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The Effect of Distributed Leadership, School Climate, and Work Motivation on Teacher's Job Satisfaction at Senior High School

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Abstract

Objective: This study aims to test and analyze the influence of distributed leadership, school climate, and work motivation on teacher's job satisfaction at senior high school in Jakarta. *Theoretical Framework:* In this topic focus on the meaning [Teachers Job Satisfaction, Distributed Leadership, School Climate, Work Motivation]. *Method:* Quantitative method with survey approach was used involving 370 teachers as respondents. *Data collection technique* was done through questionnaires arranged based on indicators of each variable. *The data obtained were analyzed statistically* *Results and Discussion:* The results showed: First, distributed leadership significantly impacts teacher job satisfaction, accounting for 60.2% of the variance, indicating a fairly strong influence. Second, school climate demonstrates an even greater impact, with a very strong influence of 78.4% on teacher job satisfaction, emphasizing its critical role in fostering a positive and satisfying work environment. Third, work motivation contributes to teacher job satisfaction at a moderate level, influencing 35.1% of the outcome. *These findings highlight the varying degrees of importance of leadership, school climate, and motivation in shaping teacher satisfaction levels. Research Implications:* The findings of this study serve as a basis for schools in developing strong distributed leadership as a supporter in meeting teacher job satisfaction. This study contributes to the development of theories in the fields of educational management and organizational psychology. *Originality/Value:* The results of the study can strengthen existing theories on how distributed leadership, school climate, and motivation affect teacher job satisfaction.

Keywords: Distributed Leadership, School Climate, Work Motivation, Teacher's Job Satisfaction.

Introduction

The concept of teacher status is always mediated by material factors including salary, school conditions, and policies. These material factors clearly affect job security, job satisfaction, and work life. As noted in the 2018 world report, teachers are so enthusiastic about doing their jobs because they want to show their work well that they often go beyond what is expected to meet students' needs. Nyamubi (2017), explains that teacher job satisfaction is determined by the existence of a positive relationship between teachers and colleagues, students, parents, and recognition of teachers' contributions to education. Toropova et al. (2021), said that improving the work environment which includes providing better work facilities, building a reasonable policy system, providing further education costs, and building a fair reward system can inspire teachers, so that they get higher satisfaction.

In Indonesia, the status of teachers has again become an important focus after the issue of eliminating teacher professional allowances in 2022 was raised. This issue certainly reaped pros

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and cons in various circles, especially teachers and lecturers. For the pros, the existence of a draft law on the national education system is to make all teachers get a decent income. On the other hand, for the cons, the regulation that eliminates the article on teacher professional allowances actually causes disappointment and is like a nightmare for them. In essence, teacher professional allowances are one of the government's ways to improve the dignity and status of teachers, so that by receiving allowances they can feel a better life.

High job satisfaction indicates a match between teacher expectations and what the school provides. Global empirical research shows four types of results: First, teacher job satisfaction is low, but student achievement is high (Shanghai, China, South Korea, Japan, Singapore). Second, teacher job satisfaction is high, but student achievement is low (Mexico, Malaysia, Chile, Italy). Third, teacher job satisfaction is high, and so is student achievement (Finland, Alberta, Canada, Australia). Fourth, low teacher job satisfaction, which has a negative impact on student achievement (Bulgaria, Brazil, Russia, 2021). Overall, regardless of the country, highly satisfied teachers give their best for their students' success, not only by imparting knowledge but also by paying extra attention to ensure better achievement for each student.

From the various studies that exist, many studies have been conducted trying to find the relationship between teacher job satisfaction and leadership (Sada 2017) and (Mickson 2019). In their study found a differential effect of leadership behavior on job satisfaction, where transformational and transactional leadership were positively related to intrinsic and extrinsic job satisfaction. Another empirical finding is that the diversity of organizational climate has mediated the relationship between leadership and job satisfaction. García Torres (2019), proved that a good relationship between teachers and principals can increase teacher job satisfaction, because the principal's distributed leadership is actively involved in shaping this satisfaction. This implies that job satisfaction is influenced by distributed leadership factors. Liu et al. (2021), findings showed that distributed leadership was positively and indirectly related to teacher job satisfaction and self-efficacy. García Torres (2019), revealed that teachers' perceptions of distributed leadership were significantly and positively related to job satisfaction.

