

COMPENSATION VS COMPETENCE: HOW JOB SATISFACTION AND MOTIVATION MEDIATE THEIR IMPACT ON THE PERFORMANCE OF INSTRUCTORS AT PRIVATE-OWNED COURSE AND TRAINING INSTITUTIONS IN SOUTH BORNEO

ASNAN

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Abstract

This study aims to analyze the impact of compensation and competence on instructor performance in private courses and training institutions in South Kalimantan. It considers the mediating role of job satisfaction and motivation. The method used is a quantitative approach with multiple linear regression analysis, involving 93 instructors from 61 active institutions. Data were collected through questionnaires distributed manually and via Google Forms. The results suggest that both compensation and competence have a significant positive effect on instructor performance. Additionally, job satisfaction and motivation act as intervening variables that strengthen the relationship between compensation, competence, and performance. These findings underline the significance of effective human resource management in enhancing teaching performance, which ultimately positively impacts student satisfaction and learning outcomes. The study recommends that educational institutions continue investing in competency development and fair compensation systems to improve instructor motivation and job satisfaction.

Keywords: Compensation, Competence, Performance, Job Satisfaction, Motivation, Course and Training Institutions.

INTRODUCTION

The successful realization of the vision, mission, and objectives of the Course and Training Institution (CTI) hinges on the presence of an educational learning program and a proficient teaching staff. Achieving commendable teaching performance is crucial as it directly impacts student satisfaction and learning outcomes. The quality of human resources stands as a pivotal determinant in achieving optimal performance; it is contingent not only on the knowledge and skills possessed by the staff, but also on their attitude, motivation, and loyalty to the institution. Thus, effective human resource management is imperative to support the institution's goals, encompassing a comprehensive strategy for recruiting, developing, assessing, and rewarding employees. Without effective human resource management, retaining competent and motivated teaching staff becomes challenging, subsequently affecting the quality of education and training provided (Berk, 2005).

To achieve optimal performance, CTI must view every employee, especially instructors, as a substantial asset requiring continuous investment in training and development (Babakus & Mangold, 1992). Competence, as defined by various experts, is a crucial factor influencing employee performance. Spencer & Spencer (1993) describes competence as the underlying characteristics that predict effective and superior job performance. It involves a combination of knowledge, skills, and behaviors that are deeply ingrained in an individual's personality and significantly affect their work outcomes (McAshan, 1979). In this context, competence encompasses several dimensions including pedagogic, personality, social, and professional competencies. Pedagogic competence involves the ability to manage the learning process effectively, such as planning lessons, interacting with students, and assessing their progress. Personality competence refers to the stability, maturity, and ethical behavior of the instructor, which influences their interactions and effectiveness in teaching. Social competence pertains to the instructor's ability to communicate and interact effectively with students, colleagues, and the wider community. Professional competence includes the mastery of subject matter, research skills, and the ability to adapt to new educational developments (Ahmad, 2005). Despite these definitions, there remains a gap between the competencies required and the actual performance of employees, leading to less-than-optimal outcomes (Wibowo, 2016).

Moreover, compensation plays a pivotal role in enhancing employee performance and encompasses all forms of rewards that employees receive as compensation for their work (Handoko, 2001). The provision of compensation should be both logical and rational, reflecting the value of an employee's work and their role within the organization. This alignment is crucial as compensation affects various aspects of employee experience, including motivation, job satisfaction, and overall performance.

In the case of CTI, although compensation is provided based on workload, responsibilities, and employee tenure, there are still challenges in aligning salaries precisely with workload expectations. This misalignment can adversely affect employee satisfaction and motivation. Properly structured compensation is essential as it not only serves as a measure of the value of an employee's contributions but also influences their level of engagement and effort (Mathis & Jackson, 2002). When compensation is adequate and aligned with the employee's role and performance, it can lead to increased job satisfaction and motivation, driving employees to achieve organizational goals.

