

## **The Effect of The Principal's Managerial Activities and Work Culture on the Work Climate and Job Satisfaction**



**Agni Risdianto<sup>1</sup>, Aslamiah<sup>2</sup>, Sulaiman<sup>3</sup>**

<sup>1,2,3</sup>Master of Education Administration Program, Universitas Lambung Mangkurat, Banjarmasin 70123, Indonesia

**ABSTRACT:** This study aims to determine and analyze the effect of the principal's managerial activities and work culture on job satisfaction through the work climate. This research is a correlational research with a quantitative approach formulated into a path analysis model. The study population was 220 with 101 studies. The data collection was carried out using instruments consisting of the principal's managerial activities (33 items), work culture (34 items), work climate (24 items), job satisfaction (18 items) which had been tested for validity and reliability. Data analysis of this study used Path Analysis. The results of the study showed that there was an effect of the principal's managerial activities on job satisfaction, work culture on job satisfaction, work climate on job satisfaction, principal's managerial activities on the work climate, work culture on the work climate, principal's managerial activities on job satisfaction through the work climate, and work culture on job satisfaction through the work climate.

**KEYWORDS:** Managerial activities, Work culture, work climate, job satisfaction

### **I. INTRODUCTION**

The pursuit of job happiness is one of the orientations that teachers have when working and carrying out their responsibilities. When a teacher is happy with the work he is doing, he or she will give the task their best effort.

According to Handoko (2011), job satisfaction is a person's or individual's attitude toward his or her own work, the workplace environment, cooperation between leaders and employees, and a general attitude that is the result of some particular attitudes towards work factors. Job satisfaction is also self-adjustment and social relationships of people outside of the workplace, a person's satisfaction with his or her work between what employees expect from his or her work/ office, and important for self-actualization. Lack of job satisfaction prevents a person from developing psychologically, which leads to frustration, low morale, rapid weariness and boredom, unstable emotions, and completing busywork unrelated to the task at hand, among other negative effects. Conversely, those who are satisfied in their jobs produce better work than those who are not (Handoko, 2011: 77).

The outcomes of the work that individual produces while employed by a company will have an impact on how successfully he/she completes duties. Therefore, the individual's opinions and sentiments about his/her work must be kept on the positive side. In order for the outcomes of each person's labor to continue to be promoted, each person must have and sustain job satisfaction. The principal should be concerned with teacher job satisfaction as it is a key objective in human resource management and has a direct or indirect impact on how the school is run. Contrarily, since high satisfaction is linked to the favorable outcomes they anticipate, the principal constantly wants it. A high level of job satisfaction is a sign that the school has been effectively managed. High work satisfaction shows that the school's resources and teachers' expectations are compatible.

The results of the preliminary study revealed that the job satisfaction of the state junior high school teachers in Selat District, Kapuas Regency was very diverse. There are teachers who stated that they are satisfied with their work as teachers, and there are also teachers who say they are not even satisfied with their work as a teacher. This is in accordance with the results of the teacher job satisfaction questionnaire by the supervisor in December 2021 showing that 61% of teachers expressed dissatisfaction with the current salary received, 20% expressed dissatisfaction with current colleagues and another 19% expressed dissatisfaction with the promotion procedure which was considered too complicated. The reason why teachers express dissatisfaction is because the salary received is not able to meet their needs. Then, from the aspect of co-worker relations, there are some teachers who state that they are not able to work with colleagues, so the teacher concerned felt dissatisfied with their current work.

Job satisfaction is a feeling that supports or does not support employees related to work or their condition. Job satisfaction is the emotional attitude of workers or employees, where this attitude can be seen from the degree of work morale, discipline, and work performance. Teacher job satisfaction is related to the important role in realizing the effectiveness and success of learning implementation in schools. Teacher job satisfaction is an important concern to study in relation to its effect to improve the teacher's

## The Effect of The Principal's Managerial Activities and Work Culture on the Work Climate and Job Satisfaction

performance. This is in accordance with Hidayatun's opinion (2016) which stated that teacher job satisfaction is effected by the principal's managerial activities, organizational culture and work climate.

