



# Does School Climate Matter for Job Satisfaction? The Mediating Role of Teachers' Self-Efficacy and Work Engagement

Muhd. Odha Meditamar<sup>1\*</sup> 

<sup>1</sup>Islamic Education Management Department, Institut Agama Islam Negeri Kerinci, Sungai Penuh, Indonesia

## ARTICLE INFO

### Article history:

Received June 23, 2024

Accepted September 30, 2024

Available online October 25, 2024

### Kata Kunci:

Kepuasan Kerja, Iklim Sekolah, Efikasi Diri, Keterlibatan Kerja

### Keywords:

Job Satisfaction, School Climate, Teachers' Self-Efficacy, Work Engagement



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Kepuasan kerja guru sangat penting dalam mendukung pencapaian kinerja individu dan organisasi pendidikan. Namun, dalam konteks pendidikan di Indonesia, terdapat kekurangan penelitian yang secara khusus mengeksplorasi bagaimana iklim sekolah mempengaruhi kepuasan kerja guru, terutama dengan mempertimbangkan peran efikasi diri dan keterlibatan kerja sebagai variabel mediasi. Penelitian ini bertujuan untuk menganalisis peran mediasi efikasi diri dan keterlibatan kerja dalam hubungan antara iklim sekolah dan kepuasan kerja guru. Penelitian ini menggunakan desain penelitian cross-sectional survei dengan melibatkan 208 guru Sekolah Menengah Atas (44,13% laki-laki, 59,13% perempuan; rata-rata usia = 37,96, SD = 8,34). Data dikumpulkan menggunakan Minnesota Satisfaction Questionnaire (MSQ), School Climate Survey, Teachers' Self-Efficacy Scale, dan Utrecht Work Engagement Shortened Version (UWES-9). Analisis data dilakukan menggunakan Structural Equation Modelling - Partial Least Squares (SEM-PLS) untuk menguji hipotesis. Hasil penelitian menunjukkan bahwa iklim sekolah berpengaruh signifikan terhadap kepuasan kerja guru melalui mediasi efikasi diri. Selain itu, keterlibatan kerja juga berperan sebagai mediator yang signifikan dalam hubungan ini. Temuan ini memberikan kontribusi dalam upaya peningkatan kepuasan kerja guru, dengan menunjukkan bahwa iklim sekolah yang positif dapat mendorong peningkatan efikasi diri dan keterlibatan kerja, yang pada gilirannya meningkatkan kepuasan kerja guru. Oleh karena itu, penting untuk menciptakan kondisi iklim sekolah yang mendukung guna memperbaiki kesejahteraan kerja guru secara keseluruhan.

## ABSTRACT

Teacher job satisfaction is crucial in supporting the achievement of individual and organizational performance in education. However, in the context of education in Indonesia, there is a lack of research specifically exploring how school climate affects teacher job satisfaction, particularly considering the role of self-efficacy and work engagement as mediating variables. This study aims to analyze the mediating role of self-efficacy and work engagement in the relationship between school climate and teacher job satisfaction. The study uses a cross-sectional survey design involving 208 senior high school teachers (44.13% male, 59.13% female; average age = 37.96, SD = 8.34). Data were collected using the Minnesota Satisfaction Questionnaire (MSQ), School Climate Survey, Teachers' Self-Efficacy Scale, and Utrecht Work Engagement Shortened Version (UWES-9). Data analysis was conducted using Structural Equation Modelling - Partial Least Squares (SEM-PLS) to test the hypotheses. The results indicate that school climate significantly influences teacher job satisfaction through the mediation of self-efficacy. Furthermore, work engagement also serves as a significant mediator in this relationship. These findings contribute to efforts to enhance teacher job satisfaction, showing that a positive school climate can foster improvements in self-efficacy and work engagement, which, in turn, enhances teacher job satisfaction. Therefore, it is essential to create a supportive school climate to improve teachers' overall well-being.

