The Relationship between School Cultures and the Principal's Leadership Style and the Effectiveness of the Principal's Leadership

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Abstract: leadership which is believed to accelerate the attainment of school objectives is the effective leadership, i.e. the type of leadership which manages to persuade, encourage, influence, and lead followers using various appropriate ways and strategies to jointly achieve the predetermined goals. The use of an appropriate leadership style supported by positive school cultures will support the creation of highly effective leadership. In other words,the increased effectiveness of the principal's leadership can be sought by improving school cultures and the democratic leadership style. This research was conducted in SMA Negeri 1 Muaro Jambi. The sample were collected using the technique of probability sampling with a total sample of 62 teachers.

Keywords: school cultures, leadership style, leadership effectiveness

BACKGROUND

Changes in the regional autonomy paradigm which emergein the form of implementation of the Law No. 22 of 1999 and the Law No. 20 of 2003 concerning the National Education System have stipulated that 20 percent of the state and regional budgets is allocated for education, providing more space for regional governments in the field of education. After the tap of power between the center and regional governments has been opened, it helps to ease the smooth running of education management in regionswhile at the same timeit poses its own challenge for education administrators in each region to work optimally to realize the goals of education set out in the 1945 Constitution Article 31, which reads "*The government shall establish and organize a national education system, which enhances faith and piety and noble characters in order to enrich the life of a nation, which is governed by laws*. (2012:193)

In schools, the factor which requires attention to realize the predetermined goals is the education management, while the important factor to address is the leadership factor. The management which functions to achieve effectiveness in educational institutions, which in this context is schools, in an attempt to realize the vision, mission, and goals is inseparable from the role of a principal in charge of developingan educational institution. Besides developing an educational institution, a principal also plays an active role in adapting to changes both within and outside the education institution. Perspectives on an effective leader can be examined by attending to the dimensions which configure the criteria of an effective leader. According to Yukl, the parameters to employ to measure leadership effectiveness are the extent to which the

organizational unit of the concerned leader successfully complete their duties and achieve their goals. The attitude adopted by the followers is also another common indicator of the effectiveness of a leader. Such an attitude includesthe level of satisfaction this leader provideto the needs and expectations of his/ her followers; the extent to which his/ her followers appreciate, respect, and admire their leader; the strong commitment of the followers to carry out what their leader instruct them to do; or else his/ her followers will defy, disregard, or overthrow their leader. (2010:11). Moreover, Yukl added that a leader's effectiveness can also be measured by his/her contribution to the quality of group processes. The contribution of this leader maycover increased group solidarity, cooperation between groups, the motivation of the followers, problem solving, decision making, conflict resolution among members, contribution to the efficiency of specialization, organization of activities, accumulation of resources, improved quality of the work life and skills of subordinates or followers.

According to Colquit, LePine, and Wesson in Wibowo, leader effectiveness is influenced by three elements, namely: the optimal selection of the decision-making style, the optimal mix of everyday behavior, and the optimal mix of transactional and transformational behavior (2014: 291). In the view of Fiedler in Robbins, the important factor determiningsuccessful leadership is the basisof anindividual's leadership style, the three contingency dimensions ofthe factors determiningleadership effectiveness are: (1) the leader-member relation, (2) the task structure, and (3) the power position (2009: 152).In addition, in the 21st century an effective leaderdoes not select a random leadership style, but it is limited by the previous cultural conditions (2009: 167)

The leadership effectiveness is an ideal leadership model which displays fulfillment of the organizational obligations. According to Wirawan, measurement of this leadership effectiveness is influenced by the context, leadership styles, communication satisfaction, and other factors (2014:409). Leadership is also associated with cultures, as suggested in the following view: "*Leadership is now the ability to step outs ide the culture that created the leader and to start evolu- tionary change processes that are more adaptive. This ability to per- ceive th elimitations of one's own culture and to evolve the culture adaptively is the essence and ultimate challenge of leadership*" (Edgar H. Schein: 2004). Consistent with the above view, Ivancevich argues that it seems that effective multicultural leadership in different parts of the world requires various leadership expertises which is always known for sure (2005:219).

