DOES PERCEIVED DISCRIMINATION AFFECT JOB SATISFACTION AMONG TEACHERS AND STAFF?

Devani Laksmi Indyastuti  
Fakultas Ekonomi dan Bisnis, Universitas Jenderal Soedirman  
devani20092010@gmail.com

Abstract

Previous research have not paid much attention on the the mechanism of the relationship between perceived discrimination and the negative outcomes. This research examined the relationship between perception of discrimination and job satisfaction, as well as how basic psychological need satisfaction can play the role in that relationship. This study used teachers and the staff in Purwokerto for the sample. This study used purposive sampling. We choose teachers and staff that have three year experience. This study used individual level of analysis. The result showed that perceived discrimination negatively affects autonomy, relatedness and job satisfaction, but not competence. The relationship between perceived discrimination and job satisfaction was mediated by autonomy. Autonomy positively affects job satisfaction, but not both relatedness and competence. Future research should examine this relationship in other context, for example the bank employees, manufacturer, nurses, etc. Future research also need to examine this relationship that use experiment design to increase internal validity.

Keywords: perceived discrimination; autonomy; competence; relatedness; job satisfaction.

Article History:  
Received 12 Dec 2018  
Revised 8 Jan 2019  
Accepted 21 Mar 2019

INTRODUCTION

There are three level analyses in the discrimination studies, institutional levels, group levels and individual levels. In the institutional levels, discrimination can be measured by proportion member of a group in all group treated or amount of complaints. In the group level, discrimination can be measured by shared group’s perception. At the individual level, discrimination is measured by individual’s perception. Our study will analyze discrimination in individual level and individual outcomes, so the discrimination will be analyzed in individual perception. Kristof (1996) have argued that individual perceptions are more correlated by individual outcomes rather than by organizational outcomes.

Discriminations perceived by employees in many organizations are very costly for productivity. Many theories and studies consistently state that perceived discrimination affects negative outcomes (Chung & Epstein, 2014; Doyle & Molix, 2014; Fernández, Silván-Ferrero, Molero, Gaviria, & García-Ael, 2014; Galliher, Jones, & Dahl, 2011; Goldman, Gutek, Stein, & Lewis, 2006; Jones & Galliher, 2014; Liu & Zhao, 2016; Tobler et al., 2013; Veenstra, 2012; Williams et al., 2012). Discrimination perceived by individuals can affect the psychological health (Aichberger et al., 2015; Cokley, Jones, & McClain, 2012; Fernández et al., 2014; Goldman et al., 2006; Kauff, Wölfer, & Hewstone, 2017; Williams et al., 2012). Previous
researches report that perceived discrimination has a negative effect on blood pressure (Agyei et al., 2014; Hagiwara, Alderson, & McCauley, 2015). Aichberger et al., (2015) reported a positive relationship between discrimination and depressive symptoms among Turkish females. Many researchers provide empirical evidence for the negative effects of perceived discrimination on depressive symptoms (Agyei et al., 2014; Bernstein, Park, Shin, Cho, & Park, 2009; Fernández et al., 2014; Goldman et al., 2006; Hagiwara et al., 2015; Ra, Huh, Finch, & Cho, 2019; Williams et al., 2012). The theories and research indicate that perceived discrimination can negatively influence job satisfaction.

Despite much more attention of the effect of perceived discrimination on negative psychological state as well as decrease job satisfaction, there was no theoretical mechanism to explain that how the relationship process occurs. It is important to know whether any mediator that underlie those relationships. The mechanism can explain how perceived discrimination can affect negative psychological state and decreasing job satisfaction.

We propose that satisfaction of basic psychological needs might be a mediator of the effect of perceived discrimination on both negative psychological state as well as decreasing job satisfaction. Basic psychological need satisfaction is an important mediator that can explain why perceived discrimination leads to decrease job satisfaction. Basic psychological needs are fundamental needs that are universal for all human being (Deci, Olafsen, & Ryan, 2017). Basic psychological need satisfaction results in positive outcomes for all human such as work motivation, performance and wellness (De Cooman, Stynen, Van den Broeck, Sels, & De Witte, 2013; Deci et al., 2017; Gillet, Fouquereau, Forest, Brunault, & Colombat, 2011; González-Cutre, Sicilia, Sierra, Ferriz, & Hagger, 2016; Howard, Gagné, Morin, & Van den Broeck, 2016; Martela & Ryan, 2015; Nishimura & Suzuki, 2016; Yu, Levesque-Bristol, & Maeda, 2017). Fundamental theory that is underlying the adoption of basic psychological need satisfaction in perceived discrimination research is self-determination theory. Detailed explanations of the logic and our arguments are discussed in theoretical background and hypotheses section.

