



## Work Environment, Work Motivation, and Organizational Culture in Influencing Teachers' Performance

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### Abstract

One crucial factor in determining the successes of learning in schools is the teachers' performances. Teacher's performance not only determines the learning successes but also the achievements of the organizational goals. This study aims to determine the effects of the work environment, work motivation, and organizational culture on the teachers' performance. The number of subjects in this study was 82 teachers in the Primary and Secondary levels. A quantitative approach with the PLS-SEM method, in which the Smart PLS application was implemented to process the data, was used in this study. For the data collection, a survey technique using a questionnaire was selected as a research instrument. The results of the data analysis have shown that the work environment, work motivation, and organizational culture have positive effects on performance.

**Keywords:** Work Environment; Work Motivation; Organizational Culture; Performance

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### Introduction

Job performance is the result of individual or group work that shows the level of achievement of job qualifications in organizations that aim to meet organizational goals (Al-Omari & Okasheh, 2017; Papilaya & Rijal, 2019). Meanwhile, performance defined as employees' behavior at work. An employee's performance is individual because each employee has different levels of ability to perform their duties. Individual performance can be seen and measured if a person or group of employees can meet the success standards set by the company (Fogaça et al, 2018; Siagian, 2018).

One of the factors that can affect performance is the work environment. Several previous studies have found that the work environment affects employee performance (Hamid & Hassan, 2015; Jayaweera, 2015; Narasuci, 2018; Samson et al., 2015). Specifically, both the physical work environment and non-physical has a significant effect on performance (Rahmawanti, 2014). Augustsson & Landstad (2017) argue that positive work environment conditions can be the basis for healthier employees to have a positive impact on organizational productivity. It is consistent with Agbozo et al. (2017; Daniels & Gedikli (2017), which argues that the psychosocial work environment affects performance, so it needs to be understood in terms of the interaction of the physical, organizational and social environments. The consequence is that the combination of employees' physical,

organizational, and social environments appears to have socio-cultural significance for job performance (Naharuddin, N. M., & Sadegi, 2013).

Another factor that also affects employee performance is work motivation. Previous research has shown that work motivation affects employee performance (Dewi et al., 2019; Kuswati, 2020; Said et al., 2015). Motivation is a set of energy that comes from within and outside, which drives a person to achieve his goals (Colquitt et al., 2015). Research by Mohamud et al. (2017) found that rewards in the form of compensation and training had a positive effect on motivating workers to improve their performance. The relationship between motivation and ability can result in a person's performance (Papilaya & Rijal, 2019). Thus, even though he has high motivation, a person with low abilities cannot perform very well. Vice versa, someone with high ability but low motivation will ultimately show low performance.

Performance is also seen as being influenced by organizational culture. Previous research has found that organizational culture affects employee performance (Hafidhah, 2019; Saad & Abbas, 2018). Organizational culture is part of social knowledge within the organization (Colquitt et al., 2015). It is reflected in the philosophy, concepts, principles, values, hypotheses, beliefs, expectations, attitudes, and standards related to the organization (Mohammed, 2017). Meanwhile, Sudaryo (2018) stated that organizational culture is a system of values within an organization, becoming a benchmark for employees in carrying out their duties. Usually, this value system is contained in the vision, mission, and goals of the organization. Research conducted by Stephen & Stephen (2016) found that organizational culture that is practiced can determine the relationship between employees and management parties, communication patterns within the organization, even workers' knowledge of the work they do and how they are motivated.

This study aims to analyzing the work environment, work motivation, and organizational culture and their effect on teacher performance

## **Materials and Methods**

The research was conducted in one of the National Plus Elementary schools in Bogor. The research was carried out by distributing the Likert scale-based questionnaires to the 82 teachers. The data collection was carried out from April 28 - May 3 2020 and with regard to the COVID-19 epidemic, the data collection was carried out online. The SEM (Structural Equation Modeling) model approach was used in this study. Due to the relatively small number of the samples, the data were analyzed using the PLS (Partial Least Squares) method. This method is useful for testing whether there is a relationship between the latent variables (prediction).

