

RESEARCH ARTICLE

Relationship Between Principals' Human Skills and Job Satisfaction of Secondary School Teachers with Mediating role of School Climate

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Received: 17 October, 2022, Accepted: 16 November, 2022, Published: 17 November, 2022

Abstract

The current study was aimed to investigate the relationship between principals' human skills and job satisfaction of secondary school teachers with mediating role of school climate. A sample of 271 Secondary School Teachers (SSTs) was selected through stratified sampling method. A questionnaire was developed for data collection purpose. Pearson-Product Correlation and mediation analysis was used. The results of the study indicated that school climate partially mediated in the relationship between principals' human skills and teacher' job satisfaction. The study recommended that school principals may emphasis and develop their human skills.

Keywords: Katz; Human Skills; Job Satisfaction; School Climate

Introduction

The administration role in educational institutions is essential and dynamic. The school administration is responsible for all curricular and extra-curricular activities inside the school. In the 21st century the role of administration is more complex (Kempa, Ulorlo & Wenno, 2017). The term management is a procedure in which both human and material resources are used effectively in order to obtain the desired objectives per stipulated time period. The role of school principals is dynamic and effective in perspective of the implementation of managerial activities. School principals requires many skills such as planning, coordinating and controlling to run the school effectively to achieve the require schools. According to Manullang (2017) leadership skills are divided into soft and hard skills. Soft skills are intangible which are related to interpersonal and human skills whereas hard skills are tangible which is related to technical skills like budgeting, reading and writing (Paturusi, 2017).

The importance of human is undeniable in the complex environment of school. Katz proposed skills theory in 1955 and identified three kinds of skills that head of the institutions have in order to become and effective

managers: Technical, Human and conceptual skills (Katz, 2009). In Pakistan, teachers mostly face human related skills of principals at secondary school level. Teachers' job satisfaction is influence by many factors and one of the leading factors is human skills of the school principals (Rachmawati & Suyatno, 2021). In addition, there are very little empirical studies that have been conducted regarding the principals' human related skills. Thereby, the present study was aimed to investigate the impact of human skills of the leader on the satisfaction of the secondary school teachers (Lunenburg, 2010).

Katz recommends that technical, conceptual and human skills are the most vital skills for effectiveness of managers. In school perspective, the most essential skills of the principal is the ability to adjust and deal with human behavior with a proper manner, which is the most effective factor in the achievement of organizational objectives. Thereby, the important human skills training for head of the organization particularly for the educational institutions. So, school principals should focus on the human skills like building interpersonal relationship, human dignitary, individual differences, trusting faculty members and cooperation with each other (Pant & Baroudi, 2008).

Namvaran, Rabavi and Avarsin (2013) found that there is positive association of human skills and managers' effectiveness'. Franco and Rouwette (2011) found that trusting on employees and participation of subordinates in decision making process enhances the increasing the organizational product and reduction of imparities. Navebrahim and Karimi (2006) found that there is strong association between human skills and quality of education. The present study was aimed to investigate the relationship between principals' human skills and job satisfaction of secondary school teachers with mediating role of school climate. Following objectives were made to achieve.

1. To find out the association of principals' human skills with the teachers' job satisfaction and school climate.

2. To examine the relationship between principals' human skills and job satisfaction of secondary school teachers with mediating role of school climate

The current study is highly significance in term of principals' human skills and job satisfaction of teachers. The current study highlights the existing human skills possessed by the principals working in secondary schools. In addition, the study also highlights the satisfaction level of teachers at secondary school level. The current research is helpful for policy makers to know about the human skills of principals and teachers existing satisfaction level.

