

Leadership Effective, Work Ethic, and Collective Relation on The Organizational Commitment (Empirical Study at Junior High Schools in Minahasa Regency)

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ABSTRACT

This research aims were analyzing the influence of leadership effectiveness, work ethic and collective relations toward organizational commitment, of the teachers at Junior High Schools in Minahasa Regency. The data were collected from a randomly selected 90 samples from the total population unit of 902 employees. Survey method uses path analysis to analyze data descriptively and inferentially. The findings show that: (1) a positive direct influence of leadership effectiveness on the organizational commitment, (2) a positive direct influence of work ethic on organizational commitment, (3) a positive direct influence of collective relations on organizational commitment, (4) a positive direct influence of collective relations on organizational commitment. The findings recommend that to improve organizational commitment needs to enhance leadership effectiveness, work ethic and collective relations.

Keywords: leadership effectiveness, work ethic, collective relations, organizational commitment

Introduction

Teachers have the important role as the key success for the development of education sector; however, they sometimes are criticized due to their low quality. This despising attitude should get a good response in order to improve professionalism through which the quality of education can be escalated. The laws regarding of teachers and lecturers have mentioned that teachers must possess four competences, those are, professional competence, personal competence, social competence and pedagogical competence.

Teachers, students and learning assistance are the inseparable elements in the learning process in schools. To perform this responsibility, teachers must establish high commitment in doing their duties. It is assumed that high teaching commitment will enable the teachers to achieve better results in teaching. Allen and Meyer in Luthans, (1995:158) emphasize that organizational commitment refers to the psychological attachment bound by three component models of organizational commitment. First is affective, which refers to the emotional bound of the employees, identification and involvement in an organization. Second element is normative which refers to a commitment related to loss of an organization due to the resignation of the employees. The last element is continuance commitment which refers to a sense of belonging to an organization. Teachers with strong affective commitment (knowing the organization and bound to organization) will perform duties due to their responsibility. Teachers having continuance commitment to organization (the awareness of getting compensation if leaving the organization) remain working in an organization because they are obliged to do the duties. Teachers with normative commitment (a guarantee of reward due to social pressure) feel that they are supposed to keep working in an organization. The data gained from observation and information gathering reveal the fact that 12% of teachers always come late in teaching, and 10% of them only ask the students to write down the material. Some teachers spend time talking with other teachers in the office instead of teaching. These facts show that teachers have low commitment in teaching. If this condition continues, the

analogy of parasitic plant attached to a trunk of a tree perfectly describes the condition. These parasitic plants will take the nutrients from the tree, so it eventually dies and unproductive.

Teachers' organizational commitment are mainly influenced by several factors such as leadership effectiveness, headmaster, supervision, teachers' work motivation, work ethos, facilities, salary, incentive, organizational atmosphere, the distribution of duties, work load, professionalism, collective relation, and some other factors. Of those factors mentioned, the most dominant factors contributing to teachers' organizational commitment are leadership effectiveness, work ethos, and collective relation.

A leader must be able to inspire and shape the independence of the employees, so they will not fully dependant on the leader. It is expected that the staffs are independent, so this attitude reflects self-leader. To perform the responsibility to shape the staffs' independence, a leader must conduct some breakthrough changes which are important and constructive for the staffs. Changes including mind set reconstruction of all organization members can be performed by establishing what the staffs need most in the long term period. The implementation of roles, function, and responsibility will be effective if the leader earns trust from all elements of the organization. Mu-Li Yang (2012:35) explains that the researchers (Koh, Steers, & Terborg, 1995, Nguni et al, Podsakoff, MacKenzie, & Bummer) found that the transformational leadership dimension gives an influence on the staffs' organizational commitment. In other words, teachers' organizational commitment depends on the quality of a leader in an organization. Howell & Costley (2006:236-250) measure the leadership effectiveness by applying indicators such as the staffs' attitude, the level of their commitment to organization, work motivation, work performance, outcomes gained by the organization and group productivity.

