

The Influence of Principal's Communication Skills and Quality of Leadership on Teachers' Job Satisfaction

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Abstract

The purpose of this study is to find out the influence of principal's communication skills and quality of leadership on teachers' job satisfaction. The analysis unit of this study was teachers in Public Senior High School/Public Vocational High School and Public Junior High School in Indonesia. Samples of the study were 95 respondents selected using a multistage stratified random sampling technique. Data collected were statistically processed by a multiple linear regression technique after meeting the criteria of validity and reliability tests. The results showed that principal's communication skills and quality of leadership significantly affected teachers' job satisfaction as indicated by the regression equation: $\hat{Y} = 13.90 + 0.30X_1 + 0.47X_2 + e$.

Keywords: communication skills, quality of leadership, job satisfaction

I. Introduction

Many researchers have paid attention on job satisfaction in education sector in the last decades. Chaudhary and Bhaskar (2016), for example, investigated about various types of training and development programs and the relationship of the programs and job satisfaction among teachers in education sector. Tella, Ayeni, and Popoola (2007), studying about work motivation, job satisfaction, and organizational commitment of library personnel in academic and research libraries, showed that an effective organization was affected by the spirit of cooperation, a sense of commitment and job satisfaction. For the personnel to be satisfied and committed to academic and library works, it is necessary to meet their needs and build strong and effective work motivation at various levels.

A research conducted by Azalea, Omar, and Khairul (2009), among 400 Indonesians and Malaysians of 23-65 years old who earned an undergraduate degree from abroad and are working in their own country, showed that the level of job satisfaction was affected by some approvals (agreements that can be built) and openness in work. In addition, education level, marital status, age, and occupation in the organization affected the level of job satisfaction among Indonesians and Malaysians.

Bender and Heywood (2002), conducted study on the determinants of job satisfaction among those who have been and are studying for doctoral degrees (Ph.D), both in academic and non-academic sectors. Results of the study showed that female scientists reported lower job satisfaction than male ones in the academic sector, but they had a higher job satisfaction than male ones in the non-academic works. The scientists working in the academic sector with tenure had substantially greater job satisfaction than those working in the non-academic sector, but the scientists working in the academic sector without tenure reported the same level of job satisfaction with those working in the non-academic sector. The study concluded that in each sector, job satisfaction was greater when income comparison was greater in their own sector, while comparison in other sector generally did not affect job satisfaction.

Other research conducted by Babaeinesami, Rafighi, and Maleki (2014). According to them, job satisfaction is an important factor to increase productivity and employee attachment to the workplace. It is vital to identify the factors which influence the job satisfaction because the consequences of organizational and individual life plays an important role. According to research findings, as appreciation increase among the employee, job satisfaction increases, and improves the performance of the organization effectively and valuably.

How is about teachers' job satisfaction in schools? In the United States, teachers' job satisfaction and the factors affecting it was reported by Perie, Baker, and Whitener (1997). According to Perie, Baker, and Whitener (1997), administrative support and leadership, student behavior and school atmosphere, and teacher autonomy are working conditions associated with teacher satisfaction; the more favorable the working conditions were, the higher the satisfaction scores were. Teachers with greater autonomy show higher levels of satisfaction than teachers who feel they have less autonomy. Administrative support, student behavior, and feelings of control were consistently shown to be associated with teacher job satisfaction. Previously, Bishay (1996), reported teachers' job satisfaction in relation to motivation among 50 teachers as samples. The results of the study showed that job satisfaction and motivation significantly correlated with the level of responsibility, gender, subject, age, years of teaching experience, and activity. From the findings, it seems that the fulfillment of high-level needs was the most important factor affecting job satisfaction.

Another studies were conducted by Chambers (2010), about job satisfaction among elementary school

teachers. The Chambers research shows, elementary teachers were generally satisfied with their job. There were no significant findings for variables specific to the schools; however, significant results revealed teachers with 0-4 years of teaching experience were generally less satisfied with their job than teachers with 5 or more years of experience. Demirtas (2010), who did the study was identified the primary school teachers' job satisfaction levels in Turkey, showed, teachers' job satisfaction levels are pretty high. In terms of age difference there is a meaningful difference in averages. The of group 36-40 age have the highest averages. On the other hand, the group of 41 and above age has the lowest averages. There are no meaningful differences in terms of the professional seniority and the branch of teaching variables. That the level of job satisfaction of teachers is very high affects positively the educational aims come true.

