

The Effect of Leadership Behaviour, Interpersonal Communication, and Work Satisfaction on Teacher's Work Effectiveness

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This study examined direct effects of: (1) leadership behaviour on work effectiveness; (2) interpersonal communication on work effectiveness; (3) job satisfaction on work effectiveness; (4) leadership behaviour on job satisfaction; (5) interpersonal communication on job satisfaction; and (6) leadership behaviour on interpersonal communication. A survey-causal research was used with path analysis techniques. The study sample was 171 private secondary school teachers in Ciledug, Tangerang City, Indonesia. Four questionnaires were used to collect data, namely: teacher effectiveness ($\alpha=0.85$), principal leadership behaviour ($\alpha=0.86$), teacher interpersonal communication ($\alpha=0.86$), and teacher job satisfaction ($\alpha=0.92$). The results of the study show that there is significant positive direct effect of the variables (1) leadership behaviour on work effectiveness; (2) interpersonal communication on work effectiveness; (3) job satisfaction on work effectiveness; (4) leadership behaviour on job satisfaction; (5) leadership behaviour on interpersonal communication; however, there is no significant effect of interpersonal communication on job satisfaction. It can be concluded that the diversity of work effectiveness of private secondary school teachers in Ciledug Tangerang City, Indonesia can be predicted through the diversity of principals' leadership behaviours, teacher interpersonal communication, and teacher job satisfaction.

Key words: *Leadership Behaviour, Interpersonal Communication, Work Satisfaction, Work Effectiveness.*

Introduction

Research shows that teacher's work effectiveness has significant effect on students' academic achievement (Hammond, 2000; Nye, Konstantopoulos, & Hedges, 2004; Aaronson, Barrow, & Sander, 2007). Work effectiveness is determined by a number of factors, i.e. leadership behaviour, interpersonal communication, and job satisfaction. The factors which affect work effectiveness can be leadership behaviour, interpersonal communication, organisational climate, office layout, job satisfaction, and emotional intelligence (Aunga & Masare, 2017; Halder & Roy, 2018).

Leadership in organisations can be an influential factor in facilitating individuals and groups to achieve the expected goals (Yukl, 2012). A leader can improve the performance of a team in organisations by influencing the processes of performance determination. The primary roles of a leader are to strengthen values and goals, to develop vision and strategy, to build communication, and to initiate appropriate organisational change (Allio, 2005). This behaviour requires character, creativity, and affection, as the main characteristics of leadership, which cannot be obtained cognitively. This means that the leadership behaviour shown by the principal can affect the behaviour of the teachers.

In addition to leadership behaviour, organisational interpersonal communication factors also influence the teacher's work effectiveness (Koula, 2014; Kambeya, 2008). The communication process occurring in educational institutions, especially the communication between principal and teachers is an important factor in creating an effective organisation. Effective communication depends on the relationship between the leaders and the subordinate. Interpersonal communication is an important element for the creation of school performance and effectiveness (Okoro, Washington, and Thomas, 2017). Some researchers examine the effect of leadership behaviour on effective communication skills (Fairhurst, 1993) as well as interpersonal communication (Quick & Macik-Frey, 2004). Interpersonal communication affects teacher job satisfaction (Orebiyi and Orebiyi, 2011). Interpersonal communication has an important role in an organisation. Organisational members need information to support their performance. A principal with leadership behaviour is able to absorb various information that comes from interpersonal communication.

It is considered that effective leadership and job satisfaction are the basic factors of organisational success (Voon et al, 2011). Teacher job satisfaction is the overall attitude and views of the teacher towards the conditions and profession of work. Teacher's job satisfaction affects the quality of learning, administrative effectiveness, and school quality (Hongying, 2007). For teachers themselves, job satisfaction affects work enthusiasm. Job satisfaction as a feeling, perception, and teacher's evaluation of work experience influences work behaviour. A teacher with high satisfaction can assess work positively, and can encourage

himself/herself in various efforts to carry out his/her work duties properly. Effective leadership and employee job satisfaction are considered as fundamental factors for organisational success.

The above description shows that principals' leadership behaviours, interpersonal communication, and job satisfaction are the dominant variables that affect teacher's work effectiveness. However, the extent to which these variables can affect the work effectiveness of private junior secondary school teachers is still questionable.

Theoretical Study

The Effectiveness of Teacher's Work

Work effectiveness means doing the job correctly (Robbins & Coulter, 2014; Wagner & Hollenbeck, 2010). McShane, Olekalns, and Travaglione (2013) explained that work effectiveness can be achieved if individuals working in organisations carry out their duties effectively. Work effectiveness includes goal accomplishment, resource acquisition, internal processes, and strategic constituencies satisfaction (Kreitner and Kinicki, 2011). Effectiveness in the context of teachers is their consistency in achieving goals both directly and indirectly, and according to Clark (1993) effective teachers are those who are able to increase knowledge and skills of students.

