

The Importance of School Working Conditions for Teachers' Job Satisfaction

Teofanne Nurinik Wea¹, Concilianus Laos Mbato²

¹⁻²Sanata Dharma University

Yogyakarta, Indonesia

E-mail: ¹rinnurinik@gmail.com & ²cons@usd.ac.id

Abstract

Teachers are responsible for students' academic success and education. Therefore, their satisfaction at work needs to be observed. This study aimed to examine teachers' job satisfaction in connection with their work intensification. It also aimed to determine the elements of the work that affected teachers' job satisfaction, as well as how those elements were related to the qualities of the teachers. This study was undertaken involving 30 English teachers from several schools. Those schools consisted of SMAK St. Mikael Solo, SMPN Temanggung, SMAN 1 Ende, Flores and SMK Muchyca, Ende, Flores. In conducting this study, the researchers distributed a questionnaire and interviewed the participants. Seven participants were participated in the interview section. The teachers' job satisfaction was determined by students' factors and school regulation. The result of the study showed that secondary school teachers were generally satisfied with their job, and rarely affected by other things such as students' discipline and school leadership. To conclude, a school with highly satisfied teachers will provide qualified instruction and raise successful students. This study offers suggestions for schools and future researchers.

Keywords: Teachers' job satisfaction; school working condition; students' discipline

1. Introduction

Although the importance of teachers' work in improving students' achievement is commonly recognized, the specific issues of whether they are satisfied or not with their working condition is sometimes ignored (Akiba & LeTendre, 2017). In the meantime, teachers' work satisfaction has a variety of significant and far-reaching consequences. It leads to teachers' happiness because happy teachers are less likely to experience stress and burnout (Skaalvik, 2017). Similarly, there is the fact that students whose teachers are satisfied with their job are also satisfied (Perry, Mohangi, Ferreira, & Moletsane, 2012). Furthermore, happy teachers provide their students with higher educational quality and greater learning support. Finally,

teachers' quality has a higher level of work dedication, and it reduces the possibility of leaving the profession, which is especially significant during times of high teachers' turnover.

Teacher attrition is on the rise worldwide, resulting in a shortage of trained educators (R Ingersoll, 2017). Teachers' turnover comprises two concepts; attrition and relocation of teachers. Teacher relocation refers to their changing schools, whereas attrition refers to going out of their job. However, no matter what sort of change occurs, there are also detrimental consequences for the school where a teacher is leaving. Beyond compositional changes in teacher quality, Ronfeldt, Loeb, and Wyckoff (2013) indicate that turnover has a disruptive effect, especially in low-performing schools. Teachers' turnover not only impacts students' learning and motivation, but also has a faculty collegiality and confidence and a lack of institutional expertise, which is crucial for promoting students learning. Finally, overall school performance is influenced.

Teacher attrition is mainly induced by a deteriorating image of the profession of teaching, and an unsatisfactory working environment climate, with wages being a minor source of discontent. Furthermore, poor schools' working conditions degrade the profession's reputation and challenge hiring new teachers. However, hiring new teachers does not address the issue of teachers changing if a significant number of new teachers leave because they are dissatisfied with their professional situation and work environment (Sutcher, 2016). Furthermore, the costs of recruiting, hiring, and educating new teachers are high. These expenses divert funds that could otherwise be invested in improving the working climate in schools, which is a vital step in retaining trained teachers. As a result, policy responses to the teachers' shortage are primarily focused on measures to attract teachers (Sibieta, 2018).

In other countries, increased emphases on the teachers' performance and accountability, and increased workload have been linked to increased teachers' stress and dissatisfaction. Teachers in Southern Tulare County California express moderate to high job satisfaction. Teachers' work satisfaction is linked to teacher retention, instructional performance, a better school climate, and higher students' achievement. Another study conducted in a Philippine school revealed that the high level of job satisfaction among teachers working under school principals' leadership is a factor in their work performance. The direction of the school heads has an inverse effect on the teachers' work performance; meanwhile, the employment security of the instructors has a direct effect. On the other hand, in the Merauke district's remote state primary schools, teachers' job satisfaction positively and considerably impacts their organizational commitment and job performance (Werang & Agung, 2017).

