

Teachers' Work Value Towards Workplace Culture in Educational Organization of Malaysia

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ABSTRACT

The purpose of this study is to identify the influence of teacher work value on teachers' culture. A total of 540 randomly selected teachers were selected from 36 secondary schools in Penang as respondents in the study. Instruments in the form of questionnaires were used in this study. The findings of the study have found that the variables of working value of teachers and school culture are at moderate level. Furthermore, the findings also show the value of teachers' work, especially the dimensions of engagement, pride, improvement, and activity have a significant influence on school culture. Therefore, the findings of this study suggest that educators need to learn, improve, and transform existing values so as to foster a better personality and add value to their working environment.

Keywords: Work value, school culture.

INTRODUCTION:

The implementation of the National Education Transformation Program which has been launched since 2010 aims to improve teachers' professional quality in an effort to strengthen the country's education system in line with the demands of globalization. Good values and ethics are in line with the third goal of the Malaysian Education Development Plan (PPPM) which is to create a Malaysian society with value appreciation. In this case, the implementation of this program will undoubtedly affect the main drivers of teacher education.

School is an agent changing minds and determines the culture and development of the country. As an educational organization, schools acting as human capital raising agencies should have a positive and conducive environment and have quality teachers and competent leaders in leading the organization. Quality teachers have a positive working value and can indirectly create a culture of excellence that can enhance the excellence and excellence of the organization. An important value is to create a particular personality and personality that will influence the organization of an organization (INTAN, 1992) and to create a good working environment. Every employer wants a worker who is not only knowledgeable and skilled but has good values and ethics (Kraska, 1991). For most employers, knowledge and skills can be learned by employees while working (Zakaria, 2004) but good values and ethics are not easy to learn and require long periods of time to appreciate. Hence the value of work is a very important value system for the whole value system in the organizational work culture.

The value of work in the lives of every employee because intrinsic value of the work has a significant relationship with employee commitment to the organization (Putti, Aryee, & Tan, 1989). Recent studies also found that the practice of working value practiced by teachers greatly influenced the performance of teachers in schools (Azians, 2006; Mohd Nor, 2004). Work value practices in this study examine the level of employee engagement in achieving the mission and vision of the organization (involvement), individual work satisfaction on the work it produces (pride), improving the quality of individual work within the organization that can improve the social status of the employee (improvement) is shown by the individual in ensuring that he is

always active and performs the task successfully (activity), and the value of work measured by the salary paid (income) (Sabitha & Mahmood Nazar, 1994).

As such, culture is an important factor in determining the effectiveness of the duties and the quality of its public service (Rohani, Mustapah, & Muhamad Ali, 2001) and its special schools. School culture refers to a system of values, beliefs and norms that are mutually acceptable and implemented with awareness as an environmentally-conscious behavior created by the environment that creates the same understanding of all organizational citizens. Schein (2004) describes culture as a set of understandings that refer to beliefs, values, norms and assumptions shared and shared. Jaafar (2004) describe the organizational culture aimed at changing the attitudes and behavior of individuals within the organization in order to increase the productivity of individuals and empower organizational excellence. School culture refers to the dominant values that are supported by all the schoolmakers who demand the wisdom of the school community to integrate the elements and components of the school together with the value of individual work within the organization. In school culture, there are patterns, ideas, norms, thoughts and values that contribute to the formation of individual behavior. The creation of a school culture requires the commitment of all its citizens to mobilize energy and sweat to mobilize the organs of machinery towards a common mission and goal. This is confirmed by the findings of Lee (2009) which shows the dimensions of organizational culture studies have significant positive relationships with work performance. Thus, this study examines the value of teachers' work and school culture at the workplace, which is the cornerstone of productivity improvement in an organization. The value of work of good teachers and school culture as well as high quality spirituality in the workplace helps to improve the performance of a school. A leader needs to take steps to bring about remarkable changes. This means the principal plays a role in the school under his administration. Thus, in general, this study describes descriptively the dimensions of the work value practiced and the culture of the school created. Furthermore, this study specifically identifies the influence of teacher work value on school culture at secondary schools in Penang.

