The effect of principals' transformational leadership and organizational culture on teacher performance

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Abstract: This study aimed to examine the effect of the principals' transformational leadership and organizational culture on teacher performance in the Indonesian context. The research instrument used was a closed-ended questionnaire which the validity was measured by the content validity by means of expert judgment. The population of this study was 343 JHS teachers in Bantul. A sample of 164 teachers was selected by means of the proportional stratified sampling technique. The valid questionnaire was then tested on 30 junior high school teachers. Instrument reliability testing was performed by statistical analysis using Cronbach's alpha. The results show that the teacher performance is inclined by the principal transformational leadership and organizational culture both separately and simultaneously. An organizational culture has a greater effect than principal transformational leadership on teacher performance. It also shows that teacher performance is influenced by other factors. It suggests that school principals should develop a strong organizational culture and practice transformational leadership.

Keywords: *transformational leadership, organizational culture, teacher performance*

INTRODUCTION

Teacher performance can be defined as an achievement that can be attained by a teacher in an educational institution or madrasah in accordance with their duties and responsibilities to accomplish educational goals (Jasmani & Mustofa, 2013). Teacher or individual performance is influenced by various factors. These factors include work motivation, job satisfaction, job design, commitment, leadership, participation, management, career direction, competency, organizational culture, and reward system (Sudarmanto, 2009). Of these factors, leadership and organizational culture become factors that significantly influence teacher performance.

Barnawi and Arifin (2014) suggest that leadership plays a very important role in employee performance. Various research results show that transformational leadership affects teacher performance (Purnama, 2017; Tokhibin & Wuradji, 2013). The results of Tokhibin & Wuradji's research (2013) for example show that in a Vocational High School the transformational leadership of a school principal can improve the performance of the schoolteachers by 15.2%. Supporting this, Danim (2003) proposes that transformational leadership can facilitate efforts to solve various problems in schools. He adds this leadership is believed to be appropriate to support the development of quality schools.

Another factor that significantly affects teacher performance is organizational culture. It is a recurring habit that becomes the value and lifestyle of an organization Torang (2014). Komariah and Triatna (2014) adds organizational culture is not seen but can affect the thoughts, feelings, and actions of people working in an organization. Fadhilah and Fahmi (2017) also reveal that organizational culture has a strong influence on teacher performance at 70.4%. Supporting this, Tika (2010) believes that a strong organizational culture positively influences the behavior and performance of leaders and members of the organization. Thus, organizational culture can help organizations face external and internal organizational challenges.

While transformational leadership and organizational culture individually have been proven to have a significant effect on teacher performance, few research has been done to examine their simultaneous effect. Accordingly, there is a need to conduct this study. It aims to determine the effect of the principal's transformational leadership and organizational culture individually and simultaneously on teacher performance. The research problems are formulated as: how does the principal's transformational leadership affect the teacher's performance?, how does the effect of organizational culture on teacher performance?, and how do the principal transformational leadership and organizational culture altogether affect the teacher performance?

Teacher performance can be defined as an achievement that can be attained by a teacher in an educational institution or madrasah in accordance with their duties and responsibilities to accomplish educational goals (Jasmani & Mustofa, 2013). It is a set of employee behaviors that contribute to the achievement of organizational goals (Colquitt, LePine, & Wesson, 2021). It is a combination of knowledge, skills, values, and attitudes (Mulyasa, 2013). Teachers are expected to be able to professionally perform their main tasks and responsibilities related to teaching.

Mitchel (in Fitria, 2018) suggest five aspects of performance indicators, namely work quality, work accuracy, initiative, capability, and communication that might be applied to measure teacher performance. The work quality is directly related to the teacher's ability to master all things related to the learning process, which consists of subject matter, teaching and learning management, and classroom management. Work accuracy is related to the use of learning media needed for a better presentation of the content of learning materials; the development of lesson plans that is suitable for time allocation. The initiative is related to the teacher's ability to lead his or her class, manage teaching and learning processes properly and correctly, to conduct learning assessments. Capability is a teacher's ability to use various learning methods, to provide counseling and guidance services as needed. Communication includes an ability to speak and write well when compiling and managing school administration.