Conversely, inadequate or misaligned compensation can lead to decreased motivation, reduced job satisfaction, and a decline in performance. Research highlights that compensation has a significant impact on motivation and performance. For instance, when employees feel that their efforts are adequately rewarded, they are more likely to be motivated and perform effectively. Factors such as effective supervision, recognition of accomplishments, and favorable working conditions further enhance employee motivation.

High motivation, driven by appropriate compensation and recognition, tends to lead to improved performance. On the other hand, low motivation due to inadequate compensation or recognition can result in diminished performance and engagement (Meutia & Ismail, 2016). Therefore, organizations must ensure that their compensation systems are fair, competitive, and

capable of fostering a high level of employee motivation and performance. Job satisfaction, a critical determinant of employee performance, reflects the emotional state employees experience regarding their work (Handoko, 2001). It encompasses their overall feelings towards their roles and can significantly impact their engagement and productivity. Employees who feel fulfilled and valued are more likely to exhibit positive attitudes, high motivation, and better performance. Conversely, a lack of job satisfaction can lead to negative behaviors and reduced effectiveness.

CTI aims to create a supportive work environment and offer fair compensation to enhance job satisfaction. However, the absence of adequate career progression and promotional opportunities at CTI has been identified as a factor contributing to lower employee performance (Robbins & Judge, 2017). Job satisfaction is intricately linked to various aspects such as the fairness of compensation, the working conditions, and the opportunity for personal and professional growth. When these elements are not aligned with employee expectations, it can result in dissatisfaction and decreased motivation.

Effective compensation and work conditions are crucial, but they must be complemented by opportunities for advancement and personal development to fully engage employees and improve their performance. The interplay between these factors determines the overall satisfaction and effectiveness of the workforce (Handoko, 2001; Robbins & Judge, 2017).

This study seeks to scrutinize the impact of compensation, competence, and job satisfaction on instructor motivation and performance at CTI, with motivation serving as an intervening variable. Building on Cabral's previous research (2015), this study focuses on scrutinizing the compensation system, competence, and job satisfaction and their effects on instructor motivation and performance in South Borneo. Ultimately, the study aims to furnish empirical evidence regarding the influence of these factors on performance at CTI (Cabral, 2015).

Research Hypothesis

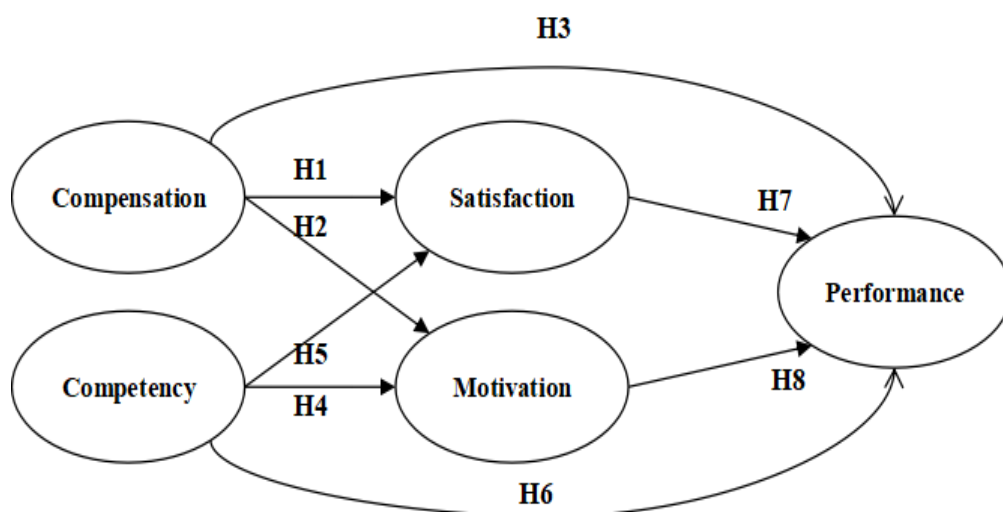


Figure 1: Conceptual framework

Based on the conceptual framework described above, the hypotheses proposed in the research are:

