The Effect of Organizational Culture, Transformational Leadership and   Self-Confidence to Teachers' Performance

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Abstract: *The purpose of this research is to examine the influence of organizational culture, principal's transformational leadership and teacher self-confidence toward teacher performance. The survey is conducted by taking a sample of 120 teachers by proportional random sampling system in Bogor, West Java, Indonesia. Data is analyzed using correlation with path analysis approach. Teacher performance is the activity that has been accomplished by the teacher in the instuctional, so as to enhance the learning experience of students in accordance with the goal of education. Based on research, teacher performance as the dependent variable is influenced by several independent variables; organizational culture, principal's transformational leadership and teachers self-confidence where the independent variable contributes 45.326% (R^2 = 0.45326, α = 0.05%) toward teachers performance. Each independent variable contributes to teacher performance; organizational culture 26.828%, the principal's transformational leadership 41,115% teacher self-confidence 14.509%. Based on the research results, it is recommended that to improve teacher performance, the school needs to mold organizational culture that enhance values and norms of the schools as well as   principal's transformational leadership to envolve teacher participation to achieve future goals and foster teacher self-confidence.*

Keywords: *Teacher's performance, Organizational culture, Tranformational leadership, Self-confidence*

1. INTRODUCTION

Reviewed from school activity, teacher's work productivity is output while teacher performance is outcome from a school product. Therefore teacher's performance indicator factually reflects teacher's work result. Nowadays, teacher performance by average in Bogor Regency is still relatively low.   Based on preliminary study, it is obtained teachers that set Teaching Implementation Plan is 52%, teacher that master teaching material is 60%, teacher using instructional strategy appropriate with subject characteristic is 55%, teacher that do Class Action Research is 15%, teacher setting evaluation tool appropriate with indicator is 50% and teacher that participates in curriculum development as much of 40% only. The low teacher performance is also marked with a few indicator in the output such as: student achievement which generally does not yet satisfy observed from average national examination result acquisition that still under 7 out of 10 scale, teachers' performance that is not reaching optimum point, consumer expectation value index below other schools around Bogor Regency especially when compared with high school graduates in Bogor city and Jakarta and also public confidence level to capability of graduate quality is still low. Similarly indicator in the input side does not satisfy either as teacher's work motivation is less as it seems that learning activity is only to meet curriculum target, low teacher's working commitment indicating working spirit that need improving.

Based on the indicators mentioned above, then there needs to be serious reform efforts, through the precision and organization development strategies which can improve morale of teachers and school administrators.

There are many factors that affect the level of performance of teachers, among others: organizational culture that flourished in the environment in which teachers work, transformational leadership of principals, and teachers' self-confidence. The growing program of performance management (PM) is very important to create and maintain a culture of results-oriented school graduation that great and healthy. All those cannot be separated from the perspective of principal's leadership that has impact on the whole life in school, family and community.

Principal's transformational leadership in directing all members in solving the problems of the school to achieve the desired educational goals as well as teachers' confidence are the capital base for teachers in managing teaching-and-learning in schools. Furthermore teacher' confidence is a positive attitude that allows a teacher to realistically observes potential upon himself to deal with the situation of the school so that teachers will strive to achieve successful performance in teaching-and-learning process. When organizational culture is strong, principal's transformational leadership is effective, supported with teachers whose self-confidence are high, then, performance of teachers are expected to improve.

Based on the background of the problem, the problem of this study is formulated as follows: 1) is there any influence of organizational culture on teacher performance? 2) Is there an effect of the principal transformational leadership on teacher performance? 3) Is there an effect of the confidence of teachers on teacher performance?

2. LITERATURE REVIEW

Performance of teachers is one of the parts of education management in a learning process that is closely related to the social context to achieve educational goals efficiently and effectively involving many aspects to be successful, either in the form of objects or materials (Hoy and Miskel, 2008). Performance of teachers as part of an education management system components is interconnected and integrated each other. Teacher performance as the system includes input, process and output, where in the process consists of several aspects: individual, group, structure, culture, legal and political rules interacting each other to achieve educational goals.

Many factors involve in the performance of the organization including the human and non-human being but it basically boils down to the performance on the achievement of organizational goals. When applied in a school context, it can be concluded that the performance of teachers is the ability, appearance or utility index results from an activity of teachers in a given period.

