

Competence, Motivation, and Organisational Culture as Determinants of Teachers' Performance

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Abstract : The issue studied in this research is regarding teachers' teaching performance. Research is focussed on factors which affect teachers' teaching performance, including teacher competence, motivation, and organisational culture. Based on this, the issue discussed in this research is how far teacher competence, motivation, and organisational culture affect teachers' teaching performance, whether partially or combined. The research method used is Explanatory Survey Method. Research results show that teacher competence, motivation, and organisational culture have a significant impact on teachers' teaching performance, whether partially, or in combination. These results have implications for head teachers to understand and improve factors related to teachers' teaching performance.

Keywords : Organisational culture, teachers' teaching performance, teacher competence, motivation.

1. INTRODUCTION

An interesting problem to study from the issue of educational management at a micro level is teachers' teaching performance. Whether or not teachers, as Hasan (2002) believes, are crucial in the implementation of curricular activities. This is in line with Suryadi (2001), who states that teachers have the most significant role on school education. This statement underlines that in the context of education, teachers are at the heart. Without the pulse of involvement of an active teacher corps, even the most sophisticated educational policy reforms will end in futility.

Quality of teachers' teaching performance is reflected in the academic prestige attained by pupils. National Examination (UAN) scores for state vocational middle schools (SMK) in Bandung, from 2000 to 2005 show an average of 6.81. Based on this, the quality of pupils completing state vocational middle schools in the business and management cluster in Bandung are not optimal. This cannot be ignored, and a solution needs to be found. This condition will lead to graduates who lack the ability to face the challenges of the times, as is often highlighted by the public who use these graduates. Rapid developments in knowledge and technology will worsen this situation if it is not quickly and appropriately anticipated, because the gulf will widen between what is known and what should be known. The implication will be a discrepancy between supply and demand in the workforce, with an impact on unemployment. As such, solving this problem will have a practical impact on increasing the quality of the workforce as hoped for in the business world to face competition. Normatively, this is undertaken as a step towards fulfilling the mandate of Law No. 20/ 2003 on the National Education System, Article 15, which states that vocational education is education to prepare learners primarily to work in a specific field.

One of the reasons predicted for the lack of optimal average national exam results in Bandung vocational middle schools is teachers' teaching performance, which is also not optimal. This condition provides an opportunity for educational administrators to undertake a study of the factors which affect teachers' teaching performance. Hoy and Miskel (2001) explain that school forms a social system which has four important elements or sub-systems, namely structure, individuals, culture and politics. Organisational behaviour forms a function of the interaction between these elements in the teaching and learning context. Environment also forms an important aspect in organisational life; environment not only provides resources for this system, but also provides other opportunities and obstacles.

Referring to Hoy and Miskel (2001) above, the approach used to solve the problem of teachers' teaching performance not being optimal is an organisational behaviour approach. Robbins (2001:9) states that organisational behaviour is "a study which studies the impact of individuals, groups, processes and structure on behaviour in an organisation, meant to apply that type of knowledge to improve organisational effectiveness". Because of this, according to Gibson, et al (1996:23-29) analysis ture (organisational design), and 3) process (communication and decision making).

As a social behavior, individual performance is of course influenced by many factors. As a result, this research is directed towards study of the factors which influence teachers' teaching performance.

2. RESEARCH METHOD

The research method used is Explanatory Survey Method, with data collection through a Likert category five scale questionnaire of 76 teachers of state vocational middle schools (SMK) in the business and management cluster in Bandung. The data management technique used is a Path Analysis Model. This technique is used to discover direct and indirect relationships of exogenous variables on endogenous variables. Significance testing uses F-test and t-test.

This research uses causal relationship analysis, to see how much teacher competence, motivation, and organisational culture influence teachers' teaching performance in vocational high schools (SMK), business and management cluster, in Bandung.

To analyse the causal relationship between free variables (exogenous variables) and dependent variables (endogenous variables) in this research, Path Analysis Model is used. Other than this research aiming to see how great the influence of exogenous variables on endogenous variables, path analysis model is also chosen because the causal relationship between variables must be tested, based on a specific theoretical framework which is capable of explaining the causal relationship between these variables.

