

Model Construction of the Effect of Organizational Culture, Transformational Leadership, and Competence on Teacher Performance as Moderated by Professional Commitment

Sugeng Mulyono¹, Mulyadi², Ahmad Sonhaji³

*Faculty of Economics and Business, Universities Gajayana
Doctoral Program Universitas Islam Negeri Maulana Malik Ibrahim Malang
Corresponding Author: Sugeng Mulyono*

Abstract: *Optimal teacher performance is a necessity for education quality improvement. Teachers have an important and strategic role because they are one of the important components in the education process. The purpose of this paper is to examine the conceptual model that places teacher performance as the dependent variable influenced by various variables with varied relationship patterns. Conceptual construction is created based on various theories and research results on teacher performance by placing organizational culture, transformational leadership, and competence as the independent variables and professional commitment as the moderating variable.*

Keywords: *organizational culture, transformational leadership, competence, teacher performance, and professional commitment*

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I. Introduction

Human resources (HR) are always a central study in organizational development (Burma, 2014). Some organizations, including educational institutions, place the focus of attention on HR as a very valuable asset to build competitive advantage. The use of human resource potential can help improve organizational competitiveness (Barney and Wright, 1998).

The competition paradigm used to be material or physical asset has shifted towards knowledge-based competition, causing the efficiency and effectiveness of the use of HR becomes the foundation for organizations to be able to compete and have competitive advantages (Ulrich and Barney, 1998). The use of HR as basic capital must be followed by the development and renewal of the capability and expertise it has so that each organization member is able to respond and be sensitive to the occurring direction of the changes and support organizational progress (Burma, 2014).

The initiative for educational progress is carried out by the government through the enactment of Law Number 14 of 2005 on Teachers and Lecturers. This regulation is based on the need to clarify the position and function of educators, strengthen the principle of professionalism, and reinforce qualifications, competencies, certifications, and other matters related to the rights and obligations of educators, including the promotion and protection of educators (Baedhowi, 2007). The expected achievement through this regulation is teachers could optimize their performance in the learning process to improve education quality.

Optimizing teacher performance is indeed inseparable from the quality improvement of human resources. Teacher performance as an important component of education quality improvement has a direct effect on the quality of Indonesian human resources. Teachers have a very important and strategic role. Therefore, according to Davies and Ellison (1992), teachers are the main actor in the class. The main actor designation for educators is indeed very reasonable considering their irreplaceable role.

Many variables influencing teacher performance include organizational culture (Hutabarat, 2015), principals' leadership (Olaleye, 2013), and competence (Anguo Xu and Long Ye, 2014). Supporting this opinion, Masa'deh et al. (2016) assert that transformational and transactional leadership styles have a significant effect on individual performance, while Indrayanto et al. (2014) affirm that transformational leadership has no direct effect on employee performance, rather through commitment as the mediating variable. For this reason, efforts to improve teacher performance cannot be assessed from a single reason considering that determinants of work behavior are caused directly or indirectly by organizational culture, leadership styles, and competence in organizations (Robbins and Judge, 2009).

The purpose of this paper is to offer a conceptual construction concerning the effect of organizational culture, transformational leadership, and competence on teacher performance as moderated by professional commitment based on theories and empirical researches as the basis for reviewing the teacher performance

conceptual model that place teacher performance as the dependent variable influenced by various variables with varied relationship models.

II. Literature Review

3.1 The effect of organizational culture on teacher performance.

Organizational culture is an integrated pattern of the basic assumption of organizational member behavior reflected in their thoughts, actions, and considerations that emerge, develop, and transfer among organizational member from generation to generation thus forming a shared perception system and aiming to solve organizational problems, both internal and external organizational problems.

The urgency of organizational culture to maintain and improve performance has been expressed by various experts (Schein, 1992; Robbins and Judge, 2009; Luthan, 2005). Organizational culture even determines long-term individuals and organizational existence and performance. A strong and supportive organizational culture will have a positive effect on the organizational member performance.

