



The Correlation between Work Motivation, Personality, and Organizational Culture to Teachers' Performance

Mastur Thoyib*, Soewarto Hadhienata, Widodo Sunaryo

Post Graduate Program, Universitas Pakuan Bogor, Indonesia

***Corresponding Author:** Mastur Thoyib, Post Graduate Program, Universitas Pakuan Bogor, Indonesia

Abstract: This research will be divided into three factors that are assumed to have a significant relationship with teacher performance that is; work motivation, personality, and organizational culture. To prove the hypothesis, we investigated the correlation between Work Motivation (X1), Personality (X2), Organizational Culture (X3) on Teacher Performance (Y). This research was applied at Private Madrasah Aliyah in Bogor city. Of the total population who used 179 selected 119 teachers who became the sample of the study. Correlation method is applied to investigate the relationship between independent variables and dependent variable. The results show that there is a positive and significant relationship between the dependent variable and the independent variable. Correlation calculation results show there is a positive and very significant relationship between the three independent variables and Teacher Performance this is indicated by correlation coefficient and correlation significance test. From the result of calculation of determination value which done to all independent variable is known confidence value of each independent variable as follows; Work Motivation (0.2153), Personality (0.0731) and the Organizational Culture (0, 1561). From these findings, it is concluded that the increase in values on work motivation, personality, and organizational culture variables will be followed by the growth in teacher performance positively.

Keywords: Teacher Performance, Work Motivation, Personality, and Organizational Culture

1. INTRODUCTION

The organization of the school as an educational institution has its own culture that is shaped and influenced by the values, perceptions, habits and policies and behavior of the people in it. As an educational institution, the school has a specificity following the field of running the learning process. This means that organizational culture is required to show capabilities by the demands of education, namely to develop students develop per the principles of humanity.

Departing from that thought, it takes the effort to form a professional teacher. Therefore, as an institution providing education for the existence of schools should be supported by values, norms, and work ethics in the implementation of tasks. This means that not to cause errors in interpreting the application of functions by teachers in addition to avoid unrest and jealousy in the division of labor from the leadership. Therefore, the adherence of all components of the school to the rules or values, norms and work ethics that have been agreed together to be something that is implemented.

This study attempts to assess the performance of teachers as teachers and educators by focusing on three main factors related to teacher performance, namely; work motivation, personality, and organizational culture. This study is expected to answer whether the work motivation, personality, and organizational culture have a direct relationship to teacher performance

Based on the background and restriction issues to be examined in this study, it can be formulated main points as follows:

- Is there a relationship between work motivation with the teacher's performance?
- Is there a relationship between personality with teacher performance?
- Is there a correlation between the organizational culture with teachers performance?
- Is there a relationship between work motivation, personality, and organizational culture together with the teacher's performance?

2. LITERATURE REVIEW

Performance is the result of work that can be positive or negative. Colquitt, Lepine, and Weston (2009) suggest that performance is the value of a series of activities and contributions, both positive and negative to achieve organizational goals which are influenced by the main factors; tasks, obligations, and responsibilities.

According to Wirawan (2012) performance is the output generated by the functions or indicators of a job or a profession within a particular time.

Further Nawawi (2008) performance is the result of the implementation of a job, both physical/material and non-physical / non-material. Meanwhile, according to Mathis et al. (2006) performance is the result or success rate of a person as a whole influenced by the factors of reflectivity and efficiency, authority, discipline, and initiative, during given period in carrying out its duties. Motowidlo, Borman, & Schmit in Jayaweera (2015) describes performance defined as the behavior or activities are undertaken for the achievement of targets and goals. Performance factors, namely; productivity, gains and overall disruption of organizational effectiveness.

Colquitt et al. (2009), argues that motivation is a series of forces that push individuals to achieve their goals. The factors that influence it are; 1) Business guide, 2) Enterprises diligently and, 3) Effort continuously. Furthermore, Schermerhorn (2012) suggests that motivation is an impulse from within a person who demands to improve and steadfastly effort in work. Kreitner and Kinicki (2010) define motivation as a process of psychology including individual action, in the form of interest and encouragement continuously to achieve goals. While the factors that influence the motivation, among others; 1) Self-actualization, 2) Appreciation, 3) Love, 4) Security and 5) Psychological. Stephen Robbins (2015) defines motivation as a controller from within a person who is a channel to achieve goals. The factors that influence it are 1) Self-actualization, 2) Awards, 3) Love, 4) Security and 5) Psychological. Manthis et al. (2008) define motivation decision from within of someone to push to do something, which influenced factor of requirement and impulse to do something.

According to Schultz and Schultz (2005) personality is the uniqueness of an individual's character that contains internal and external aspects that affect his behavior in different situations. The dimensions of personality are:

- a. Neuroticism: Worrying, feeling insecure, nervous, sensitive
- b. Extraversion: easy to socialize, friendly, cheerful,
- c. Openness: original, independent, credible, and courageous
- d. Agreeableness: good personality, sympathetic, sure, a sense of respect
- e. Conscientiousness: cautious, trustworthy, hardworking, managerial intelligence.

