
The Relationship between, Transformational Leadership, Organizational Culture and Interpersonal Communication to Teachers' Performance

Siti Chodidjah, Billy Tunas, Rita Retnowati

Post Graduate Program, Universitas Pakuan Bogor, Indonesia

Abstract: *The aim of this study is to examine the relationship between the independent variables of Transformational Leadership, Organizational Culture and Interpersonal Communication to the dependent variable of Performance either individually or simultaneously. The research was conducted on proportional randomly selected 285 public servant teachers of Junior High schools in Jambi Province, Indonesia. 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: Transformational Leadership to teachers' performance=0.408, Organizational Culture to teachers' performance=0.429, Interpersonal Communication to teachers' performance = 0,377 and when tested together it produces coefficient of determination = 0.312 indicating the existence of other 68.8 % variables not including in the model affecting teachers' performance within the state Junior High school teachers' working environment.*

Keywords: *Teachers performance, transformational leadership, organizational culture, interpersonal communication*

1. INTRODUCTION

The responsibility to improve the quality of education is not the responsibility of the government only, but also a shared responsibility between parents, the public, especially school. It is not a simple matter, but it requires a thorough treatment, involving the various parties concerned. Improving the quality of education can be determined by curriculum improvement, and such improvement which concerns all aspects that directly or indirectly support the creation of quality human resource which is superior, resilient, creative, faithful, and devoted.

One of the elements that take responsibility for improving the quality of education and human resource is the teacher. The importance of the teacher's role in transforming the inputs of education and learning is to prepare learners to achieve the competencies that have been set. The role of the teacher in question is related to the role of the teacher in the learning process which is the core of the educational process as a whole. Teachers as educators in the micro level technically, an education leaders, who carry out the learning process in the classroom, and leadership roles will be reflected in how teachers carry out the role and tasks meaning that the performance of teachers is a factor that is decisive for the quality of learning / education implications for the quality of the output.

Teacher's performance in carrying out the role and tasks in school, especially in the learning activities in the current context requires the development and more innovative changes. Innovative performance of teachers have become important factors for successful implementation of educational innovation in order to improve the quality of education and learning.

Poor performance shown by the teacher in one of provinces in Indonesia based on a preliminary survey. The following data on matters related to teacher performance.

Table1. *Preliminary Result on Teachers' Performance*

| No. | Performance Indicators | Percentage |
|-----|--------------------------------------|------------|
| 1. | Not Using varied teaching methods | 54% |
| 2. | Not Designing Teaching Plan | 55% |
| 3. | Not Administrating Teaching Programs | 57% |

| | | |
|----|---|-----|
| 4. | Not Creating evaluation methods based on indicators | 60% |
| 5. | Not Following up teaching and learning evaluation | 70% |
| 6. | Not Performing classroom action research | 85% |

Based on the preliminary survey data above, it can be concluded that the junior high school teachers' performance in Jambi, Indonesia is still low and needs to be improved. However, improving teacher performance requires time for dealing with the various factors involved.

Based on the background and restriction issues to be examined in this study, it can be formulated main points as follows:

1. Is there a relationship between transformational leadership with the teacher's performance?
2. Is there a relationship between organizational culture with teacher performance?
3. Is there a relationship between interpersonal communication with teachers performance?
4. Is there a relationship between, transformational leadership, organizational culture and interpersonal communication with the teacher's performance?

2. LITERATURE REVIEW

Performance is defined by Colquitt, J.A, Lepine and Wesson (2009) as the value of the set behavior of someone who contributes, either positively or negatively, to the achievement of organizational goals. This definition includes behavior without control, but still within the limits of the relevant behavior, not on job performance. In general, behaviors that can be divided into three categories: behavior in performing the task, the behavior as citizens and unproductive behavior that contributed negatively to the organization.

Newstrom (2008) states that "performance is satisfactory feedback enhancing employee's self-image and feeling of competence. Performance feedback leads to both improved performance and improved attitude. Performance feedback leads to improvements in performance and changes in attitudes.

Rue and Byars (2007) defines performance refers to how well a teacher in meeting the requirements of the job determined by three main factors, namely: effort, ability and direction. These three factors mentioned above certainly has a direct causal effect; because they are interrelated. If one factor is not owned by a teacher, the performance will be low.

James L. Gibson et.all (2003) defines that a person's performance will be crucial for the performance of the organization. The performance of the individual is the basis for the performance of the organization, the higher the performance of the individual, the higher the achievement of organizational performance.

