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## **Do Organizational Structure and Organizational Culture Affect Teachers' Work Motivation to Some Extent**

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### **Abstract**

The study was designed to find out the effect of organizational culture, and organizational structure, on teacher's work motivation of senior high schools, in Medan Indonesia. The samples selected were teachers from 10 public high schools with stratified random sampling techniques. The total sample were 143 teachers selected from 10 public high schools who have teaching experiences for at least ten years and received teaching incentive regularly. Questionnaires were distributed to the samples, and data collected analyzed by path analysis. It was found that path coefficient of organizational culture, and organizational structure toward work motivation was 0,188 and 0,174 respectively. The results showed that organizational culture, and organizational structure, affecting teacher's work motivation directly. It is concluded that teacher's work motivation could be affected by organizational structure and organizational culture.

**Keywords:** organizational culture, organizational structure, teacher's work motivation

### **1. Introduction**

The inception of school-based management into Indonesian Education system has caused a great change in educational structure [1]. The traditional educational structure known as a vertical organizational structure which was based on Max Weber's [24] bureaucracy of organization; which had long been implemented through Indonesian educational system.

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This structure works well in a stable condition but it did not work well when the condition changing very fast [27]. The vertical structure creates long distance between managers and workers, separates inter-departments and without well coordinating and giving no high responses [28]. Mostly, today organizations change from vertical organizational structure toward horizontal organizational structure based on work processes, [27] due to the rapid development in organization where in vertical structures work overloaded [27]. Decisions were piled up at top managers as a result lowers managers were unable to make rapid response toward problems faced, so that many organizations have been trying to move from vertical hierarchy and try to open the walls between organization departments in order to distribute decision making [13,27].

According to Brian J. Caldwell [5], Student-based Management (SBM) can be viewed as decentralized authorities from central government to schools.. Therefore, the SBM can be seen as formal organizational structure in the form of decentralized one, where schools knowing better the needs of their students more than the central government, as a result teachers, parents, and stakeholders should participate in decision making concerning with school curriculums, teaching materials, media, teaching and learning process, time allocation, and school funding [30].

Organizational culture is presumed to be one factor that affects school-based management implementation as well as teacher's motivation, because it is considered as glue that bounds the teachers, staffs, students and stakeholders together. Therefore the main objective of the study is to find out effect of organizational culture, and organizational structure, on teachers' work motivation in senior high schools in Medan, Indonesia

## ***1.1. Literature reviewed***

### ***1.1.1. Work Motivation***

Motivation is considered as a driver or a powerful tool for enhancing and directing individual activities in achieving organizational goals [29]. There are three elements of motivation i.e. energy, directing and persistency [14,29]. Energy is considered as intensity measured or a driver that motivating individual to work hard in achieving organizational goals. Higher effort would not result in higher job performance, when it is not followed by directing individual towards organizational benefits. Directed efforts which are consistence with organizational goals are considered as the efforts needed by the workers. Furthermore, persistency is defined as the efforts that continuously carried out in achieving organizational goals.

The most well-known motivation theory is the need motivation theory by Abraham Maslow [16] which consists of five basic needs (1) physiological needs, i.e. the need for food, drinks, housing, sex and others (2) safety needs (3) social needs, (4) esteem needs and (5) self-actualization needs. According to Maslow every need should be satisfied before fulfilling the next needs. It is known that the needs could not be fully satisfied, but it is not necessary to motivate the fulfilled needs. Therefore, a school principal who wants to motivate teachers should be able to determine teachers' needs and focuses on fulfilling the needs.

Goal-setting theory assumes that specific and challenge goals results in higher motivation, where specific goals could be seen as internal [15]. Workers would be participated in decision making needs when there is a sign that

they would resist the goal implementation [22]. Workers are highly motivated when they receive feedback on their progress. Self-made feedbacks were found to be the most highly motivator than made by supervisors or superintendents [21]. Workers can also be motivated to do their jobs when they are given rewards [29].

