Principals' Managerial Skills, School Organizational Climate, and Teachers' Work Morale at State Senior High Schools in Merauke Regency-Papua-Indonesia

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Abstract: *Teachers' work morale can directly impact to teachers' productivity and, in turn, impact to students' academic achievement. This study aimed to desribe the relationship among principals' managerial skills, school organizational climate, and teachers' work morale at state senior high schools in Merauke Regency, Papua, Indonesia. The nature of this research was a correlational research that was conducted using survey method as it sought to establish relationships among various variables of the research. The population comprised 164 teachers at State Senior High Schools in Merauke Regency. In order to have representative samples, the researcher used the table of Krecjie. Based on the table of Krecjie, if the population is approximately 160-170, then the sample zise could be approximately 113-118. For this research, the sample was 118 state senior high schools' teachers or 71.95 % of the population. Questionaires were the main tool of the research to collect data. The data were given quantitative treatment using path analyses technique. In order that data were analyzed well, the reseacher using the help of Statistical Package for Social Sciences (SPSS) version 16 for Windows. Based on the data analyses, the findings showed that: (a) there was a significant relationship between principals managerial skills and school organizational climate at state senior high schools in Merauke Regency; (b) there was a significant relationship between principals' managerial skilss and teachers' work morale at state senior high schools in Merauke Regency; and (c) there was a non significant relationship between school organizational climate and teachers' work morale at state senior high schools in Merauke Regency.*

Keywords: principals' managerial skills, school organizational climate, teachers' work morale, state senior high schools, merauke regency

1. Introduction

Morale can be defined as "the emotional and mental reaction of a person to his job" (Whiles and Lowell, 1975, p. 227). Similarly, Webster Dictionary (2010) defined morale as a person's mental state that is exhibited by assurance, control, and motivation to perform a task. Besides, morale can also be defined as the attitude and behavior which denoted a willingness to be involved in school and its work (Lucio and McNeil (1962, p. 93 as cited in Werang, 2014).

Morale used in this research refers to the teachers work morale. "Morale is what the teacher believes and feels" (Whiles and Lowell, 1975, p. 227). Bentley and Rempel (1970 as cited in Govindarajan, 2012) defined teacher work morale as the degree to which the needs of a teacher are satisfied and the teacher's perception on how the job situation brought the state of satisfaction of the teacher to fruition. Based on these opinions, teachers work morale can be viewed as the fighting spirit of the teachers to produce a qualified work of teaching to improving students' academic achievement.

Teachers' work morale is greatly affect to teachers' productivity and, in turn, affect to students' academic achievement. Barth (1990), in his attempt to improve schools from within, examined how teachers felt and attempted to pinpoint those areas of the teaching environment that deterred from promoting a higher level of morale. When school environment are healthy and teachers' morale is high, not only do teachers feel good about themselves and others but they also posses a sense of accomplishment from their jobs (Hoy and Miskel, 1987).

Teachers' work morale could be high and could be also low. According to Washington and Watson (1976), positive teacher morale was exemplified by teahcers who: (a) looked forward to going to work in the morning and were not in a hurry to leave in the evening; (b) exhibited concern for the direction in which the school and the program were moving; (c) actively participated in school functions, commitees, and organizations; (d) willingly performed various school tasks that were above and beyond their stated duties; (e) derived satisfaction from being a member of the school, system, and teaching profession; (f) were supportive of the school, its goals, and philosophy; and (g) were actively engaged in improving school-community relations [as cited in Houchard, 2005, p. 27].

Teachers actually can definitely take steps to help their own morale both personally and professionally but it also must be nurtured, supported, and valued by all involved in the educational process (Lumsden, 1998 as cited in Houchard, 2005). Keeping on the view of the role of teachers' work morale in raising students' academic achievement, the researcher has tried to make a study of some prevalent factors that could theoritically relate to the high or low

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teachers' work morale. The first factor is principal managerial skills. Principal is one of the factors that determine teachers' work morale. Littleford (2007) stated,

High teacher morale occurs when the work environment is optimistic and teachers feel they have a purposeful job. These positive feelings are encouraged and promoted through principal's leadership. When teachers feel enthusiatic about their purpose, they become more productive, set higher standards, and perform better resulting in higher achievement for students (p. 12).