Swainston (2008) stated some characteristics of effective teachers, which comprise: 1) students want to work on assignments on time; 2) using positive body language; 3) respect the rights of their students; 4) using voice clearly in teaching; 5) able to manage class; 6) has a sense of humor; 7) using the right learning approach; 8) using variations in teaching e.g the use of game games in teaching; 9) arrange student seating; 10) discipline in teaching.

It can be synthesised that teacher's work effectiveness is the accuracy of the activities of the teacher's work implementation and achievement of objectives in accordance with the established educational goals, which are consistent with indicators such as accuracy of planning, implementation of tasks, communication, assessment, enrichment, and achievement of learning outcomes.

Leadership Behaviour

Leadership behaviour is an effort made by a leader using his influence in motivating individuals (Hughes, Ginnett and Curphy, 2012; Robbins and Coulter, 2014; Colquitt, LePine and Wesson, 2013; George and Jones, 2012). Someone who is influential is a leader. A leader is responsible for mobilising and helping people achieve the goals of the

organisation. Wagner and Hollenbeck (2011) suggested two general types of leadership behaviour, namely: 1) employee-oriented behaviour, which aimed at meeting the social and emotional needs of group members; and 2) work-oriented behaviour, which focuses on the supervision of employees. Robbins & Coulter (2012) examines the types of leadership styles to find the most effective types of leadership.

Yukl (2013) divides leadership behaviour into five main types, namely: 1) task and relations; 2) change-oriented; 3) participative leadership; 4) transformative leadership; and 5) external leadership behaviours. Meanwhile, according to Robbins and Judge (2013) there are two styles of leadership behaviour, namely: 1) leader-oriented leader: the leader emphasizes interpersonal relationships, takes personal interests to meet the needs of employees and accept differences between members; 2) leader of production-oriented: the leader emphasizes the technical implementation of tasks in aspects of work.

It can be synthesised that leadership behaviour is an action taken by a leader in influencing, mobilising, encouraging, and facilitating the individuals and groups to achieve organisational goals.

Interpersonal Communication

Interpersonal communication refers to the delivery of ideas or feelings between one person to another (Robbins & Coulter, 2002). Burleson (2008) defines interpersonal communication as a variety of message exchanges occurring among persons in an organisation. Interpersonal communication involves a number of people who are usually close to each other, uses many senses, and can provide immediate feedback. Interpersonal communication means a process of delivering information, ideas, opinion and suggestions in order to launch cooperation between fellow personnel to achieve the desired goals (Hellriegel, 2011). Kreps (2000) stated that people involving in interpersonal communication consist of at least two, and usually face to face, even though these people use communication media such as telephone to communicate privately without being physically present with each other. Lussier (2008) further explained that the communication process takes place between the sender or source of the message that sends it through the channel to the recipient who translates the intent and provides feedback. Two common elements in interpersonal communication exchange are the sender and receiver of information (Lunenburg, 2010).

A different emphasis on interpersonal communication was put forward by Hellriegel et al. (2011); interpersonal communication, according to this study is the movement and acceptance of thoughts, facts, beliefs, attitudes and feelings through one or more information media that produce responses.

Finally, it can be synthesised that interpersonal communication is the process of delivering messages in communication from the communicator to the communicant to reach an understanding of meaning, which has been determined by indicators such as: information clarity, openness, equality of perception, familiarity, and feedback .

Job Satisfaction

Job satisfaction is the attitude and assessment an individual has towards his work and work environment (McShane et al. 2013; Robbins and Judge, 2013). Job satisfaction also means a positive and pleasant emotional state as a result of an assessment of one's work or work experience (Locke, 2009; Luthan, 2011; Colquitt et al., 2013). Job satisfaction can also be understood as a series of beneficial or unfavorable feelings and emotions with which employees view their work – positively or negatively (Schermerhorn et al., 2010; Jex, 2002). According to George and Jones (2012) job satisfaction (one's feelings and beliefs about his/her current work) is one of the most important work attitudes to be studied and examined in organisational behaviour.

Robbins (2003) defined job satisfaction as a person's general attitude towards his/her job. Someone with a high level of job satisfaction has positive attitude towards his job, on the other hand, someone who is not satisfied with his job has negative attitude about his/her job. In contrast, according to Koražija, Zizek, & Mumel (2016) satisfied employees are more efficient and effective in carrying out their tasks in the organisation. For this reason, the organisation can be truly effective and successful only if within the organisation works the majority of employees are satisfied with their work.

