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Original Article

Examining the Effects of Organizational Factors on Teacher Outcomes at a Trilingual School in Surabaya, Indonesia

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Abstract: This study investigates the impact of organizational vision, culture, and teacher salary on teacher motivation and performance at Little Sun Trilingual School in Surabaya. Acknowledging the pivotal role of teachers in education, the research explores how aligning organizational vision and culture, along with fair compensation, influences teacher motivation and performance. Using surveys and interviews with 100 teachers, the study employs a mixed-methods approach. The quantitative phase analyzes statistical relationships between organizational elements, while qualitative data provides nuanced insights into teachers' experiences. Preliminary findings indicate a significant correlation between a clear organizational vision, positive culture, and enhanced teacher motivation. The study also delves into the nuanced role of teacher salary in shaping motivation and subsequent performance. The research contributes valuable insights for educational institutions seeking to improve teacher satisfaction and performance by understanding the interplay between organizational vision, culture, and compensation. Instrument reliability was assessed using Cornbrash's alpha on Smart PLS, revealing strong connections between organizational culture, teacher motivation, and performance. This paper discusses the varied outcomes resulting from this relationship and significantly contributes to reducing teacher turnover. By establishing specific links between organizational vision, culture, and teacher salary, the paper elucidates why these factors impact teacher motivation, subsequently influencing performance.

Keywords: Organizational vision; Organizational culture; Salary; Organization management; Teacher performance; Teacher motivation, School management.

1. Introduction

Nelson Mandela's powerful statement emphasizing education's transformative potential underscores teachers' pivotal role in shaping the future. Schools, as essential educational instruments, depend on educators to achieve educational objectives and nurture student growth and development (Kapur, 2019). Education's complexity extends beyond mere knowledge transmission, necessitating effective application of learning concepts. Teachers responsible for presenting educational practices and theories must consistently perform optimally in order to attain educational

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goals (Kapur, 2018). Numerous researchers have highlighted various factors influencing teacher performance in schools (Afandi & Supeno, 2016; Ahmad & Emanuel, 2021; Barkley, 2013; Barnett & McCormick, 2003; Borman & Dowling, 2008; Börü, 2018; Cai & Lin, 2006; Chai, 2022; Cheasakul & Varma, 2016; Darling-Hammond, 2006; Fernández & Martínez, 2022; Fullard, 2021; Gary, 2006; Han & Yin, 2016; Hasibuan, 2022; Kanya et al., 2021; Kapur, 2019; Lewis et al., 2023; M Özgenel, 2019; Pelletier & Rocchi, 2016; R. Vaidya, 2014; Sinclair et al., 2006; Wyatt-Smith & Adie, 2018; Yusnita et al., 2022; Zhu & Li, 2019).

Organizational vision, culture, and support systems have been identified as crucial motivational factors for retaining teachers and enhancing educational quality (Alkhadra et al., 2023; Cinel, 2022). School vision, organizational culture, and teacher salaries are recognised as key factors affecting teacher performance (Sinclair et al., 2006). This study aimed to investigate the influence of organizational vision, organizational culture, and teacher salary on the motivation and performance of teachers at the Little Sun Trilingual School Surabaya. This research seeks to explore the background factors that encourage teachers to perform optimally in this specific educational context, contributing to teacher retention and reducing turnover. Based on the description, the research questions are: Do organizational factors affect teacher performance at Little Sun Trilingual School Surabaya? How does teacher motivation mediate the relationship between organizational factors and teacher performance at Little Sun Trilingual School Surabaya? The findings of this study are expected to provide valuable insights for teachers, researchers, and policymakers. Understanding the factors impacting teacher motivation and performance can help create supportive educational environments and improve the overall educational quality. It is important to note that this study is limited to the context of teacher performance in trilingual schools. The focus is on fixed variables based on education management theories, and hypotheses are formulated for multivariate analysis.

