

## The Effects of Servant Leader and Integrity of Principal Performance In Catholic Senior High Schools in North Sulawesi, Indonesia

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The aim of this research was to examine the effects of servant leader and integrity on principal performance in Catholic senior high schools in North Sulawesi, Indonesia. This quantitative research used questionnaire-gathered data from 75 teachers at 11 schools. The results of research show that the servant leader approach has significant positive effects on principal performance (sig.=0,000 < 0,005;  $R^2=0,799$ ); the integrity of a principal can also have an effect on her/his performance in school (sig.=0,000 < 0,05;  $R^2=0,758$ ); and then there were noteworthy effects of the servant leader approach and integrity working simultaneously to improve the performance of the principal ( $R^2=0,788$ ; sig=0,000). This study shows how servant leader and integrity can support a positive impact on principal performance.

**Key words:** *Principal, Performance, Servant Leader, Integrity*

### Introduction

Education that is carried out in high schools has strategic value because high schools are places meant to prepare students for entry into the “real world.” The experience that students get when they are in high school will help them when they go to college or start working. In addition, the high school experience should help students

to grow mentally, emotionally, and physically. To foster a quality and high-achieving high school program, the education levels in high schools need to be increased continuously with quality assurance programs that include the school leadership. According to the regulations administered by the Indonesian Minister of Education—No. 19 Year 2007 regarding the Standard of Education Management of

Elementary Schools and Secondary Schools—the principal, as the school leader, should attend to the quality standard and seek improvements when needed. Danim (2004) stated school successes are shaped by the capacity of the principal. The existence of the principal becomes very important and vital as one of the determinants of school success. Another opinion confirms the quality of the principal will have an impact on the motivation of the staff and the quality of learning in the class (Hartle and Thomas, 2003).

A principal is one of the most influential human resources at school. The principal's job is very important for improving the quality of school because she/he is the leader. Goldhammer and Becker (Supardi, 2015) said that in good schools there is inevitably an aggressive, dynamic and professionally cautious headmaster providing important educational programs. There is no good school with a bad principal or a bad school with a good principal. The quality of a principal can be seen firstly from her/his performance. It means that a principal's performance has an important role in achieving school objectives. Her/His performance issues draw attention of different parties such as the government, school foundation, society, and stakeholders.

Performance is described as an activity that is carried out by every related individual to achieve planned aims. According to Smith (Mulyasa, 2004), performance is “output drive from processes, human or otherwise”. Mulyasa discussed further that performance is implied as work achievements, implementations, accomplishments, and outcomes. It means that the performance shows the final results of an activity that has been done by the principal to reach a goal. Performance is also used as a tool to compare between one's job performance and set standards. The principal's performance is connected to her/his implementation of her/his main tasks, functions, and responsibilities in managing and controlling school under her/his supervision. Clark, et al. (2009) said that there is little evidence of any relationship between school performance, principal education, and pre-principal work experience. Through our research we have found evidence that counters Clark, et al. argument. We have

found some evidence that experience as an assistant principal at the principal's current school is associated with higher performance, especially among newer principals. We also found a positive relationship between principal experience and school performance, particularly for higher math test scores and fewer student absences.

The results of this research show that the performance of Catholic senior high schools in North Sulawesi is still not optimal. This is due to several issues that need urgent attention from the stakeholders of Catholic senior high schools in North Sulawesi. Some of the issues are (1) social situation: the placement and assignment of a principal based on the required abilities/skills. It means that the placement and appointment of a principal is determined by the foundation's president or superior without paying attention to the principal's education level or work experience. In other words, the appointment of a principal is influenced by favoritism rather than merit. As a result, the appointed principal is unprepared for the job and therefore her/his competency is questionable. Consequently, she/he is not capable of performing her/his main task as a principal. (2) The principals of these Catholic senior high schools tend to use their powerful status to rule and boast their social status in the society. It means that their positions are no longer to serve and care for others but to show off power, prestige, and materials to others. Being a principal is seen as a chance to gain wealth and establish oneself economically. (3) The principals are not capable of motivating and inspiring the teachers. It means that they still lack the leadership skills and integrity to be a principal. The ideal principal is capable of embracing the teachers, students, and students' parents. A principal should be able to create a conducive academic environment so that everyone feels comfortable to attend school. (4) The salaries of principals in the Catholic system are not sufficient for their basic needs and it makes them less motivated to do their duties. It is even worse if a principal only receives small benefits from the school foundation. Indirectly, this aspect influences her/his performance quality as a school leader.

The performance of the principals in Catholic senior high schools in North Sulawesi is not optimal yet. One factor that contributes to a principal's performance is the principal's leadership style. In the context of schools, Atmodiwirio (2000) argued that school leadership is the core of education in Indonesia. Sukmadinata (2002) agreed—to improve the quality of education demands professional leadership. In other words, the quality of education should begin with the professionalism of the principal. It means that the increase of the principal's performance was influenced by her/his leadership style. The performance could foster strong, positive results even if principals do not lead with an authoritarian style or lead with power. Principals need to use a leadership style that serves, nurtures, and embraces teachers/students/staff thus promoting unity, cooperation, sympathy, and empathy with others. This leadership quality is a motivation for the principals to achieve her/his vision, mission, goals, and other school programs. Duke (1987) expressed the importance for principals to improve and enhance the teaching of teachers. They should promote effective teaching and learning achievement. Ruhimah, et al. (1999) affirmed that for a school to be considered effective, the principal has to have a strong commitment and strives to achieve the school's mission by promoting quality work ethic and accountability among staff. These are some of the expectations of Catholic senior high schools in North Sulawesi.