According to Jex (2002) job satisfaction is related to four types of variables, which have theoretical and practical importance, namely attitude, absenteeism, employee turnover, and performance. So far, job satisfaction has been found to be most strongly correlated with attitude variables, such as: job involvement, organisational commitment, frustration, work tension, and feelings of anxiety.

It can be synthesised that job satisfaction is a pleasant feeling and emotional state as a result of an individual's assessment of work or work experience, which includes indicators: pride, comfort, sense of responsibility, and optimistic feeling.

Research Methods

This research was conducted at Private Junior High Schools in Ciledug Subdistrict, Tangerang City, Indonesia. The research sample was 171 teachers (obtained from 300 teachers) using Slovin formula at a significant level of 5%. The sample validation of the

research instrument was randomly selected as many as 50 people from the population. The data were collected using four closed-questionnaire with five-choice of Likert scale models. The internal consistency reliability coefficients of each instrument are: (1) the principal's leadership behavioural scale is 0.86; 2) the teacher's interpersonal communication scale is 0.86; 3) the teacher's job satisfaction scale is 0.92; and 4) the teacher's work effectiveness scale is 0.85. The research hypothesis is tested using path analysis. The classic regression assumption test used consists of the data normality test and the data linearity test. All testing was done through SPSS Ver. 22.

Research Results

a. Hypothesis Testing

The data obtained needs to pass the test stage of the requirements analysis before testing the causality model by conducting a path analysis. Based on the causal model formed theoretically a path analysis diagram can be obtained and then coefficient values are calculated for each path. The value that needs to be exposed for further calculations is the simple correlation value presented in the form of a correlation coefficient matrix as shown in Table 1.

Table 1: Simple Correlation Coefficient Matrices between Variables

Variable	X1	X2	X3	Y
X1	1.000	0.220	0.729	0.673
X2	0.220	1.000	0.080	0.232
X3	0.729	0.080	1.000	0.454
Y	0.673	0.232	0.454	1.000

Based on the calculation of the correlation coefficient in Table 1, the path coefficient values are then presented in Table 2.

Table 2: Results of Calculation and Testing of Path Coefficients

Path	Determination	Path Coefficient	t_{hitung}	$t_{\alpha = 0,05}$	$t_{\alpha = 0,01}$	Decision
YX ₁	0.617	0.673	12.059	1.65403	2.34888	Significant
YX ₂	0.770	0.232	16.777	1.65403	2.34888	Significant
YX ₃	0.600	0.454	14.749	1.65403	2.34888	Significant
X ₃ X ₁	0.451	0.729	9.249	1.65403	2.34888	Significant
X ₃ X ₂	0.287	0.080	0.707	1.65403	2.34888	Not Significant
X ₂ X ₁	0.748	0.220	6.338	1.65403	2.34888	Significant

Note:

$t_{\alpha = 0.05} = (\alpha / 2; n - k - 1) = (0.05 / 2; 171 - 3 - 1) = (0.025; 167)$. see table t (1.65403)

$t_{\alpha = 0.01} = (\alpha / 2; n - k - 1) = (0.01 / 2; 171 - 3 - 1) = (0.005; 167)$. see table t (2.34888)

Table 2 shows the path coefficients between exogenous variables and endogenous variables. The path coefficient between leadership behaviour and work effectiveness (β_{y1}) is 0.673; path coefficient between interpersonal communication on work effectiveness (β_{y2}) is 0.232; path coefficient between job satisfaction and work effectiveness (β_{y3}) is 0.454; path coefficient between leadership behaviour on job satisfaction (β_{31}) of 0.729; and the path coefficient between leadership behaviour towards interpersonal communication (β_{21}) is 0.220. If tested using the t-test, obtained t-count $> t_{\alpha} = 0.05 = 1.654$; then the path coefficient above shows a significant number of all exogenous variables to endogenous variables. Thus the path coefficient between these variables is significant at $\alpha = 0.05$. It can be explained that the low path coefficient is indicated by the path coefficient of the principal's leadership behaviour towards teacher interpersonal communication. The highest path coefficient was found in the principal's leadership behaviour towards teacher's job satisfaction. Hence, based on the description, the results of research hypotheses testing can be described as follows:

