

The Correlation between Teachers' Perceptions about Principal's Emotional Intelligence and Organizational Climate and Job Satisfaction of Teachers of State Senior High School in Gunungsitoli Nias, Indonesia

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Abstract

This study is aimed at finding out the significant correlation between: (1) teachers' perceptions about principal's emotional intelligence and job satisfaction of teachers, (2) organizational climate and job satisfaction of teachers, and (3) teachers' perceptions about principal's emotional intelligence and organizational climate and job satisfaction of teachers of State Senior High School in Gunungsitoli Nias. Techniques of data analysis used were description and inferential analysis correlation and regression analysis. The result showed that teachers' perceptions about principal's emotional intelligence, organizational climate, and job satisfaction of teachers were in the enough categoris. There is significant correlation between teachers' perceptions about principal's emotional intelligence and job satisfaction of teachers, with correlation coefficient was 0.6482. There is significant correlation between organizational climate and job satisfaction of teachers, with correlation coefficient was 0.4920. And also, there is significant correlation between the teachers' perception about principal's emotional intelligence and organizational climate simultanly and job satisfaction of teachers of State Senior High School in Gunungsitoli Nias, with correlation coefficient was 0.7570. The test was done by using level of significancy at $\alpha = 0.05$, $df = 42$.

Keywords: Perception, Emotional Intelligence, Organizational Climate, Job Satisfaction, Principals, Teacher.

1. Introduction

Since teachers take part in attaining the effectiveness of the school, teachers' job satisfaction is one of the important variables in the achievement. Various studies, said Siagian (2008:295) has proved that if the person has a job autonomy to act, there are variations, provide important contributions to the success of the organization and the employees obtain feedback about the work he does, he will be satisfied. When the data was collected on satisfaction and productivity of an organization, it was found out that organizations that have more satisfied employees tend to be more effective than organizations that have fewer satisfied employees (Robbins, 2007:107). Teachers' job satisfaction will encourage teachers to express all knowledge in order to improve the quality of the school.

From the above discussion, attention to teacher job satisfaction is important, because it will eventually lead to the seriousness in carrying out the task, do not feel forced, take responsibility for achieving school goals. In fact, based on the observation and experience of the writer in several schools in Nias, there are many teachers whose work satisfaction is low. High rate of absenteeism is one indication of the low job satisfaction of teachers. This will certainly be a threat to ensuring the quality of education.

Satisfaction according Winardi (2001:137) is the final condition (an end state) arising from the achievement of certain goals. Job satisfaction according to Steer influenced by the characteristics of workers and organizational climate (Usman, 2008). This is consistent with the theory of satisfaction (content theory) that in Maslow's theory, a person will feel satisfied in working his needs of physiological, safety, love, esteem and self-actualization are met (Luthans, 2008). According to Usman (2008:464) job satisfaction is influenced by factors such: (1) recompense, (2) sense of security, (3), interpersonal influence, (4), working conditions, (5), opportunity for self development and improvement. In this study, job satisfaction indicators limited to: freedom to work independently, freedom to associate, task received, freedom to utilize the capabilities, salary received, opportunity to develop career, freedom to take decisions, supportive work climate, cooperation, awaerd for achievement.

There are several things that cause teachers feel dissatisfied in work, among others: conditions of work, quality of interpersonal relationships with co-workers, superiors, and subordinate (Ivancevich, et al, 2006). It also includes the absence of leadership attention and treatment, which are personal (Siagian, 2008). Headmaster and teachers relationships, friendships between headmaster and teachers, personal treatment from superiors to subordinates related to teachers' job satisfaction. Relationships, friendships and personal treatment from superiors to subordinates only occur if the principal has a good emotional intelligence. Interpersonal relationships and empathy are the most important dimensions of emotional intelligence. Thus, in this study the writer limits the factors that influence teachers' work satisfaction on two things: the perception of teachers about headmaster's emotional intelligence, and condition of work environment (organizational climate).