There are four hypothesis which must be tested in this research, namely:

Hypothesis 1

There is a positive and significant impact between teacher competence and teachers' teaching performance of state vocational middle schools (SMK) in the cluster of business and management in Bandung.

Hypothesis 2

There is a positive and significant impact between motivation and teachers' teaching performance of state vocational middle schools (SMK) in the cluster of business and management in Bandung.

Hypothesis 3

There is a positive and significant impact between organisational culture and teachers' teaching performance of state vocational middle schools (SMK) in the cluster of business and management in Bandung.

Hypothesis 4

There is a positive and significant impact between teacher competence, motivation, and organisational culture combined and teachers' teaching performance of state vocational middle schools (SMK) in the cluster of business and management in Bandung.

The hypothetical proposition states that teacher competence, motivation, and organisational culture each have a correlative link and simultaneously influence teachers' teaching performance can be illustrated using a path diagram as follows:

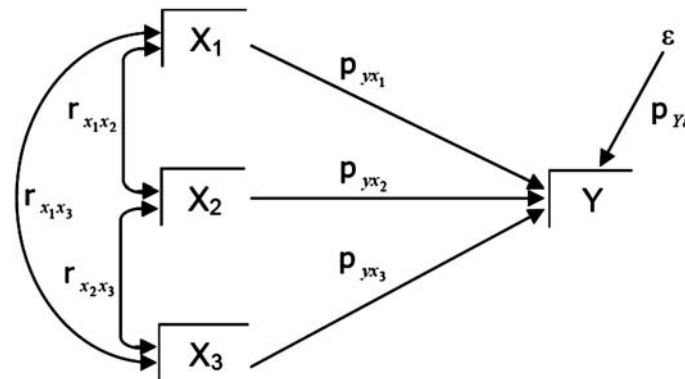


Figure 1

- Key:**
- X_1 = Teacher competence variable
 - X_2 = Motivation variable
 - X_3 = Organisational culture variable
 - Y = Teachers' teaching performance variable
 - $r_{x_1x_2}$ = Coefficient correlation variable X_1 and X_2 , illustrates the intensity of relationship proximity between variable X_1 and X_2
 - $r_{x_2x_3}$ = Coefficient correlation variable X_2 and X_3 , illustrates the intensity of relationship proximity between variable X_2 and X_3 .
 - $r_{x_1x_3}$ = Coefficient correlation variable X_1 and X_3 , illustrates the intensity of relationship proximity between variable X_1 and X_3 .
 - p_{yx_1} = Coefficient path of variable X_1 on Y , illustrating the size of direct influence of variable X_1 on Y .
 - p_{yx_2} = Coefficient path of variable X_2 on Y , illustrating the size of direct influence of variable X_2 on Y .
 - p_{yx_3} = Coefficient path of variable X_3 on Y , illustrating the size of direct influence of variable X_3 on Y .
 - $p_{Y\epsilon}$ = Coefficient path of residual variable ϵ on Y , illustrating the size of direct influence of residual variable ϵ on Y .
 - ϵ = Residual variable ϵ

Literature Review

Teachers' teaching performance forms the key of this study. Rivai (2005:14) proposed that performance is the result of success level of a person overall over a specific period in undertaking tasks compared to various possibilities, such as work output standards, targets or aims, or criteria previously stipulated and agreed. Brown (in Rahardja, 2004) proposes that performance is a concrete manifestation and can be openly observed, or the realisation of a competence. As such, what is meant by teachers' teaching performance in this research is teachers' work performance in managing learning as a concrete realisation of competence possessed based on skills, experience and studiousness. With reference to Usman (1994), and Majid (2005), the aspects measured from the teachers' teaching performance variable in this research cover 1) planning lessons, 2) implementing lessons, and 3) evaluating lessons.