Hopkins, O'Neil & Bilimoria (2006:251-271) put more emphasis on the leadership effectivity or the ability of a leader in building a team. Derue, et al (2011:9) presents the notion that leadership effectiveness is measured from three aspects (1) content, (2) analysis level, (3) evaluation target. From the content, leadership effectivity is measured from work performance (both individual and group performance), affective performance and relationship or overall measurement of effectiveness which covers duties and relationship aspects. From the perspective of analysis level, leadership effectivity is conceptualized in the level of individual, dyadic, group or organization. From the perspective of analysis target, leadership effectiveness puts an emphasis on a leader (leadership effectiveness, satisfaction to a leader) or other results within leadership effectiveness domain but not including leader (such as group performance). The result of research from Nguni and colleagues reveals that transformational leadership has a direct positive influence on the staffs' commitment to perform their duties. Transformational leadership including vision, inspirational communication, and intellectual stimulation has an influence on the affective commitment (Podsakoff et al., Rafferty & Griffin, and continuance commitment (Rafferty & Griffin) on the organization. Leadership effectiveness results in organizational commitment.

Tasmara (2002:34) explains that work ethos is defined as the totality of individual personality, and it also refers to the ways of an individual to express, perceive, believe, and give meaning to certain matter which triggers an individual to act and achieve high performance. According to John and Davis (2001:507), ethical work is working based on high ethical and moral integrity which follows such principle as social responsibility open communication. Work ethic underlies the reason for someone to work with noble ethics and moral integrity, and these aspects include social responsibility, communication and analysis in gaining benefits. Newstrom John and Davis (2001:501) define work ethic as employee attitude of viewing work as central life interest and desirable goal in life. Thus, work ethic represents the individual attitude in an organization in performing their tasks and achieving desirable goal.

Tasmara (2002) explains that work ethic of the staffs can be measured from some indicators (1) appreciating time; an individual with a high work ethic perceives time as the meaningful entity and the source of productivity, (2) Persistent and never give up; an individual with a high work ethic tends to work hard, persistently and continuously in facing every pressure or challenge. (3) Willingness to be independent; an individual with a high work ethic always tries to actualize all potential and achieve

something with his/her own effort, (4) Adjustment; an individual with a high work ethic tends to have better capacity to adjust himself/herself in work environment, colleagues, and leaders or subordinates. Teachers with work ethics have a strong organizational commitment.

An organization has a structure which regulates the relationship among departments and staffs based on their function and roles. This structural organization influences the relationship pattern of staffs working in it. Any relationship patterns existing within an organization must lead to the mutual relationship in achieving the desirable organizational goal. Marshal (2006:4) delineates seven values which serve as the fundamental of an effective work relationship. Those values are respect to others, appreciation and integrity; possession from the alliance; consensus; responsibility and accountability; trust; reward and development. A good relationship among staffs results in mutual responsibility in accomplishing organizational goal. This good relationship builds an organizational commitment. Chen, et.al (2006:242-249) summarize some findings from some researchers 'a worse organizational communication results in low organizational commitment. In other words

The main goals of this research are: (1) to analyze the direct influence of leadership effectiveness on organizational commitment. (2) to analyze the direct influence of work ethic on organizational commitment. (3) to analyze the direct influence of collective relation on organizational commitment. (4) to analyze the direct influence of leadership effectiveness on collective relation. (5) to analyze the direct influence of work ethic on collective relation.

Hypothesis are formulated based on the theoretical framework, and then the model of research concept is described (Figure 1) as follows (1) Effectiveness leadership has direct positive influence on organizational commitment. (2) Work ethic has direct positive influence on organizational commitment. (3) Collective relation has direct positive influence on organizational commitment. (4) Effectiveness leadership has direct positive influence on collective relation. (5) Work Ethic has direct positive influence on collective relation.