Emotional intelligence is the ability to motivate yourself and endure from frustration; control the desires of heart and not exaggerate pleasure; set the mood and not let stress cripple the ability to think; empathize and pray. Emotional intelligence consists of five areas, namely (1) recognizing self emotions, (2) managing self emotions, (3) self-motivated; (4) recognizing emotions of others (empathy), (5), building relationships (Goleman, 1997).

Pidarta (2004:125), suggests that organizational climate is certain organizational characteristics that distinguish it from other organizations that can influence the behavior of its members. According Sagala (2007:65), organizational climate is a broad terminology refers to the perception of members of the organization to their work environment in general. But in this study organizational climate indicators are limited to: (1), sense of responsibility, (2), standards or expectations about the quality of work, (3), punishment and reward; (4), sense of brotherhood; (5) spirit of team, (6) members' feeling about organization system; (7), and the way to communicate.

2. Research Rationale

Chiva and Alegre (2008) in their study, stated that "the most important implication is that job satisfaction is affected by the correlation between Emotional Intelligence and certain individuals working conditions". Goleman (1995) conducted a study of 250 company executives, reported that reality of new competition puts emotional intelligence at being highly valued in workplaces. Ershad (2002) found that there is a correlation between organizational climate and job satisfaction. A research conducted by Likert Rensis examines the perceptions of superiors and subordinates to determine the number and type of recognition received by subordinates for good performance. Research shows that there are significant differences regarding what is perceived by both groups (Ivancevich, et al, 2007:117). In this study research problem is formulated as: Is there a significant positive relationship between teachers' perceptions of the principal's emotional intelligence and organizational climate and job satisfaction of teachers in the District State High School Nias Gunungsitoli either partially or collectively. And the research hypotheses are: (1) there is a significant positive relationship between teachers' perceptions of the principal's emotional intelligence and job satisfaction of teachers in high schools, District Gunungsitoli, Nias, (2) there is a significant positive relationship between organizational climate and job satisfaction in high school, District Gunungsitoli, Nias, and (3) there is a significant positive relationship between teachers' perceptions of the principal's emotional intelligence and organizational climate together with job satisfaction of teachers in high schools, District Gunungsitoli, Nias.

3. Methodology

This research is a quantitative research and uses method of descriptive correlational research. The population of this study were all teachers in the district SMAN Nias Gunungsitoli totaling 170 people. Sampling was done by stratified random sampling technique, amounted to 42 people. In this study, the writer divides the Likert scale into 4 (four) continuums and each was given a score. The statement uses alternative of always, often, sometimes, and never. The instruments tested were analyzed using the technique by Pearson Product Moment correlation. To avoid spurious overlap, it is necessary to do correction on spurious overlap by using this following formula:

$$r_{i(x-1)} = \frac{r_{ix}S_x - S_i}{\sqrt{(S_x^2 + S_1^2 - 2r_{ix}S_iS_x)}}$$

After doing test validity, it is found out that items of variable (X_1), which were planned 37 items, are invalid as much as 5 items. Items of variable (X_2), which were planned 37 items, are in valid as much as 6 items. And items of variable (Y) which were planned 37 items, are invalid as much as 5 items. Reliability test is done by using the formula Cronbach Alpha (α) (Umar, 2008:170). Reliability variables (X_1) = 0.961, (X_2) = 0.910, and (Y) = 0.902.

To describe the data of each variable, statistics descriptive is used. The use of the statistics descriptive is to find the highest and lowest scores, mean, median, mode and standard deviation. While the hypothesis was tested by using inferential statistic. Before performing the hypothesis testing, requirements analysis testing was done first, among others, normality testing, homogeneity testing, linearity and independence testing.