Many factors influence teacher performance. Gibson et.al. (1996:53) categorise variables which can influence performance, namely (1) individual variables, (2) psychological variables, and (3) organisational variables, as shown in the following diagram.

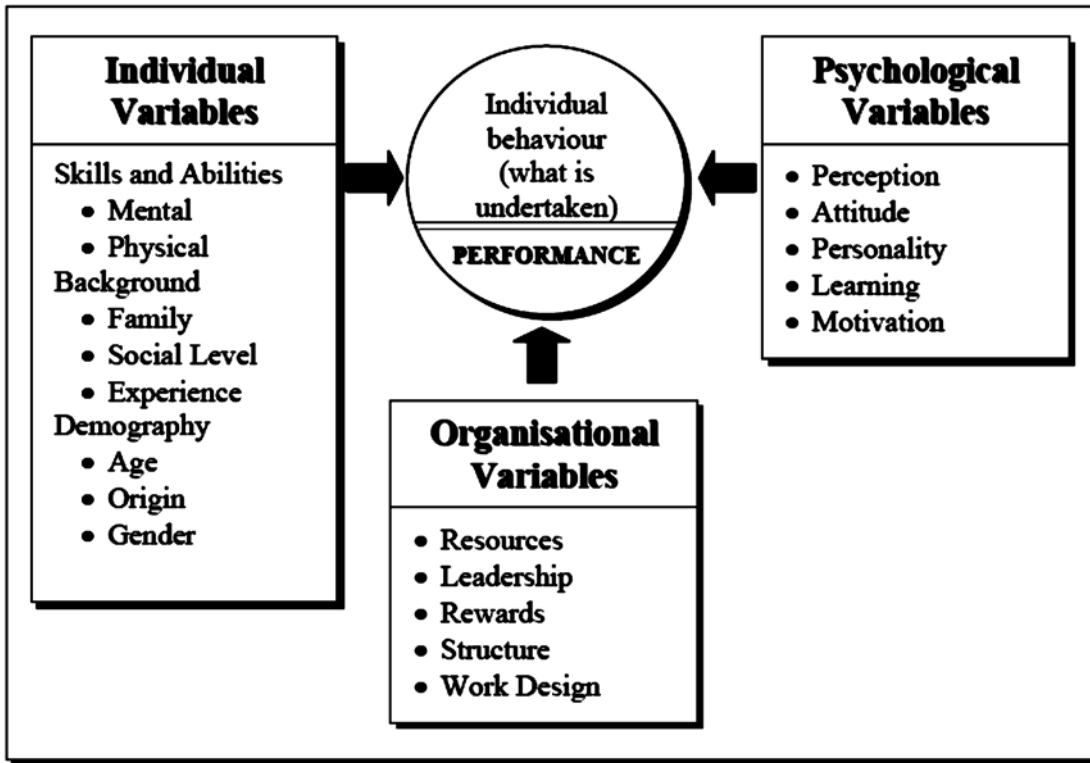


Figure 2: Variables which Influence Performance

Source : Gibson, James L., John M. Ivancevich and James H. Donnelly, Jr. (1996). *Organisasi, Perilaku, Struktur, Proses*, (Alih Bahasa Nunuk Adiarni), Penerbit Binarupa Aksara, Jakarta. h. 53

Robbins (2001:173) explains that performance forms a function of the interaction between ability (A), motivation (M) and opportunity (O), which can be stated in the formula, performance = $f(A \times M \times O)$. As such, performance is determined by the factors of ability, motivation and opportunity. Performance opportunities are high levels of performance, some of which form functions of the lack of barriers which obstruct employees. Even though an individual may be willing and able, there could still be barriers which form obstacles.

