


Self-Esteem, Organizational Communication, and Teachers' Performance: The Mediating Effect of Job Satisfaction


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ARTICLE INFO	ABSTRACT
<p>Received: December 26, 2024</p> <p>Revised: January 22, 2025</p> <p>Accepted: March 3, 2025</p> <p>Keywords: Teacher performance; self-esteem; organizational communication; job satisfaction</p>	<p>This study examines the direct and indirect effects of self-esteem and organizational communication on teacher performance. A cross-sectional survey of 92 Madrasah teachers measured teacher performance, job satisfaction, self-esteem, and organizational communication. Structural Equation Modeling (SEM) PLS analysis revealed that self-esteem and organizational communication directly impact teacher performance, with job satisfaction mediating these relationships. These findings highlight the importance of addressing teacher self-esteem, organizational communication, and job satisfaction to improve teacher performance. Policymakers and school leaders should consider these factors in developing interventions, including in-job and off-job training, and reviewing teacher education curricula to enhance pedagogical, personal, social, and professional competencies.</p> <p>How to Cite: Meditamar, M. O., Ekawarna, Sulistiyo, U., Firman, Sujadi, E. (2025). Self-Esteem, Organizational Communication, and Teachers' Performance: The Mediating Effect of Job Satisfaction. <i>Indonesian Journal of Pedagogy and Research Development</i>, 1(2), 53-73.</p>

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1. INTRODUCTION

Teacher performance is a crucial determinant of student learning outcomes and overall educational quality. Understanding the factors that influence teacher performance is essential for developing effective policies and interventions to support teachers and improve educational outcomes. This study focuses on the role of self-esteem, organizational communication, and job satisfaction in shaping teacher performance.

Self-esteem, an individual's overall sense of self-worth, can impact motivation, engagement, and performance in various domains, including teaching. Positive self-esteem has been linked to increased job satisfaction, higher performance, and greater resilience in the face of challenges. Conversely, low self-esteem may lead to decreased motivation, lower performance, and increased stress and burnout.

Organizational communication, the exchange of information and ideas within an organization, plays a vital role in creating a supportive and effective work environment. Open and transparent communication can foster trust, collaboration, and a sense of belonging among teachers, contributing to improved job satisfaction and performance. Conversely, poor

communication can lead to misunderstandings, conflict, and decreased morale, negatively impacting teacher performance.

Job satisfaction, the degree to which an individual feels content and fulfilled in their job, is a key factor influencing teacher performance. Satisfied teachers are more likely to be motivated, engaged, and committed to their work, leading to improved performance. Conversely, dissatisfied teachers may experience decreased motivation, lower performance, and increased absenteeism and turnover intentions.

This study investigates the direct effects of self-esteem and organizational communication on teacher performance, as well as the indirect effects through job satisfaction. We hypothesize that:

1. Self-esteem will have a positive direct effect on teacher performance.
2. Organizational communication will have a positive direct effect on teacher performance.
3. Job satisfaction will mediate the relationship between self-esteem and teacher performance.
4. Job satisfaction will mediate the relationship between organizational communication and teacher performance.

By examining these relationships, this study aims to provide valuable insights for policymakers and school leaders in developing strategies to support teachers and enhance teacher performance, ultimately leading to improved student learning outcomes and overall educational quality.

2. LITERATURE REVIEW

Self-esteem and Teacher Performance

Self-esteem refers to an individual's positive evaluation of oneself as a whole (Rosenberg, 1979). Self-esteem affects an individual's decision-making process, relationships, emotional health, and overall well-being. This aspect also affects motivation, as individuals with a healthy and positive view of themselves and an understanding of their potential are more likely to be inspired to face new challenges (Cherry, 2021). Research on the effect of self-esteem on the performance of hotel employees was conducted by Akgunduz, indicating that employees who perceive themselves as worthy and think they deserve respect will improve their job performance; self-evaluation by employees is crucial for achieving organizational management goals (Akgunduz, 2015). High self-esteem makes people more willing to speak in groups. Compared to individuals with low self-esteem, those with high self-esteem show stronger favoritism within groups, which can increase prejudice and discrimination (Baumeister, Campbell, Krueger, & Vohs, 2003). Self-esteem can enhance employee work motivation, which in turn improves job performance. Employees with high self-esteem tend to be more motivated in carrying out tasks and have higher expectations of achieving their goals (Baumeister et al., 2003). Some previous literature explains that high self-esteem will affect performance (González-Ramírez et al., 2017; Judge & Bono, 2001; Mbuva, 2017). Therefore, it is hypothesized that self-esteem affects teacher performance.

