The Influence of Transformational Leadership, Organizational Climate, and Job Stress on Competence, Work Motivation, and Performance

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ABSTRACT: This study aims to analyze the influence of transformational leadership, organizational climate, and job stress on competence, work motivation, and performance of lecturer in the province of East Java, Indonesia. The research method used in this study was a descriptive explorative that aims to find new things in this field. The population of this study was the lecturers of 7 private universities in East Java, while samples were taken based on the Slovin's formula, and the results were 161 lecturers. The results indicated that transformational leadership, organizational climate, competence, and motivation of the lecturer get high rating categories and could increase their performance. While the hypotheses testing showed that transformational leadership, organizational climate, and job stress had a significant effect on competence, motivation, and job performance of lecturers, but transformational leadership did not significantly affect the motivation of lecturers in East Java.

Keywords: Transformational leadership, organizational climate, work stress, competence, work motivation.

1 INTRODUCTION

Higher education has an essential role in improving the quality of the human resource, that is why lecturers who are competent in teaching are needed, and they must be capable of organizing as well as being responsible, both at the university level and the Faculty level. Many important factors can influence lecturer performance, such as transformational leadership, organizational climate, work stress, lecturer competence, and work motivation.

Transformational leadership, described as a leadership style that can arouse the enthusiasm of lecturer work so that they can develop and achieve performance at a high level, more than what they had previously predicted. To be an effective leader, a university leader must be able to influence all the residents of the university he leads through positive ways to achieve educational goals at university. Mannheim & Halamish (2008) suggested that among the three hierarchical structured leadership styles of Bass and Avolio, the optimal leader is the person who shows the transformational leadership style. Antonakis et al. (2003) defined transformational leadership as a behavior that is proactive, increasing attention to the common interests of followers and helping followers achieve goals at the highest level.

Besides, leaders must create an excellent organizational climate in which a person feels free but "responsible", because the problem that is often faced is the difficulty of creating a conducive work climate situation in university due to the diversity of individuals that exist in each university. Organizational climate is also a factor that can affect lecturer performance, which is no less important, can affect lecturer performance. Hoy & Miskel (2001) argued that the climate of a university organization is the quality of the university environment that is relatively experienced by the lecturer influencing his attitudes, and it is based on a shared interest in "attitudes" in university. Falahy (2005) said the organizational climate is a means for lecturers to approach their work environment with a positive outlook.

Competence also contributes a vital role in performance, competence as knowledge, skills, and abilities that are controlled by someone who has become a part of himself so that he can perform cognitive, affective, and psychomotor behaviors as well as possible. As an agent of teacher learning functions to improve the quality of national education, in Law No. 14 of 2005, a lecturer is required to have four

competencies, which are: 1) pedagogical competence, 2) personality competence, 3) professional competence, and 4) social competence. The lecturer has the task to guide, direct, and set a good example for students. Lecturer with the tasks and responsibilities they carry must be able to show excellent performance for the achievement of quality education. A good lecturer can create a pleasant learning atmosphere and make students feel comfortable. A lecturer with a strong personality is a lecturer who can be a role model for his students.

Likewise, work motivation is also an important personality characteristic in an organizational environment, which is characterized by the encouragement of individuals to outperform others, in accordance with a set of applicable standards and striving for success (Herlina, 2005). Motivation is a process that produces an intensity, purpose/direction, and perseverance (Badaeni, 2013). Work motivation can occur if the lecturer has pride in success. Work motivation in education is a combination of three factors, namely: (1) education success factors; (2) success in carrying out the task; and (3) success/failure experience in carrying out tasks (Falahy, 2005).

Lecturer's work motivation is a driving force or movement that generates and directs lecturer behavior in action or job. Lecturer's work motivation is very important because it will significantly affect the quality improvement of lecturer performance. If a lecturer has high work motivation, the lecturer's performance will also increase. This is in line with the opinion of Hasibuan (2003), motivation is the giving of a driving force that creates the excitement of one's work so that they want to cooperate effectively and integrate with all their efforts to achieve satisfaction.

Based on the problems that have been raised and bearing in mind the importance of transformational leadership, organizational climate, work stress, on work motivation and performance of lecturers in the universities in East Java Indonesia, the researchers are interested in conducting research with the title, "The influence of transformational leadership, organizational climate, and job stress on competence, work motivation, and performance of lecturer in the province of East Java Indonesia".