Few studies explaining mechanism how perceived discrimination results negative outcomes especially the mechanism by adopting a need theory. A study (Goldman, Slaughter, Schmit, Wiley, & Brooks, 2008) found that perceived discrimination affects need fulfillment for economic need, interpersonal need and deontic need and this effect lead to intent to turnover. Nevertheless, there is no research that integrates perceived discrimination theory and basic psychological need theory. Basic psychological need have an essential contribution to explain why perceived discrimination results decreasing job satisfaction.

This study takes teachers and staff in schools for the context for testing this model. Psychological need satisfaction is an essential need and universal for all human beings including for teachers and staffs in schools. Teachers have a role for sharing knowledge and educate the students, so the students will be able to give a lot of value to society in the future. Having this role, teachers need feel of competence and fulfilled their other basic psychological need. So, they can contribute their competency optimally. Staff also have important role for increasing the students’ education. Staffs have to support the teachers’ duty. Without supporting from staff, teachers can not contribute their performance optimally.
Perceived discrimination might occur in everyone and everywhere. It also can occur in teacher and staff in schools. Perceived discrimination can be risen by stereotyping, dissimilarity, one’s visibility, and minority (Goldman et al., 2006). So, it can happen in anywhere. It has essential implication for teacher and staff in schools if perceived discrimination happens. Decreasing basic psychological need satisfaction can destroy teachers and staff contribution for their schools. Finally, it can lead to not being able to educate students optimally. This essential implication is a reason why the study in teachers and staffs in schools context is conducted.

LITERATURE REVIEW

Some theoretical foundation describes how person perceive discrimination. Goldman et al., (2006) review four management/psychological theories explaining perceived discrimination is prejudice, stereotyping, and discrimination theory; structural theories; “social” theories, and attribution theory.

Stereotypes are people’s belief about characteristics that attributed to particular social group (Goldman et al., 2006). Prejudice is defined as “feelings toward particular social groups that have been biased by negative views” (Goldman et al., 2006). Goldman et al., (2006) stated that one can be prejudiced but he/she do not treat discrimination, and one can discriminate but she/he is not prejudiced. Nevertheless, prejudice and discrimination often go together. Prejudice can lead to discriminate and discriminated can lead to prejudice. Similar to stereotype, one can hold stereotype without being treated discrimination and one can be treated discrimination without holding stereotype (Goldman et al., 2006).

Goldman et al., (2006) and Tiwari, Patel, & Kumar (2017) state that social psychologist define discrimination as differential treatment that received by individuals based on their membership in a social grouping. Discrimination refers to decisions related to employment (reward allocation, performance appraisals, selections, promotions) are mostly concerning with the individual’s characteristics such as sex, ethnic, races, skin color, family background, or appearance rather than with performance or job qualification. Job qualifications are individual qualifications that can contribute organization performance, goals, and vision, such as length of service, level of education or professional credentials, experience and performance (Goldman et al., 2006). Based on above statements, we define discrimination in workplace as employment decision are based on an individual’s characteristics that are not related to performance and based on individual’s member in a social groups such as social status, ethnic, racial rather than on individual’ performance or job qualification.

Structural theories

Dissimilarity and one’s position relative to other can affect the treatment that he/she received (Goldman et al., 2006). These statements underlie the emergence of discrimination. Structural theories consists of two theories. There are token dynamics and relational and organizational demography.

Token dynamics. Token dynamics have a principle that numerical minority has certain consequences. Kanter (1977) stated that there are three explanation that can stimulate
discrimination (Goldman et al., 2006). They are called by “token dynamics”. First, token is visibility; visibility can lead to performance pressure. Second, token is contrast; contrast effects can lead to social isolation. Third, token is stereotyping; stereotyping can stimulate discriminating. When one is highly visible, he/she will receive much attention whether or not he/she able to perform as well as others who traditionally hold the job. The attention can lead to discrimination. Second token dynamic is contrast. Contrast refers to differencies of the amount between majority and minority. The majority intent to seek the differences between the majority and the tokens. Majority can be tolerant and make solidarity among the members of majority group and tend to isolate the minority/tokens (Assari, Lankarani, & Caldwell, 2018; Goldman et al., 2006). The third token dynamic is stereotyping.

