

## **A STUDY OF RELATIONSHIP BETWEEN CULTURAL VALUE ORIENTATION, TRAINING EXPERIENCE, COMPENSATION WITH WORK MOTIVATION AND TEACHER PERFORMANCE**

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The purpose of this research is to examine and seek empirical relationships between variables of cultural value orientation, training experience, and compensation on work motivation and teachers' performance. This research used both quantitative and qualitative research approach to collect data, with involving 90 teachers from 22 state senior high schools in Surabaya, Indonesia as sample. Sample size determination based on two models of *Partial Least Square* (PLS) modeling that were ten times the number of path, which the data analysed using with re-sampling bootstrapping with proportional stratified random sampling technique.

The result of research showed that (1) the average cultural value orientation, training experience, working motivation compensation and teachers' performance among teachers are in the good category (2) In comprehensive way, the conceptual model of the correlation among constructs is fit, meeting the requirements standard of Goodness of fit so it can be used to test the hypothesis (3) There is not significant correlation between cultural value orientations with the teachers' working motivation. (4) There is significant correlation between training experiences with the teachers' working motivation. (5) There is significant correlation between compensation with teachers' working motivation. (6) There is significant correlation between cultural value orientations with the teachers' performance. (7) There is significant correlation between training experiences with teachers' performance. (8) There is significant correlation between compensation with teachers' performance. (9) There is significant correlation between teachers' working motivation with teachers' performance. (10) There is significant indirect correlation between compensation with teachers' performance through teachers' working motivation. There is unrelated that significant of cultural value orientation and work motivation. Training experience and work motivation, compensation and work motivation, cultural value orientation and teacher performance, training experience and teacher performance, compensation and teacher performance, work motivation and teacher performance significantly relationship predicted.

**Keywords:** Cultural value orientation, training, experience, compensation, work motivation, performance

### **INTRODUCTION**

The development of Science and Technology is rapidly increasing demands for more education institutions must be adapt to the current developments. Therefore, it needs to be balanced with the quality of human resources in order to be better compete at international level, national, regional, area, or at school. To achieve competitive success actually starts from the competition at school level. Government Regulation Number 19 in 2005 Article 26, paragraph 2 about the competence of

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graduates stipulated that: “The standard of graduates competence in general secondary education unit aims to improve intelligence, knowledge, personality, character and skills to live independently and to follow further education, requires teachers to reach competency standards expected, this shows that the role of the teacher is dominant and determining factor. Teachers not only act as a teacher who transform knowledge and skills to students, but also as an educator to be able to transferred any value through its appearance and behavior to the attention of the students and the surrounding community, as well as delivery through verbal. Similarly, the effort to improve quality of education in schools, the role of the teacher is very strategic because they are at the forefront of educational success. Based on that school has professional teacher and staff as well as according to the type and level required.

School’s output must be adapted in accordance with the demands of the existing development. School personnel which good ability to become a major concern for any educational institution. Among the personnel there, the teacher is the forefront in determining the quality of education. Teacher every day face to face with students in the learning process, because it is a qualified teacher is needed by each school. Teachers as the spearhead of education has an important role in preparing, motivating, and provide supplies to students for achieve success competition. Teachers play a vital role in education, because of the presence of a teacher as education frontline or guard. Without the presence of a teacher is certainly the learning process will not be able to run smoothly and optimally. Analyzed the vital role that teachers prepare, motivate, and provide supplies to students is realized in the form of teacher performance, and the performance will go well if there are factors that influence it as motivation to work, the compensation received by teachers, experienced teachers’ training experience, and The cultural value orientation of teachers profess. Kanfer (2009) stated that the traction and utility for work motivation scientist and organizational personnel raise exciting, empirical questions. It was like that state by Donald (2009) that researcher and practitioners are using personality measures to better understand and predict work behavior and attitudes. Goldhaber and Theobald (2011) stated that education is a labor-intensive industry, and because most district devote well over half of all spending to teacher compensation, budget cuts have already led to the most substantial teacher layoffs in recent memory.

According Steers (1984), performance is defined as a level where someone managed to accomplish a specific task. Performance can also be interpreted as an element of behavior displayed by a person in connection with his work. Robbins (1995), suggests the purpose of performance assessment, among others, (1) to help improve performance by knowing the strengths, weaknesses and overcome weaknesses, (2) get to know potential employees to accept greater responsibility, and provide guidance on what to made to ensure that potential will develop, (3)

identify training and development needs, (4) help in deciding salary increases were balanced between the level of achievement and the level of salaries. Based on this, the performance can be regarded as a person's behavior in carrying out its work. Thus the performance refers to the effectiveness and efficiency of the organization personnel.