Organizational Communication and Teacher Performance

Another aspect that affects job satisfaction and performance is an employee's communication skills within an organization. The breadth and complexity of organizations result in communication processes from intra-individual to mass communication. As a result, organizational communication has the same wide domain as communication in general. People in an organization usually have communication experiences in various ways. Communication messages move vertically between hierarchical levels and horizontally to others who have the same level (Ramadanty & Martinus, 2016). The link between organizational communication and employee performance is very close because good and effective communication can positively affect employee performance (Colquitt et al., 2017; O. C. Hee et al., 2019). Studies show that communication has a positive and significant effect on employee performance, both partially and through the mediation of organizational citizenship behavior (Prabasari, Martini, & Suardhika,

2018). Based on this explanation, it is hypothesized that organizational communication affects teacher performance.

Job Satisfaction and Teacher Performance

Job satisfaction refers to an individual's complex attitude toward their job. This condition is a pleasant emotional state resulting from an individual's assessment of their work (Thiagaraj & Thangaswamy, 2017). Teachers who are more satisfied with their jobs may exhibit better performance (Sadasa, 2013; Soodmand Afshar & Doosti, 2016). Job satisfaction varies among employees. In the same workplace and under the same conditions, factors that influence one employee's perception of their job may not apply to other employees. High job satisfaction of an employee can lead to better work commitment (Dalkrani & Dimitriadis, 2018; Samwel, 2018). Job satisfaction is also a predictor of employees' intention to leave or move to another workplace (turnover intention) (Nurfitriani & Arwin, 2020). Several previous literature have revealed that the higher the job satisfaction, the more it will impact the high teacher performance (Colquitt et al., 2017; Owan, 2017; Peng, 2014; Sony & Mekoth, 2016). Employees who feel satisfied with their jobs tend to have higher confidence in their ability to perform well, have positive feelings and enthusiasm, and are more engaged in their work. This, in turn, can improve their overall performance (Salanova, Llorens, & Schaufeli, 2011). Based on this evidence, this study proposes the following hypotheses: job satisfaction affects teacher performance.

Self-esteem and Job Satisfaction

Several previous literatures have revealed that self-esteem has a positive effect on job satisfaction. Job satisfaction is a condition where employees feel happy and content with their job, whether it is from the work environment, performance, or compensation received. One of the factors that can affect employee job satisfaction is self-esteem or self-worth. Self-esteem refers to an individual's overall positive evaluation of themselves ((Rosenberg, 1979). Many studies have been conducted to determine the effect of self-esteem on job satisfaction. The results show that there is a positive relationship between self-esteem and job satisfaction (Choi & Cho, 2017; Mocheche, Bosire, & Raburu, 2017). Employees with high self-esteem tend to have higher job satisfaction compared to employees with low self-esteem. The positive effect of self-esteem on job satisfaction can be explained by several factors. Employees with high self-esteem tend to feel confident and capable of doing their work tasks, making them more satisfied with their work results. Additionally, employees with high self-esteem tend to have a positive and optimistic self-image, making it easier for them to feel satisfied with the situation and work environment they face (de Moor et al., 2021). Based on these explanations, it can be hypothesized that self-esteem affects job satisfaction.