2. Materials and Methods

This study employed a correlational design with path modelling to examine hypotheses concerning organizational vision, culture, and salary at Little Sun School Surabaya. Using a quantitative approach with multivariate descriptive analysis of education, data were collected from 100 teachers in private schools through survey questionnaires. A stratified random sampling technique was implemented to ensure equal representation of teachers in the sample. Path analysis, conducted using Smart PLS, considered several factors, including linear and normal relationships between variables, non-correlation of residual variables with preceding and other variables, and the use of interval data from a single source. The analysis generated three Smart PLS outputs: one for assessing the outer model's validity and reliability, another for evaluating the model's predictive strength and feasibility, and the third for examining the inner model's significance. The measurement model testing phase incorporated criteria such as the indicator loading factor (>0.70), AVE reflective construct (>0.50), and reliability measures (Cronbach's alpha and composite reliability >0.70). The goodness-of-fit model testing considered predictive relevance (Q2) and model fit (SRMR < 0.10), whereas the structural model testing phase involved significance tests based on p-values (<0.05) and t-values (>1.96). This comprehensive approach aimed to provide a robust analysis of the relationships between organizational vision, culture, salary, and their impact on teacher-related variables in Little Sun School Surabaya.

3. Results

3.1. Descriptive Statistics

The study sample comprised 79 active teachers from Little Sun Trilingual School representing various educational levels: 22 from pre-kindergarten and kindergarten, 25 from primary, 21 from lower secondary, and 11 from upper secondary. The participants, aged 20-55 years, resided in Surabaya or its suburbs and had a minimum of two years of teaching experience at the school. Some teachers were excluded from the study due to their personal commitments. The demographic distribution of the sample is presented in Figure 1 below.

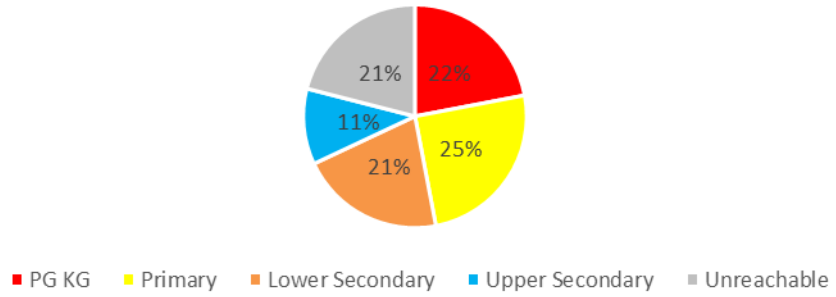

Figure 1. Respondents Distribution

3.2. Assessment of Measurement Model

The impact of Organizational Vision (OV) on its subcomponents (X1.1, X1.2, X1.3, X1.4, and X1.5) varies considerably, with the most substantial effect observed on X1.2 (47.600) and the least significant on X1.4 (9.697). Similarly, Organizational Culture (OC) demonstrates differential effects on its subcomponents (X2.1, X2.2, X2.3, X2.4, X2.5), with the greatest impact on X2.4 and X2.5 (27.464) and the least on X2.2 (20.204). For Strategy (S), the effects on its subcomponents (X3.1, X3.2, X3.3, X3.4, and X3.5) is noteworthy, with the most substantial impact on X3.2 (22.816) and the least on X3.5 (2.680). Regarding Team Management (TM) and Team Performance (TP), the effects on their respective subcomponents differ, with Y1.1 exhibiting the highest effect for TM (16.688) and Y2.3 for TP (37.811). Furthermore, the influences of X1, X2, and X3 on Y1 and Y2 were distinct, with OC exerting the most significant effect on both TM (2.689) and TP (2.076). These findings collectively reveal the diverse and complex interrelationships among variables within the studied context.

