

Organizational Culture, Transformational Leadership, Work Engagement and Teacher's Performance : Test of a Model

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Abstract

The present paper aims to explore the effects of organizational culture (formality, rationality, achievement orientation, participation and collaboration, communication professional orientation and teacher autonomy) and transformational leadership on work engagement and teacher's performance. Data for this cross sectional survey study were collected from 251 teachers drawn from fifteen Islamic high school in Jakarta. Partial least square - structural equation modeling- (PLS-SEM) was used to test the research hypotheses. The results suggest that both organizational culture and transformational leadership were positively and significantly related to work engagement.; and organizational culture, transformational leadership and work engagement were positively and significantly related to teacher's performance. This study not only contributes to work engagement research model by identifying the organizational culture and transformational leadership as antecedents, but also is of importance to provide new theoretical and empirical insights and analyze the further effects of organizational culture and principal's leadership towards work engagement and teacher performance within an educational organization with Islamic background.

Keyword (s) organizational culture, leadership, work engagement, teacher performance

1. Introduction

A teacher is one of critical components of success in education, which makes it an important matter in Indonesia in an attempt to improve the quality of education in general. The governments concern and provide the national education budget reaching about 20% of national purchasing budget (APBN). This budget is used to improve teacher performance and increase their welfare. Although this condition has been run for 5 years, this effort to improve teacher performance does not accomplish a maximum result. Thus, more intensive study is necessary to formulate performance-improving strategies by a direct study.

Work engagement is a matter of concern for leaders and managers in organizations across the globe; they recognize it as a vital element affecting organizational effectiveness, innovation and competitiveness (Welch, 2011). Work engagement is defined as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption (Schaufeli et al., 2002). Vigor is characterized by high levels of energy and mental resilience while working. Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, and challenge. Absorption is characterized by being fully concentrated and happily engrossed in one's work, whereby

time passes quickly and one has difficulties with detaching oneself from work (Bakker & Demerouti, 2008).

Job demands-resources model (Bakker and Demerouti, 2007; Xanthopoulou et al., 2007) identifying two main predictors of work engagement consisting of job resources (e.g. social support from colleagues and supervisors, performance feedback, skill variety, autonomy, and learning opportunities and personal resources (e.g. self-efficacy, optimism, resilience, self-esteem) as the two potential factors influencing work engagement. Furthermore, the JD-R model is the most widely cited and widely used theoretical model in the engagement literature, shows how job and personal resources directly influence work engagement, which in turn influences outcomes such as commitment, in-role performance, extra-role performance, creativity and financial outcomes (Albrecht, 2012). Because of the almost exclusive focus on the role of job and personal resources as antecedents work engagement, the relationship between work engagement and other potential antecedents has received relatively limited empirical attention (Chughtai & Buckley, 2011). Additionally, more research is needed to ascertain the influence that organizational- and team-level variables such as organizational culture, organizational climate and team climate exert on employee engagement (Albrecht, 2010)

Conceptually similar findings have been reported by Albrecht (2012). This study showed that beyond the provision of job-level resources (career development, autonomy, supervisor support, and role clarity), organizational focused resources (a culture of fairness and support) and team focused resources (team climate) are also key motivational constructs which help explain how greater levels of engagement and well-being can be generated. Additional job resources (e.g. job involvement) and additional up-stream organizational and team climate factors (e.g. vision clarity, psychological safety) could also be assessed for their direct and indirect impact on job resources and engagement.