Organizational Communication and Job Satisfaction

Organizational communication is very important in maintaining harmony and work productivity within an organization. Effective organizational communication can affect employee job satisfaction (Mehra & Nickerson, 2019; Pratama, 2020). This is because with effective organizational communication, employees can feel more valued, have a sense of trust and security, and feel involved in the work process and decisions made by the organization. A study showed that organizational communication significantly affects employee job satisfaction and job performance. Further analysis shows that employees at different levels feel job satisfaction differently (Giri & Pavan Kumar, 2010). Furthermore, other findings revealed that internal communication practices explained 49.8 percent of communication satisfaction, 23.4 percent of job satisfaction, and 17.5 percent of affective organizational commitment variation (Carrière & Bourque, 2009). Communication predicts all dimensions of job satisfaction (Business & Musah, 2017). Based on this literature, it can be hypothesized that organizational communication affects job satisfaction.

Job Satisfaction as a Mediator

Job satisfaction refers to the pleasant or positive emotional state of employees that arises from their job or work experience (Harrison, Newman, & Roth, 2006; Zhang & Zheng, 2019). Research shows that job satisfaction is an important indicator not only for employee well-being and psychological health but also for various desired organizational goals (Zhang & Zheng, 2019). Many studies have examined the effect of self-esteem and organizational communication on performance, but there have been few studies that examine the effect of self-esteem and organizational communication on performance through job satisfaction as an intervening variable. Therefore, this study aims to test the effect of self-esteem on performance through job satisfaction as an intervening variable. However, in some previous studies, it was found that job satisfaction played a role as an intervening variable between several variables. A study revealed that job satisfaction provides a mediating effect between the relationship of Psychological Empowerment and performance (Ölçer & Florescu, 2015). Job satisfaction has also been shown to be a negative mediator between job stress and burnout (Wu et al., 2021). High training also affects employee commitment through job satisfaction as an intervening variable (Ocen, Francis, & Angundaru, 2017). In another study, a significant relationship was found between personality traits and counterproductive work behaviors mediated by job satisfaction (Mount, Ilies, & Johnson, 2006). Hence, it is hypothesized that job satisfaction mediates the relationship between self-esteem, organizational communication, and teacher performance (See Figure 1).

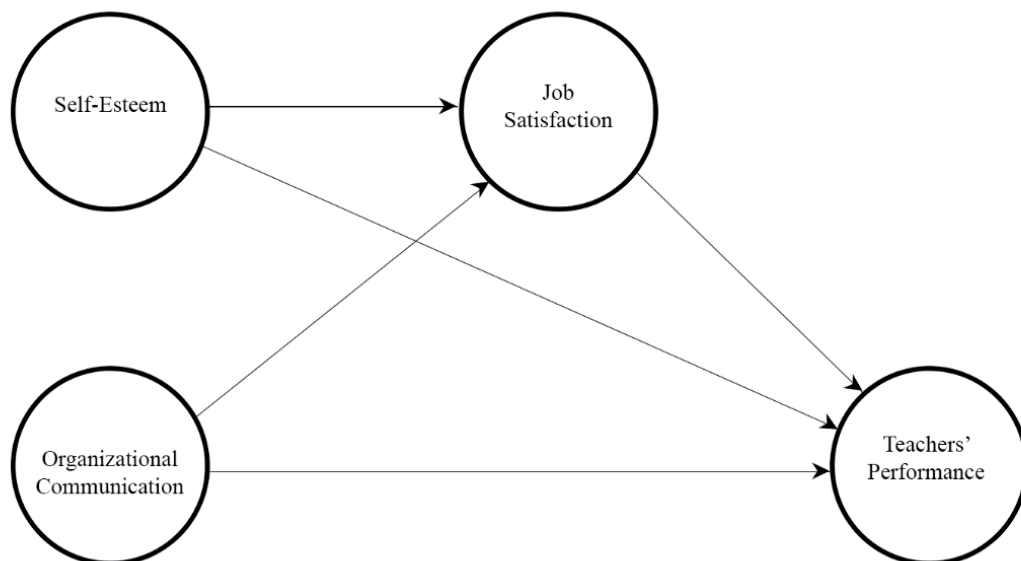


Figure 1. The proposed theoretical framework of the study

3. METHODS

Research Design and Respondents

We employed a cross-sectional survey design. This type of study allows for various methods to recruit participants, collect data, and utilize different instrumentation methods (Ponto, 2015). Collecting data online enables quick data acquisition. Finally, using simple random sampling technique, a total of 92 teachers from two State Islamic Senior High Schools in Jambi Province, Indonesia participated in filling out the research instrument. Based on Table 1, the characteristics of the participants who participated in the study can be observed. Based on the variable of gender, the highest number of participants were female with 58 people (63.04%), followed by 34 male participants (26.96%). Furthermore, the highest dominant educational background among the teachers was undergraduate degree with 85 people (92.39%), while graduate degree only had 7 participants (7.60%). Then, there were 58 certified teachers (63.04%), followed by 34 non-certified teachers (36.96%). The most dominant teacher status was civil servants with 66 people