## 1. INTRODUCTION

Teachers play a pivotal role in the success of educational institutions. Various studies underscore the significance of teachers in schools, emphasizing their multifaceted contributions. Teachers act as

catalysts for change, propelling innovation in teaching methodologies, educational technologies, and novel learning approaches to enhance the educational landscape (Fauth et al., 2019; S. Liu et al., 2024). Previous study underscore the ethical dimension of teachers as moral agents and role models crucial in imparting values and ethics to students (Asif et al., 2020). The caliber of teachers directly impacts the quality of education (Day, 2019; Manning et al., 2019). Given their pivotal role in fostering educational success, it is imperative to continuously motivate teachers to maintain high performance levels.

Prior research has consistently demonstrated that elevated job satisfaction is a key driver of exemplary teacher performance (Sujadi et al., 2019; Torlak & Kuzey, 2019; Yuliandra et al., 2024). Teacher job satisfaction significantly contributes to cultivating a productive and supportive educational milieu. Job satisfaction stands as a focal point in Industrial and Organizational Psychology, being extensively researched (Judge et al., 2020; Rothausen & Henderson, 2019). The evaluation of job satisfaction is instrumental in fortifying employee engagement and serves as a cornerstone for achieving professional success. Job satisfaction encapsulates an individual's positive emotional state derived from their job or work encounters (Harrison et al., 2006; Zhang & Zheng, 2019). Previous study delineate job satisfaction as the favorable sentiments about a job resulting from an appraisal of its attributes (Robbins & Judge, 2013). Individuals with heightened job satisfaction exhibit positive sentiments towards their roles, contrasting with those with diminished satisfaction who harbor negative feelings. In the realm of teaching, job satisfaction denotes the nexus between a teacher's professional aspirations and their perceived rewards or requisites, culminating in an outcome shaped by attitudinal and affective responses (Baluyos et al., 2019; Ortan et al., 2021).

Diverse studies have sought to unravel the intricacies of teacher job satisfaction. Scholarly findings underscore job satisfaction as a critical barometer not only for employee psychological well-being and health but also for various organizational objectives (Bashir & Gani, 2020; Zhang & Zheng, 2019). Hence, job satisfaction emerges as a pivotal factor essential for optimal job performance. A sense of contentment fosters enthusiasm in the workplace, leading to enhanced productivity. Job satisfaction also serves as a precursor to turnover intentions (Gebregziabher et al., 2020; Pratama et al., 2022). A study conducted on Iranian employees revealed that heightened job satisfaction correlates with increased work productivity, contributing to enhanced work quality. Satisfied employees exhibit heightened thoroughness and precision in task completion, reducing errors and bolstering efficiency (Hoboubi et al., 2017; W. Wang & Zhou, 2022). Augmented teacher job satisfaction correlates with enhanced accountability towards learning outcomes. Variables like teacher workload, collaboration, and perceptions of student discipline intricately intertwine with teacher job satisfaction (Capone & Petrillo, 2020; Toropova et al., 2020).

While high job satisfaction is conducive to enhancing educational quality, extant surveys reveal persisting challenges in this realm. A comprehensive investigation involving 634 teachers across 120 rural schools in China by H. Wang et al. unveiled a notable prevalence of teacher dissatisfaction, with approximately 21% of rural educators expressing discontent with their roles (H. Wang et al., 2022). Noteworthy correlates of this dissatisfaction, as identified in the study, encompass individual and school-level factors such as gender, homeroom responsibilities, absence of managerial roles, age group, and boarding school affiliation. Additionally, findings from another study indicated that half of the participants harbored turnover intentions, with dissatisfaction being a prominent factor (Räsänen et al., 2020). Specific grievances related to inadequate facilities and equipment were highlighted in previous research (Bozeman et al., 2013). Moreover, broader professional discontent has been documented in prior studies, exemplified by employee dissatisfaction in various contexts (Alharbi et al., 2016; Merga & Fufa, 2019; Nørøxe et al., 2018).

Educators experiencing job dissatisfaction are vulnerable to stress, burnout, and diminished mental and emotional well-being (Agyapong et al., 2022; Meditamar et al., 2022). Various factors, including school climate, are anticipated to impact teacher job satisfaction (Ghavifekr & Pillai, 2016; Malinen & Savolainen, 2016). Organizational climate, defined as the collective interpretation that members attribute to organizational occurrences, policies, practices, and behaviors perceived as endorsed, supported, and anticipated, contrasts with the delineation by Peterson & Fischer, underscoring shared perceptions of the work environment and organizational directives affecting well-being (Peterson & Fischer, 2004; Schneider et al., 2013). James and Jones distinguished psychological climate from organizational climate, with contemporary research emphasizing organizational climate as a distinct entity, separate from individual perspectives.