Relational Demography. Relational demography can explain that similarities and differences of demography among individuals in organizations can lead to discrimination (Goldman et al., 2006). Demography is often become information that be considered for valuing characteristics about people. Then, both information and identity about people can be sources employment discrimination (Assari et al., 2018; Goldman et al., 2006; Williams et al., 2012).

“Social” theories

Perception of discrimination depend on two elements the membership of a group and how organizations treat the group relative to other groups (Goldman et al., 2006). The individual will perceive discrimination when individuals in their group receive “bad treatment” relative to the others in other group.

Attribution theory and discrimination

Perceived discrimination can be explained by attribution theory. Individuals with low performance or competence sometimes attribute her/his performance to discrimination treatment. Empirical support for attribution theory for discrimination has been found in experimental research Major, Quinton, & McCoy (2002) and correlation studies (Moghaddam, Taylor, Lambert, & Schmidt, 1995). External attributions for failure protect personal self-esteem by shifting blame away from the self.

![Conceptual Framework](image-url)
Hypothesis development

Based on the four theory of discrimination, there is an implication that many factors can potentially drive perceived discrimination. Diversity, minority, low performance appraisal, distance between power and powerless, are potentially drive perceived discrimination. Lack of consistency, clear of procedure, rules and the application also can drive perceived discrimination. Many factors can drive perceived discrimination indicating that there is certainly perceived discrimination and the variation of perceived discrimination in anywhere, any environment, and any condition especially in a place that there is no institution or department for receiving discrimination claims or charges. We hypothesize that:

H1: There are high variations in perceived discrimination among teachers and staffs in schools.

Goldman et al., (2006) argues that perceived discrimination can be a stressor for the target. In social environment. Perceived discrimination negatively affects psychological wellbeing and mental health (Cokley et al., 2012; Fernández et al., 2014; Goldman et al., 2008; Williams et al., 2012). Cooke, Bowie, & Carrère (2014) results that perceived discrimination makes higher chronic stress, lower self-esteem, depression, anxiety and post-traumatic stress disorder. Many research showed about negative outcomes of perceived discrimination. Aichberger et al., (2015) found Turkish females that perceive higher racial discrimination experience more psychological distress and mental health. Besides, it makes psychological distress, perceived discrimination also can result negative behavior. Jia & Liu (2017) found that Chinese immigrants have antisocial behavior when they get perceived discrimination. Jaramillo, Mello, & Worrell (2015) reports perceived discrimination related to higher hopelessness among Native American adolescents.

Perceived discrimination can makes negative emotion and mental health. This effect is not just exist in environmental society, but also exist in workplace. Sanchez & Brock (1996) proposed that accumulated perceived discrimination become a source of stress among employees. Then, Sanchez and Brocks’ study (1996) result that perceived discrimination could make higher work tension. This negative feeling and behaviors mean that perceived discrimination can decrease job satisfaction. Based on theories and empirical evidence, we propose that:

H2: Perceived discrimination will decrease job satisfaction.

Self-determination theory propose that all human have psychological needs that are fundamental and must be satisfied for psychological health and happy life (Deci et al., 2017). Those psychological needs are the need of autonomy, competence and relatedness. Competence, autonomy and relatedness are basic needs that are hypothesized to be universal across cultures, ages, genders. In workplace setting, previous studies report that basic psychological need satisfactions positively related to vitality, self-esteem, general health, and negatively related to anxiety, general distress and somatization (Chen, Assche, Vansteenkiste, Soenens, & Beyers, 2015; Deci et al., 2017; Slemp, Kern, Patrick, & Ryan, 2018) and contribute the positive end result such as positive behavior, general well-being, work engagement, job satisfaction (Chen et al., 2015; Slemp et al., 2018).
Our study hypothesizes that satisfaction of basic psychological needs mediate the links of perceived discrimination and the inverse of job satisfaction. Competence is individual’s feeling about her/his capacity to handle all problems related to his/her ongoing interactions with social environment (DeHaan, Hirai, & Ryan, 2016). The need for competence makes people intend to find challenges that become the optimal targets for expressing their capacities and for maintaining and enhancing their capacity in all activities (DeHaan et al., 2016). Competence is reflectance feelings in action (DeHaan et al., 2016).

