

PRINCIPALS' COMPETENCIES AND TEACHERS' JOB SATISFACTION AT DON BOSCO SCHOOLS UNDER THE CENTRAL FOUNDATION IN MANADO: BASIS FOR ENHANCEMENT PROGRAM FOR SCHOOL PRINCIPALS

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Abstract

This research is designed to determine the correlation between principals' competencies and teachers' job satisfaction at Selected Private Schools in Manado as input for Enhancement Programs. The principals' competencies consisting of three aspects namely (1) Conceptual Competencies, (2) Technical Competencies, and (3) Human Relation Competencies. Meanwhile, the teachers' job satisfaction was measured in terms of the following aspects: (1) Pay, (2) Promotion, (3) Supervision, (4) Fringe Benefits, (5) Contingent Rewards, (6) Operating Conditions, (7) Coworkers, (8) Nature of Work, and (9) Communication. The research was conducted using descriptive/correlational design; and Pearson Product Moment Correlation (Pearson r) to examine the correlation between identified variables. The results of the Pearson Correlation showed that most of the Principals' Competencies are correlated with Job Satisfaction variables. Over-all, there is a positive significant correlation ($r=0.364$, $p\text{-value}<0.05$) between principal's competencies and job satisfaction of teachers. The correlation can be interpreted as Moderate Relationship. The significant correlation between principals' competencies and teachers' job satisfaction implies that school principal should maintain and even increase their competencies if they want teachers to continue being satisfied with their job. Based on a reasonable output of this study, the researcher proposed a training program to enhance competencies of principals of Don Bosco Schools under the central foundation in Manado – Indonesia.

Keywords: principals, conceptual competencies, technical ompetencies, human relation competencies, teachers, job satisfaction

1. Introduction

Education in all countries of the world has been considered very important for personal and social development. In Indonesia, education is defined as a planned effort to establish a study environment and educational process so that the student may actively develop his/her own potential in religious and spiritual level, consciousness, personality, intelligence, behavior and creativity to him/herself, other citizens and the nation (Chapter XIII, Article 31 of the 1945 Constitution of the Republic of Indonesia). Education is a process of becoming that brings out all the potential that is in a person. It is globally also recognized as a form of investment in human beings that provides economic benefit and contributes to a country's future wealth through increased productivity capacity of its people (Bauzon, 2012).

How these educational goals are accomplished depends upon the two “pivots” in schools namely principals and teachers. Principals and teachers are likely the “two sides of a coin” or “like a pilot and copilot” who need and help each other to reach the goal of education. The most significant factors in the educational resources include quality and a number of staff in educational institutions, quality of education, principals’ competencies, work equipment and working environment (Virgovic, 2014).

A competent principal has a great impact on teachers. She/he creates her/his management style through education, training and personal development, provides creative working environment (Hallingera and Heck, 2005) and positive climate in school (Virgovic, 2014). Leadership competencies are the foundations to propel the achievement of the organization. In school, principal’s competencies have always been related to the effectiveness and efficacy. School principals, as the education leaders are bestowed with the responsibilities to achieve the school goals (Lokman, Malmuzzamil, & Mislina, 2013). The competency of the principals in schools played an important role in promoting and preserving changes in schools in which without their efforts, schools will never experience transformation or improvement of the students’ accomplishment whether academically or vice - versa, and also their preparation towards living with the society later (Jacob, 2012).

Over the past several years, researchers have been concerned with the principals’ competency attuned to the goals of education in the 21st century (Goor, 2008). There have been numerous studies investigating the factors of principals’ skills related to the performance of the schools. Unfortunately, many school principals have no serious or professional training in educational management and therefore bereft of the changing trends in administration of the 21st century. As we prepare for new challenges of 21st century schools and we continue with current restructuring efforts, the importance of principal’s skills are rather further magnified (Peterson, 2012).