Previous study argued that there are several common dimensions that constitute organizational climate, such as an outcome (e.g., climate for safety) or organizational process (e.g., ethics, fairness) (Aarons et al., 2017). Additionally, previous study proposed four dimensions in the perception of organizational climate: work challenge and autonomy; role stress and lack of harmony; leadership facilitation and support; and work group cooperation, friendliness, and warmth (Marin Vidak Vicko Tomić & Marušić, 2023). Findings from a study involving 271 samples revealed that specific dimensions of organizational climate

such as identity, conflict management, and rewards exhibited a statistically significant positive correlation with job satisfaction (Gaunya, 2016). This is further corroborated by a study indicating a strong association between employee job satisfaction, company type, and organizational climate (Tsai, 2014). Organizational climate holds significance in academic institutions due to its impact on employees. Institutional leadership plays a crucial role in shaping organizational, subsequently influencing work and job satisfaction (Lan et al., 2019; Marin Vidak Vicko Tomić & Marušić, 2023).

Several variables are anticipated to act as mediators in the relationship between organizational climate and teacher job satisfaction. Past research has demonstrated that teacher self-efficacy serves as a mediating factor in these connections (Fang & Qi, 2023; Zakariya, 2020). A study involving 3951 teachers in Norway revealed that a positive school climate can enhance teachers' self-efficacy, subsequently influencing their perceived job satisfaction (Zakariya, 2020). Additionally, findings from a representative sample of 51,782 primary school teachers from 15 countries using the publicly available TALIS 2018 database confirmed similar trends (I. G. Katsantonis, 2020). Enhanced job satisfaction often stems from teachers feeling competent and effective in their responsibilities, strengthening the link between supportive school climate and job satisfaction (Baluyos et al., 2019; Fang & Qi, 2023). Moreover, we anticipate that work engagement mediates the relationship between school climate and teacher job satisfaction. This proposition is supported by a prior study involving 432 teachers in Israel, which highlighted the mediating role of work engagement in these associations (Eldor & Shoshani, 2017). The strongest indirect relationship through teacher work engagement is observed when the quality of internal services is high, enabling teachers to align with the motivating factors of the service climate (Eldor & Shoshani, 2017; Fang & Qi, 2023).

This study aims to conduct a comprehensive investigation of the relationships among school climate, teacher job satisfaction, teacher self-efficacy, and work engagement. Specifically, the study seeks to explore the direct impact of school climate on teachers' job satisfaction levels. Furthermore, it aims to explore the mediating role of teachers' self-efficacy and work engagement in moderating the relationship between school climate and teacher job satisfaction. Therefore, this research endeavors to provide deeper insights into how factors within the school environment, such as school climate, can influence teacher job satisfaction. Moreover, by considering the influence of teachers' self-efficacy and work engagement, the study also aims to elucidate the internal mechanisms that may mediate or moderate the influence of school climate on teachers' job satisfaction. While numerous studies have explored the link between school climate and job satisfaction, few have delved into the mediating effects of teacher self-efficacy and work engagement, particularly within Indonesian educational institutions.

The urgency of this study lies in comprehending the significance of school climate concerning job satisfaction among teachers, with a specific focus on how teachers' self-efficacy and work engagement mediate this relationship. This research fills critical knowledge gaps by delving into the interplay of these factors, elucidating how enhancing school climate can positively influence teacher satisfaction and overall educational outcomes. The outcomes of this research can serve as a valuable resource for education policymakers in enhancing teacher job satisfaction by thoroughly addressing the influencing factors.

