DISTRIBUTIVE JUSTICE, PROCEDURAL JUSTICE & ORGANIZATIONAL CLIMATE AS DETERMINANT'S TEACHER'S JOB SATISFACTION (CASE IN : SMK N I PADANG PANJANG)

THESIS

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INTRODUCTION

1.1 Background of the Study

The job satisfaction is an important aspect to influence employees productivity in any situation. In the context of education, teacher's satisfaction on the job might have impact on student academic performance.

Teacher's satisfaction on the job might be influenced by various factors, for example : organization climate and perceptions of teacher's toward their organization. In the Locke (1976) argued that job satisfaction influenced by the social psychologist of the employees (Liorente&Macias , 2005).

The success of the educational system depends upon the involvement, effort and the contribution of the academic staff (i.e.teacher's) or their professional expertise. A study in higher education supported that the higher job satisfaction of the faculty results in the healthy and positive climate of the institute positive climate of the university not only increase the job satisfaction of the staff but also the overall productivity of the institution of higher education (Saba, 2012).

Job satisfaction regard to one's feelings or state of mind regarding to the nature of their work. In other words, job satisfaction implies doing a job one enjoys, doing it well, enthusiasm and happiness with one's work Katoch, 2012; cited in Locke, 1976).

Everyone defines job satisfaction as fulfillment of one's expectation. It differs from person to person and institution to institution and even in the context

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of male and female. In simple term when someone is satisfied with his job that is job satisfaction.

Job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, their attitudes are related to the job and are concerned with such specific factors as wages supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, social relations on job, prompt settlement of grievances, and fair treatment by employer (Blum and Naylor,1968).

Increasing of job satisfaction for teacher's is very important to improve student's academic performance. Teacher's complain does not only due to factors of low perceived incentive for them and unmeet salary expectation, but others factors such as work saturate at the teacher's might not be happy to work below their expectation.

Job satisfaction is attributed not only to one but many factors and varies in its impact on individuals satisfaction with life because work varies in importance from individual to individual. Job also as prime interest experience high level of job satisfaction (Nash, 1985)

Job satisfaction is simply defined as "how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". Chipunza et all (2011; Golshan et all. 2011; cited from Spector.1997) suggested that, organizational requires employers who understand the way to motivated workers. It is essential to improve productivity of the organization.

Thus, motivating employees is one of the most important managerial functions, mainly in the context of educational industry . Terefore motivation to work are very essential in the lives of teachers.

Another factor which can affect teacher's job satisfaction is Organizationnal justice reflects the extent to which people perceive that they are treated fairly at work (Festinger 1957; cited from Khan and Habib, 2010).

Fairness is an important aspect of life and renowned psychologists. The fairness and the outcomes that people obtain are largely determined by the actions of others. Teachers also need justice in their working environment which in turn motivates them and affect on teacher's attitudes.

Organizational justice concept can be viewed from two perspectives: distributive justice and procedural justice (Rifai, 2005). Perceptions of distributive justice are based largely on comparisons with others. Distributive justice involves the outcome of particular experience and whether or not it has been perceived to be fair or not. The main components of organizational justice are 'distributive justice' and the 'procedural justice'.

Greenberg, 1987; cited from Elamin & Alomaim 2011), perception of justice includes the perception of organization co-workers, supervisors and others. Therefore, it is important to understand how coworker's relationships with other team members affect their behaviors and attitudes within the team and on the job.

Thibaut and Walker (1975 cited from Malik 2011) suggested that procedural justice introduced during their research on dispute resolution procedures. Procedural justice focuses on the fairness of the manner in which the decision-making process is conducted (Folger & Konovsky, 1989). Procedural

justice consists of various model like control model of procedural justice proposed the indirect relationship of employees and outcomes in the process of decision-making whereas process control refers to the employee's voice during the process of decision making (Hegtvedt, Clay-Warner, & Johnson, 2003).

In other words, procedural justice is the perception or observation that all procedural situations are dealt with in the same way. Although staff may be upset about a series of layoffs, it is easier to cope with when there is a feeling the procedures used were fair and uniform, and consistently applied to all employees. It requires an absence of perceived bias.

In this paper reasercher will discuss distributive justice and procedural justice, with an emphasis on how it can be brought to the workplace. The reasercher examine why justice is important and will consider various criterion variables that justice favorably influences. Once we understand the nature of justice we will be in a better position to describe how it can be brought about.

The last factor that may influence job satisfaction is organizational climate. Organizational Climate is a very popular subject for research in the domain of industrial and organizational psychology. The origin and the use of the specific term are found to be as old as the original concept of management itself.

However, over a long period of time there appeared various frameworks, conceptual as well as operational, different sets of dimensions, techniques of measurements, and research findings that are highly diverse and often contradictory (Kundu 2007).

Forehand and Gilmer (1964; cited from Kundu 2007) defined Organizational Climate as a 'set of characteristics that (a) describe the

organization and distinguish it from other organizations (b) are relatively enduring over time and (c) influence the behavior of people in the organization.' From this statement can be viewed that organizational climate represents the way in which its members perceive it. we can not see or touch it, but it is there.

As teacher is the key person to make the educational system a success. Therefore it is necessary that he should be provided all facilities so that he may discharge his duties earnestly and as it is universally accepted that a dissatisfied worker cannot do full justice with his job. Keeping in view the role of the teacher, the researcher attempt to investigate the prevalent conditions and atmosphere. It is based on the assumption that teacher's working addition to expected rewardsboth financial and non financial but they also want a suitable climate which meet their expectation.

Therefore it can be said that organizational climate plays important role in creating job satisfaction. This condition can be achieved through the interaction between the principal and teachers, between teachers and students and between the principal and students. The social interaction compels the principal, teachers and students to discuss mutually in area of planning, decision-making, problem solving and control.

In line with the description above, this research is purposed to analyse Distributive Justice, Procedural Justice and Organizational Climate as Determinants teacher's job satisfaction. Due to the object is individually teacher, the reaserch area conducted in SMKN 1 Padang Panjang.

1.2 Problem Statements

The problem statements of the current research are :

1) How does distributive justice affect on teacher's job satisfaction in SMKN 1 Padang Panjang?

2) How does Procedural justice affect on teacher's job satisfaction SMKN 1 Padang Panjang?

3) How does organizational climate in school affect on teacher's job satisfaction SMKN 1 Padang Panjang?

1.3 Objectives of TheResearch

With reference to the problem statements, this study seeks to achieve the following objectives:

1. To investigate the effect of distributive justice on job satisfaction of teacher's in SMK Negeri 1 Padang Panjang.

2. To investigate the effect of procedural justice on job satisfaction of teacher's in SMK Negeri 1 Padang Panjang.

3. To investigate the effect of organizational climate on job satisfaction of teacher's in SMK Negeri 1 Padang Panjang

1.4 Contributions of Research

This research is expected to give benefit as follows :

1) The result could be considered as reference to improve theacer's job satisfaction.

2) This research can increase knowledge and insight, especially relating to the factors that determining job satisfaction.

3) It is expected to strengthen theories related to the distributive justice, procedural jutice and organizational climate and job satisfaction

1.5 Scope of The Research

This research limits analysis in term of variables and object. Object of the reaserch is Teachers at SMKN 1 Padang Panjang. Then, this research limits sample in the area of SMKN 1 Padang Panjang

In term of related variable that will be identified, this research focuses on the relationships between distributive justice, procedural justice and organizational climate as determinants teacher's job satisfaction

1.6 Outline of The Research

This research is divided into six chapter, as follows :

CHAPTER I Introduction

That is containing about background of the study, problem statement, and objective of research, scope of research and contribution of research.

CHAPTERII: Literature Review

This chapter contains descriptions of theoretical variables that include the theories that support and underlie the variables used in the research and framework.

CHAPTER III Research Method

Explaining about research method which discussing about research design, population and sample, data collecting method, operationalization of variables, data processing, data analysis method and data analysis.

CHAPTERIV Institutional Profile

That is explaining overview brief profile of SMK Negeri 1 Padang Panjang as institutional chosen for this research.

CHAPTER V Results and Discussion

CHAPTER VI Conclusion, Limitation, and Recommendation.

On this chapter will explain about conclusion of research, suggestions of research, limitation of the research, implication of research and recommendation for further research.

CHAPTER II

REVIEW OF LITERATURE

2.1 Definition of Job Satisfaction

In management education, the educational successes is not only according to curriculum, school facilities, infrastructure, and the intellectual needs of students but the teacher's role is an importanting that was as a master who take an active role in stimulating students to succeed in teaching and learning activities. Then the teacher as a human worker needs consider factors that could push it can exist in a job.

(Locke and Lathan 1976; cited from Tella 2010) found that a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of ones job or job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important.

The literature on job satisfaction provides an understanding of the totality of the concept. There appear to be no all-embracing theories of job satisfaction and much of the work on the subject has been focused on single factor thought to be related to feelings of satisfaction or dissatisfaction in work (Mumford, 1991).

Job satisfaction has remained a remarkable area of discussion in the field of management, psychology and especially in organizational behaviors and human resource management, for a long period.. Job satisfaction as an individual's general attitude toward his or her job (Robbin,2003). While Spector defined job satisfaction as refers to degree people like to the job (Spector, 1997).

Riggio (2000) found that job satisfaction as the amount of overall positive feelings that individual shave toward their jobs. Locke (1976; cited from Katoch 2012) implicated that job satisfaction as pleasurable or positive personal state resulting from the appraisal of one's job experiences. Therefore, keeping one person happy in their work is intuitively appealing to employers in any organization. The productivity of human resources depends upon their satisfaction level and satisfied recruits remain within the organization for longer time, while in case of dissatisfaction productivity will be low and individuals are more leaning to leave.

As teachers perform very momentous role in the improvement and grooming of their students, so job satisfaction is also extremely vital for teachers to execute their duty well. The responsibility of a teacher is not only to provide new understanding to the students but also train the students for their future life (Siddique , Malik and Abbass, 2002).

If the teachers satisfied with the job, they tend to perform better. They can teach more effectively and enhance the capabilities of students with more devotion. Trabue (1993) suggested that profound satisfaction is the actual return of a teacher and if a teacher is satisfied in all dimensions he/she can turn up to the public expectations (Siddique , Malik and Abbass, 2002).

Job satisfaction is often determined by how well outcome meet or exceed expectations. If employees in an organization feel that they are working much harder than others in the department but they receive fewer rewards, they may have a negative attitude towards the works, the boss, and co-workers.

It means that they will be unsatisfied on their jobs. On the hands, if they feel they are being treated very well and are being paid fairly and equitably, they may have positive attitude toward their own jobs, or oi means that they are satisfied on their job (Tella, Ayeni, & Popoola, 2007).

2.1.1 Theories of Job Satisfaction

There are various theories that attempt to explain why employees are satisfied or dissatisfied with their jobs, and these theories are briefly explained in the following section.

Fulfillment Theory

Two main researchers are Schaffer (1953) and Vroom (1964) defined fulfillment theory in terms of needs and valences. Schaffer stated that job satisfaction varies depending on the extent of actually satisfying the needs (which can be satisfied) of an individual. Vroom stated that if we consider an individual as satisfied with an object, it means that the object is with a positive valenced.

Discrepancy Theory

The main notion of discrepancy theory is that people have different desires. Lawler (1994) argued that there should be a comparison made between what an individual receives and the level of the outcome. Katzell (1964) claimed that the more an individual desires of an outcome, he/she will be less satisfied with a discrepancy. Locke (1969) argued that job satisfaction and dissatisfaction can be measured and determined by the difference between what an individual wants from his/her job and what he/she perceived it is offering.

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Equity Theory

Lawler (1994) considered equity theory as a motivation theory that gives information about the causes of satisfaction and dissatisfaction. Adams (1963) argued that satisfaction is determined and measured by an individual's perception of the input-outcome balance. An individual's input-outcome balance determines his/her reward and the reward determines the satisfaction. According to Lawler (1994), an employee will judge his/her input-outcome balance in a comparison with other employees' balances.

Herzberg's Motivation-Hygiene Theory

Frederick Herzberg's motivation-hygiene theory proposed that intrinsic factors are related to job satisfaction and motivation, whereas extrinsic factors are associated with job dissatisfaction.

