

Effect of Leadership Behaviour, Organizational Climate, Intrinsic Motivation, and Engagement on Job Performance

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Abstract

This research aims to explain the effect of leadership behaviour, organizational climate, intrinsic motivation and engagement on job performance (Study of permanently employed lecturers in private university of area III DKI Jakarta) in permanently employed lecturers in private university of region 3 DKI Jakarta. This research is explanatory research which explains the correlation among research variables. Research object was conducted in 3 private universities of region 3 of DKI Jakarta, having homogeneous factors comprising Economics Faculty, Management Study Program, Undergraduate Student number more than 2000 and A Accredited. Analysis Unit of this research is permanently employed lecturers, accounting for 150 persons. Analysis tool used to test 7 hypotheses is Generalized Structured Component Analysis (GSCA). It was found that all hypotheses had substantial results: 5 (five) hypotheses had significant influences and 2 (two) were insignificant. The empirically proven hypothesis was effect of organizational climate on working performance, the effect of intrinsic motivation on working performance, the effect of leadership behaviour on engagement, the effect of organizational climate on engagement and the effect of engagement on working performance. Yet, there is one hypothesis not empirically proven which was the effect of leadership behaviour on working performance and the effect of intrinsic motivation on engagement.

Keywords: Leadership Behavior, Organizational Climate, Intrinsic Motivation, Engagement, Performance.

Introduction

The very basic problem encountered by higher education Institution is the low performance quality. It needs deep research concerning higher education quality as well as its leading figure quality and its teaching staff and its determinant factors as from the research, factual and empirical information that can explain the fundamental problems concerning the effectiveness of higher education processes in relation to its lecturers's performance can be attained. Therefore, with its all academic challenges and its potentials which private universities have, they attempt to have some strategic steps, focused on their leaders's behaviour, good organizational climate, effective human resource and strong intrinsic motivation as a manifestation in formulating focus, direction and healthy scope substance through engagement mediation variables particularly in the educational field.

In other side, Higher Education General Directorate under National Education Department (Depdiknas) has conducted monitoring addressed to both State and Private universities. Both bureaucratic systems with their policy and instrument are able to affect their quality and strategy to produce high number of graduates as well as the quality. There have still been some problems faced by private universities of region III in DKI Jakarta area in producing their nationally and internationally accredited higher education graduates despite in its certain level which can still be anticipated by leaders of private universities especially those in region III of DKI Jakarta with their varying policies.

The encountered challenges and the expected outcome are adequately high. As a result it needs some solutions that allow private universities more capable of resolving those varying problems.

Theory of Yukl (1996) stated that a field atmosphere is able to determine leadership behaviour to where it goes and is oriented to produce his subordinates' working performance. Stogdill (1989) concluded that where leadership is in relation to individual characters, behaviour, influence to other people, interaction pattern, role relation as well as one's perception regarding its validity and its impact.

Lecturer's working performance is a starting drive to be successful in what private university will attain including the private university and its alumni which are expected to compete in work force, having an international level, which possess self identity and good personality. Based on the previous illustration, the writer is motivated to research the working performance in private universities of region III in DKI Jakarta, affected by leadership behaviour, organizational climate, intrinsic motivation and engagement as mediating variables.

Literature Review and Hypotheses

Leadership Behaviour

Leadership is an important activity in an organization. However, to find and to be a leader that is able to bring to a change is not easy. This was also claimed by Gordon (1991) that not all can be an effective leader in an organization. An effective leader is a leader whose members can feel that their needs can be met, either work, motivation, recreational, health, food, housing needs or any needs that people deserve to get. This means that all staff needs working in an organization can fully be met. This situation illustrates a positive relationship between a leader and his organizational member. Boles (1980) even defined leadership as follow: "Leadership is a process, or series of actions, in with one or more persons exert influence, authority, or power over one or more other in moving in social system toward one or more of our primary system goals" which means that leadership is a group of acts in which one leader uses his influence, authority to another (follower) in driving a social system to gain one or more social systems.

