The Influence of Principals Self Personality Values towards Their Work Culture

Muhammad Asri, Lokman Bin Mohd. Tahir
Department of Educational Development, Faculty of Education,
Universiti Teknologi Malaysia, Malaysia

Article Info	ABSTRACT
	This study aimed to identify the influence of principals' self personality values toward teachers' work culture in high schools. The sample consisted of 34 principals from SMAN, SMKN and MAN in the City of Makassar, South Sulawesi Indonesia. The sample of this study is population sample. The instrument used was a questionnaire. Data were analyzed using Statistical Package for Social application software Science version 20.0. Two statistics were used descriptive statistics including the mean score and inference of linear to test the hypothesis. The reliability (Cronbach Alpha) for the instruments used in this study is 0.879. The results show that honesty and compliance are both top components of self values of principals in implementing principalship at school. There was also a significant influence on self personality values of principals toward teachers' work culture at school.

Corresponding Author:

Muhammad Asri,
Department of Educational Development,
Faculty of Education,
Universiti Teknologi Malaysia 81310 Johor, Malaysia.
Email: asrim54@yahoo.com

1.   INTRODUCTION

Education leadership is one of elements which is unseperated from life schooling organization. It is on both basic education and high education organization. Its leadership is very important because it is one of social aspects which are showing relation among human beings, more specially interaction between leader and followers.

This relation is shown in leadership function including process. The process influences followers in any cases, mainly in making decision or change to increase quality of followers and organization [1]. Associated with it, Fullan [2], Mortimore [3] also revealed that features of leadership must be had by school principals in global area. It is also called profesional leadership; it is referring to its poise in order to make a decision. Its leadership should have realistic information and stresses into superiority as a leader when he is at school.

Besides, principals need also focusing on aspects of human beings development such as work satisfaction and teacher commitment towards school [4]-[6]. Simply, principals were asserted to give balance between glitter in management with effective leadership as opened space of committed teacher salary at school and professionalism in running the works.

School leadership was also recommended to be run which is focused on humanistic values. Principals were also recommended to build harmonic relation with teachers. Principals are necessary to have close communication, easy to be approached, frequently give motivation, lead and give guidance [7], [8]. This case may be entited which is from creating personality values of principals as a model for teachers.

1.1 Background

Effect of globalization process carried world and human beings into tight competition. Education sector is necessary to be built in order to face current challenges. Its sector needs to positively respond the changes, mainly to realize basic principles of nation, information, and views which have undergone huge reorganization [9]. Accentuation towards education for all, having balance and integration between mental and non-mental needs with the concepts of human beings development truly, completely and perfectly. They become main task of leader in one education institution [10].

One alternative choice may be used for handling value crisis faced by one nation, specially students and youth now is to implement those values at school [11]. Good leadership is the leader who may implement good values and has to be obeyed in getting goal of one organisation. The value was defined as confidence interrelated to behavior based on importance degree of its requirements. [12] stated that value is (1) a confidence, (2) case interrelated to ways of implement behavior, (3) beyond specific situation, (4) dicerting the selection or evaluation of individual behaviors, and events, (5) it is arranged according to degree of importance.

In Indonesia, the school is the last place where the educational process is full of values occurs. It contains the educational process, as mandated by the Act of 1945, namely, the national education are working to develop the capacity, to form the character and dignity of civilization in order to develop the intellectual life of the nation. Next, it is confirmed by Act Number 20 of 2003 that national education is intended to develop students' potential to be faithful human beings and devoted to God, noble, healthy, knowledgeable, skilled, creative, independent, and democratic and responsible citizenship. The founding fathers of Indonesia and experts understand that to achieve the ideals of the nation, education is based on values is the main priority [13].