Shaari et al. (2010) states that personality is an essential thing that is dynamic in individuals that cause comparison with other people. The factors that influence it are; 1) Needs, 2) Mood and 3) Personal assessment. Wagner and Hollenbeck (2010) state that personality as a unity of characteristics that distinguishes an individual or a nation or group; especially: regarding behavior and emotional characteristics. Five main factors that affect the personality; 1) Extroversion, 2) Emotional Adjustment, 3) Agreeableness, 4) Conscientiousness and 5) Openness to experience (open to new experiences). Then according to Schermerhorn et al. (2012) Personality is the whole combination of character behavior, emotions, motivations, patterns, which describe who a person.

Personality according to Robbins (2006) is the total of ways in which an individual reacts to and interacts with others. Personality is the whole pattern of an individual's behavior to respond and interact with others. Furthermore, according to Shaari et al. (2010), personality is the primary thing that is dynamic in individuals that cause comparison with other persons that influence by the needs, mood, self-perception.

According to McShane and Glinow (2013), organizational culture is a set of values and the same views among members of the organization that includes dimensions namely; innovation, justice, stability, caring, goals, concerns, group goals, and aggressive attitudes. Meanwhile, according to Wagner and Hollenbeck (2010) organizational culture is defined as understanding, prediction, and management of human behavior either individually or in groups that occur within an organization. The organizational culture is influenced by factors of corporate culture namely; ceremony, order, formalities, history/events, stories, dignitaries, and symbols of language.

Furthermore, in Schein's opinion (2004) organizational culture is an underlying assumption pattern learned and developed by group members in legitimately addressing issues arising from the process of internal adaptation and group external integration. Then the definition of organizational culture according to Kinicki and Fugate (2012) is a set of shared systems of meaning, which include the implicit assumptions in the group and determine how they feel, think, and respond to various environmental conditions.

Colquitt et al. (2009) state that organizational culture is a shared social understanding among members of the organization that includes, rules, norms, and values that shape the activities and habits of the workforce.

More about organizational culture is expressed by Schermerhorn et al. (2012:), which argues that organizational culture is a system that includes actions, values, norms and shared beliefs that develop within the organization and first action/behavior its members.

3. METHODOLOGY

This study applies *Sequential Explanatory Design Mixed Method* where quantitative research is ahead of the qualitative study to examine the relationship between variables tested in the survey using three independent variables through data obtained from questionnaires. The independent variable is Working Motivation (X_1), Personality (X_2), and Organizational Culture (X_3), while the dependent variable is the Teacher's Performance Y).

The relationship among variables in the study described in Fig.1 below:

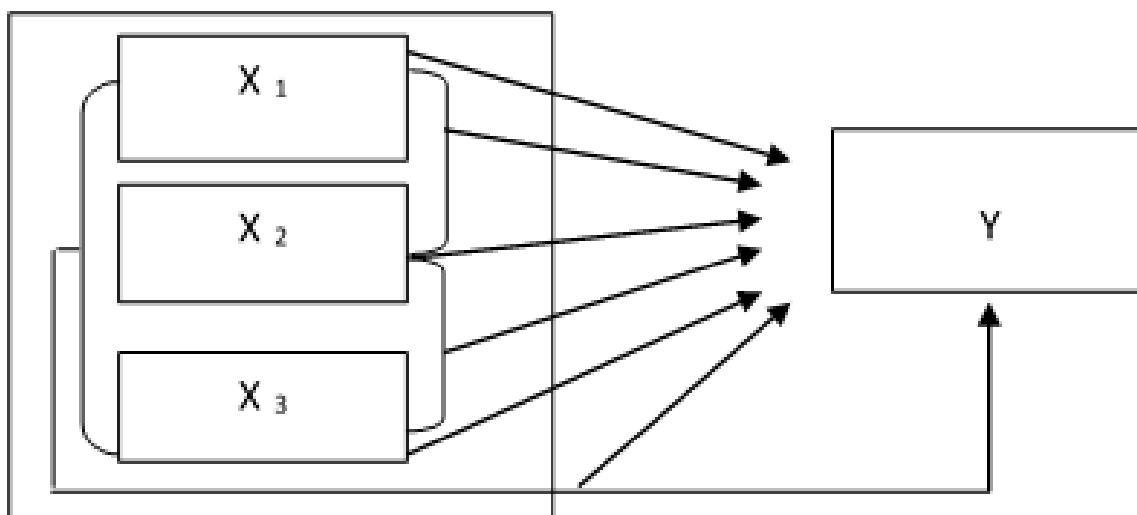


Figure1. Theoretical framework

Where,

Y = Teacher's Performance

X_1 = Organizational Culture

X_2 = Personality

X_3 = Working Motivation

The sampling technique is to count the number of samples by using the Slovin's formula generating samples obtained as many as 119 out of 197 teachers. Hypothesis testing is conducted by using regression analysis to determine the influence of one or more independent variables on the dependent variable. Hypothesis testing is performed at a significance level of 0.05.