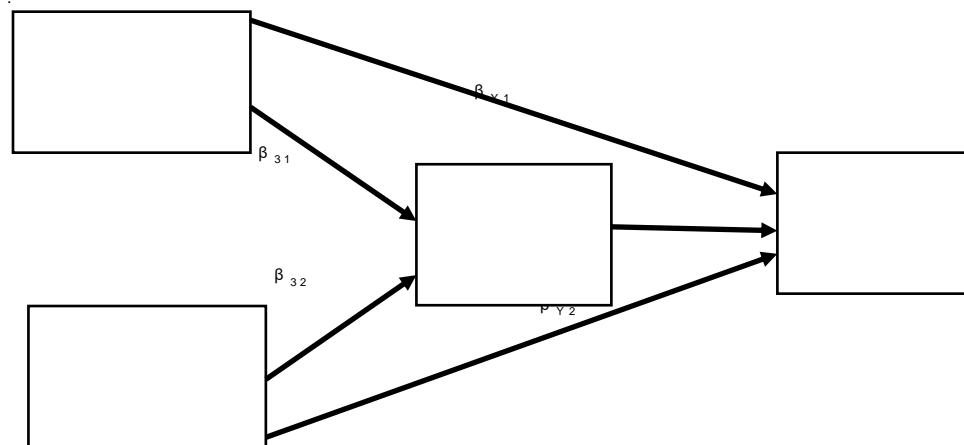


Figure 1. Theoretical Model of the Research

METHOD

Method in this research is survey method by using quantitative approach. Data collecting technique uses the research instrument/questionnaire, and the analysis uses path analysis. The population unit is all teachers in state junior high schools in Minahasa who work in 60 schools with the precision 10%. The samples are 90 teachers. Research variables are leadership effectiveness (X_1), work ethic (X_2), collective relation (X_3), organizational commitment (Y).

RESULT

The tests include normality test for **galat taksiran**, linearity test and significance test. The result of data normality test (Table 1) shows that those data have normal distribution. Significance and regression linearity tests (Table 2) show that regression is linear and significant.

Table 1. The Result of Data Normality Test

| Galat Taksiran | Lo | Lt α (0,05) | Conclusion | Explanation |
|----------------------------------|-----------|--------------------------------------|-------------------|--------------------|
| Y on X ₁ | 0,086322 | 0,093393 | Ho is accepted | Normal |
| Y on X ₂ | 0,092111 | 0,093393 | Ho is accepted | Normal |
| Y on X ₃ | 0,089411 | 0,093393 | Ho is accepted | Normal |
| X ₃ on X ₁ | 0,086322 | 0,093393 | Ho is accepted | Normal |
| X ₃ on X ₂ | 0,092111 | 0,093393 | Ho is accepted | Normal |

Table 2. The Result of Significance and Regression Linearity Tests

| Regression | Uji | F_{hitung} | F_{tab} ($\alpha = 0,05$) | F_{tab} ($\alpha = 0,01$) | Explanation |
|----------------------------------|--------------|---------------------------|---|---|--------------------|
| Y on X ₁ | Significance | 205,81 | 3,96 | 6,96 | Significant |
| | Linearity | 0,59 | 1,66 | 2,03 | Linear |
| Y on X ₂ | Significance | 351,84 | 3,96 | 6,96 | Significant |
| | Linearity | 0,34 | 1,66 | 2,03 | Linear |
| Y on X ₃ | Significance | 251,239 | 3,96 | 6,96 | Significant |
| | Linearity | 0,48 | 1,66 | 2,03 | Linear |
| X ₃ on X ₁ | Significance | 219,27 | 3,96 | 6,96 | Significant |
| | Linearity | 1,82 | 1,66 | 2,03 | Linear |
| X ₃ on X ₂ | Significance | 180,25 | 3,96 | 6,96 | Significant |
| | Linearity | 0,73 | 1,66 | 2,03 | Linear |

Hypothesis Test

The result of the hypothesis for the first model shows that all hypothesis (1,2, and 3) on the path coefficient among leadership effectiveness, work ethic, and collective relation to organizational commitment is accepted. It is seen in table 3.

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 74.877 | 2.533 | | 29.561 | .000 |
| X 1 | .097 | .043 | .240 | 2.262 | .026 |
| X 2 | .144 | .056 | .254 | 2.568 | .012 |
| X 3 | .241 | .056 | .442 | 4.323 | .000 |

Table 3. Coefficient of first model path

The result of the hypothesis for the second model shows that all hypothesis (4 and 5) on the path coefficient among leadership effectiveness and work ethic to collective relation is accepted. It is seen in table 4.

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 15.685 | 4.579 | | 3.425 | .001 |
| X 1 | .392 | .071 | .529 | 5.549 | .000 |
| X 2 | .395 | .099 | .379 | 3.979 | .000 |

Table 4. Coefficient of second model path

The result test for hypothesis in the first and second models can be summarized in table 5

Table 5. The Summary of Hypothesis Test Result

| Hypothesis Number | Path Coefficient | t _{hitung} | t _{tabel} α = 0.05 | sig | Conclusion |
|-------------------|-------------------------|---------------------|--------------------------------|-------|-----------------------|
| 1 | p _{y1} = 0,240 | 2,262 | 1,67 | 0,026 | Significant influence |
| 2 | p _{y2} = 0,254 | 2,568 | 1,67 | 0,012 | Significant influence |
| 3 | p _{y3} = 0,442 | 4,323 | 1,67 | 0,000 | Significant influence |
| 4 | p ₃₁ = 0,529 | 5,549 | 1,67 | 0,000 | Significant influence |
| 5 | p ₃₂ = 0,379 | 3,979 | 1,67 | 0,000 | Significant influence |

The result of hypothesis test shows a direct influence among variables: leadership effectiveness, work ethic, and collective relation to organizational commitment which is described in Table 5. Further, Figure 2 shows the model of the influence among variables.