A similar view on teacher performance was expressed by Mulyasa (2013). He said that teacher performance was related to teaching performance. It includes planning, implementing, and assessing a lesson. The planning is related to formulating or designing student learning activities including formulating the educational goals or competency standards that students should achieve after completing a lesson as well as selecting the appropriate learning methods that are effective to achieve them. The implementation is related to managing student learning activities as planned. Here, teachers need to communicate to students the educational objectives, learning material outlines, learning activities, and tasks that students

must complete. Also, teachers need to use various instructional media and resources and link the teaching materials to students' life experiences. The teacher must also carry out a learning assessment. It aims to determine the level of comprehension and ability of students. Also, the assessment results are important to provide feedback for learning improvement (Mulyasa, 2013)

Teacher performance is influenced by various factors (Barnawi & Arifin, 2014; Mangkunegara, 2009; Sudarmanto, 2009). According to Barnawi and Arifin (2014), these factors can be grouped into two categories, internal and external factors. Internal factors include abilities, skills, personality, perceptions, motivation to become teachers, work experience, and family background. External factors include salary, facilities and infrastructure, physical work environment, and leadership. Thus, organizational culture and transformational leadership might contribute to teacher performance individually, and, altogether, their contribution might be bigger.

Transformational leadership is essentially the development of the relationship of leaders with followers based on values and morals rather than material or external rewards such as money (Bass & Riggio, 2006; Burns, 1978; Leithwood & Jantzi, 2005). Transformational leaders focus on achieving a higher level of organizational goals (Andriani, Kesumawati, & Kristiawan, 2018) and devote attention to the problems faced by their followers and staff development by encouraging them to achieve their goals (Robbins & Judge, 2013). This is a leadership type that leads to positive changes in followers by actively ensuring that they make good performance (Purwanto, Kusumaningsih, & Prasetya, 2020).

A transformational leader shows a strong character and good human-relation skills. They have a clear vision, an ability to positively influence co-workers, and a focus on staff development (Assa, 2018). He or she gains a high level of trust, obedience, admiration, loyalty, and respect from his or her followers. His or her followers are highly motivated to work better to achieve organizational goals (Saragih, Salim, Chan, & Nurhayati, 2021). His or her leadership practices that are based on the vision and values build an organizational culture needed for successful educational reform (Liu, 2013; Ngang, 2011).

One popular transformational leadership model has been developed by Bass and Riggio (2006). They propose four leadership dimensions. *First*, idealized influence (II). II is a behavior that builds respect and confidence from the people someone leads. It implies risk-sharing through consideration of staff needs above personal needs as well as moral and ethical behavior. *Second*, inspirational motivation (IM). IM includes behavior that always provides challenges and meaning for the work of people managed, including behavior that is able to articulate clear expectations and demonstrate a commitment to organizational goals. This spirit is raised through the enthusiasm and optimism of staff. *Third*, intellectual stimulation (IS). IS is a leadership behavior aimed at exploring new ideas and creative solutions from the people led. The leader may always encourage novel approaches to doing work. *Fourth*, and individualized consideration (IC). IC includes the attitude of attentively listening and paying special attention to the needs of achievement and the needs of the people directed.

Bass & Riggio's formulation also included several transactional dimensions by giving material contingent rewards, managing by exception in which leaders are monitoring and correcting mistakes, as well as practicing different leadership styles including directive or participative, authoritarian, or democratic depending on the situation that leaders face.

Transformational leadership practices mainly focus on developing high commitment and capacities of organizational members (Andriani et al., 2018; Leithwood, 2010) resulting in high work performance. Supporting this, studies in school contexts show that it does not only positively correlate (Mahmudah, Bafadal, & Sobri, 2020) but also improves teachers' performance (Savitri & Sudarsyah, 2021).

Organizational culture is a system of mutual understanding, including language, behavior patterns, value systems, feelings, behaviors, interactions, and a set of norms adopted by members of the organization (Suharyanto & Susilo, 2014). In line with it, Achua & Lussier (2013) and Komarudin (2018) define it as a philosophy and a set of basic assumptions which are carried out consistently by organizational members. They are believed, studied, implemented, and developed by all members of the organization and used as a reference for everyday behaviors, attachment of all organization members, or solution to organizational problems (Fitria, 2018; Goetsch & Davis, 2013; Kusdi, 2011). It is invisible but can influence the thoughts, feelings and actions of people working in an organization (Komariah & Triatna, 2014). Thus, an organizational culture can be seen in employees' behaviors at work, employees' expectations, and how employees complete their duties and responsibilities (Fitria, 2018). A strong organizational culture is characterized by the organizational core values which are strongly held and agreed upon by all members (Robbins, 2002).

