

The Relationship between Organizational Cultures, Leadership and Teacher Work Satisfaction towards Teacher Performance

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Abstract: *The objectives of this study to examine the relationship between teacher's organizational culture, leadership, and teacher's satisfaction and teacher's performance. The research was conducted at Junior State High School of Bogor at 2013. The applied research methods are survey methods and data analysis technique using the correlation and sample linear regression as well as correlation research which consist of three independent variables namely Organizational Culture, Leadership, and Teachers Satisfaction and Teacher Performance. This research involved samples of 91 teachers which were selected by proportional random sampling; meanwhile the hypothesis test is conducted on 0, 05 significance level. Result emerge that there is positive relationship between all variable tested in the study teacher's performance under the following equation $Y = 22,128 + 0,467X_1 + 0,368X_2 + 0,267X_3$ with a correlation coefficient r_{y1} of 0.812 and a coefficient of determination R_{y1}^2 of 0.421, teacher work satisfaction to teacher's performance revealed regression coefficient of determination R_{y2}^2 of 0.666, organizational culture and teacher's performance with the regression equation $Y = 85,276 + 0,571X_1$ with correlation coefficient r_{y3} of 0.649 and a coefficient of determination R_3^2 of 0.421. It's concluded that teacher's performance can be improved through Organizational Culture, Teachers works' satisfaction and Leadership in schools.*

Keywords: *Organizational culture, Leadership, Satisfaction, Performance, School teachers.*

1. INTRODUCTION

Data from Regional Development Board of Bogor City, Indonesia in 2009-2010 shows Human Development Index of 76.75 ranked 10 out of 530 districts in Indonesia. This figures indicates that the local government has put serious effort in maintaining and achieving a high standard of people development quality where the role of Education Index has a paramount importance proved with the index in 2010 achieving 87.10 under category very good rising 0.03 points from 2009. Reality on the ground shows that the quality of secondary education in the city of Bogor in the past few years has increased in accordance with the government's efforts to empower the qualifications and competence of teachers. Innovative movement and renewal using a variety of opportunities and facilities then generate fruitful results in the Human Development Index, for example, graduation rate for junior high school in Bogor reaches 100% and surprisingly all of those schools have been nationally accredited. Observing from the ability to comply with standards already set by both central and local government, the teachers performance are satisfactory, however it is necessary to conduct the research on the performance of junior high school teachers by observing several related variables that affect it. The variables mostly cited in literatures include Organisational Culture, Leadership Behaviour and Job Satisfaction. As such, then the problem in research is formulated as follows:

- Does organisational culture positively affect junior high school teacher's performance?
- Does leadership behaviour positively affect junior high school teacher's performance?
- Does job satisfaction positively affect junior high school teacher's performance?
- Do organisational culture, leadership behaviour and job satisfaction altogether affect teachers' performance?

2. LITERATURE REVIEW

The literature will highlight variables affected the performance of teacher in the area of organisational culture, leadership behaviour and job satisfaction together with the dimensions forming these variables.

2.1. Teacher's Performance

Teacher performance is affected by several factors, among others, one is competence. According to Anderson (2008) teacher performance is what really made the teacher, not just a duty, but something specific in a work situation and is highly dependent on the ability to apply the competency in a given time. In connection with the assignment of teachers, Uzer (2006) emphasises that the task of teachers, among others are: (a) to control appropriateness of teaching materials to the curriculum (b) to develop teaching programs, ranging from learning objectives, selecting and developing learning materials, teaching and learning strategies and right instructional media, (c) to implement teaching programs, ranging from the creation of a conducive learning climate, setting up the room and the interaction of teaching and learning, (d) to assess the achievement of learning.

Sudrajat (2011) states the activities of teachers in the learning process including , among others are to: (a) formulate instructional objectives, and establish evaluation instrument, (b) select, define and organise learning materials, (c) plan the learning process, by utilising resources existing for learning, selecting appropriate methods and media, (d) manage the learning process in the classroom, laboratory and curricular materials, (e) evaluate the process and outcomes of student learning, (f) prepare and submit a report of the evaluation of learning.

Based on the above theory, it is concluded that the definition of teacher performance is the result of work in carrying out the duties and obligations conducted by a teacher from planning to evaluate. The teacher performance can be measured through indicators as follows: (a) preparation of teaching materials, (b) the formulation of learning objectives, (c) the delivery of the subject matter (d) assessment of learning activities, and (e) the results of the analysis of learning activities and (f) implementation guidance.