Another factor that can influence teacher satisfaction is school climate. The findings show that school climate affects teacher job satisfaction Malinen (2016) and Treputtharat (2014), If the work environment in the school is good, comfortable, and harmonious, teachers will be more satisfied. On the other hand, if the work environment is bad, teachers are clearly disturbed. The high direct influence of school climate on job satisfaction, the direct impact of teacher self-efficacy on job satisfaction, and the mediating effect of teacher self-efficacy between the school environment and job satisfaction (Zakariya, 2020). A school climate that is free from noise and disruptive student behavior, comfortable, and harmonious can increase teacher job satisfaction.

The third factor that determines teacher satisfaction is work motivation. Motivation and job satisfaction are closely related in schools (Toropova 2021) and (Breugh, 2018) . Work motivation can be assessed from the degree of attachment to feelings, obligations, and rewards. Work motivation can be an important way to shape job satisfaction (Basamalah, 2021). Teachers who have high work motivation will try tirelessly to complete their tasks. Work motivation can be generated through strong and coordinated leadership. If teachers are not motivated then there is no job satisfaction, so this causes their productivity to decrease (Dickhauser, 2021) and (Stankobska, 2024). Work motivation and job satisfaction are not only important in the lives of teachers but also form the basis for teachers to work and contribute productively in the organization.

Based on the descriptions above, the researcher tries to link the factors of distributed leadership, school climate, and work motivation which are considered to have a substantial relationship with teacher job satisfaction. The relationship between these variables is what makes this study unique, so that the researcher is interested in studying it in more depth. This study has three main questions, namely (1) does distributed leadership affect teacher job satisfaction? (2) does school climate affect teacher job satisfaction? And (3) does work motivation affect teacher job satisfaction?

Theoretical Framework

Teacher's Job Satisfaction

According to Bibi and Kalim (2021), Job satisfaction is a measure of how well a job meets a need or desire. As a result, a person's job happiness impacts his or her productivity at work. As a result, the value of employee work satisfaction has become a hot topic among managers and supervisors in both for-profit and non-profit enterprises. According to Wanjiku (2025) job satisfaction is defined as a measure of how happy an individual is with his or her job. Sahito and Vaisanen (2020) added that teacher job satisfaction is interpreted as an integral indicator that leads to effectiveness in schools, which is considered as a product and quality of work.

In the field of education, job satisfaction is a crucial factor that influences the quality of instruction, educational output, and student-teacher relationships. If a teacher is not getting any satisfaction with his job, it could not be possible for him to develop desirable attitudes, habits, values, interests, and other qualities either in himself or among his students (Thekedam, 2014). In fact, this has been clarified by Colquitt et al. According Colquitt (2025), that job satisfaction is a pleasant emotional state resulting from the assessment of one's job or work experience.

Job satisfaction is a key concept in industrial and organizational psychology and has been associated with many positive variables such as job performance, organizational citizenship behavior, job motivation, and life satisfaction (Kara, 2020). Job satisfaction is a positive feeling about one's job resulting from an evaluation of its characteristics. Teachers' job satisfaction has been associated with teacher well-being and effective school functioning. Teachers who are satisfied with their jobs are typically more motivated, more enthusiastic, and more committed to the school's mission

Argue that job satisfaction refers to how much a person enjoys the conditions in which they carry out their professional activity. Job satisfaction refers to how much a person enjoys the conditions in which they carry out their professional activity. While other experts suggest, both cognitive and affective features seem to be involved in the construct of job satisfaction. Job satisfaction stems from a positive perception about job conditions. Both cognitive and affective seem to be involved in influencing job satisfaction, where job satisfaction comes from a positive perception of job conditions.