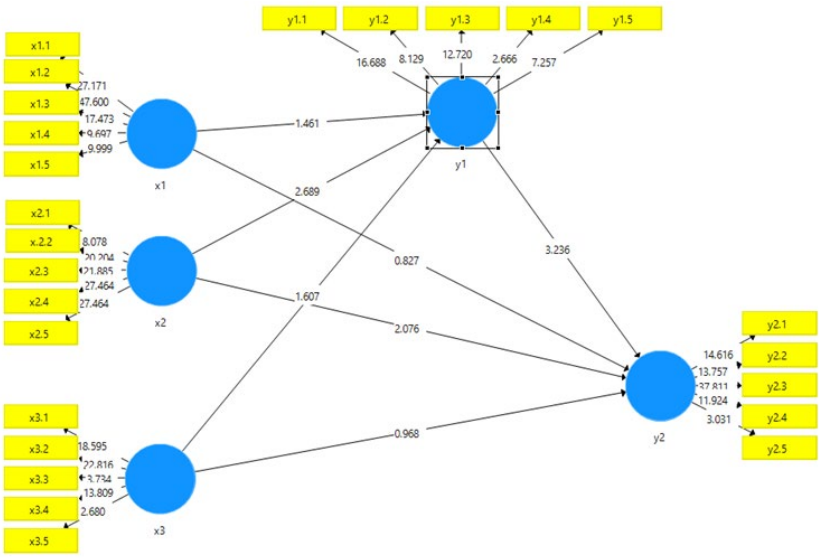

Figure 2. Result of PLS Algorithm using SmartPLS-3

3.3. Construct Validity and Reliability

The indicator loading factor table provides a concise overview of the relationships between variables in the research model. Each entry represents the loading factor, mean, standard deviation, t-statistic, and p-value for the specific indicators. All the indicators exhibited statistically significant loading factors, underscoring the robustness of the relationships in the model. Organizational vision (OV), organizational culture (OC), and salary (S) significantly influenced their corresponding indicators (X1.1 to X1.5, X2.1, X2.5, and X3.1 to X3.5, respectively). Similarly, the teacher motivation (TM) and teacher performance (TP) indicators (Y1.1 to Y1.5 and Y2.1 to Y2.5, respectively) demonstrate significant loading factors, highlighting their strong connections to the underlying constructs. These findings contribute to a comprehensive understanding of the structural model and guide further analysis and interpretation in the research context.

Table 1. Result of Loading Factor

Item(s)	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1.1 <- OV	0,869	0,872	0,027	32,060	Significant
X1.2 <- OV	0,903	0,905	0,019	46,341	Significant
X1.3 <- OV	0,882	0,881	0,045	19,468	Significant
X1.4 <- OV	0,735	0,736	0,071	10,384	Significant
X1.5 <- OV	0,759	0,751	0,070	10,853	Significant
X2.1 <- OC	0,720	0,719	0,084	8,564	Significant
X2.2 <- OC	0,846	0,846	0,041	20,794	Significant
X2.3 <- OC	0,828	0,830	0,038	22,081	Significant
X2.4 <- OC	0,896	0,892	0,032	28,039	Significant
X2.5 <- OC	0,896	0,892	0,032	28,039	Significant

Item(s)	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X3.1 <- S	0,843	0,838	0,043	19,672	Significant
X3.2 <- S	0,870	0,862	0,038	23,055	Significant
X3.3 <- S	0,522	0,501	0,144	3,628	Significant
X3.4 <- S	0,754	0,754	0,058	12,945	Significant
X3.5 <- S	0,438	0,451	0,143	3,073	Significant
Y1.1 <- TM	0,805	0,806	0,045	17,708	Significant
Y1.2 <- TM	0,759	0,747	0,096	7,871	Significant
Y1.3 <- TM	0,758	0,755	0,061	12,381	Significant
Y1.4 <- TM	0,409	0,403	0,157	2,613	Significant
Y1.5 <- TM	0,659	0,651	0,088	7,527	Significant
Y2.1 <- TP	0,793	0,791	0,053	14,940	Significant
Y2.2 <- TP	0,812	0,808	0,057	14,322	Significant
Y2.3 <- TP	0,876	0,877	0,024	36,307	Significant
Y2.4 <- TP	0,725	0,720	0,055	13,220	Significant
Y2.5 <- TP	0,466	0,465	0,149	3,132	Significant

Table 1 presents the original sample values for OV, OC, S, TM, and TP along with their respective sample means, standard deviations, t-statistics, and p-values. t-statistics calculated by dividing each original sample value by its standard deviation and rounded to three decimal places, were used to determine p-values, all of which were found to be 0.000 for each variable. The sample means for the three groups were 0.693, 0.706, and 0.500, with corresponding standard deviations of 0.045, 0.042, and 0.044, respectively. The t-statistics revealed significant differences between the group means (|O/STDEV| = 15.562 for OV, 16.875 for OC, and 11.356 for S), with all p-values below 0.001, indicating statistical significance at the level of 0.05l.