2.1 Teacher's Performance

Robbins and Judge (2006) says success in doing a job is determined by the performance of personal and organizational performance. Performance is a way of performing the task and the results of the activity. Furthermore, according to Robbins (2006) performance is the accomplishment of a signed and employer's duties and the outcomes produced on a specified job function or activity during a specified time. The views of Cokquitt and Lepine (2009), it is the value of the set of employee behaviors that contribute, either positively or negatively to organizational goal accomplishment, and performance is determined by three factors: 1) task performance, 2) citizenship behavior, and 3) counter-productive behavior. Then the performance is a function of the employee's ability, acceptance of the goals, the level of the goals, and interaction of the goal with their abilities. Cokquitt, and Lepine (2009), also explain that performance means the defining characteristic, or behavior and defining tasks, or defining the result that are to be achieved, or defining the situations in the which a should happen or all the above. Hatch (2007) states that performance is doing meaningful work in effective and efficient ways, and performance is meeting the requirements of diverse stakeholder groups and gauge performance by organization stakeholders.

A teacher often encounters performance problems as according to Wendy (2006) there are two types of performance faced by a teacher, teaching performance and managing performance where teaching performance of teachers is related to obligations to comply to pedagogical matters whereas in managing performance is more in favor to competence portfolio based on the *plan, do,*

action and *check* philosophy. Teaching performance is focused on learning conducted for students when implementing a learning strategy based on the planned objectives. Managing performance according to Littlefield (2003) is defined as *".... largely a collection of incidental techniques without much internal cohesion ".* Another writer dispensed with the subject briefly by term it a *simple program designed to promote harmonious relations within an organization.* This serves as an evidence that teachers in managing students tend to have the administrative technique determined by himself limited to managing classroom portfolio. This way, teaching performance and managing performance cannot be separated from the teachers that both performance should be comprehensively evaluated. Furthermore, adapting the concept of Robbins and Judge, (2006), teacher's performance is to increase the productivity of teaching and managing performance, in this case the principal is to improve teacher's productivity by (1) defining teacher performance, (2) defining teacher performance appraisal, (3) determining the school goals, (4) creating positive consequences for teachers who achieve performance targets.

Planning performance measurement in training, research & development and product quality is a planning performance in teaching and managing performance. The implication in the organization that school teachers is required: 1) to reflect principal responsibility to teacher, 2) to treat the teacher as part of the school community, and 3) to display active attitude of teachers to school success. This development approach includes: 1) creating performance standards, 2) monitoring progress, 3) assessing the actual performance, 4) comparing actual performance with targets, 5) linking rewards to performance, 6) making development plans, and 7) agreeing targets and standards of future performance. Formal performance development plan according to Knowles. (2005): (1) made at the beginning of the process, (2) targeted a specific plan of action, (3) is implemented according to schedule, (4) the progress of teachers who monitored by the principal, (5) assessment of performance at the end of the period. The development and training are done continuously (Tiffin and McCormick, 2001).

Based on the above theory it is concluded that the teacher's performance is the performance of teachers in carrying out their roles, duties, and responsibilities optimally within a certain period, with indicators: 1) pedagogical, 2) preparation of lesson plans, 3) implementation of learning, 4) evaluation of student learning outcomes, 5) professional development of teachers and 6) curriculum development.

2.2 Organizational Culture

Organizational culture is defined as a pattern or attitude, belief and feeling that underlie particular, advise and give meaning to behavior and organizational processes in the organization system, and according to Schein (2002) it should be reserved for the deeper level of basic assumptions and belief that are shared by members of an organization, so the organizational culture is used as a pattern of basic assumptions in solving organizational problems.

According to Schein (2006), organizational culture is shaped by several factors, namely: 1) the external environment, 2) industry, 3) the size and nature of the organization's workforce, 4) technology used by organization, 5) the organization's history and ownership. In case of a school, culture is formed by all parties involved principals, teachers and staff with respect to ethics, work rules and the type of organizational structure, so that the process of the realization of organizational culture was originally derived from the founder / leader who determines the vision, strategy and values adopted by the organization. Organizational culture develops from the interaction of four factors, the characteristics of the personality and professionalism of the members of the organization, organizational ethics, the rights of members of the system and organizational structure (Jones 2009).