Table 2.1.1

Herzberg's Motivation-Hygiene Theory

Motivators	Hygiene Factors
• Achievement	• Supervision
• Recognition	• Company Policy
• Work Itself	• Relationship with Supervisor
• Responsibility	• Working Conditions
• Advancement	• Salary
• Growth	• Relationship with Peers
	• Personal Life
	• Relationship with Subordinates
	• Status
	• Security

| Extremely Satisfied | Neutral | Extremely Dissatisfied |

Source: Robbins, S.P. and Coulter, M. (2002). Management (7th ed.), Prentice-Hall, Upper Saddle River, NJ.

Herzberg concluded from his analysis of the findings that the replies people gave when they felt good about their jobs were significantly different from the replies they gave when they felt badly.

Herzberg believed that two entirely separate dimensions contribute to an employee's behavior at work. The first dimension, called hygiene factors, involves the presence or absence of job dissatisfies, such as working conditions, pay, company policies, and interpersonal relationships. When hygiene factors are poor, work is dissatisfying.

The second set of factors does influence job satisfaction. Motivators fulfill high-level needs and include achievement, recognition, responsibility, and opportunity for growth. Herzberg believed that when motivators are present, workers are highly motivated and satisfied. Thus, hygiene factors and motivators represent two distinct factors that influence motivation.

Other theorists viewed job satisfaction as a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction dimensions (Rose, 2001). Intrinsic sources of satisfaction depend on the individual characteristics of the person, such as the ability to use initiative, relations with supervisors, or the work that the person actually performs; these are symbolic or qualitative facets of the job. Extrinsic sources of satisfaction are situational and depend on the environment, such as pay, promotion, or job security; these are financial and other material rewards or advantages of a job. Both extrinsic and intrinsic job facets should be represented, as equally as possible, in a composite measure of overall job satisfaction.

2.1.2 Dimension of Job Satisfaction

A major goal of studying job satisfaction is to better understand the complexities of these variables and their impact on job satisfaction. Smith, Kendall, and Hullin (1969) supported the results of the study by Weiss, Darwin, England, and Lofquist (1967), which suggested five essential dimensions for measuring job satisfaction: the job itself, pay, promotion, opportunities, supervision, and co-workers.

1. **Job itself**

Perhaps most important to employee motivation is helping individuals believe that the work they are doing is important and that their tasks are meaningful.Peoples like the job which congruent or fit with their personality. Chosen of the job make people realize on their talent. Appropriate skill in fulfilling job demand is necessary in order to success with what they did, and lead to high satisfaction in work. Job fitness with thepersonality will make peoples appear confidently and convince to themself that they can do best with the job.

2. **Pay**

The old adage "you get what you pay for" tends to be true when it comes to staff members. Salary is not a motivator for employees, but they do want to be paid fairly. If individuals believe they are not compensated well, they will be unhappy working for you. Consult salary surveys or even your local help-wanted ads to see whether the salaries and benefits you're offering are comparable to those of other offices in your area. In addition, make sure you have clear policies related to salaries, raises and bonuses.

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Robbins (1998) found, Employees want incentive system and promotion policy are conducted fairly. If incentive is seen as something fair based on job capacity and level of individual's skill, it is possible leads to satisfaction.

3. Promotion opportunities

Individuals at all levels of the organization want to be recognized for their achievements on the job. Their successes don't have to be monumental before they deserve recognition, but your praise should be sincere. If you notice employees doing something well, take the time to acknowledge their good work immediately. Publicly thank them for handling a situation particularly well. Write them a kind note of praise. Or give them a bonus, if appropriate. You may even want to establish a formal recognition program, such as "employee of the month."

Other reasearch from Robbins (1998) noted that employees tend to like jobs that give variety and opportunities to use one's skills. These characteristics make the job more challenging and interesting. If the job less in challenge, it feel bored. Too many challenges will create frustration since there are many barriers come needs to handle. If in middle challenge, employee will feel enjoy ness, happiness and satisfied.

4. Supervision

To decrease dissatisfaction in this area, company must begin by making wise decisions when appoint someone to the role of supervisor. Be aware that good employees do not always make good supervisors. The role of supervisor is extremely difficult. It requires leadership skills and the ability to treat all employees fairly. Company should train supervisors to use positive feedback

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whenever possible and should establish a set means of employee evaluation and feedback so that no one feels singled out.

5. Co-workers

Job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment (Levinson, 1997, Moser, 1997). Lack of job satisfaction is a predictor of quitting a job (Alexander, Litchtenstein and Hellmann, 1997; Jamal, 1997). The part of the satisfaction of being employed is the social contact it brings, so allow employees a reasonable amount of time for socialization (e.g., over lunch, during breaks, between patients). This will help them develop a sense of camaraderie and teamwork.

2.2 Distributive Justice
2.2.1 Defenition of Distributive Justice

Deutsch, (1985; cited from cited from Arnold and Spell 2005) found that distributive justice which can take the form of equity, equality, or need, relates to how employees view the relative allocation of benefits among individual employees.

Employees' perceptions of distributive justice are based largely on comparisons with others that are inevitable in the workplace. For example, co-workers may compare their salaries, working hours and benefits. If the comparison result is positive, they are likely to feel positive toward the system. However, if the result is negative – employees have Links in the workplace a sense that they are at an unfair disadvantage relative to others – they may wish to challenge the

system that has given rise to this state of affairs. Systems in which resources are distributed unfairly can become quite prone to disputes, mistrust, disrespect and other social problems (Suliman, 2006).

Alsalem and Alhaiani (2007 cited from Alzu'bi 2010) noted that distributive justice refers to the perceived fairness of the outcomes that an individual receives from organization.

2.2.2 Theories of Distributive Justice

There are various theories that attempt to explain the distributive justice, and these theories are briefly explained in the following section.

- **Equity theory**

  The theory focuses on reactions to pay inequity, an important distributive justice predictor. It states that individuals compare the ratio of their output (rewards) and inputs (contributions that they make towards the organization) to the similar ratio of their counterparts. If their ratio is higher (which means that they are getting more rewards). It may lead to their increased performance. However, employees who feel themselves to be in inequitable position try to reduce inequity by distorting inputs (reducing their contributions) or outcomes in their own minds. Outcomes may be distributed on the basis of equality, need or contribution and individuals determine the fairness of distribution through comparison with others (Adams, 1965).

- **Reward**

    Scandura (1999) explained that equal distribution of rewards would not totally avoid inequity perceptions, as those employees whose contributions are higher to organization also expect higher rewards compared to others. He further states that equal reward distribution may harm those who are the hardest workers in the group. So equity theory of Adams was criticized on the ground that it did not address the issues of how plans were administered and raised questions of process oriented outcomes (Greenberg 1990).

    Distributive justice theory derives from a functional relationship between outcomes (rewards) and contributions of input compared with some standards of comparison. The degree to which a distribution is judged to be fair or unfair will depend on the valuation of these comparisons. Perception that regards the fairness of distribution is a cognitive decision, thus, it may lead to emotional outcomes or emotional behavior (Rifai, 2005).

- **Fairness heuristic theory**

    The theory explained how exactly justice judgments are formed. Individuals are often in situation in which they must surrender to an authority figure, leading to the chances of their being exploited and their identity being threatened (Lind, 1995). Furthermore, as a result individuals are often uncertain about their relations with authority. This uncertainty leads individuals to ask questions about the trustworthiness and unbiased treatment of authority.

The theory states that the information required to answer these questions is often incomplete or unavailable. Thus individuals rely on heuristics or cognitive shortcuts to guide their subsequent behaviors. It concludes that fairness judgments of individuals are formed on the basis of readily available information.

- **Consequences theory**

Various authors Moore (1978) and Greenberg (1990) mentioned the importance of distributive justice in the organizational justice research and it is consequences. Rather violations of distributive justice might increase desire to punish and impose harmful consequences on a putative wrongdoer.

Colquitt (2001) explains that decisions taking place in organizational lives have important consequences on both economic and socio emotional lives of the employees.

2.3 Procedural justice

2.3.1 Defenition of Procedural Justice

Leventhal (1980) introduced procedural justice in an organizational setting (in contrast to legal settings used by Thibaut and Walker in their studies) and introduced six measures of procedural justice. These include consistency across (a) people and time (b) free from bias (c) accuracy of information used in decision making (d) existence of some mechanism to correct flawed decisions (e) conforming to standards of ethics and (e) morality and inclusion of opinion of various groups involved in the decision process. Whereas the distributive justice

suggests that satisfaction is a function of outcome, the procedural justice suggests that satisfaction is a function of process.

Gilliland (1993) found that perceptions of procedural justice are influenced by the extent to which procedural rules are satisfied or violated. Organizational researchers such as Thibaut (1975) and Walker (1975) and Gilliland (1993) contend that procedures are perceived to be 'more fair' when affected individuals have an opportunity to either influence the decision process or offer input.

The procedural rules in order to be fair decisions should be made consistently without personal biases with as much accurate information as possible with interest of affected individuals represented in a way that is compatible with their ethical values, and with an outcome that can be modified (Leventhal,1980).

Employee perceptions of fairness in treatment and procedures enhances their quality of work, their performance, stimulates commitment and desirability of long term ongoing relationship with organization (Cropanzano et all, 2001). Individuals may show anger and resentment and consequently enter into retaliating behaviors, if they perceive that procedures used by the organization are unfair (Folger, 1997).

Procedural justice expected to increase perceptions of organizational support, which, in turn, increase both citizenship behaviors directed toward the organization and organizational commitment. Skarlicki and Folger (1997) explained the consequences of procedural justice. They argued that individuals accept responsibility for their problems if they perceive that fair procedures were used to arrive at decision outcomes (Cropanzano, Byrne, Bobocel & Rupp 2001).

Thus it becomes important for employees that what is fair and what is not.

Favorable outcomes are more likely to engender fairness, whereas unfavorable outcomes are more likely to engender perceived unfairness .

2.3.2 Determinant of Procedural Justice

In addition to being given a voice in organizational procedures, a number of further criteria may contribute the employees perception of fair decision process (Laventhal, Karuzha and Fry (1980).

- **Concistency** : The same allocation are made across persons, situations and time. This would mean, for example, that standard criteria are in place for contract terminations and employees are never dismissed on a whim.

- **Neutrality** : Decisions are based on facts, not on vested interest or personal feelings of the decision maker. Multiple information source will help to create a comprehensive and objective view of situation.

- **Accuracy** : The information used to formulate and justify the decision is up to date and correct. Hearsay must be validated and HR policies read up on before either is quoted in a formal situation.

- **Correctability** : Provisions exist for challenging and/or reversing ill – advised decisions, such as grievance or appeal procedures.

- **Representativeness** : Al those whom the outcome will affect have their concern taken into account.

- **Morality and Ethicality** : Age, gender, Nationality and other extraneous factors have no bearing on the decision that is made.

2.4 Organizational Climate

Litwin and Stringer (1968) supported that organizational climate is actually a set of traits that describes an organization. It differs an organization from other organizations and it remains for a certain period of time. It also influences employees' work behaviour in that particular organization. Organizational climate or environment of a workplace is one of the factors that explicitly or implicitly influence the level of job satisfaction of teachers which, in turn, is likely to have bearing on their performance. An attempt was made to establish interrelationship between organizational climate and its effect on performance of the teachers on the basis of best instruments available after proper modification in this regard.

Lawler and Weick (1970) explained organizational climate by dividing it into two attributes. The first one refers to a set of attributes that explains the patterns of interaction and actions that organizations adopted in dealing with its employees. The second attribute refers to individual's expectations towards his or her organizations. Such expectations usually influences the individual's work behavior. Organization is looked at as a system of complete relationship among human and physical resources and work cemented together in a network of systems. The word 'climate' is used to designate the quality of good relation, the development of the individual (Kumar, 2011).

Hellriegal and Slocum (1979) found that organizational climate as a set of attributes which can be perceived about a particular organization and/or its sub systems, and that may be induced in the way that organization and/or its sub systems deal with their members and environment.Organizational climate comprises of cognate sets of attitudes, values andpractices that characterize the

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members of a particular organization.Xaba (1996) defined organizational climate as consciously perceived environmental factors subject to organizational control.