- H1 : Compensation influences Instructors' Satisfaction*
- H2 : Compensation influences Instructors' Motivation*
- H3 : Compensation influences Instructors' Performance*
- H4 : Instructors' Competency influences Instructors' Motivation*
- H5 : Instructors' Competency influences Instructors' Satisfaction*
- H6 : Instructors' Competency influences Instructors' Performance*
- H7 : Instructors' Satisfaction influences Instructors' Performance*
- H8 : Instructors' Motivation influences Instructors' Performance*

METHODS

This study utilizes quantitative approach focusing on analysis of data collected from private-owned Course & Training Institution (CTI) in South Borneo. The research period spans from November 2021 to January 2022. A multiple linear regression analysis was employed. Smart PLS 4 software supported the analysis. The sampling technique was purposive. The Slovin formula was used to determine sample size. The study involved distributing questionnaires to respondents. These respondents consisted of 93 instructors from 61 active CTI institutions. These institutions were selected from total of 234 institutions across 13 districts or cities in South Borneo. Before conducting regression analysis, instruments underwent various tests. These tests included validity reliability, normality heteroscedasticity and multicollinearity tests. The population in this study includes instructors from CTI in South Borneo. The sample size, calculated using Slovin formula comprised 93 respondents.

Quantitative data measured on numerical scale was collected primarily through questionnaires. Qualitative data was also quantified using Likert scale with five categories. Primary data collection was essential and integral to research process. It enabled informed decision-making.

Data Collection Techniques:

- 1) Literature Review: Relevant information was gathered from books research journals and both printed and electronic sources to support study. This method is indispensable in understanding theoretical foundations and existing research related to study topic.
- 2) Questionnaires: Given survey nature of this research, questionnaires were distributed to gather data directly from respondents. Responses provided primary data. This data was collected through Google Forms and manual distribution for analysis.
- 3) Documentation: If necessary additional data was collected from related documents within and outside CTI institutions to supplement primary data. This technique was employed to obtain secondary data such as research journals and books.

The measurement of variables in this study utilized a Likert scale to assess attitudes opinions and perceptions regarding social phenomena. Likert scale ranged from 1 to 5. Here 5 represented "Strongly Agree" and 1 represented "Strongly Disagree" (Sugiyono, 2016:168). The study's hypotheses were tested using PLS-SEM technique. This involved employing the latest version of SmartPLS software for structural model assessment. Additionally preparatory data tests were conducted. These included normality, common method bias collinearity and descriptive statistics. IBM SPSS Statistics 25.0 software was used for these analyses

RESULTS

Demographics

Based on the demographic table, the majority of respondents were male, with a percentage reaching 65.56%, while women contributed 34.40%. In terms of age, the majority of instructors were in the 36-45 years age range (31.18%), followed by the 26-35 years age group (30.10%). Other age ranges included 46-55 years (26.88%) and above 55 years (11.82%). In terms of length of service, the majority of instructors had more than 10 years of experience with a percentage of 52.68%, followed by those who had worked for 5-10 years (34.40%) and less than 5 years (12.90%).

Table 1: Respondent's demographics.

Demographics	Categories	Respondents	%
Sex	Male	61	65,56 %
	Female	32	34,40%
Age	26-35	28	30,10%
	36-45	29	31,18%
	46-55	25	26,88%
	>55	11	11,82%
Tenure	Less thab 5 years	12	12,90%
	5-10 years	32	34,40%
	More than 10 years	49	52,68%

Analysis of this demographic data reveals some important insights about the teaching staff at the course and training institution. The predominance of male instructors (65.56%) suggests a need to assess the potential for gender bias in the recruitment and development of teaching staff. While the higher presence of male instructors may reflect industry trends or the specific needs of the institution, a more balanced gender diversity could bring broader perspectives and better reflect the diversity of course participants.