Mataheru (1990), performance shown the members of the organization are very diverse, but experts argue that the motivation to work very coloring each performance. This is consistent with the expression of Buford & Bedeian, (1988) named: "Basically performance is determined by three factors: ability, motivation and role clarity. To perform effectively, a person must (a) be Able to do a job (ability), (b) want to do a job (motivation), and (c) understand what the job is (role clarity)". Steers (1984), motivation is determined by its values and demonstrated on a person's performance. From the statement of the statement can be interpreted that the values will shape or affect the motivation and further motivation will affect the performance. Robbins (1995), the value is the basic attitude that characterizes the behavior. Based on these opinions can be concluded that the expected value will always color the person's motivation and performance. In other words, the performance shown someone is the actualization of value owned. Heinemann et al (2012) in his research stated that the results intrinsic motivation is indeed a relevant driver of work-related reform processes at least with respect to the formation of pension reform preferences.

In general, the performance described as a person's behavior or activities in performing the duties and responsibilities as a member of the organization in its efforts to achieve effectiveness and efficiency of the organization. As a member organization of the school, the teacher has the main task of teaching, so performance should be displayed are related to the main job of teaching. Assess teacher performance means assessing competence, which is focused on behavior, and aims to improve teaching. In general, the assessment is always preceded by measurement. The tools used in this process can be either a test or non-test. Rush (1998), suggests test is a set of the questions were given to students or someone under certain circumstances (Rush, 1988). While the non-test is used if the data that we need can not be obtained through tests, eg students' attitudes toward teachers, a person's performance in carrying out its duties, employment situation and so on. Such data can be obtained through an instrument called non tests that include: questionnaires, observations and interviews.

In another hand a person's performance is also influenced by the compensation received. Research conducted by Robbins (1995), concludes that the compensation will have an impact on the performance of a high if: (1) perceived as a viable by employees, (2) based on performance, and (3) appropriate to individual needs. Based Robbins opinion it concluded that the compensation is balanced and in accordance with the needs motivated se-one to work better. Thus the performance

expected by the organization to be effective. Similarly, if the National High School teacher in Surabaya given adequate compensation, in accordance with the needs of the performance will be better. Hess (2004) said that it is time for straight talk on teacher compensation and sensible steps to reform the way teachers are paid and managed. Strunk and Zeehandelaar (2011) on their research stated that while many school districts in California have economic incentive policies targeted at teachers with specific skills or credentials, most incentive policies are focused on teachers with rough proxies for quality. It was like that state by Costrell and Podgursky (2009) that conventional wisdom is the cost of retirement benefits for teachers is higher than for private-sector professionals.

In addition to compensation, training experience can also affect performance. Dubrin (1981), argues that there are at least two advantages if one follows the training are: (1) improve the skills to succeed in the job, and (2) increase productivity. Training or training or mentoring or in-service is a procedure that was organized, in which people individually or in groups, learn about their knowledge and / or skills for a particular purpose. The training is part of an educational process, which aims to increase the abilities or special skills of a person or group of people. Education is generally associated with preparing candidates required by an agency or organization. While training has more to do with increased ability or skills of employees who have occupied a particular job or task.

Brun and Hinostrza (2014) had a results of his research about the experiences during training is the most important factors. It means that some training needs to be supported by empirical evidence. . It was like that state by Avanaki and Sadeghi (2014) that the basic need of the teacher trainees and requires a balance between theory and practice. Roach, et al (2014) explained an example that thought a credit course in particular was more helpful than did recent graduates. Overall recent business doctorates thought they were quite well prepared to teach business, believe students rate their teaching skills are very good, and believe they are very enthusiastic about teaching.