Catholic senior high schools in North Sulawesi are in need of people with the passion to serve and love others—people who are willing to take the role of servant and take care of others. The principal needs to be willing to be seen by colleagues as a “person who serves.” It means that her/his main mission should be as a servant leader; where the principal can see her/himself as a servant to others doing leadership duty with love. Servant leadership is a leadership style that inspires and motivates others to achieve the planned aims through supportive action by the leader. The servant leadership style wants to break the traditional authoritarian leadership style by which a leader is always the ultimate ruler—arbitrary, narcissistic, selfish, stubborn, and self-righteous. Basically, at certain schools, a principal is

“the ruler.” Even though she/he is a ruler, the principal needs to do two main tasks: leading and serving.

St. John Baptist De La Salle insisted that school leaders are good shepherds. Like a shepherd, a headmaster serves, cares for, and becomes a humble leader. For De La Salle, a fullness of life for all—especially the lost, forgotten, and vulnerable—should be our mission. Economic, affective, spiritual, and educational poverty should not, if we can help it, be allowed to be barriers in our educational network (Mann, 2017).

In other words, a principal's performance will be increased if she/he is willing to serve, care, cooperate, and sympathize with others while doing her/his duties. Furthermore, the description below will make clear that a servant leader is expected to provide positive influences on the school's overall performance. Srimulyani (2013) in her research asserted that servant leadership has a positive and significant effect on a teacher performance. Teachers who see the spirit of service modeled by their principal should have improved performance. The role of the servant leader would be to establish a vision of the teacher's role in the school (Patterson, 2003), show trust in the teacher or provide the teacher with a chance to earn trust, and empower teachers (Farling et al., 1999). A servant leader will also employ vicarious experiences (modelling) to help a teacher increase self efficacy (Nixson, 2005). Modelling is crucial to servant leadership and it reinforces the leader's verbal commitment to serving the follower (Russell, 2001). It is important to understand team effectiveness in school settings as it helps to indicate how the nature of the school as a workplace, as well as how the quality of interactions in schools, affect teachers' effectiveness, performance, and the portrayal of behaviors that go beyond the call of duty (Mahembe & Engelbrecht, 2014)

Another indicator that influences the principal's performance of Catholic high schools in North Sulawesi is integrity. It means that a professional principal is expected to have high integrity in doing her/his duties. By having integrity, her/his leadership power can bring positive influence in growing and teaching thus increasing the school's performance. In the Turknett Leadership Character Model—

developed by psychologist Dr. Robert Turknnett—integrity is the foundation of the model, and without integrity, no leader can be successful. The Turknnett *Leadership Group* notes that individuals with integrity will not twist facts for personal advantage; they are willing to stand up for and defend what is right; they will be careful to keep promises; and they can be counted on to tell the truth. In their model, integrity is the foundation of leadership and it involves a careful balance between respect and responsibility (Turknnett, 2009).

The trait of a high-integrity principal is that she/he is capable in giving motivation, inspiration, and empowerment to teachers, students, and staff members. Integrity is honesty, credibility, and consistency; a leader must place these values into her/his actions. A leader has unavoidable responsibilities to set high standards to guide her/his followers' behaviors. Concisely, a leader with integrity is a leader that is able to show conformity internally (heart and mind) and externally (words and actions) (Schermerhorn, 1999). Several issues that had been explained could be synthesized that the principals' performance was still not optimal or adequate. The low performance of some principals in Catholic High Schools in North Sulawesi influenced the quality of education and school goal achievement. Therefore, it was expected that every principal is able to be a servant leader and have integrity so service to society can be achieved.

## Literature review

### *Principal*

The principal is a position that is vital in shaping the success of the learning process in educational or school units. The results show the vital role of the school principal is someone who has the power to ensure development and change in schools (Hopskin, 2001). In addition, the principal is seen as someone who devotes her/his time in solving learning problems at school and her/his ability to address problems to achieve student learning outcomes at school (Brenninkmeyer & Spillane, 2008).

Regulation by the Minister of National Education of Indonesia—Number 28 Year

2010—explains that's the principal's tasks are (1) efforts of school development undertaken during the tenure of the principal; (2) improvement of school's quality based on eight national education standards (SNP) under the leadership; and (3) effort of professionalism's development as principal. Then, regulation by the Minister of National Education of Indonesia—Number 13 Year 2007 regarding the principal standard— explains the five dimensions of headmaster's competence: personality, managerial, entrepreneurship, supervision, and social. Slamet PH (2002) explained that the principal must show competence by: having a vision for the future (vision); knowing what action to take (mission); understanding the correct way to take (strategy); having the ability to coordinate and deploy all the limited resources available to meet the needs of the school; having skillful decision-making skills; and having the ability to mobilize subordinates for things that are important to their school goals.

Principal performance can be seen based on EMASLIM indicator (Mulyasa, 2004), principal as: *First*, principal as educator— "As educators, principals make the character based on the values of educators. In that case, the principal must have the ability to teach or guide students, guide teachers, develop teachers and keep pace with education" (Asmuni, 2012). She/He is responsible for the physical and spiritual development of students so that they can reach the level of maturity. She/He also is able to perform humanitarian tasks in accordance with the values of the true.