Robin and Coultier [29] argued that work motivation is affected by job-enlargement, job-enrichment, and job characteristic model. A motivated teacher tends to do his/her new jobs effectively, so that a new task is considered as interesting and challenging jobs. In addition, the teachers would do their jobs completely, independently and responsibly. They would like to ask for feedback from the school principals on their job-performances. A motivated teacher would like to do variety of tasks using varies talents and skills. In addition, the teachers would like to evaluate their teaching impacts on students and society. Consequently, they would be freed to do their jobs in planning schedules and teaching procedures.

### **1.1.2. Organizational Cultures**

Organizational culture can be defined as shared social which creates basic assumptions held by the members of the organization [28,2,23,10,11,12] In general organizational culture is developed within organizations through shared experiences at certain periods. It allows organizational members to coordinate activities comprehensively, comprehend and predict behaviors, truth and motivation of the organizational members implicitly [20]. Language in the form of codes, symbols, and anecdotes and rules take an important role in organizational culture, in which language as culture components determines how people to behave, think and communicate one to the others and also determine shared-values and shared-believed of the organizational members [18]. Recent studies showed that organizational culture affected work motivation [3,6,25]. Thus, organizational culture is presumably determined by observable behaviors, values and beliefs, symbols and uniforms, and basic assumptions.

Carl Steinhoff and Owens [8] introduced taxonomy of organizational structure i.e. (1) the history of the organization, (2) values and beliefs of the organization, (3) myths and stories that explain the organization, (4) cultural norms of the organization, (5) traditions, rituals, and the ceremonies characteristics of the organization and (6) heroes and heroines of the organization. They said that organizational culture acting as glue in organizations that can be used to motivate workers in doing their jobs daily.

Lunenburg and Onrstein [14] said that organizational culture affects organizational structure. Therefore, it is assumed that organizational culture affects school organizational structure (SBM). If the school organizational culture did not support school organizational structure, there would be lack of communications between teachers and stakeholders, and parents and school principals in making decisions. Therefore, it is presumed that Organizational culture could be used to measure organizational structure in schooling system [19].

### **1.1.3. Organizational structures**

Organizational structure is defined as formal job structures that show flows of commands in organizations [29]. Basic concepts in organizations show a framework on vertical controlling, and horizontal coordination in organizations [14]. The organizational structure was known as vertical structure like a pyramid. This vertical

structure works well in stable condition but it would not work well when environments change rapidly [27]. Hierarchy of vertical structure creates long distance between managers and workers and separates inter-departments and there is no coordination and rapid responses to overcome problems and challenges [27]. In order to overcome these problems, many organizations trying to change from vertical structure to horizontal structure based on working process.

Bennis and Likert [4] criticized the usage of Weber's organizational structure in organizations, because extension of bureaucracy will lead to status quo and weaken the managers. Lately, there were a great number of well-known writers who were not satisfied with the usage of bureaucracy structure in organizations [27]. It is necessary to restructure school organizations in order to reduce the rigidity of decision making. It is reasonable since it will give teachers authority to participate in decision making about schooling process. But it is not easier to transfer larger authority to teachers, because it won't be that simple. When talking about restructuree, it concerns with restructuring bureaucracy, and enhancing human resources in schooling system.

Chris Argyris [7] said that a rigid organization and impersonal as in Weber's structure would inhibit worker's potentials optimally. It is often, that organizational structure is not parallel with human needs. The participatory management model was an alternative for bureaucratic model [14]. It emphasizes the need to motivate workers and organization should be directed to it, and resulting high productivity.

Restructuring school organization could be carried out by implementing School-Based management (SBM) in replacing Weber's organizational structure. SBM is decentralizing authority from central government to school levels [5,30]. Therefore, SBM can be seen as restructuring of school organization in decentralized forms in which schools are identified as a body that knows the needs of students more than anyone else, so that teachers, parents and stakeholders take parts actively in decision making about curriculum making, materials preparation and media, teaching and learning process, and time allocation and funds [30].

Organizational structure could be measured by considering the following: (1) curriculum decentralized, technological decentralized, autonomy decentralized, material resources decentralized, human resources decentralized, professionalism development decentralized, time allocation decentralized, student admission decentralized, student assessment decentralized, information decentralized, and fund rising decentralized decision makings.