Hellriegel et all (1994; cited from Adenike 2011) found that the behavioural science literature is replete with theories and empirical research focusing on employee behaviour as a function of the simultaneous variation in both organizational dimensions and individual characteristics.

2.4.1 Dimension of organizational climate

Accordding to Dzulkifly and Noor (2012), there are five organizational climate dimensions were analyzed consisted from organizational climate by Stringer (1968), Amabile (1996), Patterson (2005), Hunter (2007) and Ekvall (2010). The similarities of the five dimensions are clustered and placed together. The table below indicates dimensions and taxonomies found by five scholars.

Table 1 : Dimension and Taxonomies of Organizational Climate

Scholars	Dimension and Taxonomies of Organizational Climate
Stringer (1968)	Structure, responsibility, reward, risk, warmth, support, standard, conflict and identify.
Amabile (1996)	Organizational encouragement, supervisory encouragement, work group support, freedom, sufficient resource, challenging work, workload pressure & organizational impediment to creativity.
Patterson (2005)	Human relation model, internal process model, open system model & rational goal model.
Hanter (2007)	Positive peer group, positive supervisor relations,resource, challenges, mission clarity, autonomy, positive interpersonal exchange, intellectual stimulation, top management support, reward orientation, flexibility & risk taking, product emphasis participation & organization integration.
Ekvall (2010)	Challenge/involvement, freedom, trust & openness, idea time playfulness/humour, conflict, idea, support, debate & risk taking.

However, Stringer (2002) had formulated the new climate dimensions which tell all work environment aspects will likely have some influence over how people act. There are six distinct dimensions newly proposed by Stringer; 1)

structure, 2) standards, 3) responsibility, 4) recognition, 5) support and 6) commitment. These entire six distinct dimensions would assists to increase intrinsic motivation among employees themselves. Subsequently, the successful dimensions in actual situation will help people to increase their performance by acting appropriate behavior.

All the dimensions and taxonomies are clustered as the table below. Several scholars did not attempt to cluster the dimension but tend to list the taxonomies. Meanwhile, several of them have clustered taxonomies into numerous dimensions. The overall conclusion when assessing the dimensions and taxonomies, all the scholars have agreed that certain behaviors of leader and work contact would have impact on organizational climate development.
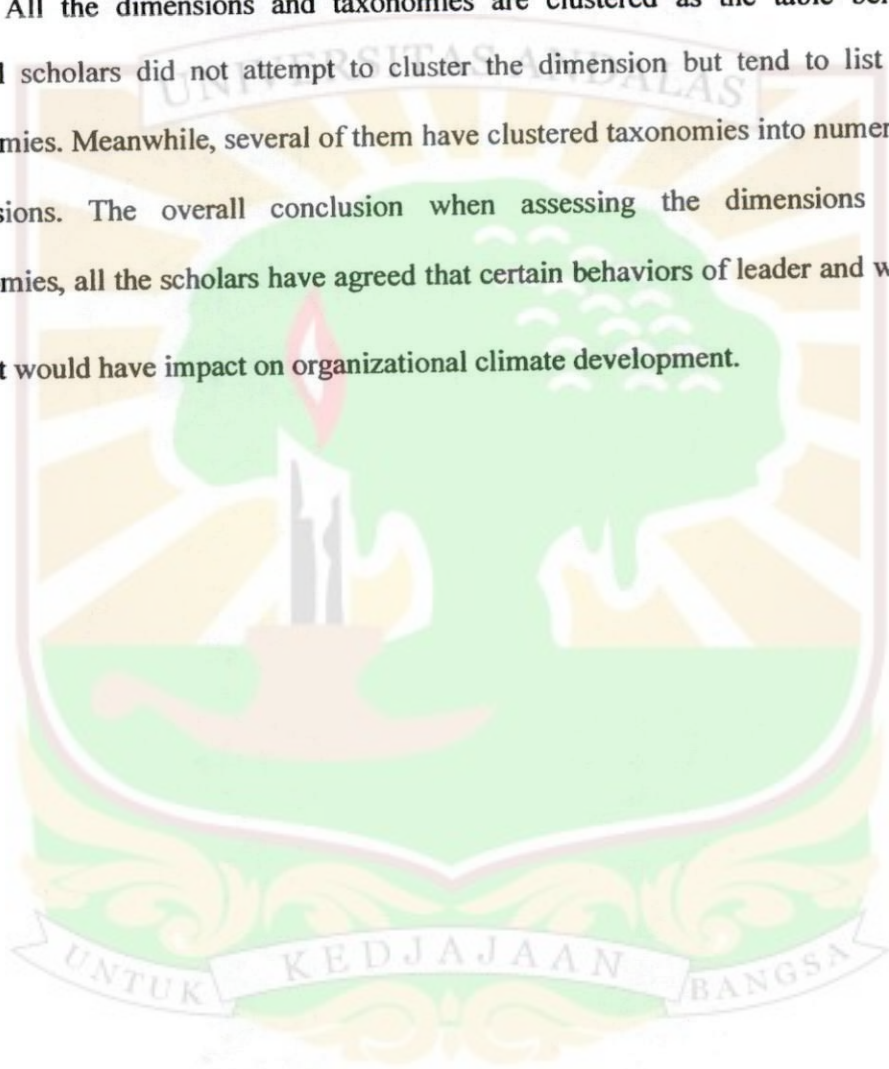
Table 2: Cluster of organizational climate dimensions

	Dimensions	Variables
Stringer (1968)		Structure Responsibility Risk Warmth Support Standard Conflict Identify
Amabile (1996)	Organizational encouragement, Supervisory encouragement, Work group support, Freedom, Sufficient resource, Challenging work, Workload pressure & organizational impediment to creativity.	Encouragement to risk taking Fair Reward Collaborative idea Goal clarity Open interaction Supervisory support Mutual openness to idea Constructive challenging ideas Shared commitment Autonomy Resource Challenge (positive) Workload (Negative) Internal Strife (conflict)
Patterson (2005)	Human relation model Internal process model Open system model Rational goal model	Conservatism Rigid Formal Management structures Integration welfare Autonomy Participation Communication Emphasis on training Supervisory support Formalization Tradition Flexibility Innovation Outward focus Reflexivity Clarity of organizational goals
Hanter (2007)		Effort Efeciency Quality Pressure to produce Performance feedback Positive peer group Positive supervisor relations,resource Challenges Mission clarity Autonomy Positive interpersonal exchange Intellectual stimulation Top management support Reward orientation Flexibility & risk taking,
Ekvall (2010)		Product emphasis participation & organization integration. Challenge/involvement Freedom Ttrust & openness Idea time playfulness/humour Conflict, Idea Support Debate & risk taking.

Climate is generally defined as the characteristics of the total environment in a school building (Tagiuri, 1968). The total environment in an organization that is the organizational climate as composed of four dimensions:

1. Ecology

Ecology refers to physical and material factors in the organization, for example, size, age, design, facilities and conditions of the building. It also refers to the technology used by people in the organization desks and chairs, chalk boards, elevators, everything used to carry out organizational activities.

2. Milieu

Milieu is the social dimension in the organization. This includes virtually everything relating to the people in the organization. For example, how many there are and what they are like. This would include race and ethnicity, salary level of teachers, socioeconomic level of students, education levels attained by the teachers, the morale and motivation of adults and students who inhabit the school, level of job satisfaction, and a host of other characteristics of the people in the organization.

3. Social System

Social system refers to the organizational and administrative structure of the organization. It includes how the school is organized, the ways in which decisions are made and who is involved in making them, the communication patterns among people (who talks to whom about what), what work groups there are, and so on.

4. Culture

Culture refers to the values, belief system, norms, and ways of thinking that are characteristics of people in the organization. It is the way we do things around here.

Much of the organization dimension of climate arises from factors that administrators control directly or strongly influence. It is important that administrators understand the close connections between the choices they make about the way they organize and the climate manifested in the organization.

Jones and James (1979) analyzed 5 factors which, based on their research, they represented important components of climate. They found these 35 factors could be classified into five basic climate dimensions as follows:

- *Perceived conflict and ambiguity:* This aspect of climate reflected aperception on the part of the employees that there was a lack of interdepartmentalcooperation, poor communication for management, poor planning, and the lack of fairness and objectivity in the reward process.

- *Perceived job challenge, importance, and variety:*This reflected the degree to which the job was seen as providing autonomy and feedback, anddemanding high standards of quality and performance.

- *Perceived leader facilitation and support:*This reflected perceived leaderbehavior such as the extent to which the leader was seen as helping to accomplishwork goals by scheduling activities etc., as well as the extent to which he or shewas perceived as facilitating interpersonal relationships and providing personalsupport.

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- *Perceived work-group cooperation, friendliness, and warmth:* Thismeasured the perceived cooperation, friendliness, and warmth among groupmembers and their pride in their work group.

- *Professional and organizational expert:*This measured the growthpotential of the employee's job, as well as his or her perceptions of an openatmosphere to express personal feelings and thoughts, confidence in the leader,consistently applied organizational policies, and reduced job pressure.In summary, an organization's climate represents the way in which itsmembers perceive the organization, from a practical point of view, climate isusually assessed by measuring employees perceptions of specific aspects ordimensions of the organization including perceived autonomy, warmth andsupport, openness, cooperation, aggressiveness, and competitiveness.

2.5 Review of Previous Studies and Hypothesis Development

2.5.1 Distributive Justice on Job Satisfaction

Malik and Naeem (2011) conducted the reaserch about the relationship between organizational justice dimensions and job satisfaction across faculty members' positions working in public and private sector institutions of higher learning. The study findings showed that the positive relationship of distributive justice with overall job satisfaction moderated by all faculty positions whereas interactional justice and overall job satisfaction positive association was only influenced by faculty positions (e.g Lecturers and Assistant Professors).

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Elamin and Alomaim (2011) indicated the perceptions of organizational justice influence job satisfaction for both Saudi employees, and foreign workers. For the Saudi employees, none of the justice dimensions showed a relationship with self-perceived performance. In his result for the foreign workers, all the justice dimensions have significantly influenced self-perceived performance. While the distributive justice was the best predictor of self-perceived performance for foreign workers. The results were discussed in the light of the literature, and the context of the Saudi Arabian work environment.

Moreover, past research has noted that when people are asked to report what constitutes unfair treatment, their responses have focused on interpersonal rather than structural factors (Greenberg, 1993). According to Bies and Moag (1986) argue that the quality of the interpersonal treatment one receives constitutes another source of perceived fairness, one that is not immediately recognized by the prevailing emphasis on the structural aspects of outcome distributions and procedures.

Based on developing the literature above, researcher proposes the following hypotheses:

H1: There is a positive influence of distributive justice on job satisfaction.

2.5.2 The Influence of Procedural Justice on Job Satisfaction

Wong (2002) noted that procedural justice would be significantly and positively correlated with organizational commitment and job satisfaction. Employees who perceive the review process is fair may likely feel emotionally committed to their organization and job, and not leaving the organization. Moreover, employees who perceive their organizations to be fair and just with them tend to be more satisfied with the organization.

Ismail, Zaidi, Mohamed & Sani (2005) found that procedural justice does act as a moderating variable in the relationship between performance appraisal communication and job satisfaction in the studied organization. The findings concluded that there are significant relationships between both procedural justice and distributive justice and job satisfaction. Job satisfaction has a significant impact for developing affective commitment.

Rifai (2005) also concluded that there are significant relationships between both procedural justice and distributive justice and job satisfaction. The research on procedural justice suggests that the perceived fairness of organizational procedures may affect individuals' reactions to the outcomes they receive, as well as their evaluations of the parties responsible for the decisions (Thibaut and Walker 1975).

Based on developing the literature above, researcher proposes the following hypotheses:

H2: There is a positive influence of Procedural justice on job satisfaction.

2.5.3 Organizational Climate and Job Satisfaction

According to Adenike (2011) explored that organizational climate as a predictor of employee job satisfaction of academic staff from a private Nigerian University. In his reaserch, the study of the antecedents of job satisfaction is important because of the role it plays in job satisfaction of employees which in turn affects organizational productivity.