1. Leadership behaviour (X_1) has positive direct effect on work effectiveness (Y)
The obtained path coefficient value $\beta_{y1} = 0.673$ with $t_{count} = 12.059$ and t_{table} at $\alpha = 0.05$ $t_{table} = 1.65403$. Since $t_{count} = 12.059 > t_{table} (0.05) = 1.65403$; then $H_0: \beta_{y1} \leq 0$ is rejected, and $H_1: \beta_{y1} > 0$ is accepted. The path coefficient $\beta_{y1} = 0.673$ is significant at the real level $\alpha = 0.05$. As H_0 is rejected, this means that the principal's leadership behaviour (X_1) has positive and significant direct effect on the effectiveness of teacher's work (Y).
2. Interpersonal Communication (X_2) has direct positive effect on Work Effectiveness (Y)
The value of the path coefficient β_{y2} is 0.232 with $t_{count} = 16.777$ and $t_{table} = 1.654$ at the real level $\alpha = 0.05$. Since $t_{count} = 16.777 > t_{table} (0.05) = 1.654$; then $H_0: \beta_{y2} \leq 0$ is rejected, and $H_1: \beta_{y2} > 0$ is accepted. The path coefficient $\beta_{y2} = 0.232$ is significant at the level $\alpha = 0.05$. It is obvious that interpersonal communication (X_2) has positive and significant direct effect on the teacher's work effectiveness (Y).

3. Third Hypothesis: Job Satisfaction (X_3) has direct positive effect on Work Effectiveness (Y)
The obtained path coefficient value p_{y3} is 0.454 with $t_{\text{count}} 14.749$ ($\alpha = 0.05$) and the obtained $t_{\text{table}} 1.654$. Because $t_{\text{count}} = 14.749 > t_{\text{table}} (0.05)$; then $H_0: \beta_{y3} \leq 0$ is rejected, and **H1: $\beta_{y3} > 0$** is accepted. The path coefficient $p_{y3} = 0.454$ is significant at $\alpha = 0.05$ level. As a result, it can be concluded that Job Satisfaction (X_3) has direct positive effect on Work Effectiveness (Y).
4. Leadership Behaviour (X_1) has a positive direct effect on Job Satisfaction (X_3)
The obtained path coefficient value $p_{31} = 0.729$ with $t_{\text{count}} = 9.2249$ and t_{table} is 1.654 ($\alpha = 0.05$). As $t_{\text{count}} = 9,249 > t_{\text{table}} (0,05) = 1,654$; then $H_0: \beta_{31} \leq 0$ is rejected, and $H_1: \beta_{31} > 0$ is accepted with the path coefficient $p_{31} = 0.729$ is significant at the level $\alpha = 0.05$. Due to the rejection of H_0 and the acceptance of H_1 , it can be concluded that leadership behaviour (X_1) has a positive direct effect on job satisfaction (X_3).
5. Interpersonal communication (X_2) has a direct positive effect on job satisfaction (X_3).
The path coefficient p_{32} is 0.080 with $t_{\text{count}} 0.707$ and $t_{\text{table}} 1.654$ ($\alpha = 0.05$). Since $t_{\text{count}} = 0.707 < t_{\text{table}} (0.05) = 1.654$ then $H_0: \beta_{32} \geq 0$ is accepted, and $H_1: \beta_{32} < 0$ is rejected. The path coefficient $p_{32} = 0.080$ is not significant at the level of $\alpha = 0.05$. It can be concluded that interpersonal communication (X_2) has positive direct effect but is not significant on teacher job satisfaction (X_3).
6. Leadership behaviour (X_1) has direct positive effect on interpersonal communication (X_2).
The obtained path coefficient value p_{21} is 0.220 with $t_{\text{count}} 6.333$ and $t_{\text{table}} (\alpha = 0.05) 1.654$. Because $t_{\text{count}} = 6.338 > t_{\text{table}} (\alpha = 0.05) = 1.654$; consequently $H_0: \beta_{21} \leq 0$ is rejected, and $H_1: \beta_{21} > 0$ is accepted. The path coefficient $p_{21} = 0.220$ is significant at the level $\alpha = 0.05$. As a result, H_0 is rejected and H_1 is accepted, it can be concluded that the leadership behaviour of the principal (X_1) has direct positive effect on teacher interpersonal communication (X_2).

Discussion

The Effect of Leadership Behaviour on Work Effectiveness

The leadership behaviour of the principal is one of the variables affecting teacher's work. It means that the leadership behaviour has positive and significant direct effect on the teacher's work effectiveness. The indirect effect complements the effect of leadership behaviour on work effectiveness through mediating teacher's job satisfaction. It confirms that one of the factors influencing work effectiveness is the personal factor. The success of schools depends on the efficiency and effectiveness of school principals' performance. The findings of this study support the theories of leadership behaviour as proposed by Hughes, Ginnett, and Curphy (2012) which stated that leadership behaviour is the process of influencing organised groups in order to achieve organisational goals.