## **2. Objectives of the Study**

Based on the discussions above, it is possible to draw objectives of the study as stated below:

1. To find out direct effect of organizational culture on teacher's work motivation
2. To find out direct effect of organizational culture on organizational structure
3. To find out direct effect of organizational structure on teacher's work motivation
4. To find out indirect effect of organizational culture on teacher's work motivation

### **3. Methodology**

#### **3.1. Research design**

The study is a causal espouse facts which is intended to find out causal relationships between organizational culture, organizational structure and teacher work-motivation. Data collected were facts of the three variables investigated from the real situation without conducting special treatment on to the variables. Therefore, investigation method used is surveying method based on explanatory and confirmatory approaches which explain causal effect relationships and testing hypotheses.

#### **3.2. Population and Sample**

The population of the study was all of the 645 teachers of the 10 public high schools in Medan, Indonesia in which there were 188 of the 645 teachers who have teaching experiences for at least 10 years and above. Samples selection were carried out using stratified random sampling technique, based on teachers experiences, certified teachers, certification fee, and classroom teachers (guidance and counselor teachers were excluded). The number of samples selected at 95% confidential level and  $p = 0.05$ , were 143 respondents.

#### **3.3. Instruments**

In this investigation, 34, 32 and 34 questionnaires were developed for organizational culture, organizational structure and work motivation respectively. Content validity and construct validity tests were carried out. The questionnaires were given to four experts in the field of study to validate the content of the items. Concurrent validity of the questionnaires was carried out using Product moment correlation, and the reliability of the questionnaires was tested by Cronbach's alpha. The coefficients range from 0 to 1. The closer the Cronbach's coefficient to 1.0 the higher the reliability of the item tested. According George and Mallery [9] that the reliability coefficient of  $\geq .7$  is acceptable, and  $\geq .8$  is reasonably good.

#### **3.4. Developing and Try out questionnaires**

Questionnaires used for the three variables related to school organization with five options based on Likert's Scale [26]. The organizational culture questionnaires based on culture clan i.e. family oriented culture. The culture consisted of dominant culture, moderate culture, tolerance, norms and values, characters, and habits. Before collecting data the questionnaires were tried out to 30 respondents.

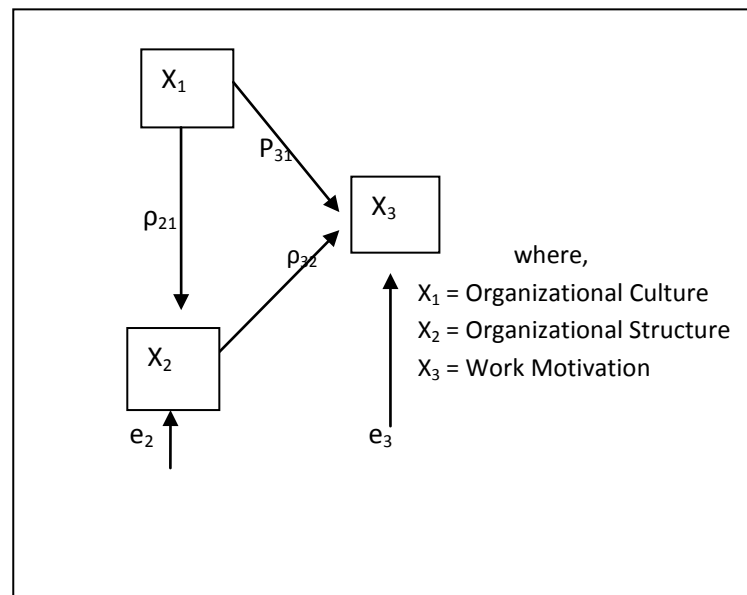
Organizational structure questionnaires were developed by using indicators: decision making transferring, parent participation, stakeholder participation, student participation, and fund rising management. At the same time, work motivation questionnaires were based job-enlargement, job-enrichment, and job characteristic [30]. Validity and reliability tests were carried out using Pearson product moment correlation and Cronbach's alpha tests respectively

**3.5. Procedures**

After piloting the three questionnaires, they were validated. The valid questionnaires were used to find out their reliability. Then the questionnaires were distributed to the 143 of public high school teachers samples selected. The questionnaires were distributed to teachers on Monday morning in which most of the teachers present in attending Monday ceremony or what they call as “flag rising ceremony”. The questionnaires were distributed to the teachers in the teacher’s office after the ceremony where they gathered before going to classrooms. Before distributing the questionnaires, it was firstly explained how to answer the questionnaires and to explain some questions that might be difficult to understand. The teachers were asked to answer the questionnaires by ticking one of the five options listed in each item. The questionnaires were collected a week later, so that they have time to answer the question correctly.