Organizational culture plays important roles for a control system, a social measure, and a process of creative understanding (McShane & Von Glinow, 2010). It serves as a control system as it is institutionalized in employee behaviors. It also serves as a social measure as it binds organization members and gives a social identity to its members. Further, it fosters a staff's creative understanding as it helps employees to easier understand what the organization expects to employees, and how they interact and have a trust to each other. Therefore, it can make employees more confident with their work, work environment, and organizations' missions. It also makes employees motivated to accept challenges to achieve organization's goals by working together in a team (Sutoro, 2020).

Organizational culture is both invisible and visible. Schein (2004) classifies it into three levels: artifacts, values, and basic assumptions. Artifacts (the result of human intelligence). Artifacts are cultures that are visible, namely the physical environment of the organization, technology, and other forms of physical nature. Values are defined as the level of awareness and intelligence in an organization. The form of value does not appear physically like an artifact but can be felt, for instance, working in synergy and harmony. Basic assumptions are what an organization's members assume to be true but have not yet been completely proven to be true. It can be a form of belief, for instance, a fun and joyful learning atmosphere can create better student learning leading to better learning outcomes. Schein's classification enables the measurement of organizational culture from the behavior, creativity, and loyalty of the organization's members to the organization (Suharyanto & Susilo, 2014). The behaviors of the organization's members include all activities or actions taken by employees when they are interacting inside or outside the organizational environment. The creativity of an organization's members is the drive or desire to make an achievement and the willingness to develop and achieve organizational goals. Loyalty is an attitude showing employees' loyalty to their position or membership.

Many studies show that organizational culture has positively influenced teachers' performance (Ate, 2014; Perawironegoro, 2018; Setiawan, Maksum, Ifran, & Effendi, 2021;

Tahnia, Fitria & Wahidy, 2021). Strong values or philosophies built in schools and adopted by school leaders and the founders that are instilled in teachers have influenced the behavior of teachers at SMAK Santo Thomas Aquinas. Teachers work based on organizational values based on religion and nationality such as discipline, order, dedication, and quality orientation (Ate, 2014). As Setiawan, Maksum, Irfan, and Effendy's study (2021) found that a strong organizational culture makes teachers more responsible for their work. This sense of responsibility encourages their work passion, morale, and the realization of organizational goals resulting in teachers' good work performance. Besides, teachers' practices that act and reflect the shared organizational values and philosophy maintain or even strengthen the organizational culture (Setiawan, Maksum, Irfan, & Effendy, 2021).

METHOD

Closed-ended questionnaires were used to collect data on three variables of this study, namely transformational leadership, organizational culture, and teacher performance. Each question in the questionnaire gives four alternative choices of answers, namely Never (N), Rarely (R), Sometimes (S), and Always (A). The range of response scores is 1 to 4 respectively in which the greater the score the more positive the answer. The study was conducted in some Junior High Schools (JHS) in Bantul Regency, Yogyakarta Special Province, Indonesia, from April to June 2019. The population of this study is 343 JHS teachers in Bantul Regency. A sample of 164 teachers was selected by means of the proportional stratified sampling technique.

It is a quantitative study. It employed the ex post facto design as it examined the correlation between programs and existing activities without manipulation or treatment (Sugiyono, 2017).

A closed-ended questionnaire was developed to collect data. The content validity of the questionnaire was achieved by expert judgment. Then, it was distributed to 30 junior high school teachers to get data for validity and reliability tests statistically.
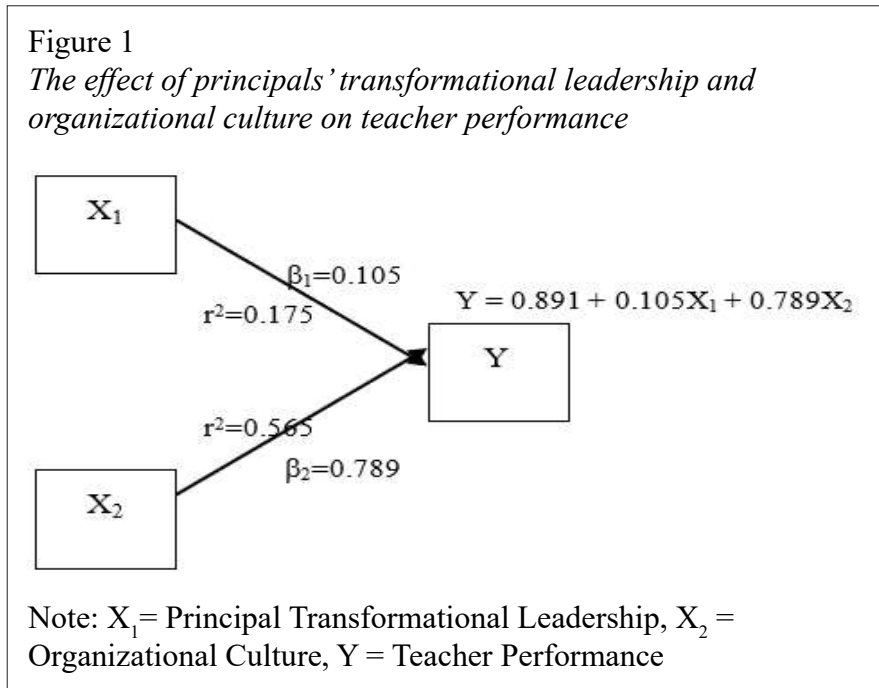
Instrument reliability testing was performed by statistical analysis using Cronbach's alpha. The calculation results show that the questionnaire reliability value is greater than 0.60 on the three variables studied. This means that all research variables have a very high-reliability value and a reliable questionnaire could be used.