Hoper, Muser and Janneck (2011) give insights into the interplay between leadership, well-being and occupational success by examining the indirect effect of transformational leadership on subjective occupational success mediated by work engagement; leadership behaviors are associated with employee engagement (Xu & Thomas, 2011). Chaudhary et al., (2012) investigate the effects of occupational self efficacy and human resource development (HRD) climate on work engagement among business executives of select business organizations in India. Trust in supervisor and trust propensity were positively and significantly related to work engagement, and learning goal orientation partially mediated the effects of work engagement on in-role job performance and innovative work behavior (Chughtai & Buckley, 2011), and there is a growing need to explore the impact of a broader range of predictors on work engagement in order to acquire a deeper understanding of this construct (Shuck and Wollard, 2009)

Overall, although researchers have identified a broad range of predictors of engagement, opportunities remain to organize such theoretically and empirically derived key drivers in an overarching framework or taxonomy. The present research focuses on relationships of organizational culture, transformational leadership, work engagement and teacher's performance. Although the study on work engagement has been undertaken in various job sectors (including education), there is still no research evidence exploring the relationship between organizational culture and leadership in schools with Islamic background, especially in a developing country like Indonesia. Therefore, by analyzing the effect of organizational culture and leadership on work engagement, this research tries to provide new theoretical and empirical insights and analyze the further effects of organizational culture and principal's leadership towards work engagement and teacher performance within an educational organization with Islamic background.

2. Theoretical and Conceptual Framework

2.1. Organizational culture and work engagement

Organizational culture can be defined as the similarity in perception, perspective, value, and behavior that are believed, studied, applied, and developed simultaneously by all of the organization

members resulting in an organization identity (Kreitner & Kinicki, 2005). The elements of organizational culture in schools used in this study encompass formality, rationality, achievement orientation, participation and collaboration, communication, professional orientation, and teacher autonomy (adapted from Pang, 1996; Masloski, 2006). Components of organizational culture has similarly with job resources from JD-R Model such as autonomy, performance feedback, social support, supervisory coaching (Bakker and Demerouti, 2007), organizational focused resources (a culture of fairness and support), team focused resources (team climate) and job level resources (career development, autonomy, supervisor support, and role clarity) from Albrecht, (2012); Halbesleben's (2010) research with the JD-R, showed that feedback, autonomy, social support and organizational climate are consistently associated with engagement or particular facets of engagement; human resource development (HRD) climate (Chaudhary et al., 2012). Meta analysis identified work role fit, job variety, rewards and recognition, recovery and opportunities for development as reliable predictors of engagement (Crawford et al., 2010)

Organizational culture marked by teamwork, pleasant working conditions, attention of employees, development opportunities, flexible-working practices, and good leadership and management practices may influence work engagement (Devi, 2009). Albrecht (2010), however, suggested elaborating the JD-R framework by recognizing and including more "distal" organizational-level resources such as senior leadership support, clarity of organizational vision, organizational climate, organizational support and supportive HRM policies. Thus, it is predicted that:

H1 : Organizational culture will relate positively to work engagement

2.2. Transformational leadership and work engagement

Transformational leadership goes beyond exchange relations and is comprised of four dimensions (Bass, 1998): idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. First, leadership is idealized when followers seek to identify with their leaders and emulate them or as a process in which the leader influences his followers by evoking emotions and strong identification of the leader. Second, leadership inspires followers with challenges and persuasion that provide meaning and understanding. Third, leadership is intellectually stimulating, expanding the followers' use of their abilities. Intellectual stimulation is a process in which the major roles of the leader are to increase followers' awareness about surrounding problems and influence them to view the problems from a new perspective. Finally, leadership is individually considerate, providing the followers with support, encouraging, sharing experiences, mentoring and coaching (Avolio and Bass, 2002).

In several studies, leadership style was positively linked to work engagement. For example, Xu and Thomas (2010) was conducted with a large New Zealand insurance organization, and found that there are multiple ways in which leadership behaviors are associated with employee engagement. The primacy of supports team suggests that leader behaviors in this domain should be a priority. Chungthai and Buckley (2011) examined the effects of state (trust in supervisor) and trait (trust propensity) trust on employees' work engagement, and the results suggest that both trust in supervisor and trust propensity were positively and significantly related to work engagement. There are significant positive relations between transformational leadership, work engagement, and subjective occupational success for men and women.