*Second*, principal as manager—The principal is a manager who is in charge of planning or finding the best strategy, organizing and supervising the implementation and outcomes of education. The task of the education manager is to plan something or find the best strategy, organize and coordinate the educational resources that are still scattered so as to unite in implementing education, and to control the implementation and results of education. According to Lunenberg & Orstein (in Slamet Lestari, 2010), the educational leadership outline has three main roles: leadership, managerial, and teaching curriculum. Katz and Kanz (Supardi, 2015)

divide managerial skills into three main areas: (1) technical—including management process techniques (planning, arrangement, coordination, supervision, and control); (2) human—human relations skills, motivating and building morale; (3) conceptual—emphasizing knowledge and technical related services about the organization. The commitment of the principals when playing the role of manager is indicated by the determination and the ability to accept the existence of the school as her/his own life, doing all activities voluntarily, earnestly, responsibly, and with high loyalty. This is evident from the willingness to work hard; having the sense of responsibility; being loyal to the work; having a sense of a pride in the work; and having concern for the employment of principals (Gilley & Steven, 1989).

*Third*, Principal as administrator—She/He has tasks for planning, organizing, directing, coordinating, supervising of such areas as: curriculum, student affairs, administrative offices, staffing, equipment, finance, and library.

*Fourth*, principal as supervisor—She/He has a duty to supervise all educational programs. The goal is to achieve a change and improve the quality of education. Harris, M. M. and Monk (1992) suggest that classroom supervision may allow supervisors to observe teacher actions that are real and impactful on the behavior and achievement of students. Another opinion, Lipham, and Hoeh (1974) said that the most planned and systematic program for improving teaching is classroom visits. The principal must know what is going on in class in order to receive input on the teaching climate and the quality of teachers' teaching.

*Fifth*, principal as leader—She/He has a good personality. The principal also has knowledge about educational personnel, the vision, and the mission of the school. She/He is able to make decisions and can communicate well with others (Mulyasa, 2014). Barbara Brown (as quoted in Rastodio, 2009) argued there are ten competences of a visionary leader: visualizing, futuristic thinking, showing foresight, proactive planning, creative thinking, taking risks, process alignment,

coalition building, continuous learning, and embracing change.

*Sixth*, principal as innovator—She/He is a dynamic, creative person and she/he must be able to find new innovations in learning. Asmuni (2012) affirmed "the principal must have the ability to: (a) implement reforms (change for the better) and (b) implement the latest policy on education."

*Seventh*, principal as motivator— She/he is able to motivate all teachers and administrative staff so that they can develop professionally. The principal also must have the right strategy to provide motivation to the education personnel in performing various tasks and functions.

The principal has various tasks and roles. William and Drake (1980) argued that the primary priorities of the principal's tasks are the professional development of the staff, learners, learner activities, curriculum, teaching improvement, resource utilization, and community relations. Meanwhile, according to Mitzberg (as quoted in Gibson, Ivancevic, & Donnelly, 1989), the principal as an administrator has ten roles: chief leader, liaison, knowledge-supervisor, knowledge-spreader, spokesperson, decision-maker, entrepreneur, timer, resource allocator, and negotiator.

The principal is the driving force of activities in school institutions in Indonesia. She/He is required to complete tasks outlined by governing agencies, namely the Department of National Education of Indonesia. The goal of these tasks is to increase educational efficacy. The principal can improve the quality of schools through leadership; effectiveness and efficiency in the management of the resources owned by the school; the accommodation of stakeholder participation in decision-making; transparency; accountability; creativity; and execution of the innovative tasks (Manullang, 2014). Ontorio (2013) gave five domains of competency for the principal or vice-principal, they are: (1) The principal/vice-principal demonstrates competency in setting directions for the school; (2) The principal/vice-principal demonstrates competency in building relationships and developing people; (3) The principal/vice-principal demonstrates competency in developing the organization to support desired practices; (4) The

principal/vice-principal demonstrates competency in improving the instructional program; and (5) The principal/vice-principal demonstrates competency in securing accountability.

Besides this, the Wallace Foundation (2012) gave five key responsibilities for principals: (1) shaping a vision of academic success for all students, one based on high standards; (2) creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail; (3) cultivating leadership in others so that the teachers and other adults assume their part in realizing the school vision; (4) improving instruction to enable teachers to teach at their best and student to learn at their utmost; (5) managing people, data and processes to foster school improvement. The five responsibilities of the principal do not stand alone but must be dynamic and binding interactions.

### ***Performance***

Performance, a popular term in management, is defined as work results/outcomes, work achievement, and performance. The word “performance” according to the Concise Oxford Dictionary of Current English (Armstrong, 2006) takes root from the word “to perform” with several entries namely: (1) to do or carry out, execute; (2) to fulfill a vow; (3) to execute or complete an undertaking; (4) to do what is expected of a person or machine. “Performance means both behaviors and results. Behaviors emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right – the product of mental and physical effort applied to tasks – and can be judged apart from results.’ This definition of performance leads to the conclusion that when managing performance both inputs (behavior) and outputs (results) need to be considered. It is not a question of simply considering the achievement of targets as used to happen in management-by-objectives schemes. Competence factors need to be included in the process. This is the so-called ‘mixed model’ of performance management, which covers the achievement of expected levels of competence as well as

objective setting and review (Armstrong, 2006).

