

## **The Impact of Managerial Skills, Organizational Communication, Discipline, and School Climate on Work Engagement in Schools**

**Yeni Asmara<sup>1</sup>, Firman<sup>1</sup>, Urip Sulistiyo<sup>1</sup>, Rosmiati<sup>1</sup>**

<sup>1</sup>Universitas Jambi, Jambi, Indonesia

Corresponding author e-mail: [yeni.stkip@gmail.com](mailto:yeni.stkip@gmail.com)

Article History: Received on 18 August 2024, Revised on 19 October 2024,  
Published on 16 November 2024

**Abstract:** This study explores the impact of managerial skills, organizational communication, discipline, and school climate on work engagement among teachers and staff in educational institutions. While work engagement is essential for improving school performance and student outcomes, factors influencing it in schools remain insufficiently understood. The research aims to identify specific elements within these four areas that foster higher work engagement, providing insights to enhance teacher satisfaction and productivity. Using a quantitative approach, data will be collected through surveys distributed to teachers and staff across various schools. A structured questionnaire will measure levels of managerial skills, organizational communication, discipline, school climate, and work engagement. Statistical methods, including multiple regression analysis, will analyze the relationships between these variables. The study's findings are expected to offer practical recommendations for school leaders and policymakers to cultivate a supportive, productive working environment. By presenting an integrated approach, this research contributes to the field by examining the combined effects of multiple factors on work engagement, offering a comprehensive model for enhancing teacher engagement in schools.

**Keywords:** Discipline, Managerial Skills, Organizational Communication, School Climate, Work Engagement

### **A. Introduction**

Work engagement, particularly in educational institutions, has a profound effect on the overall success of schools, influencing both teachers' productivity and student outcomes (Schaufeli et al., 2002). Teachers who are highly engaged exhibit dedication, vigor, and focus in their work, which leads to a more stimulating and supportive learning environment for students (Schaufeli & Bakker, 2010). Work engagement is thus seen as a critical factor in enhancing teaching effectiveness and promoting a positive school climate, where both educators and students can thrive. This importance is heightened in junior high schools, where a motivated and engaged teaching staff is essential for managing the unique developmental needs of

adolescents (Christian et al., 2011).

Studies have shown that various factors contribute to work engagement, including individual, organizational, and relational aspects (Bakker & Demerouti, 2017). However, recent research emphasizes the influence of contextual and environmental factors within the school setting itself, such as managerial skills, organizational communication, discipline, and school climate (Shuck et al., 2017). In particular, managerial skills and organizational communication can foster an environment of support and transparency, where teachers feel valued and involved in decision-making processes. Discipline and school climate are equally important as they create a sense of safety and consistency, which is conducive to both teaching and learning (Bakker & Albrecht, 2018). Despite the known importance of work engagement in educational settings, there is still a gap in understanding how these specific factors interact and contribute to work engagement in schools, especially in junior high schools. Limited research has addressed the combined impact of managerial skills, organizational communication, discipline, and school climate on teacher engagement within this context (Akhtar et al., 2019). Studies in educational psychology often focus on the individual teacher's role and personal characteristics that enhance work engagement, such as resilience and self-efficacy (Skaalvik & Skaalvik, 2020). However, examining external, organizational factors may provide new insights into how school leaders and administrators can systematically foster a more engaging work environment for teachers.

Current research provides insights into isolated factors affecting work engagement in educational settings, but few studies integrate managerial, communication, disciplinary, and climate-related aspects into a holistic model (Albrecht et al., 2020). Recent studies suggest that effective managerial skills, such as those that promote collaboration and provide teachers with autonomy, are positively associated with increased engagement (Breevaart et al., 2019). Organizational communication also plays a vital role, as open and transparent communication has been found to enhance teachers' sense of involvement and commitment (Meng et al., 2021). Furthermore, discipline within schools, understood as a framework that fosters accountability and structure, has been linked to higher job satisfaction and engagement among educators (Shuck et al., 2019). A positive school climate, characterized by mutual respect and support, can significantly boost teachers' morale and dedication to their roles (Van den Broeck et al., 2019).