In Indonesia, many studies have discussed job related satisfaction. According to Daryanto (2014), in teaching the vocational school, teachers' job satisfaction can be caused by many factors, such as career development, and individual and job characteristics. It is also influenced by the greater difference between teachers' personality traits, job features, and career growth, the higher levels of job dissatisfaction and the higher intentions to leave the profession. On the other hand,

Arifin (2015) also states that job satisfaction is influenced by organizational culture both favorably and insignificantly. Implementing honesty, integrity, and working discipline has not improved teachers' job satisfaction. If the teachers have a high level of job satisfaction, they will improve their performance. Job satisfaction or the compatibility of teachers' desired expectations with school's policies, is a factor that supports the absent of teachers' job satisfaction. The achievement of teachers' work can be improved by enhancing teachers' job satisfaction. Furthermore, Yunarti (2020) states that teachers' job satisfaction depends on the organization of the school. The more satisfied teachers are, the more committed they are to school effectiveness and the success of the nation's students. Otherwise, the less satisfied teachers are, the less committed they are to school effectiveness and the students' success. As educators, the organizational factors of school are crucial things in raising teachers' job satisfaction. Hence, this study looked into the relationship between job satisfaction, school regulation and students' factors in teaching Indonesian schools. Specifically, it addressed this research question:

1. How do students' factors and schools' working conditions affect teachers' job satisfaction?

2. Review of Literature

Teachers' job satisfaction

Job satisfaction has been an important topic in the empirical educational study (De Nobile & McCormick, 2008). "Schools must pay greater attention to improving teachers' job satisfaction" (Heller, Clay & Perkins 1993). It is discouraging to learn that, though some educators enjoy teaching, many teachers are still dissatisfied with their jobs. According to Zembylas and Papanastasiou (2004), the interaction between teachers and their students may influence on job satisfaction. In other words, if instructors maintained good inter-personal interaction with students' parents, colleagues and principals, they might influence classroom management and solve many school problems.

According to recent studies in Greece Belias, Koustelios, Sdrolas, and Aspridis (2015), public school teachers were content with the job itself and their supervision, but dissatisfied with compensation and promotion chances. Furthermore, autonomy was linked to the job, supervision, and the educational system. Other research has found a link between high levels of stress in the teaching profession and teachers' emotional engagement with their students (Chang, 2009). On the other hand, some studies also discussed the relationship between some factors and teachers' satisfaction. Zahara and Wijaya (2019) found a positive and significant relationship between self-concepts and work performance in teaching the students of Madrasah Itiyah elementary school in Tebing Tinggi, Riau. In addition, Amin (2015) stated that improving teachers' job satisfaction positively impacts teachers' motivation and job performance. Improving teachers necessitates headmaster attributes such as high competence, professionalism, and a solid commitment to improving Madrasah education quality. Not only self-concepts, work performance, and teachers'

motivation, but also the learning environment affects teachers' job satisfaction. The learning environment is linked to teachers' job satisfaction since a good learning environment will boost the positive motivation of teachers (Suriansyah, 2018).

Factors influencing teachers' job satisfaction

This section examines how job satisfaction among teachers is characterized, and the predictors found in previous studies, such as school working conditions and teacher characteristics. Despite the study results, primary focus on teachers' job satisfaction, literature on closely related issues, including teachers' turnover and retention, was also reviewed.

We use Evans' (1997) work concept of satisfaction in this study, which describes it as a state of mind determined by how a person's job-related needs are met. Furthermore, two major factors in teacher work satisfaction have been identified: job satisfaction and enjoyment. The sample is subjected to an individual's level of satisfaction with work conditions and circumstances, while the latter refers to personal accomplishments within substantive aspects of the job (Evans, 1997).

Working conditions in school

According to Bascia and Rottmann (2011), working conditions throughout schools are essential because of teachers' encouragement, efficacy, job involvement and students' opportunities to learn. Appropriate resources, a manageable schedule, cooperative engagement, professional development opportunities, stakeholder engagement and policy prospects are among the most critical factors ensuring teachers' work quality. (Sims & Fletcher-Wood 2018) examine teachers' data from 35 countries in the Teaching and Learning International Survey (TALIS) 2013, an international study of school learning environments and working conditions. Students' behaviour and teachers' collaboration were positively related to teachers' job satisfaction in all countries.