## 2. METHOD

A cross-sectional survey research design was utilized, involving 208 senior high school teachers from 18 sub-districts in Kerinci District, Jambi Province, Indonesia. Convenience sampling was employed as the sampling technique. Data collection took place within a one-month period in April 2024 through a questionnaire distributed via Google Forms to ensure accessibility. The survey was anonymous, with respondents not required to disclose their true identities (Federkeil et al., 2020; Hunsaker, 2021). Upon receiving the survey link through social media, respondents indicated their willingness to participate, followed by providing basic demographic information (age, years of service, teacher status, education level) before completing the research scale, estimated to take approximately ten minutes. Table 1 illustrates the characteristic of respondent

**Table 1.** Characteristic of Respondents

Characteristic	Category	Frequency	Percentage
Gender	Male	85	44.13
	Female	123	59.13
Age	< 30	38	18.27
	31 – 40	89	42.79
	41 – 50	56	26.92
	> 50	25	12.02

Characteristic	Category	Frequency	Percentage
Years of Service	< 5 Years	26	12.50
	5 – 10 Years	46	22.12
	11 – 15 Years	64	30.77
	16 – 20 Years	34	16.35
	21 – 25 Years	21	10.10
	> 25 Years	17	8.17
Educational Level	Bachelor's Degree	164	78.85
	Master's Degree	44	21.15
Teacher Status	Civil Servant	134	64.62
	Contractual	74	35.58

Base on [Table 1](#), the survey comprised predominantly female teachers (123 individuals, 59.13%) and male teachers (85 individuals, 44.13%). The majority fell within the 31-40 age group, with 89 participants (42.79%), followed by 41-50-year-olds (56 participants, 26.92%), < 30 years (38 participants, 18.27%), and > 50 years (25 participants, 12.50%). Regarding years of service, the most represented category was 11-15 years, with 64 participants (30.77%), while the fewest were teachers with over 25 years of experience, numbering only 17 individuals (8.17%). An analysis of age and years of service relationships is apparent. In terms of education level, the majority held undergraduate degrees (164 teachers, 78.85%), compared to those with graduate degrees (44 teachers, 21.15%). Similarly, the distribution of teacher status showed a higher number of state civil apparatus (134 individuals, 64.62%) compared to honorary teachers (74 individuals, 35.58%).

The researcher utilized four research scales in data collection. The Minnesota Satisfaction Questionnaire (MSQ) was adapted for this study to gather data on teacher job satisfaction. This instrument gauges job satisfaction utilizing a five-point Likert scale ranging from dissatisfied to very. It encompasses 20 dimensions such as ability utilization, achievement, activity, advancement, authority, company policy, compensation, colleagues, creativity, independence, moral values, recognition, responsibility, security, social status, social services, supervision, technical guidance, variety, and working conditions ([Aziri, 2011](#); [Bledsoe & Brown, 1977](#); [Buitendach & Rothmann, 2009](#); [Weiss et al., 1967](#)). Reliability testing yielded scores between 0.97 and 0.59. Stability assessments showed coefficients of 0.66-0.91 within a week and 0.35-0.71 within a year ([Weiss et al., 1967](#)). Internal consistency testing produced a Cronbach's Alpha value of 0.865. Second, the School Climate Survey: School Personnel was modified to evaluate school climate from teachers' viewpoints. This scale offers insights into staff perceptions across six domains: staff connectedness, learning structures, school safety, physical environment, peer/adult relationships, and parental involvement.

Comprising 29 items rated on a 4-point scale from Strongly Disagree to Strongly Agree, with one item (14) reverse-coded, the scale demonstrated a satisfactory internal consistency of 0.870. Furthermore, the researcher adapted the Teacher Self-Efficacy Scale (TSE) to collect data on teacher self-efficacy ([Caprara et al., 2003](#)). This scale assesses teachers' confidence in managing and influencing student learning outcomes, comprising three factors: TSE for instructional strategies, TSE for student engagement, and TSE for classroom management. Each factor includes four items, making a total of 12 items rated on a 7-point Likert scale (ranging from 1 = strongly disagree to = strongly agree). The scale demonstrated good internal consistency ( $\alpha = 0.895$ ). Finally, a short version of the Utrecht Work Engagement Scale (UWES-9) was utilized to collect data on teacher engagement. This tool measures an individual's level of work engagement, reflecting a positive psychological state characterized by emotional, cognitive, and behavioral involvement in work ([Schaufeli et al., 2006](#)). Comprising 9 items across three dimensions: vigor, dedication, and absorption, it employs a 6-point Likert scale (0 = never, 1 = almost never, 2 = rarely, 3 = sometimes, 4 = often, 5 = very often, and 6 = always) ([Schaufeli et al., 2006](#)). The UWES-9 demonstrates sound psychometric properties and is suitable for studies on positive organizational behavior, exhibiting strong internal consistency (Cronbach's Alpha = 0.901). The grids of all instruments are presented in [Table 2](#).