Ayele (2011)'s research in Ethiopia showed were a significant and positive relationship between teachers' job satisfaction and commitment ($r = .77$, $N = 105$), ($r = .71$, $N = 30$) teachers', and principals, vice principals and supervisors respondents respectively. Higher levels of teachers' job satisfaction were associated with higher levels commitment in the study area. As the mean and standard deviation teachers', and principals, vice-principals and supervisors' revealed that the external factors have more influence than internal factor on teachers' job satisfaction in the study area. The practices of affective, continuance, and normative commitment in the study area are not satisfactory.

Greene, et al. (2011)'s article concluded a negative relationship between tenure and overall job satisfaction among elementary school teachers. This finding is contradictory to other research that shows a positive relationship between tenure and job satisfaction. The conclusion of this study indicates "burnout" is a very real phenomenon among elementary educators and should be examined more closely by school administrators.

Usop, et al. (2013)'s study concluded that the teachers displays a high level of performance. They were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. This implies that a teacher's satisfied with their job is also a productive one. While Dar (2013)'s study, findings that Government teachers at elementary level enjoy better 1. Financial conditions 2. Working conditions and management 3. Job and Personal security and 4. Opportunities for development and promotion as compared to Private school teachers.

The studies cited above did not mention that principal's communication skills and leadership style affected teachers' job satisfaction. This is so interesting because in Indonesia when a teacher works, he/she will be under the authority and guidance of principal as his immediate superior. Principal as an education manager has a leadership style to perform its duties. Such style can be known from the leadership run, the habits undertaken in motivating, communicating, interacting, making decisions, setting goals, and doing control. To create job satisfaction, it is necessary to consider the application of the right style in accordance with the character owned by the teacher (Supriadi, 2010).

Concerning communication skill, Armstrong (2003) said that managers spend most of their time in talking with employees and listening to their ideas. A good manager is a person who listens to more than talk with them. A manager is basically a communicator. Thus, based on Armstrong's (2003) theory, principal as education manager is a communicator, a person who is obliged to have the skills to communicate various information related to its duties. It can be said that a manager with good communication skills can be seen from three indicators, namely, the extent to which he/she knows somethings about barriers in communication, how to overcome them, and how far he mastered listening skills.

In addition to communication skills, an education manager must also have leadership qualities. The qualities required by the leader varies greatly in accordance with real situation. However, some researches identified the common characteristics an effective leader should possess. John Adair (1973), made a list of the leadership qualities as follows: (1) Enthusiasm, i.e. finishing everything immediately and communicating it with others/employees; (2) Self-esteem, i.e. trusting in self-capacity and self-confidence as well as all his subordinates, but he /she should not be overconfident and arrogant; (3) Dependable, i.e. persevering, resilient, demanding high standards, honoring, but not seeking popularity; (4) Honest or sincere heart, i.e. honest with self, purity of self, trustworthiness, and honesty resulting in belief; (5) Warm, i.e. warmth in interpersonal relationship, caring and full of attention; (6) Humble, i.e. willing to hear and bear mistakes; not arrogant and not like to master or force.

Concerning job satisfaction, many theories can be applied. One of them is discrepancy theory (Judge, Locke, & Durham, 1997). The theory measures a person's job satisfaction by calculating the difference between what should be and the perceived reality. In other words, if what obtained is greater than what desired, one will be more satisfied. Despite discrepancy, it is a positive discrepancy. The job satisfaction referred to in this article is "a set of feelings the employees have about whether or not they have fun with jobs they are facing" (Davis & Newstorm, 2004).

Based on the literature review above, the proposed research model can be visualized as follows.

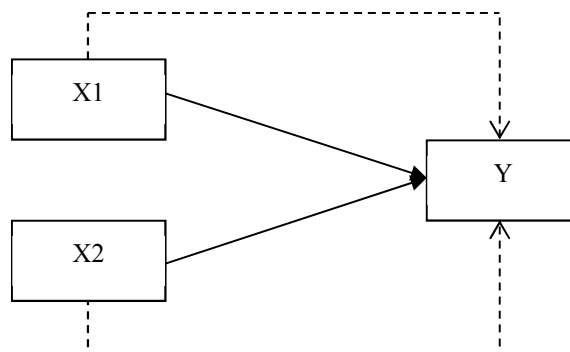


Figure 1. Relationship Between Variables

Where:

Variable X_1 = Principal's communication skills

Variabel X_2 = Principal's leadership qualities

Variable Y = Teachers' job satisfaction

—————> : simultan relat.

- - - - -> : partial relat.