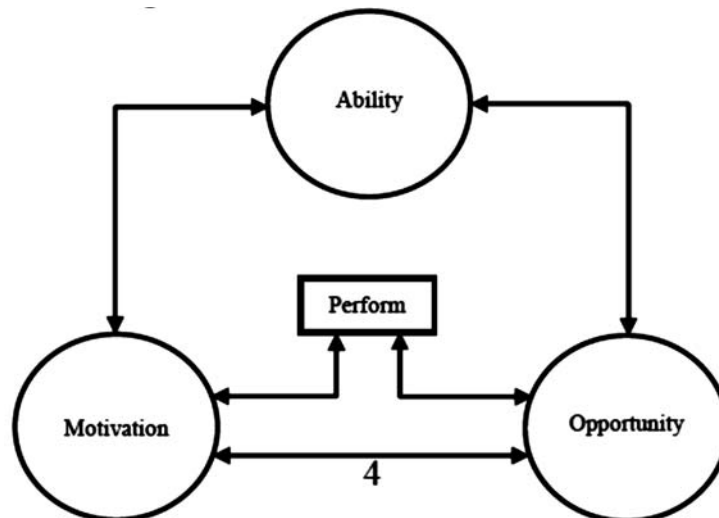


Figure 3: Performance Dimensions

Source : Robbins, Stephen P., (2001), *Organizational Behavior*, New Jersey: Pearson Education International.

Rivai (2005:16) proposed that performance is basically determined by three things, namely (1) ability, (2) desire, and (3) environment.

Based on the above details, Robbins (2001), Gibson et.al. (1996), and Rivai (2005) agree that ability and motivation influence performance. They use the same terms for these two factors. Furthermore, the organisation factor mentioned by Gibson et.al. (1996), the opportunity factor mentioned by Robbins (2001), and the environment factor according to Rivai (2005), if taken further, have the same meaning, namely the factor of opportunity from the organisational environment. This means that individual performance is influenced by organisational characteristics, or how far the organisational environment provides individuals with opportunities to display high performance. Organisational characteristics which differentiate an organisation from other organisations are known as organisational culture. As such, organisational culture forms a factor which can influence individual performance.

Based on the details above, three variables have been obtained which can influence performance, which will be studied in this research, namely competence, motivation, and organisational culture. The first variable studied in this research is teacher competence. Muhibbin (2000:229) proposed that competence is skills or abilities. According to Law No. 14/ 2005 on Teachers and Lecturers, article 1, paragraph (10), competence is a set of knowledge, skills and behaviour which must be possessed, internalised and mastered by teachers or lecturers in implementing their professional tasks. As such, what is meant by teacher competence is the knowledge, attitude and abilities a person has in order to show their behaviour as a teacher. Referring to Law No. 14/ 2005 on Teachers and Lecturers, evaluation of teacher competence in this research covers the following dimensions: (1) pedagogic, (2) personal, (3) social, and (4) professional.

The influence of competence on performance is stressed by Spencer (1993:13), who states that because competence is built by character, motive, self concept, knowledge and ability, then competence influences behaviour, and because of this, influences performance. The causal relationship between competence, behaviour and performance by Spencer and Spencer (1993: 13), displayed as follows:

