

Organizational Culture, Commitment and Teacher Performance: The Role of Job Satisfaction

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Abstract: Teacher performance today is very much needed so that teachers can overcome and anticipate the challenges of changing times. An organization can make several efforts to improve the performance of its members, such as forming a strong organizational culture and commitment and creating job satisfaction for its members. This study aimed to examine the effect of organizational culture and commitment on teacher performance either directly or mediated by job satisfaction. The study respondents were private vocational high school teachers in Purworejo Regency in Indonesia using purposive sampling. The data was collected using a questionnaire, and then the data was processed using the Smart Partial Least Square method. The results indicate that organizational culture has a positive effect on teacher performance, while organizational commitment does not affect performance. Organizational culture and organizational commitment affect job satisfaction. Job satisfaction has an effect on performance. The conclusion from the results of this study is that organizational culture and organizational commitment, and the mediating role of job satisfaction are important factors for improving teacher performance.

Keywords: Teacher performance, organizational culture, commitment, job satisfaction

INTRODUCTION

Teachers play a crucial strategic role when it comes to accomplishing the country's educational development goals. Additionally, teachers are the driving force behind all instructional initiatives throughout the learning process (Kartowagiran, 2011). Therefore, the performance and professionalism of teachers play a critical role in the success and quality of the execution of all educational programs chosen by policymakers, one of which is highly dependent (Octavia, 2019). Along with rising worldwide demands and a modern world that is undergoing changes and becoming more competitive, there is an increasing need for competent and professional teachers. Parents who want their children to receive the best education also have demands. Students that are smart, capable, creative, and able to provide excellent and dignified educational products will be produced by teachers who perform well (Ismail & Sjahrudin, 2018).

Teacher performance concerns with organizing, supervising, and evaluating students' learning outcomes (Afandi, 2018). Teachers also ensure learning activities, such as planning lessons, carrying them out, assessing their effectiveness, and fostering relationships with students. The intensity of these relationships depends on the teacher's mental attitude and professionalism. As planners, teachers need to develop learning concepts in accordance with actual conditions (Octavia, 2019), while as managers, teachers need to foster a positive learning environment. In addition, as evaluators, teachers are expected to carry

out learning, evaluating student learning processes and outcomes. The key functions and responsibilities of teachers include being able to plan and prepare the learning process, control and assess student learning activities, and control and develop the subject matter (Priansa, 2014).

The ability of schools to graduate competent students requires teachers with quality and professional performance. In fact, there are several problems related to teacher performance, especially among private vocational school teachers, which are still less than optimal in quality and less professional (Purwoko, 2018). This is due to the mismatch between the competence of private teachers and the subjects they teach, low discipline, difficulty adapting to technological developments, and the lack of courage for teachers to innovate and take risks. Besides, there is also a problem of job dissatisfaction (Ahmadiansah, 2016) and low commitment to the workplace (Purwoko, 2018). Based on the survey, problems related to the performance of private vocational high school teachers also occur in Purworejo Regency.

Condition of private vocational high schools in Purworejo based on data from the Ministry of Education and Culture (2020), there are 43 vocational high schools in Purworejo, consisting of seven state vocational high schools and 36 private vocational high school (BPS, 2020). The degree of competition for these schools has increased due to this condition. The revitalization of vocational high schools must be adequately prepared and adapted to the requirements and needs of contemporary society in order to compete. To assist the teaching factory development program in schools, all vocational high schools are mandated to build smart schools, robotics, and e-commerce. In order for vocational high schools to become industry-based institutions and to produce graduates with a high level of competence, collaboration with the industrial sector is also encouraged. Furthermore, to anticipate and manage the obstacles of changing times, private teachers' performance must be improved (Ahmadiansah, 2016).

The schools and students produced by performance teachers will be of the highest caliber. The performance of the person and the organization, which includes values, beliefs, culture, and behavioral norms, impacts how well schools function or are educationally successful (Octavia, 2019). The outcome of a teacher's ability to manage learning activities, including planning, carrying out, and evaluating learning, as well as developing connections between instructors and students, is what is known as teacher performance (Priansa, 2014). In improving performance, the success of an organization of its members cannot be separated from the positive efforts made to achieve an organization's goals.