From low student achievement and the number of student' cases, form of school failure can be evaluated [14]. Of the students' behavior of and graduates, many of them have lost their identity as dignity people and loss of their direction and control [15]. Dardjowidjojo [16] also revealed that many of Indonesian people in everyday life tend to deviate from the values and cultural norms of the society. Donie [17] reveals that the culture, core values, moral values, and the character of the nation is nowdays in the spotlight of public on various aspects of life. It is published in various print media and electronic media. In addition, in mass media, scholars and experts in education field explore the issues of culture, moral values and character of the nation in various forums or seminars, whether at the local, national, and international.

Cases on the many factors that cause it happen. One of them is the cultural practices of teachers at school that can not be implemented effectively [18]. Besides, the effectiveness of the school organization's culture affects students' discipline [19], while [20], school culture also affects its successful students.

Related to issues on the school's failure to produce a perfect citizen of Indonesia, it should be an intellectual person must match with his faith, devotion and noble, as the goal of education has not been fully achieved. Therefore, its successful work of a manager or principal must be rooted in the values of self-owned principals and become habits. The values start of tradition, religion, norms and beliefs of the faith, become in the habit of working behaviors in the organization. Values that have become habits is called culture. After all, culture that is associated with the quality of the work, and it is defines as the work culture [21].

1.2 Problem Statement

There are many more problems about the concept of educational leadership to be studied, although many researches were conducted on the concept of the self personality values. Society puts high expectations on educational leadership in the effort to produce citizens who are successful, knowledgeable, brilliant, morally, as well as highly skilled [22]. In order to realize the aspirations of the country, the principal has role as a civil servant who responsible of leading the school well and effectively. However, it was found weaknesses in principal leadership to control the school management in order to function effectively [2],[4], [23]. This is because the concept of educational leadership is a concept that is widely accepted in all levels of society and humanity.

The importance of a principal leadership at school is due to the need for leaders who can define, formulate and train the self-principals of organization values, which include human resources, materials and symbolics towards achieving organizational goals [24]. So, the role of principals' leadership has aroused the interest of researcher to do research on the concept. Researcher wanted to know whether there is significant effect of principals' leadership in applying their self-personality toward culture of teachers' employment at schools. Principals who have been entrusted and responsible with the power in running organization activity in order to achieve a predetermined goal are also focused on teachers' work culture. The emergence of leadership theories and approaches are increasingly open discussion of this concept.

Leaders were elected to guide followers towards achieving the desired goal. It is contribution which is absolutely necessary of the leadership process by his followers in any groups whatsoever. Based on the importance of the leadership contribution, this study was conducted using self-concept of school principals that include several elements, namely: (1) self-acceptance, (2) self-control, (3) changes, (4) honesty, (5) adjustment, (6) self-assessment, (7) ability, (8) forward move, (9) committment, (10) compliance (11) of self-symbolic, (12) reaction, and (13) professionals. The aim of this study was to know the contribution of school principals' leadership in implementing self-personality toward development of teachers' cultural work in schools. In this study, the impact of leadership may be viewed from principals' behavior toward teachers' behavior as their subordinates. Leadership behavior in this study is based on self-personality is adopted by school principals which impact on the work culture in schools. Previous research findings [25],[26] have found that principals who practice value-based leadership can affect teachers' work satisfaction and teachers'commitment in the development of work culture in schools.

Studies on the impact of leadership, in general, have been a lot of literature. However, studies that look at the impact of principals' leadership in the implementation of self-personality on development of teachers' work culture at the school received less attention by local researchers, especially in the city of Makassar, South Sulawesi. So, this study would be focused on to identify elements of the self-personality which is a priority for school principals to implement the personality values in schools; and to determine whether or not significant influence of self personality values of principals (self-acceptance, self-control, change, honesty, coordination, self-assessment, capacity, moving forward, committment, compliance, self symbolic, response and professional) on teachers' work culture (working attitude, work discipline, work quality, work communication) at schools in the city of Makassar, Soult Sulawesi.