Agarwal et al., (2012) research focus on mediating role of work engagement within the relationship of LMX, IWB, and intention to quit. Results suggest quality of exchanges between employees and their immediate supervisors influences engagement. Work engagement correlates positively with innovative work behaviour and negatively with intention to quit. Work engagement mediates the relationship between LMX and innovative work behaviour, and partially mediates intention to quit. Furthermore, work engagement is found to partially mediate the relation between

transformational leadership and subjective occupational success (Hoper et al., 2011). Therefore, the previous studies lead to propose the following hypothesis:

H2 : Transformational leadership will relate positively to work engagement

2.3. Work engagement and teacher's performance

Work engagement is a unity of mind that is characterized by vigor, dedication, and absorption (Schaufeli and Bakker, 2004). Vigor refers to high levels of energy when working. Dedication refers to intense work engagement and includes feelings of inspiration, pride, enthusiasm, and challenge. Absorption is marked by focus of work that makes the time pass by quickly and reluctance to break away from work. In other words, employees work hard and become so enthusiastic about their jobs that they are completely absorbed in their work activities. Engaged workers work more creatively and productively and are more willing to do an extra work (Bakker and Demerouti, 2008; Bakker et al., 2004). Several previous studies successfully find that performance is positively related to work engagement (Rich et al., 2010; Chughtai and Buckley, 2011), and the way many people see the work engagement to be a major source for obtaining competitive benefits makes it popularly used to solve organizational problems such as improving performance and productivity in the midst of economic downturn (Macey & Schneider, 2008), and it can improve learning, innovation and performance, reemphasizing the importance of work engagement as a success factor of the organization (Shuck et al., 2011). Accordingly, we expect a similar relationship between work engagement and performance :

H3 : Work engagement will relate positively to teacher's performance

2.4. Organizational culture and teacher's performance

Culture is a set of values, beliefs, common understanding, thinking and norms for behavior that are shared by all members of a society. Culture provides guidance to behaviors in the society, in apparent and sometimes unnoticeable ways; and it profoundly influences of decision making (Hofstede, 2001). School culture is conceptualized as shared beliefs about how the school should operate, core values reflecting what the school wants for its students, and behavioural norms reflecting teacher perceptions of the school environment (Maslowski, 2006). Pang (1998) argues that values are at the core of organizational culture, as they represent "the forces and processes through which organizational participants are socialized into organizations" (p. 315). Moreover, staff members will be more productive if they get a clear sense of direction from values that orient towards organizational goals, and if these values are shared by the members of the organization. Regarding organizational culture, a number of studies suggest that it plays a key role in the organizational performance (Prajogo & McDermott, 2011; Baird et al., 2011; Hilal et al., 2009); knowledge creation capability (Wang et al., 2011), organizational learning (Valle et al., 2011); job satisfaction and turnover intention (Bigliardi et al., 2012; Park and Kim, 2009); Innovation (Sharifirad & Ataei, 2012); and individual performance and work behavior (Awad & Saad, 2013; Ojo, 2012).

H4 : Organizational culture will relate positively to teacher's performance

2.5. Transformational leadership and teacher's performance

As a person whose task is to lead the entire school, a principal is responsible for the achievement of objectives, roles, and quality of education of the school. Therefore, in order to achieve the goals of the school, a principal is required to have sufficient capabilities in performing the task as a leader. Principals play an important role in determining the school success through sharing leadership; facilitating professional development; leading with an instructional orientation; and acting openly and honestly that ultimately can enhance the effectiveness of school (Sanzo et al., 2011).

Principals, who promote capacity building and accountability and evaluation systems, advance student empowerment, social development, and academic achievement and thus become success factors (Mulford, and Silins, 2011). The use of transformational leadership

approach in this study is for two reasons: first, by transformational leadership, followers get the feeling of trust, admiration, loyalty and respect for the leader, and they become motivated to do more than what is initially expected of them. Transformational leaders are executives who promote and motivate their followers by projecting and communicating attractive visions, common goals and shared values as well as by setting an example for the requested behavior (Bass and Avolio, 1990; Bass and Riggio, 2006).