Table 2. Result of Path Analysis

Variable(s)	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
OV	0,693	0,695	0,045	15,562	Significant
OC	0,706	0,705	0,042	16,875	Significant
S	0,500	0,503	0,044	11,356	Significant
TM	0,480	0,482	0,048	9,968	Significant
TP	0,560	0,563	0,048	11,589	Significant

Table 2 captures the significance of reliability and validity of the research constructs were evaluated using the SmartPLS Algorithm, which revealed favourable psychometric properties. Both Cronbach's alpha and composite reliability surpassed the recommended threshold of 0.70, indicating a robust internal consistency. The original sample exhibited consistently high values across variables OV, OC, S, TM, and TP, with low standard deviations contributing to precise measurements, as evidenced by the high T statistics (|O/STDEV|). All p values were statistically significant ($p < 0.001$), further supporting the reliability and validity of the measurement. Variable assessments provided insights into their contributions, with OV, OC, S, TM, and TP demonstrating strong, consistent measurements in the original sample. The robustness of the SmartPLS algorithm was evident in accurately measuring constructs, such as TP, further affirming its reliability in capturing nuanced relationships. These findings validate the internal consistency of the model and underscore the precision and effectiveness of SmartPLS in handling diverse constructs, instilling confidence in researchers regarding the obtained results, and confirming the suitability of the algorithm for advancing understanding in the study construct.

Table 3. Result of Significant Constructs

Variable(s)	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
OV	0,889	0,023	39,363	Significant
OC	0,894	0,023	38,655	Significant
S	0,732	0,054	13,483	Significant
TM	0,714	0,061	11,640	Significant
TP	0,792	0,046	17,376	Significant

For both TM and TP, the t-statistics are relatively high (6.479 for TM and 8.687 for TP), suggesting that the sample means are significantly different from the population means. The p-values for both samples are very small (both are 0.000), which typically leads to rejecting the null hypothesis. This suggests that the observed differences in means are statistically significant.

Table 4. Result of Goodness of Fit

Variable(s)	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
TM	0,470	0,073	6,479	0,000
TP	0,596	0,069	8,687	0,000

Table 4 indicates the regression analysis results revealed the coefficients of determination (R2) and P-values for Y1 (motivation) and Y2 (performance). For Y1, an R2 value of 0.47 indicates that 47% of the variability is explained by the independent variables, leaving 53% unaccounted for. A P-value of 0 was considered statistically significant. Similarly, for Y2, the R2 value of 0.596 implies that 59.6% of the variability was explained by the independent variables, with 40.4% remaining unexplained. A P-value of 0.000 for Y2 also denotes statistical significance. Further calculations yielded a Q2 value of approximately 0.214, derived from the product of the complements of R-squared values for multiple variables. The Q squared, a measure of predictive accuracy, was computed as 0.78588. These calculations assessed the model's predictive ability, with higher Q2 values indicating a better predictive fit. In conclusion, both Y1 and Y2 models demonstrate statistical significance, as evidenced by their low P-values, and their respective R2 values provide insights into the goodness of fit.

Table 5. Result of Model Fit - 1

Variable(s)	R2	Decision
Y1 (Motivation)	0,47	Moderate
Y2 (Performance)	0,596	Moderate

Table 6. Result of Model Fit - 2

Variable(s)	R^2	$1-R^2$	P Value
Y1 (Motivation)	0.470	0.530	Significant
Y2 (Performance)	0.596	0.404	Significant
$f^2=(1-R_1^2)\ (1-R_2^2),\ldots,(1-R_n^2)$		0.214	
$Q^2=1-(1-R_1^2)(1-R_2^2),\ldots,(1-R_n^2)$		0.785	