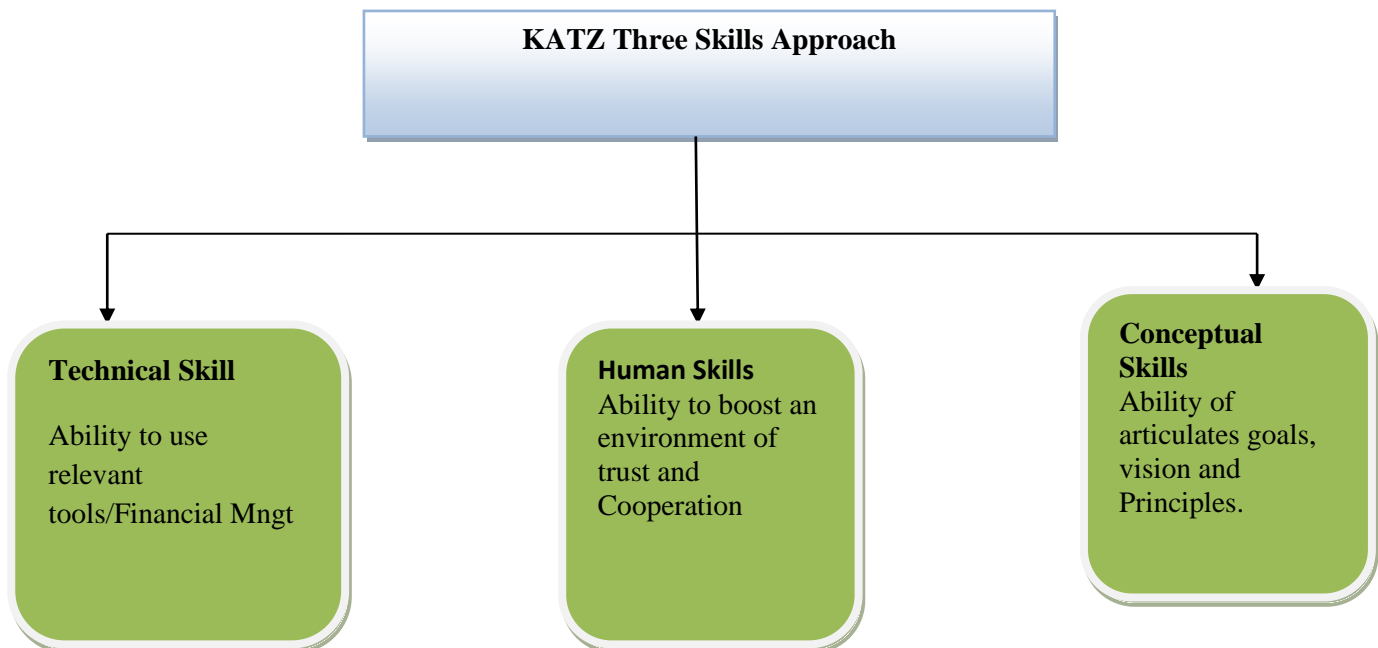
Literature Review

Katz' Human Skills Approach

Three skills theory was developed by Robert Katz in 1955. He identified three skills i:e technical, human and conceptual. He is identified these three skills in his paper "effective administrative" (Jaqua & Jaqua, 2021). According to Katz (2009) leadership with all kind of level containing top, middle and lower management are supposed to contain such skills in order to do managerial work effectively. Thereby, leaders in organization require mixing all three kinds of skills to execute managerial work appropriately. Implementing three skills-approaches enables administrators to use their competencies and knowledge to achieve pre-established goals.

Technical skills assist one to obtain expertise in specific kind of work in the organization. In perspective of school scenario, technical skills is essential for school heads in specialized area and the ability to use appropriate tool to achieve desire school objectives. School principals should also possess human skills, which also known as people management skills. Human skills enable principal to participate every member in the school activities and enable them as team and allow them to participate in decision making process (Jaqua & Jaqua, 2021).

Shila and Sevilla (2015) found that human skills have positive influence on the teachers' job performance and satisfaction level. Teachers are more satisfied with the principals who used human skills as compared to those who use authoritarian approach. Josanov-Vrgovic and Pavlovic (2014) depicted that positive and strong relationship between leaders' human skills and teachers' job satisfaction. High level of teachers' job satisfaction associated with the principals' human skills.



Job Satisfaction

Evidently, Job satisfaction is a vital contributing factor to work performance (Bakotic, 2016). Knowing that which factors enhance job satisfaction of the teachers could help principals to enhance their well-being and support school heads in the activities at school. Educational stakeholders must understand that how to boost the job satisfaction of the teachers which influence their work performance (Wang et al., 2018).

