THE INFLUENCE OF TEACHERS' WORK VALUE AND SCHOOL CULTURE TOWARDS WORKPLACE SPIRITUALITY

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ABSTRACT

The teachers' value and school culture is believed to have an impact on school performance and student outcomes. However, the existence of spirituality in the workplace also guarantees the smooth running of the educational organization and hinders human capital problems. Hence, it is believed that the integration of work value, school culture and spirituality in educational organizations is desirable to determine the effectiveness of administration in educational organizations. This quantitative study was conducted to identify the effect of interaction between the value of teachers' work and school culture on the spirituality of the workplace. A total of 324 teachers from 36 schools took part as respondents. The research instrument consists of a set of questionnaire which has four parts has been used. The findings of this study have shown that teachers' work values are related to school culture and spirituality in the workplace of teachers in school. Findings have shown that work value variables interact significantly with school culture on the three dimensions of spirituality at workplace. Therefore, the application of positive working values should be emphasized in the drive to excellence in educational organizations.

Keywords: Work value, spirituality, school culture

INTRODUCTION

The implementation of the National Education Transformation Program has been launched since 2010. One of its goals is to expand teachers' professional quality in an effort to strengthen the nation'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 appreciation of value. Implementation of this program will undoubtedly affect the major movers of the education world i.e. teachers.

The value of positive work should be practiced by every citizen workers in the school to ensure the excellence and the welfare of the school. Its fairness has been proven in many previous studies. This was explained through the study of Mohd Noor Jaafar (2004), Ishak (2002), Abdul Ghani (2002), Huberman (1992), Bolmen and Deal (1991) and Kraska (1991) where the importance of working value in improving work performance and excellence school organization has been proven.

Apart from the work value, work culture is also often associated with encouraging environment that can help in improving managerial performance. Empirical findings have also proven that work culture is a crucial factor in the effectiveness of organizational tasks and excellence (Rohani, Mustapah, & Muhamad Ali, 2001; Muhamad, 2004; Smith, 1994; Bolman & Deal, 1991). Quality teachers can create effective and efficient schools because of the organizational climate affecting the employees' behavior. School culture, teacher commitment and innovative teacher behavior are also seen as an effective factor in improving school (Harris, 2002).

An individual's well-being depends on the welfare and comfort of the physical, emotional, mental and most important factor is spirituality. Health, physical, emotional, spiritual and intellectual levels can be seeded and then nourished with spirituality in school (Delbecq, 1999). The study also shows that caring teachers have a high level of job satisfaction, willing to work overtime, giving full commitment to student duties and welfare (Mohamad Hata, 2012).

The study also shows that all the problems and weaknesses of the organization can be overcome by the existence of spirituality at work (Barbuto, 2005; Wong, 2003; Judge & Piccole, 2004; Konz & Ryan, 1999; Neck & Milliman, 1994). This is because the existence of spirituality can guarantee the smooth running of the educational organization and curb the problems of human capital. As a result of previous studies and statements above, the researchers have claimed that the study of the influence of work values and school culture on workplace spirituality should be studied and implemented as these three variables can affect the performance of school organizations.

Although there are numerous studies that prove the effectiveness of empirically spirituality in the workplace and the need for the implementation of the work and culture of the school; however, these studies have been carried out separately. In conclusion, workplace spirituality, work value and work culture in schools need to be integrated and explored together to find new ways to help solve human resource problems in schools. In the context of our country, the integration of these three elements has not been comprehensively explored. Studies on work value practices, school culture and spirituality can help educational organizations to see the effectiveness of administration through values and beliefs that affect spirituality in educational organizations. This study attempts to clarify and expose all three perspectives to improve the management and administration of education in order to achieve the goal of the National Education Philosophy. The objective of this study was to examine the influence of interaction between the value of teachers' work and the school culture towards spirituality in the workplace.

LITERATURE REVIEW

Teachers' Work Value

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 employees who are not only knowledgeable and skilled but also with 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. Work value is important in the life of every employee because according to Putti, Aryee and Ling (1989) the value of intrinsic work has a significant relationship with the employee's commitment to the organization. The study also found that the practice of working value practiced by teachers greatly influenced the performance of teachers in schools (Mohd Noor, 2004; Azians, 2006; Sabitha & Mahmood Nazar, 1994).