This study used simple regression and multiple regression techniques to test the hypotheses. The prerequisite analysis used the Kolmogorov-Smirnov normality, linearity, and multicollinearity tests.

FINDINGS AND DISCUSSION

This study aims to examine the effect of principals' transformational leadership and organizational culture on teacher performance. The results of his research are presented as Figure 1.

The effect of principal transformational leadership on teacher performance. The results of the simple regression analysis on testing the influence of principal transformational leadership on the performance of JHS teachers in Bantul Regency show Fcount 34.376 with an error rate of 0.05% and a significance value of 0.000 < 0.05. These results indicate that the transformational leadership of school principals has a significant effect on the performance of JHS teachers throughout the researched regency.

Figure 1
The effect of principals' transformational leadership and organizational culture on teacher performance

$\beta_1 = 0.105$
$r^2 = 0.175$

$Y = 0.891 + 0.105X_1 + 0.789X_2$

$r^2 = 0.565$
$\beta_2 = 0.789$

Note: X_1= Principal Transformational Leadership, X_2 = Organizational Culture, Y = Teacher Performance

The results also show the positive effect of transformational leadership on teacher performance. The analysis shows the coefficient value of the simple regression equation of 0.374. This means that if the transformational leadership value of a school principal increases by 1 unit, the performance value of JHS teachers will increase by 0.374, assuming other independent variables remain.

Besides, the calculated value of the determinant coefficient (R2) of transformational leadership on teacher performance shows a number of 0.175. That is, the school principals' transformational leadership variable contributes 17.5% to teacher performance. The remaining 82.5% is determined by other factors.

The effect of organizational culture on teacher performance. Simple regression analysis on the test of the effect of organizational culture on the JHS teacher performance in Bantul Regency results in an F count of 210.415 at an error level of 0.05% with a significance value of 0.000 < 0.05. These results indicate that organizational culture has a significant effect on teacher performance.

The results also show the positive effect of organizational culture on teacher performance. The results of the analysis reveal the simple regression equation coefficient value of 0.846. This value means that if the value of organizational culture increases by 1 unit, the performance value of JHS teachers will increase by 0.846 assuming the other variables are fixed.

The calculated coefficient of the organizational culture determinant on teacher performance shows a figure of 0.565. This means that the organizational culture variable contributes 56.5% to teacher performance while the remaining 43.5% is determined by other factors. The contribution of organizational culture is obtained from the actualization of organizational values by the teachers. These values include the value of togetherness, intensity, orientation to results, orientation to individuals, and orientation to the team.

The effect of principal transformational leadership and organizational culture altogether on teacher performance. The multiple regression analysis of school principals' transformational leadership and organizational culture on the performance of JHS teachers in Bantul Regency shows F count of 109.449 > F table 3.05217 with a significance value of 0.000 < 0.05. These results indicate that there is a significant effect between the principals' transformational leadership and organizational culture together on the performance of JHS teachers throughout Bantul Regency.

The study also obtains a regression equation $Y = 0.891 + 0.105X1 + 0.789X2$ in which the coefficient value for the effect of the principal's transformational leadership and organizational culture on teacher performance is positive. The coefficient of X1 is known to be 0.105 and the coefficient of X2 is 0.789. In other words, if the principal transformational leadership value increases by 1 unit and the organizational culture value remain, the teacher performance value increases by 0.105, likewise the organizational cultural values. If the value of organizational culture increases by 1 unit and the transformational leadership value of the principal remains, the value of teacher performance will increase by 0.789. This means that the performance of JHS teachers increases if the principals' transformational leadership and organizational culture also increase. The results also indicate that organizational culture has a greater effect on teacher performance compared to transformational leadership.