In the United States, an extensive study on the impact of workplaces on teachers' career choices has been conducted. Based on a nationally representative survey of over 6000 US elementary and secondary school teachers, Ingersol (2001) discovered that schools with higher levels of leadership support, better students' discipline, and greater autonomy and decision-making opportunities had lower rates of teachers' turnover. On the other hand, Borman and Dowling (2008) found that schools with administrative support, and the opportunities for networking and collaboration had lower attrition rates than schools without these features.

The effect of school working conditions on teachers' job satisfaction and career intentions was investigated by Kraft, Papay, Charner-Laird, Johnson, and Reinhorn, (2012). Among the employed classes of teachers' working conditions, the social nature of teachers' working conditions was the most important. In school leadership, prospects for career development and student discipline are all significant predictors of work satisfaction among teachers. A research study in Finland recently investigated the impact of school working conditions on teachers' job satisfaction and

burnout (Malinen & Savolainen, 2016). Furthermore, the principles influence school culture in three ways. Firstly, they read the culture, examining contemporary norms and values while also recognizing the culture's historical roots. Second, they examine the culture, identifying which aspects of it serve the school's basic purposes and mission, and which ones prevent the achievement of desired comes. The last one is they actively shape the culture by promoting positive characteristics while also attempting to transform negative aspects (Werang & Lena, 2014).

On the other hand, the effectiveness of school working conditions can also be seen from the non-financial compensation. The teachers receive remuneration from the school in facilities rather than money. The compensation strategy can be one of the most potent tools for influencing behaviour and performance. Without recognizing it, some schools have placed the system specifically to boost unproductive behaviour by ignoring essential potential and seeing it incorrectly. As a result, the non-financial compensation has an impact on the work satisfaction among state vocational high school teachers in west Lombok (Fitrisna US & Agus Ramdani, 2018).

Personal and professional characteristics

Across countries, teachers' age was weakly linked to job satisfaction, although gender has no impact. According to Borman and Dowling (2008), young instructors leave schools faster than their middle-aged colleagues, and women quit schools at a higher rate than males. These findings can be attributed mainly to the fact that more young female teachers leave the classroom to raise their children. On the other hand, these teachers are more likely to return to teaching afterwards (Allen & Seaman, 2005).

There is much inconsistency in studies on teachers' gender and job satisfaction even within similar national contexts. Hence, a survey of job satisfaction among English teachers indicated no crucial gender differences (Crossman & Harris 2006), while another found that women are more satisfied with their jobs. While the mixed findings may be due to the various contexts of work satisfaction and other research design features, the above studies all agreed on how to explain the gender disparities that resulted. Thus, in these researches, differences in job satisfaction were primarily due to differences in the perceptions of working conditions among teachers. For example, students' behaviour problems and teaching workload were more difficult for women, resulting in lower job satisfaction (Klassen & Chiu, 2011).

Teachers' characteristics can be seen in many ways, such as the interpersonal communication between each other, and motivation in teaching the students. According to Siburian (2013), interpersonal language to share information and human communication to influence others are two aspects of the strategic decision function. The success or failure of the decision-making is decided by the communication and approval received through collaboration with others. Hence, teachers can motivate the students to learn or influence them to achieve high academic accomplishments through interpersonal interactions. The qualities of a teacher's employment must be

considered while increasing learning achievement. Job characteristics that complement a teacher's abilities are more likely to foster the teacher's dedication. This dedication to work leads instructors to put up a greater effort in carrying out the teaching and learning process at work, leading to improving teachers' performance and students' achievement (Hamzah, Awaluddin, Siraj, & Dos Santos, 2020).

In Indonesia, various types of professional development have been implemented in order to increase teachers' professionalism such as PKG (Pusat Kegiatan Guru), KKG (Kelompok Kerja Guru) and MGMP (Musyawarah Guru Mata Pelajaran). These activities help the teachers solve problems that they encounter in the teaching activity (Supriadi, 1999). He also adds that a professional teacher must acquire five characteristics: devotion to students and their learning, in-depth knowledge of subjects and teaching methods, accountability for students' learning outcomes through evaluation, the capacity to think methodically, and participation in the learning community within the profession.