Social system which Boles means is fulfilling need, productivity, innovation and maintainance of organization in social system. Terry in Winardi (1999) defined, "Leadership is a relationship where oen person, a leader, affects another party to collaborate voluntarily in an effort to attain what is needed by the leader". Terry in Kartono (1998) stated: "Leadership is an activity influencing people to achieve the group's objective. According to Uchyana (1975) the understanding of leadership is given a limitation: "Leadership shows one's activity process in leading, guiding, affecting or control mind, feeling or other person's behaviour".

In an educational institution, leadership is essential. As stated by Petos and Austin (1986) in Sallis (1993) who stated that every institution needs a leader having vission and mission, be close to his university student, possessing a broad and innovative idea, be familiar and having strong spirit. The result of leadership in higher education will be noted from how he determines a policy of consideration bases in making a decision, a way and a party who accepts delegation, behavioral guides in working and standar guides in monitoring.

A leader's behavior in higher education in driving his organization effectively is by doing an active role in the activities of developing his staff to improve job performance, to conduct leadership, a direct teaching to lecturers, to ensure that what lecturer is doing in the class is being evaluated and being capable of an effective figure. An instructional leader is strongly encouraged to be able to drive all the things in private university professionally.

Measurement of leadership behaviour variables is based on a theory proposed by Greenleaf (1999), comprising: (a) listening behaviour, (b) emphatic behaviour, (c) healing behaviour, (d) awareness behaviour, (e) persuasive behaviour, (f) conceptual behaviour, (g) predicting behaviour, (h) serving behaviour, (i) commitment behaviour for human development, and (j) constructive behaviour (empowering).

Organizational Climate

Working climate in an organization is an atmosphere in an organization created by a pattern of relationship among individuals (interpersonal relationship) which are prevalent. This relation pattern is sourced from the relationship among lecturers or between lecturers and head of program study/dean/vice councillor or vice versa. A relation pattern between lecturers and a dean/rector shapes a leadership applied by head of program study/dean of faculty/rector in implementing his leadership functions. The most essential Subsystem in an organization is human subsystem. This confirms that the success or the failure of an organization attain its goal and retain its existence is more heavily determined by human factor. As a result, in implementing his activities, human employed in the organization needs to be substituted with several stimulus and facilities that can increase his needs and his work spirit.

Hoy dan Miskel (2001) mentioned that there is behaviour in every organization, having an unsimple function as it has a number of individual needs and organizational objective that will be attained. The relationship among elements is highly dynamic in the sense they bring unique habits from their place of origin with their symbols, values and motivation.

Hersey and Blanchard (1998) stated that activities which human does can run well if situation and condition are

supportive and it has the possibility to make it happen. It can then be summarized that working atmosphere and climate in an organization must be created in such a way that a lecture feel comfortable to perform his main duties and fuctions. The environment or conducive climate will encourage him to make his gain more optimally according to his talent and his capacity. Theodore (1996) stated that a less condusive working environment such as physical working environment and less harmonious relation between one lecture to another will result in bad job performance.

There are many indicators of working climates stated by Hoy and Miskel (2001), comprising: supportive, directive, restrictive, collegial, intimate, and disengaged. Those indicators shape types of working climates which are : open, engaged, disengaged and closed.

Intrinsic motivation

In a simple way, Hersey and Blanchard (1995) mentioned that motivation is an intention to do something while motive is a need, intention, push or impulse. Robbins (2001) defined motivation as “The process that account for an individual's intensity, direction, and persistence of effort toward attaining a goal”

From several research concerning motivation, several theories regarding human and motivation as a complex phenomenon that distinguishes him with another creature can be developed. Stoner (1982) grouped the theory of motivation into three types which are : (a) content theory, (b) process theory, dan (c) reinforcement theory.

- a. Content theory: focuses on what motivation is, focuses on the importance of factors in the individual causing them to behave. This theory attempts to satisfy what need is done and what encourages him to act.
- b. Process theory: focuses on how and with what aim individual is motivated or be motivated.
- c. Reinforcement theory: focuses on ways that behaviour is learned, what is the result of past deeds affect the future deed in the cycle of learning process.