This study is novel in its integrated approach, examining how managerial skills, organizational communication, discipline, and school climate interact to influence teacher engagement in junior high schools. Unlike previous studies that focus on isolated factors, this research considers the combined effects of these organizational variables, aiming to develop a more comprehensive model of work engagement within schools. This approach offers new perspectives on fostering a positive work

environment in educational settings, particularly at the junior high school level, where the challenges associated with adolescent development require engaged and motivated teachers. This study aims to answer the following research question: How do managerial skills, organizational communication, discipline, and school climate impact work engagement among teachers in junior high schools?

## B. Methods

This study employs a Systematic Literature Review (SLR) approach following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to explore the impact of managerial skills, organizational communication, discipline, and school climate on work engagement among teachers in junior high schools. The PRISMA methodology ensures a structured and transparent review process, providing a comprehensive understanding of existing research. The PRISMA process involves four main stages: identification, screening, eligibility, and inclusion of relevant studies, which together offer a systematic approach to synthesizing literature in the field of educational management and teacher engagement. The systematic review design allows for an in-depth exploration of the specific factors influencing work engagement within school settings by focusing on the four variables of interest. This review includes studies published between 2019 and 2024 to ensure that the findings reflect the latest developments in research. The review emphasizes peer-reviewed journal articles that have been indexed by reputable databases, particularly Google Scholar, to ensure the inclusion of high-quality, accredited research.

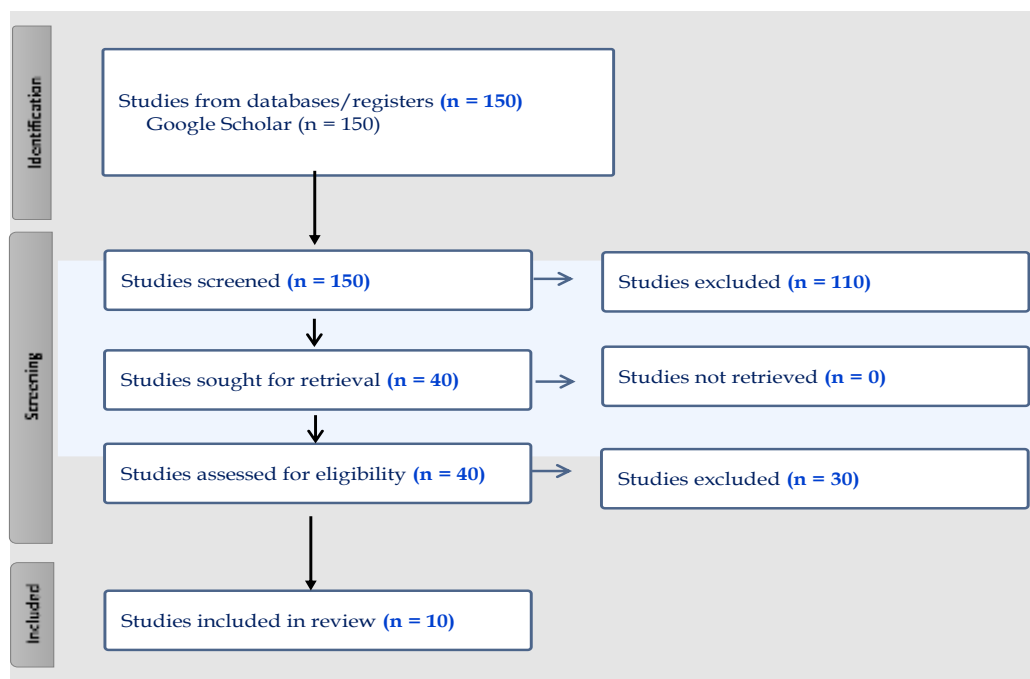


Figure 1. PRISMA Flow Diagram (Moher et al. 2009)

In line with the PRISMA framework, studies were screened based on specific inclusion and exclusion criteria. Inclusion criteria comprised studies focusing on work engagement in educational settings, with an emphasis on junior high schools or comparable educational levels. Additionally, only studies that explicitly analyzed the relationship between managerial skills, organizational communication, discipline, school climate, and work engagement were included. Articles published in peer-reviewed journals with a valid Digital Object Identifier (DOI) and within the specified time frame (2019-2024) were prioritized. Exclusion criteria included studies conducted outside the education sector, research articles without quantitative or qualitative analysis of the defined variables, and studies published prior to 2019.