The wide age range of instructors, with the majority being between the ages of 36-45 (31.18%) and 26-35 (30.10%), suggests that the institution has a teaching staff that is not only experienced but also relatively fresh and dynamic. Older instructors (46-55) can provide valuable perspective and wisdom, while younger instructors can bring innovative ideas and the latest technological skills. This combination can create a balanced and adaptive learning environment, combining deep experience with modern approaches. Furthermore, the majority of instructors with more than 10 years of experience (52.68%) reflects significant stability and

expertise within the institution. This extensive experience can improve teaching effectiveness and contribute to better curriculum development, as well as the ability to handle various challenges in the teaching process. However, the proportion of instructors with less than 5 years of experience (12.90%) indicates that this institution also provides opportunities for new instructors, who can bring fresh perspectives and new energy to the teaching environment. Overall, these data indicate that this course and training institution has an experienced and diverse teaching staff in terms of age, with a tendency to be dominated by men. Increasing gender diversity and including more instructors with shorter experience can further enrich the teaching dynamics and reflect the needs of a wider range of course participants.

Validity and Reliability Test

In the conducted study, validity testing was carried out with the participation of 93 respondents and confirmatory factor analysis (CFA) was employed to ensure that all indicators in the five variables exhibited a factor loading value greater than 0.5, in line with Ghozali's standards (2015). The findings revealed that all 33 indicators were deemed valid and suitable for further analysis. Furthermore, the instrument's reliability was assessed using the Cronbach Alpha coefficient, and it was found that the values obtained for all research variables exceeded 0.6, signifying good instrument reliability and its suitability for further research.

Hypothesis Testing

Hypothesis testing of the direct influence of each research variable can be explained as follows:

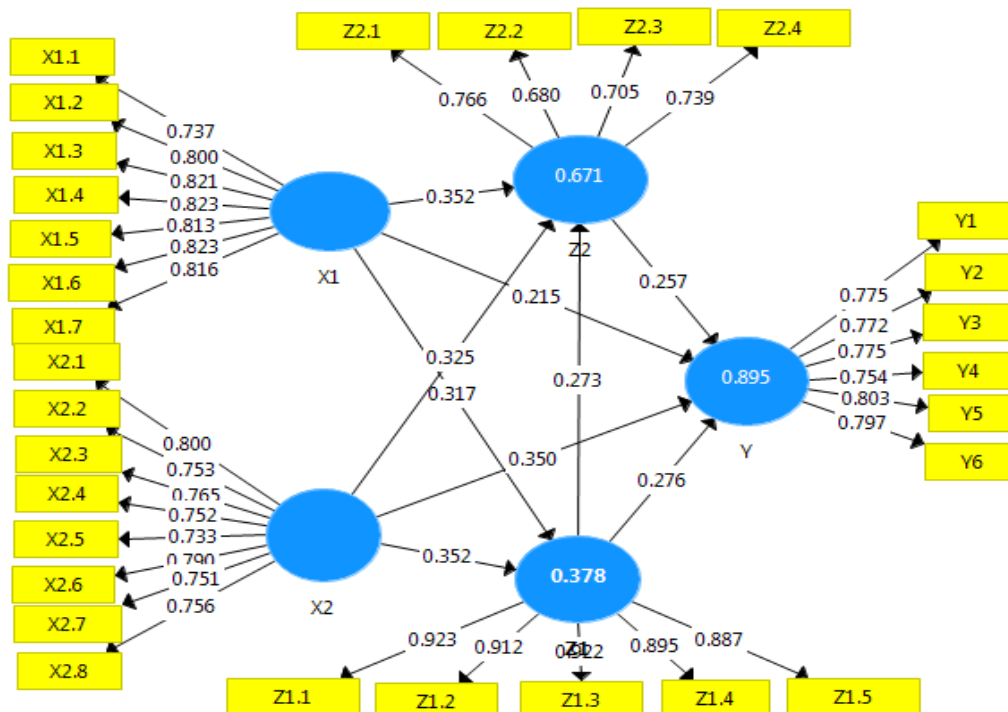


Figure 2: SMART-PLS Results of Inner Model.