Based on existing theoretical studies, it can be synthesized, that the performance is the performance of teachers in carrying out the tasks assigned reflected in the output produced good quality of quantity. As for the indicators that show the performance of teachers is (a). lesson plans; (B) the implementation of learning; (C) evaluation of learning; (D) following up the results of the evaluation, and (e) of interpersonal communication.

Gary Yukl (2006), transformational leadership is leadership that affects followers to feel trust, admired, have the loyalty and respect to the leader, as well as motivate them to do more than is expected.

Transformational leadership by Rue and Byars (2007) is a leadership that takes into account the group's mission in employee recruitment.

Bass and Riggio (2006) explains that transformational leadership is leadership that can mobilize followers to exceed the expected performance, and results in higher levels of satisfaction and commitment followers to groups and organizations.

Robbins (2006) mentions that the characteristics of transformational leaders, namely: (A) having charisma, which provide a vision and a sense of the mission, instilling pride, won the respect and trust; (B) Inspiration, which communicates high expectations, uses symbols to focus on the business, and describes the critical points in a simple way ; (C) intellectual stimulation, which is to encourage intelligence, rationality, and solve problems carefully; (D) Consideration of the individual, namely providing personal attention, serving personally, coaching and mentoring.

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Colquitt et al., (2009) defines leadership as the use of power and influence to direct the activities of followers towards achieving objectives.

Based on a number of the above theory, it can be synthesized that transformational leadership is behavior affecting followers able to change something better to the values espoused by members of the organization so that good relations between members of the organization can be built reflected in a climate of mutual trust in order to realize the vision, mission and goals of the organization. The factors that demonstrate transformational leadership are: a). the influence of the charismatic ideal, b). individual consideration, c) intellectual stimulation, d) the motivation that inspires.

According to Gibson et al. (2009) in his book "Organizational: Behaviour, Structure, Processes" suggest that organizational culture is what is perceived by the workers and how this perception can create the beliefs, values and expectations. This means the higher the confidence and the expectation, the greater the cultural awareness.

Organizational culture is informal values and norms of control for individuals and groups within the organization to interact with each other and with people outside the organization. Organizational culture is formed from the interaction of people and the values of the existing regulations within the organization. As stated by Gareth R. Jones (2007); "organizational culture is the set of shared values and norms that control organizational members interaction with each other and with suppliers, customers, and other people outside the organization

Mullins in his book mentions that organizational culture is a reflection of the underlying assumptions about how work is done, what is allowed and what is forbidden, and attitude and behavior what it evokes and reduce morale. Three things that affect the culture of the organization, namely; 1). working, 2). behavior, and 3). conduct.

Kinicki and Brian K. Williams (2008) defines organizational culture is a system of beliefs and values that thrive in an organization and guide the behavior of its members. Organizational culture is a social glue and binder all members of the organization. This will lead members of the organization to have a personality, pleasure, love, warmth, anxiety, rivalry. Each agency has a different organizational culture; ranging from the treatment of employees, team work, the regulations in effect, conflict, and awards.

Jennifer M.George and Gareth R. Jones (2008), defines the culture of the organization is on the form of the role of values, beliefs and norms that affect the way employees to think, feel and behave towards each other and towards those outside organization, with factors the role of values, beliefs and norms that affect the way employees think, feel and behave towards each other.

Based on the description and understanding of the organizational culture theory above, it can be synthesized that organizational culture is a shared perspective on the values, norms, and beliefs of individuals in the organization that is formed from the interaction between members to achieve common goals. The indicators that show the culture of the organization, namely: 1). application of norms, 2). confidence in the consensus value 3). confidence in the organization, 4). integration with fellow members of the organization, 5). clear ownership of the roadmap 6). seriousness of the joint achievement and 7). working principle of the agreed personnel within the organization.

Gibson, et.al (2012)) argues interpersonal communication is the main way in daily managerial communication as usually more than a quarter of managerial communication occurs face to face with the following indicators: a) transparency, b) honesty, c) feedback. Schermerhorn (2004) stated that it would be useful to look at human communication as a process to send and receive symbols containing a message from one person to another. The basic process between people is the basis for the discussion of issues of greater communication within an organization and there are three factors in interpersonal communication to foster good interpersonal relationships: a) believe (trust), b) supportive attitude (supportiveness), c) an open attitude (open-mindedness).