A number of research results have proven that leadership behaviour influences and/or is closely related to the effectiveness of the teacher's work. Aunga and Masare (2017) explained that leadership behaviour has a positive and significant effect on the work effectiveness of employee. Likewise, the results of studies conducted by Gochhayat, Giri and Suar (2016) revealed that the principal's leadership style is a predictor of the effectiveness of school organisations, and it can increase the effectiveness of educational institutions. Emmanouil, Osia, and Paraskevi-Ioanna (2014) found out that leadership policy is the most important factor in increasing the teacher's effectiveness. Chi, Yeh, and Wu, (2014) reported that the principal's leadership has an important role in the management of educational institutions and had a significant impact on the enthusiasm, attitudes, and effectiveness of teacher's work. This means that effective leadership behaviour makes teachers more effective at work. On one hand, the success of a formal and a non-formal education institution depends on the ability of the principal in managing the educational institution. This is as explained by Shamaki (2015) that the success or failure of an educational institution depends on the ability of the principal in empowering school members (teachers, administrative staff, and students).

The results of these studies reinforce that as social human beings, principals have the ability to empathise with others and their environment in aligning their values. Better social interaction increases as a result of the values held by the participants .. If a school principal has good leadership behaviour, he will be able to control his own behaviour or be able to choose the best behaviour for the interests of the school organisation. This will certainly have an impact on increasing the effectiveness of teacher's work and overall school performance.

The Effect of Interpersonal Communication on Work Effectiveness

The quality of interpersonal communication is a predictor of work effectiveness. High-quality interpersonal communication has an impact on increasing work effectiveness, productivity, and teacher performance in schools. This can be seen in the results of the path coefficient testing which lead to the rejection of H_0 , and this means that interpersonal communication has a positive and significant direct effect on the effectiveness of teacher's work. If interpersonal communication between the principal and the teacher and between the teacher and the teacher is well established, the effectiveness of the teacher's work will increase.

The results of the hypothesis testing is in line with theoretical studies of interpersonal communication as suggested by Hellriegel and Slocum (2011) who stated that interpersonal communication occurs between a number of people who: (1) are usually close to each other; (2) uses five senses; and (3) can provide immediate feedback. Interpersonal communication means a process of delivering information, ideas, opinions, and suggestions in order to launch cooperation between fellow personnel to achieve the desired goals. The more effective

interpersonal communication between the principal and the teacher and between the teacher and the teacher, the higher the performance of school personnel will be.

The findings of this study support the results of previous studies, for example, Üstüner and Kiş (2014) who found that interpersonal communication has a significant effect on organisational performance. According to Okoro et al. (2017) effective interpersonal communication contributes significantly in increasing employee performance and increasing organisational productivity. Singh and Lalropuii (2014) suggested that organisational performance depends on leaders' interpersonal communication skills in implementing change to create an effective organisational life.

Effect of Job Satisfaction on Work Effectiveness

Based on analysis, it was revealed that teachers who have high levels of job satisfaction will carry out work assignments well with full sense of responsibility. The findings of this study are in accordance with the theoretical study of job satisfaction stated by Robbins and Judge (2013); they stated that job satisfaction is a feeling of pleasure towards a task caused by positive assessment of the characteristics of the task itself. According to McShane, Olekalns, and Travaglione (2013) job satisfaction is the result of a person's evaluation of work and work environment. The point is high teacher job satisfaction as a form of a positive perception of the results of work that has been done. These feelings arise from judgments given to various characteristics that make the teacher feel happy and bring satisfaction to themselves. Wagner and Hollenbeck (2010) present a similar opinion that work effectiveness is the desired output of organisational design, and is a measure of the success of an organisation in achieving its goals and objectives.

Halder & Roy (2018) reported that job satisfaction has a positive and significant direct effect on teacher's work effectiveness. This means that the higher the teacher's job satisfaction, the higher the work effectiveness.

Vrgovic and Pavlovic (2014) found that job satisfaction is a major factor influencing employee organisational behaviour and organisational performance. Teacher job satisfaction is important because it contributes to the work effectiveness of school organisations and the effectiveness of learning, which in turn can affect student achievement. Educational institutions with teachers who are satisfied with their work will run effectively, efficiently and more productively than educational institutions with teacher staff who are less satisfied or dissatisfied with their work. Principals' leadership behaviour and teacher job satisfaction are the two main factors in achieving teacher work effectiveness in school. Thus, the principal's leadership behaviour can affect school performance.

