The Effect of Organizational Culture, Personality, Work Motivation to Teachers' Organizational Commitment

Supramono[1], Soewarto Hardhienata[2], Widodo Sunaryo[3]

Post Graduate Program, Universitas Pakuan Bogor, Indonesia
[1]*supramonouika@gmail.com*, [2]*s-hardh@indo.net.id*, [3]*widodosunaryo@yahoo.com*

Abstract: *The aim of this study is to examine the influence of organizational culture, personality and motivation on Teachers' Organizational Commitment either individually or jointly. Variables of Organizational Culture, Personality and motivation serve as independent variables while the dependent variable is Organizational Commitment. The study was conducted on randomly selected 92 teachers of Senior Islamic High School in the city of Bogor, West Java. Using mix method, sequential explanatory design is applied where quantitative come first. The study both quantitatively and qualitatively reveals that there is a positive significant relationship among variables under the following distribution of coefficient of correlation: Organizational Culture to Organizational Commitment= 0.052, Personality to Organizational Commitment = 0.172, Motivation to Organizational Commitment=0.264 and when tested together it produces coefficient of correlation = 0.712, indicating the existence of other 28.8% variables not including in the model affecting factors affecting Organizational Commitment within the teachers' working environment.*

Keywords: *Organizational Culture, Personality, Work Motivation, Organizational Commitment.*

1. INTRODUCTION

Improving the quality of education should be supported for the human resources capable of carrying out the duties and functional. Teachers have a strategic position in teaching and learning processes and the quality of student learning outcomes ultimately determine the quality of the teaching staff. They both theoretical knowledge and practical as well as a variety of skills possessed will continue and become a means of developing scientific attitude in students.

An important and Development provides a variety of amenities as well as demanding attention and treatment luminance determines the attainment of the objectives of education are students and educators. Quality is a decisive factor for the quality of learning and educational outcomes in general education institutions in accordance with the objectives stated in its vision and mission. Commitment of teachers is a factor that determines the success of achieving the goal of a school organization. Commitment to the organization can be reflected in the performance of their duties and functions in the implementation of the program of the organization.

One form of implementation Commitment is the treatment of time in the form of its presence in the project in order to provide excellent service. This is in line with the duties and functions of teachers in educational organizations that follow. Where teachers have the professional resources in educational organizations will showcase the results reflect the true state of performance.

According to preliminary survey data conducted on May 1, 2013 to August 20, indicates the level of attendance as follows: 8.80% was late to start class, 9.95 % was absent, preparation of teaching 3.30 %, and surprisingly time was mostly allocated to attend meeting of the school committee is 90.25% which is not in balance with the standard of working requirement allocation. It can be concluded that the condition of Organizational Commitment Islamic Senior High School in the city is low and should be increased as they have not in compliance with job requirement.

2. LITERATURE REVIEW

Commitment has been the subject of several meta-analyses (Cooper-Hakim & Viswesvaran, 2005; Meyer, Herscovitch, & Topolnytsky, 2002) largely because employees with low levels of commitment are more likely to leave their organizations (Rajiani, 2012). Allen and Meyer (2000) three-component model of commitment consists of affective, normative, and continuance components.

Affective commitment is values based, involving identification and enthusiasm. In contrast, normative commitment is based on a sense of obligation, whereas continuance commitment reflects high perceived costs of quitting. Meyer et al. (2006) generalized the three-component model to focus on commitment to an occupation. There have been several studies of the three-component model of organizational commitment to conform the model in Asian setting (Chen & Francesco, 2003; Cheng and Stockdale, 2003). Many researches have been done on what makes committed employees, but not many researchers conducted them in the setting of school teachers mainly in the setting of islamic high school whose values and norms are totally different. This research then will highlight the effect of Organizational Culture, Personality, and Work Motivation to Organizational Commitment within the respective islamic high school.