**Table 2.** The Instrument Grids

Scale	Dimensions
Minnesota Satisfaction Questionnaire (MSQ)	1. Ability Utilization
	2. Achievement
	3. Activity
	4. Advancement
	5. Authority
	6. Company Policies

Scale	Dimensions	
School Climate Survey: School Personnel	7. Compensation	
	8. Co-workers	
	9. Creativity	
	10. Independence	
	11. Moral Values	
	12. Recognition	
	13. Responsibility	
	14. Security	
	15. Social Status	
	16. Social Service	
	17. Supervision--Human Relations	
	18. Supervision--Technical	
	19. Variety	
	20. Working Conditions	
	Teachers' Self-Efficacy Scale	1. Staff Connections
		2. Structure for Learning
		3. School Safety
		4. Physical Environment
		5. Peer and Adult Relations
		6. Parent Involvement
Utrecht Work Engagement shortened version (UWES-9)	1. Self-efficacy for instructional strategies	
	2. Self-efficacy for student engagement	
	3. Self-efficacy for classroom management	
Utrecht Work Engagement shortened version (UWES-9)	1. Vigor Scale	
	2. Dedication Scale	
	3. Absorption Scale	

This study employed Partial Least Squares Structural Equation Modeling (PLS-SEM) for data analysis. PLS-SEM is utilized to assess intricate conceptual models by examining relationships between latent variables (not directly measured) and manifest variables (measured) (Hair et al., 2017). The analysis involves both the inner and outer models, where the outer model focuses the relationship between manifest and latent variables as posited in the model. Factor loadings above 0.7 are retained, although values within the 0.4 - 0.7 range may be considered if composite reliability exceeds the recommended threshold. Additionally, Cronbach's Alpha, CR, and AVE values are expected to be > 0.5 for reliability. Discriminant validity is assessed using HTMT (Heterotrait-Monotrait Ratio of Correlations) with a tolerance value < 0.9. Hypothesis testing is conducted using the bootstrapping method to derive confidence intervals and determine statistical significance for path coefficients (Hair et al., 2017).

### 3. RESULT AND DISCUSSION

#### Result

##### Measurement Model

In Partial Least Squares Structural Equation Modeling (PLS-SEM), the measurement model validates manifest variables as suitable indicators of the represented latent variables. Internal consistency in PLS-SEM is assessed through Cronbach's Alpha (CA) and Composite Reliability (CR) values as show in Table 3.

**Table 3.** Cronbach's Alpha (CA), Composite Reliability (CR), and AVE

Variables	CA	CR	AVE
Job Satisfaction	0.865	0.868	0.599
School Climate	0.870	0.872	0.548
Teacher's Self-Efficacy	0.895	0.812	0.512
Work Engagement	0.901	0.920	0.561



As shown in Table 3, a CA value falling within the 0.7 - 0.9 range is considered satisfactory. Moreover, a CR value exceeding 0.6 indicates strong internal consistency reliability. Convergent validity is gauged by the Average Variance Extracted (AVE) value, with a value > 0.5 deemed acceptable. Additionally, all factor loadings surpassing 0.6 signify that the manifest variables effectively reflect the latent variables anticipated in the model. Heterotrait-monotrait ratio is show in Table 4.

**Table 4. Heterotrait-Monotrait Ratio (HTMT)**

Variables	Job Satisfaction	School Climate	Teacher Self-Efficacy	Work Engagement
Job Satisfaction				
School Climate	0.669			
Teacher Self-Efficacy	0.659	0.546		
Work Engagement	0.642	0.558	0.591	

Base on Table 4, discriminant validity is assessed through HTMT (Heterotrait-Monotrait Ratio Correlations) and the Fornell-Larcker Criterion, determining the degree to which distinct constructs truly differ from one another. Measurement utilizing HTMT indicates favorable discriminant validity when values are < 0.9. Discriminant validity is also evaluated using the Fornell-Larcker Criterion, which compares the square of the factor loading for each construct variable with the correlation between constructs as show in Table 5.