An organization can make several efforts to improve the performance of its members, such as by forming a strong organizational culture and commitment and creating job satisfaction for its members (Kasmir, 2019). The strength of an organization's culture will impact how its participants behave because of its cohesiveness and focus on fostering an environment with strong behavioral influence that can boost members' performance (Robbins & Judge, 2018). Organizational commitment is a form of member compliance with agreements made in the organization that encourage them to perform well (Kasmir, 2019). While a positive perception of job satisfaction will inspire innovation, problem-

solving, and decision-making, as well as boost recognition that influences employee performance (Wibowo & Phil, 2018).

This study aims to demonstrate how a strong organizational culture, high organizational commitment, and employee satisfaction at work may all contribute to performance improvement. Numerous empirical investigations that found job satisfaction to be a mediator variable between organizational culture and commitment and performance corroborate this theoretical relationship (Nuryasman & Suryaman, 2018; Rosita et al., 2019; Soomro & Shah, 2019). Although there have been studies that claim that organizational culture has a positive impact on performance (Nuryasman & Suryaman, 2018; Ramadista & Kismono, 2020; Tahnia et al., 2021), there have also been studies that claim there is no evidence of a relationship between organizational culture and performance (Sewang, 2016).

The findings of two studies suggest that organizational commitment considerably impacts employee performance (Dorta-Afonso et al., 2021; Eliyana et al., 2019). However, it was discovered that there was no substantial relationship between organizational commitment and employee performance (Eliyana et al., 2019; Sholikhah & Prastiwi, 2020). According to a study by (Dorta-Afonso et al., 2021) and (Syauta et al., 2012), organizational commitment has an impact on job satisfaction. Organizational commitment, however, has not been proven to significantly affect job satisfaction in multiple research (Haerofiatna et al., 2021; Purwanto et al., 2021).

In previous research, respondents included nurses (Dorta-Afonso et al., 2021), people working for the government (Rosita et al., 2019), and private employees (Nuryasman & Suryaman, 2018). However, the fact that the respondents in this study took private vocational high school teachers sets it apart from other researchers. The competition amongst foundations is becoming more intense as there are more private vocational high schools. Schools with many teachers who perform appropriately will certainly be able to adapt to the times and accommodate the demands and needs of the community so that they will be more advanced and developed. On the other side, schools that have low teacher performance will not be able to adapt and are not ready to change, which in turn will experience lags that can lead to school closures.

Therefore, seeing the research gap that occurs, this study aims to examine organizational culture and commitment to teacher performance either directly or mediated by job satisfaction variables. The first contribution of this study is to position job satisfaction, which is typically an independent variable when it comes to performance, as a mediating variable. Second, the respondents in this study were private vocational high school teachers, as opposed to the respondents in earlier studies, who were usually nurses, workers for the government, or other private employees.

METHODS

This study is a quantitative study where the hypothesis is carried out using causal hypothesis testing, namely, a hypothesis which states that the relationship of one

construct causes changes in other constructs. The research respondents were 174 private vocational school teachers in Purworejo Regency. The basic rationale is that, which accounts for 84% of all vocational high schools in Purworejo Regency, it has one of the highest concentrations of private vocational high schools. Samples were taken using the purposive sampling technique, the criteria of teachers who have worked for more than two years and have the status as permanent teachers of the foundation.