2.1. Organizational Culture and Organizational Commitment

The role of organisational culture is crucial to understanding organisational behaviour. According to Wagner (1995)*, organisational culture has a strong influence on employees' behaviour and attitudes. Organisational culture involves standards and norms that prescribe how employees should behave in any given organisation (*Manetje, & Martins, 2009*). Managers and employees do not therefore behave in a value-free vacuum; they are governed, directed and tempered by the organisation's culture* (Brown & Starkey, 2000). *Employees' behaviour includes their commitment to their respective organisations. Given the dynamics of culture and human behaviour, it is important to study how employees commit themselves to their organisation.*

According to Cohen (2006), organisational commitment "as a research topic is important regardless of its setting because a better understanding of the phenomenon may help us to better understand the nature of the psychological process through which people choose to identify with different objects in their environment and how they find purpose in life". Allen and Meyer (2000) identify organisational culture as an antecedent of organizational commitment. This suggests the need for a research study that will determine the relationship between organisational culture and organisational commitment. Various authors have discussed a possible theoretical link between organizational commitment and organisational culture. It appears as if organisational culture tends to influence employees' work effort and commitment directly through cultural values, and indirectly through human resources practices (Manetje, & Martins, 2009). Findings by, Chatman, Caldwell and O'Reilly (1999) suggest that individuals who fit the organisational culture are those who are committed at a normative or value-based commitment dimension; while Nystrom (1993) states that a correlation between organisational culture and organisational commitment indicates that people who work in a strong culture feel more committed. It appears from the research that there is a link between organisational culture and organisational commitment; however, no evidence was found to suggest that similar research studies had been conducted among islamic high school teachers in Indonesia.

The hypothesis formed to test for this purpose is:

H1: Organizational culture positively influences teacher's organizational commitment within islamic high school organisations in Bogor, Indonesia.

2.2. Personality and Organizational Commitment

Research has investigated relationships between a personality and organizational commitment within Indonesian setting (e.g., Rajiani, 2012). Research on this topic has clear practical implications, as it can lead HR professionals and line managers to more effectively identify and select individuals who will work productively in departmental and group projects, task forces, or cross-functional workgroups. Indeed, it is collective work efforts where individuals who engage in high commitment may instigate havoc. As Lord (2002) stated, "some [individuals] just seem to create problems everywhere they go". This claim and other personality-based research (e.g., Islam & Ismail, 2008, Jaramillo, Mulki, & Marshall, 2005) logically intimate a role for enduring personality traits when predicting certain employee behaviors. Thus, our aim was to determine further whether certain personality profiles empirically predict commitment in the workplace.

The hypothesis formed to test for this purpose is:

H2: Personality positively influences teacher's organizational commitment within islamic high school organisations in Bogor, Indonesia

2.3. Work Motivation and Organizational Commitment

The concept of motivation is derived from a Latin word "movere" which means "to move". Motivation is what moves the employees from dullness to interest. It is just like the steering of the vehicles that directs and shapes employees' activities. Motivation has been defined as the "Drive or energy that compels people to act with energy and persistence towards some goal" (Berman, Bowman, West, & Wart, 2010). "Motivation is a goal-directed behavior which involves taking a course of action which leads to the attainment of a goal or a specific valued reward" (Armstrong, 2006).

The level of employee motivation, commitment and job involvement could be gauged by the volume of employees' turn over during a certain period of time. Employees with high job involvement are more focused towards their jobs (Hackett, Lapierre, & Hausdorf, 2001), likely to have less turnover and leaving intensions and are more motivated to stay with the organization. They grow in expertise and thus become even more valuable to their employer and the organization. Importance of motivation, commitment and job involvement in the workplace is obvious as well motivated and committed employees with high levels of job involvement affect both their own as well as organizational outcomes (Rajiani, 2012). Employees with high levels of commitment and job involvement go on work in time and are usually more motivated to put extra efforts, on the other hand, employees having minor level of commitment and job involvement are least motivated and have more excuses such as illness or transportation problems etc. as compared to highly committed employees.