Teachers' attributes' interactions with job satisfaction

In a study that has looked into the connection between teachers' personality attributes and their work experiences, in the United States, high-performing fourth-grade female teachers were less likely to leave the profession, whereas male attrition was unaffected by teachers' quality. On a nationally representative sample of inexperienced teachers in the United States, Richard, Ingersoll, Merrill and May (2014) examine the relationship between professional experience and teachers' qualifications, finding that the degree and credential mattered little for beginning teachers' retention. Pedagogy and teaching methods preparation was crucial. Klassen and Chiu, (2011) found that in the effects of teachers' turnover in Canada, self-efficacy and teaching experience can interact. According to the researchers, teachers' self-efficacy is strong for new teachers, high for mid-career teachers, and decreasing for retiring teachers. Concerning teachers' job satisfaction, some teachers still feel dissatisfied with their job as a teacher. According to Lomi and Mbato (2020), two things that also affect the teachers' job satisfaction are school management the salary. The school only paid for the teachers based on how many times they taught the students.

Teachers will attain excellent performance when their expectations and the school's goals are reached (Wolomasi, 2019). Teachers' dissatisfaction might lead to unproductive behaviour, such as going to the city for an extended time or engaging in other inciting activities (Werang, 2017). However, there is more clarity regarding teachers' demographic characteristics like age on job satisfaction and attrition risk. The effects of teachers' gender are mixed; one reason may be the interaction with other professional and personal factors and aspects of the working environment that are special to a particular grade, domain level and school. Inequities can also be investigated within an institutionalized context of social norms (Weiner, 2006). Finally, these must be placed on the broader sense of the national educational system, and the informed manner of the particular degree level, teaching methods, and

educational form. Hence, in terms of teachers' power to shape their job satisfaction, principal leadership is the most crucial element in influencing teachers' views toward their work. School principals that make an effort to achieve school goals, work hard and encourage teachers are more likely to raise teachers' job satisfaction.

3. Methods

3.1 Participants

The participants of this study were the English teachers of several senior and a junior high schools. 30 participants were associated in this study, consisting of six SMK ST Michael teachers, eight teachers of SMPN Temanggung, eight teachers of SMAN 1 Ende and eight teachers of SMK Muctyaca Ende, Flores. They were asked to fill in the closed-ended questionnaire. Furthermore, seven participants were chosen to be interviewed their feeling about being a teacher. On the other hand, they were also asked to choose a value on the Likert scale to express the related responses, and the questions consisted of five parts. The teaching satisfaction scale assessed teachers' job satisfaction with the instruments. Although it appears to be a tool for assessing teaching satisfaction, it is a tool for assessing job satisfaction in general. To keep the participants' confidentiality, we used pseudonyms.

3.2 Data Collection

This research was a mixed-method study. The mixed-method design used both quantitative and qualitative approaches to acquire a deeper grasp of the research challenges and use the strength of each approach within a single study rather than employing a single study (Ary, Jacobs, Sorensen, & Razavieh, 2010). In conducting the data, the researchers adapted the questionnaire from Toropova, Myrberg, and Johansson (2021) for their study about the importance of school's working conditions and teachers' characteristics in relation to job satisfaction in Sweden. The questionnaire consisted of four parts. The first part consisted of five items that were related to teacher's job satisfaction, the second was about students' discipline and consisted of five items, the third part consisted of three items that were related to the leadership support and the last part was about school resources, and it consisted of five items. The researchers also examined whether the questionnaire was still valid and reliable to use or not, since it was used in different times and places.

Table 1. The validity result of the questionnaire

Components	The significance
Teachers' Job satisfaction	
I am content with my profession as a teacher.	0.00
I am satisfied with being a teacher in this school.	0.001
I am enthusiastic about my job.	0.000
I am proud of the work I do.	0.002
I am going to continue teaching as long as I can.	0.000

Students' Discipline

Students behave in an orderly manner.	0.000
Students are respectful of the teachers.	0.010
Students respect school property.	0.000
This school has clear rules about student conduct.	0.025
This school's rules are enforced in a fair and consistent manner	0.002

Leadership Support

Collaboration between school leadership and teachers to plan instruction	0.000
Amount of instructional support provided to teachers by school leadership	0.000
School leadership's support for teachers' professional development	0.000