**Table 5. Fornell-Larcker Criterion**

Variables	Job Satisfaction	School Climate	Teacher Self-Efficacy	Work Engagement
Job Satisfaction	0.774			
School Climate	0.650	0.740		
Teacher Self-Efficacy	0.616	0.510	0.682	
Work Engagement	0.601	0.523	0.533	0.749

Base on Table 5 demonstrates that the squared factor loading exceeds the correlation with other variables, meeting the Fornell-Larcker criterion for discriminant validity.

**Structural Model**

Evaluation of the inner model in PLS-SEM involves assessing the relationships between latent variables within the model. As presented in Table 6, all tested hypotheses are deemed acceptable.

**Table 6. Direct and Indirect Effects Among Variables**

Path	Path Coefficient	T-Statistics	P-Values	Decisions
School Climate_ -> Job Satisfaction	0.368	4.645	0.000	Supported
School Climate_ -> Teacher Self-Efficacy	0.510	9.523	0.000	Supported
School Climate_ -> Work Engagement	0.523	9.063	0.000	Supported
Teachers' Self-Efficacy -> Job Satisfaction	0.294	4.180	0.000	Supported
Work Engagement -> Job Satisfaction	0.252	3.067	0.002	Supported
School Climate_ -> Teachers' Self-Efficacy -> Job Satisfaction	0.150	3.403	0.001	Supported
School Climate_ -> Work Engagement -> Job Satisfaction	0.132	2.621	0.009	Supported

Base on Table 6, notably, there exists a significant direct impact of school climate on job satisfaction ( $\beta = 0.368, p < 0.001$ ), teachers' self-efficacy ( $\beta = 0.510, p < 0.001$ ), and work engagement ( $\beta = 0.523, p < 0.001$ ). Additionally, significant associations were observed between teachers' self-efficacy and job satisfaction ( $\beta = 0.294, p < 0.001$ ), as well as between work engagement and job satisfaction ( $\beta = 0.252, p < 0.001$ ). Furthermore, our analysis revealed that teachers' self-efficacy mediates the relationship between school climate and job satisfaction significantly ( $\beta = 0.150, p < 0.01$ ), and work engagement serves as a mediator between these relationships ( $\beta = 0.132, p < 0.01$ ). Summary of the relationship between variables is show in Figure 1.

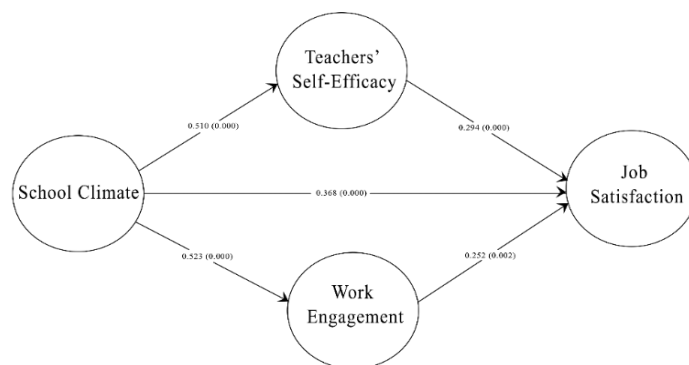


Figure 1. Summary of the Relationship Between Variables

### Discussion

Teacher job satisfaction remains a pertinent topic of discussion, given its substantial impact across various domains, notably performance. It denotes a positive emotional state and perception among educators in the educational milieu (Inayat & Jahanzeb Khan, 2021; Toropova et al., 2020). Beyond enhancing classroom teaching quality, teacher job satisfaction significantly influences teacher retention, motivation, and overall well-being. Satisfied teachers often exhibit enhanced instructional delivery, heightened motivation, and a steadfast commitment to creating enriching environments for students (Capone & Petrillo, 2020; Skaalvik & Skaalvik, 2020). Moreover, job satisfaction correlates with prolonged professional tenure, mitigating turnover rates and reinforcing institutional stability within educational settings. Our hypothesis testing has revealed a significant positive correlation between school climate and teacher job satisfaction. A supportive school climate, underpinned by effective leadership and robust school management, can enhance teacher job satisfaction. Factors such as staff relationships, learning structures, school safety, physical environment, parental involvement, and adult-student interactions appear to positively impact teachers' emotional engagement with their work. Numerous studies have underscored the favorable influence of a conducive school climate on teacher job satisfaction, performance, motivation, and overall well-being (Capone & Petrillo, 2020; Nalipay, 2023).