Therefore, we hypothesized that:

H3: Motivation positively influences teacher's organizational commitment within islamic high school organisations in Bogor, Indonesia.

3. DATA COLLECTION

This study applies mix method with direct observation to the field aimed at analyzing the phenomenon occur when the research took place then confirm the finding by using direct depth interview. This way, writers apply *Sequential Explanatory Mixed Methods*. Descriptive statistics and quantitative analysis are used for finding initial solution to the problem encountered. The sample of this study were 92 islamic high school teachers located in 2 (two) islamic junior highs in Bogor, West Java Indonesia.

Techniques of data collection in this study is in the form of questionnaire. The normality assumption is 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.

Depth interview with vice headmaster was perform to confirm the result of quantitative findings. The implication of the research findings is then discussed.

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, Personality, Work Motivation and Organizational Commitment. The normality is performed with *Lilliefors test*. Data are normally distributed as the value of each variable is not exceeding the critical value for Lilliefors test. The Lilliefors normality test values for Organizational Culture, Personality, Work Motivation to Teachers' Organizational Commitment are 0.052, 0.061 and 0.063 respectively below the critical value of 0.093 for n = 92.

4.1. The Effect of Organizational Culture to Organizational Commitment

Hypothesis testing confirms that organizational culture positively affects organizational commitment with correlation coefficient value of 0.228 and the coefficient of determination = 0.052. This means that only 5.2% of organizational commitment is determined by organizational culture, while the other 94.8% is contributed by other variables. Similarly, result of qualitative research interviews, observation and documentation in two islamic Junior High School in the city of Bogor, confirms the tendency of the relationship between organizational cultures with organizational commitment. This finding strengthens the quantitative research hypothesis results testing that there is a positive significant relationship between organizational culture and organizational commitment.

This finding is in line with Kotter and Heskett, (2009) that defines organizational culture as a collective social knowledge in organization related to rules, norms and values forming behavior of organization members. Another supporting theory is from Gibson, et.al, (2012) postulating that organizational culture is employees' point of view in creating mode of confidence, value and hope.

Previous study also has shown that organizational culture and organizational commitment has a positive relationship, e.g., Boon and Arumugam (2006) with the coefficient of correlation of 0.59 with Malaysian samples. Thus, the analysis of this study further supports the results of previous studies regarding the existence of a positive relationship between organizational culture and organizational commitment in Asia with particular reference to developing country of Indonesia.

4.2. The Effect of Personality to Organizational Commitment

Hypothesis testing confirms that personality positively affects organizational commitment with the coefficient of determination = 0.1722. This means that 17.2% of organizational commitment is determined by personality variable, while the other 82.78% is contributed by other variables. Similarly, result of qualitative research interviews, observation and documentation in two islamic Junior High School in the city of Bogor, confirms the tendency of the relationship between personality with organizational commitment. This finding strengthens the quantitative research hypothesis results testing that there is a positive significant relationship between personality and organizational commitment.

This is consistent with McShane & Glinow (2008) stating that personality is form of relatively consistent behavior justifying preference of somebody on certain act. Furthermore Schermerhorn et.al, (2007) define that personality is combination of the whole characteristics capturing uniqueness of somebody when reacting and interacting with others consisting of five big dimensions ; (a) Extraversion (b) Agreeableness (c) Conscientiousness (d) Emotional Stability (e) Openness to experience.

Previous study in Indonesia also has shown that personality and organizational commitment has a positive relationship, e.g., Rajiani (2012).Thus, the analysis of this study further supports the results of previous studies regarding the existence of a positive relationship between personality and organizational commitment in Asia with particular reference to developing country of Indonesia. The better the result of personality on those dimensions, the higher commitment will be displayed.