(71.74%), while there were only 26 contract teachers (28.26%). Lastly, in terms of work experience, the highest number of participants were in the 6-10 years range, followed by 11-15 years, 16-20 years, 0-5 years, and >20 years, respectively at 34.78%, 23.91%, 17.39%, 15.2%, and 8.69%.

Table 1. Demographic Characteristics and Special Characteristics of Respondents

Variables	Category	Frequency	Percentage
Gender	Male	34	36.96
	Female	58	63.04
Last Education Degree	Bachelor's degree	85	92.39
	Master's degree	7	7.60
Certification status	Certified	58	63.04
	Uncertified	34	36.96
Teacher's Employment Status	Civil Servant	66	71.74
	Contractor	26	28.26
Years of Employment	0-5 years	14	15.22
	6-10 years	32	34.78
	11-15 years	22	23.91
	16-20 years	16	17.39
	More than 20 years	8	8.69

Data Collection

The researcher used four research scales, including the teacher performance assessment scale, the Minnesota Satisfaction Questionnaire (MSQ), the Rosenberg Self-Esteem Scale (RSE), and the Organizational Communication Scale.

Teacher Performance Assessment

The researcher developed a teacher performance assessment instrument formulated from 4 (four) teacher competencies, namely: pedagogical, personality, social, and professional competencies, which are linked to the main task of teachers in Indonesia. This scale consists of 14 dimensions, including: 1) knowing the characteristics of students; 2) mastering the learning theory and principles of educating; 3) curriculum development; 4) educating learning activities; 5) developing students' potential; 6) communication with students; 7) assessment and evaluation; 8) acting in accordance with religious, legal, social, and national cultural norms; 9) showing mature and exemplary personality; 10) work ethic, high responsibility, and pride in being a teacher; 11) being inclusive, objective, and non-discriminatory; 12) communication with fellow teachers, educational personnel, parents, students, and the community; 13) mastery of material, structure, concepts, and scientific thinking patterns that support the subject being taught; and 14) developing professionalism through reflective actions (Kemdikbud, 2011). This scale consists of 78 items using a five-point Likert scale (5 = always, 4 = often, 3 = sometimes, 2 = rarely, 1 = never). There are 4 items (KG7, KG8, KG30, and KG78) that have factor loading scores below 0.7, so they were eliminated. The AVE score of 0.549 > 0.5 indicates that the indicators and variables can be considered valid. Furthermore, the Cronbach's Alpha value for this variable is 0.960, indicating that the scale is reliable.

Minnesota Satisfaction Questionnaire (MSQ)

The researcher adapted the Minnesota Satisfaction Questionnaire (MSQ). The MSQ is designed to measure employee satisfaction with their job. There are three formats available: two long forms (1977 and 1967 versions) and a short form. This scale measures employee satisfaction with their job using a five-point Likert scale, including dissatisfied, somewhat satisfied, satisfied, very satisfied, and extremely satisfied (University of Minnesota, 1967). This scale consists of 20 aspects, including: 1) utilization of abilities; 2) achievement; 3) activity; 4) advancement; 5) authority; 6) company policies; 7) compensation; 8) co-workers; 9) creativity; 10) independence in work; 11) moral values; 12) recognition; 13) responsibility; 14) security; 15) social status; 16)

social service; 17) supervision/human relations; 18) technical supervision; 19) variety; and 20) working conditions (Aziri, 2011; Bledsoe & Brown, 1977; Buitendach & Rothmann, 2009; Weiss, Dawis, England, & Lofquist, 1967). Reliability testing of this scale produced scores ranging from .97 to .59. Stability testing of this scale has also been conducted, where the stability coefficient over one week was in the range of .66-.91, while the stability coefficient over one year was in the range of .35-.71 (Weiss et al., 1967). Although this scale was formulated in 1967, it is still popularly used today and has been translated into several countries.

