

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

Relationship Between Organizational Culture, Motivation, and Personality to Organizational Citizenship Behavior

Lina Sukanti¹, Soewarto Hardhienata², Rita Retnowati³

Post Graduate Program Universitas Pakuan Bogor, Indonesia^{1,2,3}

ABSTRACT: The purpose of this study to determine the relationship of Organizational Culture, Motivation and Personality with Organizational Citizenship Behavior (OCB) of teachers. Variables of Organizational Culture, Motivation and Personality serve as independent variables and *Organizational Citizenship Behavior* as the dependent variable. The research sample of 154 teachers involved was selected by a *proportional random sampling* of 20 accredited private vocational schools in Sukabumi, Indonesia. The hypothesis test was conducted at the significance level of 0.05. Research used *Sequential Explanatory Mixed Methods*. The analysis concludes that there is a definite relationship reinforced by the results of qualitative study include: a) culture of the organization to OCB of teacher with a correlation coefficient of $r_{y1} = 0.437$ and coefficient of determination $R_{y1}^2 = 0.199$ b) the motivation of work on OCB produces the correlation of coefficient $r_{y2} = 0.497$ and coefficient of determination $R_{y2}^2 = 0.247$ c) the personality to the teachers' OCB generates the association of coefficient $r_{y3} = 0.323$ and coefficient of determination $R_{y3}^2 = 0.105$ d) organizational culture, motivation, and personality together on OCB produce a correlation coefficient $r_{y1.2.3} = 0.620$ and coefficient of determination $R_{y1.2.3}^2 = 0.384$.

KEYWORDS: organizational culture, motivation, personality and organizational citizenship behavior

I. INTRODUCTION

OCB is the positive behaviour of the citizens of organization which in the form of expressed willingness to knowingly and voluntarily to work and contribute more than what was required formally by the organization. The top priority to address the issue of education quality is the improved quality and OCB of teachers. The efforts to increase the OCB can be done by encouraging the increased productivity of principals and teachers, encouraging the use of the resources of the organization for a more specific purpose, and improving the organization's ability to adapt to environmental changes. The survey results on preliminary data regarding the OCB of 20 teachers in 5 private vocational high schools in Sukabumi revealed a tendency for teacher to help colleagues voluntarily to be more productive (35%), to respect and provide information, including efforts to avoid disputes between colleagues (45%), to survive from policies and procedures established by the organization (60%), to work beyond the specified limits, no willingness to report beforehand when absent from work (49%) and responsibility or care as citizens to abide by the rules, to have no desire to participate in various activities to bring learners to the outside (60%). The conclusion of several indications of the above problems as a benchmark indicates a low OCB in the respective schools due to several factors.

II. RESEARCH METHODOLOGY

This research used research mixed methods: the method of analysis which combines or merge between the means of quantitative and qualitative methods to be used together in a research activity, to obtain more comprehensive, valid, reliable, and objective data [1].

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

In the phase of quantitative, research method used in this research is survey method with correlation approach. The research variables consisted of three independent variables: organizational culture_(X₁), motivation_(X₂) and personality_(X₃) with the dependent variable, of *OCB* (Y).

This research was preceded by the stage of the producing of instruments, followed by a phase of testing the tool with statistical calculations. The next step is to get the instrument validation and reliability of the instrument, then perform the deployment of devices intended to samples that have been determined.

The study population consisted of private vocational school teachers in Sukabumi, A, and B accredited. By proportional *random sampling* and using Taro Yamane formula, it was obtained a sample of 154 teachers. The collected data were made a mathematical description of the hypothesis test through the test requirements analysis, namely, by normality test, standard error estimates using the Lilliefors formula, test the homogeneity of variance using Bartlett test, and regression test to determine the effect of dependent variables to independent variables.

