

LEADERSHIP EFFECTIVENESS, WORK CULTURE, SELF DEVELOPMENT, AND WORK ETHIC TOWARDS TASK COMMITMENT

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Abstract

This study examined whether or not university teachers' perceived task commitment was to some extent correlated to leadership effectiveness, work culture, self-development, and work ethic. It was prompted by apparent low level of task commitment among university teachers in a certain public university in Indonesia. A self-constructed questionnaire was used to gather qualitative data from 80 participants who were randomly and proportionally selected from a population of teachers at Faculty of Economics at a certain public university in Indonesia. Multiple regression analysis was employed and path coefficients were used to determine the extent to which each independent variable significantly affected dependent variable. The results showed that variable leadership effectiveness was significantly correlated to variables work culture and self-development; both leadership effectiveness and work culture was simultaneously and significantly correlated to self-development. Self-development significantly affected work ethic and only work ethic had significant and direct effect on task commitment. The leadership of the university should take initiative change in their leadership effectiveness and work culture that in turn prompts improvement in the task commitment.

Keywords: task commitment, leadership effectiveness, work culture, self-development, work ethic.

Introduction

Human resource management has become more popular as more individuals showed more attention to quality of human life, in terms of human nature and dignity which "should not only be acknowledged but also uplifted highly." (Siagian, 1997, p. 3). Human resource is the most vital of the five sources, which McLeod (1990 cited in Kambey, 1993, p. 3) called 5M (Man, Material, Machine, Money, Minute). Without proper management of human resources, other non-human resources cannot be managed and utilized efficiently and effectively. Advanced technology, huge capital, and sophisticated machine cannot be properly utilized to make plans and attain goals of an organization with reliable human resources.

Human resource management in any organization is given a special focus on the importance of human forces of organization or company, particularly in era of globalization wherein challenges and competitions are becoming tighter. Efforts to improve the quality of human resources greatly help improvement of productivity by directly finding a more efficient way to attain organization goals or indirectly improving the quality of human resources management.

Sedarmayanti (2010) states that in order to overcome the problems of human resources, it is necessary to find systematic efforts to improve the capacities of human resources so as to work optimally in rendering the best service. It would only be possible through human resources development in various aspects of intellectuality, management, and behavior.

The role of educational institution is much related to quality human resource development of a nation. In this case, educational institution particularly higher education should play an active and continuous role. The higher education is carried out so as to (1) prepare students to become community citizens who have acquired academic and professional capabilities which are apply, develop, and open new breakthrough of knowledge, technology, and arts; and (2) develop, disseminate, and utilize knowledge, technology, and arts so as to improve the life quality of community citizens and enrich national culture. It implies that the higher education functions as developer of humankind quality who has mastered knowledge and technology.

Indonesian Government Rule Number 60 Year 1999 states that higher education functions as: (1) producers of change agents who have the capability to encourage and initiate changes in various aspects to pursue modern community; (2) higher education plays a role to produce human resources who can participate in turbulent environment; and (3) globalization of

economics and quality demand form the pattern and design of management and accountability of higher education, wherein the teachers competencies comprise an integral part of accountability (Departemen Pendidikan Nasional, 1999). In other words, the educational progress in terms of education quality can support the process of national development to attain national goals. Education that is able to develop Indonesian human resources holistically in physical, material, and spiritual aspects for this life and beyond is the education that can produce quality human resources. Therefore, it can be said that education is basically intended to attain national development which is the aspiration of Indonesian citizens. In other words, quality education is needed in order to support national development.

The picture of educational development that can produce intelligent human resources who have potentialities to develop can only be produced by quality higher education management. This higher education quality is marked by effective leadership, work culture, self-development, and work ethic that result in high level of task commitment of each individual teacher so that whatever this teacher does is to lead to the production of quality human resources, particularly in terms of mastery of knowledge, technology, arts, and culture. By this, the outputs of a higher education expectedly are able to compete in local, national, and global scale.

Therefore, in order to realize the goals of education, it is a must to have professional educators namely the teachers who have knowledge of their work world, ability to successfully implement leadership effectiveness, ability to acquire professional self-development, ability to show work ethic, and commitment to carry out their duties. The performance of professional educators can be seen in among others: (1) leadership effectiveness (in this case, the leadership of an educational institution gives significant influence on increase of professional performance through policies and programs the institution makes whether or not to lead to teachers'

professional development; and (2) physical and mental ability to carry out a job (Makmun, 2001). The ability of educators comprises of: (1) intelligence quotient, reality knowledge, and skills; (2) education, instruction, and trainings which serve as efforts to improve the capacity of each member of a higher education institution.