Content theory consists of (1) Theory of Intrinsic motivation (Herzberg); (2) Three social motives of McClelland; (3) Motive of achievement of Hermans; (4) Theory of Need Hierarchy of A. Maslow; (5) Theory of ERG (Aldefefer).

Engagement

Saks (2006) argued that engagement is a different and unique self construction, comprising cognitive, emotional and behavioral components. A thing which Welch ever noted (2011) that engagement has emerged as a popular term, despite having a definition in various ways. He even mentioned engagement differently, also called personal commitment, working commitment or engagement. Kahn (1990) is one of the persons to propose the concept of engagement by defining it as a person who utilizes himself as a member in an organization for the sake of his working role while engagement on individual is to employ and express his physics, cognitive and emotional aspect in a consistent way, having a role in work. Robinson (2004) regards engagement as a positive attitude owned by a personnel toward his organization and its value. In engagement view, Fleming and Asplund (2007) stated that ability to catch heart, mind and spirit of personnels of an organization to cultivate an intrinsic need and passion to make a gain. Schaufeli (2002) defines engagement as a positive thought in fulfilling work related to thoughts accompanied by spirit, dedication and deep understanding. This research uses engagement theory developed by Harter (2002) and Gibbons (2006) with the readiness as its indicators which have several items (a) readily dedicating himself to work (b) constantly thinking a new way to work more (c) enthusiasm in performing work. Sincerity with indicators (a) willingly to motivate himself to make a gain (b) willingly working hard or work extremely hard (c) strong effort to improve working performance sincerely and the last indicator is proud with indicators (a) work as a source of self pride (b) completely and entirely accomplished work (c) pride when totally devoting to work.

Working Performance

Vission and mission of organizational is a primary guide to achive the organizational objectives. In higher educational organization, one of the main pillars to achieve the objective lies on the lecturer's hand. It, therefore, needs good working performance to achieve organizational objectives. The understanding of working performance according to Hanari (2203) by using the term “work” is an outcome of an implementation in the form of either physical or non-physical aspects (non-material). Performance is translated from the word “kinerja”, meaning work attainment or work output. Worker's performance is related to worker's capacity in implementing work assigned to him and can not be separated form the quality of the teaching staff.

It is an added value for an educational subject having the level of interest between the educational subjects as the

main users of educational outcome. Parents as the second users, work force market as the third party and teaching staff or supporting staff as the ones involved in an educational process, which even uses the educational subject. Sanusi stated (1987) that in a substantive way, the term quality has two points, character and level, respectively. Character is the thing modifying noun while level indicates its position in a scale. Every human has various perspectives regarding character and level. As a result, lecturer performance is the capacity of the teaching staff to perform his duties and his job in accomplishing his work, especially dealing with Tri Darma of Higher education, teaching, researching and public service.

Hypothesis

Hypotheses which are researched are as follows:

- H1: Leadership behaviour significantly affects job performance
- H2: Organizational climate significantly affects job performance
- H3: Intrinsic motivation significantly affects job performance
- H4: Leadership behaviour significantly affects Engagement.
- H5: Organizational climate significantly affects Engagement.
- H6: Intrinsic motivation significantly affects Engagement.
- H7: Engagement significantly affects working performance

Research method

This research uses a quantitative approach with Generalized Structured Component Analysis (GSCA), firstly introduced by Hwang and Takane in 2004. Research was conducted in 3 universities which were Trisakti, Tarumanegara and Gunadarma universities. Respondents were permanently employed teaching staff in economics faculty in each university. Questionnaire was distributed, with 50 respondents in each university. Likert scale was used to measure attitude, opinion and perception of a person or a group of persons regarding social phenomenon, specifically determined by the researcher.

Result and Discussion

In this structural model, 7 hypotheses were tested which are completely depicted in the following table.