Autonomy refers to feeling that their behaviors are caused by their own initiative (DeHaan et al., 2016). Autonomy is related to an acting that rises from integrated values and interest. Autonomous behavior is when individuals behave as their expression of their self (DeHaan et al., 2016). In contrary, controlled behavior is when individuals behave as influenced by others or external of their self (DeHaan et al., 2016).

Relatedness refers to feeling about caring each other, being in one’s community and comfort in that community (DeHaan et al., 2016; Martela & Ryan, 2015). Relatedness means that individual’s feel that he/she is accepted by others, connected to others and respect each other’s (Martela & Ryan, 2015). Relatedness makes individuals feel secure when they joint with their community and build open communication without suspicious and prejudice (Martela & Ryan, 2015).

Perceived discrimination positively affects feel of autonomy, competence and relatedness. Feel of competence can be supported by environment that providing feedback, clear and consistent relationship between behavior, performance and the outcome (structure). Perceiving discrimination cause perceiving no feedback and structure for individual target. Individual perceive that every behavior and performance they contribute for organization just assessed based on their individual characteristics. This statement align with He, Fehr, Yam, Long, & Hao (2016) that argue that differential treatments individuals received that is not fair can make perceiving of uncertainty condition. No feedback, no structure and uncertainty condition for individual lead perceived discrimination to diminishing feel of competence. Deci & Ryan (2002) argue that condition of uncertainty, no relationship performance-feedback, and no structure can diminish feel of competence.

Feel of autonomy can be supported by environment that providing choices, freedom to pick the choices, opportunity and encouraging individuals to actively explore, articulate, and discover their own preferences, views, and goals (Deci & Ryan, 2002). Perceiving discrimination makes individual perceive that environment provide no choice for the individual target. It because Individuals who perceiving discrimination perceive that any performance, any contribution, any behavior and any attitude from individual doesn’t result anything feedback. They perceive that any contribution assessed based on individual’s immutable characteristics and membership in a social grouping. Individual who perceive discrimination will perceive no choice in their work. This condition implies that perceived discrimination makes diminishing feel of autonomy for the individual target.

Sanchez & Brock (1996) found that perceived discrimination makes higher work tension. This pressure can affect feel of autonomy. Deci & Ryan (2002) posit that coercion can negatively affect feel of autonomy. Perceived discrimination makes someone do something in forced.
Feel of relatedness can supported by environment that the people are warm, caring each other, express affection. Perceived discrimination affect perceived hostility in their environment. Deci & Ryan (2002) argue that hostility cause diminishing of feel of relatedness. It means that perceived discrimination can lead to diminishing feel of relatedness.

Feel of autonomy, competence and relatedness are basic needs for all human that makes them getting well-being and happiness. Consistent with self-determination theory, feel of autonomy, competence and relatedness can affects well-being. Diminishing of feel of autonomy, competence and relatedness can decrease well-being and increase ill-being. Individuals who do not feel of autonomy, competency and relatedness sufficiently will suffer ill-being, anxiety, negative effects (Deci et al., 2017). It implies that lack of feel of competence, autonomy and relatedness in the workplace will affects job tension and burnout.

Basic psychological need satisfactions are mediators of the negative effects of perceived discrimination on job satisfaction. Perceived discrimination can affects feel of competence, autonomy, and relatedness. Perceived discrimination is forces that risen from external factors that can hamper basic psychological need satisfaction. Rigby & Ryan (2018) posit that HRD should focus internal factors such as autonomous factors to motivate employees for leverage performance rather than external factors. Unfortunately, in contrary, organizations, in some cases, do not aware that they make decisions that rise the external factors that hamper basic psychological need satisfaction, such as perceived discrimination. The effects perceived discrimination on basic psychological need satisfactions lead to decrease job satisfaction. Based on the theories that explain about the relationship between perceived discrimination, feel of autonomy, competence, relatedness and job satisfaction, we hypothesize that:

H3: Feel of autonomy will mediate the negative relationship between perceived discrimination and job satisfaction.

H4: Feel of competence will mediate the negative relationship between perceived discrimination and job satisfaction.

H5: Relatedness will mediate the negative relationship between perceived discrimination and job satisfaction.