The multiple regression test also shows that the principal transformational leadership and organizational culture on teacher performance contributed 57.1%, and the remaining 42.9% was determined by other factors.

Discussion. The results show that principal transformational leadership affects JHS teacher performance by 17.5%. This finding is in line with the results of previous studies (Andriani, Kesumawati, & Kristiawan, 2018; Awaru and Ernawati, 2015; Tokhibin & Wuradji, 2013). Principal transformational leadership positively influenced teacher performance. The principal as a transformational leader used shared vision, missions, goals, and values to motivate teachers to work at their best efforts. They also inspired and stimulated teachers to be creative and innovative, modeled the expected behaviors and values, delegated tasks, encouraged teachers to highly engage in professional learning activities, and developed a family-like working environment. Shortly, they practiced what Bass & Riggio called idealized influence (II), inspirational motivation (IM), intellectual stimulation (IS), and individualized consideration (IC), the dimensions of transformational leadership (Andriani, Kesumawati, & Kristiawan, 2018). Such practices made teachers more confident in carrying out their duties and responsibilities and built good communication, mutual trust, and respect between the principals and teachers (Assa, 2018; Andriani, Kesumawati, & Kristiawan, 2018). Teachers did not feel hard to complete their duties and responsibilities resulting in good work performance (Awaru and Ernawati, 2015)

The results also show that the organizational culture contributes to JHS teacher performance by 56.5%. This finding is consistent with previous studies showing that organizational culture has a positive, direct, and significant effect on teacher performance (Fadhilah & Fahmi, 2017; Febriantina, Lutfiani, & Zein. 2018; Fitria, 2018; Komarudin (2018); Suharyanto and Susilo, 2014; Tika, 2010). When leaders and teachers actualize organizational values such as togetherness, intensity, orientation to results, ability to work individually and in a team, discipline, effective collaboration, and such things in their

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work, their teaching performance improves (Suharyanto and Susilom, 2014). This, in turn, strengthens the organization's ability to face external and internal challenges.

Organizational culture also contributes to teacher performance by means of reducing teachers' stress levels and anticipating less effective and inefficient ways of working. Studies found that an organizational culture that develops mutual trust and understanding creates open communication between teachers and teachers, teachers and the principal, teachers, and other school members so that their stress levels can be minimized (Febriantina, Lutfiani, & Zein 2018). This is important as a study found that poor working conditions and the environment have a bad impact on teacher performance (Inayatullah & Jehangir, 2012). In addition, organizational culture also helps teachers to work efficiently and effectively as it provides school norms and values and works attitudes and behaviors that schools expect from them (Febriantina, Lutfiani, & Zein 2018).

The results of this study also point to other factors at 43.5% that affect teacher performance. Studies suggest that these factors may originate from outside the teacher, such as salary, facilities, and infrastructure needed to support work performance, physical work environment, and leadership; also factors from within the teacher such as work motivation, job satisfaction, and commitment (Barnawi & Arifin, 2014; Sudarmanto, 2009).

The results also show a positive simultaneous effect of transformational leadership and organizational culture on teacher performance. The JHS teachers' performance increases if the transformational leadership of the school principals and organizational culture altogether increases. This finding supports the results of previous studies (Fahmi et al., 2018; Ramlanto, Hadhienata, & Sunaryo, 2017). The principal transformational leadership influences teachers' attitudes and behaviors with shared vision, values, and norms. Meanwhile, an organizational culture creates strong values and norms as a reference for teachers' work attitudes and behaviors (Triwahyuni, Abdullah, Sunaryo, 2014). Thus, together, simultaneously, principal transformational leadership and organizational culture have a positive effect on teachers' performance. The implication is that both need to receive sufficient attention if teacher performance needs to be improved. Moreover, studies suggest principal transformational leadership can strengthen an organizational culture (Abu-Duhou, 1999; Liu, 2013; Ngang, 2011).

CONCLUSION

This study concludes that teacher performance is inclined by the principal transformational leadership and organizational culture both separately and simultaneously. Organizational culture has a greater effect than principal transformational leadership on teacher performance. This study also shows teacher performance is influenced by other factors. This study suggests that school principals should develop a strong organizational culture and perform transformational leadership to enhance teacher performance. Further, there is a need to have transformational school leaders who would be able to develop a shared vision and values that will create a strong organizational culture that positively influences teacher performance. This can be done by developing transformational leadership skills of prospective principals during their preparation training program at the national level and continuously developing their leadership skills when they are in a principal position.

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