The Influence of Work Culture and Work Motivation on Teacher Performance

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submitted: 13 June 2024, revised: 10 October 2024, published: 31 October 2024
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Abstract

A strong work culture and effective motivation are essential for optimizing teacher performance. This study examines the influence of work culture and work motivation on teacher performance, employing a literature review method to analyze scholarly articles from Google Scholar. The findings reveal that teacher performance is significantly influenced by organizational culture, leadership styles, and motivation strategies implemented within schools. A positive work environment enhances teacher commitment, job satisfaction, and productivity, while motivational factors, such as recognition, incentives, and leadership support, directly impact teachers' enthusiasm and effectiveness in the classroom. The study further highlights that work-related stress can negatively affect performance, reinforcing the need for a supportive leadership approach that fosters engagement and professional growth. These insights contribute to the ongoing discourse on educational management and emphasize the need for schools to cultivate a strong work culture and motivational strategies to enhance teacher performance and overall educational outcomes.

Keywords: *work culture, work motivation, teacher performance, educational management, job satisfaction*

INTRODUCTION

Education plays a vital role in enhancing the quality of life and improving societal well-being. A strong education system not only develops individuals but also influences economic growth, innovation, and social stability. As the field of education continues to evolve, schools are experiencing significant transformations in work culture and expectations (Adha et al., 2019). In the past, teaching responsibilities were relatively straightforward—teachers primarily focused on classroom instruction and had fewer administrative tasks. However, in today's educational environment, teachers are expected to undertake multiple responsibilities, including preparing lesson plans, designing learning modules, conducting assessments, and engaging in professional development. These increased demands, coupled with work-related stress and salary concerns, have raised important questions about the factors that influence teacher performance and job satisfaction. According to Supriyadi and Guno (Triguno, 2008), work culture is a key determinant in shaping the attitudes, behaviors, and productivity of employees, making it a crucial aspect of the teaching profession.

One of the most critical factors affecting teacher performance is work motivation. A teacher's level of motivation directly impacts their enthusiasm, engagement, and overall effectiveness in the classroom. When teachers experience high levels of stress or lack motivation, their ability to deliver quality education and maintain student engagement

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diminishes. School principals and educational leaders play a crucial role in fostering motivation by creating a supportive environment, recognizing teacher achievements, and providing incentives for professional growth (Astawa, 2020). According to Mangkunegara (2011), motivation serves as an internal drive that encourages individuals to perform tasks and achieve goals (Ali et al., 2022). Research by Wilda and Azra (2007) found that organizational culture has a significant positive effect on employee performance, further emphasizing the importance of a well-structured and motivating work environment. Similarly, studies by Mulyadi et al. (2012) highlight the strong correlation between organizational culture and employee productivity, reinforcing the idea that a positive and structured work culture is essential for optimizing teacher performance.

Work culture is more than just a set of rules; it encompasses the collective values, habits, and behaviors that shape an organization's environment. According to Nawawi (Siregar et al., 2020), work culture is a pattern of repeated behaviors and expectations within an organization. While there may not be strict penalties for deviating from these norms, adherence to a strong work culture ensures efficiency, collaboration, and goal achievement. Robbins (2011) identifies several key components of work culture, including organizational climate, leadership, and discipline, which all contribute to employee performance. A well-established work culture enables teachers to develop a sense of belonging, commitment, and professional identity, which in turn enhances their motivation and effectiveness in the classroom. Additionally, research by Davis and Newstrom (2000) and Timpe (2000) suggests that a strong work culture leads to higher levels of job satisfaction and overall performance.

The influence of work culture on teacher performance has been widely studied across different educational institutions (Firmansyah et al., 2023). Triguno (2004) asserts that work culture is deeply rooted in values, traditions, and habits that shape an individual's work ethic and commitment to their profession. Empirical research conducted by Nurwahidah et al. (2018) at the Bantaeng Regency Education and Culture Service confirms that work culture has a positive and significant effect on employee performance, further supporting the idea that a strong work culture enhances productivity and professional dedication. Similar findings by Oktaviani (2015) and Octavia (2016) indicate that school culture, including shared values, norms, leadership styles, and institutional philosophy, plays a crucial role in shaping teacher performance. Therefore, creating a structured, supportive, and motivating work culture is essential for improving educational outcomes.