Rosenberg Self-Esteem Scale (RSE)

The measurement of self-esteem using the Rosenberg Self-Esteem Scale (RSE) aims to assess self-esteem. Originally designed to measure the self-esteem of high school students, this scale has since been used with various groups, including adults, with norms available for many of these groups (Donnellan, Trzesniewski, & Robins, 2015). RSE demonstrates concurrent, predictive, and construct validity. RSE is significantly correlated with other self-esteem scales, including the Coopersmith Self-Esteem Inventory (Rosenberg, 1979). The scale consists of 10 items. RSE shows a Guttman scale reproducibility coefficient of 0.92, indicating excellent internal consistency. Test-retest reliability over a 2-week period revealed correlations of 0.85 and 0.88, indicating excellent stability (Rosenberg, 1979).

Organizational Communication Scale

The researchers used the Organizational Communication Scale developed by Hasan and Su Mustaffa (Abu Bakar & Su Mustaffa, 2013). The approach in developing this scale involved four stages. First, items were generated from an understanding of organizational communication literature, as well as from individual experience reports from work settings. Second, item content was validated. Third, surviving items from content validation were applied to a large and diverse employee sample several times to generate retest data. Fourth, the existing items from the analysis were then given to employees from three organizations (Abu Bakar & Su Mustaffa, 2013). The scale consists of 57 items. Ten items for information flow, nine items for communication climate, nine items for message characteristics, ten items for communication structure, nine items for group bonding, and ten items for mutual respect. All item responses were scaled from strongly disagree 1 to strongly agree 5. The alpha coefficient produced scores of 0.77, 0.76, 0.67, 0.83, 0.76, and 0.78 for information flow, communication climate, message characteristics, communication structure, group bonding, and respect.

Data Analysis

In this study, data will be tested using Structural Equation Model-Partial Least Square (SEM-PLS). Partial Least Square is a powerful analysis method that can be used on all data scales, as it does not require many assumptions and sample sizes do not have to be large. Partial Least Square is a reliable method of data analysis, as it is not based on many assumptions. The approach (Partial Least Square) PLS is distribution-free, meaning it does not assume any particular data type, and can be nominal, categorical, ordinal, interval, and ratio. Partial Least Square uses the method of bootstrapping, where random duplication is employed, and the assumption of normality does not pose a problem for this method. Additionally, Partial Least Square does not require a minimum sample size to be used (Sarstedt, Ringle, & Hair, 2021). There are two major stages in SEM-PLS, namely testing the outer model, which includes internal consistency, convergent validity, and discriminant validity, and the inner model to determine direct or indirect effects among research variables. If the probability value or P value is greater than 0.05, then the hypothesis is accepted (J. . Hair, Hult, Ringle, & Sarstedt, 2017).

4. RESULTS

Measurement Model

The first stage of SEM analysis is conducting an outer model analysis to determine the suitability of indicators selected to measure a latent variable. The outer model is analyzed using validity and reliability tests. The validity measurement testing phase includes: 1) internal consistency (Cronbach's alpha, composite reliability); 2) convergent validity (indicator reliability, average variance extracted); and 3) discriminant validity (J. Hair, Hult, Ringle, & Sarstedt, 2017). (Refer to Appendix 1)

Based on Appendix 1, it is observed that the factor loadings vary for each construct indicator. However, there are several indicators with factor loading values less than 0.7, thus deemed invalid. Out of 78 teacher performance variable indicators, 8 indicators have factor loading values less than 0.7, namely KG7, KG8, KG30, KG78; and for organizational communication variable, 1 indicator is not valid, namely KO7. Therefore, the invalid indicators from the model were eliminated for further analysis. The composite reliability varied from 0.903 to 1.000, and the AVE values ranged from 0.513 to 0.773. All values in this study can be seen in the table, where Cronbach's Alpha, composite reliability, and AVE can be accepted, meaning that the above data can be concluded to be valid and reliable.