The data analysis was carried out with the help of the SmartPLS software. The data analysis was divided into two, namely: the outer model (the measurement model) and the inner model (the structural model). The testing of these two models had different purposes. The outer model was used to represent the latent variables that were being measured. Meanwhile, the inner model showed the power of estimation between the latent and construct variables.

## **Results and Discussion**

### **Results**

#### ***Descriptive Statistics of the Performance Variables***

Based on Table 1, it can be observed that on all performance variable indicator items are on a scale of 4, which means that the teachers agree with the statement of the performance variables. One of the characteristics seen from good employee performance is the punctuality of doing tasks (Robbins & Judge, 2011), as in item P3.

**Table 1** Distributions of Answers to Performance Variables

| Items      | Answer Frequency |    |     |            |     |
|------------|------------------|----|-----|------------|-----|
|            | 1                | 2  | 3   | 4          | 5   |
| <b>P2</b>  | 0%               | 4% | 15% | <b>61%</b> | 21% |
| <b>P3</b>  | 0%               | 0% | 0%  | <b>63%</b> | 37% |
| <b>P4</b>  | 0%               | 0% | 10% | <b>63%</b> | 27% |
| <b>P11</b> | 0%               | 0% | 9%  | <b>70%</b> | 22% |

***Descriptive Statistics of the Work Environment Variables***

Based on Table 2, it can be identified that in all indicator items of the work environment variables are on a scale of 4 for WE5, WE6, WE11, and WE12 items. Whereas for WE8 and WE10 items, the teachers are on a scale of 5. This means that the teachers agree and strongly agree with the statements related to the work environment variables. As explained by Sedarmayanti (2009), the work environment does not only consist of a physical working environment but also a non-physical working environment. From the description based on Table 2, it can be concluded that the school has provided the tools/media needed by teachers to teach in class, and a comfortable working atmosphere can support teacher performance in classroom teaching activities.

**Table 2.** Distributions of Answers to Work Environment Variables

| Items       | Answer Frequency |    |     |            |            |
|-------------|------------------|----|-----|------------|------------|
|             | 1                | 2  | 3   | 4          | 5          |
| <b>WE5</b>  | 0%               | 2% | 11% | <b>65%</b> | <b>22%</b> |
| <b>WE6</b>  | 0%               | 2% | 7%  | <b>54%</b> | <b>37%</b> |
| <b>WE8</b>  | 0%               | 0% | 0%  | <b>40%</b> | <b>60%</b> |
| <b>WE10</b> | 0%               | 0% | 5%  | <b>45%</b> | <b>50%</b> |
| <b>WE11</b> | 1%               | 2% | 10% | <b>59%</b> | <b>28%</b> |
| <b>WE12</b> | 0%               | 0% | 10% | <b>63%</b> | <b>27%</b> |

***Descriptive Statistics of the Work Motivation Variables***

Based on Table 3, it can be concluded that on all indicator items of motivation variable items, the teachers are on a scale of 4. In the WM3 statement items, 54% of teachers agreed that recognition of the success achieved in an open forum could increase work motivation. While the WE12 item shows that recognition of the success in achieving performance can increase motivation. This means that the teachers agree with the statements of the motivation variables.

**Table 3.** Distributions of Answers to the Work Motivation Variables

| Items      | Answer Frequency |    |     |            |     |
|------------|------------------|----|-----|------------|-----|
|            | 1                | 2  | 3   | 4          | 5   |
| <b>WM2</b> | 1%               | 1% | 17% | <b>61%</b> | 20% |
| <b>WM3</b> | 2%               | 4% | 30% | <b>54%</b> | 10% |
| <b>WM4</b> | 1%               | 2% | 37% | <b>49%</b> | 11% |
| <b>WM5</b> | 0%               | 2% | 23% | <b>61%</b> | 13% |

**Convergent Validity Test**

Based on the data presented in Table 4, some information can be obtained that all of the constructs have an AVE value greater than 0.7. It can be concluded that each item has met the convergent validity requirements. The AVE test results can be seen in Table 4.