2.   LITERATURE REVIEW
2.1. Self-Concept
Everyone has a view or picture of himself or herself. It is called self-concept or self-image [27]. Self-concept is one's response on physical, psychological, and social characteristics, as well as attitudes, beliefs and thoughts [28]. According to Brown & Harrison [29], the self-concept is our perception of ourselves. Self-concept is also known as self-image and self-esteem, which includes all feelings and thoughts of all talents, capabilities, benefits, strengths and weaknesses, through interaction with others.

Hurlock [27] revealed that self-concept has three main components: (1) perception, the image of a person on her physical appearance and the effect is shown to others. This component is often called physical self concept; (2) conceptual component, one conception of the special characteristics would be possessed such as ability, inability, background and future. This component is often called psychological self-concept. It is composed of multiple quality, self-coordination such as honesty, self-confidence, independence, and the establishment of a strong reversal of these traits; (3) attitude components. It is one's feeling on hisself, attitude on the present status and the future, and attitudes toward self-esteem and self-owned outlook.

Of the three major components of self-concept, every component has own elements that play an important role in understanding how self-concept is closely related to lead and sustain individual behavior. Elements of self-perception are closely linked to each other. In this study, the elements comprise: self-acceptance, self-control, change, honesty, coordination, self-assessment, capacity, forwarded moving, committment, compliance, symbol of self, response and profession.

2.2. Work Culture
Culture can be defined as an environment of trust customs, knowledge and practice of the creation of man. It is reflected in the general behavior of society and has a strong influence on the actions of the community members, though often not realized [30]. Culture is a pattern of knowledge, skills, behaviors, attitudes and beliefs, as well as artifacts produced by human beings or society and passed on from one generation to another [31].

Work culture of the organization is defined as a cognitive framework that includes attitudes, values, norms, and expectations which are shared and adhered to by members of the organization [32]. Organizational culture related to the context of organizational development. It consists of cultural meaning that is rooted in the organization's history, reliable, and can not be manipulated directly [33]. By [34], culture is a complex combination of assumptions, behaviors, stories, myths, metaphors and ideas of others into one to determine the aspects that are meaningful to members of a particular community. [35] revealed that work culture of the organization is a value system developed by the organization in the form of patterns of behavior, which is formed into a rule that is used as a guide in their thoughts and actions to achieve organizational goals. [35] also said that value system of the culture that has strong growing may encourage

better development of the organisation. [36] concluded that work culture in the organization is an important strategy for the effective management to enhance employee performance.

From the description above, the work culture can be concluded as a value resource that may make guidelines of the human resources for addressing external problems and adjustments as well as the integration of business into the organization, so that each member of the organization understands the values that shape and govern how they should act and behave. The work culture is an invisible spirit that binds all individuals in the group to keep moving and working parallel work situations.

So, the work culture in this study is respected values. It may be shared and binds all members of the school which is indicated in concrete work, work attitude, work discipline, quality of work, and work communication for achievement of the school goal.

3.   RESEARCH METHOD
3.1 Research Design
The design of this study was cross sectional. The study aimed to describe phenomena around school principals to run their leadership at school in Makassar. Data were analyzed using descriptive and inferential statistics. Descriptive statistics such as mean score and standard deviation were used for respondents' answers to the items that are given to make the data more meaningful. In this study statistical descriptive analysis applied to identify the self-concept of principals as priority in running leaderships at school. Linear regression analysis was used to find relationship between two variables and prove the hypothesis of two variables, test hypotheses or answer the research questions to report the true situation at a particular time [37] ; [38] and [39]. In this study, linear regression analysis used to identify the influence of the self-concept of principals on teachers' work culture.

3.2 Research Sample
The study involved three types of senior secondary schools in the city of Makassar, South Sulawesi, Indonesia. They are the State-Public High School (SMAN), Vocational High School (SMK), and Islamic High School on In Indonesia, it is called Madrasah Aliyah Negeri (MAN). According to school demography from Office of Education in City of Makassar in 2012, Makassar has 34 high schools comprising 22 state publichigh schools, 9 vocational high schools, and 3 Islamic high schools.