II. Research Method

The study was conducted by using a survey method. A survey for data collection was conducted in the even semester of 2015/2016, while data analysis was performed in the odd semester of 2016/2017. It was conducted by distributing a set of questionnaires in three sites, i.e. Rangkasbitung Regency (Banten), Lebak Regency, and Karawang Regency (West Java Province), Indonesia. Samples of the study were selected by a multistage stratified random sampling technique with 140 respondents, consisting of 90 teachers of Public Senior High School/Public Vocational High School, and 50 teachers of Public Junior High School. Of the 140 questionnaires distributed, only 112 questionnaires were returned (response rate, 80%). Based on completeness of the data, only 95 questionnaires could be further analyzed.

The research instrument consisted of three tools, i.e., questionnaires to collect the data on principal's communication skills (COM); leadership quality (QUAL); and teachers' job satisfaction (JOBSAT). Based on the method of Cronbach's Alpha, there are two basic provisions to be used as standards to determine whether or not an item of questionnaire is valid and reliable: (1) The significance of the Pearson correlation coefficient, i.e. the item-total correlation, should be $>.40$. If the item-total correlation is less than the significance, the item must be excluded from analysis (Leech, et al., 2012); (2) Cronbach's Alpha coefficient (CAC) and Standardized Item Alpha (SIA) are average inter-item correlation where the item has the same variance. In essence, SIA is Spearman-Brown reliability where an instrument is said to be valid and reliable if CAC and SIA coefficients $>.60$ for an exploratory study and $>.70$ for a confirmatory study (Garson, 2013; Leech, et al., 2012). The validity and reliability test was done using SPSS (Statistical Package for Social Science) for Windows version 22.0 (the copyright of the researcher).

Hypothesis testing was performed by a multiple linear regression analysis. Therefore, classical assumptions were tested for quality of the data by a normality test, a multicollinearity test, an autocorrelation test, and a heteroscedasticity test. The hypothesis examined in the study was that the principal's communication skills and leadership quality significantly affect teachers' job satisfaction.

III. Results and Discussion

Profile of respondents was formed from the tabulation of data collected and organized into more structured data. Of 95 participants, 67 respondents were female (70.53%) and 28 were male (29.47%). Most respondents (61, 64.21%) were in a range of 31-45 years old and the remaining was > 45 years (34, 35.79%). The respondents' education levels were mostly graduate (88, 92.63%) and master (7, 7.36%).

The results of the instrument validity and reliability tests showed that all the variables studied were valid and reliable as seen in Table 1 below.

Table 1. Validity and Reliability Test Results

Variables	Indicators	Cronbach's Alpha	Loading Factor	Pearson Correlation
COM	COM1	.750	.718	.779
	COM2		.703	.753
	COM3		.621	.698
QUAL	QUAL1	.776	.814	.667
	QUAL2		.762	.641
	QUAL3		.705	.776
	QUAL4		.687	.701
	QUAL5		.635	.680
	QUAL6		.603	.658
JOBSAT	JOBSAT1	.692	.704	.732
	JOBSAT2		.691	.619
	JOBSAT3		.674	.665
	JOBSAT4		.658	.735
	JOBSAT5		.603	.779

Source: Primary Data Processed, 2016

Based on Table 1, it is known that the coefficient of Cronbach's Alpha was $> .60$, meaning that the three variables were reliable. Similarly, it was also reliable if viewed from the average loading factor of $> .60$. The validity test showed that the correlation between each score of question item to total score of variable showed a significant result (level .05). Thus, it can be concluded that each questionnaire item on the construct variables studied was valid.

The results of the multicollinearity test showed that VIF value was less than 10 or the tolerance value was more than .1. Therefore, the regression model in the study did not show the multicollinearity among the independent variables studied.

Table 2. Results of the Multicollinearity Test

Variables	VIP	Tolerance
	1.312	.765
	1.312	.765

The results of heteroscedasticity test showed that scatterplot chart indicates a random spread, so that it can be concluded that there was no heteroscedasticity.

Scatterplot

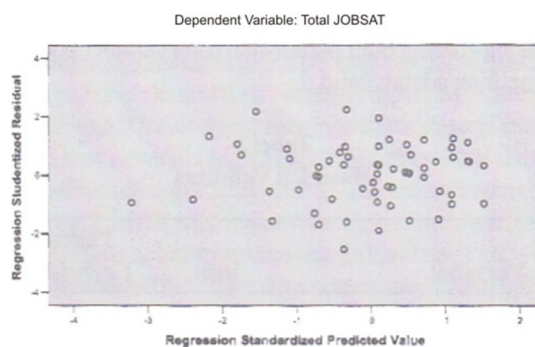


Figure 2. Scatterplot Graph

The results of autocorrelation test can be seen from the Durbin Watson value resulted from the regression analysis. The Durbin Watson value show that the value was 1.276 at a significance level of .05 with 95 observations, so that the value was as follows: $dL = 1.536$; $4 - dL = 2.464$; $du = 1.662$ and $4 - du = 2.338$. Thus, the regression model shows that the value was $0 < d < dL$, meaning that there was no autocorrelation. The normality of data can be seen from histogram graph and normal graph of plot. The former shows a normal distribution pattern, while the latter shows that in p-p plot the data spread around the diagonal line and follow the direction of the diagonal line. Thus, from the two graphs, it can be concluded that the regression model can be used to predict teachers' job satisfaction.