2.2. Organisational Culture

The notion of culture is expressed by Furnham (2004): the unique configuration of norms, values, beliefs, way of behaving that characterise the manner in which groups and individuals combine to get the thing done. This means, that culture is a unique configuration of norms, values, beliefs, and ways of acting that characterise the ways in which groups and individuals join forces to respond to the meaning echoed in transactional conversation.

Organisational culture is formed by key elements (a) the values owned by founder of the organisation, (b) the vision and the behaviour of senior managers (Colquitt, Lepine and Wesson, 2009). Meanwhile, Schein (2010) mentions that the culture of the organisation consists of three main elements, namely: (a) artefacts, which consists of stories / legends, rituals, language and physical structure of the organisation, (b) shared values, includes beliefs and evaluations based on what is good and bad, right or wrong, and (c) the shared assumptions, consists of unconsciousness (or the perception of pre-existing beliefs), and ideal mental models.

In an organizational context, there are several notions of organisational culture. Ginson and Ivancevich (2012) suggested that organisational culture is a pattern of basic assumptions were discovered or developed by a group while they learn to solve problems, adapt to the external and internal environment integration. Based on above theory, the culture of the organisation in this research is defined as the perception of teachers to schools based on the values that are believed measured by teachers' perspectives on (a) the encouragement of organisations to innovate, (b) the organization's attention on the precision work members, (c) the organization's attention to the work of members, (d) management decision making that takes into account the impact of its members, (e) working group activities, (f) working competition atmosphere (g) organisational direction that emphasises the achievement of growth rather than on stability / instability.

2.3. Leadership Behaviour

According Wiwoho (1998), the behaviour is defined as any action, movement and words of someone whether it be at home, at the office, in public, internally and externally. This means that

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the behaviour is action, reaction, response of each organism as a result of interaction with the environment. Leadership is one variable that has been widely studied (Sharafi & Rajiani, 2013) as many concepts about it. Taylor (2004) explains that leadership is the ability to influence the activities of others, through the process of communication, toward the attainment of the goal. This understanding explains that leadership is the ability to influence others through communication process towards the achievement of objectives. Similar definitions proposed by Kinicki and Kreitner (2003) that leadership is ability to influence people toward the attainment of goals. Another definition of leadership proposed by the House and Javidan (2002) is the ability of individuals to the influence, motivate and enable other to contribute to effectiveness and success of their organisation. Based on some of the above definition it can be drawn a conclusion that leadership behaviour is a way of using power to influence, develop and direct the members or subordinates in making use of organisational resources to achieve organisational objectives, measured by the following indicators: (a) establishing stimulation between leaders and members (b) thinking about the commitment of members to make changes (c) changing and encouraging others to create harmony (d) increasing commitment, morale and performance of a group of followers (e) encouraging and improving followers' confidence to achieve outstanding results (f) empowering members of the organisation (g) considering the needs of members.

2.4. Job Satisfaction

Rue and Byars (2000) defines job satisfaction as an employee's general attitude towards work. This can be affected by factors such as working conditions, pay and benefits, employee attitudes towards the organisation, supervision of the work, the age and health. That mindset can be negative or positive depending on the mindset of the employees toward the main components of job satisfaction. Rue and Byars give us the understanding that job satisfaction does not come naturally for granted; but many factors that cause an employee be satisfied. Robins and Judge (2012) defines that job satisfaction is evaluative statement either for pleasure or displeasure toward individual objects or events. Discontent is essentially a person's assessment of the work. Many factors affect employee satisfaction, including: salaries, allowances, achievement, autonomy, recognition, communication, working conditions, the importance of work, coworkers, professionalism, organisational climate, interpersonal relationships, working for a prominent institutions, supervisory support, positive activity, job security, workplace flexibility, working in a cohesive team and genetic factors. Low work satisfaction is associated with the laborious tasks such as documentation, repetition task, the tension in the role expectations, ambitious role, conflicted role, feeling overloaded, increasing the need to be available for overtime, a co-worker relationships, personal factors and organisational factors.

Based on theory explored, it can be concluded that job satisfaction is an attitude or feelings towards a job that makes him feel satisfied or not. Some indicators that are related to job satisfaction of school teachers are (a) the receipt of salary (b) promotion opportunities (c) organisational environment, (d) allowances.

Based on above description, the following hypothesis is formulated:

- Organisational culture is positively related to junior high school teacher's performance.
- Leadership behaviour is positively related to junior high school teacher's performance.
- Job satisfaction is positively related to junior high school teacher's performance.
- Organisational culture, leadership behaviour and job satisfaction altogether are positively related to performance of junior high school teacher.