4. Result

Table 1. Description of Research Data

No	Statistic Scores	X ₁	X ₂	Y
1	Highest score	109	106	118
2	Lowest Score	64	60	60
3	Mean	85,16	84,50	92,71
4	Modus	82,10	81,83	93,38
5	Median	83,00	83,32	92,42
6	Standard Deviation	10,02	10,75	13,36

Testing on Data Analysis Requirements

a. Normality Test

Table 2. Normality Test Summary

Error Estimates	χ^2	χ^2_{table}	Conclusion
Y over X ₁	-75,12	7,81	Normal
Y over X ₂	-59,95	7,81	Normal

b. Homogeneity Test

Calculation of homogeneity, Y over X₁ obtained χ^2 by 11,4217. Thus $\chi^2 < \chi^2_{table}$ that is 11,4217 < 16,9190. Calculation of homogeneity, Y over X₂ obtained χ^2 b 11,5229. Thus $\chi^2 < \chi^2_{table}$ is 11,5229 < 21,03.

c. Linearity Test and The Significance of Regression

Table 3. ANOVA Summary for Linear Regression $\hat{Y} = 15,67636 + 0,89647 X_1$

Source of Variation	df	Number of Squares	Average Number of Squares	F	F _{tab}
Total	42	363244	-	-	-
Coeffiesien (a)	1	355856,0952	-	-	-
Regression (b/a)	1	3104,156525	3104,1565	28,9854	4,08
Residu	40	4283,7482	107,0937	0,4086	2,17
(TC)	22	1426,83157	64,85598		
Galat (G)	18	2856,91666	158,71759		

From the linearity test results obtained $F < F_{tab}$ is 0,4086 < 2,17 and significance of regression test toward $F > F_{tab}$ is 28,9854 > 4,08, thus it can be concluded that the equation $\hat{Y} = 15,67636 + 0,89647 X_1$ is linear and significant at the significance level (α) = 0,05.

Tabel 4. ANOVA Summary for Linear Regression $\hat{Y} = 39,36294 + 0,62773 X_2$

Source of Variation	df	Number of Squares	Average Number of Squares	F	F _{tab}
Total	42	363244	-	-	-
Coeffiesien (a)	1	355856,0952	-	-	-
Regression (b/a)	1	1788,4993	1788,4993	12,7764	4,08
Residu	40	5599,4055	139,9851	0,8376	2,21
(TC)	23	2974,3221	129,3184		
Galat (G)	17	2625,0833	154,4167		

From the linearity test results obtained $F < F_{tab}$ is 0,8376 < 2,21 and significance of regression test toward $F > F_{tab}$ is 12,7764 > 4,08, thus it can be concluded that the equation $\hat{Y} = 39,36294 + 0,62773 X_2$ is linear and significant at the significance level (α) = 0,05.

d. Independence Test

Test of independence, the value of r between X₁ with X₂ is $r_{x_1x_2} = 0,1640$, $r_{hit} < r_{tab}$, is 0,1639 < 0,312, it can be stated that the relations between the two independent variables, is independent.

Hypothesis

Testing

Table 5. Summary of Correlation Analysis of Independen Variables and Dependent Variable

correlation	df	R	r _{tab}	t	t _{tab}	conclusion
r _{y1}	40	0,6482	0,312	5,3838	2,021	significant
r _{y2}	40	0,4920	0,312	3,5735	2,021	significant
R _{y12}	40	0,7570	0,312	11,2124	2,021	significant

Partial Correlation

Table 6. Summary of Partial Correlation Analysis

Correlation	Partial Correlation Coefficient	t	t _{tab}
$r_{y,1,2}$	0,6608	5,5687	2,021
$r_{y,2,1}$	0,5135	3,7849	2,021

The amount of the contribution of each independent variable on the dependent variable can be shown in Table 7 below:

Table 7. The amount of Relative dan Effective Contribution of Independent Variables

Independent Variables	Relative Contribution (%)	Effective Contribution (%)
X_1	65,97	37,80
X_2	34,03	19,50
Total	100	57,30