Nowadays, the capable principal has greater need because principals work in extremely tumultuous environments (Friedman, 2008; Whitaker, 2013). From instructional leader to facility manager to community leader, the scope of a principal’s duties seem limitless. Routine or typical never describes a principal’s day, since no two days ever look the same. Undoubtedly, the principal’s pace may seem frantic at times as he or she moves about the school meeting, the demands of students, teachers, parents and superiors. The fallacy of an administrator sitting behind a desk and waiting for the next disciplinary referral is a fanciful caricature at best. In reality, principals work under an increasing amount of stress that takes its toll both physically and emotionally (Jazzar & Algozzine, 2006 as cited in Hutabarat, 2014).

Another issue in private schools in Manado is about teachers’ job satisfaction. Job satisfaction is critical to retaining and attracting well-qualified principals and teachers in educational environment. Job satisfaction can be defined as an employee’s affective reaction to a job, based on a comparison between actual outcomes and desired outcomes. In the literature, job satisfaction has been a significant issue in empirical educational research (Dargenidou, 2009 as cited in Ololube, 2010). Schools must pay more attention to improve teachers’ job satisfaction because it may promote efficiency and staff satisfaction. One of the important factors in improvement of psychological and spiritual energy for staff in the organization is promotion of job satisfaction in teachers. Ignoring the importance of the job satisfaction of the teacher could hinder a teacher from working optimally or make him or her leave the job (Skaalvik, 2011).

In general, workers who are satisfied with their jobs usually work harder and better than the ones who are frustrated. Therefore, it is very important for principals to know how the faculty feel about their work, for such knowledge is useful also for purposes of recruitment, selection and retention of teachers. If principals are to find and retain the most qualified and well-adjusted faculty members for the implementation of their academic programs and thereby the achievement of schools goals and objectives, job satisfaction must be given a high priority among the organizational variables that they have to pay attention (Shipra & Sonal, 2012).

This study is based on the theory of Robert Katz management competencies and Spector's Job satisfaction. Robert Katz, (Hersey, 2013) stated that the administrator must possess these three basic competencies which are categorized into: (1) conceptual competencies, (2) technical competencies, and (3) human competencies.

Conceptual competency involves the ability to see the enterprise as a whole. It includes recognizing how the various functions of the organization depend on one and other and how changes in any one part affect all the others. Recognizing these relationships and perceiving the significant elements in any situation, the administrator should then be able to act in a way which advances the overall welfare of the total organization (Katz, 1993 as cited in Robbins, 2005).

Technical competencies imply an understanding of, and proficiency in, a specific kind of activity, particularly involving methods, process, procedures or techniques. It is relatively easy for us to visualize the technical skill of the surgeon, the musician, the accountant or the engineer when each is performing his/her own special function. Technical competencies involve special knowledge, analytical ability within that specialty and facility in the use of the tools and techniques of the specific discipline (Katz, 1993 as cited in Robbins, 2005; Kowalski, 2010). These competencies include the ability to apply knowledge or specialization skill. The final function managers perform is controlling. After the goals are set, the plans formulated, the structural arrangements delineated, and the people hired, trained, and motivated, there is still the possibility that something may go amiss. To ensure that things are going as they should, management must monitor the organization's performance.

Human competency is primarily concerned with working with people. This competency is demonstrated in the way the individual perceives (and recognizes the perception of) his superiors, equals, subordinates and the way he/she behaves subsequently. The person with highly developed human skill is aware of his/her own attitudes, assumptions and beliefs about other individuals and groups, and they are able to see the usefulness and limitations of these feelings. By accepting the existence of viewpoints, perceptions and beliefs which are different from their own, they are skilled in understanding what others really mean by their words and behavior.

Human competency is the ability to work together, understand, and motivate others, both individuals and groups (Robbins, 2005). Wahjosumidjo (2012) explains that the human skills of principals include: (1) The ability to understand human behavior and work in a team; (2) The ability to understand the feeling, attitudes and motives of others, and the reason why they speak and act in a certain way; (3) Ability to communicate clearly and effectively; (4) The ability to create effective cooperation, practical and diplomatic approach; and (5) The ability of behaving the acceptable behavior.