Reddy (2011) suggested that private sector employees are more satisfied than public sector employees in terms of job satisfaction. Relationship between job satisfaction and organizational climate was found significant. In his reaserch, private sector employees was perceived autocratic, public sector employees was perceived democratic. Organization can be effective only when proper organizational climate is built, and setting up goals, developing managerial value systems, greater consciousness of social responsibilities and institutional arrangements.

Based on developing the literature above, researcher proposes the following hypotheses:

H3: There is a positive influence of Organizational climate on job satisfaction.

2.6   Research Model

Conceptual Framework

Figure 2.1
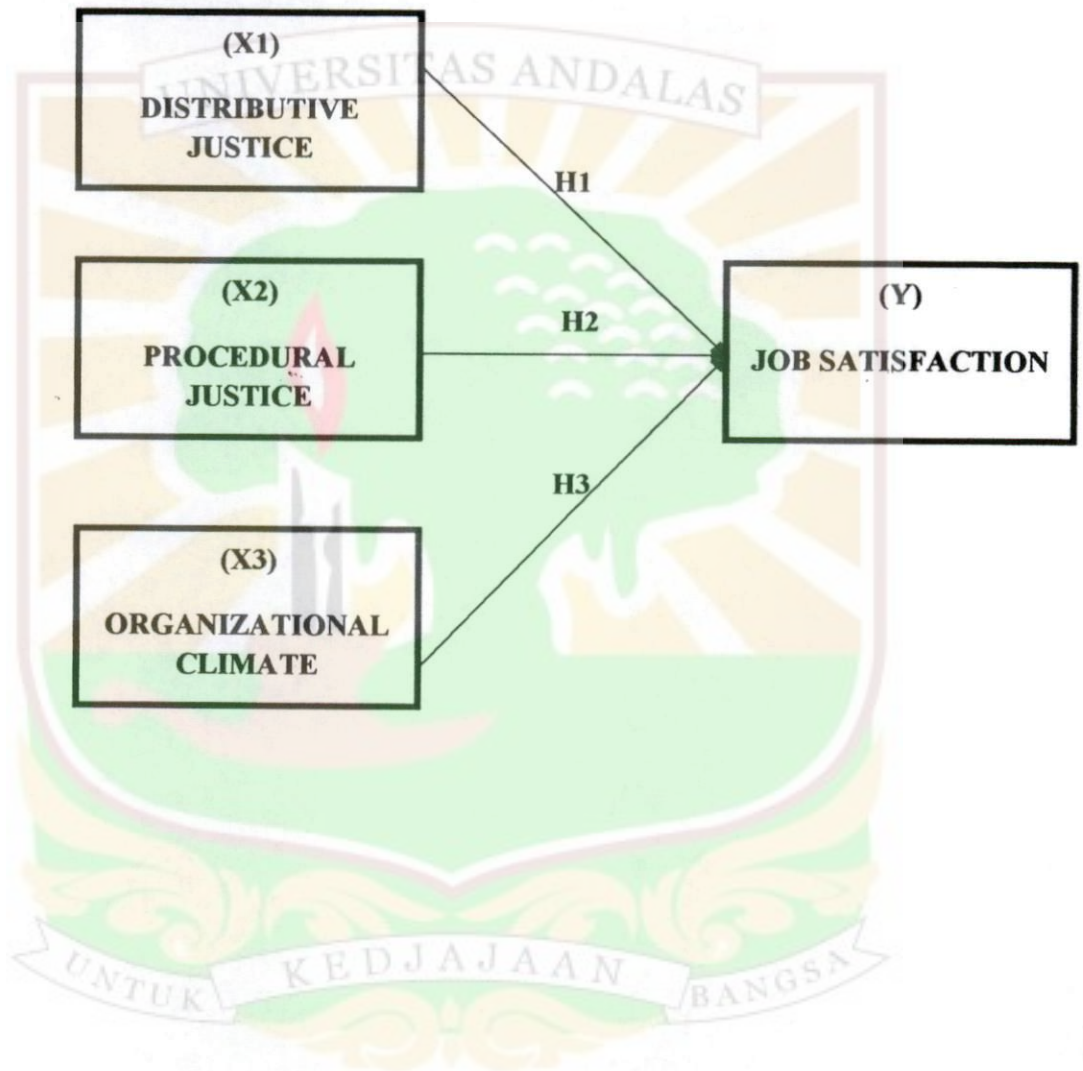
CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research uses quantitative approach. A descriptive analysis research describes of distributive justice, procedural justice and organizational climate as determinants teacher's job satisfaction (case in SMK N 1 Padang Panjang). All of data and information are collected from respondents using questionnaire and then the result will be explained to answer research questions.

3.2 Location of the Research

This research was conducted at education institution which is SMK N 1 Padang Panjang.

3.3 Population

Population is the title of the overall unit of analysis characteristics will be examined in this study .This study population of teacher's in SMK N 1 Padang Panjang. There are 66 respondents to participate in current reaserch.

3.4 Data Collection Method

The techniques the authorused data collection is to use the techniques as questionnaire that data collection techniques conducted by distributing questionnaires to be filled by the respondent.

3.5 Variables and Measurement

A variable is anything that can take on differing or varying values. The value can differ at various times for the same object or person, or at same time for different objects or persons (Sekaran, 2003). The variables of this research consists of : Distributive Justice (DJ), Procedural Justice (PJ), Organizational Climate (OC) as independent variables and Job Satisfaction as dependent variable.

3.5.1 Measurement Variables

Measurement of the variables in the theoretical framework is an integral part of research and important aspect of research design (Sekaran, 2003). Measurements of distributive justice, procedural justice and organizational climate as determinants teacher's job satisfaction who work at SMK N 1 Padang Panjang.

Rating scales of this research are questionnaire's questions based on Likert'sScales where they are designed to examine how strong the subjects agree or disagree with the statements on a 5-point scale (Sekaran, 2003).

The anchors are:

No	Scale	Score
1.	Strongly Agree (SA)	5
2.	Agree (A)	4
3.	Neutral (N)	3
4.	Disagree (D)	2
5.	Strongly Disagree (SD)	1

Source: sekaran (2003)

3.6 Operational Definition

Operational definition is a process for identification of an object by distinguishing it from its background of empirical experience. In this research the operational definition refer on the variables measurement and items of each variable. Operation definition describes the definition of each variable in this research. There are four variables; job satisfaction (JS),distributive justice (DJ) , procedural justice (PJ) and organizational climate (OC) Each variables consist of items which directly used became research questions :

Table 3.1

Operational of Variable

Variable	Defenition	Dimension &	Item	Scale	Source
Job Satisfaction	Job satisfaction as pleasurable or positive emotional state resulting from the appraisal of ones job or job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important (Tella, 2010)	work content autonomy, promotion, personal growth/ development financial rewards, supervision, communication, co-workers, workload work demand	2 1 2 1 1 2 2 3 3	1-5 (Likert's Scale)	Fattah (2010)
Distributive Justice	Only on the distributive aspect of justice as the theory focuses on reactions to pay inequity, an important distributive justice predictor. (Adams, 1965)	Distributive justice	3	1-5 (Likert's Scale)	Altaf, Afzal Hamid Jamil (2011).
Procedural Justice	Procedural justice are influenced by the extent to which procedural rules are satisfied or violated (Gilliland, 1993)	Procedural justice	4	1-5 (Likert's Scale)	Altaf, Afzal , Hamid , Jamil (2011).
Organizational Climate	In order to gain knowledge about the nature of school environments, the characteristics associated with different kinds of climate, and the impact various leadership styles have on personnel behaviors, school systems .	School Atmosphere Student Staff Relationships Student Behavior/School Rules Peer Relationships Student Achievement/Learning Environment	5 5 5 5 5	1-5 (Likert's Scale)	Halpin & Croft (1962)

3.7 Data Processing

The gathered data is processed through some steps that consist of;

1. Editing, that is checking every gathered

2. Questionnaire to make data isolated completely, clear and correct.

3. Coding. It is giving code from each gathered data, in each question in questionnaire with a purpose to facilitate data processing.

4. Data inputting is placing data into data editor at SPSS program

5. Data processing is processing data at SPSS program.

3.8 Data Analysis Method

3.8.1 Analysis of Data

Quantitative analysis is needed for the result of respondent's data. And then conducted analysis based statistic method. The data will be classified into certain category by using table.

Analyzing the data to describe conclusion for each variable used central tendency based on average Mean for each answer (Sari , 2011). Entirely all variable categorize by:

Mean < 2	not implemented
Mean 2 – 3.25	less implemented
Mean 3.25 – 4.5	implemented well
Mean > 4.5	implemented ver

3.8.2 Validity Test

Ghozali (2001) validity test is a tool which is used to measure validation of questioner. Questioner is valid if the range is more than 0.514 (r table) question of questioner can describe something that will be measured by questioner. Validity test used SPSS 16 program.

3.8.3. Reliabilities Test

Reliabilities according to Ghozali (2001:41) is measuring instrument to measure a questioner which represent indicator of construct variable. The most popular test of inter item consistency reliability is the Cronbach's coefficient alpha (Sekaran 2003). The way to calculating of a data reliability level is using Cronbach alpha is between 0.60 – 1.00).

3.8.4 Normality Test

Normality test can be used the Kolmogorov Smirnov test, whereby if the sign value > 0.05, then it can be concluded that the data variables were tested with the normally distributed.

3.9 Regression Analysis

Multiple regression anlysis is a linear relationship between two or more independent variables with the dependent variable. This analysis was conducted to determine the direction of the relationship between independent variables with the dependent variable, whether each independent variable related to positive or negative and to predict the value of the dependent variable when the independent variable value has increased or decreased.

The formulation of the research's regression is:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3$$

In which: Y = job satisfactions

a = Constant

b = Regression Coefficient

X_1 = motivation(Independent Variable)

X_2 = organizational justice (Independent Variable)

X3 = organizational climate (Independent Variable)

The effect of independent variables to dependent variable will occur if the significant of $p \leq 0.05$. If the coefficients (b) for independent variables are significant, means that it has effect to dependent variable.
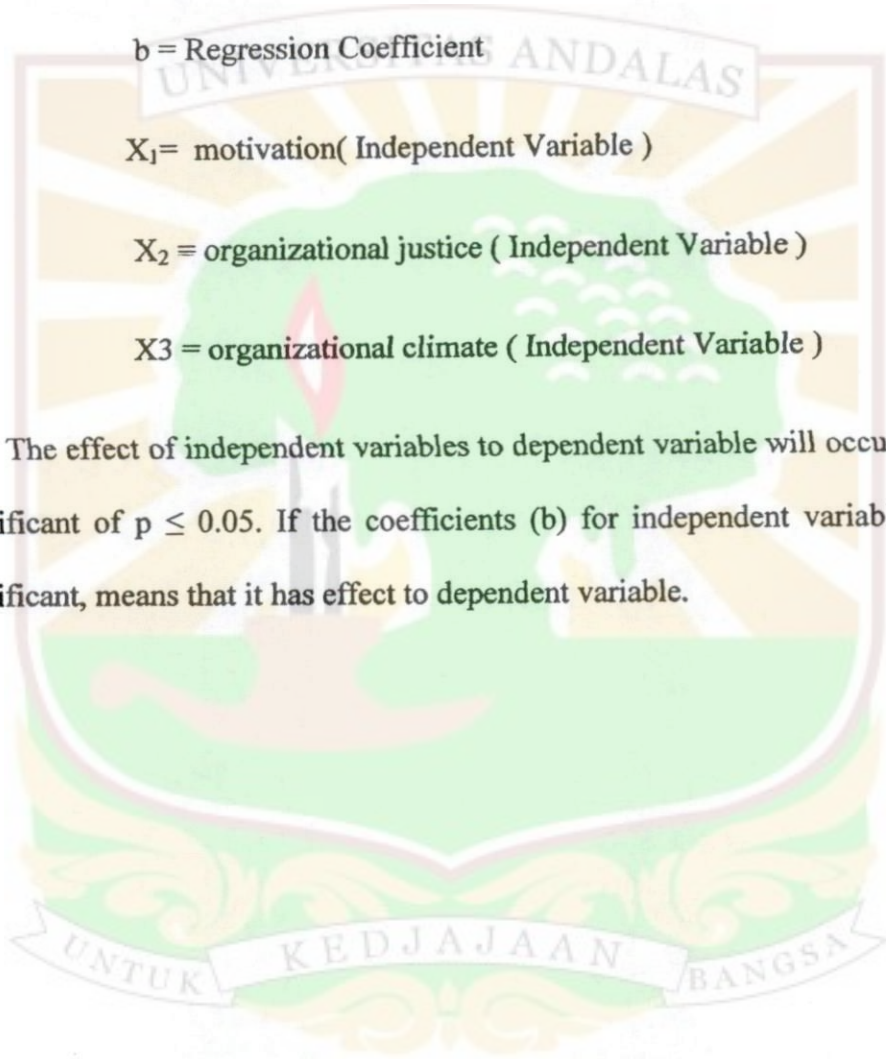
CHAPTER IV