Transformational leaders are supposed to challenge employees positively (Bass and Avolio, 1990) and to increase their employees' willingness to exert effort in their job leading to successful performance which in turn results in more performance satisfaction and fulfillment (Xanthopoulou et al., 2008). In several studies, transformational leadership style was positively linked to subordinates' job performance (Bakker and Demerouti, 2008; Rank et al., 2010; Walumbwa and Hartnell, 2011), subjective occupational success (Hoper et al., 2012). Carter et al., (2013) successfully proves the quality of relationships between leadership and employees, mediated by the effect of transformational leadership on the performance of the employee's duties and organizational citizenship behavior (OCB). Replicating past literature, we posit:

H5 : Transformational leadership will relate positively to teacher's performance

3. Research Methods

3.1. Participants and procedure

This study was based on 368 questionnaires sent to teachers in fifteen accredited high schools with Islamic background in Jakarta. 251 questionnaires were returned (68.21 percent). There was a good balance regarding gender (48.4 percent women). The participants had an average age of 37.5 years old (SD = 9.52); and they worked on average 10.23 years (SD = 7.76) in their current jobs.

3.2. Measures

As stated earlier, the survey instrument was developed based on the previously validated scales. A panel of judges was attested to content validity of the instrument. Furthermore, pilot test was conducted to validate the survey instrument using a group of teachers. Participants thoroughly examined the item wording, applicability, readability, understandability.

Organizational culture in schools is measured by adapting measurement model encompassing 7 dimensions: formality, rationality, achievement orientation, participation and collaboration, communication professional orientation and teacher autonomy (adapted and adjusted from Pang, 1996, Maslowski, 2006). Total items used are 30, all of them are rated using 5-point Likert scale, ranged from 1 (very bad) to 5 (very good).

Leadership model uses transformational leadership approach encompassing 4 dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (adapted and adjusted from Bass and Avolio, 2004). Each of these dimensions consists of 5 items of question and thus the total items used are 20-items. All the items were rated on a five-point frequency-based scale (1 = strongly disagree - 5 strongly agree).

Work engagement was measured with total 20-items adapted and modified from Utrecht Work Engagement Scale (UWES) developed by Schaufeli et al. (2002) and one additional dimension namely passion. All the 20 items were rated on a five-point frequency-based scale (1 = strongly disagree - 5 strongly agree).

Teacher performance assessment model uses a measurements approach of Academic Qualification Standards and Competence of Teachers (Regulation of National Education Minister Republic of Indonesia No. 16 Year 2007 about Academic Qualification Standards and Competence of Teachers) including learning plan, implementation, and evaluation. A Confirmatory factor analysis conducted this performance assessment is performed 5-point scale: 1 = very bad and 5 = very good.

3.3. Analyses

To test the study hypotheses, *Partial Least Squares* Structural Equation Modeling (PLS-SEM) were utilized. *Partial Least Squares* (PLS) is a wide class of methods for modeling relations between sets of observed variables by means of latent variables. The partial least squares (PLS) approach to SEM offers an alternative to covariance based SEM, which is especially suited for situations when data is not normally distributed. The basic PLS-SEM algorithm (Lohmöller 1989) follows a two-stage approach. In the first stage, the latent constructs' scores are estimated, and the second stage calculates the final estimates of the outer weights and loadings as well as the structural model's path coefficients (Hair et al, 2011).

4. Findings and Discussion

4.1. Assessment of the measurement model (Outer Model)

An evaluation of outer model consists of convergent, discriminant validity and composite reliability. In the studies involving PLS analysis, an overview of aspects related to the evaluation of the measurement models are: composite reliability should be higher than 0.70; indicator reliability: indicator loadings should be higher than 0.70; convergent validity: the average variance extracted (AVE) should be higher than 0.50; Discriminant validity: the AVE of each latent construct should be higher than the construct's highest squared correlation with any other latent construct and an indicator's loadings should be higher than all of its cross loadings (Hair et al, 2011, pp. 145).