The data was collected for this study utilizing surveys made available online and offline. The respondents' direct distribution of 95 questionnaires resulted in four incomplete and two non-returned questionnaires. The online distribution is then carried out by sending responders who responded to a Google form via the schools' principal. The total number of questionnaires that could be processed was 174 because of the 85 complete responses that were also received. Based on Table 1, it can be seen that the majority of respondents are male (53%), with an age of fewer than 45 years, as many as 112 teachers, the majority of education level is a bachelor's degree, with the majority working period over than 10 years. The description of the demographic of the respondents is:

Table. 1. Demographic Respondents

Characteristics	Amount	Percentage (%)
Gender		
Male	92	53.00
Female	82	47.00
Age (Years)		
22-32	56	32.00
33-45	56	32.00
>45	62	36.00
Level of Education		
Diploma	8	5.00
Bachelor	147	84.00
Master	19	11.00
Service Period (Years)		
2-5	52	30.00
6-10	35	20.00
>10	87	50.00
Total	174	100.00

Data were collected using a questionnaire using a Likert scale from a value of 1 for disagreeing to 5 for a statement of strongly agree. Research indicators used for teacher performance variables adopted from Afandi (2018), namely: learning plan, learning implementation, assessing learning outcomes, training students, and providing additional tasks. Organizational culture refers to indicators of Robbins and Judge (2018), namely: innovation and risk-taking, attention to detail, results from orientation, people orientation, team orientation, aggressiveness, and stability. Job satisfaction indicators are adopted from Suchyadi and Nurjanah, (2018), including the work itself, pay, promotion, supervision, and co-workers. While organizational commitment is adopted from Allen and Meyer (1990), which includes affective, normative, and continuous commitment.

Furthermore, the data is processed using the Partial Least Square method. The reason for choosing this application is because it can explain the indirect output effect, total effect, average variance extracted (AVE), and composite reliability (CR) without having to do calculations manually (Sholihin & Ratmono, 2013). Figure 1 shows the research model proposed by researchers.

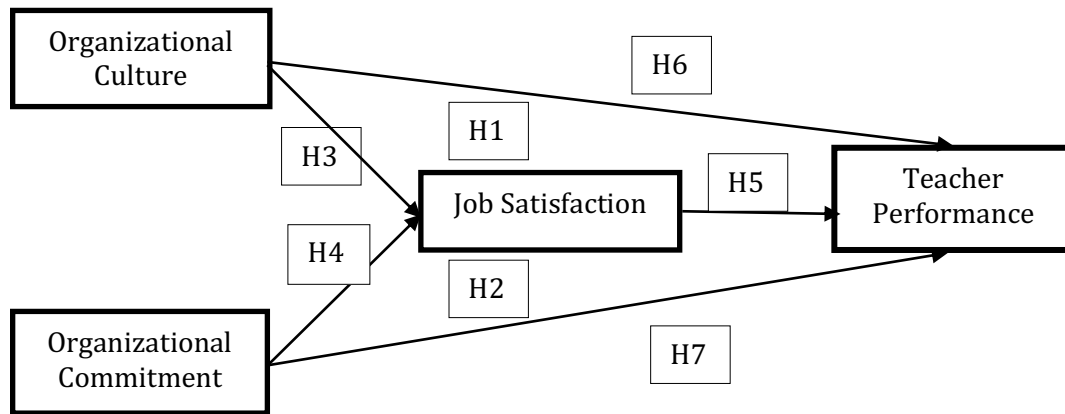


Figure 1. Research Model

A number of variables, namely organizational culture (OC), organizational commitment (CO), and job satisfaction (JS) as a mediating variable on teacher performance (TP) were tested, with the following hypothesis formulation:

- H1: Organizational culture has a positive effect on performance.
- H2: Organizational commitment has a positive effect on performance
- H3: Organizational culture has a positive effect on job satisfaction.
- H4: Organizational commitment has a positive effect on job satisfaction.
- H5: Job satisfaction has a positive effect on performance.
- H6: Job satisfaction mediates the influence of organizational culture on performance.
- H7: Job satisfaction mediates the effect of organizational commitment on performance

RESULTS & DISCUSSION

Measurement Model

In testing the hypothesis using SmartPLS analysis, the conditions of convergent validity, discriminant validity, and reliability tests must be met for all indicators in the model. A validity test is carried out to determine whether the question items can measure what is to be measured. The indicator criteria are said to be convergently valid if each data is grouped into one construct and the indicator has a loading factor value of more than 0.7 with a p-value below 0.05. (Hair et al., 2019) stated that indicators with a loading factor value in the range of 0.41 to 0.69 still need to be considered, while indicators with a loading factor below 0.40 must be removed from further data processing.

