

The Effect of Organizational Culture and Job Satisfaction Toward Performance of Elementary School Supervisors in Some Districts of Riau Province

Murni Baheram

Department of Science Education, University of Riau, Pekanbaru, Indonesia

Abstract: The objective of this research was to find out the effect of organizational culture and job satisfaction toward performance of elementary school supervisors in district/city of Riau Province in 2010. This research used quantitative approach and survey method for data analyze. Data were collected by using questioners in 60 elementary school supervisors in city of Riau Province. Sample of this research were selected from 150 elementary school supervisors in district/city of Riau Province by using Slovin's theory. Based on the finding, we have several conclusions: organization culture gave positive effect toward performance of elementary schools supervisors; job satisfaction gave positive effect toward performance of elementary schools supervisors; organization culture and job satisfaction gave positive effect toward performance of elementary schools supervisors.

Key words: Organization culture, job satisfaction, performance, supervision, elementary school

INTRODUCTION

The change of times which is marked by the development of science and technology always have an impact on human life for both positive effects such as improving the quality of human life and negative effects such as moral crisis and the decline in human values. Development, transfer of knowledge and values which are prevailing in human life occurs through education. In addition, through education, negative impact of the times can be prevented and addressed. Therefore, education contributes greatly to the progress of the nation as well as a vehicle to build the nation's character, civilization dignity and fulfill the rights of every citizen in getting high quality education.

The success of the implementation of high quality education is inextricably linked to the success of improving the competence and professionalism of educators and education personnel without disregarding other factors such as infrastructure and fund. The school supervisor is one of the educators and the education personnel whose position hold a significant and strategic role in enhancing the professionalism of teachers and quality of education in schools. In Government Regulation No. 74 of 2008, stated that the teachers who are appointed as school supervisors have responsibility in mentoring and professional training of teachers and giving supervision. Supervision includes conducting academic supervision and managerial supervision.

Higher performance of education supervisors can be seen from their performance as supervisors in carrying out the duties and their functions in displaying good performance. It also gives impact on improving achievement and the quality of schools. How management capabilities and leadership principals are able to take initiative in improving quality of schools.

School supervisors' performance also give impact on how teachers implement the active student learning, creative, effective and fun (PAIKEM) how teachers' understanding of the implications of the MBS implementation are portfolio assessment.

Hence, the basic duty of the supervisors is to assess and to coach education provision at some particular schools, both public and private schools. Thus, the implementation of duties and responsibilities of elementary school supervisors require high performance.

Robbins (1997) stated that the right performance can only be done based on the results of an evaluation of current performance because the performance evaluation results show a person's level of achievement in performing the duties which they are responsible for. Low performance indicates that the elementary school supervisors do not do their duties properly that can influence the achievement of the organization. On the contrary, high performance indicates that elementary school supervisors do their duties as supervisors well that will have an impact on the high performance of the organization. Colquitt *et al.* (2009) stated that job

performance is the value of the set of employee behaviors that contribute, either positively or negative to organizational goal accomplishment”.

Organizational culture is a framework that is as daily behavior guidance to achieve organizational goals. Organizational culture is able to change attitudes and behavior of human resources to achieve better productivity in facing future challenges. Thus, the organizational culture will affect the performance of the school supervisors in carrying out their duties.

Job satisfaction is an attitude that a person has about his job. That satisfaction arises from the person's perception of his work. Job satisfaction of school supervisors in work can be seen from their behavior in work such as pleasure in working, working relentlessly and working in accordance with the expertise. Satisfied or dissatisfied of school supervisors in working may affect the performance of the supervisory duties. Satisfaction in work indicates high performance and dissatisfaction in work shows a low performance.

Based on the results of survey and interviews with the head of Technical Implementing Unit of district/city in Riau Province found that elementary school supervisors still have low performance. That lack performance of elementary school supervisors was obtained by the data of interview of 70% of teachers were not able to prepare lesson plans such as developing indicators and formulating learning goals, determining effective learning model and using the appropriate media in classroom learning process yet. From the above phenomena, it could be classified that elementary school supervisors did not assess and coach the teachers and the principals in elementary schools yet. As the result, the quality of elementary school education was not qualified yet. This fact indicated that the elementary school supervisors have low performance.

