

EFFECTS OF ORGANISATIONAL CULTURE, SITUATION, AND LEADERSHIP ORIENTATION ON SCHOOL LEADERSHIP PERFORMANCE

¹BURHANUDDIN, ²ACHMAD SUPRIYANTO

^{1,2}Educational Administration Department Universitas Negeri Malang Indonesia
Email: ¹burhanuddin.fip@um.ac.id, ²a.supriyanto@um.ac.id

Abstract - This study was aimed to examine how organisational culture influences school leadership performance. It used a quantitative approach involving 220 participants of Elementary School teachers in the City of Malang Indonesia. Data were collected employing survey questionnaire, and analysed through descriptive and multivariate statistical techniques. Results indicate that organisational culture significantly characterised and influenced school organisational leadership. Implication of this study emphasizes principals to recognise this culture, and try to adapt their leadership styles to typical situations. Future research may focus on this culture but with wider targets in order to generate more comprehensive conclusions.

Keywords - Organisational Culture, Leadership Performance, Organisational Situation, Leadership Orientation.

I. INTRODUCTION

Organizational culture have been regarded by many researchers as one of situational factors that influence leadership performance in most organizations [1-4]. This is defined as a form of sharing among members on expectations, norms, beliefs, values, and routines. These elements originate from environment and society, then brought by individuals into work places [5, 6]. Such elements are assumed to fostering how people work and interact to each other in attaining common goals [5, 7-10]. These subsequently characterise a particular organisation as a unique one compared to others [11].

Chiang and Birch[12] named this sort of variables "corporate culture". Others classified the culture in term of bureaucratic, innovative, and supportive[8, 13]. Quinn [14], Cameron & Quinn [15], Ferreira & Hill [16] introduced those with the types of clan, adhocracy, hierarchy, and market oriented organisations.

School leadership performance in this paper is linked with the implementation of leadership practices, as well as the manager and leader. The manager and leadership roles dominantly concern on organic components of administrative and supervisory leadership services including curriculum, personnel, facility, finance, student affairs, and community relation. Fiedler [17, 18] introduced task and relation oriented leadership styles that can be employed by leaders in leading people within organisational situations. The two styles were found to be effective depending on situational factors (leader position power, quality of human relation, task structure) when leadership is practiced. Research by Robinson et al.[19] developed indicators to measure leadership effectiveness in five dimensions: (1) formulation of vision, missions and goals; (2) strategic resources management; (3) planning, coordinating, assessing

teaching learning performance; (4) teacher professional improvement through promotion and participation; and (5) providing supportive school environment. School leadership is claimed as successful when these five dimensions are effectively to be conducted.

How organisational culture is to be measured related with school leadership performance - needs to be studied thoroughly. This paper highlights a research finding of a study at school contexts in the City of Malang Indonesia. This study was aimed to develop the measure of organisational culture, and examined its effects on school leadership performance. Based on the selected theoretical frame work and previous studies, the following hypotheses were proposed:

Ho1: There is not any effect of organisational culture on school leadership performance.

Ho2: There is no situational effects on school leadership performance.

Ho3: Task oriented leadership does not influence school leadership performance.

Ho4: Relation oriented leadership does not influence school leadership performance.

II. METHOD

This study employed quantitative approach with a multiple regression design. This was conducted to investigate effects of organisational culture on school leadership performance. Participant of 220 teachers were selected purposively as sample consisting of 179 female and 71 male. Such a number was regarded as sufficient when consulted with the category of Sample Size Table [20] in margin of error for continuous data 0.3 % and alpha coefficient, $\alpha = 0.01$.

Data were gathered using survey questionnaire constructed from 115 items. These

spread to four scales including organisational culture (40 items), leadership performance (40 items), leadership orientation (20 items), and organisational situation(15 items).The questionnaires used five-point Likert scale, with alternative responses: SD (Strongly Disagree), NA (Not Agree), SwD (Somewhat Disagree), A (Agree), SA (Strongly Agree). Some items also had different alternatives:N (Never), S (Seldom), St (Often),A (Always). The data were analysed in two stages, descriptive and multivariate statistical analysis. This is carried out through path analysis under the procedure of Structural Equation Modelling (SEM).

III. RESULTS

The descriptive finding show from 220 teachers of 30 Elementary Schools invited in this study, 204 participated in completing the questionnaires, or achieved 92.72 % rate of return. Normality test on item responses indicate all researched variable normally distributed. Scores distribution are close to “0”, or within the accepted range of skewness = < 3, and kurtosis = < 8[21]. It also does not exceed twice the values of Standard Error skewness and kurtosis as suggested by Cohen et al. (2018). The responses are around mean values or in symmetric formation. It means the cases that had upper and lower scores of mean values (X) are proportional. The data, thus, can

be accounted for the use of further analysis. Items reliability test provided higher alpha coefficients (> 0.80) for all the research scales indicating the measures obtained high reliability standard[22].

Results of CFA (Confirmatory Factor Analysis) through SEM (Structural Equation Modelling) procedure indicated items contributed to explaining their respected factors. Statistics generated from this procedure demonstrated the measurement model on average obtained high fit values ($\chi^2 / DF = 1.92$, or < 5; CFI = 0.85 and TLI = 0.84), that are close to “1”. RMSEA is close to “0” (0.067) showing the measure can explain the data properly (provides the best approximation of the data). In other words, the developed models are fit to the data. All items also have positive and higher loading values (> 0.80). This indicates the models had well defined structures. Finally, the r^2 values of research variables are also high, indicating variant proportion is high in explaining the factors that represent the research variables in the model.