3.3 Research Instrument
This study used a questionnaire as a research instrument because the questionnaire is an instrument that is often used in studies of a quantitative research. The questionnaire is the most effective way to obtain information from the respondents [40],[41],[42]. The questionnaire was also carried out data collection techniques by providing a set of written questions from the respondents to obtain information [43]. Using questionnaire as an instrument is also easy to be managed and analyzed data because it is saving time, energy and costs, respondents also said to be more open and courageous in responding [44]. In addition, the responses given by the respondents through the questionnaire will not affect the personality and behavior of researchers and the ways of researchers conducted [45]. The questionnaire consists of three parts, namely background of respondent, items of self- values, and items of teachers' work culture (working attitude, work discipline, quality of work, and work communication).

3.4 Validity and Realibility of Instrument
Before used the questionnaire, it is necessary to ensure its validity and realibility. Expert validity [28] was done to ensure content validity of the questionnaire. Two lecturers in educational management of State University of Makassar read the questionnaire and they decided that all items in the questionnaire would be used to collect data about self-concept of principals on teachers' work culture.

Furthermore, to ensure realibility of the questionnaire, pilot study was done. Data in the pilot study were analyzed using SPSS to find the realibility of items in the questionnaire. The higher the reliability means the lower the mean error of measurement instruments and more reliable instrument is to used. To test reliability of the instrument, this study used Cronbach's Alpha. This method is suitable and widely used by many researchers, especially to test reliability of the instrument. [6] stated that the coefficient of reliability of an instrument may be accepted to be used is 0.65 to 0.85. [42] also noted that the reliability coefficient of the gauge exceeds at least 0.60 can be used for research purposes. Meanwhile, the reliability is acceptable for most of the gauges are in the range of 0.70 to 0.90. For this study, the researcher has selected 20 principals as respondents. Respondents were given a period of 1 to 2 days to answer the questionnaire at school. After analyzed the data, cronbach's alpha was obtained for 0.945. It indicates that the questionnaire used in this

study has strong internal reliability. It concluded that the questionnaire can be used to measure variables in this study.

4. RESULT AND DISCUSSION
4.1 Descriptive Analysis of Elements of Self Values

Data analysis in this section aims to answer the first research question, namely,) identify the elements to be a priority for the principals to implement self-values at school. It was used mean. Next, based on table 1, it was found that generally, self-values of principals have mean score of 4.44. The highest mean score is honesty element with 4.66 and also compliance element with a mean score of 4.66. It was shown that elements of self values for school principals which are the main priority in conducting of school principalship are honesty and compliance. Result of descriptive analysis is shown in Table 1.

Table 1. Mean Score of Self Values of Principals

Elements	Mean Score
1. Self-acceptance	4.33
2. Self-control	4.43
3. Self-change	4.27
4. Honesty	**4.66***
5. Coordination	4.32
6. Self-assessment	4.50
7. Capacity	4.37
8. Forwarded moving	4.29
9. Committment	4.27
10. Compliance	**4.66***
11. Self symbolic	4.63
12. Response	4.54
13. Profession	4.47

4.2 Descriptive Analysis of Teachers' Work Culture

Research finding on work culture includes work ethic/attitude, discipline, quality of work, and work communication and are shown on Table 2. It was found that generally work culture has mean score of 4.35. It also found that work communication has highest mean score of 4.50 and the second highest a mean score of 4.43 is work attitude. It indicates that the teachers' work culture also shows a high level. The results of the descriptive analysis of teachers' work might be shown on Table 2.