Katz (1974), in his seminal article on the skills approach to leadership, pointed out three basic skills that a leader should have, that are: technical skills, human skills, and conceptual skills (as cited in http://www. google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd= 2&ved=0CDEQFjAB&url=http%3A%2F%2Fusers.jyu.fi% 2F~naabouck%2Fpaper%2FLeadership_Chapter3.pdf&ei= CcOFU6y1BtCHrAfo_YDIAg&usg=AFQjCNGInPXTCPd 6FSvzEXOjRUyvna9CpQ and http://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&sourc e= web&cd=3&ved=0CDkQFjAC&url=http%3A%2F%2Fww w.sagepub.com%2Fupmdata%2F45968_Chapter_3.pdf&ei= CcOFU6y1BtCHrAfo_YDIAg&usg=AFQjCNG8BB7v3iv0 mXGksIT7hE0TQSzaow).

a. **Technical skills**
A technical skill is the ability to perform a given job. Technical skills help the manager to use different machines and tools and to use the various procedures and techniques. To have technical skill means that a person is competent and knowledgeable with respect to the activities specific to an organization. Technical skill is most important at supervisory levels of management, less important for middle managers, and least important for top managers. Technical skill, finally, is proficiency in working with things.

b. **Human relation skills**
Human relation skills are also called interpersonal skills. Human relation skill is the ability to work with people based on a person's knowledge about people and how they believe, how they operate in groups, how to communicate effectively with them, and their motives, attitudes, and feelings. Human relation skills are skills required to effectively influence superiors, peers, and subordinates in the achievement of organizational goals. These skills enable a leader to influence team or group members to work together to accomplish organizational goals and objectives. Human skill proficiency means that leaders know their thoughts on different issues and, spontaneously, become cognizant of the thoughts of others. Consequently, leaders with higher level of interpersonal skills are better able to adapt their own ideas to other people's ideas, especially when this will aid in achieving organizational goals more quickly and effectively. These leaders are more sensitives and emphatetic to what motivates others, create an atmosphere of trust for their followers, and take others' needs and motivations into account when deciding what to do to achieve organizational goals. Interpersonal skills are required at all three levels of managements:

supervisory, middle management, and senior management.

c. **Conceptual skills**
Conceptual skill is the ability to visualize the organization as a whole. Concptual skill includes analytical, creative, and initiative skills. Conceptual skills help the manager to solve the problems and to fix goals for the benefit of the entire organization. Conceptual skills is proficiency in working with abstract ideas. Leaders with high level of conceptual skills are good in thinking through the ideas that form an organization and its vision for the future, expressing these ideas in verbal and written forms, and understanding and expressing the economic principles underlying their organization's effectiveness. These leaders are comfortable asking 'what if' or hypothetical questions and working with abstract ideas. Conceptual skills allow leaders to give abstract ideas meaning and to make sense of abstract ideas for their superiors, peers, and subordinates. This skill is most important for top managers, less important for middle managers, and least important for supervisory manager.

Recent researches revealed more than three managerial skills, such as communication skills, administrative skills, problem solving skills, and decision making skills. In this research, the researcher decided to focuse only on three managerial skills suggested by Katz due to that: (a) communication skill has already included in human relation skills; (b) administrative skill has already included in technical skills, and (c) problem solving skill and decision making skill have already included in conceptual skills.

Effective educational leader is not merely set direction for those involve in the teaching learning process, but also influences the development of human resources in his or her school (Werang, et al.. 2014). Black (as cited in McMullen, 2008) stated:
Teacher morale is higher in schools where principals create a positive school culture and climate. Principals, [...] are the key to improving teachers' morale because they control many of contingencies in the work environment and are the source of much reinforcement for teachers (p. 38).

Peterson (as cited in McMullen, 2008) gave a more indepth analysis follows:
Principals shape school culture through three key process. First, they read the culture, understanding the culture's historical source as well as analyzing current norms and values. Second, they assess the culture, determining which elements of the culture support the school's core purposes and the mission, and which hinder achieving valued ends. Finally, they actively shape the culture by reinforcing positive aspects and working to transform negative aspects of the culture (p. 38).