Spector (1997) defines job satisfaction as "the extent to which people like or dislike their jobs". Spector (1997) refers to job satisfaction in terms of how people feel about their jobs and different aspects of their jobs. Ellickson and Logsdon (2002) support this view by defining job satisfaction as the extent to which employees like their work. Schermerhorn (1993) defines job satisfaction as an effective or emotional response towards various aspects of an employee's work. C.R.Reilly (1991 as cited in Shipra, S., & Sonal, C., 2012) defines job satisfaction as the feeling that a worker has about his job or a general attitude towards work or a job and it is influenced by the perception of one's job. J.P. Wanous and E.E. Lawler (1972 as cited in Perang, 2014) refer job satisfaction as the sum of job facet satisfaction across all facets of a job.

Job satisfaction consisting of (1) pay, (2) promotion, (3) supervision, (4) fringe benefits, (5) contingent rewards, (6) operating conditions, (7) coworkers, (8) nature of work, and (9) communication (Spector 1997, as cited in Malik, 2012).

2. Methodology

In this study, using a descriptive correlational design aims to describe the relationship between the principal competencies and teacher job satisfaction at selected private schools in Manado. In the study, the predictor variables are principal competencies (in terms of conceptual competencies, technical competencies, and human competencies), and the criterion variables are teacher job satisfaction (in terms of pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication). The sample used in this study totaled 160. The instrument consisted of 66 statements. Number of data retrieval is based on the statement expressed by Gray and Diehl (2010) which states that a sample size of more than 30 and less than 500 is appropriate for most research. In addition to opinions expressed by Gray and Diehl (2010), while the opinion of Frankel and Wallen (2006) who suggested minimum sample size for descriptive study is 100. The study involved teachers of selected private schools in Manado. The researcher went to Manado after getting the approval of principals in charges. The researcher conducted interviews; distributed and retrieved the questionnaires personally from the respondents. The Statistical Package for Social Sciences (SPSS) version 23 for Mac was to gather results from the collected data (Kulas, 2009). The qualitative data gathered from the interviews were analyzed. The analysis highlighted the transcribed data by summarizing, coding and categorizing to establish the main themes. The qualitative data supported the quantitative data.

3. Result and Discussion

In order to understand the problem, specifically, it sought to answer the following questions:

- (1). *What the level of the principals' competencies is as perceived by the teacher-respondents in terms of the following components: (1) Conceptual Competencies; (2) Technical Competencies; and (3) Human Relation Competencies?*

Table 1
Respondents' Perception on the Level of Principals' Conceptual Competencies

Conceptual Competencies	Mean	Qualitative Description	Interpretation
A. Planning			
1. Freely initiates plans, proposals, and actions to carry out institutional goals.	3.79	Agree	Competent
2. Considers all the pros and cons when making planning.	3.62	Agree	Competent
3. Schedules and monitors school activities and arrange for their adequate and timely feedback.	3.59	Agree	Competent
4. Strives to be well-informed and to find meaning in actions and event as bases for future developments.	3.69	Agree	Competent
5. Can provide teachers with a sense of purpose and direction through activities relating to organizational goals.	3.66	Agree	Competent
COMPOSITE MEAN	3.67	Agree	Competent
B. Decision Making			

1. Can determine the type of decisions.	3.74	Agree	Competent
2. Can determine the type of information needed to reach a decision.	3.68	Agree	Competent
3. Can determine the appropriate involvement of other people in reaching a decision.	3.61	Agree	Competent
4. Can anticipate the intended and unintended consequences of a decision.	3.61	Agree	Competent
5. Can choose wisely a solution and strategy from alternatives.	3.73	Agree	Competent
COMPOSITE MEAN	3.67	Agree	Competent
OVER-ALL MEAN	3.67	Agree	Competent

Legend: 4.51-5.00 Strongly Agree/Highly Competent; 3.51-4.50 Agree/Competent; 2.51-3.50 Neutral/Neutral; 1.51-2.50 Disagree/Not Competent; 1.00-1.50 Strongly Disagree/Highly Not Competent

According to Kowalski (2010), conceptual competency involves the ability to see the enterprise as a whole. It includes recognizing how the various functions of the organization depend on one and the other and how changes in any one part affect all the others. Owens (2005) defined that conceptual competency is a “mental ability to analyze and diagnose complex situations”. The planning function encompasses defining an organization’s goals, establishing an overall strategy for achieving these goals, and developing a comprehensive hierarchy of plans to integrate and coordinate activities (Kowalski, 2010). Decision-making, as an integral part of planning is a very crucial and indispensable aspect of management and very essential for the success of instructional management (Surya (2008). Hallinger and Heck (2005) said that principals as the chief executive in schools should possess skills for making right decisions that will benefit to the school need and the staff generally.