Based on the explanation above, it could be stated that performance is the produced results and behaviors. It means that the word “performance” connects the results and behaviors. As behavior, performance is a human activity guided to the implementation of organizational duties/tasks that are given to the principal. A positive performance of these aspects of the initiative are overcoming the difficulties and reaching the target; the creativity in solving various problems; contributing to the formation of a team spirit through cooperation with others; contributing to the development of its own employees; and other behaviors that stand out. This is a description of the task execution through the behavioral approach, the approach of behavior requirements, the approach of capability requirements, and the approach of the task characteristics (Rao, 1996). It becomes an evaluation of the results of the central person's behavior and performance (George & Jones, 2005; Haynes, 1984). A high level of performance is the result of doing the right thing at the right time, which is determined by several factors include the ability, the effort to expend, and the organization's support. The successes of these are determined by the factors associated with the individual self (Manullang, 2014). The quality of the conduct of principal evaluation may be more important than its content. Strong, trusting, and collaborative relationships between principals and their district office evaluators are especially critical to the success of the evaluation process.

There are six main criteria that could be used to measure a principal's performance:

- (1) *Quality* The degree to which the process or result of carrying out an activity approaches perfection, in terms of either conforming to same ideal way of performing the activity or fulfilling the activity's intended purpose.
- (2) *Quantity* The amount produced, expressed in such terms as dollar value, number of units, or completed activity cycles.
- (3) *Timeliness* The degree to which an activity is completed, or a result produced, at the earliest time desirable from the standpoints of both

coordinating with the outputs of others and maximizing the time available for other activities. (4) *Cost effectiveness* The degree to which the use of the organization's resources (e.g., human, monetary, technological, material) is maximized in the sense of getting the highest gain or reduction in loss from each unit or instance of use of resource. (5) *Need for supervision* The degree to which a performer can carry out a job function without either having to request supervisory assistance or requiring supervisory intervention to prevent an adverse outcome. (6) *Interpersonal impact* The degree to which a performer promotes feelings of self-esteem, goodwill, and cooperation among coworkers and subordinates (Bernardin & Russell, 1993)

A principal is required to know the basic principles of organization, theoretically and practically. The organization theory includes understanding the organization, the division of labor, the organizational goals, the delegation of authority, the work procedures, the formalization, the teamwork, the job descriptions preparation, the organizational structure, the span of control. Organizational practices include the technology implementation, the coordinate resources, the program planning, the reward systems, the inter-personal interaction, and the analysis system (Sheldracke, 1996; Edgar, 1992, Manulang, 2014). Effective principals will be able to improve the school performance by pointing to its ability to manage the school, the students, and the teachers as the main component to achieve the objectives of the school by responsive means to the personnel of the school (Edward, 1996; Manulang, 2014)

Bernardin and Russell gave six main ideas that explain and measure the performance. The term performance always shows quality, quantity, punctuality, effectiveness, supervision needs, and interpersonal influence. Several affirmations that can be synthesized that the performance is an achievement of the principal in implementing her/his main tasks and functions given according to her/his ability, prowess, and experience. In other words, the principal's performance is her/his

achievement level that could be observed with these indicators: work quantity, work quality, broad knowledge, creativity level, cooperation, consciousness, trustworthiness, and initiative. These indicators can measure the principal performance.

### *Servant Leader*

Greenleaf initially coined the term servant leadership. "Servant leadership starts with natural feeling that we want to serve first. That choice brings someone expected to lead" (Greenleaf, 1970). The servant leader places her/his followers' needs above hers/his and focuses on their developments. For Greenleaf, the true leader is someone that leads (influences others) through her/his actions, giving others inspirations and motivations to take action in order to achieve the planned aim.

The servant leadership stated the same thing that asserted that the leader need to pay attention to his followers' issues, empathized and developed them. The servant leader prioritizes, empowers and helps to develop his followers' full potential. Moreover, the servant leader is ethical and leads to serve greater priorities of the organization, community and society in general (Northouse, 2013).

Servant leadership approach defines the leader's role as serving the needs of others. According to this approach, the primary mission of the leader is to develop employees and help them reach their goals. Servant leaders put their employees first, understand their personal needs and desires, empower them, and help them develop in their careers. Unlike mainstream management approaches, the overriding objective in servant leadership is not necessarily getting employees to contribute to organizational goals. Instead, servant leaders feel an obligation to their employees, customers, and the external community. Employee happiness is seen as an end in itself, and servant leaders sometimes sacrifice their own wellbeing to help employees succeed. In addition to a clear focus on having a

moral compass, servant leaders are also interested in serving the community. In other words, their efforts to help others are not restricted to company insiders, and they are genuinely concerned about the broader community surrounding their company. (Carpenter et al., 2010).

In the context of these characteristics, servant leadership affects individuals and requires caring for the individual beyond individual egoism and needs (Taylor et al., 2007). In this respect, servant leadership can be seen as a leadership approach characterized by its ability to be used in management positions at educational institutions whose main function is to develop people (Taylor et al., 2007). In his research, Cerit (2009) found that behaviors of school principals, such as esteeming and developing teachers, and showing sincerity, result in improvement in job satisfaction that positively affects teachers' performance. For this reason, school principals should be educated in a way to facilitate teachers' professional development and to acquire the ability to establish interpersonal communication and efficiency to help teachers. For this reason, studies carried out in different places are needed for a generalization of the results obtained in this research. Hence, it is recommended that research on the effects of servant leadership on job satisfaction should also be carried out in different locations and environments.