Teachers are vital components and main mover of educational institution which eventually influence its productivity. Teachers as one of the quality assurance factors are considered as professional human resources. They are required of having competencies so they can demonstrate standards of quality performance which result in the increased quality of education and its products (Kusumastuti, 2001). In the case of *Universitas Negeri Manado* (Manado State University), well-planned programs of human resource management are necessary so as to yield quality graduates. They might include highly effective leadership, acceptable work culture, unlimited professional self-development, optimum work ethic, and high task commitment.

Murgatroyd and Morgan (cited in Kusumasusti, 2001) states that successful implementation of total quality management (TQM) is based on five key words as follows: vision, strategy and goals, teams, tools, and three Cs of TQM namely: culture, commitment and communication. Quality graduates are outcomes of a series of educational activities which are continuously and consistently made including: planning, organizing, implementation, and evaluation. Since the evaluation stage is on the hands of stakeholders or users of the graduates, the quality level of education should be determined in accordance with the criteria of quality which have been set up by the educational institution based on the relevant needs. In this case, an educational institution functions to serve the stakeholders' needs. Since educational institution is multidimensional, its service should include input, process and output or outcomes of education.

Furthermore Morgatroyd and Morgan (cited in Kusumasusti, 2001) divides five kinds of services in an educational institution as follows: (1) administration services; (2) curriculum services; (3) co- curriculum services; (4) research services; and (5) information system services. They asserts that quality assurance in a higher education is reference standard, accurate methods, and quality which are required by an institution of experts by conducting practical inspection or evaluation so as to determine whether or not an implementation is in accordance with predetermined standards (Murgatriyd, 1993).

The service is how the human resources in an organization, such as Faculty of Economics at *Universitas Negeri Manado*, is managed in such a way so as to render the best they can. Human resources are considered capable to render optimum service if they have competencies which are marked by possession of task commitment, leadership effectiveness, work culture, work ethic, and professional self-development. When a work unit in educational institution has these qualities, it is more likely to render the best services.

In relation to quality education in an educational institution, an in-depth analysis is necessary for planning which is based on educational management. The concept of quality service to various stakeholders needs careful analysis of educational management. The study of Robert and Prevost (cited in Cristopher, Adrian, & Ballantyne, 1991) showed that there was a difference in dimensions of quality: (1) To users of education, the quality of educational service is more likely to related to the dimension of teachers' perception of how to fulfill the needs of their students as customers, care, smooth communication, and interpersonal relationship between teacher and students; (2) To implementers of education, the educational service is more likely to relate to the implementation of education which is based on knowledge development and professional autonomy of educators; and (3) To donators of education, the quality of educational

service is more likely to relate to efficient utilization of financial resources and adequacy of cost. Based on this concept, the human resources are the keys to the attainment of success. In other words, in order to attain quality education, the human resources should be competent, educated, intelligent, and capable to realize the vision and mission of an organization with high task commitment.

The quality of students (customers) is related to competencies in terms of knowledge, service speed, satisfactory environment, affordable education cost and educators who are kindhearted, skillful, creative, innovative, and professional. The quality of educators is related to acquisition of expertise and competencies which support the learning and teaching media, teaching methods or strategies, and outcomes of teaching and learning process.

Faculty of Economics at Universitas Negeri Manado as an educational institution greatly deals with human resources who need high level of competence. Faculty of Economics as a work unit needs to have competent teachers who can render their best service to their students as customers. There are some variables that are relevant to the improvement of competencies of human resources; they are task commitment that is influenced by leadership effectiveness, work culture, professional self-development, and work ethic. Task commitment was apparently low among the teachers at Faculty of Economics as evidenced in their inadequate fulfillment of their three main duties, namely teaching and learning, research and development, and community service. Leadership has given appeals to teachers so they will carry out their main duties faithfully, yet to no substantial effect. Teachers' problem of tardiness and absence has not been resolved thus far and therefore resulted in negative work culture. Their awareness of professional self-development tends to be low in terms of attending seminars and workshops or pursuit of further studies. This resulted in inadequate level of mastery of information and

communication technology. The use of outdated textbooks is still a problem in addition to low work ethic among teachers.

