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Investigating Emotional Honesty That Effectleader Behavior: A Case Study on Vocational High School Headmaster

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A R T I C L E   I N F O

A B S T R A C T

The objective of the research was to investigate the effects of emotional honesty, interpersonal skills and task structure on directive leader behavior. This research was conducted at Vocational High Schools (SMK) in Medan, using the survey method with 136 principals as population and the sample of 60 principals as respondents who were selected by applying proportional random sampling. The hypotheses were tested by path analysis. This research findings were as follows (1) There was a significantly direct positive effect of emotional honesty on interpersonal skills; (2) There was a significantly direct positive effect of emotional honesty on task structure; (3) There was a significantly direct positive effect of emotional honesty on leader behavior; (4) There was a significantly direct positive effect of interpersonal skills on leader behavior; (5) There was a significantly direct positive of task structure on leader behavior.

1. Introduction

Vocational High School has the expansion chance and distribution access nowadays, started with any government policy in 2008. Indriyanto, 2008 explains that the government policy in vocational school are: (1) expanding access about education in vocational school. appropriate with necessary and local superiority, through adding program vocational education which more flexible agree with labor market demand; (2) changing the vocational students ratio toward senior high school student; (3) vocational school efficacy can increasing graduation competencies so that vocational school can decreasing unemployment and make available standard manpower which competitive advantage.

Vocational education not only has a role to prepare standard manpower which compatible but also as education institution which can decrease the unemployment. The vocational school role decrease unemployment can make by labor market way, but also have to able to provide opportunities for employment. The opportunities for employment that meant to be can conduct through Unit Produksi Sekolah (UPS) management in every majority which is professionally implementing the management functions well.

The reshuffle role which is significant gave fundamental effect toward the headmaster leadership. The headmaster had to able implementing management functions when leading their school. The main challenge to scars the changing that happened is needed the effective leadership, so the vocational school goal as the school organization can achieve well. But in fact, headmaster leadership generally stills in problem. Wahjosumidjo (2008, p.460) explains that

headmaster leadership still in problem in meaning, achievement, contribution which can is given by headmaster to achieve the school goal, not always like expected. Moreover Wahjosumidjo explains that the main caused problem headmaster leadership happened are organizational, headmaster personality and maturity level teacher subordinate, report, librarian, administration worker and students.

Leader behavior can define as leader behave in case to effecting another people, so that can achieved the goal well. The leader can behave directive, supportive, or participative. Leader behavior that meant to be is directive behavior. Leader behavior can effect by some factors, there are emotional honesty, interpersonal skill, and task structure.

Leader behavior that analyzed in this study is directive behavior. Directive behavior is one of the leader behavior which be based on contingency theory. According to path-goal theory (Robbins and Coulter, 2007) there are four leader behavior, that are: 1) directive behavior (directive) is giving chance to the subordinate know what is expected from themself, scheduling the task which must to do, and giving the specific guidance about how to finishing the work; 2) supporting behavior (supportive) is have a friendly attitude and care about subordinate needs.; 3) participating behavior (participative) is consulting with the subordinate and using their opinion before make a decision.; and 4) orienting achievement behavior (achievement oriented) is determining the goal which challenging and expecting the subordinate works in highest level. Based on path-goal theory, directing behavior will be more effective to the official employee who has ambiguity task compared with the employee who has the structured work, because producing the employee satisfaction which is higher. Directing behavior will producing a higher employee satisfaction, when in the team work has conflict.

Yukl (2007, p.259) explains that any three ways that could conduct by the leader in order to the directing behavior can increasing the subordinate efforts, there are: decreasing role ambiguity, increasing incentive scale, and empowering award dependence. Cooper and Sawaf (1998, p.1-28) explains that emotion is the source energy, effect, and information which is internal in character. Emotion, even its good or bad, has existing since born. Which distinguish the result is what had done with using information and energy from there. Cooper and Sawaf explain moreover, in reality, feeling to give important information and potentially give profit every time. This feed back (from heart, not from head) which set fire to creativity, make people honest into their self, make relationship which trusting each other, give lustrous guidance for live and career, guide people to the unexpected possibility, and even can save their self or organization from destroyed. According to Goleman (2003, p.56-76) emotion can be intelectual, if the emotion put into intelectual area becoming personality intelectual. This personality intelectual is emotional intelectual basic, there are: identifying self emotion and managing emotion. Identifying self emotion it means identify the feeling when the feeling is happen, this thing called emotional self awareness. Managing emotion is handle the feeling in order to the feeling can expressed rightly, and this skill depend on emotional self awareness. Because of people who have emotional self awareness is the people who can listen their conscience and understand their unconscious think. Listen the conscience is the important role of feeling as guide to going through current personal decisions which is continually did in life. Martin (2008: p.49-160) explains that authentic self is individual who understand the existence structure of themself. People life basicly have three layer, there are: 1) the first layer is self image, what is showed by someone socially and related to people rating; 2) second layer is self-concept, self-evaluation into own self; and 3) third layer is layer which deeper is true self, is people self who real. Authentic personal is personal who really based on the deepest layer that is true self. True self is individual self which truth.