The discriminant validity measurement results in this study also underwent the Heterotrait-Monotrait Ratio procedure, as shown in Table 3. The HTMT value should be less than 0.9 to ensure discriminant validity between two reflective constructs (J. Hair et al., 2017). Based on the data results in Table 3, all values were less than 0.9, thus it can be concluded that the research instrument has a good level of validity.

Table 3. Discriminant Validity Test: HTMT

	Organizational Communication	Teacher Performance	Job Satisfaction	Self- Esteem
Organizational Communication				
Teacher Performance	0.817			
Job Satisfaction	0.849	0.891		
Self-Esteem	0.834	0.868	0.794	

Structural Model

Hypothesis testing is the final stage in the data analysis process. In statistical testing in SmartPLS, each hypothesized relationship is simulated using bootstrap methods on the sample (J. Hair et al., 2017). The purpose of this hypothesis testing is to determine the partial effects of independent variables on their dependent variables. The results of the estimated model as a reference for testing the hypotheses in this study can be seen in table 4.

There is an effect of job satisfaction on teacher performance ($\beta = 0.329$, $p = 0.000$), an effect of organizational communication on job satisfaction ($\beta = 0.301$, $p = 0.010$), an effect of organizational communication on teacher performance ($\beta = 0.305$, $p = 0.000$), an effect of self-esteem on job satisfaction ($\beta = 0.396$, $p = 0.000$), and an effect of self-esteem on teacher performance ($\beta = 0.164$, $p = 0.034$). Furthermore, the effect of self-esteem on teacher performance mediated by job satisfaction is also significant ($\beta = 0.099$, $p = 0.029$), as well as when organizational communication ($\beta = 0.086$, $p = 0.022$) acts as an exogenous variable (see figure 2).

Table 4. Direct, Indirect, and Total Effect of the Variables

Path	Direct effect		Total effect		Indirect effect	
	β	t-value	β	t-value	β	t-value
JS → TP	0.419	4.615	0.419	4.615		
OC → JS	0.411	3.672	0.411	3.672		
OC → TP	0.360	3.391	0.532	4.892		
SE → JS	0.506	4.714	0.506	4.714		
SE → TP	0.211	2.788	0.424	3.909		
JS → TP					0.172	3.060
OC → TP					0.212	3.110