Even though, the composite mean for Conceptual Competencies is 3.67, which can be interpreted as Competent, that result will not become a reason for principals to be proud and be complacent and stop improving their ability, because nowadays, the competition of managing schools is getting tougher which means that Don Bosco Schools in Manado requires principals who are not just competent but highly competent.

Table 2

Respondents’ Perception on the Level of Principals’ Technical Competencies

Technical Competencies	Mean	Qualitative Description	Interpretation
A. Group process and Communication			
1. Can find ways to reduce discrepancies between an existing situation and desired situation.	3.79	Agree	Competent
2. Possesses skills that help teachers clarify and verify current issues and problems.	3.65	Agree	Competent

3.	Can specify courses of action that will enable the group to move from what exists and what is denied.	3.68	Agree	Competent
4.	Has a good command of English.	3.54	Agree	Competent
5.	Can give instructions clearly and can be easily understood.	3.59	Agree	Competent
COMPOSITE MEAN		3.65	Agree	Competent
B. Organizational Management				
1.	Establishes appropriate structural arrangements for the functions to be performed.	3.68	Agree	Competent
2.	Provides adequate incentives to elicit the necessary contributions from the teacher.	3.83	Agree	Competent
3.	Allocates staff to accomplish instructional goals.	3.74	Agree	Competent
4.	Allocates time and place to accomplish instructional goals.	3.70	Agree	Competent
5.	Develops and utilizes materials, equipment and facilities to accomplish instructional goals.	3.66	Agree	Competent
COMPOSITE MEAN		3.72	Agree	Competent
OVER-ALL MEAN		3.68	Agree	Competent

Legend: 4.51-5.00 Strongly Agree/Highly Competent; 3.51-4.50 Agree/Competent; 2.51-3.50 Neutral/Neutral; 1.51-2.50 Disagree/Not Competent; 1.00-1.50 Strongly Disagree/Highly Not Competent

Table 2 shows the respondents' perception in terms of the different sub-variables under technical competencies of principals. On a 5-point Likert scale, the mean perceptions of the respondents under "Group process and Communication" and "Management and Organizational" are 3.65 and 3.72, respectively. This means that teachers perceived the technical competencies of principals as Competent for the two sub-variables. The composite mean for Technical Competencies is 3.68, which can be interpreted as Competent. Technical competencies by Robbins (2005) include the ability to apply knowledge or specialization skill. Wahjosumidjo (2012) described that the technical skills of principals include: (1) The capability understand the methods, processes, procedures and techniques to carry out specific activities; (2) The ability to utilize the equipment and the facilities; (3) The ability to equip and support for specific activities. Actual performance must be compared with the previously set goals. If there are significant deviations, it is management's job to get the organization back on track (Owens, 2005; Noor, 2011). A principal who is technically competent will be able to help individuals and groups coordinate activities to achieve goals (Navarro, 2014). He added that to ensure that things are going as they should be, management must monitor the organization's performance.

Some of the principals in Don Bosco schools seem to need to learn about principals' competencies particularly those who do not have the same educational background. Some principals have a background in theology which is different from education.