**Table 4.** Convergent Validity Test Results with AVE

| <b>Variables</b>       | <b>AVE values</b> | <b>The square roots of AVE</b> |
|------------------------|-------------------|--------------------------------|
| Performance            | 0.792             | 0.733                          |
| Work environment       | 0.537             | 0.790                          |
| Work motivation        | 0.624             | 0.793                          |
| Organizational culture | 0.630             | 0.890                          |

The next step is to check the convergent validity based on the loading factor's size, which is above 0.7. Based on Table 5, it is known that all the statements produce outer loading values above 0.70, meaning that all the statements have met the rule of thumb.

**Table 5.** Results of Convergent Validity Test with Outer Loading

| <b>Variables</b>                   | <b>Statement Items</b> | <b>Outer Loading</b> |
|------------------------------------|------------------------|----------------------|
| <b>Performance (P)</b>             | P2                     | 0.752                |
|                                    | P3                     | 0.739                |
|                                    | P4                     | 0.717                |
|                                    | P11                    | 0.722                |
|                                    | WE 5                   | 0.716                |
| <b>Work Environment (WE)</b>       | WE6                    | 0.786                |
|                                    | WE8                    | 0.734                |
|                                    | WE10                   | 0.842                |
|                                    | WE11                   | 0.812                |
|                                    | WE12                   | 0.840                |
| <b>Work Motivation (WM)</b>        | WM2                    | 0.834                |
|                                    | WM3                    | 0.730                |
|                                    | WM4                    | 0.778                |
| <b>Organizational Culture (OC)</b> | WM5                    | 0.827                |
|                                    | OC10                   | 0.928                |
|                                    | OC11                   | 0.873                |

| Variables | Statement Items | Outer Loading |
|-----------|-----------------|---------------|
|           | OC12            | 0.877         |
|           | OC13            | 0.881         |

### *Discriminant Validity Test*

In Table 6, it can be seen that based on the testing with the square root of AVE in the Fornell-Larcker Criterion column to see the validity of the descriptions, all the variables have constructs that are greater than the correlation between the constructs. As a result, it can be concluded that Performance (K), Work Environment (LK), Work Motivation (MO), and Organizational Culture (BO) have met the discriminant validity values.

Table 6. Results of the Discriminant Validity Test with the Square Root AVE

|                               | OC           | P            | WE           | WM           |
|-------------------------------|--------------|--------------|--------------|--------------|
| <b>Organizational Culture</b> | <b>0.890</b> |              |              |              |
| <b>Performance</b>            | 0.467        | <b>0.733</b> |              |              |
| <b>Work Environment</b>       | 0.426        | 0.388        | <b>0.790</b> |              |
| <b>Work Motivation</b>        | 0.432        | 0.418        | 0.388        | <b>0.793</b> |

### *Reliability Test*

The criteria for good reliability are determined from the composite reliability and Cronbach alpha numbers for each construct, which must be above 0.7. Based on the data in Table 7, all of the constructs have composite reliability value above 0.7. Therefore, it can be concluded that the four constructs meet the requirements for the value of reliability, and all of the construct indicators are declared reliable.

Table 7. Reliability Test Results with Composite Reliability

| Variables              | Composite Reliability |
|------------------------|-----------------------|
| Performance            | 0.938                 |
| Work Environment       | 0.823                 |
| Work Motivation        | 0.908                 |
| Organizational Culture | 0.871                 |

### *Inner Model Test*

The inner model test with the SmartPLS application was carried out by analyzing the R-square value, multicollinearity test, and path coefficient. The recommended value for the multicollinearity test (VIF) is less than 5. Table 8 shows that all of the exogenous variables do not have a high correlation with the endogenous variables.

