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Satisfaction performance among the educators: exploring the impact of organizational culture and work motivation

Abstract. In this study, we investigate the various factors that influence teacher achievement performance, with a particular focus on the interaction between organizational culture, achievement motivation and job satisfaction. Based on a comprehensive literature review and using a quantitative methods approach, we surveyed a diverse sample of educators to assess the relationships among the chosen variables. Our findings show a significant correlation between organizational culture and teacher achievement performance, underscoring the important role of supportive work environment. Moreover, achievement motivation emerged as a key predictor of performance, suggesting that individual drive and goal-oriented behaviour contribute significantly to teacher success. In addition, our study a nuanced relationship between job satisfaction and achievement performance were identified, which highlights the need for a balanced and satisfying work experience to enhance educator effectiveness. The implications of these findings for educational institutions, policymakers and professional development initiatives are also discussed, providing insight into fostering a conducive environment that encourages teacher achievement and, consequently, improves overall educational outcomes.

Keywords: Job Satisfaction; Organizational Culture; Achievement Motivation; Teacher; Educator; Success

JEL Classifications: E24; E41; E64; I18; J28; J31

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1. Introduction and Brief Literature Review

The success of an education depends on the teacher's performance. An educator's teaching performance is a determining factor in student learning achievement (Nyakundi, 2018). The education quality is mainly influenced by the performance of outstanding teachers (Hung, 2020). Quality and competitive education means having good teacher performance (Sharifirad & Ataei, 2012). The development of science and technology which is increasingly modern and sophisticated requires

the existence of strong educational foundations, continuous renewal of the knowledge, skills and attitudes of school administrators, influenced by the organizational culture in school (Kaplan, 2008). The better aggressive-defensive organizational culture has an impact on increasing performance.

Quality organizational culture will contribute to successful school performance. The problem in schools that needs to be addressed is the absence of significant changes to improve the teaching and learning process, quantity and quality of teachers (Kumari & Kumar, 2023). This can be seen from the less than encouraging student achievements. There are teachers or other employees who often arrive late, leave their assignments and go home not on time, and even do not come to work without a clear reason which are the observed negative patterns of the organizational culture of the educational work environment in Indonesia.

Researches relevant to teacher achievement performance explore the intricate connections between organizational culture, achievement motivation, and job satisfaction. Some researches emphasize the improvement of teacher work motivation and job satisfaction, both directly influencing performance (Aslan & Kirikkanat, 2013; Sugiyono, 2016). Furthermore, a correlation between school organizational culture and achievement motivation has been found, shedding light on their combined influence on teacher performance. These studies collectively contribute to understanding the multifaceted dynamics that impact teacher achievement performance, offering insights into the role of organizational culture, achievement motivation, and job satisfaction in shaping effective educational outcomes. The interplay of these factors is a key focus of the study, seeking to uncover how organizational culture, achievement motivation, and job satisfaction collectively shape and influence teacher performance. Understanding these dynamics holds the potential to inform strategies and interventions that enhance overall teacher achievement and contribute to a more effective educational system (MacIntosh & Doherty, 2010; Matkó & Takács, 2017). This study found that organizational culture has a significant positive effect on work motivation, which in turn has a positive effect on job satisfaction. The previous studies also found that organizational culture, work motivation, and job satisfaction have a positive impact on job performance.

2. Methodology

2.1. Research design

The research approach used in the current work is an associative quantitative technique, using path analysis techniques. The data collection process included a questionnaire to measure each variable (Ajzen, 2015; Ouedraogo & Leclerc, 2013). The questionnaire provided is an online questionnaire distributed to research subjects who have been selected according to the characteristics of the respondent. The participants of research were all junior high school teachers in the Bekasi Administrative City of Indonesia, total 95 people. The sample of this research was selected employing a simple random approach or simple random sampling, based on the sample technique formula from Schlesinger (2017), a total of 77 effective samples were obtained.

Path analysis is a second generation multivariate analysis technique for testing complex variable relationships. The independent variables are organizational culture (X1) and achievement motivation (X2). While the job satisfaction (X3) is a mediator variable, and teacher performance (Y) is a dependent variable. Based on the theoretical framework built, a research model can be considered as given in Figure 1.

