of Medan was not signifkan. The direct effect of the leadership style on affective commitment is 11.69% and the effect is not immediate is 15.21% at au addition is only of 3.52%. The same direct influence terha dap continuous commitment is 11.15% and the affect indirect 14.36% or increase it only amounted to 3.21%. The results of these tests show that the coefficient of job satisfaction against each affective commitment and continuous was not statistically significant. The results of other analyzes that support the above description , that the path coefficient of job satisfaction on each affective commitment and continuous headmaster if SMP Medan is willing till small, but statistically significant. The effect of job satisfaction affective and continuous commitment towards the headmaster respectively 3.88% and 3.38%.

Based on the analysis and discussion show that the satisfaction variable of labor is a variable insignificant simultaneously with the leadership style affects the increase affective commitment and commitment is continuous from Junior high school principal in Medan. Commitment of principals/teachers to the school institution/organization where work is one of the variables the ultimate goal of an organization. To support the achievement of organizational goals need to be efforts to increase organizational commitment of every member of the organization, including the organization of the school. Commitment illustrate the size of the level of loyalty members, a sense of responsibility, and a willingness to work hard and accept the rules or norms that apply in school.

Commitment organization (commitment affective, continuous and normative) towards the organization of individual members of the organization is one of the ultimate goals of an organization, including school. As a model of integration that is developed Col quit A Lepine, that the style of leadership (leadership style) as part of group mechanisms , satisfactin job (job satisfaction) as part of individual mechanisms and organizational commitment (organizational commitment) as part of individual outcomes. this is supported by several opinion interpreted the definition given. Luthan (2006).define

commitment to the organization as an attitude which reflects the loyalty of members to organization (Luthan, 2006). Organizational commitment into measures or indicators of the level of loyalty, emotional involvement for the success of the organization's goals, the level of acceptance of values and norms of the organization, as well as the level of responsibility of members of the organization of the place of work.

These limits indicate that the commitment of teachers who were given additional duties as head of the school or an important factor that must-had for their loyalty, sense of responsibility, as well as to receive and implement rules and regulations that apply to the school institution. This factor is a factor that influences the effectiveness of school institutions (secondary schools in the in Medan) to achieve school goals already formulated. Participative leadership give direct effect to increase the commitment of the head of the junior high school institution he leads. This is in contrast to job satisfaction, it was relatively less to increase its commitment.

The results of this study are relevant to several studies, where leadership partisipatif positive effect on affective commitment and continuous from agency members of the schools as an organization (Omar, 2014; Clement & Themba, 2014; Leana & Murdoch, 2010; Abeer et al., 2013; Necati, 2012; Peter & John, 2004).

Based on the analysis of research and some supporting theory above, the organizational commitment of each individual in an organization/institutions including schools the target of the strategic to be developed. The principal, teachers, administrators, and students are individuals/members in one institution to school. Governments need to develop policies that are used to recruit principals who have a commitment both to the institution of school places to work. One consideration is to have a participatory leadership style characterized by: want to consult with subordinates (teachers and administration), to consider the idea of subordinates in deciding a policy, being open to criticism, two-way communication, and willing to delegate authority proportionately.

Based on the above, Developing of empirical model is related to participative leadership, job satisfaction, affective commitment, continuous commitment from junior high school principal in Medan based on.

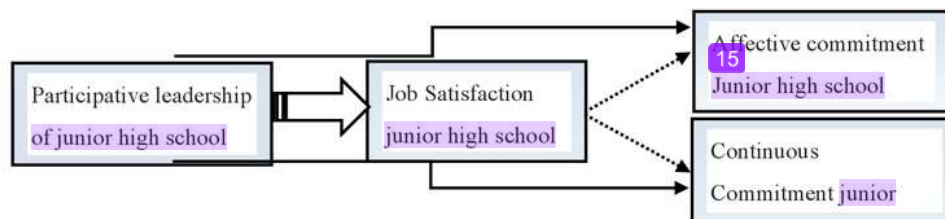


Figure 4. Model Development Aspects of Organizational Commitment

7. Recommendations

- 1) Leadership style should be taken into consideration in the recruitment process of teachers who will be assigned additional duties as a principal of the junior high school in Medan.
- 2) Job satisfaction is not a factor that participate in influencing affective commitment and continuous commitment junior high school principal in Medan, so the factors should not be a consideration in the recruitment process of teachers who will be assigned additional duties as principal of the junior high school in Medan.
- 3) Further research needs to be done to involve several variables besides leadership style and job satisfaction predicted influence affective commitment and continuous commitment from Junior high school principal in Medan. This was done to make government policy or consideration for the recruitment of teachers who will be assigned additional duties as principal of the junior high school in Medan.

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