Table 7. Result of Path Analysis Coefficients

Path Analysis	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Decision
OV -> TM	0,184	0,133	1,390	0,165	Not Significant
OV -> TP	0,147	0,175	0,840	0,401	Not Significant
OC -> TM	0,359	0,132	2,712	0,007	Significant
OC -> TP	0,325	0,155	2,102	0,036	Significant
S -> TM	0,217	0,137	1,589	0,113	Not Significant
S -> TP	0,100	0,105	0,946	0,345	Not Significant
TM -> TP	0,313	0,101	3,095	0,002	Significant

Table 7 summarises the critical relationships within the research model. Notably, organizational culture (OC) exhibits a significant influence on both teacher motivation (TM) and teacher performance (TP), as evidenced by high T statistics (2.712 and 2.102, respectively) and low P values (0.007 and 0.036, respectively). Conversely, organizational vision (OV) and salary (S) had non-significant effects on TM and TP. Interestingly, the pathway from TM to TP was significant, underscoring the pivotal role of teacher motivation in influencing teacher performance. These results provide valuable insights into the interplay between the examined variables, facilitating further investigation and interpretation within the research context.

4. Discussion

The results offer significant insights into the interrelationships among organizational vision (OV), organizational culture (OC), salary (S), teacher motivation (TM), and teacher performance (TP). Consistent with the existing literature, these findings underscore the importance of a well-defined organizational vision in shaping educational outcomes (Gary, 2006). The substantial impact of OV on teacher motivation and performance emphasizes the necessity for educational institutions to articulate and disseminate a compelling vision that inspires and guides educators (Crawford, 2023; Dobrinić & Fabac, 2021; Slåtten et al., 2021). Organizational culture emerges as a critical factor aligned with fundamental cultural dimensions (Quinn, 2011). The study acknowledges the influence of clan culture, which emphasises interpersonal connections, and hierarchy culture, which highlights structured decision-making. These cultural dimensions are reflected in the correlations with teacher motivation and performance, underscoring the role of the work environment in shaping educators' attitudes and behaviors (Alkhodary, 2023; Anra & Yamin, 2017; Berkemeyer et al., 2015; Hartmann & Hayes, 2017; Kollárová, 2017; Leal-Rodríguez et al., 2019; Lund, 2003; Riwayanti, 2023; Teh et al., 2019; Warrick, 2017).

As a compensation mechanism, salary is intricately linked to organizational commitment and motivation (Li, 2013). Research highlights the complex nature of salary determination, considering factors such as skills, work experience, and job importance (Darmawan, 2021). In line with equity theory, employees tend to compare their compensation to that of their peers, emphasising the necessity of fair and competitive salary structures to motivate teachers (Britannica, 1993). This study supports the critical role of teacher motivation in fostering a healthy teaching environment (Pelletier & Rocchi, 2016). Theoretical foundations, including the self-determination theory, reinforce the significance of intrinsic motivation in shaping teachers' behaviours and interactions with students (de Brabander & Martens, 2014; Fong, 2022; Jansen et al., 2022; Koenka, 2020; Linnenbrink-Garcia et al., 2016; Urhahne & Wijnia, 2023). This aligns with broader motivation theories, underscoring the need for a comprehensive understanding of the diverse motivational factors (Hattie et al., 2020).

Teacher performance, evaluated through various models including the Teacher Performance Model (TPM) and the theory of planned behaviour (TPB), is associated with competence, motivation, and work environment. This study aligns with TPM's concepts of teacher competence, motivation, and work environment, reinforcing their impact on performance. Furthermore, TPB factors such as attitudes, subjective norms, and perceived behavioural control contribute to our understanding of teacher performance determinants. A review of the related studies further supports the significance of the current findings. Consistent with prior research, principal leadership, organizational culture, and teacher competence emerged as key influencers of teacher performance (Kanya et al., 2021). The interplay between school policies, attitudes, and behaviours underscores the need for a supportive environment to foster successful teaching (Börü, 2018). The correlations between leadership, organizational culture, and teacher performance are consistent with those in previous studies (Anra & Yamin, 2017). The results revealed the connections with the theoretical frameworks discussed earlier, elucidating the relationships between organizational vision (OV), organizational culture (OC), salary (S), teacher motivation (TM), and teacher performance (TP).