McShane and Glinov (2012) concluded that effective interpersonal communication depends on the ability of the sender to get messages from others and receiver performance as an active listener. The indicators are: a) empathy, a person's ability to understand, sensitive to the feelings, thoughts, and situations of others, b) repeating the message: repeating key points several times, c) using time effectively: the message that compete with another message, d) noise, so that the recipient is not

disturbed by anything else, and descriptive, focusing on the problem, not the person. Based on the above description, it can be synthesized that interpersonal communications are the delivery and reception of messages in the exchange of information between individuals, directly as well as generating feedback so that the message can be understood by the two parties. The indicators are a) the transmission of information, b) sensitive to the feelings of others, c) feedback, d) information acceptance e) using time effectively, f) comfortable conditions when obtaining information.

Based on the study of theory and framework as described above, the following hypothesis is formulated:

1. There is a positive relationship between transformational leadership with teacher performance.
2. There is a positive relationship between organizational culture with teacher performance,
3. There is a positive relationship between interpersonal communication and teacher performance.
4. There is a positive relationship between transformational leadership, organizational culture, and interpersonal communication simultaneously with the performance of teachers.

3. METHODOLOGY

This study applies *Sequential Explanatory Design Mixed Method* where quantitative study is ahead of qualitative study to examine the relationship between variables tested in the study using three independent variables through data obtained from questionnaires. The independent variable is Transformational Leadership (X_1), Organizational Culture (X_2), and Interpersonal Communication (X_3), while the dependent variable is the Teacher's Performance Y).

The relationship among variables in the study described in Fig.1 below:

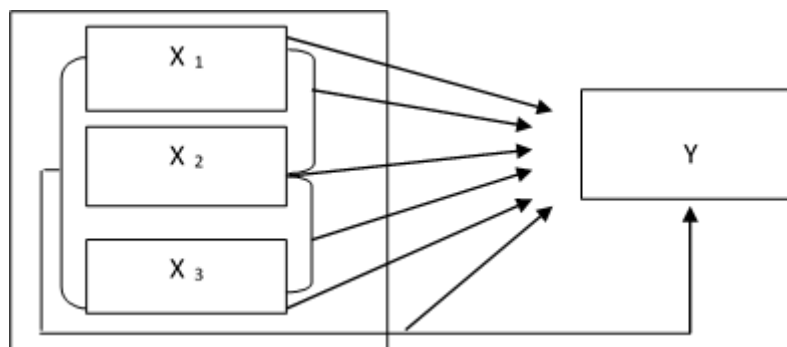


Figure1. Theoretical framework

where,

Y = Teacher's Performance

X_1 = Transformational Leadership

X_2 = Organizational Culture

X_3 = Teacher's Performance

The sampling technique is to count the number of samples by using the Slovin's formula generating samples obtained as many of 285 teachers. Hypothesis testing is conducted by using regression analysis to determine the influence of one or more independent variables on the dependent variable. The normality assumption with Liliefors test are prerequisites to proceed to further test. Hypothesis testing is performed at a significance level of 0.05.

Qualitative study for the purpose of confirmation was performed through observation and interview to key informant as well as conducting focus group discussion with school principal and teachers.

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 transformational leadership, organizational culture, interpersonal communication and performance. Data is normal as the value of each variable = 0.0498, 0.0499, 0.0432 below the critical value Liliefors test for N = 285 which is 0.0525.

4.1. Transformational Leadership and Teachers' Performance

Since the data is normally distributed, we can proceed to test the alternate hypothesis if Transformational Leadership is positively related to teachers' performance within junior high school organisations in Jambi, Indonesia. The strength of association of Transformational Leadership (X_1) to teacher's performance (Y) is observable from coefficient correlation (r_{x1}) = 0.408. $T_{test} = 7.54$ is above critical value where T_{tabel} for ($\alpha=0.05$) is 1.97 indicating that the relationship is significant confirming the first hypothesis that Transformational Leadership is positively related to teachers' performance. Coefficient of determination (r^2_{x1}) = 0.166 indicates that contribution of transformational leadership to teachers' performance is 16.6 %.

Similarly, result of qualitative research interviews, observation and documentation confirms the tendency of the relationship between transformational leadership to teachers' performance. This finding strengthens the quantitative research hypothesis results testing that there is a positive significant relationship between transformational leadership to teachers' performance.

This finding is in line with Griffith (2004) who found out that staff reports of principal behaviors could be described in terms of the three components of transformational leadership: inspiration or charisma, individualized consideration, and intellectual stimulation. Principal transformational leadership was not associated directly with either school staff turnover or school- aggregated student achievement progress. Rather, principal transformational leadership showed an indirect effect, through staff job satisfaction, on school staff turnover (negative) and on school- aggregated student achievement progress (positive). This result was more evident among schools having higher levels of principal transformational leadership.