Path analysis results in testing effects of independent or exogenous on dependent (endogenous) variables, result in significant regressions (β)presented in Figure 1 and Table 1.

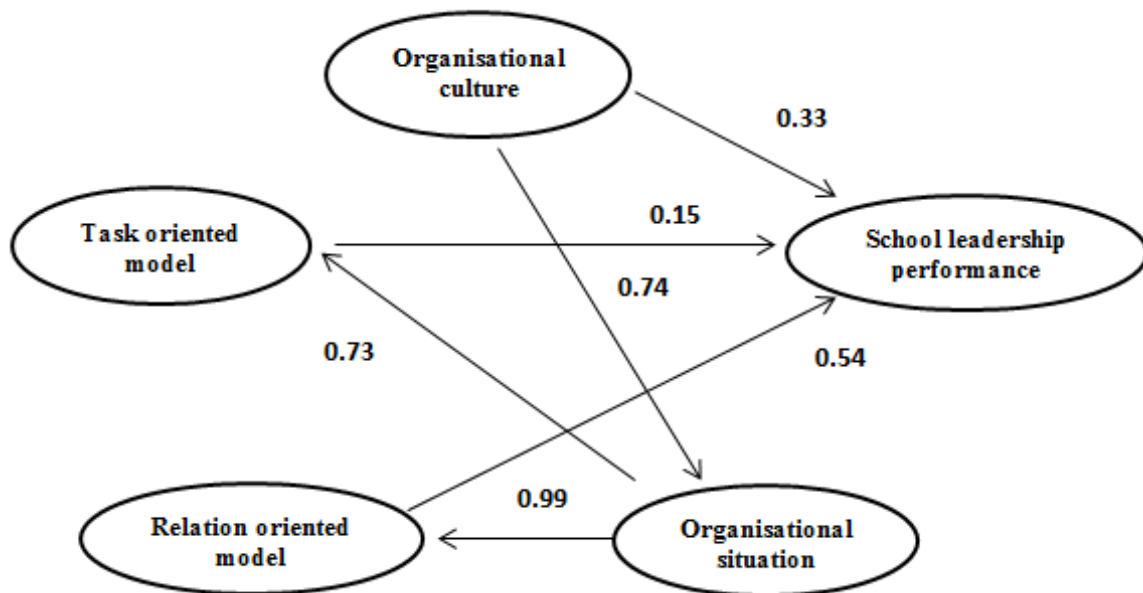


Figure 1.Effects of organisational culture, situation, and leadership orientations on school leadership performance.

Results of computation in the path model in Figure 1 show that organisational culture has both direct ($\beta = 0.23$) and indirect effect ($\beta = 0.48$) on school leadership performance. Ho 1 (There is not any effect of organisational culture on school leadership performance) is rejected. Situational factor only provide an indirect effect ($\beta = 0.64$). This effect is mediated by task oriented leadership style. Therefore,

Ho 2(There is no situational effects on school leadership performance) is also rejected.It means when the effect of this situational factor increases 1 Standard Deviation (SD), the leadership performance also increases 0.64 SD. Both leadership orientations have direct effects on leadership performance. As shown in Table 1, relation oriented provides an effect with a coefficient value of $\beta = 0.54$, and task oriented

contribute to a lower, but in a positive coefficient, $\beta = 0.14$. The two hypotheses (Ho, Ho4) are rejected.

Criterion		Predictor	Estimate	S.E.	C.R.	P
Organisational situation	<---	Organisational culture	0.739	0.081	8.707	***
Relation oriented model	<---	Organisational situation	0.990	0.096	11.075	***
Task oriented model	<---	Organisational situation	0.730	0.010	11.31	0.01
School leadership performance	<---	Relation oriented model	0.543	0.032	17.031	0.01
School leadership performance	<---	Organisational Culture	0.326	0.069	4.864	***
School leadership performance	<---	Task oriented model	0.146	0.025	3.52	0.01

The three asterisk (***) indicate that the p-value is <0.001

Table 1. Regression coefficient values.

IV. DISCUSSION AND CONCLUSION

Effects of organisational culture on leadership are relevant with studies reported by Schein [1, 23]. He valued both variables (culture and leadership) are in one side of the same coin. Such a proposition make this element has a complex position and to be viewed as elusive in many leadership studies. The reasons are that its presence is perceived to be related with other situational components as well as leader position, people relationship, and task structure. Alvesson [2] said: “organizational culture then becomes both cause and effect”. The established culture automatically will characterise the formation organisations and influence the way how people work and leaders behave in most organisations [24]. On the other hand, leadership practices in the workplace could determine how culture is developed and changed [13]. These are possibly exercised applying both types of orientations (people/relation, task oriented). Whatever leaders choose from any of these, their typical behaviours as directed by the two styles will result in significant effects on the perceived school leadership. To conclude, the situational factors (leader position, task structure, relation quality) also influences followers perceptions on what sort of leadership behaviour and orientation applied by their leaders [16]. Effective leaders thus, are expected to be familiar with these variables and used them as inputs in determining the appropriate leadership styles for typical situations. If necessary, they can modify the existing culture within organisations.

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