

Self Efficacy and Achievement Motivation on Performance with Perceived Organizational Support Moderation

(A study on private university lecturer with “A” Accreditation Kopertis Region VII East Java)

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ABSTRACT-Private Universities (PTS) is one of the institutions that have a strategic function to prepare a better future generation. In order to improve their quality both public and private universities in Indonesia must be accredited by the Badan Akreditasi Nasional Perguruan Tinggi (Board of National Accreditation on Higher Education). To obtain “A” accreditation is not easy. The college must have a strong determination and willingness to motivate lecturers, students and employees to jointly conduct Tri Dharma Perguruan Tinggi (Three Activities of Higher Education), and institutional improvement, fulfillment of facilities and infrastructure that support activities in universities. However, the accreditation by the Directorate General of Higher Education in 2015 showed that only three universities get “A” accreditation of 329 private universities in East Java. The question is whether an “A” accreditation is caused by the quality of its lecturers or not. The purpose of this study is to analyze the best performance of lecturers can be done through Self Efficacy, and Achievement Motivation on Performance be moderated by Perceived Organizational Support in lecturers of private universities with “A” accreditation in Kopertis (Private Higher Education Coordinator) Region VII in East Java.

This research was conducted by taking primary data through questionnaires to lecturers of “A” accredited private universities in East Java, while secondary data is taken through documentation data “A” Accreditation from Kopertis Region VII East Java.

The results showed that Self Efficacy and Achievement Motivation had positive and significant influence on Performance, while Perceived Organization Support strengthened the influence on performance of the lecturers of “A” accredited private universities, Kopertis Region VII in East Java.

Key word: Self Efficacy, Achievement Motivation, Performance, Percieved Organizational Support

I. BACKGROUND

Private universities in Kopertis Region VII East Java need to keep improving themselves because only 3 of 329 universities get “A” accreditation (BAN PT Rank based on Institutional Accreditation, 2015). Kopertis is private university coordinator in East Java. This encourages the question what aspects makes the college is superior and has an “A” accreditation? It is because the quality of the lecturers or other elements?

This research was conducted on universities lecturers, then the researchers are developing McClelland’s opinion which states that motivation is a need to get an achievement, which is called an Achievement Motivation. Lecturers with a high achievement motivation can encourage themselves to perform the task given well and timely. The motivated lecturers will work optimally to do the tasks that have been given to them, be active and happy to teach wherever they are, both formally and non-formally, with all their strength and power to always update their knowledge, following scientific activities through national and international seminars, in order to transfer the to students while they are teaching. To become a good university, it is very necessary that lecturers, who have high self efficacy, also to have a high achievement motivation is a process whereby the needs of encouraging someone to perform a series of activities that lead to the achievement of a particular goal. Poluakan (2012) states a positive relationship between internal motivation and the components of academic achievement. The results of this study are consistent with the researches by Whitehead (2003), Sharifi (2005), Amini (2006), Soeleman and Shahraray (2001). Beside, Perceived Organizational Support is a positive factor that may affect performance.

Based on the problem above, it is necessary to conduct research with the title *Self Efficacy and Achievement*

Motivation on Performance with Perceived Organizational Support Moderation.

II. LITERATURE REVIEW AND HYPOTHESES

A. Self Efficacy

Bandura (1982, 1997) states that Self Efficacy is a belief in individuals to take action in achieving certain success. Self Efficacy has a big effect on individual performance (Yeo, et al., 2006). With a high Self Efficacy can raise the belief of individual that he/she will be able to complete all tasks and challenges that exist when performing tasks and jobs that are charged to individuals or groups. Self Efficacy is formed by 6 indicators, which are: 1). Believing in ability, 2). Having freedom and responsible for all his/her actions, 3). Being polite and enthusiastic in interacting with others, 4). Able to appreciate others, 5). Having a desire to be outstanding, 6). Doing work within limits. Meral et al., (2012) stated that self efficacy is an important variable in supporting individual success in improving academic performance and having positive effect on achievement (Meral).