4.2. Organizational Culture and Teachers' Performance

Since the data is normally distributed, we can proceed to test the alternate hypothesis if organizational culture is positively related to teachers' performance within junior high school organisations in Jambi, Indonesia. The strength of association of organizational culture (X_2) to teacher's performance (Y) is observable from coefficient correlation (r_{x2}) = 0.429. $T_{test} = 8.02$ is above critical value where T_{tabel} for ($\alpha=0.05$) is 1.97 indicating that the relationship is significant confirming the second hypothesis that organizational culture is positively related to teachers' performance. Coefficient of determination (r^2_{x2}) = 0.184 indicates that contribution of organizational culture to teachers' performance is 18.4 %.

Similarly, result of qualitative research interviews, observation and documentation confirms the tendency of the relationship between organizational culture to teachers' performance. This finding strengthens the quantitative research hypothesis results testing that there is a positive significant relationship between organizational culture to teachers' performance.

This finding is in line with Arifin (2014) who find out and analyze the influence of competence, motivation, and organizational competence to high school teacher job satisfaction and performance in Jayapura City, Papua, Indonesia. The study was conducted on 117 respondents of 346 teachers by means of questionnaire. Findings indicate that competence and organizational culture affect positively and insignificantly teacher job satisfaction. While, job motivation affects positively and significantly teacher job satisfaction, but it did not give any significant effect on teacher performance. Competence and job satisfaction affect positively and significantly teacher performance, in fact organizational culture just has positive but insignificant effect to job satisfaction.

4.3. Interpersonal Communication and Teachers' Performance

Similar to previous model, since the data is normally distributed, we can proceed to test the alternate hypothesis if interpersonal communication is positively related to teachers' performance within junior high school organisations in Jambi, Indonesia. The strength of association of interpersonal communication (X_3) to teacher's performance (Y) is observable from coefficient correlation (r_{x3}) = 0.337. $T_{test} = 6.87$ is above critical value where T_{tabel} for ($\alpha=0.05$) is 1.97 indicating that the relationship is significant confirming the third hypothesis that interpersonal communication is positively related to teachers' performance. Coefficient of determination (r^2_{x3}) = 0.142 indicates that contribution of interpersonal communication to teachers' performance is 14.2% .

Similarly, result of qualitative research interviews, observation and documentation confirms the tendency of the relationship between interpersonal communication to teachers' performance. This finding strengthens the quantitative research hypothesis results testing that there is a positive significant relationship between interpersonal communication to teachers' performance.

This finding is in line with Adriana (2014) who found out that effective interpersonal communication depends on the ability of the sender to get messages from others and receiver performance as an active listener has significant impact on teacher' performance.

4.4. Transformational Leadership, Organizational Culture and Interpersonal Communication to Teachers' Performance

The result showed that there is a positive relationship between transformational leadership, organizational culture, and interpersonal communication with the performance of teachers. This is indicated by the correlation coefficient= 0.559. Contributions of transformational leadership, organizational culture, and interpersonal communication on teachers' performance are 31.2%, which is expressed by the coefficient of determination = 0.312. The pattern of the relationship between transformational leadership, organizational culture, and interpersonal communication with the teacher's performance demonstrated by the multiple linear regression equation $\hat{Y} = 49.969 + 0.036X_1 + 0.287X_2 + 0.322X_3$. The results of this study indicate that transformational leadership, organizational culture, and interpersonal communication partially correlate together with the performance of teachers while other 68.8 % is determined by other variables related to performance not included in the model. Furthermore qualitative research indicates the same tendency. Other 68.8% factor that contributes may include teachers' work environment, work discipline, emotional intelligence, work commitment, achievement motivation, work culture, job satisfaction and the principal's leadership style.

5. CONCLUSION

The findings prove that there is a positive and significant relationship between transformational leadership, organizational culture, and interpersonal communication with the performance of teachers among public servant teachers working in junior highs located in Jambi, Indonesia. With particular reference to initial design of the interaction among variables, the results showed that the contribution of transformational leadership variable on teachers' performance is 16.6 %, organizational culture is 18.4 %, and interpersonal communication is 14.2 % indicating the highest individual contribution to the performance of teachers is organizational culture. When combined together, contribution of the three variables of transformational leadership, organizational culture, and interpersonal communication achieve 31.2 % indicating the contribution of other variables not included in the model to predict junior high school teachers' performance are 68.8 % .

Based on interviews in qualitative study it is revealed other factors than transformational leadership, organizational culture, and interpersonal communication associated with teachers' performance. Those factors are teachers' work environment, work discipline, emotional intelligence, work commitment, achievement motivation, work culture, job satisfaction and the principal's leadership style.

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