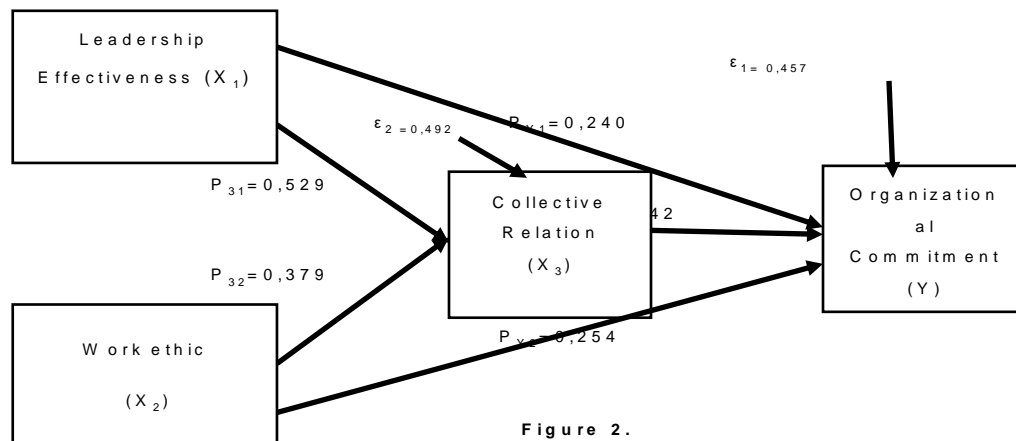


Figure 2.

Model of Path Analysis on the influence among variables

DISCUSSION

The influence of Leadership Effectiveness on the Organizational Commitment

The result of analysis shows that leadership effectiveness has a significant and positive influence to organizational commitment. It means that the influence of leadership effectiveness on the organizational commitment can not be neglected. In other words, organizational commitment is the manifestation on the success or effectiveness of a leader in performing the leadership skill. The positive influence carries the meaning that higher leadership effectiveness results in stronger commitment on the organization. Due to this fact, a leader or a headmaster in this case carries important and essential duties and responsibility to build, maintain, sustain and enhance the commitment of teachers to school. The result conducted by Koch and Streers (1976) and Porter et al (1974) presents a finding that all staffs having stronger bound show more persistent effort to work in the organization. Contribution to the achievement of organizational goal becomes their utmost concern. Staffs with higher organizational commitment have more involvement on finishing all duties due to the perception that they take a part in the success of an organization to achieve goal by working hard. According to Goleman (1995), a leader has a duty to establish 'resonance' which refers to a positive atmosphere in which all human resources in the organization are able to be committed and show their best to the organization. Organizational commitment of teachers can be seen from their loyalty to school, and it becomes an indicator from which the leadership effectiveness of a headmaster can be measured.

The Influence of Work Ethic to the Organizational Commitment

The result of analysis shows that work ethic has a significant and positive influence on the organizational commitment. It means that the influence of work ethic on the organizational commitment can not be neglected. In other words, organizational commitment is the manifestation on the staffs' work ethic. The positive influence carries the meaning that higher work ethic results in stronger commitment on the organization. Meyer and Allen (1991;61) explain that staffs with high organizational commitment have higher affective commitment, think that their existence in the

organization is an obligation (normative commitment) and get more benefits (economy) than staffs who have resigned (continuance commitment)

Tasmara (2002) argues that staffs with higher work ethic are usually hard workers, persistent and committed to face all adversities or pressure. They actualize their skills, achieve something on their own and adjust well with work environment, friends, supervisor and subordinates.

Thus, building, maintaining, sustaining and enhancing teachers' organizational commitment require values and faith as the spiritual and social energy. It will underline all duties and responsibilities assigned by the organization or schools. This spiritual and social energy is the work ethic.