RESEARCH METHODS

This study used survey for the research method to observe the facts. This study collected the sample from teachers and the school staff. The purpose of the sampling is to obtain diversity of employees, thus, we can get variation of perceived discrimination. We used samples from teachers and school staffs with consideration that perceived discrimination can occur with both these teachers and staffs without exception, although teachers and staff have different job. Teachers and staff also have basic psychological needs. Basic psychological needs are universal needs. So, this study takes teachers and staffs in a sample. We try to get 138 respondents to answer our questionnaire. This study used purposive sampling. Respondents are teachers and staff that have minimal 3 years’ experience. With 3 years working in their place, we hope that employees have experience in the atmosphere of the work environment.
Perceived discrimination defined as employment decision about selection, reward allocation, evaluation, promotion, are based on an individual's characteristics and the member of social grouping such as gender, social status, age, ethnic, racial rather than on performance, productivity or job qualification. We modified an instrument about perceived discrimination from Sanchez & Brock (1996). We used four items ($\alpha = 0.73$). One of the items e.g. “at work, I sometimes feel my backgrounds (family, religion, ethnicity, race, background of schools, member of specific group) is a limitation for my advancement”. Scale anchors ranged from “I strongly disagree” (1) to “I strongly agree” (5).

Basic psychological need satisfaction instrument adopted and developed from Van den Broeck, Vansteenkiste, De Witte, Soenens, & Lens, (2010). For the item of feel of competence, e.g. “I really master my tasks at my job”. This study used three items of competence ($\alpha = 0.62$). The item of feel of autonomy, e.g., “I feel free to do my job the way I think it could best be done”. This study used four items of autonomy ($\alpha = 0.68$). For the item of feel of relatedness, e.g., “I don’t really feel connected with other people at my job”. This study used five items ($\alpha = 0.64$). Scale anchors ranged from “I strongly disagree” (1) to “I strongly agree” (5). Job satisfaction can be measured by Hellgren, Sjöberg, & Sverke (1997) instrument. This study used three items ($\alpha = 0.66$). The item is e.g. “I enjoy being at my job”. Scale anchors ranged from “I strongly disagree” (1) to “I strongly agree” (5).

This study used exploratory factor analysis to test the validity instrument. Table 1 showed the result of exploratory factor analysis. Table 1 showed about the result that have loadings above 0.4. This study used items that have factor loading above 0.4. Other items are dropped from these analyses because they are invalid.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Exploratory Factor Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>Factor loadings</td>
</tr>
<tr>
<td><strong>Autonomy</strong></td>
<td></td>
</tr>
<tr>
<td>The tasks I have to do at work are in line with what I really want to do</td>
<td>0.57</td>
</tr>
<tr>
<td>I feel free to do my job the way I think it could best be done</td>
<td>0.45</td>
</tr>
<tr>
<td>In my job, I feel forced to do things I do not want to do</td>
<td>0.71</td>
</tr>
<tr>
<td>I feel like I can be myself at my job</td>
<td>0.70</td>
</tr>
<tr>
<td><strong>Competence</strong></td>
<td></td>
</tr>
<tr>
<td>I really master my task at my job</td>
<td>0.66</td>
</tr>
<tr>
<td>I feel competent at my job</td>
<td>0.61</td>
</tr>
<tr>
<td>I am good at the things I do in my job</td>
<td>0.43</td>
</tr>
<tr>
<td><strong>Relatedness</strong></td>
<td></td>
</tr>
<tr>
<td>At work, there are people who really understand me</td>
<td>0.62</td>
</tr>
<tr>
<td>At work, no one cares about me</td>
<td>0.65</td>
</tr>
<tr>
<td>There is nobody I can share my thoughts with if I would want to do so</td>
<td>0.58</td>
</tr>
<tr>
<td>I don’t really feel connected with other people at my job</td>
<td>0.59</td>
</tr>
<tr>
<td>I don’t really mix with other people at my job</td>
<td>0.69</td>
</tr>
<tr>
<td><strong>Perceived Discrimination</strong></td>
<td></td>
</tr>
<tr>
<td>At work, I sometimes feel my backgrounds (family, religion, ethnicity, race, background of schools, member of specific group) is a limitation for my advancement</td>
<td>0.58</td>
</tr>
</tbody>
</table>
Does Perceived Discrimination Affect Job Satisfaction Among Teachers and Staff?