Table 3
Respondents' Perception on the Level of Principals' Human Competencies

Human Competencies	Mean	Qualitative Description	Interpretation
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A. Managing Conflict				
1.	Has the ability to analyze and designate conflict situations.	3.61	Agree	Competent
2.	Can choose appropriate action that respond accurately and adequately to conflicting situations.	3.51	Agree	Competent
3.	Can accurately assess the type of conflict he/she is confronted.	3.58	Agree	Competent
4.	Can determine the source of the conflict.	3.56	Agree	Competent
5.	Can distinguish between a conflict that occurs because of disagreements with goals and procedures, and a conflict that arises from performance.	3.50	Agree	Competent
COMPOSITE MEAN		3.55	Agree	Competent
B. Relationship				
1.	Possesses ability to work effectively with teachers, and non-teaching staff.	3.69	Agree	Competent
2.	Takes the lead in building cooperative effort among the faculty.	3.68	Agree	Competent
3.	Serves as the mediator between the faculty and the central office.	3.69	Agree	Competent
4.	Has the ability for openness and trust in both formal and informal interpersonal relationship.	3.60	Agree	Competent
5.	Can relate well with others in a group setting.	3.53	Agree	Competent
COMPOSITE MEAN		3.64	Agree	Competent
OVER-ALL MEAN		3.59	Agree	Competent

Legend: 4.51-5.00 Strongly Agree/Highly Competent; 3.51-4.50 Agree/Competent; 2.51-3.50 Neutral/Neutral; 1.51-2.50 Disagree/Not Competent; 1.00-1.50 Strongly Disagree/Highly Not Competent

Table 3 shows the respondents' perception in terms of the different sub-variables under Human Competencies of principals. On a 5-point Likert scale, the mean perception of the respondents under "Managing Conflict" and "Relationship" are 3.55 and 3.64, respectively. This means that teachers perceived the technical competencies of principals as Competent for the two sub-variables. The composite mean for Human Competencies is 3.59, which can be interpreted as Competent.

Every organization contains people, and it is the administrator's job to direct and coordinate these people. This is the leading function. When principals motivate subordinates, direct the activities of others, select the most effective communication channel, or resolve conflicts among members, they are engaging in leading (Owens, 2005). Human competency is primarily concerned with working with people. This competency is demonstrated in the way the individual perceives (and recognizes the perception of) his superiors, equals, subordinates and the way he/she behaves subsequently. Facilitative principals typically gain the respect and admiration of school employees, outcomes that enhance their ability to influence employee behavior.

Table 4
Summary of Respondents' Perception on the Level of Principals' Competencies

Competencies	Mean	Qualitative Description	Interpretation
A. Conceptual Competencies			
1. Planning	3.67	Agree	Competent
2. Decision Making	3.67	Agree	Competent
COMPOSITE MEAN	3.67	Agree	Competent
B. Technical Competencies			
1. Group process and Communication	3.65	Agree	Competent
2. Organizational Management	3.72	Agree	Competent
COMPOSITE MEAN	3.68	Agree	Competent
C. Human Competencies			
1. Managing Conflict	3.55	Agree	Competent
2. Relationship	3.64	Agree	Competent
COMPOSITE MEAN	3.59	Agree	Competent
OVER-ALL MEAN	3.65	Agree	Competent

Legend: 4.51-5.00 Strongly Agree/Highly Competent; 3.51-4.50 Agree/Competent; 2.51-3.50 Neutral/Neutral; 1.51-2.50 Disagree/Not Competent; 1.00-1.50 Strongly Disagree/Highly Not Competent

Table 4 presents the summary of the perception of the respondents on the three levels of principal's competencies. It can be observed that Technical Competencies have the highest mean score (3.68) among the three. This implies that principals at selected private schools in Manado have all the competencies required of them but it is in technical competencies where they seem to be performing best.

(2). *What is the level of job satisfaction of the teacher-respondents in terms of the following components: (1) Pay; (2) Promotion; (3) Supervision; (4) Fringe Benefit; (5) Contingent Reward; (6) Operating Condition; (7) Co Workers; (8) Nature of Work; and (9) Communication?*

Table 5
Level of Job Satisfaction of Teacher Respondents

Job Satisfaction	Mean	Qualitative Description	Interpretation
1. Pay	3.34	Neutral	Either Satisfied or Not Satisfied
2. Promotion	3.16	Neutral	Either Satisfied or Not Satisfied
3. Supervision	3.72	Agree	Satisfied
4. Fringe Benefits	2.99	Neutral	Either Satisfied or Not Satisfied

