

Research Paper

Presenting a structural model of job performance based on communication skills with the mediation of job conflict in primary school teachers

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Receive:

03 June 2022

Revise:

24 July 2022

Accept:

24 August 2022

Published online:

24 August 2022

Abstract

The present study was conducted with the aim of testing the causal model of job performance based on communication skills with the mediation of job conflict in teachers. Based on this, the research method was descriptive, carried out by a survey method. The statistical population was 295 people of elementary school teachers in Lahijan city in the academic year of 2021-2022 among whom 167 people was selected by simple random method as a statistical sample based on Cochran's formula. Data collection tools were Ladahl and Kenger's (1965) standard job engagement questionnaires, Patterson's job performance (1963), and Queen Dame's communication skills (2004). The validity of the questionnaires were examined and confirmed based on content validity using the experts' opinion, superficial validity based on some of the statistical population view, and structural validity by factor analysis method. The reliability of the questionnaires was estimated by Cronbach's alpha method as 0.88 for job performance, 0.80 for communication skills, and 0.78 for job involvement. Data analysis were carried out at two levels, descriptive statistics and inferential statistics, including modeling of structural equations. The results showed that there is a relationship between communication skills and job involvement with an impact factor of 0.67, between communication skills and job performance with an impact factor of 0.79, and between job involvement and job performance with an impact factor of 0.76. On the other hand, communication skills have a direct relationship with job performance with an impact factor of 0.50. In other words, job engagement has a mediating role in the relationship between communication skills and job performance.

Keywords:

job performance,
communication skills,
job involvement,
school teachers.

Please cite this article as (APA): Dadashi, M., & Pali, S. (2023). Presenting a structural model of job performance based on communication skills with the mediation of job conflict in primary school teachers. *Management and Educational Perspective*, 5(1), 42-66.

Publisher: Iranian Business Management Association

<https://doi.org/10.22034/jmep.2022.345442.1123>



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<https://dorl.net/dor/20.1001.1.27169820.1402.5.1.4.2>



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Extended abstract

Introduction

Job performance is an important organizational behavior that plays an effective role in the success of the organization. This is the reason why successful organizations make great efforts to find effective factors on performance and behavior by which increase the performance of their employees (both quantitatively and qualitatively) (Karimi & Shahdousti, 2017). Psychologists believe that motivations and needs have an effect on people's performance and ultimately on economic growth and development. Job performance is a composite structure based on which successful employees can be identified from unsuccessful ones through a set of specific criteria (Ahadi & et al, 2015). In other words, the performance can be considered as the calculation or measurement of the results, also the job performance is a reflection of the employee's knowledge, skills, behavior and moral values (Mohammadi & et al, 2018). Communication skills are those skills by which people can engage in interpersonal interactions and the communication process; a process during which people share their information, thoughts and feelings with each other through verbal and non-verbal exchange (Haddad & Ebrahimi, 2020). Effective communication skills play an important role in students' academic success (Bahadorikhosroshahi & Habibi Kaleybar, 2017) and improve teaching and learning, and increase students' motivation towards learning and education (Kilic, 2013). Another fundamental factor in improving teachers' job performance is the degree of their job involvement. Job involvement is an important variable attitude in maximizing organizational effectiveness. Job involvement mainly includes job satisfaction, power, dedication and attachment.

This study is trying to answer this question if there is a relationship between communication skills and job performance with regard to the mediation of the teachers' job involvement in primary schools in Lahijan city or not.

Theoretical Framework

Performance, that is, the result of the activities of the human force in terms of the implementation of assigned tasks after a certain time, which can have the aspect of productivity and efficiency, and also, it is the sum of the job-related behaviors that people show themselves (Ghaderabadi&etal, 2017).According to Hellriegel & Slocum (1996), communication skill is the ability to send and receive information, thoughts, feelings and attitudes (Amiruddin & et al, 2021). Communication skills refer to managers' ability to effectively transfer ideas and information to others and also to effectively receive ideas and information (Tari & et al, 2020).Job involvement refers to positive psychological conditions in a person that prompts him to be actively involved in his role and organization. Harter & et al (2003) have defined employee job involvement as a combination of emotional and cognitive variables in the work environment including satisfaction, happiness, prosperity and positivity (Tabatabai Adnan & et al, 2021).