In this study, the loading factor value used was 0.6, provided that the AVE value for each construct was higher than 0.5. Cronbach's alpha value and composite reliability were seen to assess the reliability of each construct. (Hair et al., 2019) recommend composite reliability and Cronbach's alpha value of more than 0.6. Table 2 shows the composite reliability number and Cronbach's alpha value of each construct with a value greater than 0.6. Therefore, the indicators in each construct are valid and reliable for all constructs as required.

Table 2. Validity and Reliability Test Result

Variable	Indicator	Loading Factor	Cronbach's Alpha	Composite Reliability	AVE
Organizational Culture	OC1	0.679	0.933	0.942	0.557
	OC2	0.772			
	OC3	0.746			
	OC4	0.760			
	OC5	0.754			
	OC6	0.682			
	OC7	0.801			
	OC8	0.699			
	OC9	0.806			
	OC10	0.771			
	OC11	0.773			
	OC12	0.723			
	OC13	0.724			
Commitment Organizational	CO1	0.768	0.685	0.805	0.509
	CO2	0.671			
	CO3	0.661			
	CO4	0.747			
Job Satisfaction	JS1	0.795	0.860	0.896	0.590
	JS2	0.829			
	JS3	0.708			
	JS4	0.715			
	JS5	0.806			
	JS6	0.747			
Performance	TP1	0.682	0.900	0.918	0.528
	TP2	0.699			
	TP3	0.702			
	TP4	0.771			
	TP5	0.762			
	TP6	0.842			
	TP7	0.750			
	TP8	0.655			
	TP9	0.667			
	TP10	0.716			

The discriminant validity test ensures that one variable to another is not the same. The main condition for a variable is said to have discriminant validity if the

indicator has the highest loading value (AVE root) in the group of variables (Hair et al., 2019). However, data processing results show that not all constructs have a higher AVE root value than the correlation value between constructs (see Table 3).

Table 3. Discriminant Validity

	Job Satisfaction	Organizational Commitment	Organizational Culture	Teacher Performance
JS	0.768			
CO	0.769	0.713		
OC	0.775	0.598	0.746	
TP	0.786	0.630	0.729	0.727

Note(s): JS=Job satisfaction; CO=Organization commitment; OC=Organization culture, TP=Teacher performance

To see discriminant validity is to look at the cross loading (see Table 4). The results show that the cross loading value of all indicators with constructs is higher than the correlation value between constructs (Hair et al., 2019).

Table 4. Cross Loading Test Result

	Job Satisfaction	Organizational Commitment	Organizational Culture	Teacher Performance
JS1	0.795	0.622	0.689	0.641
JS2	0.829	0.595	0.680	0.641
JS3	0.708	0.536	0.502	0.551
JS4	0.715	0.591	0.514	0.506
JS5	0.806	0.589	0.617	0.673
JS6	0.747	0.614	0.542	0.592
OC1	0.472	0.391	0.679	0.548
OC2	0.575	0.442	0.772	0.497
OC3	0.525	0.374	0.746	0.580
OC4	0.590	0.452	0.760	0.478
OC5	0.621	0.436	0.754	0.593
OC6	0.508	0.473	0.682	0.537
OC7	0.608	0.487	0.801	0.585
OC8	0.505	0.436	0.699	0.530
OC9	0.626	0.432	0.806	0.570
OC10	0.580	0.493	0.771	0.488
OC11	0.624	0.432	0.773	0.620
OC12	0.583	0.443	0.723	0.483
OC13	0.666	0.512	0.724	0.543
CO1	0.664	0.768	0.584	0.617
CO2	0.488	0.671	0.430	0.395
CO3	0.406	0.661	0.225	0.305
CO4	0.580	0.747	0.385	0.406
TP1	0.530	0.375	0.488	0.682
TP2	0.516	0.431	0.523	0.699