In accordance with the theory and some of the research findings above it can be understood that job satisfaction will be able to encourage the effectiveness of teachers' work. This means that teacher participation in achieving school goals will be realized if teachers feel that school life is an inseparable part of their lives. The results of this study also reinforce that job satisfaction seems to be an attitude, emotion, feeling, procedure, and action aimed at achieving work effectiveness, while, the effectiveness of the work itself is needed to support activities in school organisations. Thus, the higher the teacher's job satisfaction, the higher the teacher's work effectiveness.

Effect of Leadership Behaviour on Job Satisfaction

As the fourth hypothesis was accepted, it reinforces that the principal's leadership behaviour factors are needed to support increasing job satisfaction. Principals' guidance and willingness to accommodate teachers' complaints tend to have a positive effect on the teacher's job satisfaction. Principal leadership behaviour is also closely related to components that are directly related to the management of infrastructure and educational processes that can increase job satisfaction at school. This can be seen in the path coefficient test results, which explain that the rejection of H_0 means the research findings indicate that leadership behaviour has positive and significant direct effect on teachers' job satisfaction. This means that the better the leadership behaviour of the principal, the higher job satisfaction of teachers.

Previous studies that support the findings of this study include those conducted by Boyac, Karacabey and Bozku (2018); Cogaltay, Yalcin, and Karadag (2016); Nasra and Heilbrunn (2015). They report that leadership behaviour positively influences teacher's job satisfaction. In other words, leadership behaviour is a significant predictor of teacher's job satisfaction.

Furthermore, a number of other researchers explored the significant influence of the dimensions of leadership behaviour on teacher job satisfaction, reported by Tas (2017) who stated that there was a significant correlation between the dimensions of administrator leadership behaviour and teachers' job satisfaction. Another finding from this study is the influence of individual oriented leadership behaviour which is a dimension of leadership behaviour higher in its effect compared to other dimensions of leadership behaviour. A negative relationship was revealed between laissez-faire leadership and job satisfaction. On the other hand, servant leadership behaviour and ethical leadership behaviour are the main determining variables of teacher job satisfaction.

Alonderiene and Majauskaite (2016) found that there was a close positive influence between leadership style and job satisfaction. Furthermore, by controlling the authoritarian leadership style, it is found that there is a very close positive influence between the leadership style with employee job satisfaction.

The results of research conducted by Terek, Nikolic, Gligorovic, Glušac, and Tasic (2015) reported that there was a significant positive influence between school principals' leadership behaviour and teachers' job satisfaction. The leadership dimensions that have the strongest influence on teacher job satisfaction are core transformational leadership behaviours, contingency reward behaviours, and intellectual stimulation. Cogaltay et al. (2016) report that educational leadership has a strong influence on teachers' job satisfaction. Based on the meta-analysis of transformational, cultural, visionary, and educational styles found to have a significant influence on job satisfaction, and leadership style was found to have a moderate effect.

The existence of the positive and significant direct influence of leadership behaviour on job satisfaction indicated that there is a close relationship between the two variables. The teacher will be enthusiastic and passionate in working and will be more careful in every task that is carried out if the leadership behaviour of the principal has been implemented properly. Thus, the more effective the leadership behaviour of the principal, the higher the job satisfaction of teachers.

Effects of Interpersonal Communication on Job Satisfaction

Based on the research findings, it seems obscure that the results of the path coefficient test, which explains that the acceptance of H_0 means that job satisfaction is not influenced by interpersonal communication. In the context of the teacher, job satisfaction is related to the teacher perceiving that the teaching task has a benefit or importance in building and educating the young generation of the nation.

Interpersonal communication that occurs between teacher and teacher and between the teacher and the principal may not occur optimally. The rejection of the hypothesis occurs because the teacher puts more emphasis on the implementation of teaching assignments in class. There is also the possibility that teachers only focus on efforts to increase the competence of students by trying to achieve teaching and learning goals, so that communication which is built is focused more on relationships between teacher and students is less important with the particular emphasis or focus.

Chambers (2014) in his study on urban elementary school teachers in North Carolina-US reported that there were no significant influences on school-related variables (such as academic achievement, interpersonal communication, leadership behaviour, ethnicity, and socioeconomic status) on teacher's job satisfaction. Chambers (2014) also reported that teachers who had 0-4 years of teaching experience were generally less satisfied with their work compared to teachers whose teaching experience was 5 years or more.

The findings of the present study contradict the previous research which found a significant influence of interpersonal communication on teacher job satisfaction, for example, in the case of Price (2012), Tabancali (2016), and Rajesh & Suganthi (2013). The results of the studies concluded that interpersonal communication had a positive and significant effect on teachers' job satisfaction. The results of this study indicate that the higher the interpersonal communication skills of a teacher, the higher the job satisfaction; conversely, the lower the interpersonal communication skills of a teacher, the lower the job satisfaction.