The condition above was necessary to get special attention for getting the constraints and the cause of low performance of elementary school supervisors. In addition, those constraints were influenced by external and internal factors of the individuals. To answer these problems, it was necessary to study comprehensively the factors or variables that were expected to have an influence on the performance of elementary school supervisors. Researchers considered that it was necessary to conduct a research (at the district/city of Riau Province) toward the factor of organizational culture and job satisfaction in improving performance of elementary school supervisors.

The research finding on the influence of organizational culture and job satisfaction toward the performance of elementary school supervisors were

expected to provide a useful contribution both theoretically and practically. Theoretically, the results of this research were useful in development of repertoire of science in education management and the factors that affected directly the performance of elementary school supervisors. While, the practical benefits of this research would give contribution to the Department of Education and Culture of district and city in Riau Province and especially to elementary school supervisors in carrying out their main duties and their responsibilities in order to improve the quality of elementary school education.

Performance: Sagala defined that performance is derived from the word “performance” which means perform; however, this terminology has been known in Indonesian as “performans”. Thus, the performance is defined as the extent to which an individual or groups accomplish the task in an institution or organization in accordance with the authority and responsibility in achieving goals of institution or organization. Performance can be classified into managerial performance and employee performance.

Quick and Debra (2006) also stated that “Performance is most often thought of accomplishment”. With this definition of performance, leader always hopes that employees have a high performance in order to accomplish their task well. Jones and Jeniver (2005) stated that “Performance is an evaluation of the results of a person's behavior. It involves determining how well or poorly a person has accomplished a task or done a job”. When a person can accomplish the tasks which are delegated to him/her exceeds the standards, it means that she/he has good performance.

Then, Michael (2006) recognized that “Performance is often defined simply in output terms the achievement of quantified objectives. But, performance is a matter not only of what people achieve but also how they achieve it”. This definition of performance connects the employment outcomes to behavior. As behavior, performance is human activity which is directed to the implementation of organizational tasks that are assigned to him/her. Colquitt *et al.* (2009) also state that “job performance is the value of the set of employee behaviors that contribute, either positively or negatively to organizational goal accomplishment”.

In addition, Colquitt *et al.* (2009) stated that “those behaviours generally fit into three broad categories”. Two categories are task performance and citizenship behaviour, both of which contributes positively to organization. The third category is counterproductive behaviour which contributes negatively to the organization. In this investigation, we discuss the performance outcome that have value to the

organizational and to the individual". Assessment of performance is closely related to human behavior in accomplishing the task. The effectiveness of a work depends on good and bad behavior of human resources. It means that an assessment cannot be done if there is still vagueness of the job itself.

As noted by Newstrom (2007) that "Evaluation of performance of employees to improve their performance". In connection with assessment of performance, Mondy and Noe (2005) stated that "When an individual task outcome is difficult to determine, the organization may evaluate the person's task-related behavior".

Based on few studies that have been described above, it can be defined that elementary school supervisors' performance is the performance that is shown in elementary school supervisors' behaviors in working that positively or negatively oriented on tasks or jobs and contribute to the achievement of organizational goals as indicated by the first dimension of performance task indicators:

- Routine in work
- Adaptation to work

The second dimension applies indicators:

- Work together
- Innovation
- Appreciate the organization in the workplace

Organizational culture: Kreitner (2000) defined the organizational culture as: "Organizational culture is the collection of shared (stated or implied) beliefs values ritual, stories, myths and specialized language that foster feeling of community among organization members". Thus that organizational culture is useful for improving the effectiveness of the organization, since organizational culture controls the way of organizational members in making decisions in interpreting/understanding and managing the working environment and treat information and behave. Organizational culture can be classified into values and norms of behavior of organizational members. As noted also by George and Jones (2005) stated that "Organizational culture is the set of shared values beliefs and norms that influences the way employees think, feel and behave toward each other and to word people outside the organization meaning held by members that distinguishes the organization from other organization". Like the structure of the organization can improve the cooperation and motivation of employees, so the values and assumptions in the organizational culture can also improve work attitudes and behavior that make the

effectiveness of the organization. Ritchie (2000) explained that organizational culture has been defined as the "normative glue" that holds on organization together. Furthermore, Ritchie (2000) explained that culture is the set of characteristic that describe an organization and distinguish it from others.