The results of composite reliability ranged from 0.853 to 0.942 (higher than 0.70) and reliability testing by coefficient of cronbach alpha generates the lowest value of 0.778 and the highest value of 0.927 and thus can be concluded that all of the construct have good reliability (cronbach alpha > 0.70). The AVE values were 0.595-0.735 (higher than 0.5), exceeding the threshold values for satisfactory convergent validity (Table 2).

In order to evaluate the discriminant validity, the square root of each variable's AVE value was compared with the correlation coefficients between variables. In Table 3, for each variable, the square root of the AVE value was larger than the correlation coefficient values with any other variable, thereby verifying the discriminant validity of this study (see Table 3).

The results of analysis test obtained from variables measurement demonstrate that all of the variables in this research have outer loading above 0.50 (see Table 5). This means that all of the indicators, as a measurement of the construct, have been proven to have convergent validity. The results of discriminant validity analysis test also show higher correlation between variables and each of indicators than between variables and other indicators. This means that the model has met discriminant validity. It can be concluded, therefore, that the evaluation of outer model has been fulfilled so the next evaluation is the evaluation of inner model.

4.2. Structural Model (Inner Model)

The structural model indicates the causal relationships among the latent constructs in the research model. Assessment of structural model was done first by determining the predictive power of the model and second by analyzing the hypothesized relationships among the latent constructs proposed in the research model. The R^2 -values of the dependent variables determine the predictive power of the research model and the path coefficients evaluate the strength of the hypothesized relationships. The judgment of what R^2 level is high depends, however, on the specific research discipline. Whereas R^2 results of 0.20 are considered high in disciplines such as consumer behavior, R^2 values of 0.75 would be perceived as high in success driver studies. In marketing research studies, R^2 values of 0.75, 0.50, or 0.25 for endogenous latent variables in the structural model can, as a rule of thumb, be described as substantial, moderate, or weak, respectively (Hair et al., 2011). Following Chin (2009), boots trap resampling method that uses randomly selected subsamples was employed to estimate the theoretical model and hypothesized relationships.

The results of analysis output are shown in Figure 1, the R^2 -values, path coefficients, t-value and the significance values are presented in Table 6. As is evident from Figure 1, the model has high

predictive power. It explains approximately 67.9 percent of the variance in the work engagement (WE); and 64.9% percent of the variance in the teacher's performance (TP).

4.3. Hypotheses Testing

The results of the hypothesis tests support all posited relationships. Table 6 summarizes the results of the hypothesis testing. The hypotheses test results show confirmation of all of the hypotheses. Organizational culture (OC), leadership (LDR) positively and significantly influence work engagement (t value > 1.96) hence supporting the hypothesis 1 and 2. Organizational culture (OC), leadership (LDR), and work engagement (WE) also proven to positively and significantly influence teacher performance (TP), hence supporting the hypothesis 3, 4, and 5.

5. Discussion and Implications

The research aimed to test an expanded model of the JD-R model (Bakker and Demerouti, 2008) showing how organizational culture and transformational leadership as antecedents of work engagement. The results showed that, as proposed: organizational culture was directly and positively associated work engagement and teacher performance; the transformational leadership were positively associated with work engagement and teacher performance; and work engagement was positively associated with teacher performance. The final structural model achieved a satisfactory level of overall fit and explained sizable amounts of variance in the variables included in the model.