Describe the most common aspects that employees consider in assessing job satisfaction are influenced by salary, promotion, supervision, coworkers, and the job itself. explain that a person's job satisfaction is influenced by six factors, namely decision making, professional growth, status, self-efficacy, autonomy and impact. Other factors presented include working conditions, job security, work itself, pay and fringe benefits, responsibility, recognition by others, colleagues, supervision and advancement.

Distributed Leadership

Argues that distributed leadership shows that organizational performance and leaders influence the results of change not from one individual, but from a group of people working in a system that has been created. The distributed perspective emphasizes the practice and/or activity of leadership, the actions of and interactions among students, teachers, administrators, and other school community members. Distributed leadership has been defined as "to the extent that" where workers experience active involvement in leadership activities in organizational change, managing tasks, and strengthening social relationships at work. Distributed leadership as part of a strategy to move the principal from the conventional leadership style

The distributed leadership perspective emphasizes leadership practices and activities, actions and interactions between students and teachers. Leadership practice broadly distributed is a panacea, blueprint, or recipe for reforming urban schools. Distributed leadership refers to leadership that has responsibilities, activities, roles, and functions that are considered as emergent traits through various means to all members.

Distributed leadership is considered to be a trait that emerges from groups or networks of interacting individuals. It is characterized by leadership activity that is enforced within and by groups, not by individuals. Distributed leadership is a fluid potential held by a group that enhances an individual's capacity to lead and that aligns this capacity with specific challenges and the organizational environment. Distributed leadership describes a model of leadership in which leadership does not just reside with those in specifically designated leadership positions but is enacted by employees throughout the organization. Thus, the focus is on leadership as a practice or social process, rather than as a role in which leadership is not the monopoly or responsibility of just one person.

Distributed leadership model that actively involves staff in decisions about what innovation to adopt and how to adopt it is more successful in ensuring teachers across the network: (1) engage with the innovation; (2) explore how new practices can be used to improve teaching and learning and (3) continue to use/improve practices on an ongoing basis (Brown, 2020). Mindful leaders must rethink their distributed leadership practices with the aim of reshaping the methods used to meet the new demands of the modern world.

Explain four terms in distributed leadership, namely (1) leadership activity is distributed; (2) distributed leadership is practiced through the interaction of multiple individuals; (3) distributed leadership improves efficiency and effectiveness; and (4) distributed leadership maximizes the human development process within the organization. There is a very strong relationship between distributed leadership and organizational performance by utilizing two important dimensions, namely external and internal managerial systems. external managerial systems such as empowerment and internal managerial systems include shared purpose, social support, and voice.

School Climate

A school climate is multi-dimensional and influences many individuals, including students, parents, school personnel, and the community. School climate is multidimensional and can influence many people including students, parents, school personnel and the community. Added that a school's climate reflects its norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A positive school climate is also an essential component within comprehensive school improvement processes.

School climate refers to individual perceptions of moral, relational and institutional aspects of school life. Organizational climate is an aggregate construct and can be understood with reference to a psychological climate described as individual employee perceptions regarding the impact of the work environment on their personal well-being. School climate by definition reflects students', school personnel's, and parents' experiences of school life socially, emotionally, civically, and ethically as well as academically.

School climate is typically assessed through survey data regarding the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures present in schools. Organizational climate is defined as the shared perceptions held by members of the organization regarding its policies, practices, and procedures. Organizational climate is shaped by the characteristics of an entire organization and the behavior of individual members. A positive school climate can increase student and staff motivation and create an environment that supports learning. School climate is influenced by a variety of internal psychological factors that determine how school members describe and interpret their environment

The National School Climate Center (NSCC) describes the dimensions of school climate, namely (a) Safety: Rules and norms, sense of physical security, and sense of social-emotional security; (b) Teaching and Learning: Support for learning and social and civic learning; (c) Interpersonal Relationships: Respect for diversity, social support adults, and social support students; (d) Institutional Environment: School connectedness/engagement and physical surroundings; and (e) Staff Only: Leadership and professional relationships.