Second factor that relate teachers' work morale is school organizational climate. Freiberg and Stein (as cited in Angus et al., 2009) opined that "school organizational climate is the heart and soul of the school and the essence of the school that draws tachers and students to love the school and to want to be a part of it" (p. 75). Raza (2010) defined climate as "the recurring patterns of behavior, attitudes, and

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feeling that characterize life in organization" (p. 30). Meanwhile, Litwin and Stringer (as cited in Krowin, 2011) defined climate as the perceived subjective effects of the formal system, the informal style of managers, and other important environmental factors on the attitude in the beliefs, values, and motivation of people who work in a particular organization (p. 58).

Hoy, et al. (1991) pointed out two dimensions of interpersonal interactions which are closely related to organizational climate. Firstly, principal's leadership behavior. The principal behaviors have a direct impact on school organizational climate and consequently on school effectiveness (Marzano, Waters & McNulty, 2004). Principal's leadership behavior is "a powerful display of mannerisms that convey the expectations and values of the organiazation that sets the tone for the organizational climate" (Grojean, et al., 2004). In addition, principals' leadership behavior can be an early indicator of school organizational climate and student achievement (Bulach, Boothe, and Pickett, 2006 as cited in Rodhen, 2012).

Principal's leadership behavior comprised the following dimensions: (a) aloofness: refers to principals' behavior that characterized by a formal and impersonal relationship. He is at a distance and he operates on norms, rules and regulations. He is rigid and officious; (b) production emphasis: refers to principals' behaviour that characterized by a close supervision that uses directions and stereotyped communication channels; (c) thurst: refers to principals' behaviour that characterised by an evident effort to move the organisation forward. It is close supervision coupled with the principal's personal involvement and a conscious motivation of his teachers; and (d) consideration: refers to principals' behavior that charaterized by a human relationship with his teachers [Adejumobi and Ojikutu, 2013; Selamat, et al., 2013].

Secondly, teachers' behavior. Teachers' behavior comprised the following dimensions: (a) disengagement: refers to teachers' tendency to be non-chalant and merely routinised in task oriented situation; (b) hindrance: refers to teachers' feelings that the principal bothers them with routine duties and other commitments that do not relate to the actual job of teaching and which they consider as unnecessarily encroaching on their time; (c) esprit: refers to morale felt as a result of social-needs satisfaction while teachers' still enjoy a sense of task accomplishment; and (d) intimacy: refers to teachers' enjoyment of friendly social relations with other teachers. It is a social need satisfaction as distinct from task accomplishment [Adejumobi and Ojikutu, 2013; Selamat, et al., 2013].

2. Method

The research aimed to describe the relationship between principal managerial skills, school organizational climate, and teachers' work morale at state senior high schools in Merauke regency, Papua, Indonesia. The nature of the research is a correlational research that was conducted using survey method as it sought to establish relationships among various variables of the research. The researcher used survey method due to its various advantages as follow: (a)

high representativeness; (b) low cost; (c) convenient data gathering; (d) good statistical significance; (e) little or no observer subjectivity; and (f) precise result [Sincero, as cited in https:// explorable. com/advantages-and-disadvantages-of-surveys].

Null hypothesis that were examined in this research as follow: (a) there was no significant relationship between principals' managerial skills and school organizational climate at state senior high schools in Merauke regency; (b) there was no significant relationship between principals' managerial skills and teachers' work morale at state senior high school in Merauke regency; and (c) there was no significant relationship between school organizational climate and teachers' work morale at state senior high school in Merauke regency

The population of the research consisted 168 state senior high schools' teachers in Merauke regency, Papua. In order to have a representative sample, the researer used the table of Krecjie. Based on the table of Krecjie, if the population is approximately 160-170, then the sample zise could be approximately 113-118. For this research, the sample was 118 state senior high schools' teachers. Questionaires were the main tool of the research to collect data. The data were given quantitative treatment. In order that data were analyzed well, the reseacher using the help of Statistical Package for Social Sciences (SPSS) program for Windows Release 16.