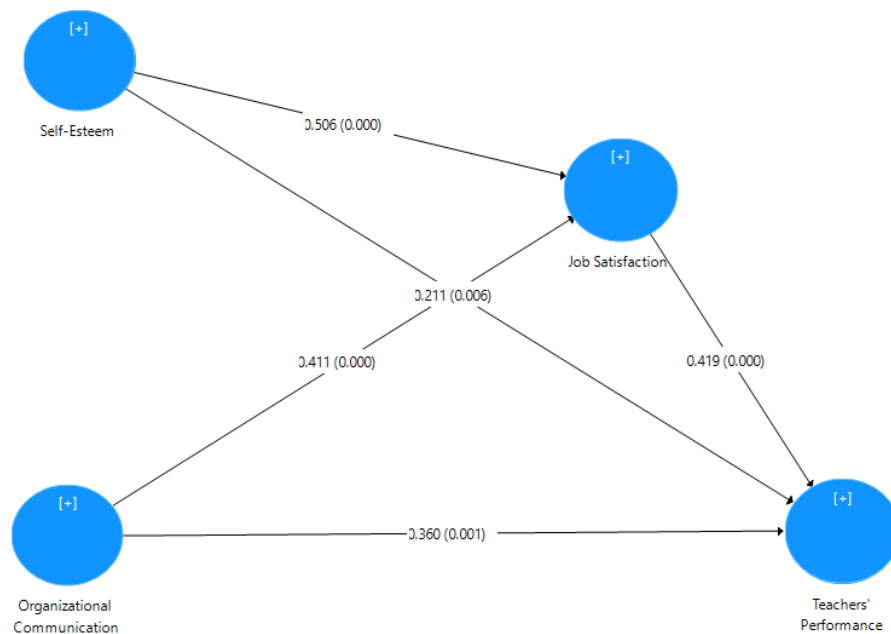


Figure 2. Summary of the relationship between variables

5. DISCUSSIONS

Improving work productivity is a central issue in organizations today. Performance stands as a domain widely studied in the literature of organizational behavior (OB) and human resource development (HRD) (Borman et al., 2001). The term employee performance indicates the achievement of individual work after making various efforts on the job (Karakas, 2010). Certainly, to utilize HRD and improve the success of the organization, an effective employee performance management system is crucially important to be implemented (Pradhan & Jena, 2016). High employee performance can lead the company or organization towards common goals.

Specifically, the findings of this research indicate that performance is affected by personal factors such as self-esteem. Mbuva's research showed that teacher self-esteem is important to support their success in teaching; positive and high teacher self-esteem positively affects student

self-esteem, which in turn also revealed that high self-esteem will have an impact on high performance (D.L Ferris, Lian, Brown, Pang, & Keeping, 2014). In a different subject, the association between self-esteem and performance is also often measured in student respondents. For instance, research findings showed a significant relationship between self-efficacy and self-esteem; self-efficacy mediates the relationship between self-esteem and academic performance (John, 2014). Furthermore, studies also demonstrate a significant relationship between self-esteem and academic performance. Additionally, significant differences in self-esteem and performance were found between male and female students, with female students having high academic performance than male students, but male students having higher self-esteem than females (Arshad, Muhammad, & Mahmood, 2015). Self-esteem also plays a moderating role between cognitive skills and academic performance; self-esteem helps to explain academic performance better (Cid-Sillero, Pascual-Sagastizabal, & Martínez-de-Morentin, 2020).

We also tested the effect of organizational communication on teacher performance. The results showed that downward communication (DC) and horizontal communication (HC) have a significant positive impact on employee performance (O. C. Hee et al., 2019). Furthermore, other studies have also shown a positive correlation between employee performance and interpersonal communication and task design (Saraih, Azmi, Sakdan, Mohd Karim, & Amlus, 2019). A study of 64 professionals working in the IT and telecommunications sectors showed that effective communication has a positive impact on organizational performance (Hussain, 2020). Another study revealed that there is a relationship between the communication channels used and effective communication, and effective communication has a positive impact on organizational performance (Musheke & Phiri, 2021).

The findings of this research also revealed a significant positive effect of self-esteem on job satisfaction with a coefficient of 0.396. The higher the self-esteem of teachers, the more it impacts their job satisfaction. This finding is consistent with several previous studies. A measurement using the Minnesota Job Satisfaction Scale on 358 teachers showed that job satisfaction increases when self-esteem increases (Büyükşahin Çevik, 2017). Another study also revealed a weak but positive correlation between teacher self-esteem and job satisfaction level, where higher self-esteem is associated with higher job satisfaction level (Mocheche et al., 2017). In a more general situation, a relationship between self-esteem and life satisfaction was found. The study by Kurnaz, Teke, & Günaydın showed that higher self-esteem increases the level of life satisfaction (Kurnaz, Teke, & Günaydın, 2020).

The findings also confirm that organizational communication has an impact on job satisfaction. A study revealed that organizational communication plays a crucial role in employee job satisfaction in the telecommunications industry (Syallow, 2019). Partial findings also revealed a significant effect of organizational communication on employee job satisfaction (April & Mawarni, 2018). Job satisfaction can be increased by focusing on developing a positive communication environment (Mehra & Nickerson, 2019). Similarly, research conducted on nurses showed that organizational communication has a significant impact on job satisfaction (Herawati, H, Purwanto, A, Suci, R.P, Hermawati, 2022).