4.3. The Effect of Work Motivation to Organizational Commitment

Hypothesis testing confirms that work motivation positively affects organizational commitment with the coefficient of correlation = 0.514 and coefficient of determination = 0.264. This means that 26.4 % of organizational commitment is determined by work motivation variable, while the other 73.6 % is contributed by other variables. Similarly, result of qualitative research interviews, observation and documentation in two islamic Junior High School in the city of Bogor, confirms the tendency of the relationship between work motivations with organizational commitment. This finding strengthens the quantitative research hypothesis results testing that there is a positive significant relationship between work motivation and organizational commitment.

This finding is in line with Mantis and Jackson (2008) defining motivation as inner decision making to do something. Furthermore, Angelo and Brian (2008) confirm that work motivation is a drive to perform something better or more efficient.

Previous study also has shown that work motivation and organizational commitment has a positive relationship, e.g., Widyaningrum (2011) with the coefficient of correlation of 0.179 with Indonesian samples. Thus, the analysis of this study further supports the results of previous studies regarding the existence of a positive relationship between work motivation and organizational commitment in Indonesia with particular samples to islamic junior high school samples.

4.4. Interaction of Organizational Culture, Personality and Work Motivation to Organizational Commitment

When tested together, hypothesis testing results show that there is a significant relationship between organizational culture, personality and work motivation to organizational commitment. The regression equation generated is $\hat{Y} = 249.54 + 0.916X_1 + 0.058X_2 + 0.698X_3$ with correlation of coefficient values = 0.884 and the coefficient of determination=0.712. This means that 71.2% of organizational

commitment is caused by variables of organizational culture, personality and work motivation while 28.8% is contributed by other variables not included in the model. Result of qualitative research interviews, observation and documentation in two islamic Junior High School in the city of Bogor, confirms the relationship among organizational culture, personality and work motivation to organizational commitment. This finding strengthens the quantitative research hypothesis results testing that there is a positive significant relationship among those mentioned variables. Qualitative research also reveals that other factors affecting organizational commitment in the respective school are headmaster's leadership which is viewed as less optimal, limitation of school infrastructure and facilities as well as poorly-planned HR development.

5. CONCLUSION

The findings reveal that there is a positive and significant direct effect between the organizational culture, personality and work motivation to organizational commitment.

Based on the initial design of the constellation between variables, the results showed that the contribution of organizational culture to organizational commitment is 0.052%, personality is 0.172 %, and work motivation is 0.264 % indicating the highest individual contribution to the teachers' organizational commitment is work motivation. When combined together, contribution of the three variables of organizational culture, personality and work motivation reaches 71.2% indicating the contribution of other variables not included in the model to predict organizational commitment are 28.8% confirming this model is of good-fit. 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 Manetje, & Martins (2009) comprehension that it is necessary to conduct a comprehensive and critical analysis to identify the factors that enhance and promote organizational commitment. Factors related to personal characteristics, organizational environment, and leadership behaviors found to predict different types of organizational commitment mainly within islamic primary high schools' context which rarely explored.

REFERENCES

Allen, Natalie J., and John P. Meyer. "Construct validation in organizational behavior research: The case of organizational commitment." In *Problems and solutions in human assessment*, pp. 285-314. Springer US, 2000.

Angelo. K, & Brian K. Williams " *Management A Practical Introduction*", 2008, pp. 123. New York: Mc Graw-Hill International.

Armstrong, M. "Motivation." A *Handbook of Human Resource Management Practice*, 2006, pp. 253-254. London: Kogan Page Limited.

Berman, E. M., Bowman, J. S., West, J. P., & Wart, M. R. V. "Motivation: Possible, Probable or Impossible? " *Human Resource Management in Public Service: Paradoxes, Processes and Problems,* 2010, pp. 180. California: SAGE Publications, Inc.

Boon, Ooi Keng, and Veeri Arumugam, "The Influence of Corporate Culture on Organizational Commitment: Case study of Semiconductor organizations in Malasia" *Business and Advanced Technology Centre, Sunway Academic Journal*, 3, 2006, pp. 49-56.

Brown, Andrew D., and Ken Starkey. "Organizational identity and learning: A psychodynamic perspective." *Academy of Management Review* 25, no. 1, 2000, pp. 102-120.