### II. RESEARCH METHOD

This research employed a quantitative research study with a correlational approach and a path analysis method. It aimed at explaining existing facts and knowing how much effect between variables. The population in this study was 220 state junior high school teachers. The sampling technique used is proportional random sampling. The number of samples was determined based on the Slovin formula of 101 people. The data collected through the principal's managerial activity instruments (conceptual skills, human skills, and technical skills), work culture (individual autonomy, tolerance for risky actions, level of management support, rules of supervision of superiors, level of pride in the organization, level of allocation of rewards/ compensation, level of encouragement to rewards/ compensation), work climate (policy and organizational regulations, level of communication effectiveness, level of correlation between employees, level of leadership participation), and job satisfaction (activity, independent, variety, social status, moral values, security, social service, authority, ability utilization, responsibility, creativity, achievement, compensation, advancement, coworker, human relations supervisions, technical supervision, company policies and practice, working conditions, recognitions). The instrument was analyzed through a test of the validity and reliability of the description of the collected data using path analysis to see direct and indirect effects by first performing a test of normality, linearity, homogeneity.

### III. RESULTS OF RESEARCH AND DISCUSSION

Based on the results of data analysis using path analysis as described from the effect, it was found that the coefficients of direct and indirect effects as described below.

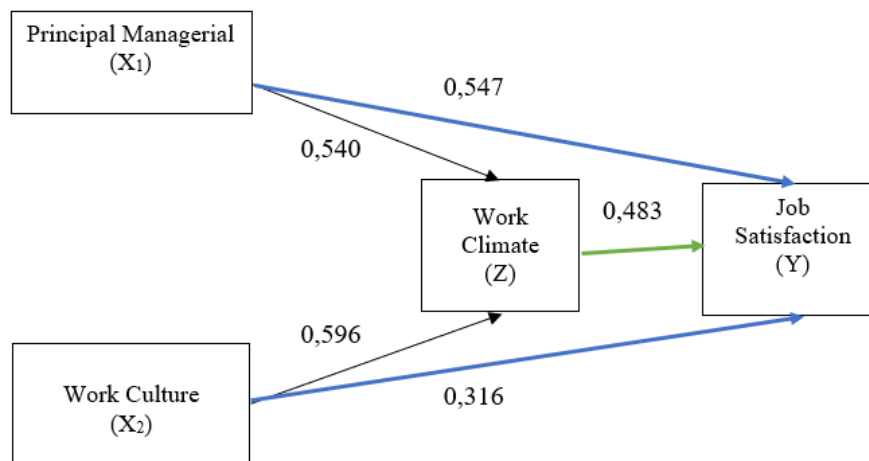


Figure 1. X1, X2, Z and Y Path Analysis Models

Based on Figure 1, the hypothesis in this study can be seen in Tables 2 and 3.

Table 1. Summary of Hypothesis Testing Decisions H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, and H<sub>5</sub>

| Hypothesis     |  | P     | Decision |
|----------------|--|-------|----------|
| H <sub>1</sub> | There is a significant positive effect of the principal's managerial activities on job satisfaction. | 0,000 | Accepted |
| H <sub>2</sub> | There is a significant positive effect of work culture on job satisfaction.                          | 0,003 | Accepted |
| H <sub>3</sub> | There is a significant positive effect of the work climate on job satisfaction.                      | 0,000 | Accepted |
| H <sub>4</sub> | There is a significant positive effect of the principal's managerial activities on the work climate. | 0,000 | Accepted |
| H <sub>5</sub> | There is a significant positive effect of Work culture on the work climate.                          | 0,000 | Accepted |

Table 2. Summary of H<sub>6</sub> and H<sub>7</sub> Hypothesis Testing Decisions

| Hypothesis     |   |             |          | Decision |
|----------------|---|-------------|----------|----------|
|                |   | Immediately | Indirect |          |
| H <sub>6</sub> | There is an indirect positive effect of the principal's managerial activities on job satisfaction through the work climate. | 0,547       | 0,261    | Accepted |
| H <sub>7</sub> | There is an indirect positive effect of work culture on job satisfaction through the work climate.                          | 0,316       | 0,288    | Accepted |

## The Effect of The Principal's Managerial Activities and Work Culture on the Work Climate and Job Satisfaction

Table 1 is a summary of decisions  $H_1$ ,  $H_2$ ,  $H_3$ ,  $H_4$ , and  $H_5$  with a significance value criterion of less than 0.05, hence the hypothesis is accepted. Table 2 is a summary of the testing decisions of the  $H_6$  and  $H_7$  hypotheses provided that if the coefficient of direct effect is smaller than the coefficient of indirect effect, then the hypothesis is accepted. Based on the results of the analysis in Table 1, this study managed to find the effect between variables that can be explained as follows.