The most detail opinion is given by the theory of organizational culture, Schein (2004) defined that the meaning of organizational culture as a pattern of basic assumptions-invented, discovered or developed by a given group as well as it learns to cope with the problems of external adaptation and internal integration that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems."

Ivancevich and John (2005) stated that "organizational culture as a perspective to understand the behavior of individuals and groups within organization has its limitations. And is what the employees perceive and how perception creates a pattern of beliefs, values and expectations". Robbins and Timoty (2011) stated that "Organizational culture refered to a system of shared meaning held by members that distinguishes the organization from other organizations. The meaning of the system is a set of key characteristics that is upheld by members of the organization. Sobirin (2007) stated that organizational culture is "the system of such publicly accepted meanings operating for given group at a given time".

Furthermore, Hellriegel (2006) defined that "Organizational culture reflects the shared and learned values, beliefs and attitudes of its members". Organizational culture may essentially represent to the norms of behavior which followed by the organization, including those who are in the hierarchy organization. Hence, the organizational culture is very crucial in supporting the creation of an effective organization. To build the strong organizational culture, it requires considerable time and gradually, the journey may be different ups and downs from time to time. Furthermore, the result of research which presented by Robbins and Timoty (2011) stated that there were seven main characteristics that are the essence of culture of an organization.

From the above description can be synthesized that organizational culture is the assessment of elementary school supervisors to values, norms which are believed to be a reference to behave in the organization in order to facilitate the achievement of organizational goals effectively and efficiently as indicated by the indicators:

- Unity
- Honesty
- Slogan/language and words
- Compliance with the rules of the organization
- A common perception of the work
- Work together

Job satisfaction: Job satisfaction is an individual thing where each individual has a different level of satisfaction according to the prevailing value system in him/her. Individuals will work hard if he/she is satisfied in his/her work and the agency also attempts to provide job satisfaction to the individual because job satisfaction is a basic need for people in work. The more aspects that are suitable with the individual work is reached, the higher the perceived level of satisfaction and vice versa.

According to Newstrom (2007), job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work. Robbins and Timoty (2011) stated that “The term Job satisfaction describes a positive feeling about a job, resulting from an evaluation of its characteristics”. Based on Robbins’s theory, it is clear that a person with a high level of job satisfaction has positive feelings about the job while a person who is not satisfied has the negative feelings about the job.

Robbins and Timoty (2011) explained that “it seems that it was the logic to assume job satisfaction should be a major determinant of an employee’s Organizational Citizenship Behavior (OCB). Satisfied employees would seem more likely to talk positively about the organization, help others and go beyond the normal expectations in their job”.

Laurie stated that “Job satisfaction is an emotion, a feeling an attitude and a matter of perception. It results from an appraisal of an employee’s experiences at work. Job satisfaction involves likes, dislikes, extrinsic and intrinsic needs”. There are five major component of job satisfaction:

- Attitude toward the work group
- General working conditions
- Attitude toward the company
- Monetary benefits
- Attitude toward management

Kreitner (2000) defined “Job satisfaction is an affective or emotional response toward various facets of one’s job”.

Then, Shane *et al.* (2008) stated that “Job satisfaction, a person’s evaluation of his job and work context. It is an appraisal of the perceived job characteristic, work environment and emotional

experiences at work. Satisfied employees have favorable evaluation of their jobs based on their observation and emotional experiences. Job satisfaction is really a collection of attitudes about different aspects of the job and work context.

According to Colquitt *et al.* (2009), “Job satisfaction is defined as a pleasurable, emotional state resulting from the appraisal of one’s job or job experiences”. From this definition, it is clear that high job satisfaction will encourage someone to work harder, more diligently and more leverage.

Further, Colquitt *et al.* (2009), explain that satisfied employees do a better job of fulfilling the duties described their job descriptions and evidence suggest that positive feelings improve creativity, problem solving and decision making.

In line with above theory, Chandan (2005) defines “Job satisfaction as the extent of positive feelings or attitudes that individuals have towards their jobs. When a person says that he has high job satisfaction, it means that he really likes his job highly”.

In line with the above opinion, Mathis (2001) explained that job satisfaction is a positive emotional situation of a person’s assessment of work experience. Job dissatisfaction arises when these expectations are not fulfilled example, if an employee expects safe and clean working condition; she/he might be dissatisfied if the workplace is unsafe and dirty.