INSTITUTIONAL PROFILE

4.1 Profile of SMKN 1 Padang Panjang.

Table 4.1 Profile SMKN 1 Padang Panjang

1	School Name	SMK Negeri 1 Padang Panjang
2	Group	Non Technology
3	NSS / NDS	451.08.62.01.001
4	School Address	Jl. K. H. Ahmad Dahlan No 70 Padang Panjang
5	School Status	Government
6	SK Establishment	0426/0/91 Mendikbud RI SK, On July 15, 1991
7	Areas of expertise	1. Business Management 2. Tourism
8	Program Study Skills / Competencies Expertise	1.Pariwisaa / Business Travel 2. Administration / Office Adm 3. Finance / Accounting 4. Marketing
9	School address : Road Village sub-district City province	 Jl. K. H. Ahmad Dahlan No 70 Padang Panjang Guguk Malintang East Padang Panjang Padang Panjang West Sumatera
10	No. Phone / Fax	(0752) 82040/ (0752) 84016
11	zip code	27128
12	E-Mail	smkn1pp@yahoo.com

			2. Tourism
8	Program Study Skills Competencies Expertise	/	1.Pariwisaa / Business Travel
			2. Administration / Office Adm
			3. Finance / Accounting
			4. Marketing
9	School address :		
	Road		Jl. K. H. Ahmad Dahlan No 70 Padang Panjang
	Village		Guguk Malintang
	sub-district		East Padang Panjang
	City		Padang Panjang
	province		West Sumatera
10	No. Phone / Fax		(0752) 82040/ (0752) 84016
11	zip code		27128
12	E-Mail		smkn1pp@yahoo.com
13	Website		www//smkn1padangpanjang.sch.id
14	Ownership Status		
	a. ground		one's own
	b. building		one's own
	c. equipment		one's own
15	The distance from the highway		10 m
16	number of students		744
17	number of classes		21
18	number of Rombel		25
19	number of Teachers		67
20	number of Employees		14

Kakandepdikbud and other related institutions, as well as the community considers that the presence of CMS at this time is needed to face future challenges.

Appointed principal ever at SMK Negeri 1 Padang Panjang

a. Drs. Anasmen, Head of SPG-SMEA year ... 1991 s.d. 1992

b. Tabri Mustafa, SH, Head of SMEA in 1993 s.d. 1996

c. Drs. Muchalis Husin, Head of SMEA, 1997 s.d. 2003

d. Drs Emil Emir Elmaulid, Head of SMEA in 2004 sd 2005

e. Asman, S.Pd. Head of SMK N 1 Padang Panjang in 2006 s.d. 2007

f. Drs. Gusmarliza, Head of SMK Negeri 1 Padang Panjang 2008 to 2010

g. Anwar Arifin, S.Pd. MM, Head of SMK Negeri 1 Padang Panjang in 2011 until now.

4.3 Vision, Mission, and Objectives

4.3.1 Vision

" Being an International Standard School to Set Inteligence Professional Entrepreneurship and Competitive Graduates"

4.3.2 Mission

1. To set believing, good character, intelligence Graduates Based on Islamic. Art and cultural values

2. To complte learning facilities for creating educative, effective, and innovative learning based on sincerity, humanity, good model by applying multi method in information and communication Technology to anticipate global challenges.

3. To set competence graduates for internation labor market who have life skiils to develop entrepreneurship

4. To increase education and educators quality wo are professional and certified

5. To implement quality control system (SMM ISO 9001:2008)

6. To develop a harmony relationship among fellow and another scool community, society, government, enterprising and industry community, besides universito are professional and certified

7. To build a green and conducive school environment.

MOTTO : Service Exellent

4.3.3 THE GOAL OF VOCATIONAL HIGH SCHOOL EDUCATION

1. To prepare the graduations who have noble personality and moral as middle level manpower which competent based on their choice skill program

2. To supply students to do carrier, be autonomous which are able to adapt in working environment based on their sector and able to face the canging which is happened in society

3. To supply students with professional attitude to develop themselves and be able to compete in national, regional and international

4.4 Potential

SMK Negeri 1 PADANG have Human Resources (HR) as many as 92 people consisting of:

- Head Master

- Teachers PNS = 67 people consisting of:

- Education S2 = 4 People

- Education S1 = 53 People

- D / III & Other = 3 People

- Education SDG S2 = 7 People

- Master Honor = - People

- Head Administration = 14 people consisting of:

- PNS = 4 People

- Honorary = 10 People
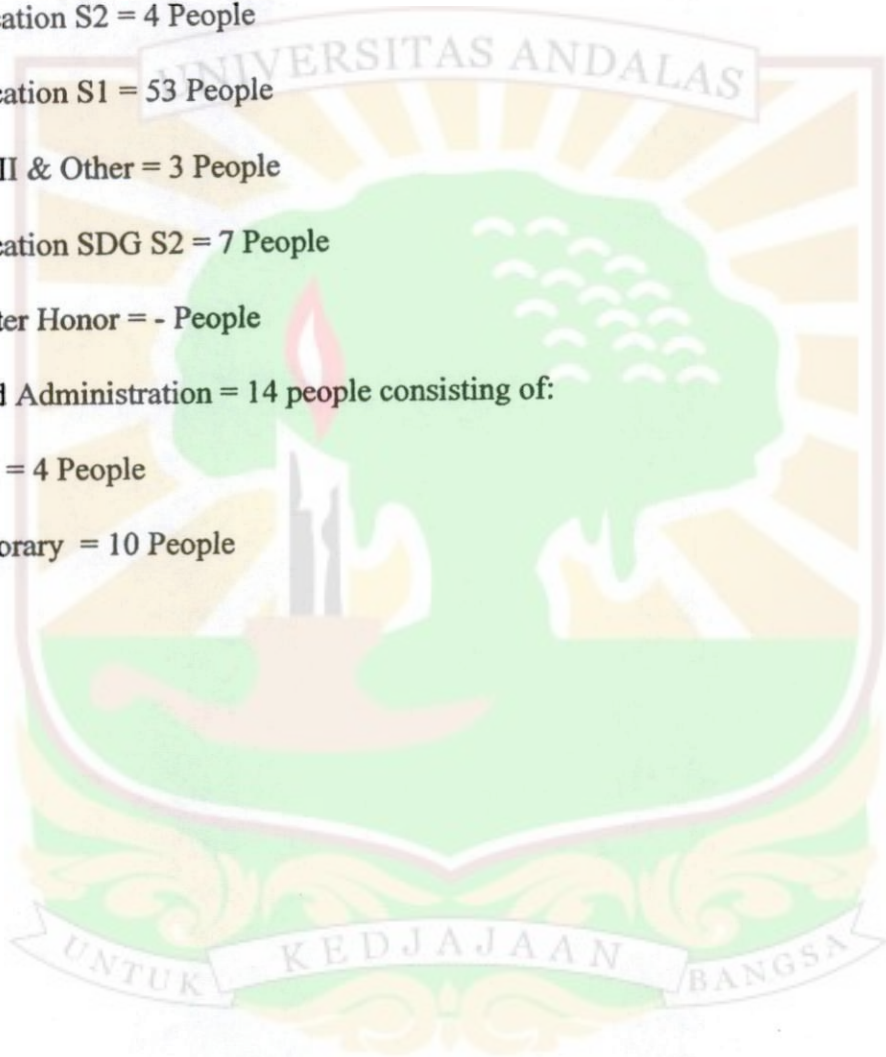
CHAPTER V

ANALYSIS OF DATA AND DISCUSSION

5.1 Survey Results

This chapter describes descriptive data based on survey results. This survey used questionnaire as tools to collect the data. There are 66 questionnaires distributed to the respondents in SMKN 1 Padang Panjang.

Table 5.1 Survey Results

Questionaires	Numbers	Description
Distributed	66	Distributed to teacher's in SMK N 1 Padang Panjang.
Processed	66	By the census method.
Response Rate	$\dfrac{66}{100}$ x100% = 100	

Source: primary data (2012)

Researcher had collected the data from respondents. From 66 questionnaires distributed, there were 66 questionnaires that can be returned and going to be proceed.

5.2 Descriptive Analysis

The purpose of descriptive analysis is to describe the characteristic of the respondents in this study such as gender, age, status, teaching experience, educational background, and subject.

This section describes the data and put the answer that are given by respondents in to respondent characteristic. More detail, will be explained in the following section.

1. Respondents Based on Gender

Based on survey results, researcher found that from 66 respondents, the majority is female. The percentage of male in this research is 27.3 %, and respondent of female is 72.7 %. In other words, the amount of female respondent is greater than male respondent. It can be seen in table 5.2 .

Tabel 5.2
Respondents Characteristics Based on Gender

Gender	Frequency	Percentage
Male	18	27.3
Female	48	72.7
Total	**66**	**100**

Source: Processed from questionnaires using SPSS

2. Respondents Based on Age

From the table 5.3 the respondents are grouped based on age. It be seen the range of age < 30 years old (3.0%), in range from 30- 40 (30.3%), and >40 (66.7%) from total of respondents.

Table 5.3
Respondents Based on Age

Age	Frequency	Percentage
<30 years old	2	3.0
30-40 years old	20	30.3
>40 years old	44	66.7
Total	**66**	**100**

Source: Processed from questionnaires using SPSS

3. Respondents Based on Status

From survey result, researcher found that from 66 respondents are married (97.0%). and 2 respondents are unmarried (3%).

Table 5.4

Respondent Characteristics Based on Status

Status	Frequency	Percentage
Married	64	97.0
Not Married	2	3.0
Total	**66**	**100**

Source: Processed from questionnaires using SPSS

4. Respondent Based on Teaching Experience

From questionnaire results, researcher found that 7 respondents were teaching there for 1-5 years (10.6%). Then, 11 respondents were teaching there for 6-10 years (16.7%), and 48 respondents were teaching greater than 10 years (72.7%).

Table 5.5

Respondent Characteristics Based on Teaching Experience

Teaching Experience	Frequency	Percentage
1-5 year	7	10.6
6-10 year	11	16.7
>10 year	48	72.7
Total	**66**	**100**

Source: Processed from questionnaires using SPSS

5. Respondent Based on Educational Background

From educational background point of view, researcher found that the majority of teachers in SMK Negeri 1 Padang Panjang have educational background D3 (4.5%) and then 60 respondents have background of education S1 (90.9%) and 3 respondents have background of education S2 (4.5%).

Table 5.6

Respondent Characteristics based on Educational Background

Educational Background	Frequency	Percentage
D3	3	4.5
S1	60	90.9
S2	3	4.5
Total	**66**	**100**

Source: Processed from questionnaires using SPSS

6. Respondents Based on Subject

The table 5.7 respondent based on Employment status. It be seen that the class majority of teacher's in SMKN 1 Padang Panjang teach in Accounting class (24.2%), and the rest in marketing class (13.6%), Official Administration Department (10.6%), Tourism class (9.1%), Counseling class (7.6%) , Islamic Religion class (7.6%), Social Sience class (4.5%) , Computer class (4.5%), Indonesian language class (3.0%) , Mathematic class (3.0%) , English language class (3.0%), Japannes language class (1.5%), Art and Culture class (1.5%), Natural Sience class (1.5%), Arabic Language class (1.5%), History class (1.5%), and Sport class (1.5%).