### A. Direct Effect of the Principal's Managerial Activities on the Work Climate and Job Satisfaction

The managerial activities of the principal directly have a positive and significant effect on the climate of state junior high school teachers in Kapuas Regency as evidenced by a Beta score of 0.540. This indicates that there is a change in the managerial activities of the principal, it will also cause the teacher's work climate to change.

Management is a process to determine and achieve goals that have been set through the use of human resources and other resources. In other words, management is the process of managing an organization in order to achieve predetermined goals. Management is the activity of using or managing various factors of production, both human beings, capital/ funds, and machines/ tools/ equipment effectively and efficiently.

Managerial activities that must be carried out by a principal include the ability to compile school programs, the ability to structure organizations, the ability to mobilize teacher staff and employees, and the ability to optimize human resources. The principal's success in managing the school is inseparable from the principal's ability as a leader in carrying out his functions and roles. For this reason, a principal is required to be able to have readiness in managing a school which will ultimately shape the school climate. With good managerial skills, it is hoped that each head seems to be able to be a driver and driver of discipline for teachers so that they are able to encourage the formation of an ideal work climate that boils down to increasing maximum performance (Siregar, 2021: 4).

The working environment of the teaching institution will be impacted by many activities that the principal plans when managing the educational institutions that he/ she oversees. Whereas a principal who performs perfect in every way managerial activities will be able to create policies and regulations that are focused on educational institutions, both in terms of planning school activities, resolving issues in schools, coordinating school activities, and developing curricula intended to achieve school goals. It will ultimately present a conducive work environment because teachers will feel at ease and enthusiastic at work, ultimately encouraging the creation of efficient learning environments. According to Ramadhan and Karwanto's research (2020), school principals are crucial in creating a positive learning environment. In a same vein, Multazam (2015) revealed that the principal is a person who is charged with overseeing a madrasa by his/ her subordinates. The principle is in charge of overseeing educational quality in his/ her school as the top manager. The principle is the institution's top management. His/ her way of thinking will have a major impact on the development of the concerned educational institutions, possibly even having a major determining factor. As a result, it must be able to motivate professors, staff, and students to work toward building a work environment that will ultimately enable the educational institution to achieve its objectives. The findings of this study are consistent with studies that indicates that the managerial practices of school presidents have a direct impact on the work environment (Wieyanthi et al., 2022).

The principal's managerial activities directly have a positive and significant effect on the satisfaction of state junior high school teachers in Kapuas Regency as evidenced by a Beta score of 0.547. The meaning is that if there is a change in the principal's managerial activities, it will also cause teacher job satisfaction to change. Robbins & Judge (2016) stated that job satisfaction has a great effect on performance, and that together in the organization job satisfaction will increase productivity. The factors that drive the emergence of job satisfaction in many schools rely on the implementation of the principal's managerial skills. The implementation of the principal's concept skills will help teachers to be creative, initiative, increase the teacher's attitude of independence in developing their tasks at school. Furthermore, the implementation of the conceptual ability of the principal will encourage teachers to act aggressively, innovatively and dare to take risks. The implementation of activities from the human skills possessed by the principal will encourage teachers to increase cooperation between stakeholders in schools. Then, it can encourage them to work together in carrying out their duties, encourage teachers to increase pride in the school and their work so that teachers can further identify themselves as a whole in the school. The implementation of activities can also encourage teachers to dare to raise conflicts and criticize openly, and the principal will help teachers shape existing communication patterns in schools to the extent to which communication levels are limited by formal levels of authority. The implementation of activities from the technical skills of the principal helps teachers develop themselves, especially regeneration efforts for teachers to know or even be able to carry out the duties of the principal as their initial knowledge later for promotion to become principals, how teachers have skills in the field of administration so that the educational process runs smoothly, orderly and well.

There have been a number of previous studies that have stated the correlation between the principal's managerial activities and job satisfaction. Hartono (2019) stated that there is a direct correlation between the principal's managerial activities and teacher job satisfaction. Hidayatun (2016) in her research stated that the managerial activities of school principals have a significant effect on teacher job satisfaction. Similarly, research study by Hairiyati et al., (2022); Huda (2022); Wieyanthi et al., (2022) revealed that the principal's managerial activities have a direct effect on job satisfaction.