Teachers and staff involved in the organization of the school are the main source of school culture as teachers and school staff just joined the school they perceived as fitted to their values and vice versa the school only receives the teachers and staff who accept the existing values. The longer teachers and school staff are in organization, the more mutual interaction will occur making teachers and staff will be more in accordance with the school. The school principal has a primary relationship to the culture of the school where personality and belief will give color to the culture of the school for realizing and applying the educational goals with the existing vision and values.

The values of the organization contribute to the organization's ethics, moral value, trust and guideline that regulate the organization way. At school organizational values, it is contained also how organizations respect the rights of teachers and staff as members, such as old age insurance, life insurance, home loans, distribution of bonuses and others. School can show the structure adopted in the school culture, different structures will show different cultures. Source of status in the organization according to Davis (2006), namely: (1) levels of the organization, (2) the type of work and expertise, (3) working conditions, (4) the remuneration received, (5) seniority. School culture illustrates a pattern of behavior on how teachers and staff either new or old will follow the behavior that has been accepted as a model regulating the behavior of a school group.

The influence of culture is very strong in coloring school condition as Lindahl (2005) stated that the culture of the school have a direct impact in building social, emotional resilience and work result as well as attributes and beliefs that shape the culture of a school that can be changed or altered, and the confidence members which will be the basis for adjusting the working environment, which can affect what to be perceived and defined as cultural environment, school performance and quality of service. Also according to Lindahl (2005), it has four main functions, namely: 1) adaptation, 2) achievement of objectives, 3) integration, and 4) latency.

Quinn and Rohrbaugh (2008) also emphasize that organizational culture has also been demonstrated in creating solidarity and meaning, inspire commitment and productivity, and the foundation of change in a school that can occur in the classroom in order to develop the self-concept and adversity.

Width and depth of understanding of the organizational culture according to Kotter and Heskett (2009) result at organizational culture capability to distinguish a strong and weak culture as well as adaptive and non-adaptive culture.

Organizational culture can be divided into strong and weak culture. Strong culture has a greater impact on the behavior of teachers and staff, and the organization's core values are held together intensively and widely adopted that could establish and maintain cohesiveness, loyalty and commitment in implementing school education services.

There are two types of organizational culture in facing the changing cultural environment: adaptive and non-adaptive cultures. Adaptive culture is portrayed as willing to take risks, trustworthy, proactive, trying to anticipate and adapt to any changes in the environment directly or indirectly. Non-adaptive culture is rigid and relatively insensitive to changes. Further, it is elusive, intangible, implicitly that members of the organization do not understand and appreciate new rules.

Based on above description it is concluded that organizational culture is the values and norms embodied in mindset, feelings, attitudes, habits, beliefs of schools that have different characteristics from other schools with indicators: 1) the value of organization norm, 2) ethical behavior, 3) school environment, 4) commitment to school, 5) strong and adaptive school culture.

The hypothesis formed to test for this purpose is:

H1: Organizational culture positively influences teacher performance within school organisations in Bogor Indonesia.

2.3 Principal Transformational Leadership

Sham (2007) defines leadership in the organization as the overall measures to influence as well as encouraging people in a joint effort to achieve the organization goal. According to Terry's in Winardi (2004) leadership is the activity of the Influencing people to strive willingly for quality objective. According Timpe (2002) leadership is an ability to influence people to willingly follow one's guidance or adhere to one' decisions and the process of influencing organizational members to use their energies willingly and appropriately to facilitate the achievement of the department's goals.

When implemented to school, the school principal is the leader of schools organization whose legitimate position as a manager of school, the position bearer playing the role of professionalism

leading the school to take actions in order to influence and invigorate the teachers and staff in a joint effort to achieve educational goals.

According to Gardner (2008), there are two tasks of leadership (including school leadership): a) directing, and b) motivating subordinates to perform tasks. Furthermore, Gardner (2008) argues, it is clearly delineating the path to be followed, rewarding those who follow, and correcting those who stray from the path. But what distinguishes clearly from others as the leader he/she: 1) has a vision an obsession about what needs to be achieved in the organization, 2) provides the inspiration to follow his/her vision working to make it happen, 3) organizes followers to be cohesive therefore making the role of the principal as leader is clearly prime in school in an effort to achieve educational goals.