The values of emphasis given in this study are the values of practice that have been described in the study of Sabitha and Mahmood Nazar (1994). Sub-scale engagement looks at the level of employee engagement in achieving the mission and vision of the organization. While the sub-scale of pride is associated with individual job satisfaction over the work it produces. The third subscale of working value is the improvement of the quality of individual work in the organization which in turn can improve the social status of the employees. The activity sub-scale is the guideline pointed to by the individual in ensuring he is always active and always carrying out his or her assignment successfully. While the sub-scale of income refers to the value of the individual's work measured by the salaries paid.

A study conducted on Multinational Companies in Indonesia found that there was a strong significant relationship between work culture and work productivity and company performance factors for multinational companies in the manufacturing sector in Indonesia (Syahril & Ruhaizan, 2011). This productivity factor covers the value of individual work in achieving the company's mission and vision. According to Isaac (2002), the effectiveness of employee factors in performing their duties is influenced by factors such as work motivation, commitment to the company, organization climate and leadership.

School Culture

Culture is an important factor in determining the effectiveness of the tasks entrusted and the quality of public services in general (spiritual, Mustapah, and Muhammad Ali, 2001) and the school in particular. School culture refers to a system of values, beliefs and norms that are mutually accepted and implemented with awareness as an environmentally-conscious behavior, created by an environment that creates the same understanding amongst the organizational citizens of principals, teachers, staff and students. Organizational culture aims to change the attitudes and behaviors of individuals in the organization in order to enhance individual productivity and empower organizational excellence (Muhamad Jaafar, 2004).

The efficient management undertaken by principals can provide teachers with job satisfaction. This situation creates a comfortable and enjoyable working climate. According to Smith (1994), a school whose positive school climate has characteristics such as positive working environment and good social relationships between schoolchildren. Principals need to have competent humanitarian skills because in performing their duties, principals are always dealing with humans. The school culture covers the elements involved with the value of work practiced by the individual during or during the course of their work.

School culture is the dominant values that are supported by all the school makers who demand the wisdom of school attendees to integrate the elements and components of the school together with the value of individual work within the organization (Akhmad, 2012). 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 the entire organization towards a common mission and goal. This is explained through the findings of Lee (1991) study that shows the dimensions of organizational culture being examined have positive significant relationships with work performance.

Workplace Spirituality

Based on the value of individual work and organizational culture (Konz & Ryan, 1999), spirituality is formed at workplace (Barbuto, 2005; Judge & Piccole, 2004). Spirituality not only enhances values and ethics but also enhances self-reliance, satisfaction and sense of belonging. That sequence, it will increase the performance of the work and then will be able to achieve the mission and vision of the organization. According to Fry (2003) the visible changes seen in today's professional world are efforts to integrate the spiritual world with organizational management. This integration is not solely for financial benefit but also includes the consolidation and coordination of the organization's vision and goals. This integration can be simplified by creative leaders.

According to Konz and Ryan (1999), workplace spirituality has a relationship with the climate and organizational culture. Spirituality at work is meant as a spirit in the workplace that affects individuals who are part of an organization's members. Thus, organizational members are the basis of the organization's spirit. Spirituality in the workplace is also closely linked to the value structure within the organization that connects members of the organization through encouraging work experience (Giacalone & Jurkiewicz, 2004).

Spirituality in the workplace is also often associated with employee emotions (Al-Amin, 2008). These employee's emotions need to be protected and preserved as they are the pulse of the organization, the asset that drives the organization towards achieving the desired goals. Hence, in managing and maintaining these emotions, managers need to create spirituality in an effective workplace to ensure the smooth running of the organization in the process of producing quality productivity as a workplace with high spirituality creates positive emotions from employees and superiors (Al- Amin, 2008). Spirituality is closely linked to feelings that connect the souls of the individual to the environment and divinity. Spirituality in the workplace is the essence of an organization that connects individuals with other individuals who can liven work like a happy family. Leaders who can turn on spirituality at workplace will transform the organization from activities that focus on achieving the goal of a place to promote integration among workers (Tone, Alexander, & Andrew, 2002), without pressure. This will lead to increased productivity and performance.