This paper is intended to report the findings of a quantitative study of how the variable task commitment is influenced by variables such as leadership effectiveness, work culture, work ethic, and self-development of teachers at Faculty of Economics at Universitas Negeri Manado. It also aims to report the findings of how each independent variable is related to one another separately. With Slovin formula, the taken sample size was 70 respondents who were randomly selected out of 114 regular teachers at Faculty of Economics at Universitas Negeri Manado.

1. Review of the Literature

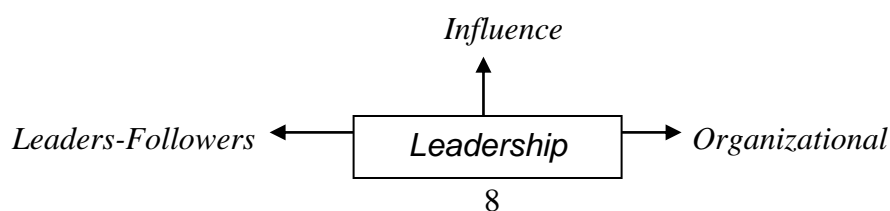
Commitment is one of the important factors in organization. Newstrom and Davis (2007) define organizational commitment, or employee loyalty, as the degree to which an employee identifies with organization and wants to continue actively participating in it. Like a strong magnetic force attracting one metallic object to another, it is a measure of employee's willingness to remain with a firm in the future. In the context of organization, Commitment is defined as behavior that reflects an individual's attachment to a social unit (Ritzer, 2005). While, Robbins (2012) explains organization commitment as a degree to which an employee identifies with the organization and wishes to maintain membership in the organization. Luthans (2011) defines organizational commitment as follows: (1) A strong

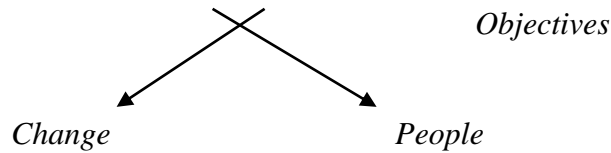
desire to remain a member of particular organization; (2) A willingness to exert high levels of effort on behalf of the organization; dan (3) A definite belief in, and acceptance of the values and goals of the organization.

Furthermore, Renzulli (2002) stated that Task commitment represents energy brought to bear on a particular problem (task) or specific performance area. The terms that are associated with task commitment are perseverance, endurance, hard work, practice, and the confidence in one's ability to engage in important work. Once again, these manifestations of task commitment are the result of opportunities, resources, and encouragement that are provided within the context of stimulating and interest-related learning situations.

According to Drucker (1991), effectiveness is to do the right things while efficiency is to do the things right. Effectiveness means how far we achieve the goal and efficiency means how do we mix various resources properly. Effectiveness is concerned with doing the right things, and related to outputs of the job and what the manager actually achieves. To be effective, the manager must give attention to outputs of the job. To performance in term of such factors as obtaining best possible result in the important areas of the organization, optimizing use of resource, increasing profitability and attainment of the aims and objectives of the organization. (Mullins, 2010).

Achua and Lussier define leadership as an influence process of leaders and followers to achieve organizational objectives through change. This definition contains five key elements: 1) Leaders-Followers, 2) Influence, 3) Organizational Objectives, 4) Change, dan 5) People.





Five Key Elements in the Definition of Leadership
(Source: Achua/Lussier, *Effective Leadership*, 2010, p.6)

Another opinion about the leadership given by Newstron. According to him, leadership is the process influencing and supporting others to work enthusiastically toward achieving objectives. It is the critical factor that helps an individual or a group identify its goals, and then motivates and assist in he stated goals.

Leadership behavior approach presented by Likert (cited in Gibson, 2011) is divided into two models namely Job-centered and employee-centered leader. Likert compiled a model with four levels of Leadership Effectiveness: (1) managers make all decisions relating to the work and the subordinate rule to implement it, (2) managers still determine the orders but give subordinates freedom to comment commandments; (3) managers set goals and give the orders after the matters discussed in advance with subordinates, and (4) set goals and work decisions made by the group.