Culture influences attitude and work behavior. Culture is clearly an important element in effective institutional performance. There is a close relationship between organizational culture and performance (Ng'ang'a, 2012). This opinion is similar to Robbins and Judge's (2009) statement that organizational culture provides appropriate standards for what employees should say and do as well as a control mechanism that guides and shapes employees' attitudes and behavior. Organizational culture in organizations becomes a reference for the members' attitude and work behavior.

Several studies have shown that organizational culture influences performance improvement (Smichich, 1983; Kala'lembang et al., 2015). The culture developed by each individual includes work creativity, willingness to take risks, creative leadership, and willingness to participate at work. Strengthening previous opinions, according to Hutabarat (2015) and Uddin et al. (2013), organizational culture has a direct and indirect effect on teacher performance. Based on some of these opinions, it can be concluded that organizational culture has a direct and indirect effect on individual performance.

3.2 The effect of transformational leadership on teacher performance.

Transformational leaders are executives who promote and motivate their followers by projecting and communicating attractive visions, common goals, and shared values as well as by setting an example for the requested behavior (Bass and Riggio, 2012). Leaders seek to promote capacity building, accountability system, and organizational member empowerment. Transformational leadership fosters trust, admiration, and loyalty of followers and is able to motivate followers to do more than is expected of them.

Transformational leaders increase the employee willingness to carry out work that leads to optimal performance which in turn produces higher satisfaction and performance (Xanthopoulou et al., 2007). Supporting this opinion, Walumba and Hartnell (2011) state that transformational leadership style is positively related to subordinate performance. Thus, transformational leadership has a direct effect on subordinate performance.

In organizations, individual performance is influenced by leadership style, commitment, and organizational culture. Supporting this opinion, the research results prove that transformational leadership and organizational commitment influence employee performance (Thamrin, 2012). According to Pearce and Robinson (2007), leadership and organizational culture in organizations have an effect on performance. Individual performance will be maximal when leaders are able to play an effective role in applying a suitable leadership style because leadership style influences organizational member performance.

Empirical evidence shows that transformational and transactional leadership styles have a significant effect on employee performance, and subsequently on company performance (Masa'deh et al., 2016). Furthermore, Indrayanto et al. (2014) confirm that transformational leadership influences employee performance through trust and commitment. In addition, according to Sundi (2013), transformational leadership and transactional leadership have a partial and simultaneous effect on performance.

3.3 The effect of competence on teacher performance.

Competence is a characteristic of a person's ability which can be proven so it can bring out an achievement (Rivai and Sagala, 2011; Dessler, 2010). Competence is needed by individuals working in organizations in order to carry out their work in accordance with established standards. For competence is an individual basic characteristic having a relationship with the increasing individual or group performance (Yamin and Maisah, 2010).

Competence is a combination of skills, knowledge, and behavior that can be observed and applied to successful work implementation and employee contributions to organizations. Knowledge, skills, and behavior are competencies needed by employees to do a good job (Mathis and Jackson, 2011). According to Rivai and Sagala (2011), competence is a key factor for work success. Lotuni et al.'s (2014) and Zaim et al.'s (2013)

research prove that competence has an effect on employee performance. Thus, competence has a positive effect on employee performance.

Regarding teacher performance, Angou Xu and Long Ye (2014) state that there is a positive correlation between the four-dimension (i.e. basic quality, teaching ability, industry awareness, and research capacity) teachers' competence level and performance. Furthermore, Riswan's (2014) research results show that teacher competence has a positive effect on performance. Thus, teacher competence in carrying out their functions has a positive effect on performance.

3.4 The effect of organizational culture on teacher performance as moderated by professional commitment.

Organizational culture is an integrated pattern of the basic assumption of organizational member behavior reflected in their thoughts, actions, and considerations that emerge, develop, and transfer among organizational member from generation to generation thus forming a shared perception system and aiming to solve organizational problems, both internal and external organizational problems (Hofstede, 2005, p.35; Robbins and Judge, 2009, p. 585; Luthans, 2002, p. 497., and Schein, 1992, p. 12)

Culture is an important element in the institutional performance effectiveness because culture influences the attitudes and work behaviors of organizational members (Robbins and Judge, 2009; Ivancevich and Matteson, 1999; and Ng'ang'a, 2012). Furthermore, organizational culture provides appropriate standards for what employees should do as well as a control mechanism that guides and shapes employees' attitudes and behavior (Robbins and Judge, 2009). Supporting this opinion, Hutabarat (2015) and Uddin et al. (2013) state that organizational culture influences teacher performance. Thus, the culture developed in organizations can support work performance and quality improvement programs. A strong culture has a great influence on behavior and shapes core organizational values because it can build and maintain cohesiveness, loyalty, and commitment in services implementation for stakeholders.