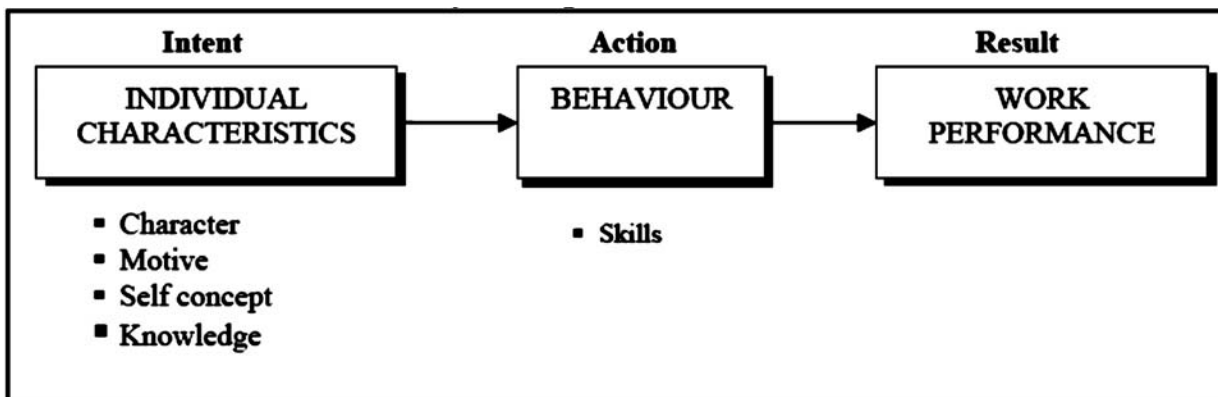


Figure 4: Causality, Competence and Performance Model

Source : Spencer, Lyle M., Jr. & Signe M., Spencer. (1993). *Competence at Work: Models for Superior Performance*. John Wiley & Sons. Inc.

The second variable studied in this research is motivation. Hoy and Miskel (2001) believe that one good way to get a picture of the individual at school is by studying their motivation. Motivation in this research refers to McClelland's *Achievement Motivation Theory*. McClelland grouped human needs into three types of need, namely (1) Need for achievement, (2) Need for power, (3) Need for affiliation. The need for achievement is a human need which can create motivation. Human achievement in fulfilling/satisfying needs can create motivation. The need for power, is needed by a person to influence others. However low a position a person has within an organisation, they still want to have power and influence

over others. Need for affiliation, as a social creature, the need for affiliation forms an important human need to satisfy. Needs/desires for pleasure, love, team work, friendship and mutual support in organisational activities are forms of satisfying human needs in public life.

Winardi (2002:2) explained that the concept of motivation is important in the study of individual performance. In other words, motivation is an important determinant of individual performance. Schermerhorn et.al. (1983:121) illustrated the links between motivation and performance, as shown in the following diagram.

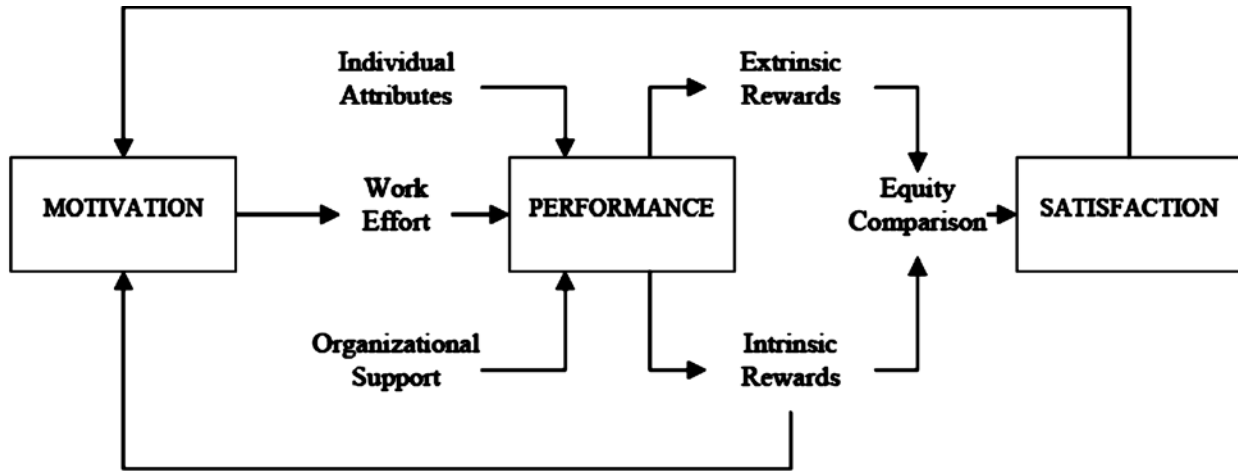


Figure 5: Relationship Model between Motivation and Performance from Schermerhorn

Source : Schermerhorn, John R., Hunt, James G., Osborn, Richard N. (1983). *Managing Organizational Behavior*. New York: John Wiley & Sons

The diagram above shows that high motivation and desire for high performance must be supported by individual and organisational factors, to increase performance. Good performance will result in internal and external appreciation. Intrinsic appreciation will influence motivation. Comparative equality will create satisfaction, and satisfaction will increase motivation.