In addition to these factors, cultural organizations also have an influence on performance. It was like that state by Hall (1981) and Manan (1989), Culture is a complex totality, which includes knowledge, belief, art, law, morals, customs and abilities and habits acquired person as a member of society, who all is a form of culture that is expressed and serves to meet the emotional needs and help a person to interpret his world. Moral, which is the standard of good and bad, right and wrong are included in the field of value, it serves as part of the culture. It was like that state by Niranjana (2013) that in addition the same items do not seem to measure the same cultural value in different countries. Chandrakumara et.al (2010) stated that the same cultural value orientation can have both positive and negative impacts. Gemnafle's research results (2003), argued that, there were significant direct causal relationship between organizational culture with the performance of teachers in

teaching the students. Thus, it can be concluded that the value of culture in schools have a causal relationship with direct significant in teacher performance. Sykes, Bird, and Kennedy (2010: 464) stated that on teaching rising out of the board cultural patterns, the historical development of the teaching occupation, the organization and culture of school, and others.

### **METHODOLOGY**

The methods were used combination of quantitative research and qualitative. Quantitative approaches were used to describe the presence or absence, or the size of the relationship between variables either directly or indirectly. While the qualitative approach was used to uncover deeper and more accurate about the cultural values espoused teachers and teachers work behavior behind the acceleration of the development of high school in Surabaya. This research conducted in Surabaya, involving 90 teachers from 22 state senior high school to get quantitative data, and four sites (State Senior High School 15; 1; 2; and 5 Surabaya for qualitative data. The determination of the samples based on two models based on Partial Least Square (PLS) modeling, ten times the number of paths, which would then continued in bootstrapping re-sampling, with proportional stratified random sampling technique. The approach used a qualitative approach to quantitative incorporation with ballast quantitative analysis based modeling with Partial Least Square (PLS).

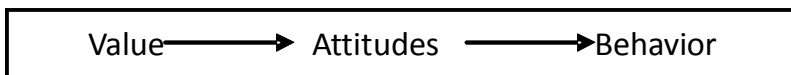
### **RESEARCH FINDINGS**

Researcher described the results of the study of literature or literature in accordance with the selected topic or focus that results could summarize as follows: (1) an average of cultural value orientation, training experience, compensation for work motivation and performance Surabaya State High School teachers were in good category or high; (2) In a comprehensive conceptual model of the relationship between the constructs were fit (good), met the standard requirements of Goodness of-fit, so it could be used to test the hypothesis; (3) There was no significance relationship between the cultural value orientations with work motivation of teachers; (4) There was a significance correlation between the experiences of training with work motivation of teachers; (5) There was a significance relationship between compensation and work motivation of teachers; (6) There was a significance relationship between the cultural value orientations with the performance of teachers; (7) There was a significance correlation between the training experiences with teacher performance; (8) There was a significance correlation between compensation and performance of teachers; (9) There was significance relationship between work motivation of teachers to the performance of teachers; (10) There was a significance indirect relationship between the training experience with the performance of teachers through teacher work motivation;

and (11) There was a significance indirect relationship between compensation and performance of teachers through teacher work motivation.

## DISCUSSION

Cultural value orientation had a significant effect on the performance of the teacher was the main gauge human relations. This was according to the results of research Gemnafle, M (2003), which states that there is a significant direct causal relationship between organizational culture with the performance of teachers in teaching the students. Values are abstract and contain a variety of ideas about what they want, express general purpose someone who lived on what is more important or less important, what is better or less good and what is more true or less true, and establish guidelines for public behavior (Robbins , 1990; Ndraha, 1997). Value is a basic understanding of attitudes and motivations that influence a person's perception and can be understood only if it is associated with attitudes and behavior, as well as methodological models as in figure 1.1 below:



**Figure 1.1:** Value as Independent Variable

*Source:* Ndraha (1997)

From this model it appears that values influence attitudes and operational subsequent and actualized in one's behavior. Something which the person was considering to be able to meet their needs and therefore had an interest in something that someone said to be of value to the individual.

Likewise, the behavior of teachers in teaching could not be separated from the influence of the value in the organization of school and brought that also meets their needs and have an impact on the performance of the teacher. Orientation of cultural values embedded in the school is a school community towards achieving the objectives of the school as well as at the four sites that becomes backdrop for mixing methods in the study showed that there was a positive influence and significance between cultural values orientation of school community with the motivation and performance of itself. Principals who have a harmonious relationship and strong efforts in formulating, socialize and instill the vision, mission and motto of the school would obtain positive results from the performance of all community. Vitale (2015) stated that the example in the secondary school music classroom such student invite all educators within the performing arts to reexamine and reflect upon the intricate relationship between performing and teaching.