According to Linda T. Sheive and llarian B. Schoenheit, "s*chools have a culture that is definitely their complex rituals of personal relationships, a set of folkways, own. There are, in the school, mores, and irrational sanctions, a moral code based upon them. There are games, which wars, teams, and an elaborate set of ceremonies concerning them*" (1997:14). Schools as an organization have their own typical and unique cultureswhich distinguish them from other organizations (Bahri, 2010:32). Hofstede as quoted by Pupuhstrengthen it, stating that school culturesare reflected from certain values associated with goodness which are believed jointly by members of the school community (2012:89).Another view states that organizational cultureshavetwelve characteristics, namely: (1) values, (2) an organization hero or heroine/an

example, (3) responsibility, (4) togetherness/ intimacy, (5) individual autonomy, (6) rules/ norms, (7) support, (8) identity, (9) performance reward, (10) conflict tolerance, (11) risk tolerance, and (12) symbolic ceremonies. Externally organizational cultures will always adapt to the other cultures that exist outside the organization. (2012: 89)

According to Abdul Aziz, organizational cultures, including schools, refer to "*shared orientations that hold the unit together and give together and give it a distinctive identity*". In a strong culture, beliefs and values are held firmly, widely shared, and usedas guidelines for organizational behavior. (2011: 297) School cultures are the hallmark, character,ornature of the school in the wider community. A school serves to establish school cultures, the resulting culturesare usually in the form of something encouraging the emergence of good habits

Denison as cited from Bahri classifies into organizational cultures into four dimensions. First, involvement, i.e. a dimension of the organizational cultures that indicates the participation level of employees (members of the organization) in decision-making processes. Second, consistency, i.e. the agreement level of the organization members on the basic assumptions and the organizational values. Third, adaptability, i.e. the organization's ability to respond to any changes in the external environment by making internal adjustments in the organization. Fourth, missions, i.e. the core dimension that shows the core objectives of theorganization that make the organization members strong and focus on what is considered important by the organization. (2010:32-33)

Based on the theories and concepts that have been described above, it can be concluded that school culture refers to the culture that exist in the school environment, in the form of a set of values, norms, codes of conduct, customs, and traditions which are believed to be true and involve all members of the school that are relatively permanent, able to respond to any changes that occur, and reflect the achievement of the visions and missions of the school which underly the behavior of the entire school community, including a healthy competition culture, piety, honesty, creativity, responsibility, and codes of conduct in the school.

Based on the foregoing, a leadership style correlates wit leadership effectiveness. In so doing, in carrying out their leadership function, principals need to pay attention to the leadership style they adopt whilst undertaking their leadership tasks in school. The leadership style refers to an attitude, gesture, or appearance a leader chooses in implementing his/her leadership tasks. A leadership style is defined as consistent behavioral patterns shown bya leader and recognized by other parties when the leader is trying to influence the activities of others. (Euis, 2012:178) According to Wahyudi, leadership styles are the leadership behavior displayed consistently during managerial processes. These leadership styles are the typical behavior used by a leader to deal with his/ her group members. (2012: 123)

Wirawan, based on the theory of power-sharing leadership styles, classifies leadership styles into:autocratic, paternalistic, participative, democratic, and laissez-faire/ free rain (2013:382). According to Robbins, thedemocratic style of leadership is the leadership style of a leader who tends to involve his/ her group members or subordinatesin decision making, delegate authority, encourage participation in

determining working methods and objectives, and use feedback as an opportunity for self-training (2010:574).

After looking at the nature of educational leaders, the leadership style addressed in this research is the democratic leadership style. The democratic leadership style of a principal in this research is defined as behavioral patterns of a principal as the school leader in influencing, guiding, and directing in an attempt to achieve the educational goals of the school by involving teachers and employees in the preparation of the decision-making work program.