This quotation explains that the servant leadership is a leadership type that serves others' needs. Based on this concept, the main mission from the leader is to develop her/his staff members and help them to achieve their goals. A servant leader places her/his staff members first; understands their needs, desires, and personalities; empowers them; and helps develop their careers. Greenleaf gave this complete description about the servant leadership:

The Servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The best test is: do those served grow as persons: do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the

effect on the least privileged in society; will benefit, or, at least, not be further deprived? (Greenleaf, 1970).

Laub (1999) identified six characteristics of servant leaders:

- (1) valuing people (listening respectfully, serving the needs of others first and believing in people);
- (2) developing people (providing opportunities for learning, modelling appropriate behavior and building up others through encouragement);
- (3) building community (building strong relationships, working collaboratively and valuing individual differences);
- (4) displaying authenticity (integrity and trust, openness and accountability, and a willingness to learn from others);
- (5) providing leadership (envisioning the future, taking the initiative and clarifying goals); and
- (6) sharing leadership (creating a shared vision, sharing decision making power and sharing status and privilege with all levels of the organization (Laub, 1999).

Servant leaders have an unselfish concern for others, which often involves personal sacrifice. Servant leaders' behaviors are directed toward the benefit of other even when those behaviors are against their own personal interests (Patterson, 2003).

A principal as servant leader can set the stage for the development of self-efficacy in followers through three main forms of influence: mastery experiences, vicarious experiences, and verbal persuasion (Bandura, 1997)

Barbuto et al. (2006) described the five dimensions of servant leadership as: *First*, Altruistic Calling—A servant leader develops the ability and commitment to recognize and understand the words conveyed by others. She/he finds out what is in the hearts of others. She/He also seeks to understand what their bodies and minds communicate. *Second*, Emotional Healing—A servant leader has the ability to heal her/himself and others. She/He gives encouragement to those who suffer from emotional pain. *Third*, Wisdom—The servant leader seeks to improve her/his



ability to see a problem both past and present. She/He develops her/his insights and thoughts until she/he can include conceptual thinking. *Fourth*, Persuasive Mapping—One of the characteristics of a servant leader is the ability to influence others. She/He must be effective in building group consensus to solve problems. *Fifth*, Organizational Stewardship—The servant leader strives to build a good relationship among members.

These five dimensions highlight that the leader's main task is to serve. Serving is an aspiration for the leader. The main purpose in leadership is prioritizing others and striving for their greatness/changes in their lives. Therefore, it can be concluded that the servant leader is one that focuses on serving. It means that the servant leader's main purpose is to serve and fulfill others' or her/his followers' needs. In other words, servant leadership is based on one's main responsibility to serve and put one's subordinates' needs above one's own. The servant leadership model is clearly observed through these indicators such as ethics, ability to develop community, self-sacrifice, openness and humility.

### ***Integrity***

It can be asserted that integrity is an unwavering consistency and persistence to uphold noble values and beliefs. Simply put, integrity is a concept that shows a consistency between actions and values/principles.

Who is a leader? Trait approaches to leadership describes circle traits associated with leadership. Integrity space becomes a very important indicator for the leader. In fact, research shows that effective individuals as leaders tend to possess moral compass and shows honesty and integrity. For example, the leader with integrity is questioned that [she/]he would lose trust and cause business losses throughout [her/]his career (Carpenter et al., 2010)

Integrity will withstand against any kind of temptation because the leader understands that it would cause her/him humiliation. Therefore, integrity can be the strength of self-identity, communal identity and

institutional characteristics that can be seen, observed, felt and shown. Furthermore, integrity is "...about individual and organizational characteristics which are perfect based on noble values such as honest, truthful, trustworthy, accountable, transparent, efficient, and wise" (Mohd Tap Salleh, 2007). Individual integrity can be seen from honesty, commitment, and consistency done by every person (quality of being honest and upright).

Shahid (2013) said that integrity is the authentication of a person who displays strong moral and ethical principles at work. People who demonstrate integrity attract others to them because they are reliable and dependable. They are ethical and can be relied on to perform in reputable and righteous ways even when no one is present to observe. It is those traits of an individual that are frequently accommodating, compassionate, lucid, candid, and ethical. The trait of trust is closely paired with integrity. While the definition may seem ambiguous, we designate individuals with integrity as people that we can depend on to do consistently what is "just" and what is anticipated of them. They are reliable and predictable in dealing with others and with issues; they are supporters of what is fair, just, and respectable.

There are several factors that support and strengthen the integrity of the school where all school actors commit: (a) self-motivation and drive; (b) moral courage and assertiveness; (c) honesty; (d) consistency; (e) commitment; (f) diligence; (g) self-discipline; (g) responsibility; (h) trustworthiness; (i) fairness (De Beer, A., Schurink, W., and Bernard, M., 2008). A principal who has integrity has the following characteristics: (a) trustworthy; (b) consistent; (c) commitment; (d) be responsible; (e) have emotional intelligence (Ekosiswoyo, 2016). Principals who have integrity will gain trust from their fellow teachers, students, parents, and other stakeholders. Headmasters who have integrity are always trusted because what they speak follows their actions. Some indicators that show a principal has integrity are: honesty, consistency, responsibility, and high commitment. Integrity at the individual level presumably provides for the kind of soundness and honesty that results in

authenticity of behavior, being true to one's own beliefs and standards (personal codes) as well as to the numerous corporate mission statements and codes of conduct that now mention not just one but a whole range of stakeholders (Kolk, van Tulder & Welters, 1999).