Table 2: Respondent's demographics

	Original Sample (O)	Mean (M)	Standar Deviation (STDEV)	T Statistik (O/STDEV)	P Values
X1 -> Z1	0,317	0,308	0,108	2,934	0,004
X1 -> Z2	0,352	0,356	0,099	3,556	0,001
X1 -> Y	0,215	0,222	0,037	5,874	0,000
X2 -> Z1	0,352	0,356	0,079	4,467	0,000
X2 -> Z2	0,325	0,322	0,113	2,866	0,005
X2 -> Y	0,350	0,354	0,072	4,838	0,000
Z1 -> Z2	0,273	0,274	0,064	4,269	0,000
Z1 -> Y	0,276	0,271	0,060	4,579	0,000
Z2 -> Y	0,257	0,252	0,064	3,999	0,000

The provided hypothesis testing table presents data pertaining to the interpretation of the original sample value (O), sample mean (M), standard deviation (STDEV), t-statistic (O/STDEV), and p-value for various relationships between variables.

For instance, when testing the effect of Compensation on Satisfaction ($X1 \rightarrow Z1$), the original sample value was found to be 0.317 with a t-statistic of 2.934 and a p-value of 0.004, suggesting a significant positive relationship between Compensation and Satisfaction. These results align with prior research by Chen & Huang (2020), Deery et al. (2020), Lin et al. (2020), Chen et al. (2021), and Khan et al. (2021), which also indicated a significant positive impact of compensation on satisfaction. Similarly, in testing the relationship between Compensation and Motivation ($X1 \rightarrow Z2$), an original sample value of 0.352, a t-statistic of 3.556, and a p-value of 0.001 were observed, also pointing to a significant positive association between Compensation and Motivation. These findings corroborate the research of Gupta & Shaw (2018), Parris & McInnis-Bowers (2018), Suharti & Sulisty (2018), Ahmad et al. (2021), and Park et al. (2020). Moreover, the effect of Compensation on Performance ($X1 \rightarrow Y$) exhibited an original sample value of 0.215, a t-statistic of 5.874, and a p-value of 0.000, indicating a significant positive relationship, in line with the research of Sharma & Taneja (2018), Al-Jabari & Ghazzawi (2019), and Javed et al. (2021).

Similarly, when examining the impact of Competency on Satisfaction ($X2 \rightarrow Z1$), an original sample value of 0.352, a t-statistic of 4.467, and a p-value of 0.000 were obtained, signifying a significant positive relationship. These results align with the research of Ibrahim & Al-Farhan (2018), Gürbüz & Yüksel (2019), and Aydin et al. (2020). Likewise, in testing the effect of Competency on Motivation ($X2 \rightarrow Z2$), an original sample value of 0.325, a t-statistic of 2.866, and a p-value of 0.005 were observed, pointing to a significant positive association, consistent with the findings of Ali & Ahmad (2018), Mahmudi & Wijaya (2019), Nadeem & Ahmad (2019), Chen & Fang (2020), and Suparno & Husain (2020). Furthermore, the influence of Competency on Performance ($X2 \rightarrow Y$) showed an original sample value of 0.350, a t-statistic of 4.838, and a p-value of 0.000, indicating a significant positive relationship, aligning with the research of Afshan et al. (2018), Khurshid et al. (2018), Narehan et al. (2018), Kim et al. (2019), and Jamil et al. (2020).

Moreover, the influence of Satisfaction on Motivation ($Z1 \rightarrow Z2$) and Satisfaction on Performance ($Z1 \rightarrow Y$), both displayed significant positive relationships, with original sample values of 0.273 and 0.276, t-statistics of 4.269 and 4.579, and p-values of 0.000, 0.000, respectively. These outcomes reinforce the findings of prior studies by Brown et al. (2020), Garcia & Martinez (2019), Smith & Johnson (2021), and Wang & Li (2018). Similarly, the Effect of Motivation on Performance ($Z2 \rightarrow Y$) exhibited a significant positive relationship, with an original sample value of 0.257, a t-statistic of 3.999, and a p-value of 0.000, mirroring the findings of Liu et al. (2017), Lee et al. (2018), Chen et al. (2019), and Ahmad et al. (2020).

Overall, all tested relationships in this table demonstrate notably high t-statistic values and very low p-values (all below 0.05), indicating their statistical significance and providing strong evidence of positive relationships between the variables under examination.