Explained, for more than a century, there has been a growing interest in school climate. The review focuses on five essential dimensions of school climate: Safety, Relationships, Teaching and Learning, Institutional Environment, and the School Improvement Process. In a recent review, have provided a comprehensive assessment of which dimensions fit the construct of school climate. They classified school climate into four dimensions, namely academic climate, community, safety and institutional environment.

Work Motivation

Motivation is defined as a set of energetic forces that originate both within and outside an employee, initiates work-related effort, and determines its direction, intensity, and persistence. Motivation is a critical consideration because effective job performance often requires high levels of both ability and motivation. Motivation refers to the processes by which a person's efforts are energized, directed, and sustained toward achieving a goal.

A teacher may work with teaching experts to improve their teaching quality with pleasure and enjoyment derived from the partnership. This represents an example of intrinsic motivation, which is deemed the most self-determined type of motivation. In contrast, extrinsic motivation refers to behaviors that are exhibited in order to attain material incentives, recognition or rewards, or to avoid punishment. Teachers' work motivation has a significant influence on their job satisfaction, which in turn has an impact on overall school performance. High motivation encourages teachers to try harder in carrying out their duties, which can improve the quality of teaching and student learning outcomes.

Many factors influence teacher motivation. First, an employee is guided by his or her personal beliefs, preferences, and goals, and is committed to looking for a possibility to grow in an organization thus creating expectations that could be met while he or she is working. Second,

there are extrinsic factors that greatly affect the motivation of employees towards their respective jobs. For example, the Harvard's longest study on human happiness found out that at the younger stage of human life, people strive to get more money and fame because humans start to build their career in this stage. Third, intrinsic factors like empowerment, autonomy, organization and the like give power to employees to achieve goals for the organization due to an inner feeling that they are cared for, empowered, and secured.

Maslow's five levels of needs are shown in hierarchical order including: 1) Physiological including hunger, thirst, shelter, sex, and other bodily needs; 2) Safety, security and protection from physical and emotional harm; 3) Social, affection, belonging, acceptance and friendship; 4) Esteem, internal factors such as self-esteem, autonomy, and achievement, and external factors such as status, recognition, and attention; 5) Self-actualization, drive to become what one is capable of becoming; including growth, achieving one's potential, and self-fulfillment.

The underlying concept of motivation is some driving force within the individual that seeks to achieve goals to satisfy some need or another. Alderfer's existence needs are equivalent to Maslow's physiological and safety needs; Alderfer's relatedness needs and McClelland's affiliation needs are roughly equivalent to Maslow's social needs. Herzberg's hygiene factors are none other than physiological, safety and love. Maslow's self-esteem and self-actualization needs consist of growth needs as defined by Alderfer, achievement needs, power needs as defined.

Methodology

This research is a quantitative research, namely a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem being studied to produce a conclusion. The data search stage uses surveys and ordinal measures. This study uses an explanatory design, where the object of the explanatory research study is to test the relationship between hypothesized variables. In this type of research, there is clearly a hypothesis that will be tested for its truth. The hypothesis itself describes the relationship between two or more variables. The explanatory design is intended to explain a generalization of a sample to its population or explain the relationship, difference or influence of one variable on another variable. Therefore, in the explanatory format, researchers use samples and research hypotheses. The explanatory design has the credibility to measure, test the causal relationship of two or more variables using inferential (inductive) statistical analysis.

Population and Sample

The unit of analysis of this study is public high school teachers in Jakarta. The population is 4,943 teachers with a sample of 370 respondents selected randomly. Sampling is based on the Slovin Formula with a margin of error of 5% (0.05).

Data Collection

The distribution of questionnaires in the form of Google Forms was used to collect data. The questionnaire presents statements and answer choices so that respondents can only provide limited responses to the choices given.