RESEARCH METHODOLOGIES:

Research Design:

The quantitative method was used in this study as it was able to measure the subject of extensive research based on the questionnaire used. This is in line with the opinions of Gay, Mills, and Airs (2012), which states that the design of the study is most appropriate for large populations because the uniformity of fact and information can be interpreted from the respondents systematically, and it allows small group sampling or samples to make generalization of large groups or populations (Swanson & Holton, 2005).

This quantitative approach will facilitate comparison and analysis of statistical data. The findings can be analyzed easily and systematically. Therefore, the researchers identify the level of work value and school culture in this study. This study also uses a descriptive approach to look at current situations in schools and the relationship between the value of teachers' work and school culture in the schools studied. According to Gay et al. (2012), this descriptive design involves the collection of numerical data to test the hypothesis or to illustrate the current situation.

Population and Sampling:

The population for the study consists of secondary schools in the state of Penang. Overall, the number of schools that became the population for this study was 89 secondary schools with a population of 6026 teachers. The rationale for the selection of secondary schools because these schools have the same administrative system and the performance of pupils achieving matching. Respondents for this study were selected using survey method. The sampling method used was a simple random sampling method based on the opinion of Sekaran (2000) where the sample selection should be manageable. Out of 89 regular daily national schools, only 36 schools were selected through systematic sampling. Furthermore, the selection of teachers from selected schools is based on Krejcie and Morgan (1970) where 540 teachers should be randomly selected to be respondents of this study. The selected sample must be a trained teacher and have been in school for not less than one year. This is to ensure that selected teachers have the experience and understand the atmosphere or situation of the current school work.

Research Instrument:

The questionnaire used consists of four parts: Part A - Teacher Demographics Information, Part B - Teacher Work Value, Part C - School Culture. There are six items contained in Section A consisting of gender, highest academic qualifications, age, teaching options, teaching experience, and teaching experience under the same principal. For Section B, 18 items using six-point likert scale have been used. This section uses the instrument

from Azians (2006) which consists of six dimensions. Subsequently, Section C consists of 42 items constructed by Maslowski (2001) and has been adopted by Yaakob (2007). There are four dimensions contained in this section covering the dimensions of humanitarian relations, open systems, rational goals, and internal processes.

Pilot Test:

The pilot study is a survey conducted before the actual study done. According to Chua (2006) the pilot study aims to see the feasibility or reasonableness of a study to be undertaken. The minimum sample required to perform factor analysis is 100 respondents (Coakes & Steed, 2005). Hence, the pilot study involves 110 teachers from two secondary schools in the north of Seberang Perai, Penang. The value of reliability is tested for all the items contained. According to Gay et al. (2012) instruments with high reliability value show the same score, although tested against different respondents in different places. The reliability value of Cronbach Alpha for variable work value of teacher is 0.72, school culture variable 0.92 and spirituality at school 0.93.

RESEARCH FINDINGS:

The Level of Teacher’s Work Value and School Culture:

The result of descriptive analysis of variables related to the teacher work displayed in Table 1.

Table 1: Level of Mean Score and Standard Deviation for Teacher’s Work Value

Dimension	Mean	Standard Deviation	Level
Engagement	5.09	.732	Medium High
Pride	5.44	1.141	High
Improvement	4.60	1.240	Medium High
Social Status	4.03	1.100	Medium Low
Activity	4.13	1.109	Medium Low
Revenue	3.72	.566	Medium Low
Overall	4.50	.4583	Medium Low

The findings show the dimension of pride obtained a mean score of 5.44 and followed by the involvement dimension of 5.09 which is at moderate high level. Both dimensions are at a high level. Accordingly, the improvement dimension obtained a mean score of 4.60 and was at moderate high. For the dimensions of activity, social status, and revenue each received a mean score of 4.13, 4.03, and 3.72. These three dimensions are categorized at medium low levels. Overall, work value variables obtained a mean score of 4.50 and categorized as medium low.