The survey the researcher conducted in this researchwas carried out using questionnaires to obtain a preliminary overview of the leadership style and school culture variables from 100 respondents and the school culture instrument generated a mean by 136.9. Based on the score range of the questionnaires on the school culture variable, the above mean falls into the good category. Based on the observations, some of the cultures which have run well are praying before and after conducting teaching and learning activities, teachers welcoming students near the entrance gate of the school and shaking hands with them, positive competition among students, and competitions in achieving academic and extracurricularattainment.

Viewed from the mean, the leadership style variable falls into the good category. The leadership style instrument generated a mean by 91.04, meaning that the democratic leadership style falls into the democratic category. The democratic leadership democratically has already reached the democratic level, viewed from the distribution of tasks in each field, empowerment of the vice principals consisting of the vice principal for student affairs in charge of assisting the principal in relation to student management, the vice principal for curriculum affairs in charge of establishing a curriculum development team, the vice principal for public-relation affairs in charge of assisting the principal in relation to the relationship between the school and the community, and, last but not least, the vice principal for infrastructure and facility affairsin charge of assisting theprincipal in the management of school facilities and infrastructure. Furthermore,the principal is also assisted by the library head and the laboratory head, each of which has their own members. This implies thatshool management is carried out by the principal in collaboration with the teachers and other staff.

The instrument on the effectiveness of the principal's leadership generated a mean by 98.43, which falls into a good category. The effectiveness of the principal's leadership is evident from the attainment of the objectives performed by the principal, such as the objective of curriculum attainment by 98%. Among the achievements the principal has managed to get are being awarded a title of an exemplary principal at the regency and provincial levels in 2015. The innovationsmade are adding classrooms and supporting facilities at school, such as laboratory and sports equipment, and information technology facilities such as the Internet and computers for students and teachers.

Based on the above data, a question emerges whether school cultures and the principal's leadership style correlate with the effectiveness of the principal's leadership. The relation between school cultures and the leadership style with leadership effectiveness needs to be proved empirically, therefore it is deemed

necessary to examine and prove whether school cultures and the principal's leadership style correlate with the effectiveness of the principal's leadership in SMAN 1 Muaro Jambi.

Based on the background, problem identification, and problem limitation above, the main issues raised in this research are: (1) Do school cultures correlate with the effectiveness of the principal's leadership?; (2) Does the principal's leadership style correlate with the effectiveness of the principal's leadership?; and (3) Do school cultures and the principal's leadership style simultaneously correlate with the effectiveness of the principal's leadership?

RESEARCH METHOD

This was quantitative research employing the survey method. The research population consisted of all teachers and staff of SMAN 1 Muaro with a total of 73 people. The research sample consisted of 62 people selected using the method of convenience sampling. The research data were collected by conducting observation and distributing questionnaires developed based on the blueprintof each research variable as the primary source of data collection. In this research, the relationships between the research variables were analyzed usingthe correlation analysis followed by simple regression testing both separatelyand jointly. The research data were processed using descriptive statistics carried out both manually and by using SPSS (Statistical Product and Sevice Solutions).

RESEARCH FINDINGS

There is a significantly positive relationship between school cultures (X_1) and the principal's leadership effectiveness (Y), with the correlation coefficient $r_{y1} = 0.507$ and the regression equation $\hat{Y} = 41.245 + 0.479X_1$. There is a significantly positive relationship between the principal's leadership style (X_2) and the principal's leadership effectiveness (Y), with the correlation coefficient $r_{y2} = 0.552$ and the regression equation $\hat{Y} = 23.138 + 0.643X_2$. School cultures ($X_1$) and the principal's leadership style (X_2) simultaneously have a significantly positive relationship with the principal's leadership effectiveness (Y), with the coefficient of determination ($R_{y.12}$) = 0.595 and the multiple regression equation $\hat{Y} = 15.689 + 0.260X_1 + 0.451X_2$

