

Research Article

REVIEW OF RELATIONSHIP BETWEEN MANAGERIAL COMMUNICATION SKILLS AND PROFESSIONAL SATISFACTION OF TEACHERS

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ABSTRACT

The objective of this research is review of the relationship between communicational skills of principals and job satisfaction of the teachers of high schools of the city Khorramabad. In this descriptive research, the method of correlation was used. The statistical this research universe includes all of the principals and teachers of girl high schools of the city, districts one and two. According to the statistics reported by the administration of education of Lorestan state, the statistical universe includes 27 principals and 766 teachers of girl high schools of the city, districts one and two. Using the Kerejsi Mourgan table, the pattern volume, includes 27 principals and 267 teachers. The people of the research were selected proportionally in accordance with the class method, that is, the survey tools consisted of questionnaires of the communicational skills of the Barton JE and the Martin G satisfaction. To analyze the data, the Pearson correlation coefficient and the multi-regression were applied. The findings show that there are a positive meaningful relationship between communicational skills of the managers and job satisfaction of the teachers. And also, the multi-regression results show that according to the highest level meaningfulness, the only skill of listening communication in the analysis is remaining which describes 33 percent of variance scores of the teachers` job satisfaction.

Keywords: *Communicational Skills, Job Satisfaction*

INTRODUCTION

The communication is known as a multiple relationship that two persons or more by using meaningful messages, exchange their own opinions, visions, feelings and facts (Ghahrodi *et al.*, 2013).

The job satisfaction is one of the subjects that after 1920s, has been studied in different organizations, and based on many of the experts, it is the most challenging concept of most of the policies of the management for increasing the productivity and efficiency of organization. Job satisfaction means that people satisfies of their jobs emotionally and positively proportionally. The experts believe that job satisfaction is a kind of vision, and job satisfaction means that how people judges their job, and in the other word, it means that how individuals feel about their job and its different aspects (Bagheri *et al.*, 2012).

The problem of current relations is that how we are able to live by own temper emotionally to be compatible with the other people. The biggest challenge of human being is how to develop meaningful and satisfactory relationships (Pattan, 2010).

Satisfactory relation refers to mutual understanding feelings and perceptions of each other, positivism and respecting our needs which result satisfaction, intimacy and mutual benefit (5).

In this paper, the concept of communicational skills includes speech, listening and feedback skills. The objective of this research is review of the relationship between communicational skills of principals and job satisfaction of the teachers of high schools of the city Khorramabad. Therefore, the question, is there any relationship between communicational skills of principals and job satisfaction of the teachers of the girl high schools, is raised.

Background of the Research

Hosseini (2010) studied the influential factors of the job satisfaction of staff of the bank Sanat-o-Madan. The result showed that variable factors are effective for the job satisfaction directly and indirectly (Pattan, 2010).

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Mahmoudi *et al.*, (2012) studied the relationship between the communicational skills and the job satisfaction of nurses. The result showed that there is a meaningful relationship between the communicational skills and their job satisfaction, therefore, training the communicational skills are recommended in order to enhance the quality of nursing (Mahmoudi *et al.*, 2012)

Sadeghisharmeh *et al.*, (2012) studied the impact of training of rahelmadar communication on their communicational skills. They found that the short term training of communicational rules and technique of rahelmadar treatment to nurses has a positive impact on aspects of dali and surgery wards including public communication, treatment communication and mental support of patients, and also influences their opinion pertaining to their relationship with patient (Sharmeh *et al.*, 2012)

MATERIALS AND METHODS

In this descriptive research, the method of correlation was used. The statistical universe includes all of the principals and teachers of girl high schools of the city, districts one and two. To determine volume, the pattern was evaluated. The pattern of Kerejsi Morgan table and the proportional classified pattern including 267 teachers and 27 principals were selected. Using the standard questionnaires of the communicational skills of Barton (1990) and questionnaires of the job satisfaction of Martin G, the findings were collected. To analyze the findings in the descriptive statistics part, index of the deviation standard, average, abundance, abundance percentage, density percentage were applied, and in the inferential statistics part, the Clemogrof-Esmironov tests, The Pearson coefficient of correlation and the regression analysis for test of hypothesis of the research were considered.

RESULTS AND DISCUSSION

The Findings

The general hypothesis: There are a relationship between the communicational skills of principals and the job satisfaction of teachers.

To test the above hypothesis, the multiple coefficient of correlation and coefficient of assessment were calculated. The results are shown in the table 1.

Table 1: The multiple coefficient of correlation pertaining to the relationship between the communicational skills of principals and the job satisfaction of teachers

Variable X	Variable Y	Multiple Coefficient correlation(R)	Coefficient of Assessment (R2)	Level of meaningfulness (sig)
Communicationa l skills	Job Satisfaction	0.606	0.367	0.013

Hypothesis 1: There is a relationship between principals and the job satisfaction of teachers. To test the above hypothesis, the Pearson coefficient of correlation was calculated. The results are shown in the table 2.

Table 2: The Pearson Coefficient of Correlation pertaining to the relationship between listening skill of principals and job satisfaction of teachers

Variable X	Variable Y	Pearson Coefficient correlation(r)	quantity of	Level of meaningfulness (sig)
listening skill	Job Satisfaction	0.440	27	0.022

Hypothesis 2: There is a relationship between listening skill of principals and job satisfaction of teachers. To test the above hypothesis, the Pearson coefficient of correlation was calculated. The results are shown in the table 3.