Spirituality at work is important because individuals spend most of their day at work (Neck & Milliman, 1994; Ray, 1992). Thus, the comfort and excitement of work must be in the organization or school, because of its impact on motivation, commitment (Delbecq, 1999) and employee emotions (Al-Amin, 2008; Kibby, 2004). The spirituality produced in a school not only gives meaning to teachers but also impacts on human capital that will ultimately impact the development of society and the nation. Recent studies have also proven the need to apply the spiritual value in learning at school in response to the negative symptoms of the modernization of the society. Without spirituality in the workplace, schools will only become a reservoir center where human capital will only accept all the knowledge that is inherited without the development of character and intellect. Teachers will be at a static level with no change and career development and development that will be the basis of school effectiveness. If this thing persists, it is certain that the aspirations of the government and the country are just the hopes and dreams that are not met.

The completion of good work performance can be attributed to the organizational spirituality. This coincides with the study of Neck and Milliman (1994) where the spirituality in the workplace has a positive impact on the organization's performance. This study is reinforced by Wong (2003) which emphasizes the spirituality of the workplace to help promote the enhancement of work creativity and productivity of an organization. Hence, leaders need to be wise in formulating strategies to create a healthy organizational climate because spirituality is closely related to the organizational climate.

Application of spiritual element or spirituality in education not only gives positive impact to the students but also to teachers (Salasiah, Ermy, Rosmawati, & Zainab, 2012). This is evidenced by the findings of the Buchanan's study (2009), emphasis on spiritual dimensions in the curriculum, to help teachers overcome feelings of stress and stress and lead to more effective career management. Hence, individuals with a high level of spirituality will be more likely to receive physical training, responsibility and possessing social support and good spiritual development (Salleh & Zuria, 2009).

Hence, this study examines the value of teachers' work, school culture and spirituality in 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 should take steps to become a leader who can bring tremendous changes and create a high level of spirituality to enhance organizational performance. The principal plays a role in the school under his administration.

RESEARCH METHODOLOGY

Research Design

The design of the study is a detailed plan for the project and a framework for referring to matters relating to the sampling, measurement and data analysis (Sabitha, 2005) aimed at finding answers to research questions (Gay & Airasian, 2003) to achieve a goal research (Mohd Majid, 2005). A quantitative approach in the form of cross-sectional studies has been used in this study. This is because the survey method is found to be suitable for the purpose of this study, which is to gather information from the many respondents. The quantitative approach is used to illustrate, test relationships and identify cause and effect.

Population and Sampling

The population for this study is the national secondary schools in the state of Penang. Full boarding schools, High Performance Schools (SBTs), National Type Secondary Schools and religious schools are not involved in this study. Overall, the number of schools that became the population for this study was 89 national secondary schools. The rationale for selecting this regular daily national secondary school is because these schools have the same administrative system and the achievement performance of the students, so the findings can make the generalization of populations with similar criteria. The population of the study is 89 schools representing the district in Penang with a total number of teachers of 6026 people.

Table 1: Respondent Demographic Profile

Characteristics	Frequency	Percentage
Gender		
Male	75	16.8
Female	371	83.2
Academic Qualification		
Diploma	10	2.2

Bachelor degree	397	89.0
Master / Doctorate degree	39	8.7
Age		
20-30 years	107	24.0
31-40 years	163	36.5
41-50 years	139	31.2
51-60 years	37	8.3
Teaching Experience		
1-10 years	139	31.2
11-20 years	168	37.7
21-30 years	108	24.2
31-40 years	31	7.0
Teaching Experience with Current Principal		
1-5 years	276	61.9
6-10 years	74	16.6
11-15 years	53	11.9
16-20 years	30	6.7
21-25 years	13	2.9

Gay and Airasian (2003) and Sekaran (2000) agree that the total number of samples is determined based on population size and these researchers believe that the number of samples can be taken within 10 to 30 percent. Out of a total of 89 national secondary schools, only 36 secondary schools were selected as sample surveys. To select the number of schools from the high school list in Penang, systematic sampling is used. Based on the sample size formula, the required sample is 540 randomly selected teachers from 36 secondary schools (36 schools x 15 teachers per school) to be the 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. Thus, a good sample rate of return is at least 60 percent of the sample of the study which is 324 teachers.

The findings from Table 1 showed that the majority of respondents consisted of female teachers, of whom 371 (83.2 percent) participated in the study. Subsequently, the majority of respondents were found to have an academic qualification in bachelor degree with a total of 397 or 89 percent. Accordingly, the respondents in the age group 31-40 years were the largest group of 163 or nearly 37 percent. Approximately 38 percent of respondents have 11 to 20 years of teaching experience while only 31 have 30 years of teaching experience. The findings show that the majority of respondents, 276 or nearly 62 per cent have teaching experiences with school principals.