The concept of transformational leadership was initially introduced by Burns (2007) that is, changing leadership process between leaders and subordinates to help each other to advance to a higher level that is guided by the spirit and motivation. Two concepts: transformational leadership and transactional leadership are introduced. According to Burns (2007) transformational leadership can be seen when "leaders and followers make each other to advance to a higher level of moral and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals. Then, Bass (2008) expanded upon Burns' original ideas to develop what is today referred to as Bass' Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect, and admiration from their followers. According to Bass (2008), there are four components of transformational leadership, namely: 1) Intellectual Stimulation – Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn 2) Individualized Consideration – Transformational leadership also involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of the unique contributions of each follower. 3) Inspirational Motivation – Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfill these goals. 4) Idealized Influence – The transformational leader serve as a role model for followers. Because followers trust and respect the leader, they emulate this individual and internalize his or her ideal.

Transformational leadership style of the principal is the type of leadership exercised by principals to lead to positive changes in school organization in such energetic, enthusiastic and passionate way focused and aimed at involvement of all teachers, staff or school administration to the success of each people at school.

Failure and success of schools are mostly determined by the school principal as a controller and determiner of the school direction. According Riberu (2003) principal is formulator and determiner of the strategy and tactics in influencing teachers to determine the goals of the school in an integrated and coordinated efforts in formulating and implementing the right strategy for the organization. In determining future strategy, school principals using their influence to direct and manage educational purposes may use four components of transformational leadership.

However, when implementing transformational leadership, it is required to have knowledge of the basic theory of effective leadership. This way, the school principal must: 1) be dominant and energetic, 2) be tolerance, 3) be responsible, 4) be conceptual and creative, 5) adapt to the environment, 6) have ideals, 7) be assertive and cooperative, 8) be knowledgeable, 9) have social skills (Daft 2002). Cotton (2003) adapting the concept into the management of school organization, distinguish transformational leadership of successful principals and effective principals as follows: successful leadership is the ability to get others to behave as manager intended. The job gets done and the manager's needs are satisfied, but those of other people are ignored. Effective leadership, on the other hand, results in the manager's intentions being realized as well as bringing satisfaction to the needs of the employee, thus, principal's leadership

effectiveness can be determined from interpersonal interaction and the nature of leaders themselves.

Based on the above theories, it is concluded that transformational leadership is the behavior of the principal and the principal's actions in directing, motivating teachers and solve the problems of the school to achieve the desired educational goals in the future, with indicators: 1) directing teachers, 2) motivating teachers, 3) intellectual stimulation with individualized consideration of school members, 4) inspirational motivation of principal, 5) school development programs, 6) successful management of the school.

Below is the hypothesis to be tested for this purpose:

H2: Principal transformational leadership positively influences teacher performance within school organisations in Bogor Indonesia.

2.4 Teacher's Self-Confidence

According to Persaud (2003) confidence (self-confidence) as a socio-psychological concepts is related to confidence in personal life, abilities, and strengths of the person likely coming from the attitude, behavior , body language, how one speaks, what is said, the actions taken and others. The confidence of teachers are reflected in behavior, attitude, body language, how to say and what is said, and how to act. A teacher whose higher self-esteem will have more realistic expectations.

Teachers as a class manager either with high or low self-confidence will have various impact greatly in learning at school and in managing the class ranging from successful to unsuccessful outcomes of their students learning outcome. According to Norman (2003) lack of confidence can result in: 1) a sense of shame, 2) the difficulty of communication, 3) social anxiety, 4) lack of assertiveness. Teachers who lack of confidence must learn to be more assertive and encouraged to do self-reflection to turn into a teacher who has a strong self-confident and assertive, thus, appropriate strategies are needed to improve confidence.

The strategy of increasing confidence can be done through; 1) practicing self-acceptance, 2) focusing on achievement. Positive affirmations by using positive self-talk and affirmations to reprogram the mind to be a good and more valuable person. Teachers have to care and support a positive attitude themselves.

Based on the above description, it is concluded that the confidence of teachers is a socio-psychological concepts related to the confidence in the personal lives of teachers, deriving the inner power from teachers, who tend to be positive and realistic in teaching situations encountered at school consisting of indicators: 1) teacher' confidence of, 2) teacher's self-esteem, 3) teacher's self-concept, 4) self-resilience, 5) acceptance, 6) teacher's positive affirmations.

Thus, below is the hypothesis to be tested for this aspect:

H3: Teacher's self-confidence positively influences teacher performance within school organisations in Bogor Indonesia.