Organizational culture is main predictor of work engagement. Therefore, organization aiming to increase work engagement can focus and pay attention to teachers' perceptions of organizational culture, wherein the aspects of formality, rationality, achievement orientation, participation and collaboration, communication professional orientation and teacher autonomy are cultural aspects needed the most attention. Transformational leadership is relevant to predicting work engagement. Intellectual stimulation needs to be enhanced in giving a bigger role for teachers to make plans and targets intended to be reached and in assigning certain responsibilities to increase teachers' sense of responsibility about their given authorities. Organizations may contribute to increasing work engagement by harmonizing the values held by teachers with organizational values through recruitment process, open communication, and leader behaviors. It can build strategic relationship through inspiration and motivation like putting meaningful feelings in work and explaining well about the expectations of the school so that the understanding between the school interests and teachers' interests can be created.

In the model of performance, this study successfully proves that work engagement, organizational culture, and transformational leadership improve teacher performance. As expected, work engagement proved as dominant factor affecting the teacher performance. Work engagement is defined as unified attitudes and emotions covering vigor, dedication, absorption, and passion – all of which can stimulate teacher engagement in learning plan, implementation, and evaluation. One successfully added indicator is passion, marked by feelings of devotion, non-financial orientation, thinking hard to change the behavior of students, making teaching preparation in a long time, and frequently questioning the teaching effectiveness when performing the job. Increasing enthusiasm (vigor), dedication, and absorption and ensuring individuals to sense the passion to teach can improve teacher performance, especially the learning process and professional attitudes shown in school. And additional, organizational culture oriented on achievement, rationality, communication-objective and control-formalization, professional, collegial-participation, and autonomy can improve teacher performance and leadership through motivation and inspiration, ideal influence, individualized consideration, and intellectual stimulation.

6. Limitations and future research

Of course, the study findings are in some regards limited. First, because the survey only takes a subject on teachers in accredited high schools with Islamic background in Jakarta, so the generalization of non-Islamic schools must be done carefully considering the possibility of school culture and leaders behaviors differences applied in other non-Islamic schools. Therefore, it is suggested that future research examine this model by taking a subject on non-Islamic schools to get more comprehensive ideas. Second, because the data in this study were cross-sectional and not longitudinal in nature, some causal relationships could only be inferred, rather than empirically supported. Longitudinal and experimental studies need to be considered to give more definite conclusion about the causal effect between each variable. Another limitation in this research is that it does not specifically include respondents' biographical factors as personal characteristics so it is not clearly known whether there are differences between work engagement and performance based on the mentioned characteristics.

7. Conclusion

This research clearly shows : organizational culture and transformational leadership as antecedents of work engagement and teacher's performance. Organizational culture (formality, rationality, achievement orientation, participation and collaboration, communication professional orientation and teacher autonomy) and transformational leadership (motivation and inspiration, ideal influence, individualized consideration, and intellectual stimulation) are positively associated with teacher's engagement and performance. Work engagement was also associated with teacher performance. The present study can provide researchers and practitioners a new framework to consider, grounded in both early and contemporary theories of work engagement, and could serve as the basis for new strategies and structures related to engagement development. The study is also a rare examination of the islamic high school context.

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Table 1. Constructs and indicators used in this study

Construct	Indicators	Symbol
Teacher's Performance (TP)	Learning plan	PERF1
	Learning implementation	PERF2
	Learning evaluation	PERF3
Organizational Culture (OC)	Control-formalization	FOR
	Rationality	RAS
	Achievement orientation	ACO
	Collegial-participation	PAR
	Communication	KOM
	Professional orientation	PRO
	Autonomy	AUT
Leadership (LDR)	Idealized influence	IDE
	Inspirational motivation	INS
	Intellectual stimulation	INT
	Individualized consideration	IND
Work Engagement (WE)	Vigor	VIG
	Dedication	DED
	Absorption	ABS
	Passion	PAS

Table 2. Composite reliability and AVE

Construct	Composite Reliability	AVE	Cronbach Alpha
OC	0.937	0.681	0.919
LDR	0.900	0.693	0.847
WE	0.880	0.648	0.820
TP	0.921	0.795	0.871

Table 3. Discriminant validity

	OC	LDR	WE	TP
OC	0.825			
LDR	0.587	0.832		
WE	0.790	0.652	0.805	
TP	0.742	0.629	0.758	0.892

Note : The bold italicized diagonal elements are the square root of the AVE scores