**4. Data analysis**

Based on the theoretical discussions above and early studies, it can be drawn a causal relationships between organizational culture,  $X_1$  organizational structure,  $X_2$  and work motivation,  $X_3$  as shown in figure 1 below:



**Figure 1:** Causal relationships between  $X_1$ ,  $X_2$  and  $X_3$

Based on the diagram above hypotheses can be stated as follows:

1.  $H_0: \rho_{21} = 0$ , there is no direct effect of organizational culture on organizational structure.
2.  $H_0: \rho_{31} = 0$ : there is no direct effect of organizational culture, on work motivation
3.  $H_0: \rho_{32} = 0$ : there is no direct effect of organizational structure on work motivation

4.Ho:  $\rho_{321} = 0$ ; there is no indirect effect of organizational culture on work motivation through organizational structure

In this case, path analysis used to find out the effect of organizational culture and, organizational structure on teachers' work motivation. Before testing hypotheses, it is needed to carry out normality and linearity tests. For this, it is assumed that model contains causal relationships, data measured without error, interval data, and all residual variables were not intercorrelated and not correlate with causal variables. Data were analyzed using SPSS for MS Windows version 19.

## 5. Results

### 5.1. Normality test

One-Sample Kolmogorov-Smirnov test used to test significant values of the three variables selected. It was found that the significance value of variables  $X_1$ ,  $X_2$  and  $X_3$  were higher than 0,05, therefore;  $H_0$  cannot be rejected. It means that the data collected comes from a normally distributed population, and normality assumption is fulfilled.

### 5.2. Linearity and significance tests

Test of linearity was carried out using F-distribution test on the three variables investigated. It was found that the value of F-distribution is larger than 0.05 or  $F_{\text{Calculated}} > 0.05$  therefore, the three variables are linear. The value of significance regression test is smaller than 0.05 or  $0.000 < 0.005$  therefore, the linearity and significance regression tests are met.

## 6. Hypothesis testing

Based on the normality and linearity tests above, where the two analysis requirements were met, therefore, hypothesis testing carried out in order to answer the problems investigated, based on the research paradigm proposed in Figure 1.

### 6.1. Calculation of correlation coefficients

Calculation of Correlation coefficients between  $X_1$ ,  $X_2$ , and  $X_3$  variables were carried out y using SPSS for MS-Windows vers. 10. It was found that correlation coefficient between organizational culture and organizational structure is 0.399. In addition, correlation coefficient between organizational structure and work motivation, and organizational culture and work motivation are 0.438, and 0.333 respectively.

It was also found that the three variables are correlated positively at a significant level of 0.05 (two ways) T-test used to test the significant of the correlation coefficient with a formula  $t_{xy} = \frac{r_{xy} \sqrt{N-2}}{\sqrt{1-r_{xy}^2}}$ , and it was found that  $t_{\text{calculated}} > t_{\text{table}}$  at a significant level of 0,05 ( $t_{\text{table}}=1980$ ). The results shown in Table 1 below:

**Table 1:** Path coefficient, correlation coefficient, and significance of regression

Hypothesis	Coefficient correlations	Path coefficients	T <sub>calculated</sub>	Level of significance	status
1.	r <sub>12</sub> =.399	ρ <sub>21</sub> = 0.399	5,169	0.000	significant
2.	r <sub>13</sub> =.333	ρ <sub>31</sub> = 0.188	2,307	0.023	significant
3.	r <sub>23</sub> =.438	ρ <sub>32</sub> = 0,174	4,472	0.000	significant

Coefficient correlations are significant ( $t_{\text{calculated}}$  larger than  $t_{\text{table}(5\%)} = 1980$ )

**6.2. Testing Hypothesis 1.**

Ho : ρ<sub>21</sub> = 0. there is no direct effect of organizational culture on organizational structure

Ha : ρ<sub>21</sub> ≠ 0. there is direct effect of organizational culture on organizational structure