The results of qualitative research are the basis of deepening of the quantitative results of hypothesis testing:

- 1) Is organizational culture of data obtained through quantitative study have the same trend as the corporate culture of data collected through qualitative research?
- 2) Do the data of motivation obtained through quantitative research have the same trend as the motivation of data collected through qualitative research?
- 3) Is personality of data obtained through quantitative research has the same trend as the personality of data collected through qualitative research?
- 4) Do the data *OCB* (Y) obtained through quantitative research have the same trend as the data of *OCB* collected through qualitative research?
- 5) Are qualitative relationship data on organizational culture, motivation and personality together with *OCB* which was obtained through quantitative research have the same trend as the data collected through qualitative research?
- 6) Are there other factors beyond organizational culture, motivation and personality related to *OCB* of private vocational teachers in Sukabumi?

Qualitative research targets were three (3) schools based on the category of *upper, middle* and *lower*.

III. RESULT AND DISCUSSION

Hypothesis testing results showed that there is a relationship between organizational culture with *OCB* with regression equation $Y = 43.60 + 0,61X_1$ with $F_{count} = 35.80 > F_{table} (\alpha = 0.05) = 3.90$ and $F_{table} (\alpha = 0.01) = 6.80$, which means that the significance of regression is very significant. The resulting correlation coefficient value of 0.437 indicates that any increase organizational culture scores will improve *OCB*.

Coefficient of determination of organizational culture on *OCB* is $R_{y1}^2 = 0.199$. This means that 19.9% of *OCB* is the result of the workings of the organization's culture, while at 80.1% was contributed by other variables that have a relationship with increased *OCB*. The findings obtained in this study indicated that organizational culture shows good behavior of teachers is a form or manifestation of attitudes and values of the daily, believes the work he did on the purpose and progress of the school, so as to contribute to improving *OCB*.

Some of the results of previous studies have shown that organizational culture has a positive relationship with *OCB*. The analysis proves that corporate culture positively and significant effect on *Organizational Citizenship Behavior* [2]. This means that the higher culture of the organization, the higher the results, *OCB* and vice versa, the lower the organization's culture then, the smaller the *OCB*. Thus, the data in the analysis of this study further support the results of previous studies about the positive influence of organizational culture with *OCB*.

Similarly, based on the results of analysis of qualitative research interviews, *focus group* discussions, observation and documentation in three private vocational schools in Sukabumi, it is known that the tendency of the influence of organizational culture on *OCB*. This shows the strength of quantitative research results of the hypothesis that there is a functional relationship between organizational culture and *OCB* with a very significant regression and indicated that any increase corporate culture scores would improve *OCB*.

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

Hypothesis testing results show that there is a relationship between motivation and OCB with regression equation $Y = 59.04 + 0.58X_2$ with $F_{count} > 49.94$ $F_{table} (\alpha = 0.05) = 3.90$ and $F_{table} (\alpha = 0.01) = 6.80$, which means that the significance of regression is very significant. The resulting correlation coefficient value of 0.497 indicates that any increase motivation score will increase OCB.

The coefficient of determination motivated by OCB is $R_{y2}^2 = 0.247$. This means that 24.7% of OCB is the result of the workings of the organization's culture, while 75.3% was contributed by other variables that have a relationship with increased OCB. The findings obtained in this study identified that indicate different motivation to achieve the success of activities undertaken in a systematic and planned to help a person to change attitudes, improve knowledge and skills to meet school goals.

Several previous studies have proved that motivation has a positive relationship with OCB [3]. This means that the higher the motivation, the higher the results, OCB and vice versa, the lower, the lower the motivation of the OCB. Thus, the data in the analysis of this study further support the results of previous research on motivation positive relationship with OCB.

Similarly, based on the results of analysis of qualitative research interviews, focus group discussions, observation and documentation in three private vocational schools in Sukabumi, it is known that the tendency of motivation relationship with OCB. This shows the strength of quantitative research results of testing the hypothesis that there is a functional relationship with motivation OCB regression is very significant and shows that any increase motivation score will increase OCB.

Hypothesis testing results show that there is a relationship with personality OCB with the regression equation $y = 93.79 + 0.32X_3$ with $F_{count} = 17.70 > F_{table} (\alpha = 0.05) = 3.90$ and $F_{table} (\alpha = 0.01) = 6.80$, which means that the significance of regression is very significant.