Table 1. Direct effect of GSCA Model

Hypothesis	Effect among variables	Coefficient	P-Value	Note
H1	Leadership behaviour > Job performance	0,011	0,56	Insignificant
H2	Organizational climate > Job performance	0,316	0,00	Significant
H3	Intrinsic motivation > Job performance	0,064	0,00	Significant
H4	Leadership behaviour > Engagement	0,188	0,00	Significant
H5	Organizational climate > Engagement	0,594	0,00	Significant
H6	Intrinsic motivation > Engagement	0,004	0,64	Insignificant
H7	Engagement > job performance	0,135	0,00	Significant

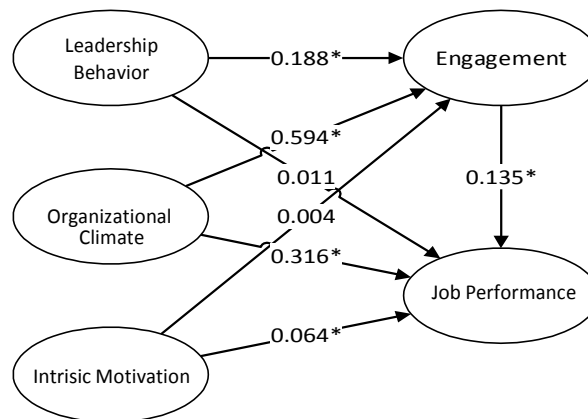


Figure 1. Figure of Research Hypothesis Model Result

Structural model Test result can be explained as follows:

- a. The coefficient toward job performance is 0,011, with t-value 0,58 and Sig t accounting for 0,56, as t value < t table (0,58 < 1,98) and Sig t > 0,05 (0,56 > 0,05) it can then be concluded that the effect of individual factor on organizational factor is not significant. This means that the lowness or the highness of leadership behavior does not substantially affect job performance.
- b. The coefficient toward organizational climate is 0,316, with t-value 18,92 and Sig t accounting for 0, as t value > t table (18,92 > 1,98) dan Sig t < 0,05 (0 < 0,05), it can then be concluded that the effect of individual factor on organizational factor is significant. This means that the higher level of organizational climate is, the higher the job performance is.
- c. The coefficient between Intrinsic motivation toward job performance is 0,064, with t-value amounting 14,98 and Sig t accounting for 0, as t value > t tabel (14,98 > 1,98) and Sig t < 0,05 (0 < 0,05), it can then be concluded that Individual factor significantly affects Organizational factor. This means that the higher intrinsic motivation is, the higher level the working performance is.
- d. The coefficient between leadership behaviour and engagement is 0,188, with t value 4,54 and Sig t amounting 0, as t value < t table (4,54 < 1,98) and Sig t > 0,05 (0 > 0,05), then it can be concluded that the effect of individual factor on organizational factor is significant which means that the higher the leadership behaviour will result in the higher Engagement.
- e. The coefficient between organizational climate and Engagement is 0,594, with t-value 9,78 and Sig t amounting 0, as t-value is > t table (9,78 > 1,98) and Sig t < 0,05 (0 < 0,05) it can then be concluded that the effect of Individual factor on organizational factor is significant which means that the higher the organizational climate will result in the higher Engagement.
- f. The coefficient between intrinsic motivation and engagement is 0,004, with t value 0,47 and Sig t accounting for 0,64, as t-value is > t table (0,47 > 1,98) and Sig t < 0,05 (0,64 < 0,05), it can then be concluded that individual factor insignificantly affects organizational factor which means that the highness or lowness of intrinsic motivation does not considerably affect Engagement.
- g. The coefficient between Engagement and job performance is 0,135, with t-value 3,44 and Sig t amounting 0, as t-value is > t table (3,44 > 1,98) and Sig t < 0,05 (0 < 0,05) then it is concluded that individual factor significantly affects organizational factor which means that the higher the engagement is, the higher the job performance is.

This research findings give substantial contribution for teaching staff especially regarding leadership behaviour, organizational climate, intrinsic motivation and Engagement on job performance.

- a. This reseach finding shows that leadership behaviour is influential but insignificantly affects job performance. This can be an incoming input for the head of study program as the leader as well as the teaching staff in private university to apply an optimal leadership behaviour through several indicators such as emphatetic, healing, awareness, persuasive, conceptual, predictive, serving and committed behaviours to human development and constructive behaviour so that the leader of study program who is also a teaching

staff in private university has a job performance in attaining Tridharma of higher education.