Qualitative study for confirmation was conducted through observation and interview to the key informant as well as conducting focus group discussion with the school principal and teachers of private Islamic High School in Bogor, West Java, Indonesia.

4. RESULT AND DISCUSSION

The teachers of private Islamic High School in Bogor, West Java, Indonesia were asked to participate in the survey by responding their opinions for four different measures in work motivation, personality, organizational culture, and performance.

4.1. Working Motivation and Teachers' Performance

Since the data is usually distributed, we can proceed to test the alternate hypothesis if organizational culture is positively related to teachers' performance within private Islamic High School in Bogor, West Java, Indonesia. The strength of association of working motivation (X_1) to teacher's performance (Y) is observable from coefficient correlation (r_{x_1}) = 0.464. $T_{test} = 5.666$ is above critical value where T_{table} for ($\alpha=0.05$) is 1.980 indicating that the relationship is significant confirming the first hypothesis that working motivation is positively related to teachers' performance. Coefficient of determination ($r^2_{x_1}$) = 0.215, indicating that contribution of working motivation to teachers' performance is 21.5 %. Similarly, the result of qualitative research interviews, observation and documentation confirms the tendency of the relationship between working motivation to teachers' performance. This finding strengthens the quantitative research hypothesis results testing that there is a significant positive correlation between working motivation to teachers' performance.

4.2. Personality and Teachers' Performance

Since the data is normally distributed, we proceed to test the alternate hypothesis if personality is positively related to teachers' performance within private Islamic High School in Bogor, West Java, Indonesia. The strength of association of personality (X_2) to teacher's performance (Y) is observable from coefficient correlation (r_{x_2}) = 0.270. $T_{test} = 3.036$ is above critical value where T_{table} for ($\alpha=0.05$) is 1.980 indicating that the relationship is significant confirming the second hypothesis that personality is positively related to teachers' performance. Coefficient of determination ($r^2_{x_2}$) = 0.073 indicates that contribution of personality to teachers' performance is 7.3 %. Similarly, the result of qualitative research interviews, observation and documentation confirms the tendency of the relationship between personality to teachers' performance. This finding strengthens the quantitative research hypothesis results testing that there is a significant positive correlation between personalities to teachers' performance.

4.3. Organizational Culture and Teachers' Performance

Similar to the previous model, since the data is normally distributed, we proceed to test the alternate hypothesis if organizational culture is positively related to teachers' performance private Islamic High School in Bogor, West Java, Indonesia. The strength of association of organizational culture (X_3) to teacher's performance (Y) is observable from coefficient correlation (r_{x_3}) = 0.395. $T_{test} = 4.652$ is above critical value where T_{table} for ($\alpha=0.05$) is 1.980 indicating that the relationship is significant confirming the third hypothesis that organizational culture is positively related to teachers' performance. The coefficient of determination ($r^2_{x_3}$) = 0.156 indicates that contribution of organizational culture to teachers' performance is 15.6%. Similarly, the result of qualitative research interviews, observation and documentation confirm the tendency of the relationship between organizational culture to teachers' performance. This finding strengthens the quantitative research hypothesis results testing that there is a significant positive correlation between organizational culture to teachers' performance.

4.4. Working Motivation, Personality, and Organizational Culture to Teachers' Performance

The result showed that there is a positive relationship between work motivation, personality and organizational culture to teachers' performance. This is indicated by the correlation coefficient = 0.558. Contributions of work motivation, personality and organizational culture to teachers' performance are 31.15%, which is expressed by the coefficient of determination = 0.3115. The pattern of the relationship between work motivation, personality and organizational culture to teachers' performance is demonstrated by the multiple linear regression equation $Y = 20.122 + 0.346 X_1 + 0.132X_2 + 0.249 X_3$

The focus of qualitative research on teacher personality, work motivation, and organizational culture shows active and significant results in calculating the power of influence together. Estimating the effect of teacher performance that can be seen from the awarding system, teacher achievement, school security, excellent communication, cooperation among educators, real division of task management and openness and communication system can realize good teacher performance.

Based on the above findings, it is concluded that the higher the work motivation, personality and perceptions of the organizational culture the higher the results of teacher performance. Thus the findings of facts and data in the analysis of this study increasingly support the previous results of the positive influence between work motivations with teacher performance. Thus a teacher who has a high work motivation and personality together will be able to improve the performance of teachers.

5. CONCLUSION

The findings prove that there is a positive and significant relationship between the working motivation on teachers' performance, personality on teachers' performance and organizational culture on teachers' performance among private teachers working in Islamic junior highs located in Bogor, Indonesia. When combined, the contribution of the three variables of, working motivation, personality, and organizational culture achieve 31.15 % indicating the contribution of other variables not included in the model to predict junior high school teachers' performance are only 60.85 %.

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Citation: Mastur, Thoyib et al. "The Correlation between Work Motivation, Personality, and Organizational Culture to Teachers' Performance." *International Journal of Managerial Studies and Research*, vol 5, no. 9, 2017, pp. 37-42. doi:<http://dx.doi.org/10.20431/2349-0349.0509007>.

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