As an organizational concept, job satisfaction contains the feature of the job and job related conditions such as supervisors, work with colleagues, salary and compensation, reward and appraisal (Smith & Shields, 2013). According to Locke (1976,p.1300) job satisfaction defined as “ a pleasurable or favorable affectation state which resulting from appraisal of individual’s job or work experience”. Job satisfaction has different dimensions such as work conditions, salary, promotions, rewards, benefits, and behavior of administration and colleagues.

There are many factors which influence on the job satisfaction of the teachers. Such factors contain school climate, salary and compensation, favorable conditions, reward system in the schools and behavior of school administration. Teachers have high job satisfaction where they get reward and positive school climate. Principals role has significant in the teachers’ job satisfaction. Strict and rigid behavior decreases the job satisfaction of the teachers. In contrast, positive and human behavior of principals has positive effect on the job satisfaction of the teachers (Wang et al., 2018).

School Climate (SC)

There are different definitions presented with time to time and milieu of the school (Amedome, 2018). According to NSCC (2007) illustrate school climate as “qualities, standards and desires which booster the individual feeling physical, psychologically and socially safe”. In this manner, school climate is the interpersonal relationship among the students, parents, teachers and school heads. Amedome (2018) found that positive school climate boos the satisfaction level of the teachers.

Seymour (1998) describes school climate as the “work environment, containing a blend of characteristics, policies and standards which influence ones and group pattern of conduct. Negative school climate negatively impact on the individual feeling and created stress among the teachers which decrease the level of the satisfaction level of teachers. Dutta and Sahney (2016) found positive SC increases the teachers’ job satisfaction.

Conceptual Framework

Statistically speaking, conceptual framework means the representation of variables association being studied about the particular phenomenon. In the current study, human skills acts as independent variables and teachers’ job satisfaction acts as dependent variables while school climate act as mediating variable. Schematic diagram 1 indelicate the conceptual model of the study.

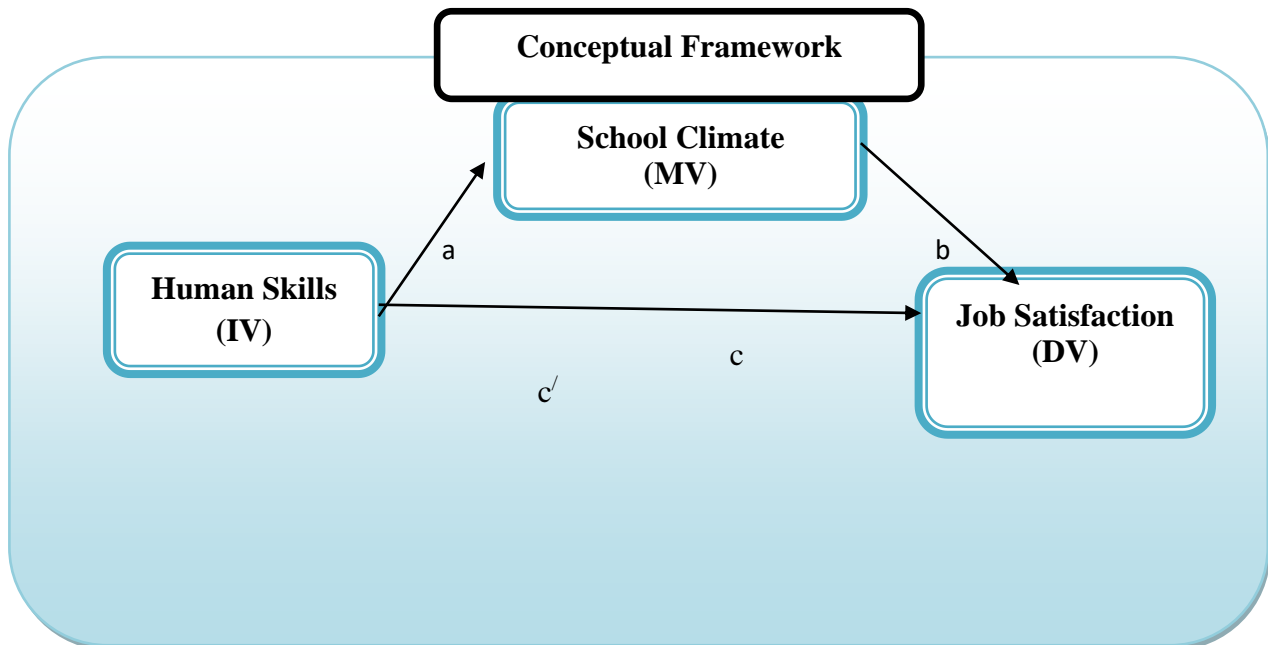


Figure 1: Conceptual Framework

Following hypotheses were generated on the basis of above empirical evidence.