B. Achievement Motivation

Motivation is the impetus of an individual to make an effort, a positive relationship between internal motivation and the components of academic achievement. Timpe (1993) states that motivation comes from within self and individualized, which means that everyone is motivated by various influences on various levels, intentionally comes from the individual controls of his/her motivation level. Winardi (2001, 2) states that motivation predicts effort. Efforts with individual traits and organizational assistance predict performance. A highly motivated person is a person who carries out substantial efforts, in order to support the goals of production of work and the organization, an unmotivated person will only give minimum effort to work.

The nonstop desires have motivated people from birth to death. Munandar (2001, 327) stated that in Maslow's theory, there are five groups of needs: physiological needs, security, social, self-esteem, and self-actualization. Handoko (1994: 256) stated that the theory of needs level of Maslow is the most widely known theory of Motivation. McClelland also stated that motivation is a need for achievement, the need for affiliation and the need to gain power.

C. Perceived Organizational Support (POS)

Perceived Organizational Support (POS) is an overall employee's belief in how much organizations value their contributions, concerns and about their well-being. (Eisenberger, et al., 1986, Celep, c and Yilmantzurk, 2012). POS has the main concepts related to reciprocal relationship (Gouldner, 1960), which can have a positive impact on employee attitudes and behavior. If employees get POS with high appreciation, then employees will feel of having obligation to care and positive attitude on the organization (Eisenberger, et al., 1986, Eisenberger, Fasolo and Mastro, D. 1990).

D. Performance

Lee and Ahmad (2008) stated that leadership and culture have a significant relationship with commitment, and subsequently affect the academic performance. Performance is the result of work that the quality and quantity can be achieved by an employee in performing tasks according to the responsibility given to him (Mangkunegara, 2000: 22). According to Bateman and Strasser (2004), the objectives of education performance criteria are to: (1) improve the performance, capability, and output of education; (2) facilitate communication and exchange of information on best educational practices with different types of educational institutions; (3) be a tool for understanding and improving the performance of educational institutions and guidance for strategic planning. Lecturer performance assessment is different from performance appraisal at company or other institution.

E. Relationship between Self Efficacy and Performance

Self Efficacy has a significant relationship with academic achievement (Brady et al, 2012). In regard to performance with Self Efficacy, Bandura (1997: 98) stated that every individual has different perceptions that gradually develop in accordance with his/her abilities and experience in carrying out his/her work. The ability to perceive themselves cognitively to his/her ability will generate confidence and stability that will be used by individuals in completing their duties as a lecturer who later expected to improve his/her performance as a lecturer.

F. Relationship between Achievement Motivation and Performance

Motivation has a significant influence on job performance (Sundi, 2013, Ubadulah, 2003). Sundi (2013) in his research showed that the motivation have a positive and significant effect on the performance of employees of the Education Office at Konawe region; positive path coefficient means that higher work motivation tends to improve performance. Some studies also show that motivation plays a more determinant role than other individual factors in terms of performance. Colquitt et al (2000) suggested that if participants have the ability to study course content, they may fail to benefit from training because of low motivation. Other researchers also noted that participant characteristics such as motivation and attitudes are more important for training effectiveness rather than content-programming variables (Fleishman and Mumford, 1989; Quinones, 1997). Baldwin and Magjuka (1991) suggest that motivation mediator training between pre-information and training outcomes.

G. Relationship between Perceived Organizational Support and Performance

Robbins (2001: 174) stated that when employees are assessed not to present good performance when they are able to do it, then it must be seen whether the working environment supports him/her or not. Mowday, Steers and Porter (1979) define the concept and establish the existence of three factors or three dimensions: strong beliefs,

acceptance of organizational goals and values, and disposition to make great efforts for the interests and strong desire to remain a committed member of the organization. POS has a positive effect on employee performance. POS is positively related to performance although lower than psychological empowerment. Organizational behavior acts as a partial mediator between perceptions of organizational support and work performance, as well as between psychological empowerment and work performance (Chiang and Hsieh, 2011). Eisenberger, et al. (1990) stated that employee POS and job performance are positively associated, has been confirmed in several studies. Rhoades and Eisenberger (2002) reinforce that employee POS can affect job performance.

Hypothesis: 1) Self Efficacy affects the performance of lecturer at Private Higher Accreditation A in East Java. 2) Achievement Motivation affects the performance of lecturers at private universities with "A" accreditation in East Java. 3) Perceived Organizational Support moderate the performance of lecturers at "A" accredited private universities in East Java.