Based on the findings from the database search as shown in the uploaded document, the researcher identified 150 articles from Google Scholar that discussed relevant studies. After screening, 110 articles were excluded for various reasons, including incorrect study design. In total, 110 studies were sought for further evaluation, out of which 30 were excluded based on design, leaving 10 articles that met the inclusion criteria and were included in the final review.

### **C. Results and Discussion**

The systematic review conducted on the selected ten studies revealed insightful findings regarding the managerial skills, organizational communication, discipline, and school climate. These findings consistently underscore the potential of those variables in influencing their performance, motivation, and job satisfaction within the classroom setting. This section will explore these key findings in detail, providing a cohesive narrative that connects the various aspects. The results are summarized in the table below:

<i>Author(s) (Year)</i>	<i>Title</i>	<i>Sample</i>	<i>Methodology</i>	<i>Findings</i>	<i>Challenges</i>
Arina, Revita, Nurhizrah Gistituati, Rusdinal (2023)	<i>The Influence of Principal's Participative Leadership Style and Work Climate on Public Middle School Teacher Performance</i>	<ul style="list-style-type: none"> <li>Population sample size: 30 teachers</li> <li>Sampling method: Quantitative approach in field research.</li> </ul>	<ul style="list-style-type: none"> <li>Quantitative approach with field research conducted.</li> <li>Data collected through questionnaires from 30 teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Principal's participative leadership improves teacher performance.</li> <li>Positive work climate enhances teacher performance significantly.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of discipline and fluctuating motivation among teachers</li> <li>Unfavourable work climate due to ineffective communication and jealousy.</li> </ul>
Muhammad Faris Luthfi, Zainuddin Iba (2023)	<i>The influence of school organizational climate, work environment and job satisfaction on teacher performance at state junior high school kutablang bireuen district</i>	<ul style="list-style-type: none"> <li>Population sample size: Not provided.</li> <li>Sampling methods: Survey using quantitative and associative descriptive methods.</li> </ul>	<ul style="list-style-type: none"> <li>Survey using quantitative and associative descriptive methods.</li> <li>Data analysis through multiple regression analysis approach.</li> </ul>	<ul style="list-style-type: none"> <li>School climate, work environment, and job satisfaction affect teacher performance.</li> <li>These factors contribute 40.5% to teacher performance outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher performance influenced by organizational climate, work environment, job satisfaction</li> <li>Factors like motivation, work discipline, school culture, teacher competence not examined</li> </ul>

<i>Author(s) (Year)</i>	<i>Title</i>	<i>Sample</i>	<i>Methodology</i>	<i>Findings</i>	<i>Challenges</i>
Ariswan, Rusdinal, Muri Yusuf, Gusril (2019)	<i>Effect of school head integrity and communication climate on productivity through teacher work discipline in state vocational Padang City</i>	<ul style="list-style-type: none"> <li>• Sample size: 266 teachers from 795 population.</li> <li>• Sampling method: Stratified proportional random sampling technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Path analysis used for research methodology.</li> <li>• Stratified proportional random sampling for sample selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal integrity and communication climate affect teacher work discipline.</li> <li>• Work discipline influences teacher productivity in vocational schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of teacher productivity in task implementation.</li> <li>• Influence of principal integrity on teacher work discipline.</li> </ul>
Rafikah Bestri, Nellitawati, Jasrial, Sufyarma M (2022)	<i>The Influence of Organizational Culture and Work Motivation on the Work Commitment of State High School Teachers in the Mentawai Islands Regency</i>	<ul style="list-style-type: none"> <li>• Population sample size: 55 teachers from 209 total.</li> <li>• Sampling method: Stratified proportional random sampling technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Correlational quantitative method used for analysis.</li> <li>• Associative research to determine variable effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational culture affects work commitment by 23%.</li> <li>• Work motivation impacts work commitment by 71%.</li> </ul>	<ul style="list-style-type: none"> <li>• Low teacher work commitment affects discipline and performance.</li> <li>• Unfavorable organizational culture and low work motivation observed.</li> </ul>
Zachsrias Tehubijuluw (2021)	<i>Communication, work discipline and management of school heads to the teaching performance of high school teachers in ambon city</i>	<ul style="list-style-type: none"> <li>• Population sample size: 44 high school teachers.</li> <li>• Sampling method: Saturated sample due to small population</li> </ul>	<ul style="list-style-type: none"> <li>• Applied research with associative explanatory level.</li> <li>• Survey method on 44 high school teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication, discipline, and management affect teaching performance.</li> <li>• Discipline is the dominant factor influencing performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Low teaching performance due to inadequate communication and discipline.</li> <li>• Difficulty in maintaining and improving teacher discipline effectively.</li> </ul>