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Factor loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td>At work, it bothers me when people pressure me to assimilate</td>
<td>0.55</td>
</tr>
<tr>
<td>At work, many people have stereotype about my culture or my background and treat me as if they were true</td>
<td>0.94</td>
</tr>
<tr>
<td>At work, I feel that others exclude me from their activities because my backgrounds (family, religion, ethnicity, race, background of schools, member of specific group).</td>
<td>0.85</td>
</tr>
</tbody>
</table>

**Job Satisfaction**
- I enjoy being at my job: 0.68
- I am contented with the job I have: 0.84
- I am satisfied with my job: 0.71

Source: Processed data (2018)

RESULTS AND DISCUSSION

Table 2 shows about means, standard deviation and correlation among variables. Feel of competence and relatedness among teachers and staffs relatively high with mean scores 4.05 for competence and 4.01 for relatedness. Teachers and staffs have perceived discrimination in low scores (means = 1.91).

Perceived discrimination and competence as well as relatedness and job satisfaction have no correlations. Beside of that relationships, the other variables have correlations. Autonomy, competence and relatedness are three basic psychological needs that have correlations each other.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Means</th>
<th>Standard Deviation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perceived discrimination</td>
<td>1.91</td>
<td>0.61</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Competence</td>
<td>4.05</td>
<td>0.58</td>
<td>-0.15</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Autonomy</td>
<td>3.77</td>
<td>0.58</td>
<td>-0.38***</td>
<td>0.39***</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Relatedness</td>
<td>4.01</td>
<td>0.54</td>
<td>-0.43***</td>
<td>0.18**</td>
<td>0.31***</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>5. Job satisfaction</td>
<td>4.16</td>
<td>0.64</td>
<td>-0.17**</td>
<td>0.26***</td>
<td>0.32***</td>
<td>0.06</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Processed data (2018)
* p<0.1
**p<0.05
***p<0.01

Table 3 shows the analyses result. Consistent with hypothesis 1, there are high variations in perceived discrimination in the organizations. The mean of perceived discrimination is 1.91 with standard deviation 0.61 with range of the responds 1-4. The result supports hypothesis 1. This study used regression analyses to test the hypotheses. Based on table 3, perceived discrimination decreases job satisfaction. It is significant at \(p < 0.05\).

Hypothesis 2 is supported. But, perceived discrimination has an indirect effect on job satisfaction. The relationship became not significant when autonomy is calculated in the analysis. Autonomy has high positive effect on job satisfaction. So, the effect of perceived
discrimination on job satisfaction is mediated by autonomy. Regression analysis showed that perceived discrimination negatively influence autonomy, and autonomy positively influence job satisfaction.

**Table 3**

| Independent variables | Autonomy | | Competence | | Relatedness | | Job satisfaction | |
|-----------------------|----------|-----------------|-------------|-----------------|-----------------|-----------------|-----------------|
|                       | β        | t               | β           | t               | β               | t               | β               |
| Perceived discrimination | -0.38*** | -4.82           | -0.15       | -1.80           | -0.43***        | -5.59           | -0.17**         | -2.06           |
| Autonomy              | 0.32***  | 3.97            |             |                 |                 |                 |                 |
| Competence            | 0.26***  | 3.13            |             |                 |                 |                 |                 |
| Relatedness           | 0.55     | -0.64           |             |                 |                 |                 |                 |
| Perceived discrimination | -0.59 | -0.67           | 3.40        |                 |                 |                 |                 |
| Autonomy              | 0.30***  |                 |             |                 |                 |                 |                 |
| Competence            | 0.31***  | -0.87           |             |                 |                 |                 |                 |
| Relatedness           | -0.08    |                 |             |                 |                 |                 |                 |
| Competence            | 0.16     | 1.81            |             |                 |                 |                 |                 |
| Autonomy              | 0.26***  | 2.99            |             |                 |                 |                 |                 |
| Perceived discrimination | -0.09 | -0.99           | 1.87        |                 |                 |                 |                 |
| Competence            | 0.16*    | 2.66            |             |                 |                 |                 |                 |
| Autonomy              | 0.25***  | -1.00           | -0.90       |                 |                 |                 |                 |
| Relatedness           | -0.09    |                 |             |                 |                 |                 |                 |

Source: Processed data (2018)

*Significant at p<0.1
**Significant at p<0.05
*** Significant at p<0.01

Hypothesis 3 is supported. Teachers and staff starting feel pressured when perceived discriminations arise. The different treatment they received makes them feel controlled to finish their job. This feeling increases the feel of autonomy.