## **The Effect of The Principal's Managerial Activities and Work Culture on the Work Climate and Job Satisfaction**

### **B. The Direct Effect of Work Culture on the Work Climate and Job Satisfaction**

Work culture directly has a positive and significant effect on the climate of state junior high school teachers in Kapuas Regency as evidenced by a Beta score of 0.596. The meaning is that if there is a change in work culture, it will also cause the teacher's work climate to change. Research conducted by Aryanto et al., (2019: 24) stated that organizational culture has a significant effect on the work climate. The better the value of organizational culture, the better the value of organizational climate. With a high integrity value, the tasks assigned by the organization to individuals in the organization can be completed properly, integrity will also affect the obedience of employees to carry out decisions taken by the leadership, and foster an attitude of mutual respect between fellow members of the organization.

The results of this study are in line with research that stated that work culture affects the work climate. Similarly, research stated that the work culture formed in an organization or institution will eventually have an impact on the formation of a work climate in the organization concerned (Effendi et al., 2022; Hajidah et al., 2022). In addition, work culture directly has a positive and significant effect on the satisfaction of state junior high school teachers in Kapuas Regency as evidenced by a Beta score of 0.316. The meaning is that if there is a change in the work climate, it will also cause teacher job satisfaction to change.

There have been a number of previous studies that have stated the link between culture and job satisfaction. Hidayatun (2016) stated that organizational culture has a significant effect on teacher job satisfaction. Novianti (2015) stated that organizational culture has a direct effect on job satisfaction. The results of this study are in line with previous research conducted stating that work culture directly has a positive and significant effect on job satisfaction (Aminudin et al., 2022; Hairiyati et al., 2022; Hidayati, 2022; Rizkie et al., 2022).

### **C. Indirect Effect of Principal Managerial Activities on Job Satisfaction Through the Work Climate**

Indirect effect of the principal's managerial activity variable on job satisfaction through work climate which is a multiplication between the beta value of the principal's managerial activity variable on the work climate variable and the beta value of the work climate variable on the job satisfaction variable, namely:  $0.540 \times 0.483 = 0.261$ . This indicates that indirectly there is a moderate effect between the principal's managerial activities on job satisfaction through the work climate of teachers at State Junior High Schools in Selat District, Kapuas Regency, strengthened by a z-score value of 3,539 greater than  $z_{table} 1.96$ .

A principal must have the managerial skills necessary to put together educational programs, structure organizations, mobilize staff members, and maximize human resources, among other management responsibilities. The success of the principal in leading the school and performing his duties and obligations is inextricably linked to his or her leadership skills. For this reason, a principal must be capable of administering a school, which will eventually determine the climate of the school. It is intended that each head is able to be a motivator and enforcer of discipline for teachers with good managerial abilities in order to promote the development of an ideal work environment that ultimately results in raising maximum performance (Siregar, 2021).

The working environment should be developed such that the teacher feels at ease carrying out the assigned activities. This is so that the improvement in teacher work satisfaction can be anticipated in favorable situations. Given the relationship between organizational climate and job satisfaction, it was determined by Steer (Hadiyanto, 2018: 78) that the school environment also influences the degree of job satisfaction. There are a number of factors affecting affiliation and how it relates to the organization, including: (1) turfonners typically have a high percentage of disgruntled workers; (2) an increased tendency to absenteeism; (3) an increased tendency for older employees to be more satisfied than relatively young ones; (4) employment rates for those in higher positions become more quickly satisfied than those in lower levels; and (5) organizational size is related to employee coordination, communication, and participation. According to Tadampali, Hadi, and Salam's research, improving organizational climate tendencies boost job satisfaction (Harahap & Suriansyah, 2019: 266).

The findings of this study are in line with previous research conducted by Wиейanthi et al., (2022) who claimed that the managerial actions of the principal had a direct impact on the work environment. Research has shown that the environment at work has a direct impact on job satisfaction (Mardianti et al., 2010, Silfiati et al., 2010., and Firdaus et al., 2022).

### **D. Indirect Effect of Work Culture on Satisfaction Through the Work Climate**

The indirect effect of work culture variables on job satisfaction through work climate which is a multiplication between the beta value of the work culture variable on the work climate variable and the beta value of the work climate variable on the job satisfaction variable, namely:  $0.596 \times 0.483 = 0.288$ . This means that indirectly there is a moderate effect between work culture on Job Satisfaction through the work climate of teachers at State Junior High Schools in Selat District of Kapuas Regency strengthened by a z-score value of 2,355 greater than  $z_{table} 1.96$ .