Table 5.7

Respondent Characteristics Based on Subject

Subject	Frequency	Percentage
Accounting	16	24.2
Marketing	9	13.6
Administrative officer	7	10.6
Business Travel	6	9.1
Counseling	5	4.5
Islamic Religion	5	7.6
IPS	3	7.6
Computer	3	4.5
Indonesian language	2	4.5
Mathematic	2	3.0
English language	2	3.0
Japannes language	1	1.5
Art Culture	1	1.5
IPA	1	1.5
Arabic Language	1	1.5
PKn	1	1.5
Sport	1	1.5
Total	**66**	**100**

Source: Processed from questionnaires using SPSS

5.1.2.2 Frequency Distribution of Respondents

5.1.2.2.1 Analysis of Job Satisfaction

Table 5.8

Frequency Distribution of Respondents of Job Satisfaction

No	Dimension	Amount of Respondents					Total	Mean
		SD	D	N	A	SA		
	Job Satisfaction							**4.19**
1.	The school administration encourages and supports me.	-	-	-	16	50	66	4.76
2.	I participate in making important decisions in this school.	-	-	17	35	14	66	3.95
3.	I am given respect by my colleagues.	-	-	-	21	45	66	4.68
4.	I feel there is a great deal of cooperation among staff members in this school.	-	-	2	44	20	66	4.27
5.	My work gives me a feeling of accomplishment.	-	-	14	36	16	66	4.03
6.	I like the people I work with.	-	-	2	32	32	66	4.45
7.	I am satisfied with my salary.	-	-	6	32	28	66	4.33
8.	I am satisfied with my chances for promotion.	-	2	31	20	13	66	3.67
9.	I am generally satisfied with being a teacher at this school.	-	-	10	39	17	66	4.11
10.	I am satisfied with the social status of my job	-	2	18	36	10	66	3.82
11.	I understand clearly the goals and priorities of my school.	-	-	5	35	26	66	4.32
12.	I am satisfied with my incentives and rewards.	-	-	7	33	26	66	4.29
13.	I am evaluated fairly in this school.	-	-	11	37	18	66	4.11
14.	I can learn new things and develop my skills in my job	-	-	17	39	10	66	3.89
15.	I am given a lot of freedom to decide how I do my work.	-	-	5	39	22	66	4.26

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree) Source: Processed from questionnaires using SPSS

Based on the questionnaires (table 5.8), the reaserch obtains data from 66 respondents, the highest average for job satisfaction 476, the achievement contained in the statement about the "school administration encourages and supports me". And the lowest average for job satisfaction is 3.67 and it is found in statement item 8 about "I am satisfied with my chances for promotion".

Based on average on each dimension, we got data, the highest one is support the job satisfaction with an average 4.73. It means, the supports of teachers in SMKN 1 Padang Panjang satisfied for respondents. The lowest one is promotion with an average 4.33. the data showed if the school can increase the promotion in work, it will affect the job satisfaction.

5.1.2.2.2 Analysis of Distributive Justice

Table 5.9

Frequency Distribution of Distributive Justice

No	Dimensions	Amount of Respondents					Total	Mean
		SD	D	N	A	SA		
	Distributive justice							**4.23**
1.	My work schedule is fair	-	2	4	41	19	66	4.17
2.	I think that my level of pay is fair	-	-	4	46	16	66	4.18
3.	I consider my work load to be quite fair	-	2	12	28	24	66	4.12

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree)
Source: Processed from questionnaires using SPSS

Based table 5.9, the highest average for distributive justice is 4.18 on item 2. The lowest average is item 3. It means of this dimension said that distributive justice have well implemented in the schooll.

5.1.2.2.2 Analysis of Procedural Justice

Table 5.10

Frequency Distribution of Procedural Justice

No	Dimensions	Amount of Respondents					Total	Mean
		SD	D	N	A	SA		
	Procedural justice							3.16
1.	All job decisions in our school are made in unbiased manner.	17	33	11	4	1	66	2.08
2.	When decisions are made about my job, our school is sensitive to my personal needs.	-	29	32	3	2	66	2.67
3..	When decisions are made about my job, our hospital shows concern for my right as anemployee.	-	3	11	42	10	66	3.89
4.	When decisions are made about my job, our school shows concern for my right as and employee.	-		14	36	16	66	4.03

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree)

Source: Processed from questionnaires using SPSS

Based on the table 5.10, the highest average for procedural justice is 3.89 on item number 3, The lowest average found in item 2. We can conclude with the avarage means 3.16 its mean that procedural justice have moderately in the school.

5.2.2.4 Analysis of Organizational Climate

1) School Atmosphere Dimension

Table 5.11

Frequency Distribution of School Atmosphere

No	Dimensions	Amount of Respondents					Total	Mean
		SD	D	N	A	SA		
	School Atmosphere							4.38
1.	Our school has a friendly atmosphere.	-	-	4	24	38	66	4.52
2.	Our school is a place where teachers want to be and a place where they can teached in a pleasant environment.	-	-	2	30	34	66	4.48
3.	The teachers and staff take pride in our school.	-	1	5	36	24	66	4.26
4.	School spirit and morale are high in our school.	-	-	2	22	42	66	4.61
5.	Teachers and staff members in our school are usually happy	-	-	8	48	10	66	4.03

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree) Source: Processed from questionnaires using SPSS

Based on school atmosphere dimension (table 5.11) the highest average for school atmosphere is 4.61 on item 4. The lowest average is 4.03 and it found in item 5. We can conclude that school atsmosphere support for the school members.

2. Teacher's Staff Relationships Dimension

Table 5.12

Frequency Distribution of Teacher's Staff Relationships

No	Dimensions	Amount of Respondents					Total	Mean
		SD	D	N	A	SA		
	Teachers Staff Relationships							**4.39**
1.	Staff members and students trust and respect one another.	-	-	-	46	20	66	4.30
2.	Teachers in our school care about students and go out of their way to help them.	-	-	-	22	44	66	4.67
3.	Teachers and other personnel in our school treat students fairly and as persons.	-	-	4	30	32	66	4.42
4.	Students and staff in our school frequently participate in activities that solve problems and improve our school.	-	-	6	34	26	66	4.30
5.	The principal of our school is respected by students and staff members and is looked upon as an effective leader.	-	-	6	34	26	66	4.30

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree) Source: Processed from questionnaires using SPSS

Based on the Relationships Dimension (table 5.12) the highest item numbers 2. It means the respondents strongly agry with statement " Teacher's in our school care about students and go out of their way to help them".

3. Student Behavior/School Rules

Table 5.13

Frequency Distribution of Student Behavior/School Rules

No	Dimensions	Amount of Respondents					Total	Mean
		SD	D	N	A	SA		
	Student Behavior/School Rules							**4.10**
1.	There are relatively few disciplinary problems in our school.	2	14	14	24	12	66	4.15
2.	The rules in our school are clearly defined and fair.	-	-	10	36	20	66	4.15
3.	Most students in our school obey the school rules.	-	-	4	48	14	66	4.15
4.	Student attendance is good in our school.	-	5	6	41	14	66	3.97
5.	Visitors in our school consider our students well-behaved and courteous.	-	-	5	50	11	66	4.09

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree) Source: Processed from questionnaires using SPSS

Based on Student Behavior Dimension (table 5.13) the highest average for school atmosphere is 4.15 item numbers 1,2 and 3the contained in the statement item numbers 1,2 and 3. It means the respondents strngly agry with statement " There are relatively few disciplinary problems in our school" , "The rules in our school are clearly defined and fair" and "Most students in our school obey the school rules

4. Teacher's Peer Relationships Dimension

Table 5.14

Frequency Distribution of Teacher's Peer Relationships

No	Dimensions	Amount of Respondents					Total	Mean
		SD	D	N	A	SA		
	Peer Relationships							**5.97**
1.	The students in our school get along well with each other.	-	-	1	45	20	66	4.29
2.	The students in our school are treated with respect regardless of race, religion, or physical or mental handicaps.	-	-	-	-	25	66	4.62
3.	Students in our school are willing to give a helping hand to other students.	-	1	1	24	40	66	4.56
4.	There is little friction or hostility between groups of students in our school.	38	16	1	6	5	66	1.85
5.	New students are made to feel welcome and a part of our school.	-	-	2	25	39	66	4.56

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree) Source: Processed from questionnaires using SPSS

Based on Peers Relationship dimension (table 5.14) the highest average is 4.62 on item 2. It can be showed that the respondents strongly agry with statement " The students in our school are treated with respect regardless of race, religion, or physical or mental handicaps"

5. Student Achievement/Learning

Table 5.15

Frequency Distribution of Student Achievement/Learning

No	Dimensions	Amount of Respondents					Total	Mean
		SD	D	N	A	SA		
	Student Achievement/Learning Environment							**4.34**
1.	Student achievement is high in our school.	-	1	16	40	9	66	3.86
2.	Students feel that our school program is meaningful.	-	-	4	22	40	66	4.55
3.	The teachers in our school make learning enjoyable.	-	-	-	34	32	66	4.48
4.	I like who I am and feel good about myself.	-	-	2	36	26	66	4.39
5.	Students in our school seem to like and feel good about themselves.	-	-	8	22	36	66	4.42

Note : SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree) Source: Processed from questionnaires using SPSS

Based on Student Achievement (table 5.15) The highest average for school

atmosphere is 4.55 on item 2. It can be conclude that that the respondents strongly

agry with statement " Students feel that our school program is meaningful".

5.2 Data Analysis

5.2.1. Validity and Reliability Test

As mentioned, in this study variable that examined is dependent variable. Dependent variable is job satisfaction.

5.2.1.1 Validity Test

Validity test is conducted by comparing the r test with the r table. Validity test is conducted for every single question by using item analysis which calculate score for each item with the total score (corrected item total correlation) and its value can be seen on the result of processing using SPSS 16. A valid question if r test is higher than r table. Valid questionnaire means the questionnaire is able to measure what should be measure. r test are in the "corrected item total correlation" and the table of correlation values obtained from the data processing is equal to 0.514. if ris positive r test > r table then the item is valid questions. validity test result can be seen in the following table.

Table 5.16
Validity testing

Variable	Factor/item	Factor Loading	Validity
Job Satisfaction	JS13	0.858	VALID
	JS5	0.825	VALID
	JS4	0.788	VALID
	JS9	0.770	VALID
	JS6	0.741	VALID
	JS11	0.733	VALID
	JS10	0.679	VALID
	JS2	0.677	VALID
	JS12	0.659	VALID
	JS1	0.582	VALID
	JS7	0.579	VALID
	JS15	0.610	VALID
	JS14	0.594	VALID
	JS8	0.489	UNVALID
	JS3	0.436	UNVALID
Distributive Justice	D12	0.867	VALID
	D11	0.832	VALID
	D13	0.818	VALID
Procedural Justice	P13	0.875	VALID
	P14	0.872	VALID
	P11	0.678	VALID
	P12	0.228	UNVALID
Organizational Climate	CO22	0.851	VALID
	CO5	0.818	VALID
	CO4	0.766	VALID
	CO20	0.754	VALID
	CO21	0.733	VALID
	CO7	0.730	VALID
	CO18	0.720	VALID
	CO17	0.717	VALID
	CO9	0.704	VALID
	CO3	0.687	VALID
	CO10	0.646	VALID
	CO12	0.524	VALID
	CO12	0.760	VALID
	CO23	0.670	VALID
	CO11	0.54	VALID
	CO16	0.549	VALID
	CO8	0.629	VALID
	CO14	0.623	VALID
	CO25	0.582	VALID
	CO13	0.513	VALID
	CO24	0.552	VALID
	CO6	0.527	VALID
	CO15	0.509	VALID
	CO19	0.631	VALID
	CO2	0.586	VALID
	CO1	0.510	VALID

Source: Processed from questionnaires using SPSS

Based on table above, we can take conclusion that dependent variable are 3 item is unvalid . Independent variable which consist of 1 procedural justice. Validity test is used to measure the accuracy of questionnaire, whether the question is accurate to be measured or not.