Teacher performance would be better when supported by the experience gained training teachers to meet the needs of its professionalism, with emphasis on

providing opportunities to share opinions with other teachers both during and after training. This was consistent with the opinion Hamalik (2000), which reveals that, one of the functions of the training is to improve the behavior (performance) the work of the participants. Training is part of the cultural development of job performance are important, for three reasons: (1) training contribute formation of a sense of unity by increasing the value of the organization in the organization; (2) training increases the sense of membership; and (3) training improves personal relationships between members of the organization. Training is expected to change the behavior of individuals to provide additional knowledge skills or attitudes necessary to achieve performance standards. Thus, the function of the training was change the behavior. The conducted of the training program, the focus should be designed with specific training; teachers must be actively involved in designing training mainly focused on: the objectives of the program, the substance, use the right approach, the level of competence and responsibility. Lin et al (2015) stated that training solutions suggestions based on reflection about teaching methods are provided. McAnuff (2013) stated that reading specialist are increasingly being expected to act as literacy leaders and must, during training, gain access to the shared knowledge of the field as well as to practical experiences that will allow them to execute and guide in executing literacy best practices.

Proven statistically that the compensation obtained significance influential teachers on teacher performance, with the main gauges were aspects of retirement. This means that if fulfilled the expectations of teachers about to retire high acceptance or adequate height would affect the compensation received by teachers and would affect the high performance of teachers. This was consistent with the opinion of Hanson (1991), the best performers in Organizations growing niche to see a strong relationship between performing Reviews their jobs well and received rewards they value “. Compensation was an element for maintaining and preserving an effective performance. Teachers as people who work well would expect the same with the expectations of the employees of direct compensation they receive in general, accorded to the assessment of their performance against their contribution to the working groups and organizations. Shahzad, et al (2008) stated that were indicate a positive relationship between compensation and promotion practices and employee perceived performance while performance evaluations practices are not significantly correlated with perceived employee performance. It was like that state by Cowen (2009) that although the evidence for a bargaining effect on most measures is mixed, the preponderance has suggested that bargaining increases expenditures on teacher compensation. Besides, the employees or the teacher would always hope that direct compensation comparable to that given to their other colleagues with similar performance capabilities. Compensation was adjusted to the results of an individual's performance would make someone work better. Podgursky and Springer (2011) stated that teacher salaries are largely set by

schedules that are neither performance related nor market-driven and have significant consequences on school staffing and workforce quality.

To achieve a productive teacher performance, in addition to organizational culture, experience and training, compensation, also crucial was the motivation. Knight *et al.* (2014) stated that in general calls for performance assessments of teaching to provide both formative and summative information about the quality of teachers, teacher candidates, and teacher preparation programs pervade the current discourse on education at every level, including schools and districts, institutions of higher education, state and national policymaking entities, and professional organizations. Stanfors (1969). Motivation is a condition that moves people towards a certain goal. Teacher work motivation affect the performance of teachers significantly. The main aspects of measuring high working motivation of teachers was an accomplishment itself, where the ability to recognize and reward the achievements of teachers by principals, supervisors, the Ministry of National Education representing the government would enhance work motivation of teachers and would enhance its performance. In addition, the history of the struggle of school long enough and supported by government policies such as the election of Surabaya trial learned model would affect the performance of teachers.

## CONCLUSION

The average orientation of cultural values, training experience, compensation, motivation and performance of a state high school teacher in Surabaya were in either category or high. Comprehensively conceptual model of the relationship between the constructs were fit (good), met the standard requirements of Goodness of-fit, so it could be used to test the hypothesis. There was no significant relationship between the cultural value orientations with work motivation guru. There was significance relationship between job training experience with the motivation of teachers, teacher compensation with employee motivation, orientation of cultural values with the performance of teachers, training experience with teacher performance, compensation with teacher performance, and work motivation of teachers with teacher performance. There was no direct correlation between the significant training experience with the performance of teachers through teacher job motivation and compensation with the performance of teachers through teacher work motivation.

In an effort to improve the performance of teachers through cultural value orientation emphasizes harmonious relations with subordinates. In addition, efforts to improve the performance of teachers through training experience emphasizes providing opportunities for teachers to share their opinions both during and after the training, compensation needs to be more advanced aspects of pension provision more adequate teacher expectations, enhancing the performance of teachers through job motivation need to give priority to the ability to give recognition for the achievements of teachers.



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