The findings of descriptive analysis related to school culture variables are presented in the following Table 2:

Table 2: Level of Mean Score and Standard Deviation for School Culture

Dimension	Mean	Standard Deviation	Level
Human Relations	3.99	.458	Medium Low
Open System	4.32	.444	Medium Low
Rational Goal	4.17	.426	Medium Low
Internal Process	4.23	.434	Medium Low
Overall	4.18	.383	Medium Low

The findings show the dimensions of open systems, internal processes, rational goals, and each human relationships obtained a mean score of 4.32, 4.23, 4.17, and 3.99. All dimensions in each school's cultural variables have been categorized as low-level stages. Overall, school culture variables received a mean score of 4.18 and were categorized as moderate levels.

The Influence of Teacher's Value on School Culture:

Table 3 shows the results of multiple regression analysis separately performed on the four dimensions of school culture ie human relations, open systems, rational goals, and internal processes. In addition, there are six dimensions in the work value of teachers, namely engagement, pride, improvement, social status, activity, and revenue. The results of multiple regression analysis showed that all the dimensions of the work value of the

teacher contributed as much as 4.9 percent of variance change to the school culture. Meanwhile, the findings of multiple regression analysis also show the dimension of engagement ($\beta=.102$; $p<.05$); pride dimensions ($\beta=.115$; $p<.05$); activity ($\beta=.109$; $p<.05$) was found to have a significant influence on school culture dimensions of humanitarian relationship. This finding demonstrates the value of teachers work has a significant influence on school culture at $p<.05$ level. When the work value of teachers except the dimensions of improvement, social status, activity, and income is enhanced then it also enhances the school culture of dimensions of humanitarian relations.

Subsequently, the results of multiple regression analysis showed that all dimension of the work value of the teacher contributed as much as 12 percent of variance changes to school culture of open-system dimensions. The findings of multiple regression analysis also show the dimensions of engagement ($\beta= .244$; $p<.05$); pride dimensions ($\beta= .166$; $p<.05$); increase ($\beta=.113$; $p<.05$) was found to have significant influence on open system at $p<.05$ level. This finding demonstrates the value of teacher work has a significant effect on the open system. When the work value of teachers except the dimensions of social status, activity, and income is improved then it also increases the dimensions of open systems.

The results of the multiple regression analysis showed that all dimension of the work value of the teacher contributed to 8.8 percent variance change for the dimension of the rational goal. The findings of multiple regression analysis also showed the dimension of engagement ($\beta=.196$; $p<.05$); pride dimensions ($\beta=.115$; $p<.05$); increase ($\beta=.115$; $p<.05$); activity ($\beta=.105$; $p<.05$) was found to have significant influence on school culture dimensions of rational goals at the level of $p<.05$. This finding proves that the value of work of teachers has a significant influence on the dimensions of the rational goal. When the work value of a teacher except the dimensions of social status and income is increased then it also increases the dimensions of rational goal in the workplace.

Subsequently, the results of the multiple regression analysis showed that all the dimensions of the work value of the teacher contributed 10.3 percent change in the variance of the internal process dimension. The findings of multiple regression analysis also show the dimensions of engagement ($\beta=.252$; $p<.05$); pride dimensions ($\beta=.113$; $p<.05$); increase ($\beta= .096$; $p<.05$); activity ($\beta=.098$; $p<.05$) was found to have significant influence on internal process dimensions at $p<.05$ level. This finding demonstrates the value of work of teachers has a significant influence on the dimensions of the internal processes. When the work value of teachers except the dimensions of social status and income is increased then it also increases the dimensions of the internal processes.