5.2.1.2 Reliability Test

The purpose of using reliability test is related with accuracy, stability and consistency. Reliability test is the instrument which able to explain the symptom of group. The way to determine the reliability level of one instrument in the research can be accepted if value of r alpha exists in range $0.60 - 1.00$. we categorize / reliable in range $> 0.60 - 0.80$, very good / very reliable for range $0.80-1.00$ (Santoso, 2001). For determining the reliability, the reliability of each statement is processed by using computer program SPSS 16.

Based on the level of reliability, result of test reliability coefficient (r alpha) of the seven variables can be summarized in the table below:

Table 5.17
Result of Reliability Test

Variables	Cronbach's Alpha	Items	Remark
Job SatisfactioN(JS) (Y)	0.891	15	Very Reliable
Distributive Justice (DJ) (x1)	0.764	3	Reliable
Procedural Justice (PJ) (x2)	0.631	4	Reliable
Climate Organization (CO) (x3)	0.843	25	Very Reliable

Reliable test results are presented in Table 5.17, shows that the gauge is used 100% reliable (crobach alpha > 0.6) the variable of job satisfaction (Y) is 0.903, the variable of distributive justice (x1) is 0.764, the variable of procedural justice (x2) is 0.631 and the variable of organizational climate (x3) is 0.843. This shows that all variables can be expressed in a reliable.

5.2.2 Normality Test

Sujianto (2006) explains that the normal distribution test is a test to measure whether we have a normal distribution of data that can be used in parametric statistics. Normality test see whether or not independent variables and the dependent variable has a normal distribution. A good regression model of data distribution is normal or near normal. Normality test can be used the Kolmogorov Smirnov test, whereby if the sign value > 0.05, then it can be concluded that the data variables were tested with the normal spread.
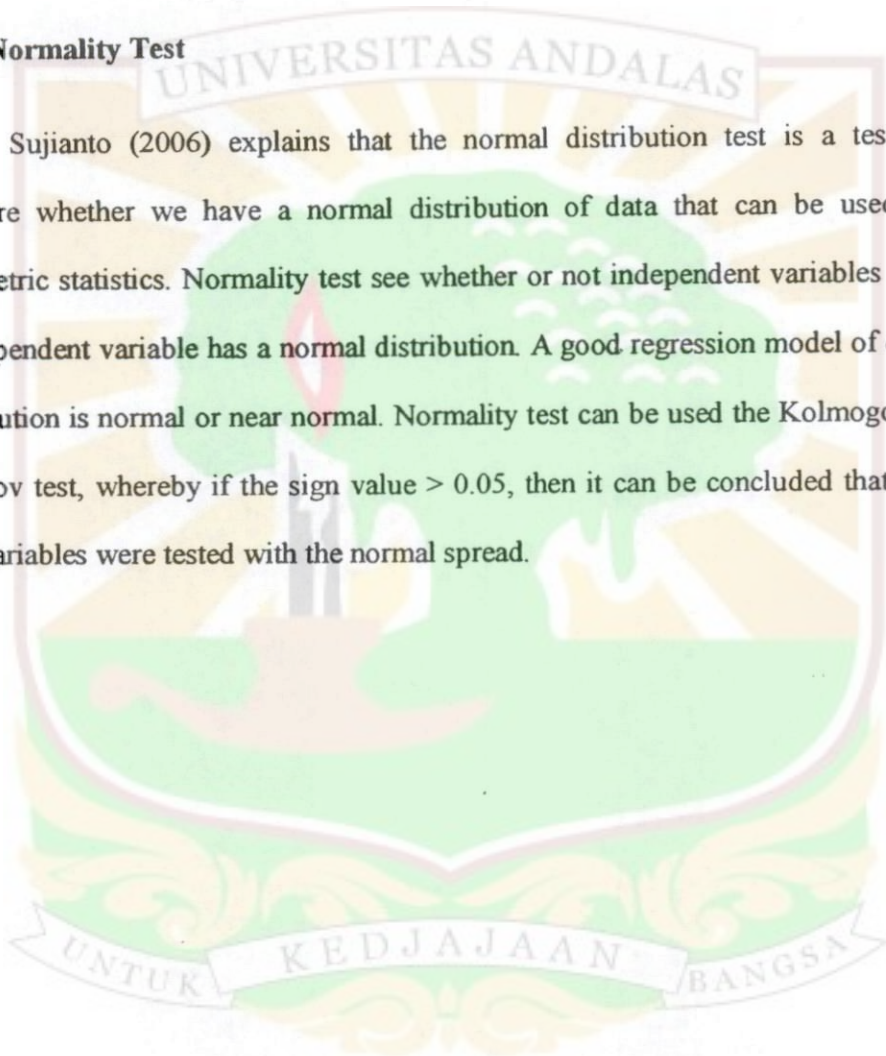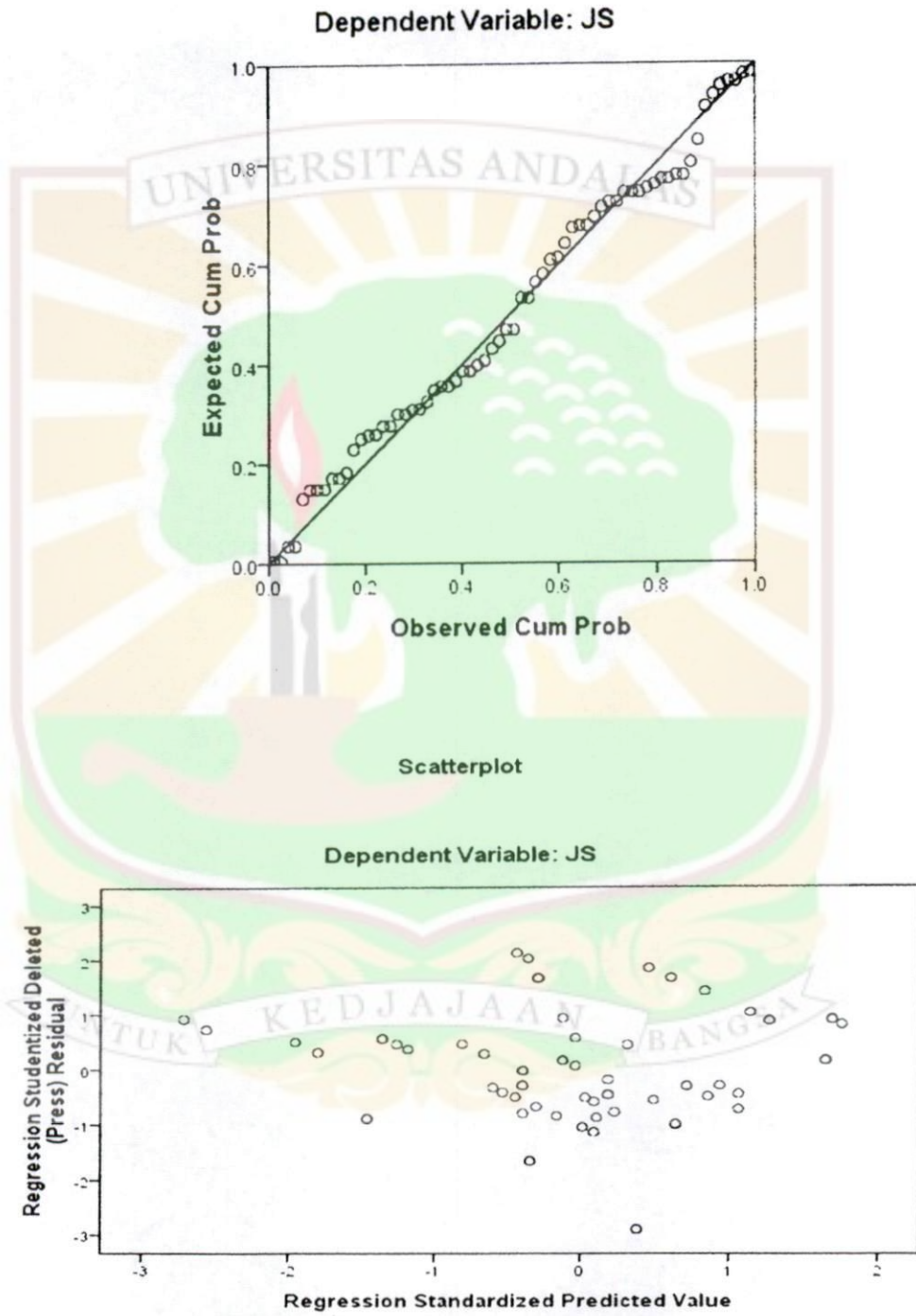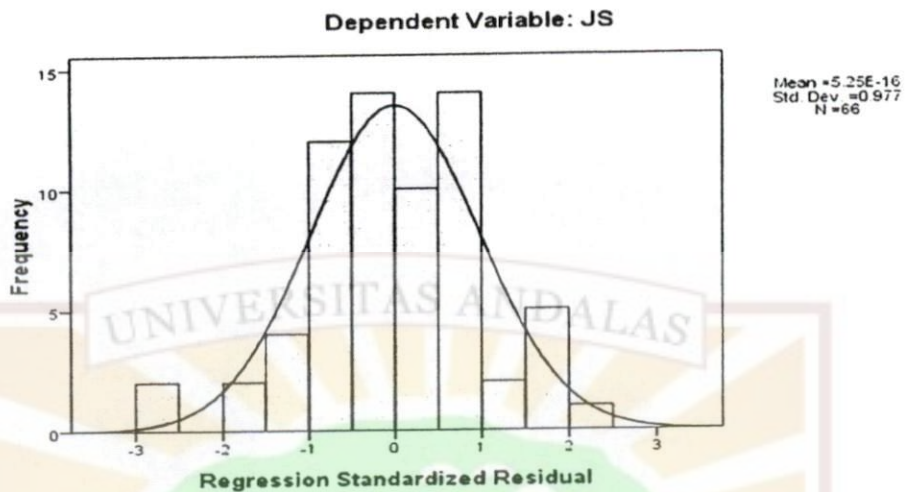
Figure 5.1

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: JS

Scatterplot

Dependent Variable: JS

Histogram

Dependent Variable: JS

In graphic , normal graph Q-Q showed the points are around the diagonal line and it followed the diagonal line. And from histogram graphic, the curve is curved perfectly.

5.2.3 Multiple Regression Analysis

Multiple regression analysis is a linear relationship between two or more independent variables with the dependent variable. This analysis was conducted to determine the direction of the relationship between independent variables with the dependent variable, whether each independent variable related to positive or negative and to predict the value of the dependent variable when the independent variable value has increased or decreased.

Testing on regression coefficient of independent variables was conducted using one-way (one tail) with 95% confidence level ($\alpha = 0,05$) with degrees of freedom (df) equal to 62 ($n - k - 1 = 66 - 3 - 1$).

The results of multiple regression analysis in this discussion include the variable of motivation, organizational justice and organizational climate as determinant's of job satisfaction is presented in table 5.19 below:

Table 5.18

Summary results of Multiple Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.554	.497		1.113	.270
	X1	.267	.083	.379	3.200	.002
	X2	.050	.065	.066	.782	.437
	X3	.556	.156	.422	3.554	.001

a. Dependent Variable: y

Y = Job Satisfaction

X_1 = Distributive Justice

X_2 = Procedural Justice

X_3 = Organizational Climate

* Constant (Konstanta) = 0.554

   * distributive justice = 0,267

   * procedural justice = 0,050

   * organizational climate = 0,556

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b) Hipotesis:

H_1 = There is a positive influence of distributive justice on jobsatisfaction

H_2 = There is a positive influence of procedural justice on jobsatisfaction

H_3= There is a positive influence of organizational climate on jobsatisfaction

Regresion equation $\hat{Y} = 0.267X_1 + 0,050X_2 + 0,556X_3$

Where $\hat{Y}$ = teacher's job satisfaction

X_1 = distributive justive

X_2= procedural justice

X_3= organizational climate

Table 5.19

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761[a]	.579	.558	.26251

a. Predictors: (Constant), X_3, X_2, X_1

b. Dependent Variable: Y

a) R Square or correlation coefficient: 0.761. This means that relations between the three variables is satisfaction with the jobs of 76.1%.

b) R Square or the coefficient of determination: 0.579 means that 57.9% of the variation that occurs on the high and low levels of job satisfaction due distributive, procedural justice and organizational climate, while the remaining 42.1% (100% -57.9%) could not be explained/other factors.