H₀₁: Principals’ human Skills have significant association with Job satisfaction of teachers.

H₀₂: Principals’ human Skills have significant association with school climate.

H₀₃: School climate has significant association with Job satisfaction of teachers.

H₀₄: Principals’ human Skills have significant association with Job satisfaction of teacher with the mediating role of school climate.

Research Methodology

Positivism research philosophy was employed while conducting this study. Result was drawn on the basis of statistical analysis. Positivism research philosophy believed the quantifiable knowledge and facts. Therefore researcher used quantitative research method. The aim of the study was examined the relationship between human skills of principals and teachers’ job satisfaction with the mediating role of school climate. Questionnaire was used to collect data. So, survey research design was used. A sample of 271 Secondary School Teachers (SSTs) were taken out of 839 SSTs of District D.I.Khan through stratified random sampling. Questionnaire comprised of four (04) sections. First section of the questionnaire was entailed demographic attributes of teachers like gender and locality. The second section contained 15 items related to human skills: interpersonal relationship (05 items), trusting (05 items) and motivation (05 items). The third section contained 12 items related to job satisfaction and fourth section related to 12 items about school climate. Table 1 indicates the sample information of the study. Pearson Product moment correlation and mediation analysis was used. Therefore, Hayes (2015) process technique was applied in SPSS (version, 21.0). The sample size was determined through Yamane’s (1967) formula.

Table 1. Sample Size

E	N	n (ample size)
0.5	839	271
Formula	$N = \frac{N}{1 + Ne^2} = \frac{839}{1 + 839 (.05*.05)}$	

Reliability and validity of the study

For validation, IOC (Index of Item objective-Congruence) was used to measure the content validity of the research instrument. The key purpose of IOC is to assess the item relevancy of through experts’ judgment. Thereby 10 experts in the field of social sciences assessed the content validity of the instrument. Cronbach’s Alpha was used to estimate the internal consistency of the tool. Table 2 shows the IOC and Cronbach’s Alpha score.

Table 2. Score of IOC and Cronbach’s Alpha

Research variable	IOC (Including minimum and maximum value of item in questionnaire)	Cronbach’s Alpha
Human Skills	.7-0.1	.792
Job Satisfaction	.6-0.8	.812
School Climate	.6-0.1	.747

Data Analysis

Table 3 indicates the KMO and Bartlett’s test. The result shows that the value of KMO is .783 along Bartlett’s test found significant ($p=.000<.005$) which reveals that the data set is fit for factor analysis. Human skills were identified as the first factor, job satisfaction was second and school climate was identified as third factor. All the items of human skills found greater than the cutoff criteria 0.40 which was suggested by Field (2009). Similarly, all the items of job satisfaction and school climate found greater than the cutoff criteria which was suggested by Field (2009).

Table 4 depicts the association between principals’ human skills and job satisfaction of secondary school teachers. The table infers that there is positive and significant association between principals human skills and job satisfaction of teachers ($r=.784^{**}$ and $p=.000<.05$).

Table 5 depicts the association between principals’ human skills and school climate. The table infers that there is positive and significant association between principals human skills and school climate ($r=.637^{**}$ and $p=.000<.05$).

Table 6 depicts the association between school climate and teachers’ job satisfaction. The table infers that there is positive and significant association between school climate and teachers’ job satisfaction ($r=.711^{**}$ and $p=.000<.05$).