3. DATA COLLECTION

This quantitative descriptive study applies field research with direct observation to the field aimed at analyzing the phenomenon occur when the research took place. Descriptive statistics and quantitative analysis are used for solving the problem encountered. The entity of this study were high school teachers earned C accreditation in Bogor Regency Indonesia numbered 170 where 120 were taken as sampling unit. Under Indonesia's educational ranking system, the school is ranked with accreditation A, B and C where A denotes the highest. The sampling technique uses proportional random sampling.

Techniques of data collection in this study is in the form of questionnaire. The normality and homogeneity assumption are prerequisites to proceed to further test. Analysis is conducted with multiple linear regression and hypothesis testing is performed at a significance level of 0.05.

4. RESULT AND DISCUSSION

The teachers of listed organisations were asked to participate in the survey by responding their opinions for four different measures in organizational culture, transformational leadership, self-

confidence and performance. The normality and homogeneity are performed with *Lilliefors test* and *Bartlett test*. Data are normally distributed and homogenous as the value of each variable is not exceeding the critical value for Lilliefors test and above the critical value for Bartlett test. The Lilliefors normality test values for organizational culture, transformational leadership, self-confidence to performance are 0, 0491, 0, 0628 and 0, 0807 respectively below the critical value of 0, 0809 while values for Bartlett test are 32,700, 31,400 and 30,100 which are above the critical values 17,558 at 21 *degree of freedom,* 19,189 at 20 *degree of freedom* and 5, 1339 at 19 *degree of freedom.*

4.1 Organizational Culture and Teachers' Performance

In order to test whether organizational culture is crucial factor for influencing teachers' performance, t-test has been conducted. Since the t value as shown in table 1 is higher than the critical value of t table, we accept the alternate hypothesis. Thus, it can be stated that organizational culture positively influences teacher performance within school organisations in Bogor Indonesia. The strength of association of organizational culture (X_1) to teacher's performance (Y) is observable from coefficient correlation (r_{y1}) = 0.518.

Tabel 1. *Significance test and coefficient of correlation of organizational culture (X_1) to teacher's performance(Y)*

Observation	R	R^2	t_{test}	t_{tabel} α		Conclusion
n	r_{y1}	r^2_{y1}	t_{oy1}	0,05	0,01	
120	0.518	0.2682	6.577	1.988	2.363	Significant

T_{test} =6.557 is above critical value where t_{tabel} for (α=0.01) is 2.363 and t_{tabel} for (α=0.05) is 1.988 indicating that t_{oy1}= 6.557 > t_{tabel} (α= 0.01) = 2.363. Coefficient of determination (R^2_{y1}) = 0.26828 indicates that contribution of organizational culture to teachers' performance is 26.828%. Implementation of influence of organizational culture on the performance of teachers is that all school members must strengthen the shared values that can improve the success of teacher performance. This is supported by Kotter and Heskett that understanding a comprehensive, critical analysis related to the influence of organizational culture on the performance of school teachers, which is about the concept of the culture of an organization, can affect performance. Strong culture, the organization's core shared values enable teachers and staff to receive values leading to a greater commitment to the values that will make organization culture is getting stronger to support the teacher's performance resulting in a strong school culture that may improve the performance of teachers.

4.2 Transformational Leadership and Teachers' Performance

To test whether the effect of transformational leadership to teachers' performance, t-test has been conducted. Since the t value as shown in table 2 is higher than the critical value of t table, we accept the alternate hypothesis. Thus, it can be stated that transformational leadership positively influences teacher performance within school organisations in Bogor Indonesia. The strength of association of transformational leadership (X_2) to teacher's performance (Y) is observable from coefficient correlation (r_{y2}) = 0.641.

Tabel 2. *Significance test and coefficient of correlation of transformational leadership (X_2) to teacher's performance(Y)*

Observation	R	R^2	t_{test}	t_{tabel} α		Conclusion
n	r_{y2}	r^2_{y2}	t_{oy1}	0,05	0,01	
120	0.641	0.4111	9.077	1.988	2.363	Significant

T_{test} = 9.077 is above critical value where t_{tabel} for (α=0.01) is 2.363 and t_{tabel} for (α=0.05) is 1.988 indicating that t_{oy1}= 9.077 > t_{tabel} (α= 0,01) = 2,363. Coefficient of determination (R^2_{y2}) = 0.411 indicates that contribution of transformational leadership to teachers' performance is 41.11%. According to Timpe, any leadership style is an important variable to influence organizational performance. Principal leadership becomes propeller in driving the performance of teachers as well as school staff to obtain the trust from the community.