Work culture shape managerial behavior. In this connection, work culture as the operationalization of organizational culture plays an important role. Work culture related to corporate culture (corporate culture) which is an application of the organizational culture of a company. Culture as an output (product) is portrait or recording the results of the ongoing cultural process within an organization or company. According to Triguno (1999), work culture is defined as a philosophical view of life as defined by their values into character, habits and driving force, entrenched in the life of a community group or organization, then reflected attitudes become behavior, beliefs, ideals, thoughts and actions materialized as a work.

Roland E. Wolseley and L.R. Campbell in his book *Exploring Journalism* (cited in Barnes, 1999) states that people who are trained through the work culture will: (a) Loves freedom, exchange of ideas, open to new ideas and new facts in his search for the truth, what is there to match him with conviction and imagination as thoroughly as possible and be as objective as possible; (b) Independently solve problems with the help of expertise based on the method of science, raised by critical thinking creatively, not appreciate deviation guile and conflict; (c) Trying to adjust to the personal lives with their social habits, both spiritual values and ethical standards to harmonize their fundamental personality and moral character; (d). Prepare himself with the general knowledge and specialized skills in managing duties or obligations in the field, as well as in terms of production and subsistence.

According to Sisson (1994), company that motivates its employees to develop themselves individually is associated with the development of self-consciousness to career plans, assessment of its capabilities, and a realistic view of the opportunities that exist within the organization. Strong self-development activities supported by the management of their own learning. In this case an important aspect in the self-development is the self-consciousness to prepare/develop themselves.

Self-development is taking responsibility by a person to learn and develop themselves through a process of evaluation, reflection and action. The purpose of self-development is to renew skills and prepare themselves to enter the labor market on an ongoing basis and determine the direction of long-term career plan. Self-development steps are: (1) the self-development activities, (2) Assess current skills and interests through a career test program to analyze the skills and interests. Make a diary entry or group to help you analyze what are you learning from experience, (3) Writing a personal mission and vision statement, (4) Develop a personal

development plan that identifies learning needs and objectives, (5) Obtain a mentor that can provide you with support, advice and assistance; (6) Engage in professional organizations, and (7) Reading professional journals and trade magazines to keep up with the knowledge that you have not already and do.

People who have a high work ethic is the type of man who wants to be a superior, never settle for just the middle class, there is always the urge to compete, which is based on the commitment and spirit of competition. According to Newstrom and Davis (2002), the factors that may affect the work ethic is (a) Tendency to prioritize leisure time; (b) The desire to build strong interpersonal relationships; (c) The point of view that a person receives benefits without working.

The characteristics of people who have and appreciate the work ethic will appear in the attitudes and behaviors such as: have leadership qualities, always perform calculation for everything, appreciate time, never be satisfied, life-saving and efficiency, possess self-employed, have the competitive spirit, desire to live independently, broad-minded, tenacious, and never give up, Productivity oriented, and enriching friendship networks (Anoraga, 1995).

2. Methods

A questionnaire was constructed in order to collect qualitative data of variables Task Commitment, Leadership Effectiveness, Work Culture, Work Ethic, and Self-Development. The scale adopted 5-point Likert design with degree of frequency as follows: 1. Never, 2. Rarely, 3. Sometimes, 4. Frequently, and 5. Always. The questionnaire underwent a pilot study for its

statistical validity and reliability by using 30 participants who were excluded from the samples of actual study.

The variable Task commitment refers to respondents' perception of actions and conducts on emotional relatedness to work as marked by strong will to maintain position in work, make endeavors in accordance with duties, and acquisition of values and objectives of work task.

The variable Leadership Effectiveness refers to teachers' perception of characteristics of leadership of Faculty of Economics as marked by ability to make decision, set up work procedures, give motivation, guide, influence, and communicate. The variable Work Culture refers to teachers' self-perception of behavior in their workplaces which has been cultured for a long period that has become a pattern of conviction, values, and expectation adhered cooperatively and individually by organization members.

The variable Self-Development refers to teachers' perception of activities and actions made to improve abilities and skills so as to be competitive in work places and future career with indicators as follows: self-evaluation (skills, interest, strengths and weaknesses); self-reflection (decision making and retrieval of others' feedback); self-development (education and trainings, acquisition of new information, independent study, learning from other's experience, involvement in professional association). The variable Work Ethic refers to teachers' self-perception of behaviors and actions which are based on the values and norms with the following indicators: responsibility, skillfulness, future orientation, efficiency, and independence.