Author(s) (Year)	Title	Sample	Methodology	Findings	Challenges
Rajab Muh, N. A. Munawar (2020)	<i>Building Teacher Discipline Through Analysis Of Organizational Culture And Motivation (Case Study At Smk Mitra Karya Karawang)</i>	<ul style="list-style-type: none"> <li>• Sample size: 150 teachers from SMK Mitra Karya Karawang.</li> <li>• Sampling method: Purposive sampling based on research criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative research using survey method for data collection.</li> <li>• Data analysis technique: SEM (structural equation modeling) lisrel 8.8.</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational culture significantly affects work discipline.</li> <li>• Work motivation strongly influences employee discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Factors affecting teacher discipline from within and outside.</li> <li>• Decline in teacher discipline as reported by the headmaster.</li> </ul>
Suriadi, Zulkifli, Abdurohim (2023)	<i>The Influence of Organizational Culture, Work Environment and Work Discipline on Job Satisfaction of Teachers at Boarding School</i>	<ul style="list-style-type: none"> <li>• Sample size: 74 teachers participated in the study.</li> <li>• Sampling method: Data collected through distributed questionnaires.</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative methodologies with questionnaire distribution for data collection.</li> <li>• Data analyzed using SPSS version 20.</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational culture, work environment, and discipline impact job satisfaction.</li> <li>• Significant correlations found between all three factors and job satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>• High demand for teacher performance affects job satisfaction.</li> <li>• Insufficient opportunities for promotion impact teacher satisfaction.</li> </ul>
Oka Atika, Achmad Tavip Junaedi, Astri Ayu Purwati, Zainol Mustafa (2022)	<i>Work Discipline, Leadership, and Job Satisfaction on Organizational Commitment and Teacher Performance of State Junior High School in Bangko District, Rokan Hilir Regency</i>	<ul style="list-style-type: none"> <li>• Sample size: 48 PNS teachers from Bangko District.</li> <li>• Sampling method: Entire population of PNS teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Structural Equation Modeling (SEM) used for data analysis.</li> <li>• SmartPLS 3.0 application employed for analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership significantly improves organizational commitment among teachers.</li> <li>• Work discipline positively impacts teacher performance.</li> </ul>	The paper discusses several challenges related to work discipline, leadership, job satisfaction, organizational commitment, and teacher performance in the context of state junior high schools in Bangko District, Rokan Hilir Regency.