One thing that important but often did not concerned from leadership in field of education is leader skill to fill a position. According to (Hoy and Miskel, 2008) the most up to date model positioning that skills to solving the problem, skill to deciding one thing in social life, and knowledge make an effectiveness leadership became reality. That any three important category from skill that are associated with effectiveness leadership, that are: 1) technical skills, 2) interpersonal skills, and 3) conceptual or cognitive skills from the third manager level (top managers, middle managers, first-line managers) apparently interpersonal skills (social) was very important that possessed by all manager level, that is 50%. Therefore, it could be concluded that interpersonal skills get the biggest portion for each leader in every leadership level.

The pleasing situation for leader is when the relationship between the leader with the members are in good level, the task structure is in the highest level, and the power position is in

strongest level (Robbins and Coulter, 2007). The supporting of leadership position is determined by: 1) the level of leader work structure, 2) the power of leader position, and 3) the relationship between the leader with the members. When the leader work very structural, so it possible to specify the details appropriately about subordinate behavior and what necessary to implementing the work effectively, and easily to monitoring and evaluating the work implementation of subordinate. If leader has the strong position, so leader canhandling the reward and punishment that can used to vouching the subordinate loyalty about the commands and if the relationship between the leader with the subordinate good, then the leader will has reference power to completing the position power. The leader situation which very supporting when the work is structured, the position power which is strong, and the relationship between the leader with the subordinate good (Wexley and Yukl, 2005). Meanwhile, the un-supporting situation when the work unstructured, the leader position is weak and the relationship with the subordinate is not good.

2. Method

This research was conducted in sixty goverment and private vocational school. This research was done by survey method. Instrument which was developed to collecting data was questioner. The total number of correspondent was 60 headmasters and 180 teachers that was taken random proportionally from sample framework as much 132 vocational high school. The analysis regulation including: (1) appraisal error normality testing, (2) regretion linierity testing, (3) regulation about assumption residue, causal plot, and interval scale. Normality testing conducted with Lilliefors test and Linierity test used regretion model. For testing model which was developed in this research used analysis path with helped by AMOS computer program.

3. Result and Discussion

The test results (Table 1) that path coeficient X1 to X2 of 0.446 is significant with a value of (α < 0.01). It was concluded that emotional honesty has direct positive effect on interpersonal skills at the vocational schools. The test results showed that path coeficient X1 to X3 of 0.465 is significant with a value of (α < 0.01). It was concluded that emotional honesty has direct positive effect on the structure of the task at the vocational schools. The test results showed that path coeficient X1 to X4 of 0.201 is significant with a value of (α < 0.05). It was concluded that emotional honesty has direct positive effect on directive behaviour at the vocational schools. The test results showed that path coeficient X2 to X4 of 0.464 is significant with a value of (α < 0.01). It was concluded that interpersonal skills has direct positive effect on directive behaviour at the vocational schools, and the test results showed that path coeficient X3 to X4 of 0.218 is significant with a value of (α < 0.05). It was concluded that the structure of the task has direct positive effect on directive behaviour at the vocational schools.

Table 1. Path coefficient value

Component	Coefficient	t account	t tabel
Effect of emotional honesty (X1) on interpersonal skills (X2)	0.446	3.794	2.663*
Effect of emotional honesty (X1) on task structure (X3)	0.465	4.005	2.663*
Effect of emotional honesty (X1) on leader behavior (X4)	0.201	2.174	2.003**
Effect of interpersonal skills (X2) on leader behavior (X4)	0.464	5.010	2.663*
Effect of task structure (X3) on leader behavior (X4)	0.218	2.350	2.003**

* $\alpha = 0.001$; ** $\alpha = 0.005$

This suggest in held to increasing leader behavior which more and more better in vocational high school, so the headmaster should have emotional honesty and interpersonal skills which good. The things that should be concerned are; accustomed self to have authentic attitude, not using life mask, using good and right language in verbal nor written, able to cooperative with another people, and have social sensitivity to another people. To government side should considering emotional honesty factor and interpersonal when appointment the headmaster of vocational high school. Situational leadership model on vocational education which is found can see in figure 1.
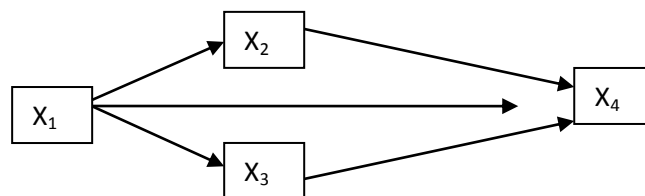
Figure 1. Leadership Model of Vocational Education
Remark: X1 (emotional honesty); X2 (interpersonal skills); X3 (task structure); X4 (leader behavior)

4. Conclusion

Leader behavior was direct affected by emotional honesty, interpersonal skills, and task structure. Meanwhile, interpersonal skills and task structure was direct effected by emotional honesty. Emotional honesty of vocational high school headmaster still belong to sufficient categorized. Meanwhile, interpersonal skills of headmaster also still belong to sufficient categorized. Because of that to increasing leader behavior which is beter in vocational high school can conduct with increasing emotional honesty and interpersonal skills the headmaster also the task structure which satisfying. Because of the limitation of this research which focused on testing the variable effect of emotional honesty, interpersonal skills and task structure on leader behavior still needed further research, because based on the hypotheses testing which conducted by researcher still saw any another variable *(epsilon)* which effecting the leader behavior of vocational high school headmaster.

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