Research Instrument

In this study, the instrument used is a set of questionnaires developed based on the literature review. In this study, there are five steps in the formulation of questionnaire items. The first step, forming a conceptual framework of the study consists of three variables, namely the value of work, school culture and spirituality in the workplace. Second step, the formulation of items in the questionnaire is based on variables and dimensions within the framework of the study. The third step is to validate content (content validity) for all questionnaire items. Fourth step, the formulation of the actual research instrument based on pilot study and fifth step, construct validity of all questionnaires as a result of pilot study. The research instrument used in this study was the questionnaire instrument, so the items in this questionnaire were a combination of several questionnaires from previous researchers namely Azians (2006), Yaakob (2008) and Al-Amin (2012). For the purposes of this study, the questionnaire used has been adapted to suit the local environment.

There are four sections contained in this questionnaire where Section A consists of teachers' demographic information. Part B uses Sabitha and Mahmood Nazar (1995) measurements and has been used in the Azians's study (2006). This section contains 18 items measuring the work value of teachers encompassing six dimensions namely engagement, pride, improvement, social status, activity, and income. Part C identifies the dimensions of work culture that emphasize organizational effectiveness. This section contains 42 items that Maslowski (2001) had built and was adopted by Yaakob (2008). The work culture in this study is divided into four main dimensions namely the dimensions of humanitarian relations, open systems, rational goals, and internal processes. Next, Section D contains items related to the spirituality variables in the workplace based on three dimensions including dimensions of meaningful work, dimensions of community feeling, and dimensions in line with organizational value. This instrument has been used by Al-Amin Mydin (2012). A pilot study was conducted on 110 teachers from two secondary schools in Seberang Perai Utara, Penang. Overall, every dimension that is contained in each variable has shown the value of Cronbach's Alpha between .60 to .93.

RESEARCH FINDINGS

The findings of multiple regression analysis have shown that all independent variables of work value of teachers (dimension of engagement, pride, improvement, social status, activity, and income) have contributed as much as 31 percent variation in meaningful work and community feeling under the spirituality of the workplace. While 40 percent of variance changes are

attributable to the value of the organization. However, the findings from the table show that only dimension of pride under the working value variables and dimensions of humanitarian relations under the school culture have significant interaction influence on the three dimensions of spirituality in the workplace which is meaningful (β=-1.62; $p<.05$), community feeling (β=-3.60; $p<.05$), and along with organizational value (β=-1.71; $p<.05$). Furthermore, the dimension of activity for variable work value of teachers with dimension of humanitarian relationship under school culture variables has significant interaction influence on spirituality in workplace dimension of meaningful work (β=-1.74; $p<.05$) and in line with organizational value (β=-2.35; $p<.05$).

Dimensions income for the teachers working with the humanitarian dimension of the relationship of the dimensions of school culture has a significant impact on spirituality in the workplace dimension in line with the organization (β=-2.17; $p<05$). On the other hand, other study variables have no significant effect on the spirituality in the workplace. This finding demonstrates the interaction of the work value of teachers for the dimensions of pride, activity and income with school culture dimensions of humanitarian relations have a negative effect on spirituality in the workplace. In other words, the two interaction factors that work value teachers and school culture dimensions of humanitarian relations cannot act together in enhancing spirituality in the workplace.

Hence, the multiple regression analysis results show that all independent variables (dimensions of engagement, pride, improvement, social status, activity, and income) have contributed 32 percent variation in meaningful work and variance of 35 percent of community feeling under the spirituality at work . While 30 per cent of variance changes are attributable to the value of the organization. However, the findings revealed that only the interaction variable of the work value of the teacher (dimension of engagement) and the dimension of the open system for school culture had a significant influence on the dimension of work which was meaningful under the spirituality at work (β=1.47; $p<.05$).

Furthermore, the interaction variable between the pride dimensions of teacher work value with open system under the school culture (β=-1.81; $p<.05$) has a significant influence on the feeling of community. In addition, social status in work value has significant interaction with open systems for school culture variables on spirituality in the workplace dimension of community feeling (β=-2.04; $p<.05$). Furthermore, the dimension of activity for teacher work value also interacts significantly with open system dimensions (β=-2.53; $p<.05$) on meaningful work under the spirituality of the workplace. This finding also highlights the interaction of working value of teachers and school culture of open-ended systems that cannot act together in enhancing spirituality in the workplace. On the other hand, other study variables have no significant effect on the spirituality in the workplace.