**Table 8.** Multicollinearity Test Results

| <b>Exogenous Variables</b>     | <b>Variance Inflation Factor (VIF) Values</b> |
|--------------------------------|---|
| <b>Work Environments</b>       | 1.267   |
| <b>Work Motivations</b>        | 1.257   |
| <b>Organizational Cultures</b> | 1.379   |

**Model Fit Test**

To find the suitability of the research model, it was implemented by looking at the R-square value, according to (Ghozali, I., dan Lathan, 2015). The R-square value is seen to know each endogenous latent variable's strength against the exogenous latent variable in a particular inner model. Based on Table 9, the model suitability test results can be concluded that the performance variable is influenced by the endogenous variables, namely: Work Environment, Work Motivation, and Organizational Culture, by 30.4%. The rest, the performance is influenced by the other variables.

**Table 9.** Model Fit Test Results

| <b>Variables</b> | <b>R-square values</b> |
|------------------|------------------------|
| Performance      | 0.304                  |

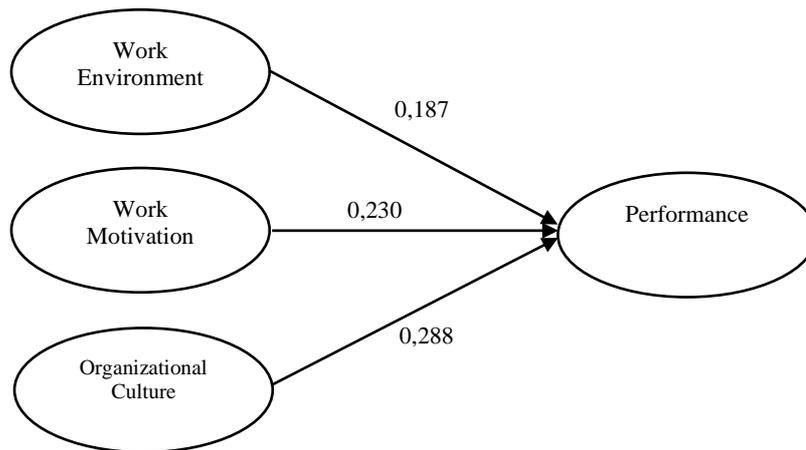
**Hypothesis testing**

To answer each research hypothesis, it is carried out by looking at the research model's path coefficient value. Table 10 shows the results of the path coefficients between the exogenous and endogenous variables in this study.

**Table 10.** Paths of Coefficient Hypothesis Testing

| <b>Paths</b>                                | <b>Hypotheses</b>  | <b>Path Coefficients</b> | <b>Results</b> |
|---|--|--------------------------|----------------|
| <b>Work environment → Performance</b>       | H <sub>1</sub> 1: There is a positive effect between the work environment on the teachers' performance       | 0.187                    | Supported      |
| <b>Work motivation → Performance</b>        | H <sub>1</sub> 2: There is a positive effect between the motivation on the teachers' performance             | 0.230                    | Supported      |
| <b>Organizational culture → performance</b> | H <sub>1</sub> 3: There is a positive effect between the organizational culture on the teachers' performance | 0.288                    | Supported      |

The following research model shows the path coefficients of the endogenous variables to the exogenous variables.



**Figure 1.** Path Coefficient Test Model

Based on the obtained path coefficient values, the following structural equation is obtained:

$$\mathbf{Performance = 0.187 WE + 0.230WM + 0.268OC + 0.696}$$

The study results based on data processing from this study can be explained in the following discussion.

## Discussion

### *The work environment has a positive effect on performance*

The relationship between the work environment and performance shows that the path coefficient is 0.187, where the value is not smaller or equal to zero. So, it can be interpreted that work environment variables have a positive effect on performance. This result is consistent with the research, conducted by [Agbozo et al. \(2017\)](#); [Katabaro & Yan \(2019\)](#); [Malik et al. \(2011\)](#) which states that the physical environment has a positive effect on the work environment.

From the data processing, it is known that the WE5 statement items states that 65% of the teachers viewed that the existence of the tools or media needed to teach in class was beneficial in the teaching activities in the classroom. So, it can be concluded that the provision of the necessary tools or media can improve the teachers' performance.