The Influence of Collective Relation to the Organizational Commitment

The result of analysis shows that collective relation has a significant and positive influence on the organizational commitment. It means that the influence of work ethic on the organizational commitment can not be neglected. The positive influence carries the meaning that closer collective relation results in stronger commitment on the organization. Thus, building, maintaining, sustaining and enhancing teachers' organizational commitment require synergy and support among organizations. If collective relation develops into a value or culture within an organization, the organizational commitment of the staffs will improve. Marsal M. Erward (2006:4) emphasizes that growing trust among colleagues serves as the preliminary business pattern within a collaborative work environment. Collective relation which develops into cultural ethic in an organization will enhance the loyalty and sense of belonging on the organizational commitment. Nazeer (2011:414) denotes that strong congruence between individual value preferences and organizational values is believed to result in strong employee commitment.

Collective relation as the value is the essential element since an organization represents a well-structured social system which constitute groups or individuals working together to achieve the desirable goal. Seen from the perspective of collective relation, a member of organization or a teacher has a significant existence if they are able to interact and establish inter-relationship with other teachers in a conducive and supportive work atmosphere. The inability to establish this harmonious atmosphere is believed to result in conflict, particularly a dysfunctional conflict which reflects the disturbance in collective relation. Gitosudarmo and Sudita (77) explain that dysfunctional conflict related to dispute among groups will hamper the success of organizational goal. Therefore, it needs intensive and effective communication to resolve the conflicts. Robbins and Couter (2007:153) delineate that communication is important due to its four main functions (1) control, (2) motivation, (3) emotional expression, and (4) information. Communication has a control function to manage the attitude of the staffs in any means needed. Communication is believed to motivate the staffs as the leaders are able to explain tasks should be accomplished, how well the staffs finish the assignments, and what the staffs could do to improve their work performance. As the social expression, communication enables the staffs to deliver their emotional expression. Communication is also important to fulfill social needs. Communication also provides information for the individual and groups to finish any organizational tasks. Jui-Chen Chen, et al (2006:242-246) shows the findings from some researchers who argue that 'ineffective communication leads to low organizational commitment. Therefore, a leader has the inevitable duty to establish and maintain organizational communication.

The Influence of Leadership Effectiveness on the Collective Relation.

The result of analysis shows that leadership effectiveness has a significant and positive influence on the collective relation. It means that the influence of work ethic on the organizational commitment can not be neglected. Collective relation in an organization existing among staffs or with other organization is the manifestation of a successful leadership effectiveness. The positive significant carries the idea that higher leadership effective results in stronger collective relation. Brown in Jui-Chen Chen postulates that effective leadership consists of 5 aspects (1) leadership

performance, (2) decision making skill, (3) communication skill, (4) relationship with other people, (5) individual characteristics.

Thus, building, maintaining, sustaining and enhancing teachers' collective relation with all involving elements in a school such as a headmaster becomes the essential duty and responsibility of the headmaster as the leader in school.

The Direct Influence of Work Ethic on the Collective Relation

The result of analysis shows that work ethic has a significant and positive influence on the collective relation. It means that the influence of work ethic on the organizational commitment can not be neglected. Higher work ethic in an organization existing among staffs or with other organization is the manifestation of a stronger collective relation. Thus, building, maintaining, sustaining and enhancing collective relation among teachers and with headmaster will be effective due to a strong work ethic within the school. Chaplin (2001:93) explicates that work ethic reflects the character of certain national or racial groups. Work ethic in an organization does not suddenly emerge, but it can be achieved by a persistent effort which involves the controlled process supported by human resources, a set of system and available infrastructure. Based on the result of research, higher work ethics result in stronger collective relation. A conducive collective relation reflects high work ethic of headmaster, teachers and all school personnels. Tasmara (2002: 45) explains that the work ethic of an individual can be measured from adjustment factor. An individual with high work ethic will have better self-adjustment with work environment, colleagues, supervisor and subordinate.

CONCLUSION

First, leadership effectiveness has a direct and positive influence on the organizational commitment. It means that higher leadership effectiveness results in improving organizational commitment.

Second, work ethic has a direct and positive influence on the organizational commitment. It means that higher work ethic results in improving organizational commitment.

Third, collective relation has a direct and positive influence on the organizational commitment. It means that more conducive collective relation results in higher teachers' loyalty.

Four, leadership effectiveness has a direct and positive influence on the collective relation. It means that more effective leadership effectiveness results in more conducive collective relation.

Four, work ethic has a direct and positive influence on the collective relation. It means that higher work ethic results in more conducive collective relation.

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