In summary, teacher performance is directly influenced by work culture and motivation. A positive and structured work environment fosters higher job satisfaction, increased productivity, and improved teaching effectiveness. Meanwhile, strong leadership and motivational strategies help teachers overcome stress, stay engaged, and continue their professional development. This research aims to explore the impact of work culture and motivation on teacher performance, highlighting key factors that contribute to a more effective and fulfilling educational environment. By understanding these influences, schools and policymakers can develop strategies to enhance teacher well-being, improve student learning experiences, and strengthen the overall quality of education.

METHOD

This research employs a literature review method to examine the influence of work culture and work motivation on teacher performance. The study systematically analyzes existing journal articles, research papers, and scholarly sources obtained primarily from

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Google Scholar. The selection criteria for these sources focus on relevance, credibility, and recency, ensuring that the findings are based on reliable and up-to-date academic literature. By reviewing various studies on work culture, work motivation, and teacher performance, this research aims to synthesize key insights and identify recurring patterns in the relationship between these variables. The literature review method allows for a broad yet structured approach to understanding how different organizational and psychological factors contribute to teacher effectiveness in educational institutions.

To ensure comprehensive and objective analysis, this study follows a qualitative approach, evaluating previous research findings in the context of organizational behavior theories, motivation frameworks, and performance assessment models (Ardiana, 2017). The analysis involves comparing different scholarly perspectives, identifying gaps in the literature, and highlighting areas where further research may be needed. Furthermore, the study integrates insights from educational psychology, management science, and behavioral studies to provide a multidisciplinary perspective on the topic (Muis et al., 2018). By utilizing a literature-based methodology, this research effectively consolidates existing knowledge and offers a well-rounded discussion on the impact of work culture and motivation on teacher performance.

RESULTS AND DISCUSSION

The Role of Work Culture in Enhancing Teacher Performance

The findings of this study confirm that work culture plays a significant role in shaping teacher performance. Work culture establishes a set of shared values, norms, and behaviors that influence how teachers engage with their work, interact with colleagues, and fulfill their responsibilities. As Robbins (2008) notes, a strong work culture conveys to employees how they should behave and aligns their actions with the goals of the organization. In the context of education, this means that a well-established work culture encourages teachers to be more disciplined, responsible, and committed to providing quality education (Yuniar et al., 2021).

The study highlights that teachers in schools with a strong work culture tend to have better performance outcomes (Irmayanti et al., 2020b). They exhibit greater punctuality, dedication, and willingness to participate in professional development activities. This is consistent with the research of Gunawan (2018), which found a positive correlation between work culture and teacher loyalty. Schools with a supportive work culture also foster an environment where teachers feel valued and motivated, which leads to improved teaching effectiveness. When teachers internalize positive workplace habits, such as time discipline and collaborative work, they are more likely to create an engaging and structured learning environment for students.

Moreover, findings suggest that a school's leadership plays a crucial role in reinforcing work culture. The principal, as a leader, is responsible for ensuring that work culture is not just a set of abstract principles but a living practice embedded in daily school activities. According to Mulyasa (2007), teachers must possess high competence, but their ability to apply their skills effectively depends on the work culture of the institution. If a school fosters a culture of discipline, professionalism, and innovation, teachers are more likely to exhibit higher levels of job satisfaction and performance.

The Impact of Work Motivation on Teacher Performance

Work motivation is another critical factor influencing teacher performance, as it provides the intrinsic and extrinsic drive that encourages teachers to improve their

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productivity (Irmayanti et al., 2020a). The study confirms that teachers who feel motivated perform significantly better than those who lack motivation. Mangkunegara (2011) defines motivation as an internal force that drives individuals to act in a certain way. This means that a motivated teacher is more likely to be proactive, creative, and engaged in their work, leading to better student outcomes.