School Resources

Teachers have adequate workspace	0.001
Teachers have adequate instructional materials and supplies	0.000
The school classrooms need maintenance work.	0.000
Teachers have adequate technological resources	0.000
Teachers have adequate support for using technology	0.000

Table 2. The reliability of the questionnaire

Components	The cronbach's alpha
Teachers' job satisfaction	0.656
Students' Discipline	0.628
Leadership Support	0.630
School Resources	0.876

According to Priyastama (2017), the validity of a questionnaire can be seen from the significance number. If the significance above 0.05, the questionnaire is considered acceptable, Furthermore, the questionnaire is reliable Cronbach's alpha is above 0.60. The tables above showed that the questionnaire was still valid and reliable since every significance number was above 0.05 and the Cronbach's alpha was above 0.60. Frequency analysis was used to determine the percentages from the participants' responses to each item in the questionnaire when examining the answers to the research question. The researchers used a statistical package for the social sciences (SPSS 24) to conduct the quantitative data. The researchers also took seven participants to do an in-depth interview.

4. Results and Discussion

4.1. Results

This part provided the result of the questionnaire and interview with the participants. The participants were asked how often they felt the way about being a teacher to examine how students' factors and school's condition affect teachers' job satisfaction. Every statement of the Likert scale had various responses from the participants, as indicated in the following table.

Table 3. Statistic Descriptive

Components	Mean	SD
Teachers' Job satisfaction		
I am content with my profession as a teacher.	3.57	0.568
I am satisfied with being a teacher in this school.	3.57	0.504
I am enthusiastic about my job.	3.57	0.509
I am proud of the work I do.	3.53	0.507
I am going to continue teaching as long as I can.	3.63	0.490
The average	3.56	
Students' Discipline		
Students behave in an orderly manner.	3.13	0.346
Students are respectful of the teachers.	3.33	0.479
Students respect school property.	3.40	0.498
This school has clear rules about student conduct.	3.33	0.479
This school's rules are enforced in a fair and consistent manner	3.37	0.490
The average	3.31	
Leadership Support		
Collaboration between school leadership and teachers to plan instruction	3.70	0.596
Amount of instructional support provided to teachers by school leadership	3.97	0.669
School leadership's support for teachers' professional development	4.30	0.651
The average	3.99	
School Resources		
Teachers have adequate workspace	3.33	0.661
Teachers do not have adequate instructional materials and supplies	3.27	0.907
The school classrooms need maintenance work.	3.30	0.837
Teachers have adequate technological resources	3.40	0.814
Teachers have adequate support for using technology	3.33	0.802
The average	3.32	

The survey was in the form of a Likert-scale instrument, and it was used to look into the relationship between school regulation, students' factors, school working conditions, teachers' job satisfaction. The researchers used descriptive analysis to identify what factors affected teachers' job satisfaction. According to Toropova, Myrberg, and Johansson (2021), the mean average determined what factors affected teachers' job satisfaction. If the score is above the average, then that factor affects job satisfaction. Otherwise, if the score is below the average, the factor is not affected. Based on the table above, several factors affected teachers' job satisfaction. Related

to students' discipline, some factors affected teachers' job satisfaction, such as: 1) "Students' respect for the teachers"; 2) "Students' respect for school property; 3) "The school's clear rules about students' conduct"; and 4) "The consistent and fair school's rules enforcement". These factors affected the teachers' job satisfaction because every score was above the mean average. Otherwise, a factor of students' discipline that was not affected to the teachers' job satisfaction, such as "students' behave is orderly manner". This factor was not affected since the score was below the mean average.

For leadership support, there was a factor that affected the teachers' job satisfaction, such as "school's leadership support for teachers' professional development". This factor affected teachers' job satisfaction because the score was above the mean average. Furthermore, related to the school resources, three factors had high scores, namely: 1) "Sufficient workspace in order to facilitate the teachers preparing the materials or discussing with students"; 2) "Adequate technological resources; and 3) "Adequate support for using technology".

In this part, the researchers also provided brief interview results, as stated in the following table.