Table 4. Indicators Loading

Construct	Indicator	Stdev	Loading	Residual	Weight
OC	FOR	0.572	0.897	0.195	0.186
	RAS	0.650	0.805	0.352	0.185
	ACO	0.628	0.776	0.397	0.178
	PAR	0.431	0.697	0.514	0.127
	COM	0.541	0.911	0.171	0.200
	PRO	0.515	0.805	0.353	0.157
	AUT	0.581	0.866	0.250	0.172
LDR	IDE	0.499	0.865	0.251	0.354
	INS	0.424	0.864	0.254	0.319
	INT	0.554	0.783	0.387	0.249
	IND	0.452	0.814	0.337	0.273
WE	VIG	0.519	0.842	0.292	0.409
	DED	0.471	0.833	0.306	0.328
	ABS	0.456	0.806	0.350	0.252
	PAS	0.477	0.733	0.462	0.245
TP	PERF1	0.652	0.884	0.219	0.380
	PERF2	0.632	0.888	0.211	0.358
	PERF3	0.643	0.903	0.185	0.384

Table 5. Cross-loading

Scale Items	OC	LDR	WE	TP
FOR	0.901	0.556	0.702	0.655
RAS	0.809	0.468	0.676	0.674
ACO	0.780	0.479	0.592	0.715
PAR	0.700	0.364	0.515	0.408
KOM	0.914	0.594	0.759	0.704
PRO	0.808	0.451	0.577	0.568
AUT	0.870	0.456	0.727	0.520
IDE	0.588	0.869	0.640	0.611
INS	0.595	0.867	0.524	0.604
INT	0.341	0.786	0.483	0.396
IND	0.388	0.818	0.514	0.452
VIG	0.837	0.655	0.845	0.770
DED	0.657	0.456	0.837	0.655
ABS	0.501	0.466	0.809	0.462
PAS	0.448	0.491	0.736	0.466
PERF1	0.667	0.564	0.699	0.887
PERF2	0.619	0.544	0.661	0.892
PERF3	0.703	0.580	0.674	0.906

Note : The bold italicized value are cross-loading indicators

Table 6. Hypothesis testing

Causal Model	Path Coefficient	Standard Error	t-value	Results
OC->WE	0.622	0.049	12.819	Supported
LDR->WE	0.287	0.055	5.258	Supported
WE->TP	0.360	0.078	4.618	Supported
OC->TP	0.345	0.065	5.301	Supported
LDR->TP	0.192	0.051	3.740	Supported

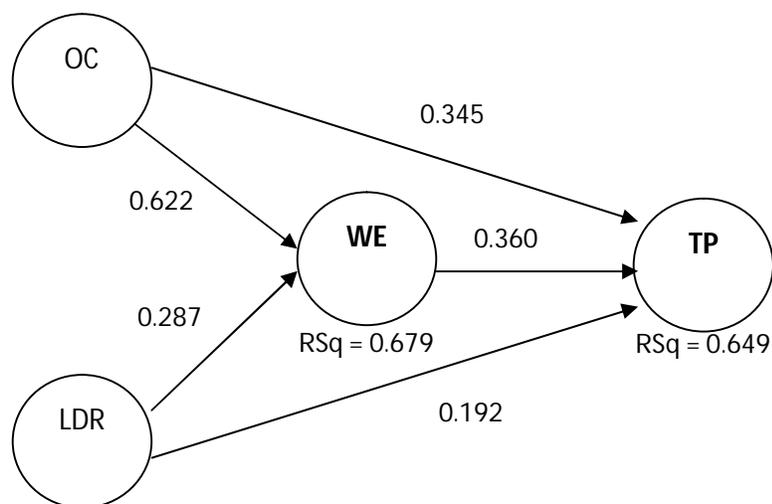


Figure 1. Structural Model