Teacher's Job Satisfaction (Y)

Teacher job satisfaction shows how teachers feel about their work and what they think about their work with indicators of self-efficacy, support, salary, involvement, relationships and work environment. Teacher job satisfaction is a score obtained from respondents' answers using an instrument. The instrument is arranged in the form of a Likert scale with five answer choices, namely, very happy = 5; happy = 4; quite happy = 3; unhappy = 2; and very unhappy = 1. If the statement is negative: very happy = 1; happy = 2; quite happy = 3; unhappy = 4; and very unhappy = 5.

Distributed Leadership (X1)

Distributed leadership is a leadership that emphasizes mutual assistance in leading institutional change by highlighting the benefits of collaboration, feedback, shared goals, and shared ownership in leading with indicators of distributing or sharing some tasks, the process of influencing others, interaction between members and cooperation. Distributed Leadership is a score obtained from respondents' answers using an instrument. The instrument is arranged in the form of a Likert scale with five answer choices, namely, if the statement is positive: strongly agree = 5; agree = 4; disagree = 3; disagree = 2; and strongly disagree = 1. If the statement is negative: strongly agree = 1; agree = 2; disagree = 3; disagree = 4; and strongly disagree = 5.

Climate School (X2)

School climate is the teacher's perception of the environment such as norms, interpersonal relationships, teaching, learning, and organizational structures in the school by referring to the teacher's feelings while working which are marked by indicators of academic climate, school safety and comfort, relationships and institutional support. School climate is a score obtained from respondents' answers using an instrument. The instrument is arranged in the form of a Likert scale with five answer choices, namely, If the statement is positive: strongly agree = 5; agree = 4; disagree = 3; disagree = 2; and strongly disagree = 1. If the statement is negative: strongly agree = 1; agree = 2; disagree = 3; disagree = 4; and strongly disagree = 5.

Work Motivation (X3)

Work motivation is a drive that comes from both within and outside the individual to carry out their duties and responsibilities in order to achieve organizational goals by fulfilling indicators of existence needs, relationship needs, and development needs. Work motivation is a score obtained from respondents' answers using an instrument that measures the fulfillment of indicators (1) existence needs; (2) relationship/relationship needs; and (3) development needs. The instrument is arranged in the form of a Likert scale with five answer choices, namely, If the statement is positive: strongly agree = 5; agree = 4; disagree = 3; disagree = 2; and strongly disagree = 1. If the statement is negative: strongly agree = 1; agree = 2; disagree = 3; disagree = 4; and strongly disagree = 5.

Data Analysis Techniques

Data analysis in this study used SmartPLS Software. In general, Partial Least Square (PLS) is very suitable for predicting applications and building theories, analyzing small samples and testing the overall fit of the model well. In addition, SEM-PLS also has advantages over regression in general because it can test several variables at once.

Research Hypothesis

Hypothesis 1

H1 : there is a direct influence of distributed leadership on job satisfaction

H0 : there is no direct influence of distributed leadership on job satisfaction

Hypothesis 2

H2 : there is a direct influence of school climate on job satisfaction

H0 : there is no direct influence of school climate on job satisfaction

Hypothesis 3

H3 : there is a direct influence of work motivation on job satisfaction

H0 : there is no direct influence of work motivation on job satisfaction

Example equation:

Results and Discussions

The results of processing the model scheme include measuring the outer model, inner model, and testing the hypothesis.

OUTER MODEL MEASUREMENT

Validity testing is done by looking at the cross loading value which must get an average variance extracted (AVE) value > 0.5 to be declared valid. In table 1, the AVE value shows that the value of each variable is more than 0.5, this reflects that the discriminant validity is good and the model can be used because the validity test requirements are met.

Variables	Average Variance Extracted (AVE)
School Climate	0.636
Distributed Leadership	0.591
Teacher Job Satisfaction	0.636
Work Motivation	0.664

Table 1. AVE (Average Variance Extracted) Value

Furthermore, the Cronbach Alpha and Composite Reliability values that are specifically acceptable are between 0.60 and 0.70. A construct is said to have high reliability if its value is more than 0.70. The table of Cronbach Alpha and Composite Reliability values is as follows:

Variables	Cronbach's Alpha	Composite Reliability
School Climate	0.885	0.913
Distributed Leadership	0.884	0.910
Teacher Job Satisfaction	0.885	0.913
Work Motivation	0.937	0.947

Table 2. Cronbach Alpha and Composite Reliability Values

Inner Model Measurement

The R Square value is the coefficient of determination on the endogenous construct the R square value is 0.67 (strong), 0.33 (moderate) and 0.19 (weak).