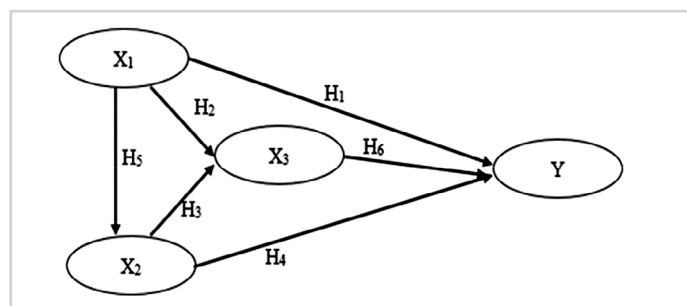


Figure 1:
Research Model Population and Sampling
 Source: Compiled by the authors

3. Results

The results of the analysis of teacher achievement performance variables based on data from 77 respondents, after being processed using descriptive statistics, obtained a minimum score of 160, a maximum score of 214, an average of 198.44, a median of 202, a mode of 211, a standard deviation of 12.78, a score range of 54 variance of 163.328, interval 7, and interval class 8. The distribution of principal performance data is presented in Table 1.

From Table 1, data was obtained for 23 people (29.9%) whose scores were below the average; as many as 14 people (18.2%) were in the average interval, and 50 people (64.9%) were above average.

Table 1:
Frequency distribution of teacher performance scores

Interval Score	Minimum	Maximum	Absolute frequency	Relative frequency
160-166	159.5	166.5	4	5.2%
167-173	166.5	173.5	3	3.9%
174-180	173.5	180.5	2	2.6%
181-187	180.5	187.5	1	1.3%
188-194	187.5	194.5	13	16.9%
195-201	194.5	201.5	14	18.2%
202-208	201.5	208.5	23	29.9%
209-215	208.5	215.5	17	22.1%
			77	100%

Source: Authors' own research

The findings of the analysis of the job satisfaction variable based on data from 77 respondents after processing it using descriptive statistics, show a min score of 158, a max score of 220, a mean of 194.23, a median of 195, a mode of 195, a standard deviation of 17.47, a score range of 62, a variance of 305.18, and a class interval 8. The distribution of job satisfaction data is given in Table 2.

From Table 2, data was obtained for 29 people (37.7%) whose scores were below the average, as many as 14 people (18.2%) were in the average interval, and 34 people (44.2%) were above average.

Table 2:
Scores of frequency distribution of job satisfaction

Interval Score	Minimum	Maximum	Absolute frequency	Relative frequency
158-165	157.5	165.5	7	9.1%
166-173	165.5	173.5	5	6.5%
174-181	173.5	181.5	7	9.1%
182-189	181.5	189.5	10	13.0%
190-197	189.5	197.5	14	18.2%
198-205	197.5	205.5	7	9.1%
206-213	205.5	213.5	16	20.8%
214-221	213.5	221.5	11	14.3%
			77	100%

Source: Authors' own research

The results based on data from 77 respondents, after processing using descriptive statistics, were obtained a minimum score of 148, maximum score of 205, mean 185.05, median 189, mode 187, standard deviation 15.01, score range 57, variance 225.21, interval 8, and class interval 8. The distribution of organizational culture data is presented in Table 3.

From Table 3, data was obtained for 26 people (33.8%) whose scores were below the average, as many as 11 people (14.3%) were in the average interval, and 40 people (51.9%) were above average.

The results based on data from 77 respondents, after processing using descriptive statistics, were obtained a minimum score of 188, a maximum score of 245, a mean of 227.10, a median

Table 3:
Frequency distribution of organizational culture scores

Interval Score	Minimum	Maximum	Absolute frequency	Relative frequency
148-155	147.5	155.5	4	5.2%
156-163	155.5	163.5	2	2.6%
164-171	163.5	171.5	10	13.0%
172-179	171.5	179.5	10	13.0%
180-187	179.5	187.5	11	14.3%
188-195	187.5	195.5	16	20.8%
196-203	195.5	203.5	20	26.0%
204-211	203.5	211.5	4	5.2%
			77	100%

Source: Authors' own research

of 232, a mode of 243, a standard deviation of 15.19, a range of scores of 57, a variance of 230.88, and interval class 8. The distribution of school teacher achievement motivation data is given in Table 4.

From Table 4, data was obtained for 21 people (27.3%) whose scores were below the average, as many as 24 people (31.2%) were in the average interval, and 32 people (41.6%) were above average.