The cleanliness of the work environments is also a factor in increasing the teachers' performance. The results showed that the cleanliness of the work environment was considered to affect teacher performance at work. In the WE8 statement items, it can be seen that 60% of the teachers view the cleanliness of the workspace can improve their performance. Similar results are also found in the research by [Huangfu et al \(2017\)](#), which states that environmental cleanliness positively affects performance.

The items of the statements WE10 and WE12 state that comfort affects performances. This sense of comfort comes with security while the teachers work inside and outside the classrooms. [Ravalier \(2018\)](#) states that employees' psychological conditions can be related to the health and welfare of the employees, which will affect the employees' performance.

### *Work motivation has a positive effect on performance*

Based on the results of the hypothesis testing, the path coefficient between motivations and performance is 0.230. This result means that work motivation has a positive effect on performance. This research hypothesis supports the research conducted by [Papilaya & Rijal \(2019\)](#); and [Shahzadi et al. \(2014\)](#), which conclude that motivation positively affect performance. This study's results are in line with the statements of [Robbins & Judge \(2011\)](#),

which explain that some people have a strong urge to succeed. They strive to become individuals with achievements and not just to get awards for success.

According to Colquitt et al. (2015), motivation is a collection of energy, both intrinsic and extrinsic, from an employee to starting work-related efforts and determining the direction and goals of work. This result can be seen in the statements WM2, WM3, WM4, and WM5, which state that most teachers become more motivated by their opportunities, such as expressing ideas at school events or being involved in training. Maslow's motivation theory of self-actualization is one of the factors that motivate the teachers to take an active role in the school events and take advantage of the personal development sharing sessions to share knowledge with the other teachers. The teachers receive the recognitions that their success is also a factor that triggers increased teachers' performance.

From the elaboration of the research results, it was concluded that the existence of appreciations and recognition from the school towards the teachers' achievement, whether noticeable or not, can increase the teachers' motivation. The appreciations given by the school to the teachers will provide a motivation boost to work better.

### ***Organizational Culture has a positive effect on performance***

From the data analysis, it is known that organizational culture has a positive effect on performances with a path coefficient of 0.288. This result shows that an improved organizational culture will also improve the performance of the teachers. This result also confirms Colquitt et al. (2015) statement where organizational culture in the forms of rules, norms, and values can shape the employees' attitudes and work behaviors, where the norms of behaviors and values guide the organization. These results also confirm the research results of Yeti (2020); Amanda et al. (2017); and Hulima (2016), where organizational culture positively affects performance. In the statement items OC10, OC11, OC12, and OC13, it is known that some teachers feel that the work cultures in the work teams help them improve their performance. This result is in line with the previous research which shows that organizational culture has a positive effect on the company's performance (Khedhaouria et al., 2016).

As defined by Robbins & Judge (2011), organizational culture is a system of shared meanings or perceptions that are carried out by all members of the organization. Most of the teachers are accustomed to working in a collaborative work team to organize lessons. In each week, the level work team will hold a meeting to discuss the student learning development in class. Every week, all levels hold a meeting that brings together the principal and vice-principal of the school. In this meeting, each level expresses the progress at its level so that if there are obstacles, the leadership will immediately be able to provide solutions. Likewise, every start for a new theme, the teachers and vice-principals in the curriculum section will hold a meeting to discuss the learning processes on that theme.

From the descriptions above, it can be concluded that the teachers are accustomed to working in teams and collaborating in achieving the goals set. Communication is also one of the main factors in achieving work success in the teams.

### **Conclusion**

Based on the results of the data processing analysis, it can be concluded that the work environment, motivation, and organizational culture have positive effects on the teachers' performance. By improving the work environment, the teachers feel more comfortable to work and, with a feeling of security while working in the school environment, they will improve their performance. Furthermore, the existence of appreciations from superiors or teachers, their achievement can increase their work motivation. Besides, the recognitions of the success achieved by the teachers in a forum can increase the teachers' work motivation.

Meanwhile, the organizational culture, such as improving communication within the work teams, maintaining solid teamwork, and collaborating in completing assignments can improve the teachers' performance.

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