One key aspect of work motivation is the role of school leadership in fostering a motivating environment (Siregar et al., 2020). Principals who provide encouragement, recognize teacher efforts, and offer professional development opportunities contribute to higher levels of teacher motivation. This finding aligns with the research of Yaslis Ilyas (2002), who states that motivation stems from internal factors such as self-fulfillment, job satisfaction, and a sense of purpose. Additionally, external factors such as financial incentives, positive feedback, and career advancement opportunities also play a role in boosting teacher motivation.

The study also finds that lack of motivation can lead to burnout, decreased job satisfaction, and lower performance levels (Sari et al., 2022). Teachers who feel undervalued or unsupported may lose enthusiasm for teaching, struggle with workload management, and become disengaged. This is why a structured approach to motivation—combining both intrinsic and extrinsic motivators—is necessary to ensure that teachers remain committed to their profession. Schools that integrate reward systems, professional recognition, and supportive work environments are more likely to have high-performing and satisfied teachers.

The Interplay Between Work Culture and Motivation in Teacher Performance

The research findings indicate that work culture and motivation are interdependent variables that collectively influence teacher performance (Jaya, 2021). A strong work culture creates a foundation for motivation, while motivation, in turn, reinforces positive work culture behaviors (Satato et al., 2022). For example, teachers working in a collaborative and supportive school environment are more likely to feel motivated to contribute to school improvement initiatives. Similarly, motivated teachers tend to promote a culture of excellence, discipline, and continuous learning, benefiting both their colleagues and students (Rahmawati et al., 2023).

One of the study's key insights is that work motivation alone is not enough to sustain high teacher performance if the school lacks a strong work culture (Nurlaelah et al., 2023). Even the most motivated teachers can experience frustration and dissatisfaction if their work environment does not support their efforts. This is particularly evident in schools where there is a lack of clear policies, ineffective leadership, or an absence of recognition for teacher contributions (Putri et al., 2023). Conversely, a well-structured work culture provides the necessary support and reinforcement that allows motivated teachers to thrive and maintain long-term engagement with their profession.

Furthermore, the study suggests that schools need to adopt a holistic approach to performance improvement by integrating both work culture and motivation strategies (Oktarina et al., 2022). This can be achieved through initiatives such as:

1. Establishing clear expectations and values – Schools should communicate their mission, values, and behavioral expectations clearly to teachers.
2. Providing professional development opportunities – Training programs help teachers stay motivated and up-to-date with new teaching methodologies.

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3. Recognizing and rewarding performance – Acknowledging teacher achievements through awards, promotions, or incentives boosts motivation.
4. Creating a positive work environment – Ensuring teachers have access to the resources, support, and autonomy they need improves job satisfaction.
5. Encouraging collaboration and teamwork – A culture of cooperation enhances motivation and fosters a sense of belonging among teachers.

CONCLUSION

The findings of this study emphasize the crucial role of work culture and motivation in shaping teacher performance. A strong work culture fosters discipline, collaboration, and professionalism, creating an environment where teachers can maximize their potential. Simultaneously, work motivation fuels teachers' enthusiasm, commitment, and willingness to improve their skills. The interplay between these two factors suggests that schools must take a balanced approach, ensuring that both cultural and motivational aspects are addressed to achieve optimal teacher performance.

The implications of these findings extend beyond individual teacher performance to overall school effectiveness. Schools that cultivate a positive work culture and implement motivation strategies are more likely to see improved student learning outcomes, increased teacher retention, and a more engaged faculty. Future research should explore how specific motivation techniques and cultural practices can be tailored to different educational contexts, ensuring that teacher performance continues to evolve in alignment with the needs of modern education. By fostering a supportive, structured, and motivating work environment, educational institutions can ensure that teachers are not only effective in their roles but also inspired to contribute meaningfully to the success of their students and the broader academic community.

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