Table 4:
Frequency distribution of achievement motivation scores

Interval Score	Minimum	Maximum	Absolute frequency	Relative frequency
188-195	187.5	195.5	5	6.5%
196-203	195.5	203.5	3	3.9%
204-211	203.5	211.5	3	3.9%
212-219	211.5	219.5	10	13.0%
220-227	219.5	227.5	11	14.3%
228-235	227.5	235.5	13	16.9%
236-243	235.5	243.5	30	39.0%
244-251	243.5	251.5	2	2.6%
			77	100%

Source: Authors' own research

3.1. Discussion

The obtained results of the research can be presented as following:

- The results of the calculation of the significance test and Linearity of principal job satisfaction (X2) on organizational culture (X1) obtained F -statistics = 0.64, while at the real level $\alpha = 0.05$ and $dk = 36/39$ obtained F -table = 1.72, so F -statistics = 0.64 < F -table = 1.72, then the linear regression model is acceptable. Thus, it can be said that the relationship between organizational culture (X1) and job satisfaction (X2) is very significant and linear. This regression model means that if organizational culture is increased by one point, then job satisfaction tends to increase by 0.381 points at a constant of 123.74.
- The results of the calculation of the Significance and Linearity test of achievement motivation (X3) on organizational culture (X1) obtained F -statistics = 1.39, while at the real level $\alpha = 0.05$ and $dk = 36/39$ obtained F -table = 1.72, so that F -statistics = 1.39 < F -table = 1.72, then the linear regression model is acceptable. Thus, it can be said that the relationship between organizational culture (X1) and achievement motivation (X3) is very significant and linear.
- The results of the calculation of the Significance and Linearity test of achievement motivation (X3) on job satisfaction (X2) obtained F -statistic = 0.79, while at the real level $\alpha = 0.05$ and $dk = 42/33$ obtained F -table = 1.75, so F -statistic = 0.79 < F -table = 1.75, then the linear regression model is acceptable. Thus, it can be said that the relationship between achievement motivation (X3) and job satisfaction (X2) is very significant and linear.
- The results of the calculation of the Significance and Linearity of performance (Y) tests on organizational culture (X1) obtained F -statistic = 1.61, while at the real level $\alpha = 0.05$ and $dk = 36/39$, F -table = 1.72, so F -statistic = 1.61 < F -table = 1.72, then the linear regression model is acceptable. Thus, it can be said that the relationship between teacher performance (Y) and organizational culture (X1) is very significant and linear.
- The results of the calculation of the Significance test and Performance Linearity (Y) above job satisfaction (X2) obtained F -statistics = 1.04 while at the real level $\alpha = 0.05$ and $dk = 42/33$ obtained F -table = 1.75, so that F -statistics = 1.04 < F -table = 1.75, then the linear regression model can be accepted. Thus, it can be said that the relationship between performance (Y) and job satisfaction (X2) is very significant and linear. This regression model means that if job satisfaction is increased by one point, then the principal's performance tends to increase by 0.446 points at a constant of 111.808.
- The results of the calculation of the Significance and Linearity of performance (Y) test on achievement motivation (X3) obtained F -statistics = 1.25, while at the real level $\alpha = 0.05$ and $dk = 32/43$ obtained F -table = 1.71, so that F -statistics = 1.25 < F -table = 1.71, then the linear regression model is acceptable. Thus, it can be said that the relationship between performance (Y) and achievement motivation (X3) is very significant and linear. This regression model means that if achievement motivation is increased by one point, then teacher achievement tends to increase by 0.596 points at a constant of 63.083.

We carried out a simple correlation coefficient calculation. The results of the simple correlation coefficient test between the research variables are presented in Table 5.

Table 5:
Simple correlation coefficient test results between the variables

Variable	Organizational culture (X1)	Job satisfaction (X2)	Achievement motivation(X3)	Performance Headmaster (Y)
Organizational culture (X1)	1.000**	0.327**	0.525**	0.742**
Motivation (X2)	0.327**	1.000**	0.457**	0.610**
Satisfaction (X3)	0.525**	0.457**	1.000**	0.709**
Performance(Y)	0.742**	0.610**	0.709**	1.000**

Source: Authors' own research

Next, for the causal influence of the variables studied, a path analysis test was carried out by calculating the path coefficient value and their significance using the t-test. The summary of the results of calculating and testing path coefficients can be seen in Table 6. The path coefficients description:

- P21: path of (X1 & X3);
- P31: path of (X1 & X2);
- P32: path of (X2 & X3);
- P41: path of (X1 & Y);
- P42: path of (X2 & Y);
- P43: path of (X3 & Y).

Table 6:
Hypothesis test results for path coefficients

Path Coefficient	t-stat	t-table		Information
		$\alpha = 0.05$	$\alpha = 0.01$	
P21 = 0.38	3.56	1.99	2.64	Very Significant
P31 = 0.43	4.12	1.99	2.64	Very Significant
P32= 0.28	2.53	1.99	2.64	Significant
P41 = 0.40	3.78	1.99	2.64	Very Significant
P42 = 0.23	2.05	1.99	2.64	Significant
P43 = 0.27	2.43	1.99	2.64	Significant

Source: Authors' own research

The results of the first hypothesis test proposed are that organizational culture (X1) has a direct impact on the performance of the school principal (Y). H0: $P41 \leq 0$; H1: $P41 > 0$. Test criteria: reject H0 if t-stat > t-table and H1 is accepted. Accept H0 if t-stat \leq t-table and reject H1 at $\alpha = 0.05$. Based on the calculation results, t-stat = 3.780 and t-table for $\alpha = 0.05$ and $dk = 75$ is 1.992. The calculation results show that t-stat = 3.780 > from t-table = 1.992, so that H0 is rejected and H1 is confirmed.