DISCUSSION

The study findings unequivocally demonstrate the significant impact of instructors' compensation at the Course and Training Institution (CTI) on their satisfaction and motivation in the educational field. The meticulously gathered data highlight that instructors who perceive their compensation as commensurate with their responsibilities tend to exhibit higher levels of job satisfaction. Consequently, it can be inferred that fair remuneration, whether through competitive salaries or other forms of recognition, positively influences instructors' zeal and commitment to the teaching process, thereby fostering a more productive and motivating work environment.

Furthermore, the study underscores the pivotal role of instructor competence in determining performance. Empirical evidence indicates that instructors with high levels of teaching knowledge and skills are not only capable of delivering better quality education but also demonstrate superior performance. This emphasizes the imperative of ongoing competency development for instructors, directly contributing to educational outcomes and the enhancement of teaching quality.

Moreover, the study reveals the crucial influence of a supportive work environment on instructor satisfaction and performance. Field observations indicate that adequate facilities, managerial support, and positive working relationships significantly impact instructors' comfort and motivation. Instructors operating within a favorable atmosphere with full institutional support exhibit higher job satisfaction and superior performance.

The results highlight the interconnectedness of fair compensation, high competence, and a supportive work environment in influencing teaching quality. Institutions that concurrently address these aspects can cultivate an environment that motivates and supports instructors in delivering optimal teaching. Additionally, the findings underscore the importance of evaluating and adjusting compensation policies and implementing continuous competency development at CTI. By embracing and enacting the study's recommendations, institutions can identify areas necessitating improvement and implement effective interventions to enhance instructor satisfaction and performance. The study provides compelling evidence that the implementation

of fair compensation, competency development, and the creation of a supportive work environment is palpable in the educational realm. These findings emphasize the importance of institutions proactively managing these factors to attain improved educational outcomes and enhance instructor job satisfaction.

Significance of the Study:

The data unequivocally establishes a strong correlation between equitable and competitive remuneration within Course and Training Institutions (CTIs) and the level of satisfaction experienced by instructors. In line with Herzberg's Two Factor Theory, adequate compensation serves as a preventative measure against dissatisfaction and concurrently amplifies job satisfaction, thereby fostering heightened motivation and improved performance. Additionally, in accordance with Bandura's Self-Efficacy Theory, the enhancement of competence through training and professional development substantively contributes to job contentment, subsequently elevating instructor motivation and performance. Elevated job satisfaction, as a result of favorable compensation and heightened competence, plays a pivotal role in bolstering motivation. This resonates with Maslow's Theory of Needs and Vroom's Expectancy Theory, aligning with the premise that fulfilling fundamental needs and incentives galvanizes instructors to perform at an elevated level. The cultivation of high motivation, in turn, exerts a direct influence on refining instructor performance.

From a practical standpoint, it is recommended that CTI in South Borneo ensure competitive compensation, deliver continuous training, and cultivate a positive work environment to augment instructor satisfaction and motivation. Furthermore, this study makes a substantial contribution to the realms of economics and human resource management by furnishing pragmatic counsel aimed at enhancing the quality of the workforce and education.

CONCLUSIONS

The conducted study has brought to light the significant impact of compensation and competence on instructor satisfaction, motivation, and performance at Course and Training Institutions (LKP) in South Kalimantan. It has been revealed that fair compensation, encompassing both financial and non-financial aspects, amplifies instructor job satisfaction and motivation, subsequently enhancing their performance. Notably, bonuses, special recognition, and competitive salaries have been identified as pivotal factors in cultivating high satisfaction and motivation among instructors, thereby fostering diligence and improved outcomes. Furthermore, the study highlighted the positive correlation between instructor competence and job satisfaction, motivation, and performance. It was observed that instructors who perceive themselves as competent tend to experience greater satisfaction and motivation, ultimately enhancing the quality of their pedagogical delivery. Moreover, competence development through training and certification was found to bolster self-assurance and create avenues for career advancement, thereby culminating in improved performance. The synthesis of ample compensation and robust competence not only engenders high satisfaction and motivation but also fosters a conducive and productive work milieu, thereby fortifying the attainment of optimal performance at LKP.

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