5. Contingent Rewards	3.15	Neutral	Either Satisfied or Not Satisfied
6. Operating Conditions	3.74	Agree	Satisfied
7. Co-workers	3.79	Agree	Satisfied
8. Nature of Work	4.12	Agree	Satisfied
9. Communication	3.62	Agree	Satisfied
Composite Mean	3.52	Agree	Satisfied

Legend: 4.51-5.00 Strongly Agree /Highly Satisfied; 3.51-4.50 Agree/Satisfied; 2.51-3.50 Neutral/Neutral; 1.51-2.50 Disagree/Not Satisfied; 1.00-1.50 Strongly Disagree/Highly Not Satisfied

Table 5 presents the summary of all the variables under Job Satisfaction of teachers. It can be observed that the highest mean score is the variable “Nature of Work” with a mean of 4.12, while the lowest is the variable “Fringe Benefits” with a mean of 2.99.

It is clear that the management and principals should pay attention to Fringe Benefits in selected private schools in Manado, with mean score of 2.99 which is Neutral or which can be interpreted as “slightly Unsatisfied”.

(3). Is there a significant relationship between principal’s competencies and the teachers’ job satisfaction?

Relationship between the Principal’s Competencies and Teacher’s Job Satisfaction

Pearson Correlation between the three Principals’ Competencies variables and Job Satisfaction variables measures the linear association between two variables. Correlation (computed r) can take values between negative 1 to positive 1. It can be interpreted as follows: 0 means “No Relationship”, ± 0.01 to ± 0.24 means “Very Low or Weak Relationship”, ± 0.25 to ± 0.49 means “Moderate Relationship”, ± 0.50 to ± 0.74 means “High or Strong Relationship”, ± 0.75 to ± 0.99 means “Very High or Very Strong Relationship” and ± 1 means “Perfect Relationship”.

Interpreting the results of the correlation, it can be observed that most of the Principals’ Competencies are correlated with Individual Job Satisfaction variables. The correlation observed is also positive. This means that when principals are competent, the level of Job Satisfaction of teachers can also be observed to increase.

The only variables without significant correlation to competencies are the Job Satisfaction under Co-Workers and Nature of Work. This means no significant correlation exists between these two variables and competencies. Over-all, there is a positive significant correlation ($r=0.364$, $p\text{-value}<0.05$) between principal’s competencies and job satisfaction of teachers. The correlation can be interpreted as Moderate Relationship. This means that Job Satisfaction increases by 0.364 when Competencies increase by 1.

Conclusion

The principals’ conceptual, technical and human relation competencies were perceived by teacher respondents as on the “competent” level. The teacher-respondents are “Satisfied” in terms of supervision, operating conditions, co-workers, nature of work and communication; and “Neutral” in terms of pay, promotion, fringe benefits and contingent rewards.

Most of the Principals' Competencies are correlated with Individual Job Satisfaction variables. This means that when principals are competent, the level of Job Satisfaction of teachers can also be observed to increase. The only variables without significant correlation to competencies are the Job Satisfaction under Co-Workers and Nature of Work. Over-all, there is a positive significant correlation ($r=0.364$, $p\text{-value}<0.05$) between principal's competencies and job satisfaction of teachers. The correlation can be interpreted as Moderate Relationship. This means that Job Satisfaction increases by 0.364 when Competencies increase by 1.

The management and the principals of Don Bosco schools under the central foundation in Manado may consider reviewing the provisions on pay, promotion, fringe benefits, contingent rewards to teachers for improvement of their job satisfaction in the said area. As this study noted, the level of satisfaction for those aspects is Either Satisfied or Not Satisfied.

Future researchers may want to replicate the study using larger sample of teachers in a larger geographical area (for example schools in a diocese, municipality or province).

A similar study may also be conducted with different variables (e.g. non-teaching staffs' job satisfaction, principals' job satisfaction). Other researchers may opt to investigate other variables that might relate to the job satisfaction of the teachers such as school culture and organizational climate. Longitudinal studies with the same variable may be conducted to determine whether changes occur within the individual or group over the course of time.

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