3. METHODOLOGY

This study applies survey method with the correlational approach to examine the relationship between variables tested in the study using three independent variables through data obtained from questionnaires. The independent variable is Organizational Culture (X_1), Leadership Behavior (X_2), and Job Satisfaction (X_3), while the dependent variable is the Teacher Performance (Y). The relationship among variables in the study described in Fig.1 below:

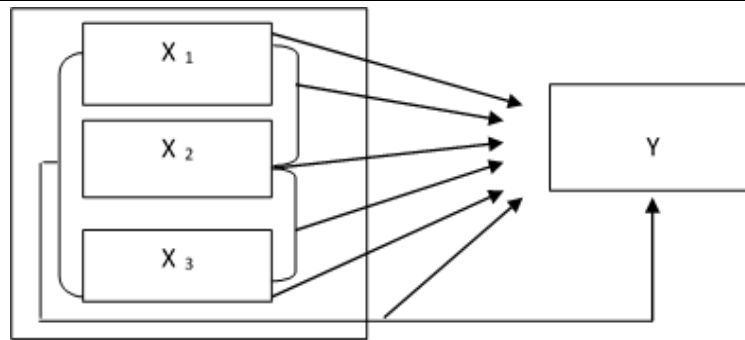


Fig1. Theoretical framework

Where,

Y = Teacher Performance

X₁ = Organizational Culture

X₂ = Leadership Behavior

X₃ = Job Satisfaction

Teacher performance is obtained through the result of evaluation to teachers conducted by school principals while variables of Organizational Culture, Leadership Behavior and Job Satisfaction are derived from teachers’ self-rating toward those dimensions.

The population of this study is all 118 junior high school teachers in the city of Bogor, Indonesia where the determination of the sample is conducted by using random sampling with the following formula:

$$n = N / (1 + N.d^2)$$

Where:

n = number of samples

N = population

d = precision

The calculation of the sample size with the formula generates:

$$n = 118 / (1 + 118 (0.05)^2) = 91.11 \sim 91$$

This way the sample size for this research is 91 out of 118 total population. Hypothesis testing is conducted by using regression analysis to determine the influence of one or more independent variables on the dependent variable. The linearity assumption are prerequisites to proceed to further test. Hypothesis testing is performed at a significance level of 0.05.

4. RESULT AND DISCUSSION

The teachers of listed organisations were asked to participate in the survey by responding their opinions for four different measures in organizational culture, leadership, work satisfaction and performance. The linearity test is performed with *F-test*. Data is linear as the value of each variable is above the critical value for F-test.

4.1. Organizational Culture and Teachers’ Performance

In order to test whether data from organizational culture and teachers’ performance are linear, F-test has been conducted. Since the F value as shown in table 1 is higher than the critical value of F table, we can proceed to test the alternate hypothesis if organizational culture is positively related to teacher performance within school organisations in Bogor Indonesia. The strength of association of organizational culture (X₁) to teacher’s performance (Y) is observable from coefficient correlation (r_{x1}) = 0.649.

Table1. Linearity test and coefficient of correlation of organizational culture (X₁) to teacher’s performance(Y)

| Observation | R | R ² | F-test | F-table α | Conclusion |
|-------------|-----------------|------------------------------|-----------------|-----------|-------------|
| n | R _{x1} | r ² _{x1} | F _{x1} | 0.05 | |
| 91 | 0.649 | 0.421 | 91.53 | 0.42 | Significant |

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$F_{test} = 91.53$ is above critical value where F_{tabel} for $(\alpha=0.05)$ is 0.42 indicating that the data is linear and eligible for the next process. Coefficient of correlation $(r_{x1}) = 0.649$ indicates a strong positive relationship between organizational culture and teachers' performance. Coefficient of determination $(r^2_{x1}) = 0.421$ indicates that contribution of organizational culture to teachers' performance is 42.1 %. This implies that when implementing organizational culture on the performance of teachers is that all school members must strengthen the shared values that can improve the success of teacher performance.

4.2. Leadership and Teachers' Performance

To test whether data from leadership and teachers' performance are linear, F-test has been conducted. The higher F value as shown in table 2 compared to the critical value of F table indicates the appropriateness of the model to test the alternate hypothesis if leadership is positively related to teacher performance within school organisations in Bogor Indonesia. The strength of association of leadership (X_2) to teacher's performance (Y) is observable from coefficient correlation $(r_{x2}) = 0.452$.