Multiple regressions analysis was employed to find the effect of each independent variable on the dependent variable, after meeting the assumption of data normality and linearity between independent variable and dependent variable. Path coefficient was found to determine

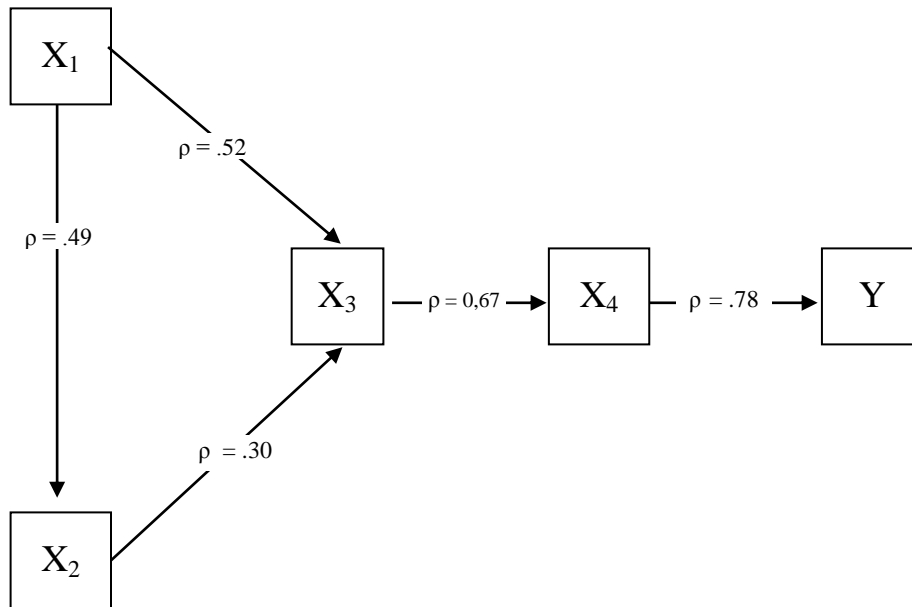
the extent of effect of independent variables leadership effectiveness, work culture, work Ethic, and self-development on the dependent variable task commitment.

3. Results

After the hypotheses were tested, it was found that Work Commitment was significantly correlated to Work Ethic, not directly to Leadership Effectiveness, Work Culture, and Self-Development. Leadership Effectiveness was significantly correlated to Work Culture and Self-Development; Self-Development was significantly correlated to Work Ethic. In other words, only Work Ethic had direct and significant effect on Work Commitment.

Statistical analysis and discussion yielded the following findings:

1. The teachers' perceived work ethic directly, positively, and significantly affected task commitment of teachers, implying that as the teachers increased their work ethic, they are more likely to become more committed to their duty.
2. The teachers' perceived work ethic was positively, directly, and significantly affected by self-development.
3. The teachers' perceived self-development was directly, positively, and significantly affected by both leadership effectiveness and work culture.
4. The teachers' perceived work culture was directly, positively, and significantly affected by leadership effectiveness.



Note:

X₁ : Leadership Effectiveness

X₂ : Work Culture

X₃ : Self-Development

X₄ : Work Ethic

Y : Task Commitment

Figure 1. Path Analysis of the study

4. Implications

The findings of this study explained that there was a relationship between external factors (leadership effectiveness and work culture) and internal factor (self-development, work ethic, and task commitment) of teachers at Faculty of Economics at a certain public university in Indonesia. Internal factors of the teachers are more likely to increase, once the external factors

are improved by the leadership of the faculty. The first chain of change must be initiated by the leadership of the faculty.

More specifically, in order to increase the teachers' commitment to carry out their duties, the leadership of Faculty of Economics should take the initiative to improve their leadership effectiveness; then in turn, effective leadership will lead to the improvement of work culture. The dean of the faculty should first give examples of effectiveness. The teachers seemingly need to be given insights and visions of what a positive work culture is and how it can be created within the faculty.

Once the leadership is effective and work culture is conducive, the teachers would be opportunely encouraged to develop themselves professionally and thus work ethic. In addition, they may be given more rooms to be expressive, creative, and innovative so as to explore their potentialities and thus increase their self-development. When the level of work ethic is high, the teachers' task commitment is assured.

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