Table 3: Coefficient Value for Teacher Work Value Impacts on School Culture

Independent Variables	Dependent Variable: School Culture			
	Human Relations (β)	Open Systems (β)	Rational Goal (β)	Internal Processes (β)
Engagement	.102*	.244*	.196*	.252*
Pride	.115*	.166*	.115*	.113*
Improvement	.059	.113*	.115*	.096*
Social Status	.046	.023	.047	.022
Activity	.109*	.087	.105*	.098*
Revenue	.021	.085	.037	.043
R	.221	.347	.297	.321
R2	.049	.120	.088	.103
Adjusted R2	.036	.108	.076	.091
F value	3.76	9.99	7.08	8.41
Durbin Watson	1.65	1.73	1.67	1.60

*Significant at the level of $p<.05$

RESEARCH DISCUSSIONS:

In terms of the influence between each dimension of the work value of the teacher and the school culture, the results of the study show that engagement, pride, improvement and activity have significant relationship with the school culture. The findings show that there is a positive correlation between the value of the work of teachers and the school culture. The work value of an individual affects the members of the group and will shape the working value of the members of the group. This value led to the formation of a positive organizational culture and this supported the explanation of Chek Mat (1996) that culture was not reflected in artistry and physical aspects but values that have been practiced. The value of the work supported by the

members in the group helps in the formation of work values in groups.

This finding explains the value of work among teachers affecting school culture. The value of the work contained in the individual if it is shared among the citizens of the organization will shape the organizational culture of the school. If the teacher has a positive working value, then school culture will also be positive. This is in line with the findings of the study by Mohd Noor Jaafar (2004) and Abd Ghani (2002) stating that teachers are willing to inspire and use the best quality in themselves to produce the best performance. Focusing on the quality of manpower is not limited to skills but also to spirit and quality of thinking (INTAN, 1991).

In this regard, Cherrington (1991) proposes some other aspects that need to be taken into account and taken into account in evaluating performance ie positive attitude of work. Opinion from Cherrington (1991) shows that positive work value practices will result in excellent work performance. In this case positive attitude of work demands high quality of work. The importance of culture can be seen Engagement dimensions and pride in work values affect the four dimensions of school culture ie human relations, open systems, rational goals and internal processes. The involvement of teachers and the pride of being born in the teacher will manifest interaction among the schoolgirls and open space to interact with the local community in a more open system. The involvement shown by teachers demonstrated their commitment in achieving the goals of the school (Nur Riza et al., 2013 & Mohd Nor Jaafar, 2004) and this relates to the processes that take place in schools.

While the improvement dimension affects three of the four cultural dimensions of the school namely the open system, the rational and internal processes, and the dimensions of the activity also affect the three dimensions of the school culture ie human relations, rational goals and internal processes. The values of practice that are seen as the basis of performance excellence should be instilled within each individual so that the organization will always advance.

The influence of teacher's work value on school culture should be taken seriously by the school management as it will influence individual involvement and commitment as well as job satisfaction (Lok & Crawford, 2003; Fatimah, 2014). This will make the teachers work with dedication and commitment to the success of the school.

CONCLUSION:

The use of manpower resources needs to be maximized because in Human Resource Model, all work can be implemented and it is indeed a human nature that is vibrant and creative (Kamarudin, 1989). The value of teachers' work and school culture has an influence on school performance and student disability (Azians, 2006). Hence, teachers need to inculcate positive attitude and work value towards progress. Although dimensions of social status, activity, and income are not good predictors of job performance, these three dimensions need to be addressed by school leaders in ensuring the smooth running of the organization. If this dimension is not an integral part of value management, it will certainly cause conflict within the organization. Conflicts in value system practice will cause tension in individuals who are in Public Service. It can sue the efficiency and effectiveness of the service itself.

Based on the findings reflecting the importance of the value of work demanding that teachers become the pillars of the nation's education system, teachers should have a strong personality and credibility in helping to realize the aspiration of the National Education Philosophy. Various efforts need to be made to improve organizational performance such as enhancing the 'high degree of sympathy' among teachers, improving the quality of work, increasing teacher sensitivity to the school and various efforts need to be carried out. All stated directly implicate the organization's management and the attitudes of the members of the organization involved (Ropani, 2006).

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