5. Discussion of the Findings

From the analysis of the data obtained it is found out that: (1) the correlation coefficient between X_1 and Y is equal to 0.6482. The square of this value is 0.4202 which is equal to the coefficient of determination, (2) the correlation coefficient between X_2 and Y is equal to 0.4920. The square of this value is 0.2421 which is equal to the coefficient of determination, (3) multiple correlation coefficient of X_1 and X_2 altogether with Y at 0.7570. The square of the value is the coefficient of determination which is 0.5731. From the results of this research it can be concluded that there is a significant positive relationship between teachers' perceptions of the principal's emotional intelligence and job satisfaction of teachers. This result proves that the perception of teachers about emotional intelligence principals, can encourage job satisfaction increase of teachers. These finding is in line with the opinion Rival (2007:275), which suggests that members' satisfaction is influenced by perceptions correlation between superiors and subordinates. It also matches the research done by Rohiat (2008:32), that emotional intelligence should be raised with the management of their own emotions and needs to create a safe and prosperous life is a reflection of the ability to apply the power and sensitivity of emotion or feelings effectively as a source of energy, information, connection, and human influence to achieve goals with satisfying success for themselves, others, and or organization. The occurrence of correlation between teachers' perceptions about the principal's emotional intelligence and job satisfaction of teachers, suggests that empathy, principals' interpersonal relationship with teachers can improve teacher job satisfaction. Thus the result of this study also supports Maslow's theory which states that social need is a hierarchy of needs that causes someone to be satisfied in the work. The results of this study also indicate that there is a relationship between organizational climate and job satisfaction of teachers . This supports the theory of Herzberg's two-factor stating that the conditions that give rise to dissatisfaction are job security , working conditions , quality of relationships between co-workers and the boss . Steer also stated that teachers' job satisfaction is influenced by organizational climate . Hypthesis testing shows that there is a significant positive relationship between teachers' perceptions of the principal's emotional intelligence and organizational climate together with teachers' job satisfaction . The amount of contribution of both independent variables on dependent variable was greater if simultaneously rather than if partially . This suggests that the perception of teachers about the principal's emotional intelligence , and organizational climate altogether would be better to increase the job satisfaction of teachers rather than only one of the independent variable.

6. Conclusions

Teachers' perceptions about principal's emotional intelligence have significant positive correlation with job satisfaction of teachers. Organizational climate has a significant positive correlation with job satisfaction of teachers. Teachers' perceptions about principal's emotional intelligence and organizational climate simultaneously have a significant positive correlation with job satisfaction of teachers. Efforts to Improve Teachers' Job Satisfaction through Teachers' Perceptions about Principal's Emotional Intelligence : (a) It is important for principals to improve teachers' perceptions ; (b) The principals needs to train and familiarize themselves to listen and look for clear information ; (c) The principals needs to train themselves to empathize to their subordinates ; (d) Department of Education should organize leadership training . Efforts to improve the Teacher Job Satisfaction Through Organizational Climate : (a) Principals are persons who help determine the climate of an organization , especially regarding policies related to the continuity of organizational systems , giving compensation , giving rewards , (b) school committees together with principal plan to give compensation to teachers with good work and achievement ; (c) principals need to build a system that facilitates teachers' tasks ; (d) to teachers are given responsibilities of carrying out the work and are rewarded when their responsibilities have been reached; (e) good communication only happens if the teachers communicate with courtesy , respect , and open , and (f) high organizational commitment is required from every teacher.

7. Recommendations

From the finding and the foregoing discussion, the following are recommended as a way forward.

1. It is recommended to the Head of the Department of Education to pay attention to teachers' job satisfaction through a variety of policies, for example in terms of recommendation for the appointment to be school principal. Other policies in terms of rewards and compensation, should receive serious attention.
2. It is suggested to the principals to have and improve their emotional intelligence. This can be done by practicing recognizing self emotions and others', to empathize, to use emotions as motivation, as well as through good interpersonal relationships.
3. It is recommended to teachers to be altogether to build a good organizational climate, because organizational climate can encourage productivity and spirit increase.
4. It is suggested to other researchers to do research on other variables that also affect teachers' job satisfaction.

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