Analysis of variance was used to test the hypothesis, and the results were shown in table 2 below:

**Table 2:** ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2861.373	1	2861.373	26.714	.000 <sup>b</sup>
Residual	15102.473	141	107.110		
Total	17963.846	142			

a. Dependent Variable: X<sub>2</sub>

b. Predictors: (Constant, X<sub>1</sub>)

**Table 3:** Path coefficients X<sub>1</sub> on X<sub>2</sub><sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	71.426	7.247		9.856	.000
X <sub>1</sub>	.359	.069	.399	5.169	.000

a. Dependent Variable: X<sub>2</sub>

In Table 2 shown that  $F_{\text{calculated}} > F_{\text{table}}$  or  $(26.714 > df_{1/141} = 3,908)$  and  $p < 0,05$  or  $(0,000 < 0,05)$ . In Table 3 shown that  $\rho_{21} = 0,399$ ,  $t_{\text{calculated}} = 5.169$  and significance value,  $p < 0,05$ , therefore Ho is rejected and Ha cannot be rejected.



**Table 4:** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.399 <sup>a</sup>	.159	.153	10.34938

a. Predictors: (Constant), X<sub>1</sub>

b. dependent variable X<sub>2</sub>

In the table 4 Model Summary above shown that  $R^2 = 0.159$ , and  $e_2 = \sqrt{1 - R^2} = \sqrt{1 - 0.399^2} = 0.917$

**7. 3. Testing Hypothesis 2, 3 and 4**

Hypothesis 2:

Ho:  $\rho_{31} = 0$ , there is no direct effect of organizational culture on work motivation

Ha:  $\rho_{31} = 0$ , there is direct effect of organizational culture on work motivation

Hypothesis 3:

Ho:  $\rho_{32} = 0$ , there is no direct effect of organizational structure on work motivation

Ha:  $\rho_{32} = 0$ , there is direct effect of organizational structure on work motivation

Hypothesis 4:

Ho:  $\rho_{321} = 0$ : there is no indirect effect of organizational culture on work motivation through organizational structure

Ha:  $\rho_{321} = 0$ : there is indirect effect of organizational culture on work motivation through organizational structure

To find out whether the two variables X<sub>1</sub> and X<sub>2</sub> significantly affect work motivation, analysis variance (ANOVA) was carried out and the results were shown in table 5 and table 6 below:

**Table 5:** ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5779.323	2	2889.661	19.959	.000 <sup>b</sup>
1 Residual	20269.307	140	144.781		
Total	26048.629	142			

a. Predictors: (Constant), X<sub>2</sub>, X<sub>1</sub>

b. Dependent Variable: X<sub>3</sub>

In Table 5 shown that  $F_{\text{calculated}} > F_{\text{table}}$  or  $(19.968 > df_{2/140} = 3,065)$  therefore,  $H_0$  is rejected and  $H_a$  cannot be rejected. It could be concluded that organizational culture and organizational structure directly affect work motivation.

**Table 6:** Path coefficients  $X_1$  and  $X_2$

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	38.488	10.950		3.515	.001
1 X <sub>1</sub>	.203	.088	.188	2.307	.023
X <sub>2</sub>	.438	.098	.364	4.472	.000

a. Dependent Variable:  $X_3$

It was shown that path coefficients of variables  $X_1$  and  $X_2$  toward  $X_3$  were  $\rho_{31} = 0.188$  ( $t = 2.307$ ;  $\alpha = 0.023$ ) and  $\rho_{32} = 0.364$  ( $t = 4.472$ ;  $\alpha = 0.000$ ) respectively. In addition,  $t_{\text{calculated}} > t_{\text{table}}$  or  $(3.515 > 1,978)$  therefore, it could be concluded that the two path coefficients are significant. As a result,  $H_0$  is rejected and  $H_a$  cannot be rejected for hypotheses 2 and 3, and it is concluded that there is a direct effect of organizational culture and organizational structure on work motivation respectively. Furthermore, contribution of variables  $X_1$  and  $X_2$  toward Variable  $X_3$  was shown in Table 7 below.