Perceived discrimination among teachers and staff negatively influence the feel of autonomy and relatedness, but not on competence. Different treatment among groups will pressure emotion among teacher and staff. The feelings lead to decrease autonomy and comfort feeling in their environment. So, they decrease the feel of relatedness. Perceived discrimination perhaps will decrease competence when it have taken a long time. In the education context, feel of competence can be influenced by many sources. It can be influenced by learning processes in the class, other education activities out of school.

The result shows that without controlling any variables, competence positively influences on job satisfaction. Unfortunately, when autonomy was controlled, competence has no significantly effect on job satisfaction (p<0.05). Based on descriptive analyses,
competence and autonomy has a significant correlation. Significantly result might be caused by that correlation. It means that competence does not have an effect on job satisfaction.

As well as competence, the result showed that relatedness also has no effect on job satisfaction. It’s contrary with the theory. Self-determination theory assumes that competence and relatedness related to job satisfaction. Deci et al., (2017) argue that promoting competence, autonomy and relatedness lead to individual positive outcomes, including to job satisfaction, in work place. But it is not supported by this result.

Hypotheses 4 and 5 are not supported. This study showed that teachers and staff who have feel of competence and relatedness do not feel job satisfaction. It means that many other factors that more influence job satisfaction rather than feel of competence and relatedness. Relatedness perhaps directly increases well-being or feel of happiness in their environment work, but not job itself. Job satisfaction might more related to job characteristic rather than feel of relatedness. Feel of competence do not influence on job satisfaction. It might be other factors that have more strong influence rather that feel of competence, such as wage, autonomy and others. The other explanation, it might be because these respondents have high competence for the mean, the variation in high score does not make differences in respondent’s job satisfaction.

The result shows that perceived discrimination negatively influence on job satisfaction. It is consistent with previous studies. Previous studies showed that perceived discrimination can result negative outcomes (Agyei et al., 2014; Goldman et al., 2006; Hagiwara et al., 2015). Further analysis shows that perceived discrimination and job satisfaction relationship is mediated by autonomy. In this result, perceived discrimination does not directly influence on job satisfaction. But, perceived discrimination directly influences on autonomy and this effect leads to decreasing job satisfaction.

In this context, perceived discrimination negatively influence on autonomy and relatedness. It consistent with the argument in this research hypotheses. Deci & Ryan (2002) posit that the condition that force individual to do something without voluntarily can decrease autonomy. Perceived discrimination make individual do something without voluntarily. It is because everything she/he do does not result any positive feedback. Perceived discrimination makes individual perceive that no relationship between what she/he does and the result of what she/he does. It makes coercion in individuals’ activities. This argument is supported by this result. This result shows that autonomy mediates variables perceived discrimination and the job satisfaction relationship. Relatedness does not affect job satisfaction. It might job satisfaction directly affect by job characteristics itself rather than relatedness. Relatedness directly affect individuals’ feel about their environment. This argument needs confirmations from other research in another context.

CONCLUSIONS

This result shows that perceived discrimination does not affect competence. It might be that it can affect that feeling in a long time. Competence also does not affect job satisfaction. In this research, competence has high mean. It might be individuals’ high
competence has no effect on job satisfaction. This study also shows that job satisfaction has a high mean.

**IMPLICATIONS**

The implication that it is necessary that future research should examine this relationship in other context to confirm this result and show other explanation. A longitudinal study is also necessary to examine this argument.

**LIMITATIONS AND SUGGESTIONS**

One of the limitations of this research is that this study is survey research and cross sectional study. So, it does not control many variables that are not observed in this research, but might have an impact on dependent variable. For increasing internal validity, it is necessary for future research to control unobserved variable that might have an effect on dependent variable, or use experimental methods.

The practical implication is that the principals should consider their treatment among groups at their schools. The different treatment can create the perception of discrimination among teachers and staff. This perception can lead to decreased job satisfaction, autonomy and relatedness. Perceived discrimination will pressure the feelings among teacher and staff. This leads to negative emotion. This feeling can eliminate the feeling of autonomy. Autonomy is the mediator of perception of discrimination- job satisfaction relationship. Elimination of autonomy will eliminate job satisfaction.

**REFERENCES**


Does Perceived Discrimination Affect Job Satisfaction Among Teachers and Staff?