Sweeney and McFarlin (2002:84) describe the relationship between motivation and performance, as shown in the following diagram.

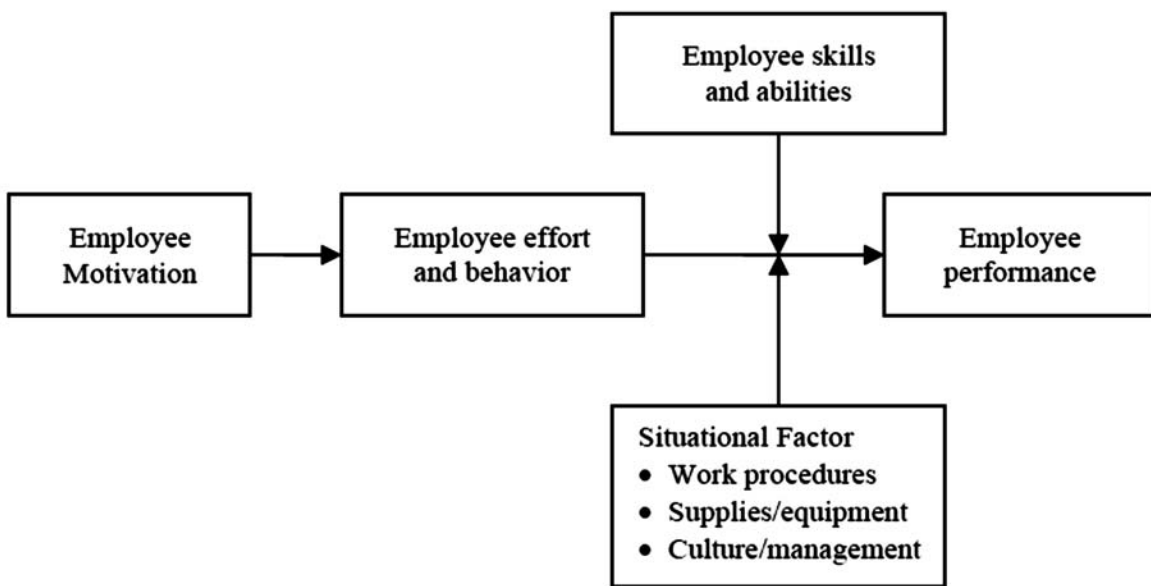


Figure 6: Relationship Model between Motivation and Performance, Sweeney and McFarlin

Source : Sweeney, Paul D., McFarlin, Dean B. (2002). *Organizational Behavior: Solutions for Management*. Boston: McGraw Hill Irwin

The above diagram illustrates that the motivation held by workers and their strong desire does not necessarily influence their performance. Strong desire and motivation alone, without expertise and skills does not increase performance, added to which the work situation (situation factor) influences employee performance.

The third variable studied in this research is organisational culture. Organisational culture is understood as a system of meaning towards primary values, embraced together and shared by the organisation. The strength or weakness of the organisational culture, according to Robbins (2001:510-511), can be seen from how far the primary values of innovation and risk taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability exist. Referring to Harrison (1972) in Poespadibrata (1983:222) the primary organisational cultural values as proposed by Robbins can be grouped into task orientation, and person orientation.

Robbins (2001:529) illustrates the relationship between organisational culture and performance, as shown in the following diagram.