DISCUSSION

The calculation results for the correlation coefficient between school culturesand leadership effectiveness generated$r_{y.1} = 0.507$, meaning that the relationship between the variables of school culturesand leadership effectiveness is quite strong and $\hat{Y} = 41.245 + 0.479X_1$, the value of the regression coefficient was equal to 0.479, meaning that if the school cultures encounter an increase by a unit, it means that the leadership effectiveness will also increase by 41.245. These findings are consistent with Robbins' theory of leadership contingency that in the 21st century an effective leader does not select a random leadership style, but it is limited by the previous cultural conditions (2009:167). This theory makes it clear that changes

towards the betterment, in this case the changes in the effectiveness of the principal's leadership correlate with the school cultureswhich have been established earlier.

The correlation coefficient between the principal's leadership style and leadership effectiveness generated $r._{y2} = 0.552$ and the regression equation $\hat{Y} = 23.138 + 0.643X_2$, the value of the regression coefficient was equal to 0.643, meaning that if the principal's leadership style encounters an increase by a unit, it means that the effectivenessof the principal's leadership will also increase by 23.138. The relationship between the variables of the principal's leadership style and the effectiveness of the principal's leadership is quite strong and these findings are consistent with the theory proposed by Fiedler in Robbins thatthe important factor determining successful leadership is the basis of an individual's leadership style, while the three contingency dimensions of the factors determining leadership effectiveness are: (1) the leader-member relation, (2) the task structure, and (3) the power position (2009: 152). This theory explains that the principal's leadership style correlates with the extent to which the principal's leadership is effective.

The relationship between the variables of school cultures and the principal's leadership style simultaneously with the effectiveness of the principal's leadership is expressed by the score of the coefficient of determination $R_y.12 = 0.595$, meaning that school cultures and the principal's leadership style simultaneously correlate strongly with the variable of the effectiveness of the principal's leadership. These findings sare consistent with the view of Colquit, LePine, and Wesson in Wibowo thatleader effectiveness is influenced by three elements, namely: the optimal selection of the decision-making style, the optimal mix of everyday behavior, and the optimal mix of transactional and transformational behavior (2014: 291). The interesting thing to observe is the magnitude of the relationship between the research variables. The trends found in this research sugest that each research variable bothseparately and jointly in enhancing the effectiveness of the principal's leadership correlates quite strongly with the two independent variables, i.e. the school cultures and the principal's leadership style.

In this research, the effectiveness of the principal's leadership was viewed from the dimension of the principal-teacher relationship using the following indicators: successfully meetingteachers' needs and expectations, successfully building a strong commitment with the teachers, successfully building a good relationship with and gaining trust from the teachers; and from the dimension of the task structure development by the principalby employing the following indicators:successfully attaining the predetermined objectives, successfully improving solidarity, successfully establishing cooperation, successfully encouraging teachers, successfully resolving conflicts, successfully accumulating resources, and successfully improving teachers' skills. These two dimensions are expected to work simultaneously enhancing the effectiveness of the principal's leadership.

CONCLUSIONS

Based on the research findings, the following conclusions can be drawn:

1. There is asignificantly positive relationship between school cultures (X_1) andthe principal's leadership effectiveness (Y), meaning that the more positive the school cultures, the more effective theprincipal's leadership is.

2. There is a significantly positive relationship between the principal's leadership style (X_2) and the principal's leadership effectiveness (Y), meaning that the more democratic the principal's leadership style, the more effective the leadership is.

3 School cultures (X_1) and the principal's leadership style (X_2) simultaneously have a significantly positive relationship with the principal's leadership effectiveness (Y). The research findings suggest that the better the school cultures and the more democraticthe principal's leadership style, the more effective the principal's leadership is.

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