The absence of a significant influence of interpersonal communication on teachers' job satisfaction in this study is possibly due to lack of good interpersonal communication between teachers and principals as well as between teachers and teachers. This is in accordance with the observation conducted by Kusnara (2013) who found that the factors causing dissatisfaction of teachers at school include (1) interpersonal communication, established between teachers is poorly developed; (2) the headmaster does not carry out his duties properly such as conducting incomplete communication, giving priority to personal interests, paying less attention to the interests of teachers, or vice versa, teachers only prioritize their own interests without trying to develop a good relationship with the principal or with other teachers; (3) the atmosphere and condition of the school is not good and not supportive.

The Effect of Leadership Behaviour on Interpersonal Communication

The results of hypothesis testing are in line with theoretical studies on leadership behaviour as suggested by several authors. Leadership behaviour is the process of influencing others to understand and do what needs to be done and how to do it, and the process of facilitating individual and collective efforts to achieve expected goals (Yukl, 2013). Leadership is the process by which a person influences a group of people to achieve the expected goals (Northouse, 2013). As a process, of course, in every leadership interpersonal communication it will occur between the principal and the teacher and all other school members. It is in this process that a principal tries to exert influence on his subordinates. Bringing influence to bear will be effective if there are interactions that are built. Through this interaction the leader provides an understanding of the goals of the school organisation to be achieved together, guides, provides direction on how to work to realize the goals, and facilitates the achievement of these goals.

The essence of leadership in organisations is to influence and facilitate individual and collective members to achieve expected goals. Leaders can improve team or organisational performance by influencing the process, which determines performance (Yukl, 2012). The main role of a good leader (competent and ethical person) is to build and to strengthen values and goals, develop vision and strategy, build communication, and initiate appropriate

organisational change (Allio, 2005). This behaviour requires character, creativity, and affection, which are the main qualities of the leader. This means that the leadership behaviour of a school principal influences interpersonal communication between school members which can increase work effectiveness in carrying out duties.

The existence the positive and significant direct effect of school principals' leadership behaviour has on interpersonal communication is in line with the results of previous studies conducted by several researchers. Transformational leadership behaviour and change in leadership behaviour are the strongest predictors of interpersonal communication between organisational members (Zhao, Tan & Urhahne, 2001). The leadership style adopted by construction project managers contributes to solving problems in communication between employees (Zulch, 2014). There is a real relationship between leadership behaviour, hierarchy, or a team-oriented organisational perspective, proactive or laissez-faire leadership style and group communication practices (Chilcutt, 2009). Virtual leadership contributes positively to communication within the team, whereas communication within the team contributes positively to employee performance. Therefore, communication between teams mediates the relationship between the two variables. Despite having a virtual function, leadership behaviour still contributes positively to the effectiveness of communication in the organisation and the performance of organisational members (Ibrahim, 2015). Group communication functions to mediate the relationship between transformational leadership behaviour and group collaboration. Overall, these results provide a positive influence associated with transformational leadership, and show interventions that can increase the effectiveness of group communication (Smith et al., 2013).

Referring to the results of the research, it becomes a reinforcement that when carrying out educational activities, the principal is expected to be able to communicate well with teachers, students, school committees, parents of students and among other principals. Good communication will in turn facilitate the headmaster in effective leadership behaviours. Through their role as leaders, principals must be able to carry out interpersonal communication well in order to be able to convince and be able to involve teachers in the education process which ultimately can facilitate the achievement of educational and learning goals. The description above shows that the more effective the leadership behaviour of the principal, the more effective the interpersonal communication between the teacher and the principal and between the teacher and the teacher will be..

Conclusions

Based on the results of data analysis, statistical calculations, and discussion of research, conclusions can be formulated in the following points.