65

5.3 Analysis

5.3.1 The Influence of Distributive Justice on teacher's Job Satisfaction

Based on result regression analysis in table 5.18 , Ho1 is rejected Ha1 is accepted which is $p > 0.05$. This means distributive justice has significant impact on teacher's job satisfaction. The better distributive justice, the greater opportunity to be teacher job satisfaction.

5.3.2 The Influence of Procedural Justice on teacher's Job Satisfaction

Based on result regression analysis in table 5.18 , found that procedural justice did not significantly influence on teacher's job satisfaction . There is no relationship between Procedural Justice and Job Satisfaction.

5.3.3 The Influence of Organizational Climateon teacher's Job Satisfaction

Based on result regression analysis in table 5.18 , Ho3 is rejected Ha3 is accepted. which is $p > 0.05$. This means organizational climate has significant impact on teacher's job satisfaction . The better organizational climate , the greater opportunity to be teacher job satisfaction.
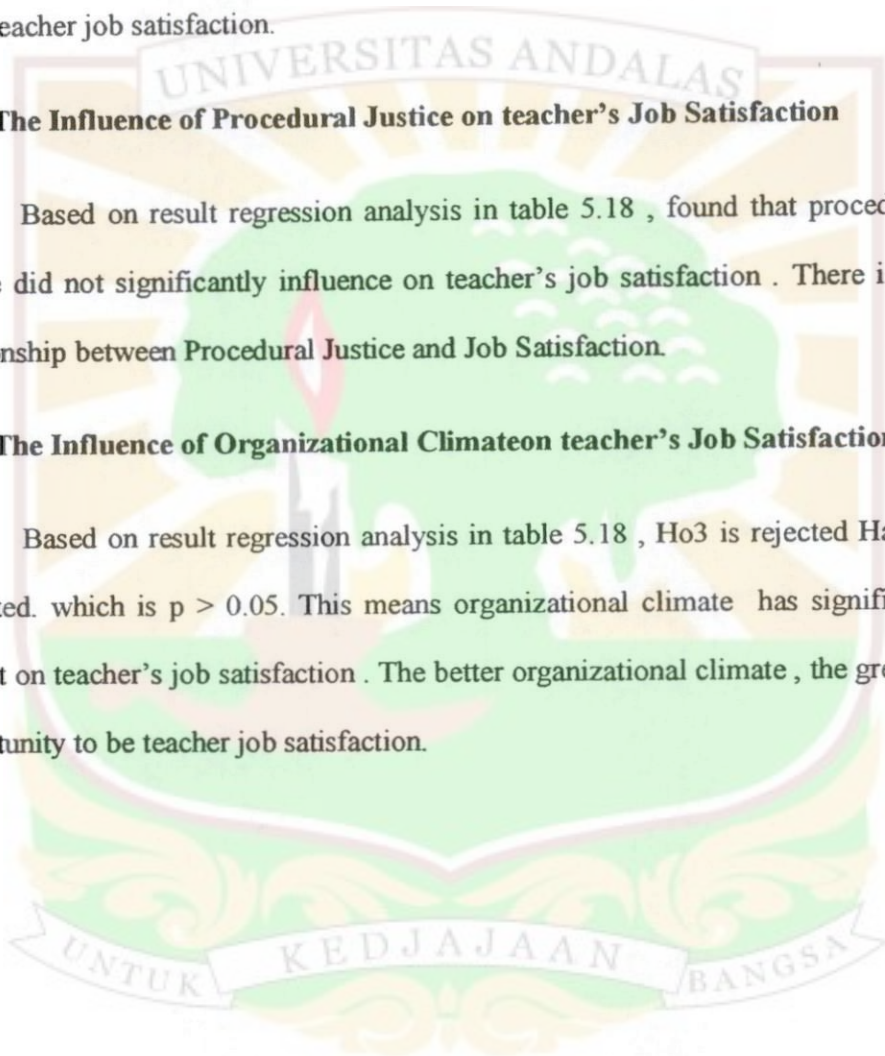
Table 5.20

Summary of Hypothesis Testing

No	Hypothesis	Results
H1	There is a positive influence of distributive justice on job satisfaction in SMK N 1 Padang Panjang	Supported
H2	There is a positive influence of procedural justice on job satisfaction in SMK N 1 Padang Panjang	Not Supported
H3	There is a positive influence of organizational climate on job satisfaction in SMK N 1 Padang Panjang	Supported

5.4 Discussion of the Research Findings

This section addresses the discussion of the research findings on the basis of the model. A brief overview of the contribution is presented first and is then followed with discussions of the result.

5.4.1 The relationship between distributive justice and teacher's job satisfaction

According to Brockner (2006) , a factor that can influence satisfaction is the issue of fairness in employment settings. Distributive justice seeks to explain how individuals react to the amount and form of compensation they receive. In other words, it addresses employees's concerns about fairness of managerial decisions relative to the distribution of outcomes such as pay and promotions (Tremblay, Sire & Balkin 2000).

This relationship also supported by (Elamin and Alomaim, 2011),the distributive justice influence to job satisfaction directly and positively. It was proved by the hypothesis 1 in table 5.20, the research is supported from previous study about the relationship between distributive justice and teacher's job satisfaction. The findings of this study demonstrate that distributive justice does act as independent variable in the relationship between job satisfaction in the SMKN 1 Padang Panjang.

The majority of the teacher's perceive that their pay structures and levels are appropriately allocated based on the pay distribution rules, this perception has invoked their feelings of distributive justice. As a result, it may lead to an increased job satisfaction in the organizations. In sum, this study shows that the notion of distributive justice strongly motivate teacher's to assess the structure and level of pay allocated for the various types of job categories in the organizations. If employees perceive that the structure and level of pay meeting their needs and expectations, this will invoke their feelings of distributive justice. Consequently, it may lead to higher job satisfaction in the organizational sector sample.

The results of regression analysis concludes that *distributive justice has positive influenced on teachers job satisfaction at SMKN 1 Padang Panjang*. It can be seen after testing done in table 5.18 when t count for distributive justice 3.200> t tabel 2.021 (α = 5%) with significance 0.002< 0,05 and regression coefficient is positive which means the job satisfaction based has positive and significant impact.

5.4.2 The relationship between procedural justice and teacher's job satisfaction

The test of hypothesis 2 found that procedural justice have no relationship with teacher's job satisfaction who work at SMKN 1 Padang Panjang. According to Nabatchi, Bingham and Good (2007), procedural justice is one the major determinants of the job satisfaction. Procedural justice refers to participants' perceptions about the fairness of the rules and procedures that regulate a process. Whereas distributive justice suggests that satisfaction is a function of outcome , procedural justice suggests that satisfaction is a function of process.

Contradicted Nabatchi et all, based on questioner the teacher's satisfied with making job decision. The result and regression analysis concludes that *procedural justice has negative impact on teacher's job satisfaction at SMKN 1 Padang Panjang.* It can be seen after testing done in table 5.18 when t count for procedural justice 0.782 < t tabel 2.021 (α = 5%) with significance 0.437> 0,05 and regression coefficient is negative which means the job satisfaction based has negative and no significant impact. It can be explained that the averages of procedural justice is low score (3.16). In other word's, teacher's did not feel meeting their needs. The model demonstrated that procedural justice was not significant influence on how an teacher's perception which will lead to higher job satisfaction.

5.4.3 The Relationship between organizational climateand teacher's job satisfaction.

The hypothesis 3 states that a positive relationship exists between organizational climate and teacher's job satisfaction. Kabes (1989), found that a significant positive correlation between school climate and work satisfaction. While Natarajan (2001) implicated that teachers working in schools that have an open climate have higher job satisfaction. Studies by Dondero (1997) reveal that teacher's morale improves when they are satisfied with their remuneration and collegial relations. A similar study carried out by Arani and Abbasi (2004) also indicated similar finding whereby they found significant correlations between job satisfaction and climate in the school context.

In this research , it was proved by the hypothesis 3in table 5.20, the research is supported from previous study about the relationship between organizational climate and teacher's job satisfaction. The findings of this study demonstrate that organizational climate does act as independent variable in the relationship between job satisfaction in the SMKN 1 Padang Panjang.

The majority of the teacher's perceive that their peer relationships are appropriately allocated based on the dimension of organizational climate, this perception has invoked their feelings of organizational climate. As a result, it may lead to an increased job satisfaction in the organizations. In sum, this study shows that the notion of organizational climate strongly motivate teacher's to assess the peer relationship for the various types of job categories in the organizations.

If employees perceive that the peer relationship meeting their needs and expectations, this will invoke their feelings of organizational climate. Consequently, it may lead to higher job satisfaction in the organizational sector sample.

And the results of regression analysis with SPSS program, Reasercher conclude that *organizational climate has positive influenced on teachers job satisfaction at SMKN 1 Padang Panjang.* It can be seen after testing done in table 5.18 when t count for organizational climate3.554 > t tabel 2.021 ($\alpha = 5\%$) with significance 0.001< 0,05 and regression coefficient is positive which means the job satisfaction based has positive and significant impact.

CHAPTER VI

CONCLUSION, LIMITATION, RECOMMENDATION, AND

IMPLICATION

6.1 Conclusion of the Research

This thesis consists of five chapters; each chapter has been clearly elaborated in the previous section. Chapter one represents a picture of the overall study, preceded by an introduction and background of the research. Chapter two contains the literature review, followed by the development of the hypotheses of the research. These sections also discuss the theories relate to job satisfaction, distributive justice, procedural justice and organizational climate.

A theoretical model was generated which was then tested using SPSS 16. The research processes are reported in chapter three encompasses an outline of the research methodology and includes the research paradigm, design, justification of the research approach and the measurement variables. The research methodology provides a guideline for obtaining the information which is analyzed in chapter five. Chapter four provides the explaining overview brief profile of SMKN 1 Padang Panjang as institutional chosen for this reaserch. Chapter five provides data analysis and result of the study.

The primary purpose of this study was to develop and test the model of the variables which contribute to distributive justice, procedural justice and organizational climate on job satisfaction who work at SMKN 1 Padang Panjang. These variables are: distributive justice, procedural justice, organizational climate and job satisfaction.

The result of structural equation model analysis demonstrated that distributive justice have significant positively influence on job satisfaction of teacher's who . Otherwise there are also one hypotheses which are rejected is procedural justice was not significant positively influence on teacher's job satisfaction. However, in this reaserch the reasercher found that organizational climate was supported for teacher's job satisfaction.

Finally, this study provides a significant implication for teacher'ss to increase personal understanding and perceptions about job satisfaction that affect person's feels whether teacher's feel satisfied with their job.

6.2 Limitation and Recommendation of the Research

There some limitation and recommendation for the future research:

There some limitation and recommendation for the future research:

1. It is really limited sample in this research. In the next research hope using more samples, so it will contribute accurate result.

2. The area or scope of the research is only at SMK N 1 Padang Panjang, in future research it should to take another region in order to get accurate result.

3. The respondent only teacher's at school . In the future research hope take another respondent such as lecture and managerial staff.

4. This research use distributive justice, procedural justice and organizational climate on jobs satisfaction. In the future research hope take another variable to measure the level of employee's job satisfaction to compare and get different result.

6.3 Implication of the Research

There are some implications and suggestions of the research:

1. Distributive justice and organizational climate have positive influence of Job satisfaction. Based on the standard regression weigh can be know that the relationship between distributive justice and job satisfaction the estimate value of 0,267 means a Teacher's at SMK N 1 Padang Panjang need to maintain this relationship. So that SMK N 1 Padang Panjang can compute in a positive way as a leader in SMK N 1 Padang Panjang in the desert in order to provide rewards and level good carrer to teacher's have achievement.

2. Organizational climate already have positive impact job satisfaction, it can be viewed a standart regression weight, with a estimated value 0,556 means SMK N 1 Padang Panjang need to pay attention to employee as this would make the teacher's satisfy. Organizational climate can be enhanced throught a organizational climate consist of five indicator : school atmosphere, teacher's staff relationship, school rules, peer relationship and learning environtment.

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