Quick and Debra (2006), defined “job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences. It has been treated both as a general attitude and as satisfaction with five specific dimensions of the job: pay the work itself, promotion opportunities, supervision and co-worker”.

Shane *et al.* (2008) stated that job satisfaction is a person’s evaluation of his or her job and work context, it one is an appraisal of the perceived job characteristic, work environment and emotional experiences at work. Satisfied employees have a favorable evaluation of their jobs, based on their observation and emotional experiences. Job satisfaction is really a collection of attitudes about different aspect of job and work context”.

Shane *et al.* (2008) explained that “the consequences in job dissatisfaction includes Exit, Voice, Loyalty and Neglect (EVLN) Model:

- Exit refers to leaving the organization, transferring to another work unit or at least trying to make these exits
- Voice refers to any attempt to change, rather than escape from, a dissatisfying situation

- Loyalty has been described in different ways but the most widely held view is that “loyalties” are employees who respond to dissatisfaction by patiently waiting-some say they “suffer in silent” for a problem to work itself out or get resolved by others
- Neglect includes reducing work effort, paying less attention to quality and increasing absenteeism and lateness. It is considered a passive activity that has negative consequences for organization

Based on the description of the concepts that have been described above, job satisfaction is an expression of pleasant feeling or not for someone related to his/her work as indicated by the indicator:

- Pleasant feeling to work
- Working overtime
- Work with no expecting anything in return
- Help their companions in work
- Sense appreciated
- Working conditions
- The relationship between co-workers

Organizational culture and performance: Organizational culture is the values and norms which are believed to be a reference for him/her to behave in organization. Organizational culture tends to be realized by members in achieving organizational goals. Organizational culture creates a clear distinction between one organization to another. Organizational culture brings a sense of identity for organization members.

Organizational culture provides benefits to the organization that can foster employee loyalty and dedication to organization and has positive image and organizational capabilities. In addition, organizational culture was beneficial to the development of organization as well as organizational culture provide benefits to human resource development.

Usmara and Dwiantara (2006) stated that the result of exploration showed that a strong organizational culture, adaptive and dynamic has a significant impact on the success of economic performance and managerial performance of an organization. Based on the above opinion, it is no doubt that organizational culture has a strategic role to encourage and improve the effectiveness of organizational performance.

Job satisfaction and performance: Job satisfaction is individual thing and each individual will have different level of satisfaction according to system of values that are in individual itself. This is due to individual differences. If a person feels psychologically satisfied, they will give

devotion to subjects related to the cause of satisfied feeling. Job satisfaction for an employee occurs when there is a match between the expectations of employees and remuneration of work. This remuneration is relative and more psychological not always be material or financial value and perceived fairness by employees in the workplace as well as relationships among coworkers as well as the relationships that support the implementation of the work.

According to Colquitt *et al.* (2009), job satisfaction has a moderate positive effect job performance. People who experience higher level of job satisfaction tend to have and lower level of counterproductive behavior.

The above opinion was reinforced by the results of research of Robbins and Timoty (2011) stated that 300 researches showed the correlation between job satisfaction and performance were strong enough. Data of productivity and overall job satisfaction were collected. For organizations, it was found that organizations which have more satisfied employees tend to be more effective than organizations which have employees who were less satisfied.

The result of this research showed that there was influence of organizational culture toward job satisfaction. Organizational culture gave positive effect on performance and job satisfaction gave positive effect on performance.

Organizational culture and job satisfaction: In general, organizational culture is values and norms which are believed to be a reference for someone to behave in organization so as to facilitate the achievement of organizational goals effectively and efficiently.

Organizational culture refers to a system of shared meaning which is believed by members that exist within an organization. Organizational culture is as a mutual agreement in organization and binding that agreement for all people in that organization. Benefits of organizational culture are to foster employee loyalty and dedication to organization.

MATERIALS AND METHODS

In general, this research aimed to reveal the presence of a positive direct effect of organizational culture and job satisfaction toward the performance of elementary school supervisors in district/city of Riau Province. The unit of analysis in this research is elementary school supervisors in district/city of Riau Province with 150 populations of supervisors and after calculating the sample by using Slovin's theory, the sample was 60 supervisors as respondents. This research used quantitative approach,

survey method and path analysis to test the hypotheses. Data were collected by using questionnaires to elementary school supervisors in district/city of Riau Province. This research was conducted for 9 month starting from August 2010 until June 2011.