2 RESEARCH METHODS

This research is explanatory research. The population of this study was lecturers from 7 private universities with B accreditation in East Java, Indonesia. The total population in this study were 269 lecturers in East Java Indonesia, while samples were taken based on the Slovin's formula and the result

were 161 lecturers, which was divided into four districts. This study consisted of three independent variables, two moderating variables and one dependent variable. The three independent variables in this study were transformational leaders, organizational climate, and work stress. While the two moderating variables were lecturer competence and work motivation, while the one dependent variable was lecturer performance. The data collection technique was carried out through questionnaires, which were then measured using a Likert scale. In addition, documentation was also carried out to obtain relevant documents to support research results. Analysis of the data used in this research was descriptive analysis and structural equation modeling (SEM).

3 RESULTS AND DISCUSSIONS

The first step of data analysis was to calculate the validity and reliability tests in this study have met the requirements so that further data analysis can be done. Before the structural model analysis was carried out, the assumption of normality was first performed to find out whether the data distribution has fulfilled the normality assumption on each indicator that is univariate or multivariate. Afterward, a univariate outlier was conducted to find out whether the observation has unique characteristics that are very different from other observations and appear in the form of extreme values, both for a single variable and combination variables. If the univariate outlier assumption has been made, then the multivariate outlier assumption is to find out whether observations or data that have unique characteristics that look very different from other observations and appear in the form of extreme values for combination or multivariate variables. If all of these assumptions have been met, the model suitability test can be carried out.

The model that is built based on the theory in this study will show the relationship between endogenous variables consisting of Transformational Leadership, Organizational Climate, and Job Stress to the exogenous variables of Competence, Motivation, and Performance of lecturers in East Java. In addition, the relationship between latent variables with construct variables can also be seen, where the results of the calculation of the goodness of fit index value model can be seen from Figure 1.

Figure 1 shows that the relationship between variables and structural values of the model, whether it has shown a good model or fit. Table 1 shows the structural values of the overall model.
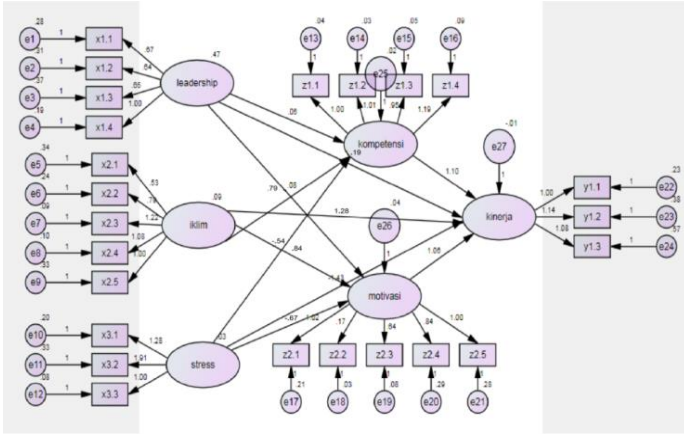
Figure 1. The Relationship between Variables

The results of the goodness of fit analysis show that almost all of the suitability of the model gives an index in accordance with the recommended (fit). As we can see in Table 1, it shows that the suitability index of the model and all of the Criteria shows the value more than the Cut-off value, so its interpretation as fit, accept NFI get the value as less than 0.90 so it is not fit. Thus, it can be concluded that the level of feasibility of the tested model is fit, and the tested model has met the required criteria or can be said to be unsuitable.

Table 1. Value of Goodness of Fit and Value Structural Model

Criteria	Model Test Result	Cut-Off Value	Remarks
Cmin/df	0.639	< 3.00	Fit
RMSEA	0.000	≤ 0.08	Fit
GFI	0.924	≥ 0.90	Fit
AGFI	0.906	≥ 0.90	Fit
TLI	1.104	≥ 0.95	Fit
CFI	1.000	≥ 0.95	Fit
RMR	0.014	≤0.05	Fit
NFI	0.875	>0.90	No Fit

The results of structural equation model shown in table 2 can be used to test hypotheses in this research. Table 2 shows the values that can be used to test hypotheses in research.

The first hypothesis states that transformational leadership has a significant positive effect on lecturer competence in East Java, Indonesia. This is seen through the coefficient value of 0.06, with a p-value of 0.048. The results of this study are supported by Ivancevich (2001) that said a leader must unite the various skills, experiences, personalities, and motivations of each individual he leads. In addition, the leader must also facilitate interactions that occur between groups in the organization. It can be conclud-

ed that a leader must have the ability to integrate the full potential of the lecturer they lead.