Chatman, Jennifer A., David F. Caldwell, and Charles A. O'Reilly. "Managerial personality and performance: A semi-idiographic approach." *Journal of Research in Personality* 33, no. 4 (1999): 514-545.

Chen, Zhen Xiong, and Anne Marie Francesco. "The relationship between the three components of commitment and employee performance in China." *Journal of Vocational Behavior* 62, no. 3, 2003, pp. 490-510.

Cheng, Yuqiu, and Margaret S. Stockdale. "The validity of the three-component model of organizational commitment in a Chinese context." *Journal of Vocational Behavior* 62, no. 3, 2003, pp. 465-489.

Cohen, Aaron. "The relationship between multiple commitments and organizational citizenship behavior in Arab and Jewish culture." *Journal of Vocational behavior* 69, no. 1, 2006, pp. 105-118.

Cooper-Hakim, Amy, and Chockalingam Viswesvaran. "The construct of work commitment: testing an integrative framework." *Psychological bulletin* 131, no. 2, 2005, pp. 241-251.

Hackett, R. D., Lapierre, L. M., & Hausdorf, P. A. "Understanding the links between work commitment constructs. "*Journal of Vocational Behavior,* 58, 2001, pp. 392-413.

Islam, R., & Ismail, A. Z. H. "Employee motivation: a Malaysian perspective. " *International Journal of Commerce and Management,* 18, no. 4, 2008, pp. 344-362.

Gibson, J.L., John M. Ivancevich, James H. Donelly Jr, & Robert Konopaske. *Organizational: Behavior, Structure, Processes,* 2012, New York: Mc Graw-Hill. pp. 344-345.

Jaramillo, F., Mulki, J.P., & Marshall, G.W. "A meta-analysis of the relationship between organizational commitment and salesperson job performance: 25 years of research." *Journal of Business Research*, 58, 2005, pp. 705-714.

Kotter, John P., and James L. Heskett, *Corporate Culture and Performance*. New York: The Free Press, 2009, pp.44-45.

Lord, R. L. "Traditional motivation theories and older engineers. " *Engineering Management Journal*, no. 14 (3), 2002, pp. 3 – 7.

Manetje, O., and Nico Martins. "The relationship between organisational culture and organisational commitment." *Southern African Business Review* 13, no. 1, 2009, pp. 87-111.

McShane/Von Glinow, *Organizational Behavior, Emerging Knowledge and Practice for the Real World, 2010*, pp. 202. New York: McGraw-Hill Irwin,

Meyer, John P., David J. Stanley, Lynne Herscovitch, and Laryssa Topolnytsky. "Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences." *Journal of vocational behavior* 61, no. 1, 2002, pp. 20-52.

Meyer, John P., Thomas E. Becker, and Rolf Van Dick. "Social identities and commitments at work: Toward an integrative model." *Journal of Organizational Behavior* 27, no. 5, 2006, pp.665-683.

Nystrom, Paul C. "Organizational cultures, strategies, and commitments in health care organizations." *Health Care Management Review* 18, no. 1, 1993, pp.43-49.

Rajiani, I. "Applying Personality Traits to Predict Loyalty and Neglect among Employees of Bank Jatim Located in 10 Big Cities of East Java (Mc Crae's and Hofstede's Theories on effect of Culture to Personality Revisited)." *Jurnal Aplikasi Manajemen* 8, no. 3, 2012, pp-617-623.

Schemerhorn, J.R., James G. Hunt, Richard N. Osborn & Mary Uhl-Bien, *"Organizational Behavior"* 2007, pp. 111,John Wiley & Sons Inc.

Wagner, John A. "Studies of individualism-collectivism: Effects on cooperation in groups."*Academy of Management Journal* 38, no. 1, 1995, pp. 152-173.

Widyaningrum, M.E.,"Influence of Motivation and Culture on Organizational Commitment and Performance of Employee of Medical Services". *Journal Academic Research International* vol.1 no.3, 2011.