The multiple regression analysis results from the table show that all independent variables (dimensions of engagement, pride, improvement, social status, activity, and income) have contributed 30 percent variation in meaningful work and the variance of 33 percent of community feeling under the spirituality of the place work. While 35 percent of variance changes are attributable to the value of the organization. The findings show that only the interaction variables of work value of teachers (dimension of activity) and school culture (dimension of rational goal) have a significant influence on all dimensions of spirituality at workplace that is meaningful work (β=-2.17; $p<.05$) community (β=-1.41; $p<.05$) and along with organizational value (β=-1.71; $p<.05$). This finding also highlights the interaction of the value of teachers' work and school culture (dimension of rational goals) cannot act together in enhancing spirituality in the workplace. On the other hand, other study variables have no significant effect on the spirituality in the workplace.

Additionally, multiple regression analysis results show that all independent variables (dimensions of engagement, pride, improvement, social status, activity, and income) have contributed 33 percent variation in meaningful work and community feeling under the spirituality of the workplace. While 32 percent of variance changes are attributable to the value of the organization. The findings from the table show that only the interaction variable of work value of teachers (dimension of activity) and school culture (internal process dimension) have a significant influence on all dimensions of spirituality at workplace that is meaningful work (β=-2.78; $p<.05$) , community feeling (β=-2.22; $p<.05$) and along with organizational value (β= -1.98; $p<.05$). Furthermore, the dimensions of pride in work values have significant interactions with internal processes under the school culture on meaningful work (β= 2.27; $p<.05$). This finding also highlights the interaction of work value of teachers and school culture dimensions of activity cannot act together in enhancing spirituality in the workplace. On the other hand, other variables have no significant effect on spirituality in the workplace.

The findings from regression analysis show the pride dimensions of the value of work interact negatively with the dimensions of humanitarian relations for school culture towards the three dimensions of spirituality at work. This finding demonstrates the dimensions of pride for work values and school culture dimensions of humanitarian relations not acting together in improving the three dimensions of spirituality at work. This means the value of pride dimension work can act alone in increasing the three dimensions of spirituality in the workplace.

While the dimensions of activity for work values interact negatively with school culture (dimension of rational goals and internal processes) in enhancing the three dimensions of spirituality in the workplace. The findings of this study illustrate the dimensions of activity for the value of work can enhance the three dimensions of spirituality at work without the support of the dimensions of school culture. This demonstrates that spirituality can be achieved either by individual effort or collective effort in a group.

The findings of the work values of teacher and school culture on workplace spirituality can be strengthened by the explanation of Wright and Noe (1996) which states that the value of work is an attitude or behavior associated with organizational goals and work performance can be measured through the individual's competence or individual's level of contribution against the

organization. The increase in competence or skills shown by employees will help to achieve excellent performance and this will indirectly enhance spirituality in the workplace.

It is the responsibility of every person to improve the quality of work that is based on noble values to ensure excellent work performance and enhance spirituality at the workplace, without having to wait for the superior's direction. Each teacher needs to play their own role without having to wait for the formation of a school culture in order to achieve school goals.

CONCLUSION

It has been shown empirically that an organization that makes spirituality in the workplace as a practice is able to gain double. The results of this study also show that outcomes in the organization are influenced by the work value shown by their followers, school culture and spirituality practices in the organization. This has been proved through empirical discoveries. Teacher's work value (Nur Riza et al, 2013; Wang, Tsui, & Xin, 2011; Azians, 2006) and school culture (Muhammad Asri & Lokman, 2014) have influence on school performance and student disability. A comprehensive and integrated approach should be implemented to make spirituality practices in educational organizations as catalyst agents in the education management world in line with the goal of making Malaysia a world-class education.

Recognizing the importance of the work value, the teacher should learn, improve and change existing values so as to inculcate a better personality and add value to the environment. However, it is undeniable that every management in the organization certainly has problems and constraints that must be faced. Every individual in the organization needs to demonstrate and practice positive value practices so that organizations can achieve excellence.

Therefore, researchers hope that future research will contribute more to the value of teachers' work, school culture and spirituality in the workplace of teachers to boost the excellence of Malaysian education internationally. In order to boost education excellence to the highest level, changes need to be made in the education system so that it is in line with the progress and modernization of education. The globalization flows demand for speed to drive the world-class Malaysian education system.