Table 2. Results of the Structural Equation Model Hypothesis Testing

H	Description		Coeff.	C.R.
H1	Trans.Lead.	→Competence	0.06	1.980*
H2	Trans.Lead.	→Motivation	0.079	1.704
H3	Trans.Lead.	→Performance	0.194	2.275*
H4	Org.Climate	→Competence	0.799	8.458*
H5	Org.Climate	→Motivation	0.837	5.649*
H6	Org.Climate	→Performance	1.282	1.998*
H7	Job Stress	→Competence	-0.545	-2.891*
H8	Job Stress	→Motivation	-0.666	-2.397*
H9	Job Stress	→Performance	-1.435	-1.988*
H10	Competence	→Performance	1.100	2.038*
H11	Motivation	→Performance	1.065	2.550*

* Sig.α = 5%

The second hypothesis states that transformational leadership does not influence motivation. This is seen through the probability value of 0.088 <0.05. The results of this study are contrary to the results of previous studies by Adair (2006), which said that leadership and motivation are like siblings of men and women.

The third hypothesis states that transformational leadership has a significant positive effect on lecturer performance. This is seen through the coefficient value of 0.194 and the probability value of 0.023. The fourth hypothesis states that the organizational climate has a significant positive effect on the competence of lecturers. This can be seen through the coefficient value of 0.799 and the p-value of 0.000. The results of this study are supported by Higgins (2004) that found there are four principles of factors that influence the organizational climate, including the principal, employee/lecturer behavior, and work group behavior.

The fifth hypothesis states that the organizational climate has a significant effect on work motivation. This is seen through the coefficient value of 0.837 with p-value = 0.000. The results of this study are in line with Robbins (2006) that concluded organizational climate could affect work motivation. The results of this study are also in line with the results of previous studies by Arifin (2006), which scrutinized that organizational climate has a significant effect on employee work motivation.

The sixth hypothesis states that the organizational climate has a significant positive effect on the performance of lecturers. This is seen through the coefficient value of 1.282 with p = 0.000. The results of this study support research conducted by Suddin &

Sudarman (2010) that said organizational climate could affect lecturer performance.

The seventh hypothesis states that work stress has a significant negative effect on the competence of lecturers. This is seen through the coefficient value of -0.5445 with p-value = 0.004. The results of this study are in line with Robbins (2006) that concluded that stress could create metabolic changes, increase heart rate and breathing, blood pressure, cause headaches, and heart attacks.

The eighth hypothesis states that work stress has a significant negative effect on the motivation of lecturers. This is seen through the coefficient value of -0.666 with p = 0.017. The findings of this study at the same time support and strengthen the theory put forward by Siagian (2008) that stated stress is a condition of tension that affects one's emotions, thoughts, and physical condition. Stress that cannot be dealt with properly will result in the inability of people to react negatively to their environment, both in the work environment and the external environment. That is, the employee concerned will face a variety of negative symptoms, which, in turn, affect work motivation. Employees need work motivation because, without motivation, the employee's performance will decrease.

The ninth hypothesis states that work stress has a significant negative effect on the performance of lecturers. This is seen through the coefficient of -1.435 with p-value = 0.047. The results of this study support the opinion of Nimran (1999) that said there is a direct relationship between work stress and employee performance, a large number of studies have investigated the effect of work stress on performance presented in the performance stress model (U inverse relationship) namely Yerkes Podson's law (Mas'ud, 2002). The inverted U pattern shows the influence of stress level (low-high) and performance (low-high). If there is no stress, work challenges are also absent, and performance tends to decrease. This supports the results of the analysis in the ninth hypothesis testing that says there is a relationship between work stress and performance.

The tenth hypothesis states that lecturer competence has a significant positive effect on the performance of lecturers in East Java. This is seen through the coefficient of 1.10 with p = 0.042. The eleventh hypothesis states that work motivation has a significant positive effect on the performance of lecturers in East Java. This is seen through the coefficient of 1.065 with a p-value <0.05. The study results support the theories that have been found by Orpen (1994) that proposed motivation has different roles in influencing lecturer performance

4 CONCLUSION

Based on the results of the study, it can be concluded that there is a positive and significant influence between the variables of transformational leadership, organizational climate, work stress on competence, motivation, and lecturer performance. However, transformational leadership did not affect work motivation.

The suggestions that can be given include every lecturer is required to improve their competency, for example, by attending various workshops and seminars on learning concepts. In order to improve optimal performance, the Head of the relevant Education Office should make formulations and efforts to achieve various aspects such as good leadership factors in higher education or universities in East Java Indonesia, conducive climate in the environment so that it will provide comfort in working and reduce work stress by providing compensation and benefits that can increase the motivation of lecturers. In addition, suggestions for policymakers are they should provide facilities that are more emphasized on improving the competence of lecturers in order to increase lecturer performance. In addition, there are suggestions for further research including research on the use of other variables such as compensation, incentives, and other variables in organizational behavior or HRM that might improve the performance of lecturers which has been established and related to the level of growth and development of the higher education in East Java Indonesia.

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