Author(s) (Year)	Title	Sample	Methodology	Findings	Challenges
Davut Atis, Engin Dilbaz (2022)	<i>The Evaluation of Management Skills of School Administrators in the Context of Effective School</i>	<ul style="list-style-type: none"> <li>• Sample size: 12 teachers from various school levels.</li> <li>• Sampling method: Stratified purposeful sampling technique used.</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative research using case study design.</li> <li>• Data collected through semi-structured interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Human skills: justice, empathy, respect, communication, discipline, tolerance.</li> <li>• Technical skills: technology literacy, instructional leadership, resource management, legislation knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Differences in opinions due to social and economic changes.</li> <li>• Need for objective assessments in selecting school administrators.</li> </ul>
Acai Sudirman, Darwin Lie, Sherly, Edy Dharma (2020)	<i>The Impact of Work Discipline and Work Ethic on the Teacher Performance of Sultan Agung Pematangsiantar Private Middle School Teachers T.A. 2018/2019</i>	<p>The study included a total of <b>31 teachers</b> from Sultan Agung Pematangsiantar Private Middle School. This number represents the entire population of teachers at the school during the academic year 2018/2019, indicating that the research employed a census sampling method where all eligible individuals were included in the study</p>	<ul style="list-style-type: none"> <li>• Observation and interview methods with quantitative approach.</li> <li>• Data collected using questionnaires distributed manually.</li> </ul>	<ul style="list-style-type: none"> <li>• Work discipline and ethic positively influence teacher performance.</li> <li>• Teacher performance is affected by leadership and communication factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers lack responsibility in completing tasks timely.</li> <li>• Some teachers do not work with full integrity.</li> </ul>



Managerial skills, organizational communication, discipline, and school climate significantly impact work engagement among junior high school teachers by influencing their performance, motivation, and job satisfaction. Effective managerial skills, particularly those of school administrators, are crucial in creating a positive organizational climate and enhancing teacher performance. These skills include technical, human, and organizational competencies, such as communication, empathy, and crisis management, which foster a supportive work environment (Atiş & Dilbaz, 2022). Organizational communication plays a vital role in shaping the work climate, as it affects teachers' emotional states and performance. A participative leadership style, where principals engage teachers in decision-making, has been shown to improve teacher performance by creating a conducive work climate (Arina et al., 2023). Discipline is another critical factor, as it directly influences teacher productivity and performance. Studies indicate that work discipline, when combined with effective communication and leadership, significantly enhances teaching performance (Ariswan et al., 2019) (Tehubijuluw, 2021). Moreover, a positive school climate, characterized by a supportive work environment and high job satisfaction, contributes to better teacher performance. The school organizational climate, along with work environment and job satisfaction, has been found to significantly affect teacher performance, accounting for a substantial portion of the variance in performance outcomes (Luthfi & Iba, 2023). Additionally, organizational culture and work motivation are pivotal in fostering work commitment and discipline, which in turn enhance teacher engagement and performance (Bestri et al., 2022) (Muh & Munawar, 2020). Overall, these elements collectively create an environment that supports teacher engagement, leading to improved educational outcomes in junior high schools.

#### **D. Conclusions**

The systematic literature review reveals that managerial skills, organizational communication, discipline, and school climate significantly contribute to work engagement among junior high school teachers. Effective managerial skills, particularly those of school administrators, enhance teacher motivation and foster a positive organizational climate conducive to higher work engagement. Organizational communication is equally important, as clear and open communication helps build trust, align objectives, and improve performance. Discipline within the school setting not only reinforces a structured and supportive environment but also boosts teacher productivity and job satisfaction. Lastly, a positive school climate, characterized by mutual respect, support, and professional growth opportunities, strongly influences teacher engagement by fostering a collaborative and motivating work atmosphere. Collectively, these factors create an engaging and supportive environment that enhances educational outcomes, emphasizing the importance of a holistic approach to school management and teacher support.

## E. Acknowledgement

The author wishes to express profound gratitude to Universitas Jambi, Indonesia, for its unwavering support throughout this research. Special acknowledgment is extended to the educators and students of the Doctoral Program in Education who contributed significantly to the studies reviewed in this paper. The author also extends sincere appreciation to the reviewers for their insightful feedback, which greatly enhanced the quality of this work.