TP3	0.544	0.492	0.467	0.702
TP4	0.645	0.484	0.651	0.771
TP5	0.568	0.548	0.540	0.762
TP6	0.709	0.549	0.631	0.842
TP7	0.600	0.482	0.516	0.750
TP8	0.474	0.375	0.484	0.655
TP9	0.551	0.375	0.464	0.667
TP10	0.531	0.439	0.495	0.716

Note(s): JS=Job satisfaction; CO=Organization commitment; OC=Organization culture, TP=Teacher performance

Hypothesis Testing

The hypothesis test results can be seen in Table 5, which shows the influencing constructs' original sample, t-statistics, and p-values. The hypothesis testing results employed a significance level of 0.05, with a C.R value of 1.96 (Black & Babin, 2019). Therefore, six of the 7 hypotheses proposed are supported, and one is not supported, namely in hypothesis 6, because it has a p-value of 0.501 (> 0.05) and the original sample is 0.061.

Table 5. Research Hypothesis Test

	Hypothesis	Original Sample (O)	T-statistics (O/STDEV)	P-values	Results
H1	OC -> TP	0.300	3.800	0.000	Supported
H2	CO -> TP	0.061	0.673	0.501	Unsupported
H3	OC -> JS	0.490	6.724	0.000	Supported
H4	CO -> JS	0.476	6.537	0.000	Supported
H5	JS -> TP	0.507	4.862	0.000	Supported
H6	OC -> JS -> TP	0.248	4.429	0.000	Supported
H7	CO -> JS -> TP	0.241	3.529	0.000	Supported

Note(s): JS=Job satisfaction; CO=Organization commitment; OC=Organization culture, TP=Teacher performance

Discussions

The positive influence of organizational culture on teacher performance can be seen in the first hypothesis in this study. The acceptance of the first hypothesis in this study shows that the stronger the organizational culture that is embedded in a person, the more one's performance will be. Robbins and Judge (2014) also stated that a strong culture will have a big influence on the behavior of its members because the high level of togetherness and intensity creates an internal climate of high behavioral control, which can improve the performance of its members. The results of this study reinforce the results of previous studies conducted by Nuryasman and Suryaman (2018); Ramadista and Kismono (2020); Tahnia et al. (2021), showing that organizational culture has a positive and significant effect on employee performance.

However, the results of this study do not support research conducted by Sewang (2016), which remarked that organizational culture does not affect performance. This indicates that strong organizational commitment cannot always

improve teacher performance. In this case, when employees do not comply, they will not work well and try to improve performance. The contributing factors are the low desire to remain in the organization, not being afraid of losing their job, and feeling confident that they are accepted elsewhere, as well as the ease with which teachers move from one school to another. The results of this study reject the findings of Suharto et al. (2019), which mentioned that organizational commitment has an effect on significant positive on employee performance. However, the results of this study confirm the research conducted by Ismail and Sjahrudin (2018) that organizational commitment does not affect performance.

The third hypothesis in this study that job satisfaction is positively influenced by organizational culture. This indicates that the application of a good organizational culture in schools can increase teacher job satisfaction. Robbins and Judge (2018) proposed a model of the relationship between organizational culture and job satisfaction. A strong culture will lead to a high level of job satisfaction. Meanwhile, a culture that is not strong will have an impact on job satisfaction which is not strong as well. In accordance with the indicators that the encouragement given by the school to innovate and take risks when working makes teachers more aggressive in their work to increase their satisfaction with their work.

The results of this study also support the results of previous studies, which showed a positive and significant relationship between organizational culture and job satisfaction (e.g., Alvi et al., 2014; Ahamed & Mahmood, 2015; Belias et al., 2015; Sewang, 2016). The results of further research indicate that organizational commitment positively affects job satisfaction. Individuals with a strong affective and normative commitment to the organization tend to have higher job satisfaction. Affective commitment arises because of emotional closeness to the organization, self-identification, and active involvement in the organization. Meanwhile, normative commitment relates to employees' feelings about the need to remain in the organization. The results also strengthen the results of previous research conducted by Dorta-Afonso et al. (2021); Syauta et al. (2012), which noted that organizational commitment affects job satisfaction.