The next hypothesis tested in this study is that job satisfaction has an effect on teacher performance. Studies have shown that job satisfaction affects employee performance (Siengthai & Pila-Ngarm, 2016). Similar findings have also been shown in a study of seafarer respondents, indicating that performance is affected by job satisfaction (Yuen, Loh, Zhou, & Wong, 2018). Furthermore, the study found the mediating effect of organizational citizenship behavior (OCB) among personality, organizational commitment, job satisfaction and performance, thus indicating that higher levels of personality, organizational commitment, and job satisfaction lead to higher performance (Indarti, Solimun, Fernandes, & Hakim, 2017). Research on teacher respondents also found similar results (Baluyos, Rivera, & Baluyos, 2019; Wula et al., 2020).

The hypothesis testing in this study also revealed that job satisfaction mediates the effect of self-esteem on performance. Teachers with high self-esteem tend to have high job satisfaction, which in turn affects their performance in carrying out their duties and functions. There is not much literature that examines the role of job satisfaction in mediating the effect of self-esteem on employee performance. However, previous studies have found that when employees feel good

about themselves and are successful in the workplace, they will be more satisfied with their job (D Lance Ferris et al., 2013). According to the theory formulated by Colquitt, LePine, & Wesson, job satisfaction mediates the relationship between personal characteristics and employee performance (Colquitt et al., 2017). Self-esteem is one of the long-lasting personality traits. Furthermore, job satisfaction mediates the relationship between personality traits and interpersonal counterproductive work behaviors (CPB-I) and counterproductive work behaviors (CPB-O) (Mount et al., 2006). Other research findings have shown the mediating effect of organizational citizenship behavior among personality, organizational commitment, job satisfaction, and performance, indicating that higher levels of personality, organizational commitment, and job satisfaction lead to higher performance, and if mediated, organizational citizenship behavior is also higher (Indarti et al., 2017; Supriyanto, 2013). Job satisfaction also mediates the relationship between personality characteristics and the desire to quit early (Obeid, Salleh, & Mohd Nor, 2017).

Our findings also suggest that job satisfaction mediates the relationship between organizational communication and performance, in line with the theory formulated by Colquitt et al. that job satisfaction provides a mediating effect between these two variables (Colquitt et al., 2017). Kadek, Yusmira, Bagus, & Surya's research also found that job satisfaction significantly mediates the effect of organizational communication on employee performance karyawan (Kadek, Yusmira, Bagus, & Surya, 2021). Furthermore, organizational communication studies are often associated with other variables. Positive management communication is related to temporal changes in perceived organizational support (POS). In addition, POS fully mediates the relationship between management communication and performance (Neves & Eisenberger, 2012). Job satisfaction also provides a mediating effect between organizational changes and culture on performance (Rozanna, Adam, & Majid, 2019).

This study has several limitations that can be addressed in future research. First, the respondents who participated in this study were only 92 (ninety-two) teachers, which is still relatively small. For future research, the sample can be expanded to include high school/vocational school teachers, to better understand the relationship between the variables studied in the population of high school/vocational school/MA teachers. Second, performance measurement in this study used the modified Indonesian Performance Appraisal (PKG) scale. While all items on the PKG were used, respondents' responses were changed from peer-assessment to self-report to facilitate scoring. Self-report has limitations because it may not accurately reflect respondents' actual conditions, respondents may not be truthful, and there is a high potential for bias in data collection. Third, this study only describes teachers' performance and the factors that influence it from the perspective of teachers. There is no other data in this research report, such as efforts made by the school principal or government to improve teacher performance, or the school principal's assessment of teacher performance in this school.

6. CONCLUSION

The research findings revealed that self-esteem and organizational communication have a direct effect on teacher performance. In addition, job satisfaction also plays a mediating role in this relationship. These findings illustrate that high or low teacher performance can be explained by the condition of self-esteem and organizational communication. The more positive these variables are, the more likely they are to have an impact on high performance, while if these aspects are in a negative state, they can disrupt teacher performance.

Of course, these findings have implications for improving teacher performance by considering the factors that influence it. In other words, efforts to improve teacher performance must also take into account the conditions of self-esteem, organizational communication, and job satisfaction. Improving organizational communication and self-esteem can be done by using in-job and off-job training. This research also has implications for higher education curricula for prospective teachers. The higher education curriculum for prospective teachers needs to be designed to fulfill all the expected competency aspects.

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