Table2. Linearity test and coefficient of correlation of leadership (X_2) to teacher's performance(Y)

| Observation | R | R ² | F _{-test} | F _{-tabel} α | Conclusion |
|-------------|-----------------|------------------------------|--------------------|-----------------------|-------------|
| n | R _{x2} | r ² _{x2} | F _{x2} | 0.05 | |
| 91 | 0.452 | 0.204 | 24.30 | 0.42 | Significant |

The table shows that $F_{test} = 24.30$ is above critical value where F_{tabel} for $(\alpha=0.05)$ is 0.42 indicating that the data is linear and eligible for the next process. Coefficient of correlation $(r_{x2}) = 0.452$ indicates a moderate positive relationship between leadership and teachers' performance. Coefficient of determination $(r^2_{x2}) = 0.204$ indicates that contribution of leadership to teachers' performance is 20.4 % while the rest 79.6% is determined by other factors not included in the model. This small figure may due to the fact that the leader does not meet the proper leadership style yet within the respective organization.

4.3. Work Satisfaction and Teachers' Performance

Similar to previous model, to identify if data from work satisfaction and teachers' performance are linear, F-test has been conducted. The higher F value as shown in table 3 compared to the critical value of F table indicates the appropriateness of the model to test the alternate hypothesis if work satisfaction is positively related to teacher performance within school organisations in Bogor Indonesia. The strength of association of work satisfaction (X_3) to teacher's performance (Y) is observable from coefficient correlation $(r_{x3}) = 0.571$.

Table3. Linearity test and coefficient of correlation of work satisfaction (X_3) to teacher's performance(Y)

| Observation | R | R ² | F _{-test} | F _{-tabel} α | Conclusion |
|-------------|-----------------|------------------------------|--------------------|-----------------------|-------------|
| n | R _{x3} | r ² _{x3} | F _{x3} | 0.05 | |
| 91 | 0.571 | 0.326 | 47.00 | 0.42 | Significant |

The table shows that $F_{test} = 47.00$ is above critical value where F_{tabel} for $(\alpha=0.05)$ is 0.42 indicating that the data is linear and eligible for the next process. Coefficient of correlation $(r_{x2}) = 0.571$ indicates a moderate positive relationship between work satisfaction and teachers' performance. Coefficient of determination $(r^2_{x2}) = 0.326$ indicates that contribution of work satisfaction to teachers' performance is 32.6 % while the rest 67.4 % is determined by other factors not included in the model.

4.4. Organizational Culture, Leadership and Work Satisfaction to Teacher's Performance

When tested together the model is specified as:

$$\hat{Y} = b_0 + b_1X_1 + b_2X_2 + b_3X_3$$

Where:

$$\hat{Y} = \text{Teacher's Performance}$$

b_0 = constant

b_1, b_2, b_3 = regression coefficient

X_1 = Organizational Culture

X_2 = Leadership

X_3 = Work satisfaction

Table4. Multiple Regression Analysis Summary

| Model | β | R | R ² | F-test | F-tablel α | Conclusion |
|------------------------|---------|-------|----------------|--------|-------------------|-------------|
| | | | | 55.223 | 0,05 3.95 | Significant |
| Organizational Culture | 0.467 | | | | | |
| Leadership | 0.368 | 0.812 | 0.659 | | | |
| Work satisfaction | 0.267 | | | | | |

Tables 4 show the results of multiple regression analysis. The table reports a significant F statistic, indicating that the model has strong prediction strength ($F = 55.223, p < 0.01$). As further shown in Table 4, all variables altogether are strongly correlated to teachers' performance as shown by coefficient of correlation = 0.812 and also affect performance significantly as more than 60% of the variation in determination of teachers' performance is explained by the model (R Square = 0.659).

The model derives the following equation: $\hat{Y} = 22.128 + 0.467 X_1 + 0.368X_2 + 0.267 X_3$.

Observing the value of regression coefficient from the highest to the lowest, this model confirms that organizational culture (X_1) as the most dominant variable in determining the teachers, performance, followed by leadership (X_2) and work satisfaction (X_3).

5. CONCLUSION

The findings prove that there is a positive and significant relationship between the organizational culture on teacher performance, leadership on teacher performance and work satisfaction on performance among teachers working in junior high schools located in Bogor, Indonesia. With particular reference to initial design of the interaction among variables, the results showed that the contribution of organizational culture variable on performance is 46.7 %, leadership is 36.8 %, and work satisfaction is 26.7 % indicating the highest individual contribution to the performance of teachers is organizational culture. When combined together, contribution of the three variables of organizational culture, leadership and work satisfaction achieve 65.9 indicating the contribution of other variables not included in the model to predict on teachers performance are 34.1% confirming this model is of high goodness of fit. Other researchers wishing to conduct similar studies may include other variables such as; teacher professionalism, achievement motivation, work culture of teachers, teachers' resilience, creativity, work experience, training, principal's management, decision-making techniques and so forth. Though organizational culture has been widely studied, the finding confirms the notion on the importance of salient and specific of organizational culture in Indonesian setting (Rajiani, 2011).

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