The non-significant relationships between organizational vision (OV) and both teacher motivation (TM) and teacher performance (TP) indicates that, in this study, the articulated organizational vision did not significantly influence teacher motivation or performance. This finding aligns with the concept that the mere presence of a vision may not always translate into immediate motivational or performance outcomes (Gary, 2006). The significant relationships between organizational culture (OC) and both teacher motivation (TM) and teacher performance (TP) underscored the influential role of the work environment. This study supports the notion that positive organizational culture, as described by Cameron and Quinn's cultural dimensions, can significantly impact teacher motivation and performance. The non-significant relationship between salary (S) and teacher motivation (TM) suggests that, in this context, salary was not a significant factor influencing teacher motivation. This aligns with the broader discussion on the complexities of salary determination and various factors influencing teacher motivation (Li, 2013). Furthermore, the non-significant relationship between salary (S) and teacher performance (TP) indicated that salary alone may not be a decisive factor in determining teacher performance. The significant relationship between teacher motivation (TM) and teacher performance (TP) supports existing motivational theories such as self-determination theory.

These findings suggest that motivated teachers are more likely to perform better. This aligns with the notion that intrinsic motivation plays a crucial role in driving teachers' behaviour and interactions with students (Pelletier & Rocchi, 2016). This study provides a comprehensive exploration of the factors influencing teacher motivation and performance, contributing to the broader educational literature. The results emphasise the interconnectedness of organizational elements and individual factors, highlighting the need for a holistic approach to enhance teacher effectiveness. Future research may involve exploring interventions and strategies to optimise organizational vision, culture, salary structures, and motivational drivers to further enhance teacher performance in educational settings.

5. Conclusions

A comprehensive analysis of the research model reveals valuable insights into the relationships between the studied variables. The Smart PLS algorithm, validated by favourable psychometric properties, such as Cronbach's alpha and composite reliability exceeding 0.7, served as a robust tool for assessing the reliability and validity of the research constructs. Examination of indirect effects uncovered nuanced relationships between certain independent and dependent variables, providing a more intricate understanding of the interplay within the model. Notably, although some indirect effects were not statistically significant, they warrant further exploration to uncover potential moderating or mediating factors. The study found no significant impact of organizational vision on teacher performance at the Little Sun Trilingual School Surabaya, as indicated by the non-significant relationships ($p > 0.05$) observed in the data. However, a significant relationship ($p < 0.05$) was found between organizational culture and teacher performance. Organizational culture, as defined by cultural dimensions, has been found to influence teacher performance. The research suggests that salary alone does not significantly affect teacher performance at Little Sun Trilingual School Surabaya, as evidenced by the non-significant relationships ($p > 0.05$) between salary and teacher performance.

Conversely, a significant relationship ($p < 0.05$) was identified between teacher motivation and performance, implying that teacher motivation acts as a mediator that positively influences teacher performance. The comprehensive analysis revealed that organizational culture has a significant impact on teacher performance, while organizational vision and salary do not significantly contribute to variations in teacher performance. Additionally, teacher motivation was identified as a significant mediator, suggesting that its influence on teacher performance is mediated through motivational factors. Exploration of the total effects illuminated the overall impact of each independent variable on the dependent variables. Notable findings include the substantial total effect of organizational culture on both teacher motivation and performance, underscoring its pivotal role in directly shaping these outcomes. Additionally, the path from teacher motivation to teacher performance exhibited a significant total effect, highlighting the strong direct influence of teacher motivation on teacher performance. However, some paths, such as organizational vision of teacher performance and salary of teacher performance, showed more modest associations, emphasising the importance of considering contextual nuances. In conclusion, this research not only validates the reliability and validity of the measurement model but also unravels the intricate network of direct and indirect relationships among the variables. These findings provide a solid foundation for future research endeavours to guide researchers in understanding the underlying mechanisms and contribute to the advancement of knowledge in the field.

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