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Table 2: The standardized beta regression value (ß) for the influence of the work value of teacher and school culture on the spirituality in the workplace

Variable: Teacher's Work Value	Meaningful Work (KYB)				Community Feeling (PBK)				In Line with Organizational Value (SNO)			
Engagement (PLB)	-.03	.902*	-.37	-.42	-.06	.05	-.14	.34	.14	.08	-.57	.14
Pride (KBG)	1.51*	.48	.99	-1.77*	3.21*	1.69*	2.71*	-.67	1.50*	.66	1.18	-.32
Improvement (PNK)	-.06	.74	.60	.69	.11	.22	-.01	.68	.19	.51	.99	.63
Social Status (SSS)	.85	1.26	-.05	-.15	.70	1.91*	.35	.53	.27	1.63*	-.52	-.07
Activity (AKT)	1.67*	2.44*	2.09*	2.61*	.47	1.48*	1.35*	2.07*	1.04*	1.60*	1.56*	1.78*
Income (PDP)	.57	.46	1.11*	.83	.18	-.29	-.21	-.12	.74*	-.40	.24	.09
Variable: School Culture	HKM	STB	MRS	PDM	HKM	STB	MRS	PDM	HKM	STB	MRS	PDM
School Culture	2.06*	1.51*	1.84*	.56	3.90*	2.08*	1.71*	1.17	2.38*	1.68*	1.38*	1.20
Variables Integration – Teacher's Work Value * School Culture	PLB*HKM .33	PLB*STB 1.47*	PLB*MRS .75	PLB*PDM .81	PLB * HKM .40	PLB*STB .19	PLB*MRS .45	PLB*PDM -.20	PLB * HKM -.05	PLB*STB -.01	PLB*MRS .84	PLB*PDM -.12
	KBG*HKM -1.62*	KBG*STB -.41	KBG* MRS -.96	KBG* PDM 2.27*	KBG * HKM -3.60*	KBG* STB -1.81*	KBG* MRS -2.93*	KBG* PDM 1.00	KBG * HKM -1.71*	KBG* STB -.71	KBG* MRS -1.30	KBG* PDM .47
	PNK*HKM .11	PNK*STB -.80	PNK* MRS -.64	PNK* PDM -.73	PNK * HKM -.07	PNK* STB -.22	PNK* MRS .05	PNK* PDM -.71	PNK * HKM -.12	PNK* STB -.50	PNK* MRS -1.03	PNK* PDM -.62
	SSS*HKM -.85	SSS*STB -1.27	SSS* MRS .15	SSS* PDM .25	SSS * HKM -.76	SSS* STB -2.04*	SSS* MRS -.38	SSS* PDM -.55	SSS * HKM -.37	SSS* STB -1.66	SSS* MRS .64	SSS* PDM .17
	AKT*HKM -1.74*	AKT*STB -2.53*	AKT* MRS -2.17*	AKT* PDM -2.78*	AKT * HKM -.45	AKT* STB -1.54	AKT* MRS -1.41*	AKT* PDM -2.22*	AKT * HKM -2.35*	AKT* STB -1.71	AKT* MRS -1.71*	AKT* PDM -1.98*
	PDP*HKM -.62	PDP*STB -.54	PDP* MRS -1.26	PDP* PDM -.94	PDP * HKM -.27	PDP* STB .27	PDP* MRS .21	PDP* PDM .09	PDP * HKM -2.17*	PDP* STB .49	PDP* MRS -.27	PDP* PDM -.10
R	.56	.57	.55	.58	.55	.59	..57	.58	.62	.51	.59	.57
R^2	.31	.32	.30	.33	.31	.35	.33	.33	.40	.30	.35	.32
Adjusted R^2	.29	.30	.28	.31	.29	.33	.31	.31	.37	.24	.33	.30
F value	15.00	15.73	14.28	16.48	14.72	17.90	16.3	16.55	21.10	11.61	18.09	15.84
Durbin Watson	1.99	1.97	1.95	1.94	1.94	1.96	1.93	1.91	1.84	1.61	1.73	1.68

*Signifikan pada aras *p*<.05

Note: HKM-Humanitarian Relations; STB-Open Systems; MRS-Rational Goals; PDM-Internal Processes; PLB-Engagement ; KBG-Pride ; PNK-Improvement ; SSS-Social Status ; AKT-Activity ; PDP-Income