RESULTS AND DISCUSSION

Direct positive effect of organizational culture toward performance: From the calculation, the correlation coefficient of organizational culture and performance was 0.654 and path coefficient was 0.443. It could be concluded that there was a direct positive influence of organizational culture on performance.

Based on this empirical evidence, the findings of this research indicated that organizational culture was one of variables that directly influenced the performance. Conducive organizational culture would affect the improvement of performance.

From the above description of the theory and empirical evidence which were used in this research and the fact, there was variable of organizational culture and performance of elementary school supervisors in district/city of Riau Province. It was proved that organizational culture gave direct positive effect on the performance of elementary school supervisors.

Ritchie (2000) stated that organizational culture may influence the employee performance. The success of the performance will lead to self-confidence, appreciation and advancement which ultimately will increase the performance. The result of this research also supported by Robbins and Judge (2009) if organizational culture through its dimension are getting strong, it will increase performance and belief and vice versa. According to Shane *et al.* (2008), reported that powerful culture has good potential for good performance.

Based on the theories above, empirical evidence and the facts that were in the variable of organizational culture and performance of elementary school supervisors in district/city of Riau Province, it was proved that organizational culture gave positive effect on the performance of elementary school supervisors. In other word, conducive organizational culture will affect the improvement of principal performance.

Based on the empirical evidence, these research findings showed that the attempts to improve the performance of elementary school supervisors can be done by improving the organizational culture. The efforts to improve the culture of the organization are:

First: Leaders could anticipate at certain level such as: to build unity and expand joint activities which beneficial to

make a close relationship among elementary school supervisors so that the interaction was more intense.

Second: Leaders could inculcate shared values, beliefs and norms that affected how elementary school supervisors think, feel and behave towards each other and towards those outside the organization. The values and beliefs of this organization was the basis of organizational culture.

Third: Leaders could create a culture of organization by using slogan or motto in elementary school supervisors' office. That slogan consisted of words that could give spirit and did their job carefully therefore elementary school supervisors could accomplish their duties well.

Fourth: Leaders with elementary school supervisors have common perception of the work, tolerate, obedience of organization's rule and honesty between superior and elementary schools supervisors and among elementary school supervisors in performing supervisory duties.

Direct positive effect of job satisfaction toward performance: From the calculation, the correlation coefficient of job satisfaction with the performance was 0.618 and path coefficient was 0.342. It could be concluded that there was a positive direct effect of job satisfaction toward performance.

Based on this empirical evidence, the findings of this research indicated that job satisfaction was one of the variables that directly influence the performance. The higher the job satisfaction of elementary school supervisors, the higher the performance level of elementary school supervisors.

Job satisfaction was as a general attitude of an elementary school supervisors toward his/her job. Job satisfaction of elementary school supervisors was an assessment or a reflection of elementary school supervisors' feelings about their job. It could be seen from the positive attitude of elementary school supervisors in carrying out supervisory duties.

As stated by Chandan (2005), "job satisfaction as the extent of positive feelings or attitudes that individuals have towards their jobs. When a person says that he has high job satisfaction, it means that he really likes his job highly". He was pleased with the work and has a good assessment for his job. Thus, job satisfaction of the elementary school supervisors was closely related to attitudes of elementary school supervisors toward their own duties. It can be said that the higher level of job satisfaction of elementary school supervisors could be seen from their positive attitude in accomplishing their duties.

From these theories and empirical evidence, job satisfaction and performance of elementary school supervisors in district/city of Riau Province indicated that job satisfaction gave positive direct effect on performance.

According to Colquitt *et al.* (2009), "Job satisfaction has a moderate positive effect job performance. People who experience higher level of job satisfaction tend to have higher levels of task performance, higher level of citizenship behavior and lower level of counterproductive behavior".

It was supported by the research result conducted by Robbins and Timoty (2011) explained that three hundred researches showed the correlation between job satisfaction and performance was quite strong. Data productivity and overall job satisfaction were collected for organizations. Then, it was found that organizations that have more satisfied employees tend to be more effective than organizations that have employees who were less satisfied

Prasanga and Gamage (2013) reported that there was a significant impact between and job satisfaction on performance in Srilanka.