Table 2. Mean Score of Teachers' Work Culture

Elements of Work Culture	Mean Score
1. Ethic/attitude	4.43
2. Discipline	4.31
3. Quality of work	4.18
4. Work communication	4.50

4.3 The Influence of Self Values of Principlas toward Teachers' Work Culture

$H_0$1 There is no significant effect of self-values (self-acceptance, self-control, change, honesty, adaptability, self-assessment, capacity, moving forward, committment, compliance, symbol of self, response and professional) of principalship toward teachers' work culture.

Table 3. Analysis of Linier Regression of Effect of Self-Values of Principals toward teachers' work culture

Self-Values	R	R Square	A	b	n	Test	Sig
Work Culture	.734	.539	37.588	.686	34	F = 37.472 t = 6. 121	.000 .000

Table 3 shows the correlation coefficient (R) is a 0.734 with the Sig <0.05. It means that there is an effect of self-values of principals toward teachers' work culture. Therefore, the null hypothesis 1 was rejected because there was a significant influence on the strong level between the self-employment values of

principals and work culture. While the coefficient of determination (R Square) of 0.539, it indicates that the ability to self-value of principals affecting the fluctuation variables of work culture at 53.9 percent. Model of equation regression analysis of the variables of the self-value toward work culture is as follows:

$$\hat{Y} = 37.588 + 0,686X$$

The regression equation means that each increase of one unit of self-value would enhance the work culture at 0.686. Constan score of 37.588 means that if no self-value activities principals (X1 = 0), so the work culture of teachers was only 37.588.

4.4 Top Priority of Components on Self-Values of Principals

The results of data analysis using descriptive statistics found that the highest mean score is honesty and adherence. It may be concluded that honesty is one of the main component that must be upheld by every individual who may appear it in the behavior as a form of integrity and the consistency between the honest minds and honest behavior [46]. Findings on [47] concluded the self-honesty of the principals is a sub-domain that contributes to teachers' commitment to carry out work assignments in high school. The findings reinforced researches done by [48],[49],[50], showed that there was a strong correlation between the level of honest behavior of students when in university and their honest behavior in the workplace. Therefore, the value of honesty is an important problem that must be applied by every member of the educational institutions. It was established in the behavior as a form of integrity and the consistency between honest mind and honest behavior.

Compliance itself is an element of self values, which is the second highest running regularly practiced in the school principalship. The goal is to produce school management skill, discipline and quality. This finding means that principals and other school staffs comply regulations or laws which they deem suitability and consistent with the internal norms. It was also found that committed principals and school members or stakeholders follow their personal morality. It means that to comply with the rules and regulations effectively because they are considered rules or regulations are a must. Complying regulations or laws must be consistent with the individual's internal norms related to the invidual actions, and they also strengthen human beings with their authority system, reaction virtues and provide support for social integrity and to evade from conflict [51].

4.5 The Influence of Self Values of Principlas toward Teachers' Work Culture

Based on the analysis, it was found that there was a strong and significant relationship between the self values of principals towards work culture.

The result of this study parallel to [52]'s study on value-based leadership, that all independent variables (the self values of principals) are direct indicators of educational leadership, a significant impact on the development of teachers' work culture becomes the school culture. Furthermore, this study also supported [53]'s study, about the impact of value-based leadership for the development of the school culture. This study revealed that there is an influence of self-values of principals toward teachers' work culture in schools.

The results of study in Harvard Business School by [54] showed that workplace culture has a strong impact on the performance of an organization. There are four reasons why the effect can occur: (1) The work culture has a significant impact on job performance. (2) The work culture is perhaps even more important factor in determining the success or failure of one organisation. (3) Work culture grows easily and even within the organization filled with people who are smart and clever. (4) Although it is difficult to be modified, work culture can be made to further improve performance. Furthermore, the findings of [55] showed that workplace culture has a significant effect on performance.

5. CONCLUSION

The findings of this study can be concluded that top-priority elements of the self-valeus of principals in terms of developing teachers' work culture in schools are honesty and compliance, and self values of principals has significant and strong effect on teachers' work culture at school.

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