Moreover, research has highlighted a direct positive influence of school climate on teacher self-efficacy, subsequently affecting job satisfaction (I. G. Katsantonis, 2020). Other study found that teacher job satisfaction factors, particularly related to the general and work environment, were linked to the disciplinary climate perceived by students, with work environment satisfaction also correlating with student achievement for both teachers and principals (Dicke et al., 2020). Additionally, other study demonstrated a significant connection between school working conditions and teacher job satisfaction, with teacher workload, cooperation, and perceptions of student discipline emerging as key factors influencing job satisfaction (Toropova et al., 2020). Furthermore, principal support and teacher cooperation have been identified as predictors of teacher job satisfaction. Principals' perceived distributed and instructional leadership styles can further enhance teacher job satisfaction (Bellibas & Liu, 2018; Olsen & Huang, 2019). The combined impact of incentives and school climate on teacher job satisfaction has also been emphasized, highlighting the role of a positive school climate in fostering teacher satisfaction (Julidawati et al., 2023; Zakariya, 2020).

The hypotheses we examined have evidenced that teachers' self-efficacy is a predictor of job satisfaction. This indicates that teachers' confidence in their capacity to tackle challenges and achieve goals within the teaching realm significantly impacts their job satisfaction. Prior research consistently demonstrates a positive association between teachers' self-eacy and their job satisfaction (Biçer, 2023; Khan & Gupta, 2024). A study involving 528 lecturers in Azerbaijan and Turkey, employing mixed methods, revealed that teachers' self-efficacy stood out as the most influential predictor of job satisfaction (Rhoades & Eisenberger, 2002; Saepudin & Djati, 2019). Qualitative findings suggest that contextual elements like university climate and peer relationships play a role in shaping job satisfaction.

Elevated levels of self-efficacy empower teachers to effectively navigate classroom challenges, ultimately enhancing job satisfaction. Teachers who perceive themselves as proficient in their profession are likely to harbor strong self-efficacy beliefs, which positively impact their job satisfaction (Kasalak & Dağyar, 2020; Khan & Gupta, 2024). Previous study conducted a study indicating that self-efficacy, promotion opportunities, positive student behavior, and working conditions significantly influence job satisfaction (Ortan et al., 2021). These factors contribute to job satisfaction and well-being in the teaching field, fostering a positive work environment conducive to teacher and student thriving, thereby promoting

heightened engagement from teachers, students, and parents. Previous research underscores the pivotal role of teachers' confidence in their instructional capabilities, underscoring the substantial impact of teaching self-efficacy on job satisfaction (Ortan et al., 2021).

This study also uncovered that teachers' job satisfaction is influenced by work engagement. Work engagement, denoting teachers' level of dedication, enthusiasm, and commitment to their work, significantly impacts their job satisfaction. This finding aligns with previous research. Studies have indicated a direct positive correlation between job satisfaction and work engagement (Zang & Feng, 2023). Moreover, research has demonstrated that work engagement is a positive predictor of job satisfaction among school teachers (Li et al., 2015; Mérida-López et al., 2020). Employees who exhibit emotional, cognitive, and behavioral engagement in their work tend to display heightened motivation and dedication. This fosters increased job satisfaction as they feel a strong sense of connection to their roles and responsibilities. An examination involving 80 employees employing a regression model revealed that employee engagement influences both intrinsic and extrinsic job satisfaction (Kim-Soon & Manikayasagam, 2015; Pura, 2022). Similarly, a study conducted on employees in the banking sector in India found that job satisfaction can be predicted by work engagement (Shah, 2021). Elevated levels of work engagement can enhance teacher performance and cultivate a positive sense of accomplishment. Teachers who are fully engaged in their work often achieve superior outcomes, thereby boosting job satisfaction.