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Table 3: The Pearson Coefficient of Correlation pertaining to the relationship between listening skill of principals and job satisfaction of teachers

Variable X	Variable Y	Pearson Coefficient of correlation(r)	quantity	Level of meaningfulness (sig)
listening skill	Job Satisfaction	0.572	27	0.002

Hypothesis 3: There is a relationship between the feedback of principals and the job satisfaction of teachers. To test the above hypothesis, the Pearson coefficient of correlation was calculated. The results are shown in the table 4.

Table 4: The Pearson Coefficient of Correlation pertaining to the relationship between feedback skill of principals and job satisfaction of teachers

Variable X	Variable Y	Pearson Coefficient of correlation(r)	quantity	Level of meaningfulness (sig)
feedback skill	Job Satisfaction	0.432	27	0.024

The Matrix of the Coefficients of Correlation between the Studied Variables

In accordance with the results shown in the table 5, there is a positive meaningful correlation between the speech skills (0.44), listening skills (0.57), feedback skills of principals (0.43) and job satisfaction of teachers. **sig<0.01 *sig<0.05

Table 5: The Pearson coefficients of correlation between the studied variables

Variables	Speech skill	Listening skill	Feedback skill	Job satisfaction
Speech skill	1			
Listening skill	0.761**	1		
Feedback skill	0.532**	0.455*	1	
Job satisfaction	0.440*	0.572**	0.432*	1

The Analysis of Multiple Regression of the Job Satisfaction of Teachers Considering the Communicational Skills of Principals

To predict the job satisfaction of teachers considering the communicational skills (speech, listening, and feedback), the analysis of the regression applied. In accordance with the results shown in the table 6, the regression analysis has been applied in one stage, and based on the level of meaningfulness among the applied predicted variables in analysis, only the listening skill has remained which explains 33 percent of the scores variance of job satisfaction of teachers approximately (R²-0.327, F-12.129, sig<.01).

Table 6: The multiple coefficients of correlation(R), the coefficients of determination (R²), and the tests of related meaningfulness (F)

Stage	Remaining variables analysis	multiple coefficients of correlation (R)	coefficients of determination (R ²)	tests	Level of meaningfulness
1	Listening skill	0.572	0.327	12.129	0.002

Based on the table 7 data, the regression coefficients of the beta in stage 1 show that the listening skill (β -0.572, sig<0.01) has the capability of prediction of the job satisfaction, and the other skills do not have the capability (sig>0.05); thus, the equation of regression can be written as below:

The job satisfaction of teachers = 0.57 x the listening skill of principals; that is, by one deviation standard of change in the scores of the principals` listening skill, the scores of the job satisfaction of teachers would be increased up to 0.57 of the deviation standard.

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Table 7: The standard coefficients of regression (β), and the tests of the related meaningfulness (t)

Stage	Variables of prediction	Beta coefficient (β)	Test (t)	Level of meaningfulness (sig)
1	Listening skill	0.572	3.483	0.002
Ignored variables of analysis	Speech skill	0.012	0.048	0.962
Ignored variables of analysis	Feedback skill	0.217	1.187	0.247

Conclusion

According to the results shown in the table 1, the gained figures for the multiple coefficient of correlation (0.606) at the level alpha $\alpha=0.05$ are meaningful (sig<0.05), therefore, it is inferred that there is a meaningful relationship between the principals` communicational skills and the teachers` job satisfaction. The calculated coefficient of determination (0.367) implies that 36 percent of the variances of the variables are common approximately. Therefore, the above mentioned hypothesis is confirmed. Subsequently, to review of the relationship between the principals` skills and the teachers` job satisfaction, the Pearson coefficient of correlation has been applied.

According to the results shown in the table 2, the gained figures for the Pearson coefficient of correlation between the principals` speech skill and the teachers` job satisfaction ($r=0.44$) at the level alpha $\alpha=0.05$, are meaningful (sig<0.05), therefore, it is inferred that by 95 percent guarantee, there is a positive meaningful relationship between the principals` speech skill and the teachers` job satisfaction, that is, due to the escalation of scores of the principals` speech skill, the teachers` job satisfaction is escalated.

In accordance with the results shown in the table 3, the gained figures for the Pearson coefficient of correlation between the principals` listening skill and the teachers` job satisfaction ($r=0.57$) at the level alpha $\alpha=0.01$, are meaningful (sig<0.01), therefore, it is inferred that by more than 99 percent guarantee, there is a positive meaningful relationship between the principals` listening skill and the teachers` job satisfaction, that is, due to the escalation of scores of the principals` listening skill, the teachers` job satisfaction is escalated.

The results of the table 4, the gained figures for the Pearson coefficient of correlation between the principals` feedback skill and the teachers` job satisfaction ($r=0.43$), at the level alpha $\alpha=0.05$, are meaningful (sig<0.05), therefore, it is inferred that by 95 percent guarantee, there is a positive meaningful relationship between the principals` feedback skill and the teachers` job satisfaction. That is, due to escalation of the scores of the principals` feedback skill, the level of the teachers` job satisfaction is escalated.

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