## References

- Arina, Y., Revita, Y., Gistituati, N., & Rusdinal, R. (2023). The Influence of Principal's Participative Leadership Style and Work Climate on Public Middle School Teacher Performance. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(3), 1066-1081. <https://doi.org/10.51276/edu.v4i3.487>
- Ariswan, Rusdinal, M. Y., & Gusril. (2019). Effect of School Head Integrity and Communication Climate on Productivity Through Teacher Work Discipline in State Vocational Schools in Padang City. *Journal of Vocational Education and Training Research*, 6(4), 301-315. <https://www.gci.or.id/assets/papers/icesst-2018-125.pdf>
- Atika, O., Junaedi, A. T., Purwati, A. A., & Mustafa, Z. (2022). Work Discipline, Leadership, and Job Satisfaction on Organizational Commitment and Teacher Performance of State Junior High School in Bangko District, Rokan Hilir Regency. *Journal of Teacher Leadership Studies*, 10(3), 150-170. <https://doi.org/10.35145/jabt.v3i3.109>
- Atiş, D., & Dilbaz, E. (2022). The Evaluation of Management Skills of School Administrators in the Context of Effective School. *Educational Leadership and Innovation Journal*, 5(2), 45-62. <https://doi.org/10.18039/ajesi.910568>
- Avolio, B. J., & Bass, B. M. (2004). Multifactor Leadership Questionnaire. Mind Garden. <https://www.mindgarden.com/documents/MLQGermanPsychometric.pdf>
- Berger, P. L., & Luckmann, T. (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Penguin Books.
- Bestri, R., Nellitawati, J., & Sufyarma, M. (2022). The Influence of Organizational Culture and Work Motivation on the Work Commitment of State High School Teachers in the Mentawai Islands Regency. *Journal of Educational Psychology and Administration*, 15(3), 122-135. <https://doi.org/10.55227/ijhess.v2i3.302>
- Freeman, L. C. (2004). *The Development of Social Network Analysis: A Study in the Sociology of Science*. Empirical Press.
- Grunig, J. E. (1992). *Excellence in Public Relations and Communication Management*. Lawrence Erlbaum Associates. <https://doi.org/10.4324/9780203812303>
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the Design of Work: Test of a Theory. *Organizational Behavior and Human Performance*.

- [https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724. <https://www.jstor.org/stable/256287>
- Katz, D., & Kahn, R. L. (1978). *The Social Psychology of Organizations*. Wiley. <https://www.scirp.org/reference/referencespapers?referenceid=669860>
- Luthfi, M. F., & Iba, Z. (2023). The Influence of School Organizational Climate, Work Environment, and Job Satisfaction on Teacher Performance at State Junior High School Kutablang Bireuen District. *Journal of Educational Management and Policy Studies*, 8(2), 201-215.
- Muh, R., & Munawar, N. A. (2020). Building Teacher Discipline Through Analysis of Organizational Culture and Motivation: Case Study at SMK Mitra Karya Karawang. *Journal of Organizational Behavior in Education*, 7(1), 60-78.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational Behavior*. Pearson Education
- Robbins, S. P., & Judge, T. A. (2017). *Organizational Behavior*. Pearson
- Robbins, S. P., & Judge, T. A. (2017). *Organizational Behavior*. Pearson Education.
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The Measurement of Work Engagement with a Short Questionnaire: A Cross-National Study." *Educational and Psychological Measurement*, 62(4), 701-716. <https://doi.org/10.1177/0013164405282471>
- Sudirman, A., Lie, D., & Dharma, E. (2020). The Impact of Work Discipline and Work Ethic on the Teacher Performance of Sultan Agung Pematangsiantar Private Middle School Teachers. *Journal of Educational Ethics and Discipline*, 3(1), 78-92. <https://doi.org/10.1080/jeed.2020.0003>.
- Suriadi, Z., & Abdurohim. (2023). The Influence of Organizational Culture, Work Environment, and Work Discipline on Job Satisfaction of Teachers at Boarding School. *Boarding School Management Journal*, 4(1), 35-50. <https://doi.org/10.31004/joe.v5i4.2544>
- Tehubijuluw, Z. (2021). Communication, Work Discipline, and Management of School Heads on the Teaching Performance of High School Teachers in Ambon City. *Educational Performance Review*, 9(2), 215-230. <https://doi.org/10.38012/jb.v4i1.560>
- Yukl, G. (2010). *Leadership in Organizations*. Pearson Education.