The effect of job satisfaction on teacher performance can be seen in the results of the fifth hypothesis test. Based on the description above, it can be seen that job satisfaction has a positive and significant effect on teacher performance. This means that higher job satisfaction will improve performance. Satisfied workers do better to meet their obligations, as stated in their job descriptions (Wibowo & Phil, 2018). Furthermore, positive feelings expressed by satisfaction encourage creativity, improve problem-solving and decision-making, enhance memory and attract certain kinds of information that have an impact on improving performance. The results of this study support the results of previous research conducted which showed that job satisfaction has a positive and significant effect on employee performance (Fadlallah, 2015; Sewang, 2016; Siengthai & Pila-Ngarm, 2016).

The sixth hypothesis is that job satisfaction mediates the influence of organizational culture on performance. The calculation results show that organizational culture has a positive and significant effect on teacher performance. While the results of the mediation effect can be seen in the calculation of specific

indirect effects, which shows the original sample value of 0.248 and a significance value of 0.000, meaning that there is a positive and significant mediation effect. Thus, it can be said that job satisfaction mediates the influence of organizational culture on teacher performance. Applying a good and strong organizational culture will lead to a high level of job satisfaction so that employees will carry out their duties and responsibilities well and improve performance (Syauta et al., 2012). This study also strengthens the results of previous research conducted by Hayuningtyas (2017); Sewang (2016), indicating that job satisfaction mediates the influence of organizational culture on employees.

The seventh hypothesis is that job satisfaction mediates the effect of organizational commitment on performance. The calculation of the direct effect indicate that organizational commitment has no positive and significant effect on teacher performance. While the results of the mediation effect can be seen in the calculation of Specific Indirect Effects, which shows the original sample value of 0.241 and a significance value of 0.000 (<0.005), meaning that there is a positive and significant mediation effect (H7 is supported). Based on these two results, it can be said that job satisfaction mediates the effect of organizational commitment on teacher performance. This means that organizational commitment will affect performance when job satisfaction is formed. High job satisfaction can strengthen organizational commitment and improve performance. The results of this study also support previous research conducted by Soomro and Shah (2019); Syauta et al. (2012), which stated that job satisfaction was able to mediate the effect of organizational commitment on employee performance.

CONCLUSION

The results of this study add to empirical evidence that organizational culture and organizational commitment is essential in improving teacher performance. However, it is also necessary to pay attention to the teacher's job satisfaction. It has been proven that job satisfaction is an intermediate variable that affects teacher performance either partially or completely. The study's results can be concluded that organizational culture, directly and indirectly, influences teacher performance. Meanwhile, organizational commitment has no direct effect on teacher performance but is mediated by job satisfaction. Teacher performance will increase if the teacher holds strongly to the organizational culture directly or after the teacher feels job satisfaction. While on organizational commitment, teacher performance will increase only if the teacher has felt job satisfaction.

The school management needs to pay attention to the application of a robust organizational culture in terms of encouraging teachers to dare to innovate and take risks, able to pay attention to the details of tasks at work. The school is expected to be able to build a positive atmosphere that supports increased teacher organizational commitment. Thus, teachers have a positive emotional sense of the school that can create loyalty to the school. More importantly, the school must be able to increase teacher job satisfaction, namely by providing salaries that are in accordance with their duties and obligations, providing promotions according to

clear standards, building supportive colleagues, providing facilities related to the work of teachers and providing strict supervision.

This study has limitations, namely only focused on the variables of organizational culture, organizational commitment, job satisfaction, and teacher performance. Further research can add other variables that can improve teacher performance, such as organizational justice and work motivation. This research is also limited to private vocational high school institutions; therefore, it is necessary to develop research conducted for other types of schools to be used as comparison materials for further research improvements.

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