Stinger defined that the work climate is an accumulation of a variety of environmental patterns that determine the emergence of motivation and focus on perceptions that are reasonable or assessable, so that they have a direct effect on the performance of members of the organization. Tagiuri and Litwin stated that the organizational climate is a quality of the organization's internal environment that is relatively ongoing, experienced by members of the organization and effects their behavior and can be described in a set of characteristics or organizational traits (Wirawan, 2014). The work culture that applies to an organization will form an orderly work environment that will ultimately shape the work climate of an organization.

## The Effect of The Principal's Managerial Activities and Work Culture on the Work Climate and Job Satisfaction

The organizational climate should be created so that the teacher feels comfortable in performing the specified tasks. This is because good conditions are expected to affect the increase in teacher job satisfaction. Steer adopted this concept, given the correlation between organizational climate and job satisfaction, it was concluded that the school atmosphere also determines the level of job satisfaction (Hadiyanto, 2018: 78).

The results of the study are in line with research that stated that work culture affects the work climate. Similarly, research stated that the work culture formed in an organization or institution will eventually have an impact on the formation of a work climate in the organization concerned (Effendi et al., 2022; Hajidah et al., 2022). The work climate in an organization including schools is related to teacher job satisfaction. Similarly, Suriansyah (2020: 17) stated that there is a direct effect of the work climate on job satisfaction. The results of this study are in line with the research stating that the work climate directly affects job satisfaction (Firdaus et al., 2022; Mardianti et al., 2020; Silfiati et al., 2022).

### IV. CONCLUSION

There are direct and indirect effects between the principal's managerial activities, work culture, work climate and job satisfaction. There needs to be an effort to improve guidance for teachers, especially regarding the management of classroom administration.

### REFERENCES

- 1) Aminudin, Suriansyah, & Asniwati. (2022). The Effect of Organizational Culture, Spiritual Quotient on Job Satisfaction and Performance of State High School Teachers in Jekan Raya District, Palangka Raya. *International Journal of Social Science and Human Research*, 5(9), 4338–4346. <https://doi.org/10.47191/ijsshr/v5-i9-47>
- 2) Aryanto, R. W., Astuti, E. S., & Kumadji, S. (2019). The Influence of Organizational Culture on Organizational Climate and Job Satisfaction (Study on Employees of the Cipta Sejahtera Group Cooperative). *Journal of Profit*, 13(2), 24–29.
- 3) Davis, K. (2014). *Human Behavior at Work: Organizational Behavior*. Erlangga.
- 4) Effendi, R., Aslamiah, & Sapriansyah. (2022). The Effect of Organizational Culture and Organizational Climate Through Motivation Work towards Organizational Citizenship Behavior (OCB) Of Elementary School Teachers in Lampihong. *International Journal of Social Science And Human Research*, 4331–4337. <https://doi.org/10.47191/ijsshr/v5>
- 5) Paradise, M. F., Aslamiah, & Solomon. (2022). Correlation among Principal Communication, Organizational Climate, Work Motivation and Job Satisfaction of Banjarbaru State Senior High School Teachers. *International Journal of Social Science And Human Research*, 2243–2246. <https://doi.org/10.47191/ijsshr/v5-i6-32>
- 6) Hadiyanto. (2018). *Theory and Development of Classroom Climate and School Climate*. Gold.
- 7) Handoko, H. T. (2011). *Personnel and Human Resource Management*. BPFE.
- 8) Hairiyati, Solomon, & Novitawati. (2022). The Influence of Principal Managerial Activities and Organizational Culture on Performance through Job Satisfaction of Elementary School Teachers in South Paringin District. *International Journal of Social Science and Human Research*, 05(06). <https://doi.org/10.47191/ijsshr/v5-i6-104>
- 9) Hajidah, L., Suriansyah Ahmad, & Asniwati. (2022). The Effect of Teacher Professional Competence, Work Culture and Work Communication on the Performance of Elementary School Teachers in Paringin Selatan District. *International Journal of Social Science and Human Research*, 05(06). <https://doi.org/10.47191/ijsshr/v5-i6-102>
- 10) Harahap, M. E., & Suriansyah, A. (2019). Relationship of Instructional Leadership, Organizational Climate and Teacher's Commitment to Job Satisfaction. *Journal of K6 Education and Management (JK6EM)*, 2(4), 260–270.
- 11) Hartono, B. (2019). The Influence of Principal Managerial Activities, Job Satisfaction, and Organizational Culture on the Performance of Elementary School Teachers in Hampang Sub-district. *Journal of K6 Education and Management (JK6EM)*, 2(2), 166–173.
- 12) Hidayati, R. (2022). Correlation among School Principal Leadership, Work Culture and Work Motivation toward Job Satisfaction of Junior High School Teachers in Balangan Regency. *International Journal of Social Science And Human Research*, 05(06). <https://doi.org/10.47191/ijsshr/v5-i6-69>
- 13) Hidayatun. (2016). *The Influence of Principal Managerial Skills and Organizational Culture on Job Satisfaction of Teachers of Madrasah Ibtidaiyah, Ungaran District, Semarang Regency*. Semarang State University
- 14) Huda, D. (2022). The Effect of Principal Managerial Skills, Work Commitment, and Motivation on Teacher Work Discipline in Balangan Regency. *International Journal of Social Science And Human Research*, 05(06). <https://doi.org/10.47191/ijsshr/v5-i6-66>
- 15) Mardianti, Suriansyah, A., & Suhaimi. (2020). The Effect of Organizational Climate, Work Discipline and Job Satisfaction Towards Teacher Performance at State Senior High School. *Journal of K6 Education and Management*, 3(1), 17–25. <https://doi.org/10.11594/jk6em.03.01.03>
- 16) Multazam, U. (2015). The Principal's Managerial Skills and Implications for Teacher Performance. *Journal of Education Management (JMP)*, 1(2), 22–40.