Thus, actually integrity pointed to the consistency between actions and values/principles. Alternatively, integrity is recognized as honesty and truth of one's actions. The leader needs to have integrity especially as a principal. A principal with integrity will gain trust from the teacher colleagues, students, parents, and other stakeholders. A principal with integrity is seen as trustworthy because her/his words become her/his actions.

## Methods

This research used a quantitative approach. The aim of this approach was to study population or certain samples, randomly. Data collection used a research instrument; while data analysis used a quantitative statistical method to test a given hypothesis (Sugiyono, 2009). The research methodology was survey research. The survey method that was used to obtain data from certain places was done organically but by giving questionnaires. The research done at Catholic senior high schools in the Province of North Sulawesi started from November 2016 until May 2017, including instrument trials. Population was a general

territory that consists of object/subject that has certain qualities and characteristics chosen by the researchers to be studied and concluded (Sugiyono, 2013). Population in this research included government employee and non-government employee teachers at Catholic senior high schools in the Province of North Sulawesi for a total of 308 people including the principals. Meanwhile, the samples consisted of 75 people.

The data collection technique used in this research was a self-administered questionnaire. The questionnaire was an indirect collection technique (the researchers did not interview the respondents directly). The research's instrument was composed of questions that needed to be answered by the respondents to obtain information about servant leader, integrity, and the principal performance.

## Results

The statistical description of principal performance variable scores from the number of respondents 75 obtained by mean values 128.32, median 133, standard of deviation 21,52, minimum score 75, maximum score 159 and total number 9,624. Servant leader variable score is mean value (mean) 127,10, median 129, standard of deviation 24,36, minimum score 74, maximum score 160 and total number 9,533. The integrity variable scores were mean value (*mean*) 127,80, median 129, standard deviation 23.02, minimum score 71, maximum score 160 and total number 9,585.

**Table 1 - Descriptive Analysis of the Data**

	Performance (Y)	Servant Leader (X <sup>1</sup> )	Integritas (X <sup>2</sup> )
Mean	128.3200	127.1067	127.8000
Median	133.0000	129.0000	129.0000
Mode	121.00 <sup>a</sup>	125.00 <sup>a</sup>	125.00 <sup>a</sup>
Std. Deviation	21.52130	24.36467	23.02232
Variance	463.166	593.637	530.027
Range	84.00	86.00	89.00
Minimum	75.00	74.00	71.00
Maximum	159.00	160.00	160.00

**Table 2 - Summary of Normality**

No	Variable	n	Asymp. Sg (2-tailed)	R-Table	Alfa ( $\alpha$ )	conclusion
1	Servant leader	75	0,245	0,227	0,05	Normal
2	Integrity	75	0.349	0,227	0,05	Normal

The test for data normality was done with Liliefors test and values on kolmogorov-smirnov column. The analysis used the SPSS 20 program that worked by checking if the data analysis result had a normal distribution and if the significant value was greater than  $\alpha$  ( $\alpha = 0,05$ ). To check the research data normality, Liliefors test was used. With analysis' results from the SPSS program series 20, it could be learned that the absolute value was 0,118. Compared to value 0,227 of sample  $N=75$  in Kolmogorov table, it could be concluded that  $0,018 < 0,227$  that means the data had normal distribution. The probability test

and One-Sample Komogrov-Smirnov normality test labeled *Asymp. Sig (2-tailed)* had value  $0,245 > 0,05$  that proved that the data had normal distribution.

Based on the analysis results SPSS 20, it could be learned that the absolute value was 0,108. When compared to value 0,227 of sample  $N=75$  in Kolmogorov table 2, the result was  $0,108 < 0,227$  that means the data had normal distribution. The probability test results SPSS 20 with and One-Sample Komogrov-Smirnov normality test labeled *Asymp. Sig (2-tailed)* had value  $0,349 > 0,05$  that proved that the data had normal distribution.

**Table 3 - Summary of Linearity**

No	Variable	Sig.	Alfa ( $\alpha$ )	Conclusion
1	Servant Leader with performance	0,000	0,05	linearity
2	Integrity with performance	0,000	0,05	linearity

Linearity test result shows that it could be seen that significant value of linearity on variable of servant leader and performance of the principal was 0,000. Since the significant value was  $0,000 < \alpha = 0,05$ , it could be concluded that there was a linear connection between the servant leader ( $X_1$ ) and principal performance (Y)

variables. According to the linearity test results, it was learned that the significant value of linearity on integrity and principal performance variables was 0,000. Since the significant value was  $0,000 < \alpha = 0,05$ , it could be concluded that there was a linear relationship between integrity ( $X_2$ ) and principal performance (Y).

**Table 4 - Summary of Hypotheses' Testing**

No	Variable	Konstanta	Beta	T	T-table	Sig	R <sup>2</sup>	F
1	X <sub>1</sub> -Y	27,936	0,894	17,057	1,993	0,000	0,799	290,938
2	X <sub>2</sub> -Y	24,333	0,870	15,106	1,993	0,000	0,758	228,195

**Table 5 - Summary of Double Regression Analysis Testing**

Model	Sum of Squares	Df	Mean Square	F	R <sup>2</sup>	Sig.
Regression	28321.259	2	14160.629			
Residual	7341.461	72	101.965	138.878	0,788	.000 <sup>b</sup>
Total	35662.720	74				