3. Result and Discussion

3.1. Result

The researcher conducted data analysis using the help of SPSS version 16 for Windows, quantitative research design to describe the relationship between principals' managerial skills, school organizational climate, and teachers' work morale. The results of the data analysis were as reflected in the following figure.
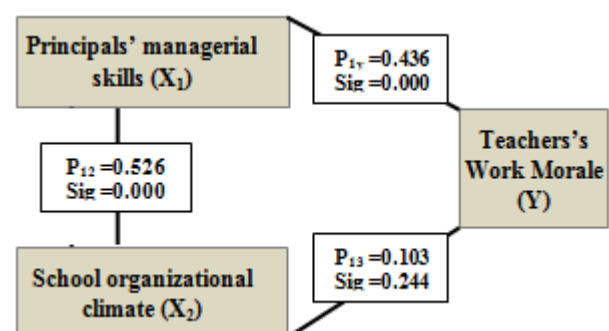

Figure 1. Empiric Model of Relationship Among Research Variables

Result of data analysis as shown on the above model revealed that:
a. There was a significant relationship between principals' managerial skills (X_1) and school organizational climate (X_2). It's indicated by betha coeficient (β) of 0.526 with the significance level of 0.000. It means that at the level of alpha $(\alpha) = 0.05$, the null hypothesis that there was no significant relationship between principal leadership and

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school organizational climate at state senior high schools in Merauke regency was rejected.

b. There was a significant relationship between principals' managerial skills (X_1) and teachers' work morale (Y). It's indicated by betha coeficient (β) of 0.436 with the significance level of 0.000. It means that at the level of alpha (α) = 0.05, the null hypothesis that there was no significant relationship between principals' managerial skills and teachers' work morale at state senior high schools in Merauke regency was rejected.

c. There was a non-significant relationship between school organizational climate (X_2) and teachers' work morale (Y). It's indicated by betha coeficient (β) of 0.103 with the significance level of 0.244. It means that at the level of alpha (α) = 0.05, the null hypothesis that there was no significant relationship between school organizational climate and teachers' work morale at state senior high schools in Merauke regency was accepted.

3.2 Discussion

The results of this present research indicate that:

a. There was a significant relationship between principals' managerial skills and school organizational climate. This results confirmed Marzano, Waters, & McNulty (2005) finding that " the principal behaviors have a direct impact on school organizational climate and consequantely on school efectiveness". This result also confirmed Grojean, et al. (2004) finding that "principal behavior is a powerful display that convey the expectations and values of the organization that sets the tone for the organizational climate". This inferred that effective principals' managerial skills could enhance school organizational climate.

b. There was a significant relationship between principals' managerial skills and teachers' work morale. This result confirmed Black (1998) finding that "principals, [...] are the key to improving teachers' morale because they control many of contingencies in the work environment and are the source of much reinforcement for teachers". This inferred that effective principals' managerial skills could enhance teachers work morale.

c. There was a non-significant relationship between school organizational climate and teachers' work morale. This result did not confirm Black (1998) finding that "teacher morale is higher in school where principal create a positive school culture and climate". This inferred that healthy organizational climate could not at once and directly enhance teachers' work morale.

4. Conclussion

The objective of this empirical research was to describe the relationship between principals' managerial skills, school organizational climate, and teachers work morale at state senior high schools in Merauke regency, Papua, Indonesia. The following were the conclusions drawn from the result of the research:

1. There was a significant relationship between principals' managerial skills and school organizational climate at state senior high schools in Merauke regency, Papua.
2. There was a significant relationship between principals' managerial skills and teachers' work morale at state senior high schools in Merauke regency, Papua.

3. There was a non-significant relationship between school organizational climate and teachers' work morale at state senior high schools in Merauke regency, Papua.

5. Recomendation

The results showed a significant relationship between principals' managerial skills, school organizational climate, and teachers' work morale. It was recomended for regional education decision makers to take some strategic steps to improving principal managerial skills in order to create a healthy condition of schools. If the capability of principal is at good standard and the school condition is healthy, then teachers' work morale are believed to be improved. In order to have a more complete understanding, a deep study of the similar topics related to the state senior high schools' teachers in Merauke regency, such as teachers' SES, teachers' characteristic, teachers' job satisfaction, and teachers' job performance should be taken into mind.

6. Aknowledgement

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