Table 4. Interview result

Participants	The reason of being happy as a teacher
F.D (SMK Muchyaca, Ende)	I do love being a teacher, because my passion is teaching the students and also I like to share everything I have learned. On the other hand, when teaching the students, I can know how to teach well and improve my skill.
H.I (SMK ST. Mikael, Surakarta)	I like being a teacher because I can develop myself and the people around me.
A.E (SMP Temanggung)	I am happy being a teacher because I can learn everything. By teaching my students, I will know and learn about the people's characteristics.
H.S (SMAN 1 Ende)	I very like being a teacher because teaching is my passion. Being able to share my knowledge to others as well as gaining new values from others brings so much happiness to me.
Y.N (SMAN 1 Ende)	I like teaching students because it makes me fresh and forget about my own problems. Teaching the students also makes me get so much knowledge.

L.W (SMAN 1 Ende)	I am very happy being a teacher because teaching is my passion. By teaching the students, I gain more knowledge and value day by day even from the children.
W.S (SMAN 1 Ende)	I am happy with my job now because of the working hours. I just need to stay at school until 13:00. Furthermore, I also like to share my knowledge to my students.

The result in table 3 is also supported by the interview result, in which the participants were satisfied with their job. Not only the support from school and students affect the teachers' satisfaction, but also their desire and passion to be a teacher that can be seen in table 4. By being a teacher, they can share their knowledge with the students and gain new values from others. On the other hand, they can develop themselves and their people. F.D from SMK Muchyaca Ende, Flores also expressed that being a teacher made her learn everyday because when she taught the students, she also learned how to be a good teacher and improve her skill. Unlike W.S, an English teacher in SMAN 1 Ende, Flores, felt satisfied with the school regulation for providing the technology device for every teacher, and she was happy being a teacher because of the working time.

4.2. Discussion

This section aimed to analyze and describe the important findings concerning the examined literature. It aimed to look at the link between teachers' job satisfaction and school working conditions. Specifically, it investigated job satisfaction relating to the aspects of the school. Several statements were indicated in job satisfaction factors. Based on the findings, the participants often feel satisfied and enthusiastic with their job and inspired by their job.

Furthermore, from the students' aspects, all of the participants agree that the school organization related to the students' conduct has a critical vital role in their job satisfaction. In order to fulfil the teachers' job satisfaction, leadership support is also required. Based on the finding, the school leadership supports teachers' development, and their school's leadership builds good cooperation with the teachers.

Another thing in improving teachers' job satisfaction is the creation of school resources. Based on the table above, most participants stated that technological resources were not a big problem for the teachers, and they do not need to know the use of technology because in this modern era, almost all people can apply technology, including their students. School working conditions are divided into students' discipline, leadership support, and school resources. According to the findings, teachers' job satisfaction and school working conditions significantly correlated. Furthermore, data analysis revealed the presence of teachers' and students' relationships, particularly in students' discipline. Teachers' job satisfaction was positively correlated with good school administration and positive interactions with students, whereas stress from discipline issues and a lack of support are negatively

correlated with teachers' job satisfaction.

A previous study (Belias, Koustelios, Sdrolias & Aspridis, 2015) stated that teachers' job satisfaction had a relationship with the students' discipline and leadership support, such providing technology for the teachers to support teaching learning process in their school. Furthermore, school administration is critical to maintaining teachers' job satisfaction. In practice, if school administration is to be effective in keeping teachers, it must consider establishing effective collaboration between teachers and school's leadership and management support for teachers' and students' interactions. Otherwise, this study was different from previous studies such as Skaalvik and Skaalvik (2016). He stated that there is no correlation between teachers' job satisfaction and school's condition.

5. Conclusion

The study examined how the school's conditions affected teachers' job satisfaction. The English teachers who participated in this study were typically happy and satisfied with their job. This research's findings contradicted the general impressions from some studies that the teachers were unsatisfied with their job. Nevertheless, this study also showed that the students' disciplines affected the teachers' job satisfaction. Negative interaction with the students, particularly discipline problems, may cause stress that could lead the teachers to job dissatisfaction. This study shows that the three teaching elements are significantly linked to the teachers' job satisfaction. These three are students' discipline, school resources and leadership support. The school principals should carefully examine all of those factors since they demonstrate a favourable impact on secondary school teachers' satisfaction. Since this study involved a small number of participants, future researchers may investigate a similar topic with a bigger study sample.

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