**Table 7:** Model Summary variables  $X_2$  and  $X_1$

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.471 <sup>a</sup>	.222	.211	12.03249

a. Predictors: (Constant),  $X_2$ ,  $X_1$

As shown in table 7 above, that total contribution of the two variables  $X_2$  and  $X_1$  toward  $X_3$  is 22.2%., and  $e_3 = \sqrt{1 - R^2} = \sqrt{1 - 0,471^2} = 0,882$

Test of significance regression,  $X_1$  and  $X_2$  toward  $X_3$  showed that  $F_{\text{calculated}} = 19.959$  at significance value of 0.000, so that  $H_0$  is rejected and  $H_a$  cannot be rejected, as a result organizational culture and organizational structure directly affect work motivation respectively.

**6.4. Testing hypothesis 2:**

$H_0: \rho_{31} = 0$ : There is no direct effect of organizational culture on teachers' work motivation

$H_a: \rho_{31} > 0$ : There is direct effect of organizational culture on teachers' work motivation

It was also shown in Table 6 that path coefficient of  $X_1$  to  $X_3$  is  $\rho_{31} = 0.188$  ( $t = 2.307$ ;  $\alpha = 0.023$ ), it means that

organizational culture directly affects teacher's work motivation.

### 6.5. Testing Hypothesis 3

Ho:  $\rho_{32} = 0$ : There is no direct effect of organizational structure on work motivation

Ha:  $\rho_{32} > 0$ : There is direct effect of organizational structure on work motivation

In the table 6 shown that path coefficient of organizational structure towards work motivation is  $\rho_{32} = 0,364$  ( $t = 4.472$ ;  $\alpha = 0,000$ ), it means that Ho is rejected and Ha cannot be rejected, therefore, it can be concluded that organizational structure directly affects teacher's work motivation. Based on the data above, that indirect effect and total effect of organizational culture on work motivation can be determined using equation below:

$$r_{13} = \rho_{31} (\text{DE}) + \rho_{32} r_{12} (\text{IE})$$

Direct effect of organizational culture towards teacher's work motivation is  $\rho_{31} = 0,399$ , and indirect effect is  $\rho_{32} r_{12} = 0,145$ . Thus total effect organizational culture towards teacher's work motivation is  $\rho_{31} (\text{DE}) + \rho_{32} r_{12} (\text{IE}) = 0,333$  or 33,3%. As mentioned before that direct effect organizational structure towards teacher's work motivation is  $\rho_{31} = 0.364$  therefore, sum of direct effect of organizational structure and the total effect of organizational culture on teacher's work motivation is 0.697 or 69.7 %

## 8. Discussion and Conclusion

### 8.1. Discussion

As mentioned previously, that the study is intended to find out direct effects of organizational culture, and organizational structure toward teacher's work motivation. It was shown above, that the sum of the total effect of organizational culture and the direct effect of organizational structure on teacher's work motivation was 69.7% and the remains affected by other factors. Previous research showed that organizational culture and structure also affected teacher work motivation directly [31]. The results showed that the organizational culture has a strong influence on teacher's work motivation in binding teachers, students, staffs, principals and stakeholders together, so that they could sit together in developing teaching and learning materials, and as a result it enhanced teacher's work motivation.

The rapid changes in information and technology have brought a great impact on teaching and learning processes, and it affected students, parents, and stakeholder needs. Consequently, schools should be able to meet the stakeholder needs and the student needs. In response to these changes, high schools in Medan, Indonesia have been trying to replace the bureaucratic Weber's system which was considered very rigid and centralized to a horizontal organizational structure called school based management. Since the introduction of SBM into Indonesian educational system in 2001, the central government has transferred decision making authority to local schools. This decision making transferred have made teachers participated in decision making process concerning with curriculum, materials and media developments.

### 8.2. Conclusions

The main impact of teacher's participation in decision making, increased teacher's work motivation. It can be seen that direct effect of organizational structure on teacher's work motivation is 18,80%. Both of the organizational culture and organizational structure affected teacher's work motivation directly and indirectly with the total effect of 69.90 %. It means that organizational culture acting as organizational "glue" in supporting the introduction of SBM into Indonesian educational system which affected teacher's work motivation effectively. As a result, the two variables affected teacher's work motivation. In this case, school principals and stakeholders worked together to enhance teacher's motivation.

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