- b. Research finding shows that organizational climate significantly affects job performance. This can be an incoming input for the head of department as a leader and as a teaching staff to create organizational climate through several indicators such as Supportive, Collegial, Intimate, Directive, Restrictive and Disengaged so that lecturer has a positive job performance to gain Tridharma of higher education.
- c. This research finding shows intrinsic motivation significantly affects job performance. This is truly expected to be an input for lecturers to increase their intrinsic motivation maximally through indicators of Need for Achievement, Need for Affiliation and Need for Power, allowing them to have a maximal job performance to achieve Tridharma of higher education.
- d. This research finding depicts that leadership behaviour significantly affects engagement. This greatly contributes to leaders of private universities, who are also lecturers to improve their leadership behaviour that is highly influential on lecturer's Engagement condition toward private university's contribution where they are employed.
- e. This research finding shows that organizational climate significantly affects engagement. This contributes to lecturers to create a more conducive organizational climate, so that it can give an influence on the increased engagement.
- f. The research finding shows that intrinsic motivation insignificantly affects Engagement. This shows that lecturers have more awareness that intrinsic motivation can enhance lecturer's engagement toward private university where they are employed.
- g. This research finding shows that Engagement significantly affects job performance. This is expected to be an input for lecturers to increase their Engagement optimally through indicators such as preparedness, Voluntary and Pride, so that lecturers have high job performance to achieve Tridharma of higher education.

Conclusion

Based on research findings, discussion and interpretation that have been described can be summarized as follows:

- a. This research finding found that leadership behaviour insignificantly affects job performance. It means that leadership behaviour is seen from indicators such as listening, emphatic, healing, awareness, persuasive, conceptual, predictive, serving, committed behaviours addressed to human development and constructive behaviour (empowering) that have an influence but insignificant statistically on job performance (study of lecturers employed in private universities of region 3 in DKI Jakarta).
- b. This research finding shows that organizational climate significantly affects job performance which means that organizational climate indicators of supportive, collegial, intimate, directive, restrictive and disengaged that have a significant influence on job performance statistically (Study of permanently employed lecturers of private universities of region 3 DKI Jakarta).
- c. The research finding found that intrinsic motivation significantly affects job performance. This means that intrinsic motivation is seen from indicators such as need for achievement, need for affiliation and need for power that have a significant impact statistically on job performance (Study of permanently employed lecturers of region 3 in DKI Jakarta).
- d. This research finding found that leadership behaviour significantly affects Engagement. This means that leadership behaviour is seen from indicators such as listening, emphatic, healing, awareness, persuasive, conceptual, predictive, serving, committed behaviours to human development and constructive behaviour (empowering) toward Engagement through indicators of readiness, voluntary, sincerity and pride which are statistically significant.
- e. This research finding found that organizational climate significantly affects engagement which means that the higher organizational climate seen from indicators such as supportive, collegial, intimate, directive, restrictive and disengaged, the higher Engagement level is from indicators of preparedness, voluntary and pride.
- f. This research finding found that extrinsic motivation insignificantly affects Engagement. This means that intrinsic motivation is seen from indicators of need for achievement, need for affiliation and need for power,

having insignificant impact statistically on Engagement through indicators of preparedness, sincerity, pride in which intrinsic motivation of lecturers increases, then lecturer's engagement should be made good.

- g. This research finding found that Engagement significantly affects job performance with its estimation value of 0,135 and ratio critical value (cr) of 0. It means that engagement is seen from indicators of readiness, sincerity and pride that have an impact statistically on job performance (Study of permanently employed lecturers of provate universities of region III in DKI Jakarta).

Based on description above, the writer make advice that can be a guide for the heads of higher education especially private universities and for the development of knowledge adressed to permanent lecturers, researchers or even for the sake of both goverment and private universities, Ministry of education and culture via KOPERTIS in each province, which are as follows:

- a. It needs reformation of system of lecture recruitment for the need of private universities.
- b. It needs reevaluation of policy and welfare of lecturer.

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