The results of the second hypothesis test proposed are that organizational culture (X1) has a direct impact on job satisfaction (X3). H0: $P21 \leq 0$; H1: $P21 > 0$. Test criteria: reject H0 if t-stat > t-table and H1 is accepted. Accept H0 if t-stat \leq t-table and reject H1 at $\alpha = 0.05$. Based on the calculation results, t-stat = 3.558 and t-table for $\alpha = 0.05$ and $dk = 75$ is 1.992. The calculation results show that t-stat = 3.558 > from t-table = 1.992, so that H0 is rejected and H1 is confirmed. The results of hypothesis testing $P21 > 0$ mean that the path coefficient X1 to X2 is 0.38 and is significant at the $\alpha = 0.05$ level. In other words, organizational culture has a direct impact on job satisfaction in the Bekasi Administrative City of Indonesia.

The results of the third hypothesis test proposed are that motivation (X2) has a direct impact on satisfaction (X3). H0: $P32 \leq 0$; H1: $P32 > 0$. Test criteria: reject H0 if t-stat > t-table and H1 is accepted. Accept H0 if t-stat \leq t-table and reject H1 at $\alpha = 0.05$. Based on the calculation results, t-stat = 2.526 and t-table for $\alpha = 0.05$ and $dk = 75$ is 1.992. The calculation results show that t-stat = 2.526 > t-table = 1.992, so that H0 is rejected and H1 is confirmed. The outcomes of hypothesis testing $P32 > 0$ means that the path coefficient X2 to X3 is 0.28 and is significant at the $\alpha = 0.05$ level. Based on empirical evidence, the findings of this research show that motivation has a direct impact on satisfaction.

The results of the fourth hypothesis test proposed are that motivation (X2) has a significant impact on performance (Y). H0: $P42 \leq 0$; H1: $P42 > 0$. Test criteria: reject H0 if t-stat > t-table and H1 is accepted. Accept H0 if t-stat \leq t-table and reject H1 at $\alpha = 0.05$. Based on the calculation results, t-stat = 2.047 and t-table for $\alpha = 0.05$ and $dk = 75$ is 1.992. The calculation results show that t-stat = 2.047 > from t-table = 1.992, so that H0 is rejected and H1 is confirmed. The results of hypothesis testing $P42 > 0$ mean that the path coefficient X2 to Y is 0.23 and is

significant at the $\alpha = 0.05$ level. In other words, job satisfaction has a direct positive impact on performance

The fifth hypothesis test result proposed is that organizational culture (X1) has a direct positive effect on achievement motivation (X2). H0: $P31 \leq 0$; H1: $P31 > 0$. Test criteria: reject H0 if t-stat $>$ t-table and H1 is accepted. Accept H0 if t-stat \leq t-table and reject H1 at $\alpha = 0.05$. Based on the calculation results, t-stat = 4.125 and t-table for $\alpha = 0.05$ and $dk = 75$ is 1.992. The calculation results show that t-stat = 4.125 $>$ from t-table = 1.992, so that H0 is rejected and H1 is confirmed. The results of hypothesis testing $P31 > 0$ mean that the path coefficient X1 to X2 is 0.43 and is significant at the $\alpha = 0.05$ level.

4. Conclusion

According to the outcomes of the path analysis, it can be founded that organizational culture, motivation and satisfaction direct positive impact on performance. This means that organizational culture, motivation and job satisfaction can be used as variables that support the performance theory model. Thus, the results of this research can answer the question asked in the background section of the research problem regarding whether the variables of organizational culture, motivation and job satisfaction can have a direct impact on teacher performance.

Overall, it can be stated that ways to improve teacher performance can be done by improving the quality of school culture, job satisfaction, and the quality of achievement motivation. Teacher Achievement Performance shows that organizational culture has a direct and indirect effect on teacher work performance, the influence of which can be observed through teacher commitment. The research results indicate that achievement motivation, job satisfaction, and organizational culture are integral factors that influence teacher performance. Limitations that may occur during the course of the research are that the quantitative approach still allows for aspects of the research variables that are not suitable to be approached quantitatively because this method cannot explore information in depth. Researchers' ability to analyze theories related to research variables is still felt to be lacking. Hence, it is possible that there are theories that do not provide sufficient explanation of the research variables.

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