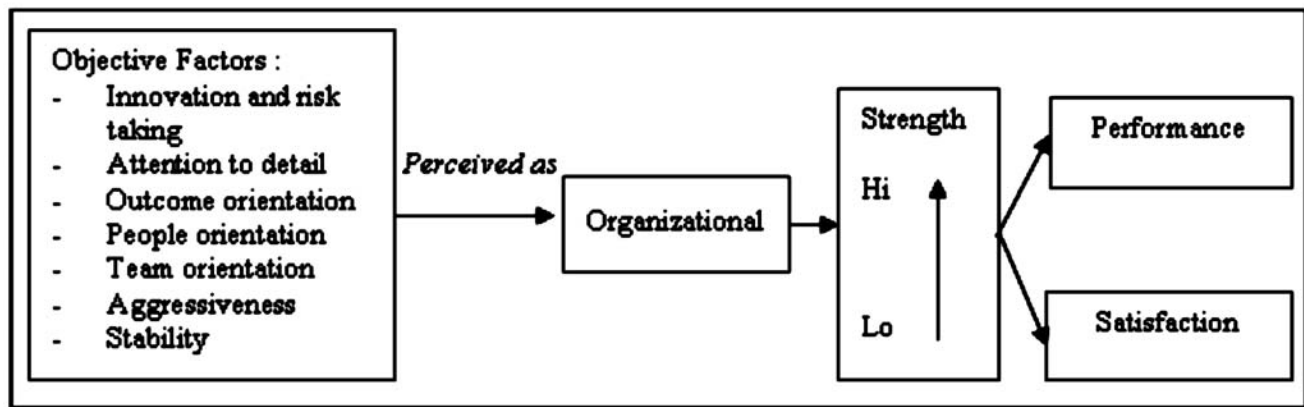


Figure 7: The Relationship Between Organisational Culture and Performance

Source : Robbins, Stephen P., (2001), *Organizational Behavior*, New Jersey : Pearson Education International.

The diagram above shows that employees form a subjective overall perception of the organisation based on factors such as risk tolerance, team pressure and personal support. Actually, this overall perception is organisational culture. Perceptions which support or do not support this then influence employee performance and satisfaction. Performance and satisfaction will increase if organisational culture is strengthened.

As a shared meaning system, the relationship between organisational culture and performance occurs because organisational culture functions to shape and determine behaviour, helps create a feeling of ownership, creates an identity or self identity, referring to collective commitment towards the organisation, promoting social system stability, as well as fostering attitudes and controlling behaviour. As such, organisational culture plays a role as a situational variable, which provides support, opportunities and modelling resources to organisational participants to play a role, behave and/or perform within the organisation.

3. FINDINGS AND DISCUSSION

The problem to be answered is "How great is the influence of competence, motivation, and organisational culture on teachers' teaching performance at state vocational high schools (SMK) in the cluster of Management and Business in Bandung?" Based on the hypotheses tested, results obtained were as shown in Figure 8 below.

Based on Figure 8, the objective explanation empirically obtained that there is a path from X_1 to Y , of 0.4945. In other words, the hypothetical proposition put forward can be fully accepted, as the testing of coefficient path from X_1 to Y is statistically meaningful. This shows that teacher competence influences

teaching performance. The size of influence of teacher competence on teaching performance (X_1 to Y) is 25.34%. This means that teaching performance is determined by teacher competence at 25.34%.

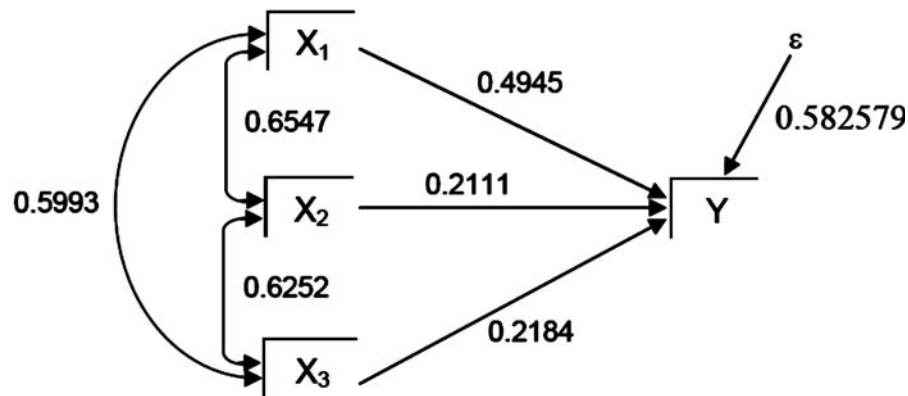


Figure 8: Influence of Competence, Motivation and Organisational Culture on Teachers' Teaching Performance based on Hypothesis Testing Results

There is a path from X_2 to Y , of 0.2111. In other words the hypothetical proposition proposed can be fully accepted, as coefficient path testing from X_2 to Y is statistically meaningful. This shows that motivation influences teachers' teaching performance. The size of influence of motivation on teaching performance (X_2 to Y) is 5.39%. This means that teaching performance is determined by motivation at 5.39%.