The coefficient of determination personality with OCB is $R_{y3}^2 = 0.323$. This means that 32.3% of OCB is the result of the workings of the organization's culture, while 67.7% was contributed by other variables that have a relationship with increased OCB. The findings obtained in this study indicated that the personality of the teacher can affect social function, provide exemplary service and overall participates and has contributed to increasing the effectiveness of goal attainment private school, because the teacher's personality will shape the characteristics of a relatively settled in determining thoughts and feelings, which affects adjustment to the school environment.

Some of the results of previous studies have shown that personality has a positive relationship to the OCB [4]. This means that the higher, the higher personality results, the higher the OCB and vice versa, the lower the work motivation will get low OCB. Thus, the data in the analysis of this study further support the results of previous research on the positive relationship between OCB and personality.

Similarly, based on the results of analysis of qualitative research interviews, focus group discussions, observation and documentation in three private vocational schools in Sukabumi show the strength of quantitative research results of the hypothesis that there is a functional relationship between personality and OCB and also revealed that each increase personality score would increase OCB.

Hypothesis testing results show that there is a functional relationship of organizational culture, motivation and personality together on OCB with the regression equation $y = -9.80 + 0.45X_1 + 0.42X_2 + 0.14X_3$ with $F_{count} = 43.74 > F_{table} (\alpha = 0.05) = 3.06$ and $F_{table} (\alpha = 0.01) = 4.75$, which means that the significance of regression is very significant. The correlation coefficient value of organizational culture, motivation, and personality work together on OCB of 0.606 indicates that any increase motivation and personality scores together will increase the OCB. The results obtained for the coefficient of determination R_{y2} on OCB amounted to 0.367. This means that 36.7% of OCB is the result of the workings of the organization's culture, motivation, and personality, while 63.3% was contributed by other variables that have a relationship with increased OCB.

The findings obtained in this study indicated that when teachers perform their duties and functions have a reference system of meaning together with the underlying pattern of beliefs, values and expectations that drive behavior and attitude to motivate themselves together, improve the achievement of success of the activities in a systematic, according to the plan in order to help colleagues to change positions, increase knowledge and skills and are able to

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 6, Issue 10, October 2017

influence social functions, giving exemplary service and overall participates and has contributed to increasing effectiveness for the purpose and progress of private schools will contribute to improving the *OCB*.

IV. CONCLUSION

Organizational culture, motivation and personality together contribute 36.7% to *OCB* in the setting of private vocational high schools nationally accredited A & B in Sukabumi, West Java, Indonesia, while 63.3% was contributed by other variables that have a relationship with the increased *OCB*. The compensation of teaching might be one factor that must be considered within this typical school environment

REFERENCES

- [1] Sugiyono, Metode Penelitian Manajemen. Bandung: Alfabeta, 2013.
- [2] Yohanas Oemar. Pengaruh Budaya Organisasi, Kemampuan Kerja dan Komitmen Organisasi terhadap Organizational Citizenship Behavior (*OCB*) Pegawai pada BAPPEDA Kota Pekanbaru. *Jurnal Aplikasi Manajemen* Volume 11, Nomor 1 Maret, 2013
- [3] Budiyanto dan Hening Widi Utomo. The Effect of Job Motivation and Leadership on Organizational Citizenship Behavior, Job Satisfaction and Public Service Quality in Magetan, East Java, Indonesia, *World Academy of Science, Engineering and Technology*, 75, 2011
- [4] Atika Kusuma Wardani & Miftahun Ni'mah Suseno. Faktor Kepribadian dan *OCB* (Organizational Citizenship Behavior) pada Polisi Pariwisata (Program Studi Psikologi Fakultas Ilmu Sosial dan Humaniora Universitas Islam Negeri Sunan Kalijaga Jalan Marsda Adisucipto No. 1 Yogyakarta 55281, *Humanitas*, Vol. IX No.2 Agustus 2012.