Variables	R Square
Distributed leadership on teacher job satisfaction	0.602
School climate on teacher job satisfaction	0.784
Work motivation on teacher job satisfaction	0.351

Table 3. R square value

Table 3 shows that the R square value of distributed leadership on teacher job satisfaction is 0.602, which means that the distributed leadership of principal has an influence of 60.2% and explains that its influence is quite strong. Next, the R square value of school climate on teacher job satisfaction is 0.784, which means that school climate has an influence of 78.4% and explains that its influence is very strong. Lastly, the R square value of work motivation on teacher job satisfaction is 0.351, which means that work motivation has an influence of 35.1% and explains that its influence is moderate.

Hypothesis Testing

Based on the calculations in table 4, hypothesis testing will be explained as follows:

Effect	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
X ₁ - > Y	0.517	0.527	0.085	6,078	0.000
X ₂ - > Y	0.193	0.181	0.083	2,335	0.020
X ₃ - > Y	0.129	0.131	0.043	2,999	0.003

Table 4. Path Coefficients

Hypothesis testing by measuring the t-statistic value and p-value aims to see whether or not there is an influence between the independent variable and the dependent variable. Rejected and accepted if the t-statistic value is > from the t-table value and p-value < 0.05. This means that the independent variable has a significant influence on the dependent variable. Accepted and rejected if the t-statistic value is < from the t-table value and p-value > 0.05. This means that the independent variable has no influence on the dependent variable.

The Effect of Distributed Leadership on Teacher's Job Satisfaction

The calculation results of the effect of distributed leadership (X₁) on teacher job satisfaction (Y) show that t count (6.078) > t table (1.649), while the direction of the influence is positive with the original sample value (0.517), and p value (0.000) < (0.05), then H₀ is rejected and H₁ is accepted. Thus, it can be concluded that distributed leadership has a direct positive and

significant influence on teacher job satisfaction. The greater the increase in distributed leadership, the greater the impact on increasing teacher job satisfaction.

Based on the calculation results, it was found that distributed leadership has a direct positive and significant effect on teacher job satisfaction. The greater the increase in distributed leadership, the greater the impact on increasing teacher job satisfaction. The results of research conducted revealed that teachers' perceptions of distributed leadership were significantly and positively related to their job satisfaction. Distributed leadership has been operationalized by focusing on the perception of favorable conditions that attract leadership distribution, staff empowerment, and shared decision making. Another study conducted by also showed that distributed leadership has a statistically significant effect on teacher job satisfaction. Both subdimensions such as coherent shared leadership and leadership functions positively affect the level of teacher job satisfaction. In other words, the quality of education is closely related to teachers' opinions about their work and their level of job satisfaction.

Researchers such revealed that distributed leadership is positively and indirectly related to job satisfaction explored the relationship between distributed leadership and teachers' self-efficacy, focusing on the mediating role of job satisfaction and trust in principals in the Chinese context. Five hundred and seventy elementary school teachers in Southern China participated in the survey. The results showed that distributed leadership had an indirect effect on teachers' self-efficacy, and that this effect was significantly mediated by job satisfaction and trust in principals.

The Effect of School Climate on Teacher's Job Satisfaction

The calculation results of the effect of school climate (X2) on teacher job satisfaction (Y) show that t count (2.335) > t table (1.649), while the direction of the influence is positive with the original sample value (0.193), and p value (0.020) < (0.05), then H_0 is rejected and H_2 is accepted. Thus, it can be concluded that school climate has a direct positive and significant influence on teacher job satisfaction. The greater the increase in school climate, the greater the impact on increasing teacher job satisfaction.