III. RESEARCH METHODOLOGY

This research is to examine the effect of Self Efficacy, Achievement Motivation towards lecturer's performance, to explain the relationship between the variables used in the research. It has been done with the primary data collection by giving questionnaire to the lecturer to know the response of lecturers about the subject studied. Secondary data is retrieved from documentation of "A" accredited Private Higher Education of Kopertis Region VII East Java.

The population of this research is lecturers at a prominent private university in East Java. This study uses representative samples so that the results of this study can be generalized to the population. Respondents of this study are lecturers with the following criteria: 1). Lecturer of private universities who are included in the criteria of "A" accredited private university Kopertis Region VII East Java in 2015. 2). The status of lecturer is a permanent lecturer of those higher education bodies. Sample is calculated by multiplying the number of variables with 30 (equal to $5 \times 30 = 150$) samples. In analyzing the data, Structural Equation Modeling (SEM) analysis is used.

IV. RESEARCH RESULT AND DISCUSSION

1. Self Efficacy (X1) has a positive and significant effect on Performance (Y1). It can be seen from the coefficient of positive sign of 0.176 with the value of C.R. 2,571 and the probability significance (p) of 0.010 is smaller than the significance level (α) determined at 0.05.
2. Achievement Motivation (X2) has a positive and significant effect on Performance (Y1). This can be seen from the coefficient of positive sign of 0.238 with the value of C.R. equal to 2,615 and obtained significance probability equal to 0,009 which is smaller than level of significance (α).

3. Percieved Organization Support (Z) has a positive and significant effect on Performance (Y1). This can be seen from the coefficient of the path marked positive 0, 281 with the value of C.R. Of 3,598 and obtained a probability significance of 0.000 which is smaller than the specified significance level.

V. DISCUSSION

The result of hypothesis testing shows that Self Efficacy has positive and significant effect on Performance. The results of this study indicate that lecturers at private universities with "A" accreditation, have confidence in themselves that can carry out duties as a lecturer with full responsibilities given to the field of education that includes teaching, lecturers to teach in a timely manner, run the learning according to the syllabi, with guidance of Teaching Unit so that learning can run well, proves that it can improve lecturer's performance in teaching field. Bandura (1997: 37) stated that self efficacy has an important contribution to performance. Self efficacy has an influence on teacher commitment in learning (Coladarcy, 1992, Evans and Tribble, 1986 in Christophersen (2015)). The higher the self efficacy of a person, the higher commitment it takes to their career including to improve the performance of the lecturer.

The results of this study indicate that private universities lecturers with "A" accreditation have high Achievement Motivation, which is shown by the willingness of lecturers to meet their needs by performing tasks assigned by universities with improvement and development in the field of teaching by conducting lecture contracts, using syllabi in learning and always trying to run the learning well. In this study adopted McClelland's theory that is the achievement motivation is adjusted to the real world situation of lecturers in private universities with "A" accreditation. In this study applies Achievement Motivation in a working environment that Collectivism is characterized by a strong social framework. Then, on individual rivalry, whereas McClelland originated from individual competition and then only cooperated with the group (Hofstede, 2001). Other previous research that support of motivation research and performance of lecturers are (Trisnarningsih (2011) Pramudyo (2010), Winardi (2001)) which stated that the motivation of lecturers has a significant influence on the performance of lecturers. The results of this study are consistent with the researches by Whitehead (2003), Sharifi (2005), Amini (2006), Soeleman and Shahraray (2001).

The results showed that Perceived Organization Support (POS) in "A" accredited private university has been well implemented and can significantly influence on Performance.

VI. CONCLUSION

1. Self Efficacy has a positive and significant impact on the performance of the lecturer of "A" accredited private universities Kopertis Region VII in East Java.
2. Achievement Motivation has a positive and significant impact on the performance of lecturers of

“A” accredited private universities Kopertis Region VII in East Java.

3. Perceived Organization Support has a positive and significant impact on Performance and strengthen the influence of Achievement Motivation on performance in “A” accredited private universities Kopertis Region VII in East Java.

VII. SUGGESTION

Higher Education is expected to provide support to lecturers to continue higher schools so as to increase Perceived Organization Support and improve Self Efficacy because Perceived Organization Support has a positive and significant impact on Performance and strengthen the influence of Achievement Motivation on performance.

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