Al-Halaby & Al-Fares, (2022) investigated the relationship between communication skills and the job performance of employees of Iraqi government organizations. The results of the research showed that there is a significant relationship between the communication skills of employees and their job performance.

James & Tari, (2022) conducted a research entitled "The role of communication skills in improving the job performance of Rivers State University employees". The results of their research showed that there is a significant relationship between communication skills and the job performance of employees.

Methodology

The current research is applicable in terms of purpose and descriptive in terms of data analysis of correlation type (structural equation modeling). The statistical population of this research was made up of all the teachers of primary schools in Lahijan city, numbering 295 people (173 women and 122 men). 167 people were selected as a statistical sample by simple random sampling. In order to collect the data related to the communication skills variable, the questionnaire by Queendam (2004) was used, and the job involvement variable was based on the Ladahl and Kenger (1965) model, and the Patterson (1963) questionnaire was used for the job performance variable.

Discussion and Results

In order to investigate the research hypothesis and data analysis, SPSS and Lisrel software were used, and the results related to the first hypothesis showed that the strength of the relationship between communication skills and job engagement was calculated as equal to (0.67), which shows that the correlation is favorable. The significance statistic of the test was also obtained (7.65), which is more than the critical value of t at the 5% error level, i.e. (1.96), and it shows that the observed correlation is significant. Therefore, it can be said that communication skills have a positive and significant relationship with job involvement. The results related to the second hypothesis showed that the strength of the relationship between job involvement and job performance was calculated equal to (0.76), which shows that the correlation is favorable. The significance statistic of the test was also obtained (8.74), which is more than the critical value of t at the 5% error level, i.e. (1.96), and it shows that the observed correlation is significant. Therefore, it can be said that job involvement has a positive and significant relationship with job performance. The results related to the third hypothesis showed that the strength of the relationship between communication skills and job performance was calculated equal to (0.48), which shows that the correlation is favorable. The significance statistic of the test is also (5.46) which is more than the critical value of t at the 5% error level, i.e. (1.96) and shows that the observed correlation is significant. Therefore, it can be said that communication skills have a positive significant relationship with job performance. The fourth hypothesis analyzes the mediating role of job involvement in the relationship between communication skills and job performance. The results showed that the strength of the direct relationship between communication skills and job performance was calculated equal to (0.48), which shows that the correlation is favorable. The strength of the indirect relationship between communication skills and job performance considering the mediating role of job engagement is equal to (0.51). Considering that the power of the indirect path is greater than the direct path, the existence of the variable of job involvement increases the strength of the relationship and the mediating role of this variable is confirmed.

Conclusion

The present study was conducted with the aim of providing a structural model of job performance based on communication skills with the mediation of job involvement in elementary school teachers. The results of this research are consistent with the findings of Al-Halaby & Al-Fares (2022) and Yousefi (2021), ASAD & et al, (2022) and Rajabi farjad & farkhojaste (2021); as long as the teachers in their work environment can achieve the educational goals by spending their energy and capabilities and display a special performance, they will have the feeling that their maximum capabilities have been used to perform the assigned tasks and that they will be happy and refreshed if in their work environment are recognized as an exemplary teacher (Call & Ployhart, 2021). This procedure will increase the commitment and responsibility of teachers, and this will improve the overall effectiveness of



the system and ultimately improve their performance. In this sense, the amount of overwork has not affected them, but their work satisfaction will increase along with their productivity. According to the results of the present study, it is suggested that the authorities and those involved in education should provide a calm environment away from any tension for teachers to interact together. On the other hand, it should be noted that teachers should be rewarded based on their competence and merit. School administrators should take into consideration the performance and activities of teachers and give them feedback on their work. Involving school teachers in important educational decisions can help them improve their job performance. On the other hand, removing obstacles in the performance of teachers' duties and their direct interaction with other colleagues and asking about their work and hierarchical problems can play a significant role in improving job performance, and ultimately preventing and eliminating strict rules and administrative bureaucracy and creating flexibility in the way the teachers' training tasks are performed can also play an important role in improving communication skills and ultimately job performance.