Transformational leadership and trust affect the performance of the collective team work that it affects the performance of individual and team affecting to the success of the team collectively, and directly help the confidence of all members, thus, to stimulate teachers actively participate in improving their performance. Applying proper and perspective transformational leadership can improve collective performance derived from the performance of subordinates, especially the collective performance of individual teachers.

4.3 Self-Confidence and Teachers' Performance

T-test is conducted to find out the effect of self -confidence to teachers' performance. Since the t value as shown in table 3 is higher than the critical value of t table, we accept the alternate hypothesis. Thus, it can be stated that self -confidence positively influences teacher performance within school organisations in Bogor Indonesia. The strength of association of self -confidence (X_3) to teacher's performance (Y) is observable from coefficient correlation $(r_{y3}) = 0.381$. $T_{test} = 4.475$ is above critical value where t_{-tabel} for $(\alpha=0.01)$ is 2.363 and t_{-tabel} for $(\alpha=0.05)$ is 1.988 indicating that $t_{oy1}= 4.475 > t_{-tabel}\,(\alpha= 0,01) = 2,363$. Coefficient of determination $(R^2_{y3}) = 0.14.5$ indicates that contribution of self -confidence to teachers' performance is 14.5%.

Tabel 3. *Significance test and coefficient of correlation of self -confidence (X_3) to teacher's performance(Y)*

Observation	R	R^2	t_{-test}	t_{-tabel} α		Conclusion
n	r_{y3}	r^2_{y3}	t_{oy1}	0,05	0,01	
120	0.381	0.145	4.475	1.988	2.363	Significant

4.4 Organizational Culture, Transformational Leadership and Self-Confidence to Teacher's Performance.

When tested together the model is specified as:

$\hat{Y} = b_0 + b_1X_1 + b_2X_2 + b_3X_3$

Where:

$\hat{Y}$ = Teacher's Performance

b_0 = constant

$b_1,\ b_2,\ b_3$ = regression coeficient

X_1 = Organizational Culture

X_2 = Transformational Leadership

X_3 = Self-Confidence

Tabel 4. *Multiple Regression Analysis Summary*

Model	B	R	R^2	F_{-test}	F_{-tabel} α		Conclusion
					0,05	0,01	
				32.056	1.988	2.363	Significant
Constant	47.387						
Organizational Culture	0.195	0.673	0.453				
Transformational Leadership	0.428						
Self-Confidence	0.039						

Tables 4 show the results of multiple regression analysis. The table reports a significant F statistic, indicating that the model has strong prediction strength (F = 32.056, p < 0.01). As further shown in Table 4, the regression does a moderate job of modelling teachers' performance as less than 50% of the variation in determination of teachers' performance is explained by the model (R Square = 45.32%).

The model derives the following equation: $\hat{Y} = 47,387+ 0,195\ X_2+ 0,428\ X_2 +0,039\ X_3$.

Observing the value of regression coefficient from the highest to the lowest, this model confirms that organizational culture (X_2) as the most dominant variable in determining the teachers, performance, followed by organizational culture (X_1) and teacher's confidence (X_3).

5. CONCLUSION

The findings reveal that there is a positive and significant direct effect between the organizational culture on teacher performance, transformational leadership on teacher performance, teachers 'confidence on performance.

Based on the initial design of the constellation between variables, the results showed that the contribution of organizational culture variable on performance is 26.828%, principals transformational leadership is 41.115%, and teachers 'confidence is 14.509% indicating the highest individual contribution to the performance of teachers is principal' transformational leadership. When combined together, contribution of the three variables of organizational culture, transformational leadership and teachers' confidence reaches 45.326% indicating the contribution of other variables not included in the model to predict on teachers performance are 54.674% confirming this model is of moderate goodness. Other researchers wishing to conduct similar studies may include other variables such as; teacher professionalism, achievement motivation, work culture of teachers, teachers' resilience, creativity, work experience, training, principal's management, decision-making techniques and so forth. This confirms Kotter and Heskett's comprehension that it is necessary to conduct a comprehensive and critical analysis related to the influence of school culture on teacher performance

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