## Discussion

There was the significant effect between the servant leader and principal performance variables. The t-table (table 4) was calculated with these followings: calculate t table value with these following conditions: (1) Alpha ( $\alpha$ ) / 2 =  $0,05 / 2 = 0,025$  (test 2 sides); (2) *Degree of Freedom* (df) = (data total 75-1)= 74; (3) With these conditions, t table value of ( $t_{tab}$ ) = 1,993 was obtained. Since the t calculated between  $X_1$  (*servant leader*) and Y (the principal performance) was  $t_{calc} =$

$17,057 > (t_{tab}) = 1,993$ ; therefore Ho was rejected and Ha was accepted because Ha stated that regression coefficient was valuable. It means that the servant leadership influenced the principal performance. Positive t calculated means positive influence. In other words, the more the servant leadership increased, the more the principal performance positively increased. When analyzed from testing perspective, the significance was based on these criteria (table 3): (1) Ha was accepted if significance  $< 0,05$ ; (2) Ho was rejected if significance  $> 0,05$ . Based on output

result, significance  $0,000 < 0,05$  was obtained, thus  $H_0$  was rejected and  $H_a$  was accepted. It means that there was a significant influence between the servant leader ( $X_1$ ) and the principal performance (Y).

Based on the hypotheses above, it could be proven that the servant leader had positive influence on the principal performance. This known fact is a confirmation between theoretical framework developed and empirical facts obtained. This proves that the better the service without ulterior motives or the more the role as servant leader is practiced by the principal, the better the principal's performance.

A servant leader puts [her/]his staffs first, understands their needs and personal desires, empowers them and helps develop their careers. A servant leader has big responsibilities to [her/]his staffs, customers and outside society. It means that the staffs' happiness is regarded as goals of servant leader. Even the servant leader sometimes sacrifices [her/]his well-being to help [her/]his staffs succeed. The main focus of servant leader is moral action for others (Carpenter et al., 2010)

In the same vein, "a leader that serves has social responsibilities to care for others that have nothing and are unfortunate. If discrimination and social injustice appear, the leader that serves tries to eliminate them" (Northouse, 2013). Moreover, "performance is a work result quantitatively and qualitatively that can be achieved by a staff in implementing [her/]his duty based on [her/]his given responsibility" (Mangkunegara, 2005).

This fact is in accordance with the results of the calculation coefficient of its determination that contribution of influence servant leader on the performance of the principal is 79.9% ( $p=0,799$ ). While for the rest— 20.1%—that caused by other factors or other variables that are not discussed in this study. Based on the research result (Table 4), the principal's leadership style really influenced [her/]his performance as a principal. One's performance can be affected by various variables; one of them is the organization variable (Gibson, 1986).

In the research, the researchers found that one of the factors that influenced one's performance was the leadership factor. It means that one's performance was affected by quality of motivation, guidance, and support provided by the manager/team leader. In other words, the leadership factor of the principal could influence [her/]his performance at school. Thus, it became clear that the servant leadership also influences the principal performance respectively. Furthermore, leaders should follow servant leader approaches to create a climate of justice in [her/]his institution to achieve a good interpersonal relationships (Carpenter et al., 2010).

Servant leadership has a positive influence on productivity or company performance. In Buchanan L's research, it was explained that David Wolfskehl at 24 years old had proven that the importance of the leader to be a servant leader. In Quick Print Action's Company in New Jersey, David used servant leadership approaches and had produced effectiveness in the company. Through the passion of servant leadership, David experienced an increase of 30% in productivity level after two years in the company. This researcher's result demonstrated that servant leadership's approaches could have strong influence on company productivity and a leader's performance in that institution (Carpenter et al., 2010).

The results are also in line with the results of Hung Wen Shun, et al.'s (2016) research which asserts that the servant leadership of a principal can improve her/his performance in schools, especially in keeping teachers' involvement of 46.40%. Thus there is a relationship and influence between the principal's servant leadership, her/his performance in school, and her/his relationships with teachers. The researchers found that with servant leadership the aspects of service and community life have tremendous power over democracy. The principal must be ready to help teachers to live in community and always respect the professionalism of the teachers.

The analysis above clearly stated that servant leadership affected the principal performance. This is in accordance with research results that showed that the

principal practicing servant leadership significantly influenced her/his performance at school in a positive direction. It means that the principal's performance would progressively increase if the principal practiced the servant leadership. She/He could finish every task and responsibility well, bringing prosperity while taking care of school society as a good leader. The research results show that integrity has positive influence on a principal's performance. It shows that the better a teacher's performance, the better a principal's performance. "Integrity is honesty, credibility and consistency of a leader to put [her/]his values into actions. A leader has unavoidable responsibilities to determine high standards for guiding his followers' behaviors" (Schermerhorn, 1999).

There is significant influence between integrity and principal performance variables. The t table (table 4) was calculated with these followings: calculate t table value with these following conditions: (1) Alfa ( $\alpha$ ) / 2 = 0,05 / 2 = 0,025 (test 2 sides); (2) *Degree of Freedom* (df) = (total data 75 - 1) = 74; (3) With these conditions, t table value of ( $t_{tab}$ ) = 1,993 was obtained. Since t calculated between  $X_2$  (integrity) and Y (principal performance) was  $t_{calc}=15,106$ , thus  $H_0$  was rejected and  $H_a$  was accepted because  $H_a$  stated that regression coefficient was valuable. It means that integrity variable influence principal performance. Positive t calculated means positive influence. In other words, the more integrity increased, the more principal performance increased. The significance was based on these criteria: (1)  $H_a$  was accepted if significance < 0,05; (2)  $H_0$  was rejected if significance > 0,05. In table 4, its look that significance 0,000 < 0,05 was obtained, thus  $H_0$  was rejected and  $H_a$  was accepted. It means that there was a significant influence between integrity ( $X_2$ ) and the principal performance (Y).