There is a path from X_3 to Y , of 0.2184. In other words the hypothetical proposition proposed can be fully accepted, as coefficient path testing from X_3 to Y is statistically meaningful. This shows that organisational culture influences teachers' teaching performance. The size of influence of organisational culture on teaching performance (X_3 to Y) is 5.62%. This means that teaching performance is determined by organisational culture at 5.62%.

There is a path from X_1 , X_2 , and X_3 combined to Y . In other words the hypothetical proposition proposed (namely that teacher competence, motivation and organisational culture each have a correlative relationship, which together influences teaching performance) can be fully accepted, as coefficient path testing from X_1 , X_2 , and X_3 combined on Y is statistically meaningful. This shows that teacher competence, motivation and organisational culture influence teaching performance. The size of total influence of X_1 , X_2 , X_3 on Y (the influence of X_1 , X_2 and X_3 combined on Y) is 0.6606. This shows that combined, teacher competence, motivation, and organisational culture have an influence on teaching performance of 66.06%. The remainder is determined by other variables, not covered in this research.

The existence of an influence between teacher competence and teaching performance is in line with Spencer (1993:13), who stated that because competence is built by character, motive, self-concept, knowledge and ability, then competence influences behaviour, and consequently, performance. The existence of an influence of motivation on teachers' teaching performance, is in line with Winardi (2002:2), who explains that the concept of motivation is an important concept in the study of individual performance. In other words, motivation is an important determinant for individual performance. The existence of an influence of organisational culture on teachers' teaching performance, is in line with Robbins (2001:529) who explains that employees form a subjective overall perception of an organisation based on factors such as risk tolerance, team pressure, and personal support. Actually this overall perception becomes organisational culture. Perceptions which support or do not support this then influence employee performance and satisfaction. Performance and satisfaction will increase if organisational culture strengthens.

Based on the details above, teacher competence, motivation, and organisational culture have a positive and significant effect on teaching performance. These results are as previously predicted. According to Robbins (2001:173), performance is a function of interaction between ability (A), motivation (M) and

opportunity (O), which can be stated in the formula: performance = $f(A \times M \times O)$. This opportunity factor is called organisation by Gibson (1994), and environment by Rivai (2005). This means that individual performance is influenced by organisational characteristics, or how far the organisational environment provides opportunities to individuals to display high levels of performance. Organisational characteristics which differentiate one organisation from another are referred to as organisational culture.

4. CONCLUSION

Teacher competence, motivation, and organisational culture have a significant influence on teachers' teaching performance, whether partially, or in combination. The existence of an influence between competence, motivation, and organisational culture on teachers' teaching performance has implications for head teacher to understand factors related to teachers' teaching performance, so that teacher competence, motivation, and organisational culture can be manipulated to increase teachers' teaching performance. Based on the above, in their efforts to increase teacher performance, head teachers can undertake the following: (1) Develop teacher competence, covering pedagogic, professional, personal and social competences, so that teachers can implement a quality teaching and learning process effectively; (2) Provide motivation to teachers to implement their profession well, through fulfilling needs for merit, power and affiliation; and (3) Create an organisational culture conducive to increasing teacher performance, synergising people oriented with task oriented organisational culture.

Finally, the existence of an influence of competence, motivation, and organisational culture on teachers' teaching performance supports the theories accumulated up to now. Even so, further research into the factors influencing teachers' teaching performance need to be undertaken, to give birth to more productive scientific findings.

5. REFERENCES

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