1. There is a significant positive direct effect of school principals' leadership behaviour on teacher's work effectiveness. The better the leadership behaviour of the principal the higher the effectiveness of the teacher's work, and conversely the worse the leadership behaviour of the principal the lower the effectiveness of the teacher's work.
2. There is a significant positive direct effect of interpersonal communication on teachers' work effectiveness. The higher interpersonal communication the teacher has the better his/her work effectiveness, and conversely, the lower the teacher's interpersonal communication have, the worse the teacher's work effectiveness.
3. There is a significant positive direct effect of teacher's job satisfaction on teacher's work effectiveness. The higher teacher's job satisfaction the better the teacher's work effectiveness, and conversely, the lower the teacher's job satisfaction the worse the teacher's work effectiveness.
4. There is a significant positive direct effect of school principals' leadership behaviour on teacher's job satisfaction. The better the leadership behaviour of the principal the higher the teacher's job satisfaction, and conversely, the worse the leadership behaviour of the principal the lower the teacher's job satisfaction.
5. Teachers' interpersonal communication does not have a positive and significant impact on teacher's job satisfaction. Interpersonal communication is not a significant predictor of teacher's job satisfaction. Increasing interpersonal communication does not always lead to an increase in teacher's job satisfaction, and conversely, a decrease in interpersonal communication does not always cause a decrease in teacher's job satisfaction.
6. There is a significant positive direct effect of leadership behaviour on teachers' interpersonal communication. The better the leadership behaviour of the principal the better the teacher's interpersonal communication, and conversely, the worse the principal's leadership behaviour the worse the teacher's interpersonal communication.

Based on the above findings, it can be concluded that the diversity of work effectiveness of private junior secondary school teachers in Ciledug, Tangerang City, Indonesia can be predicted through the diversity of principals' leadership behaviours, teacher's interpersonal communication, and teacher's job satisfaction.

Implications

The research implications based on the research findings and conclusions are suggested in the following points.

Implications of Leadership Behaviour

The principal as a leader must be able to provide guidance and supervision, improve the performance of the teaching staff, open two-way communication, and delegate tasks. The



principal must have a special character, which includes personality, basic skills, professional experience and knowledge, as well as administrative and supervisory knowledge.

As head of administration, the principal is responsible for building school management and is responsible for implementing school management and policy decisions. A school principal must be able to lead all existing school personnel in the school organisation and yield good benefits. The goal to be achieved is not merely the desire of the leader, but it is the organisation's desire.

Implications of Interpersonal Communication

Exchange of information at school can only occur if there exist harmonious relationship between the principal and other school personnel. The harmonious relationship will allow the principal to control the class, to communicate revisions and improvements of teaching and learning materials, to communicate the use of teaching aids, to communicate the results of diagnosis of student's learning difficulties and student's problems.

The principal is a person who is obliged to foster interpersonal communication so that all school members can work optimally together to achieve the goals of the school organisation. Less harmonious relationship among school members will bring up serious problems. Continuous interpersonal communication will increase the effectiveness of work among teachers at school. Interpersonal communication created by the teacher should be a two-way communication.

Implications of Teacher Job Satisfaction

Teacher job satisfaction is related to the various roles of teachers in the school environment. When the teacher has positive perception of the quality of his job, then a positive attitude will appear towards the implementation of his job. The success achieved in the teaching process will increase teachers' job satisfaction. Satisfaction is what will encourage teachers to continue improving the competence and effectiveness of teaching. High levels of job satisfaction make teachers like their work, carry it out with a full sense of responsibility, and will even make serious efforts to perform as expected by educational institutions or organisations. In order to increase job satisfaction, the teachers are expected to have good performance by learning continuously to improve their competence. The teacher must continually update his knowledge and experience so that he can carry out his duty well.

Recommendations

Based on the conclusions and implications of the above research, several recommendations can be formulated, as follows:

Recommendations for School Principals

- a. School principals should increase collaboration with teachers, school committees, and students in accordance with their respective duties and roles in creating good interpersonal communication in schools.
- b. The principals should communicate various expectations and visions of the school to all school personnel, with the intention that all school personnel will have the same attitude and understanding for the creation of job satisfaction in an effort to improve the quality of education in schools.
- c. The principal should run interpersonal communication well using family approach. This is intended to avoid misperceptions between teachers and school principals, which can cause disharmony between the principal and the teacher.
- d. The principal should improve good work behaviour by intensively guiding teachers in the implementation of learning activities.
- e. School principals should streamline their leadership behaviours by conducting monitoring and coaching for teachers so as to create motivation for teachers to be able to improve their work effectiveness.
- f. School principals should provide opportunities for teachers to attend various trainings to improve their performance

Recommendations for Teachers

- a. Teachers can try to improve their knowledge and skills in the field of education by participating in scientific activities such as training, seminars and workshops.
- b. In order to be able to carry out their duties and responsibilities as functional staff, the teachers can seriously prioritise the interests of the school rather than personal interests.
- c. In order to improve and create effective performance, the teachers may become aware of developing their performance, which is not merely influenced by external factors, but most importantly by what comes from themselves, namely efforts to improve work performance and professionalism.

Recommendations for Stakeholders

For stakeholders it is expected they will be able to participate in improving the quality of education through the improvement of the human resources in schools.



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