The calculation results show that school climate has a direct positive and significant effect on teacher job satisfaction. The greater the increase in school climate, the greater the impact on increasing teacher job satisfaction. This finding supports the results of research conducted that a positive organizational climate contributes to increased job satisfaction. This finding indicates the importance of creating an environment that supports and empowers teachers to improve their well-being.

investigated the influence of organizational climate on employee job satisfaction, as well as the role of individual personality in the relationship. The results of the analysis showed that a positive organizational climate, characterized by management support, effective communication, and a collaborative work atmosphere, contributed significantly to increasing employee job satisfaction. Furthermore, Otrębski (2022), revealed that there is a significant relationship between organizational climate and teacher job satisfaction. The data obtained showed that schools with a positive climate, characterized by open communication, management support, and a collaborative culture, contribute to higher levels of job satisfaction among teachers.

The Effect of Work Motivation on Teacher's Job Satisfaction

The calculation results of the effect of work motivation (X3) on teacher job satisfaction (Y) show that t count (2.999) > t table (1.649), while the direction of the influence is positive with the original sample value (0.129), and p value (0.003) < (0.05), then H_0 is rejected and H_3 is accepted. Thus, it can be concluded that work motivation has a direct positive and significant influence on teacher job satisfaction. The greater the increase in work motivation, the greater the impact on increasing teacher job satisfaction.

The results of the study show that work motivation has a direct positive and significant effect on teacher job satisfaction. The greater the increase in work motivation, the greater the impact on increasing teacher job satisfaction. As the findings of research conducted showed that high work motivation contributes positively to improving employee performance by increasing satisfaction at work. It is noted that intrinsic motivation, such as a sense of achievement, recognition, and responsibility, plays an important role in increasing job satisfaction, while extrinsic motivation, such as compensation and rewards, also makes an important contribution. Increased job satisfaction has been shown to improve employee performance, thereby creating a more effective and harmonious work environment.

A study on the relationship between motivation and job satisfaction of staff in private university libraries in Nigeria by Idiegbeyan- showed that there is a significant positive correlation between the two variables. Staff with high levels of motivation tend to be more satisfied with their jobs, especially when given incentives such as performance recognition, career development opportunities, and a conducive work environment. The results also revealed that factors such as management support, fair compensation policies, and opportunities to be involved in decision-making play a role in increasing job satisfaction.

Tested the application of Herzberg's motivation and job satisfaction theory in the hospitality industry in developing countries. The results showed that Herzberg's theory, which divides motivational factors into two categories: motivator factors (such as achievement and recognition) and maintainer factors (such as working conditions and salary), is mostly relevant to hotel employees. However, in developing countries, maintainer factors, especially those related to wages and working conditions, have a greater influence on job satisfaction than motivator factors. This suggests that the social and economic context in developing countries influences the application of Herzberg's theory in the hospitality industry, with unmet basic needs being the top priority for employees.

Conclusion

These findings collectively emphasize the interrelationships between leadership, climate, motivation, and satisfaction in educational settings. Building a supportive environment, implementing distributed leadership, and enhancing work motivation should be a primary focus for educational leaders to achieve higher teacher job satisfaction, which will ultimately have a positive impact on the quality of education provided to students. First, distributed leadership significantly influences teacher job satisfaction by encouraging collaboration and leveraging individual strengths. This enhances their sense of belonging and professional growth. Teachers who feel involved in decision-making and are valued for their contributions are more likely to experience higher levels of satisfaction in their work. Second, school climate plays a significant role in shaping teacher job satisfaction, as a positive atmosphere can increase motivation and overall satisfaction. A supportive environment, where communication is open and mutual

respect exists, creates good conditions for teachers to thrive. Third, work motivation directly influences teacher job satisfaction, as motivated teachers are more likely to feel fulfilled in their roles. High emotional involvement in work will create a deep sense of satisfaction. Future research is expected to develop teacher job satisfaction variables by using independent variables other than those used in this study such as trust, task allocation, administrative leadership, collaboration, and communication.

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