## The Effect of The Principal's Managerial Activities and Work Culture on the Work Climate and Job Satisfaction

- 17) Novianti, N. I. (2015). The Influence of Organizational Culture and Work Motivation on Employee Performance with Job Satisfaction as an Intervening Variable (Study of PT. BPR Artha Mukti Santosa Semarang). *FISIP Diponegoro University*, 1(1), 1–10.
- 18) Ramadan, R. F., & Karwanto. (2020). Building a School Organizational Climate through the Role of Principals in Improving Teacher Performance. *Journal of Educational Management Inspiration*, 8(3), 285–297.
- 19) Rizkie, M., Surliansyah, A., & Sulistiyana. (2022). The Effect of Transformational Leadership of School Principles, Quality Culture and Job Satisfaction on Teacher Performance. *International Journal of Social Science And Human Research*, 05(06), 2345–2353. <https://doi.org/10.47191/ijsshr/v5-i6-59>
- 20) Robbins, S. P., & Judge, T. A. (2016). *Organizational Behavior: Organizational Behavior*. Salemba Four.
- 21) Surliansyah, A. (2020). The Effect of Organizational Climate, Work Discipline and Job Satisfaction Towards Teacher Performance at State Senior High School. *Journal of K6 Education and Management (JK6EM)*, 3(1), 17–25.
- 22) Silfiati, Aslamiah, & Metroyadi. (2022). The Influence of Principal Situational Leadership, Teacher Work Climate and Teacher Job Satisfaction with Teacher Performance at SDN in Awayan District. *International Journal of Social Science And Human Research*, 05(06). <https://doi.org/10.47191/ijsshr/v5-i6-101>
- 23) Siregar, R. B. (2021). The Effect of Principal Managerial Competence and Work Climate on Teacher Performance during the Covid-19 Pandemic at SMA Negeri 1 Pancur Batu, Pancur Batu District, Deli Serdang Regency. *Muhammadiyah University of North Sumatra*, 1(1).
- 24) Wiyanthi, N., Revelation, & Solomon. (2022). The Relationship between Principal Managerial Activities and Academic Supervision Activities through Organizational Climate and Teacher Performance at SDN Murung Pudak District. *International Journal of Social Science And Human Research*, 05(06), 2306–2312. <https://doi.org/10.47191/ijsshr/v5-i6-40>
- 25) Wirawan. (2014). *Performance Evaluation of Human Resources Application Theory and Research*. Salemba Four.



There is an Open Access article, distributed under the term of the Creative Commons Attribution–Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.