Integrity is an important factor in increasing principal performance. In other words, there are several education behaviors that support schools integrity such as: a) making and keeping promises, b) honesty in every communication, c) taking care of oneself and keeping the work

environment clean and organized, d) staying focused, e) surrounding oneself with people with integrity. "Integrity room/space is also an important indicator for a leader. Even effective people as leaders tend to have moral compass and show honesty and integrity" (Carpenter et al., 2010).

Integrity is a valuable character in leadership. People of strong principles and responsible for [her/]his actions are people with integrity. The leaders with integrity inspire confidence in others because they can be trusted to do what they say they will do. They are loyal, reliable and unpretentious. Basically, integrity makes leaders trustworthy and worthy of our trust (Northouse, 2013).

This fact is in accordance with the results of the calculation of the coefficient of determination that the contribution of the influence of integrity to principal performance of Catholic senior high schools in North Sulawesi is 75.4%. While for the rest of 24.6% is caused by variables or other factors that are not discussed in this study (Table 5). From the quotation above, it seemed that integrity is an important influence on a leader's performance especially as a school principal. A school principal could be trusted, relied on, and capable of inspiring others (teachers and students) if she/he had good integrity. The explanation above is in accordance with the discussed research result that if the principal has high integrity, her/his performance would increase significantly at school. In other words, the higher the integrity a principal had, the higher her/his performance will be.

The results of research of Joko Purnomo (in Ishak et al., 2016) showed that integrity has a significant and positive influence on performance. Even in his research in the field of health, he affirmed that partially integrity variables have a significant effect on performance improvement for health workers. Even based on the value of the regression coefficient shows 0.613 or 61.3% the influence of integrity on the performance of health workers (Ishak & La Ode Bahana, et al: 2016).

Determination analysis was used to learn percentage effect of the servant leader and integrity variables simultaneously on principal performance. The determination analysis result could be seen from SPSS 20 Model Summary output of double linear regression analysis result below: the effect of independent servant leader and integrity simultaneously on principal performance was 0,788 or 78.8%. Meanwhile the rest was influenced by other variables not included in this model research. Table 4 shows that F-test was used to study if the servant leader and integrity variables simultaneously affected principal performance (table 5). The F table was calculated with these followings: (1) Alfa ( $\alpha$ ) = 0,05; (2) *Degree of Freedom* (df) = (total of data 75 – 2) = 73; and (3) With these conditions, F table value was 2,734. Since F calculated value was  $F_{calc} = 138.878 > (F_{tab}) = 2,734$ ; thus  $H_0$  was rejected and  $H_a$  was accepted because  $H_a$  stated that the servant leader and integrity variables in total could affect the principal's performance. Furthermore, it could be obtained from Anova test that the F calculated was 108,854 with significant level (probability number) of 0,000. Since the probability number was  $Sig.=0,000 < \text{than } \alpha = 0,05$ ,  $H_0$  was rejected and  $H_a$  was accepted. Therefore, the double regression model asserted that there were significant effects of the servant leader and integrity simultaneously on principal performance.

Servant leadership and integrity simultaneously have positive influence on a principal's performance. It means that in order to increase a principal's performance, the principal needs to implement servant leader where she/he places school society first, understands their needs and personal desires, empowers them, and helps them develop their careers. This fact is in accordance with the results of the calculation coefficient of its determination that both servant leader and integrity affect principal performance of Catholic high schools in North Sulawesi is 78.8% ( $p=0,788$ ) while the rest of 21.2%, caused by variables or other factors that are not discussed in this study. Moreover, if the principals want to increase their performance, they need to increase their integrity. A successful principal is someone

who is able to demonstrate honesty, keeps her/his commitment, and behaves consistently. In order to gain school society's trust, a principal needs to show good integrity, thus increases his performance.

## Conclusion

Based on the data analysis result explained, the researcher found and concluded as following: (1) The servant leadership has positive influence on principal performance. It means that if a principal practices servant leadership in her/his work, she/he can increase performance positively. The influence of servant leader on principal performance was  $p = 0.799$  (79,9 %). The results of this study indicate that the leadership style of a headmaster/principal as servant leader greatly affects performance in school. (2) Integrity has positive influence on principal performance. It means that high integrity increased principal performance. Integrity influences the performance of schools principal at  $p = 0,758$  (75,8%) The rest is influenced by other variables or factors. That is, the attitude of promoting integrity supports a principal's performance program. Because in integrity there are attitudes: (a) self-motivation and drive; (b) moral courage and assertiveness; (c) honesty; (d) consistency; (e) commitment; (f) diligence; (g) self-discipline; (g) responsibility; (h) trustworthiness; and (i) fairness (Bernard, A; Schurink, W, and De Beer, M., 2008). Both servant leadership and integrity have positive influence on principal performance. It means that principal performance will increase significantly if principals practice servant leadership and high integrity on their work.

There are several suggestions that can be given to improve the performance of a principal: (1) To increase principal performance, the principals should have passion to serve without ulterior motives; (2) The character of integrity exhibits honesty, consistency, and commitment that need to be improved by the principal in order to gain trust of the school society to facilitate increased performance. (3) Principal performance will increase if the principals keep interactions positive and

communication flowing with the teachers, students, students' parents and other stakeholders.

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