The fact that elementary school supervisors in district/city of Riau Province who have accomplished their duties were looked pleasure in work. The pleasure in performing their duties were seen when they implemented guidance to teachers and principals in target schools until late afternoon without expecting high exchange in return. From the theory above and empirical evidence which were done in this research, it was proved that job satisfaction gave positive direct effect on performance. To improve job satisfaction are as follows.

First: Fulfill the expectations of elementary school supervisors such as salaries and promotions accuracy. If the elementary school supervisors received more than their expectation, they would feel happy in accomplishing their duties.

Second: Fulfill the needs of elementary school supervisors because when their needs were fulfilled, they would work better and would be happy to do its job.

Third: Leaders could increase job satisfaction of elementary school supervisors could structure the environment of work, reward and recognize everything dealing with the values of elementary school supervisors.

Fourth: Leaders could pay attention to the satisfaction of elementary school supervisors individually because each elementary school supervisors has different satisfaction.

Sometimes, an elementary school supervisor can be satisfied in accomplishing his/her duties while the others are not.

Fifth: Conducive working conditions because elementary school supervisors concerned with good working environment for the convenience of individuals and groups to facilitate doing a good job and feel comfort in working.

Sixth: Supportive co-workers having a friendly co-workers and supportive in carrying out the task will cause pleasure in the work that made the improvement of job satisfaction of elementary school supervisors.

Seventh: The school supervisors felt the justice of the leadership within the organization such as the acceptance of fees which were in accordance with the volume of work and the promotion of elementary school supervisors that were suitable with the rules that would cause job satisfaction of elementary school supervisors in carrying out supervisory duties.

Direct effect of positive organizational culture toward the job satisfaction: From the calculation, the correlation coefficient of organizational culture and job satisfaction was 0.345 and path coefficient was 0.345. It could be concluded that there was a positive direct effect on job satisfaction.

Based on this empirical evidence, it was found that organizational culture was one of the most important variables and directly influenced job satisfaction. The better the organizational culture, job satisfaction of elementary school supervisors may increase.

According to Colquitt *et al.* (2009) stated that organizational culture is a shared social knowledge within an organization about rules, norms and values that change attitudes and behavior of employees. With norms and values which were believed by elementary school supervisors, they could accomplish their duties because there was a value or norm that became guidance in order to make them feel comfortable and pleasure in accomplishing their supervisory duties.

Besides, the above opinion was also supported by the integrative model of organizational behavior of Colquitt *et al.* (2009) that describes organizational mechanism factor of organizational culture give direct effect toward individual mechanisms such as job satisfaction of employees.

Chandan (2005) states that job satisfaction is a positive feeling towards their job. If one says that he has a high job satisfaction, it means that he really likes his job.

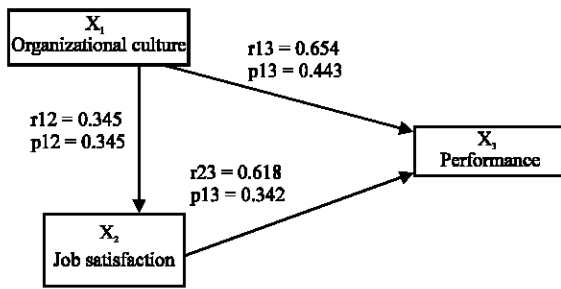


Fig. 1: Empirical model of calculation results by using path analysis

Job satisfaction is closely related to his own attitude towards his job. The high level of person's job satisfaction can be seen from their positive attitude. Instead, dissatisfaction will lead to a negative attitude while working.

From the theory above and empirical evidence, organizational culture and job satisfaction of elementary school supervisors in district/city of Riau Province indicated that organizational culture gave positive effect on job satisfaction.

Based on the results of path analysis in empirical model, the results of calculation by using path analysis can be described in Fig. 1.

CONCLUSION

We have some conclusions including:

- There is positive effect of organizational culture toward the performance of elementary school supervisors
- There is positive effect of job satisfaction toward the performance of elementary school supervisors
- There is positive effect of organizational culture toward job satisfaction of elementary school supervisors

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