In addition to organizational culture, professional commitment also plays an important role in one's performance. Someone with a high organizational and work commitment is proven to show better performance than someone with low commitment (Uddin et al., 2013). Someone with a high commitment to his/her profession will do the job wholeheartedly and have the willingness to continue working for the organization in any situation. Thus, teacher performance is not only determined by the organizational culture in Schools but also depends on how strong teachers have an attachment to their professional commitment.

3.5 The effect of transformational leadership on teacher performance as moderated by professional commitment.

Performance is the quantity and quality of output produced or services provided by individuals in the performance of their work (Uddin et al., 2013). Performance is also defined as the record of outcomes produced on a specified job function or activity during a specified time period (Bernardin and Russell, 2002: 104). Individual performance becomes optimal when leaders are able to play their role effectively. Leadership effectiveness is determined by leaders' ability to implement the appropriate leadership style and compliant with subordinate characteristics because the leadership style and the relationship between leaders and organizational members influence subordinate performance (Robbins and Judge, 2009, P.431). Supporting this opinion, research results verify that transformational and transactional leadership styles have a significant effect on employee performance, and subsequently on company performance (Masa'deh et al., 2016). Furthermore, Arifin's research results show that organizational culture and transformational leadership influence teacher performance (Arifin, 2014; Triwahyuni et al., 2014). Thus, transformational leadership is one of the leadership styles proven to influence teacher performance.

In addition to transformational leadership, commitment to the profession also plays an important role in improving one's performance. Professional commitment is a psychological attachment felt by individuals by appreciating strong beliefs and acceptance of professional goals, and a strong desire to maintain membership in the profession. Commitment is developed based on the employee's positive psychology experience in the workplace. As a result, there is an increase in the worker's motivation and desire to contribute and do more than promoting the success and goals of the professional (Chaikambang, 2016).

3.6 The effect of competence on teacher performance as moderated by professional commitment.

Competence is a combination of tacit and explicit knowledge, behavior, and skills that gives individuals the potential for effectiveness in task performance (Draganidis, 2006). Competence requires individuals' knowledge, skills, experience, and quality to perform work (Garry Dessler, 2008). Competence is an important source of performance because it is directly related to individuals' ability to perform specific work. According to Zaim (2013), there is a positive relationship between competence and individual performance and core competencies have the most significant effect on performance. Research results show that there is a

positive correlation between teacher competence levels and performance (AngouXu and Long Ye, 2014 and Riswan, 2014).

In addition to competence, one's commitment also influences performance (Holsblat, R., 2014). Research results confirm that professional commitment has a positive effect on teacher performance. It means that the stronger the teachers' commitment to the profession is, the higher their performance will be (Shodiqin and Cecilia Sri Mind, 2008). Another supporting research results show that organizational commitment, individual competence, and learning organizations have a direct, significant, and positive effect on teacher performance (Kamis et al., 2013). Thus, teachers with strong professional commitment will have more performance improvement compared to those with low professional commitment.

III. Conclusion

Teacher performance is influenced by various variables in complex relationship patterns. Various variables influencing teacher performance can act as the independent variables, the mediating variables, and the moderating variables. Placing professional commitment as the moderating variable in conceptual construction is a theoretical and empirical perspective enrichment about teacher performance review formed by various relationships between variables. The pattern of the effect of several variables on teacher performance can occur directly or indirectly. In the context of this paper, the organizational culture, transformational leadership, and competence variables are placed as the independent variables while professional commitment is the moderating variable.

One of the limitations of this paper is that the proposed conceptual model construction has not reflected a comprehensive approach in reviewing teacher performance. For this reason, it is still necessary to add some variables that affect teacher performance, whether as the independent variables, the moderating variables or the mediating variables.

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