Table 3. Confirmatory Factor Analysis (CFA)

KMO and Bartlett's Test						
Kaiser-Meyer-Olkin Measure of Sampling Adequacy					0.783	
Bartlett's Test of Sphericity					Approx. Chi-Square	863.478
					df	270
					Sig.	.000
Research Variable	Factor loading					
Human Skills	IR1	.562	TRS1	.673	MT1	.684
	IR2	.654	TRS2	.632	MT2	.553
	IR3	.481	TRS3	.732	MT3	.548
	IR4	.659	TRS4	.657	MT4	.447
	IR5	.865	TRS5	.405	MT5	.657
Job Satisfaction	JS1	.658	JS5	.522	JS9	.701
	JS2	.549	JS6	.801	JS10	.765
	JS3	.456	JS7	.677	JS11	.597
	JS4	.769	JS8	.585	JS12	.546
	SC1	.672	SC5	.792	SC9	.560
School Climate	SC2	.431	SC6	.659	SC10	.567
	SC3	.496	SC7	.461	SC11	.458
	SC4	.704	SC8	.494	SC12	.874

Table 4. Relationship between Human skills of principals and job satisfaction

	Human Skills	Job Satisfaction
Pearson Correlation	1	.784**
Sig. (2-tailed)		.000
N	271	271

p < .50

Table 5. Relationship between Human skills of principals and school climate

	Human Skills	School Climate
Pearson Correlation	1	.637**
Sig. (2-tailed)		.000
N	271	271

p < .05

Table 6. Relationship between school climate and teachers' Job Satisfaction

	School Climate	Job Satisfaction
Pearson Correlation	1	.711**
Sig. (2-tailed)		.000
N	271	271

p < .05

Table 7. Relationship between Human Skills (HS) of principals and Job Satisfaction (JS) with the mediating role of School Climate (SC)

	β	t	df	Sig.
Step 1				
Dependent Variable:				
JS				
Human Skills	0.3842	5.6721	270	.000
Step 2				
Dependent Variable:				
SC				
Human skills	0.4310	6.8040	270	.001
Step 3 & 4				
Dependent Variable:			270	
JS				
School Climate	0.5024	9.3245	270	.002
Human Skills	0.6156	2.1234	270	.000

Table 7 shows association between human skills and job satisfaction of teachers with the mediating role of school climate. The result of the study was drawn on the basis of four steps of Baron and Kenny (1986) model. Human skills of school head has significant association with job satisfaction ($\beta = 0.3842, p = .000$) which satisfied the first condition of the model. The table indicates that there is significant relationship between human skills and school climate ($\beta = 0.4310, p = .001$) which satisfied the second condition of the model. Mediating variable (SC) has significant association with dependent variable (JS) ($\beta = 0.5024,$

$p = .002$) which satisfied the third condition. The last step indicates that there is significant relationship between human skills and job satisfaction with the presence of mediating variable (SC) ($\beta = 0.6156$, $p = .000$) which shows school climate partially mediate in the association between human skills and job satisfaction.

Discussion

The role of school principal is vital and complex in this 21st century. School principal focuses on many areas of school success like academic, discipline, interpersonal relationship with staff, coordination with apex bodies and participation in the role of such-community relationship. The main objective was to examine the association between human skills of school principals and teachers' job satisfaction with the mediating role of school climate. The result of the study indicates that there is positive relationship between human skills and job satisfaction. Similar result was given by Ibay and Pa-alisbo (2020). They found that principals' human skills have significant relationship with job satisfaction of teachers. The result of the study indicates that positive relationship between school and job satisfaction. The result of the current study is in line with Treputharat and Tayiam (2014). They found that positive school climate enhances the job satisfaction of teachers. The result of the study indicates that school climate partially mediates on the relationship between principals' human has significant relationship with job satisfaction of teachers. Same result was mentioned by Da'as (2021). They found that there is significant association between human skills of principals and job satisfaction with present of mediating variable (school climate).

Conclusion and Recommendations

Principal is an academic leader and have key position in the school. The present study focuses on the relationship between principals' human skills and teachers' job satisfaction with the mediating role of school climate. The study concluded that human skills of school principals play an important role in boosting teachers' job satisfaction. Similarly, strong human skills of school principals develop a positive school climate which enhances the satisfaction of teachers. With the presence of school climate, strong human skills of school principals increase the teachers' job satisfaction. On the basis of above results, following recommendations were made:-

1. On the basis of conclusion, human skills are an undeniable factor which influence on the teachers' job satisfaction. Therefore it is recommended that school

principals may emphasis and develop their human skills.

2. The study recommended that similar study may be conducted at private secondary schools of district D.I.Khan.

Funding

No funding to declare

Conflicts of Interest

The author has no conflict of interest to disclose.

Acknowledgement

None

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