Normal P-P Plot of Regression Standardized Residual

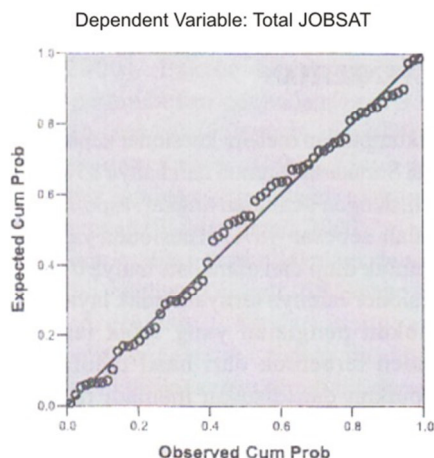


Figure 3. Normal P-P Plot Regression

The hypothesis test was performed by a multiple linear regression technique. Based on the probability or significance value of the effect of each independent variable on the dependent variable, it is known that the hypothesis is accepted or rejected. The hypothesis test was performed using the SPSS (Statistical Package for Social Science) for Windows version 22.0 as shown in Table 3.

Table 3. Hypothesis Test Results

Independent Variable	Regression Coefficient	t-test	Significance
	.304	3.674	.009
	.476	3.879	.007
F-Statistics		14.486	
R-Square		.357	

Source: Primary Data Processed, 2016

From the results shown in Table 3, a regression equation model can be formulated as follows: $\hat{Y} = 13.90 + 0.30X_1 + 0.47X_2 + e$.

The following can be known from the equation: 1) The coefficients of regression for principal's communication skills and leadership qualities had positive signs, meaning that there was a positive correlation between both variables. Thus, it can be said that the higher the principal's communication skills and leadership qualities, the higher the teachers' job satisfaction; 2) The constant was 13.90, meaning that the teachers' job satisfaction could be increased as higher as the constant value, while other independent variables were zero; 3) R^2 was .357, meaning that 35,7% of variation in teachers' job satisfaction could be explained by the two independent variables: principal's communication skills and leadership qualities, while the rest of 64,3% is explained by other independent variables that were not included in the study; 4) The result of F test at a significance level of .05 showed the number of 15,496 with p-value of 0,000, meaning that the regression model can be used to predict the teachers' job satisfaction, or it can be said that the principal's communication skills and leadership qualities simultaneously affect the teachers' job satisfaction.

The results of the study were in line with those by Tella, Ayeni, and Popoola (2007), indicating that job satisfaction was affected by the fulfillment of needs and work motivation. In this study, the needs to be fulfilled were those for security and comfortability because the teachers could communicate well with their leader, while the latter understood very well what was expected by the teachers in the leadership. The results of the study were also in line with those by Azalea, Omar, and Khairul (2009), indicating that openness and agreements affected the teachers' job satisfaction. In this study, openness can only be built and manifested when the leader and his subordinates can communicate well and the agreements are obtained from good leadership qualities. Finally, The results of this study are also in line with the opinion Perie, Baker, and Whitener (1997)'s research, which resulted in the conclusion that administrative support and leadership associated with teacher satisfaction.

IV. Conclusion and Recommendation

Based on the results and discussion above, it can be concluded that the principal's communication skills and leadership qualities affected the teachers' job satisfaction. It means that the better the principal's communication skills and the more qualified the principal's leadership, the higher the teachers' job satisfaction under the leadership. Conversely, the less good the principal's communication skills and the less good the leadership qualities, the lower the teachers' job satisfaction under the leadership. Therefore, it is expected that the

principal's communication skills and leadership qualities can be continuously improved, so that the teachers' job satisfaction always increase.

Based on the conclusions, the following recommendations are proposed: (1) In order to improve the communication skills, principal should continuously improve its knowledge about the barriers to communication, solutions to overcome these barriers, and better listening ability; (2) Principal should improve its leadership qualities by continuously improving its knowledge on the general characteristics of effective leader, understanding school demands better, and building leadership behaviors as teachers expected; (3) Teachers' job satisfaction should be maintained well as part of the efforts to achieve effectiveness and productivity of the managed learning; (4) Further studies should be conducted by placing the principal's leadership style as a variable that affects the teachers' job satisfaction.

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