The hypothesis testing conducted in this study further demonstrated that school climate exerts a significant impact on teachers' self-efficacy and work engagement. A positive school climate can notably influence teachers' self-efficacy, reflecting their belief in overcoming challenges and achieving educational goals. Research involving 781 teachers in Western Australia, utilizing structural equation modeling, revealed connections between teacher self-efficacy, job satisfaction, and dimensions of school climate, emphasizing the interplay between teacher self-efficacy and job satisfaction (Aldridge & Fraser, 2016; Song et al., 2018). Similarly, other study found a robust positive relationship between school climate and the self-efficacy of sixth-grade teachers, with social and academic dimensions making substantial contributions to teacher self-efficacy (Mansor et al., 2021). Other study highlighted that school environment and mastery experiences significantly predicted teacher self-efficacy (Wilson et al., 2018). Previous study reinforced this by indicating that a supportive school climate positively influences teacher self-efficacy (H. Liu & Wang, 2019).

Moreover, our study demonstrated that a positive school climate can significantly impact work engagement. Numerous prior studies support this assertion. Research has shown that school climate is a crucial factor in enhancing engagement in school activities (Lombardi et al., 2019). Another study indicated that a favorable school climate contributes differently to behavioral, cognitive, and emotional engagement (Sujisha & Manikandan, 2014). Collectively, these findings underscore the pivotal role of a supportive and positive school climate in influencing teachers' work engagement (Rosyanti et al., 2021).

In the realm of mediating effects, teachers' self-efficacy can function as a mediator in the relationship between school climate and teachers' job satisfaction. A positive school climate enhances teachers' self-efficacy, subsequently boosting their job satisfaction. This discovery aligns with findings from various previous studies. Teachers' self-efficacy as a mediating factor between school climate and job satisfaction (I. Katsantonis, 2019; Zakariya, 2020). Previous study explored the mediating role of teachers' self-efficacy in the correlation between school climate and teachers' job satisfaction; however, Indonesia was not among the 15 countries considered (Grazia & Molinari, 2021). Moreover, some of the measurement dimensions employed differed from those utilized in the author's research. A positive school climate fosters a supportive, collaborative, and motivating environment for teachers, empowering them to tackle challenges effectively and achieve educational objectives. Teachers who feel supported and valued typically exhibit higher levels of self-efficacy. Elevated self-efficacy levels often correspond to increased job satisfaction among teachers (Ismayilova & Klassen, 2019; Kasalak & Dağyar, 2020; Mérida-López et al., 2020). Strong self-efficacy can enhance teachers' perceptions of accomplishment, their contributions, and personal fulfillment in fulfilling their educational responsibilities (Granziera & Perera, 2019; Ma & Marion, 2019).

Furthermore, our study confirmed the significance of work engagement as a mediator in the correlation between school climate and teacher job satisfaction. A positive school climate can enhance teacher work engagement, with teachers responding with increased enthusiasm, commitment, and dedication when they feel supported and valued (Abun et al., 2021; Honig & Rainey, 2019; Lombardi et al., 2019). Heightened levels of engagement can yield feelings of accomplishment, fulfillment, and satisfaction in executing educational responsibilities. This aligns with the findings who demonstrated that the relationship between school climate and job satisfaction was mediated by work engagement (Eldor & Shoshani, 2017). The mediating role of work engagement in the association between school climate and teacher job satisfaction involves the positive impact of school climate in boosting work engagement, thereby reinforcing teachers' connection to their work, enhancing motivation, and ultimately elevating overall job



satisfaction levels. Other study also discussed how employee engagement mediates the relationship between perceived learning climate and extra-role performance behaviors, highlighting engagement's mediating function in organizational outcomes (Eldor & Harpaz, 2015). However, Eldor & Harpaz's study focused on employees in general, rather than specifically addressing these conditions within the school environment, unlike the researcher's study. By utilizing dimensions from the measurement of school organizational climate, the researcher investigated the indirect impact on job satisfaction through teacher engagement as a mediator. By cultivating a positive school climate that fosters work engagement, educational institutions can enhance teachers' overall job satisfaction and well-being.

This study has several limitations. The sample of 208 high school teachers was selected using convenience sampling, limiting the generalizability of the results to broader school contexts. Additionally, the study focused on four research variables, incorporating two mediating variables (teachers' self-efficacy and work engagement) between school climate and job satisfaction, potentially overlooking other influential factors. Future research could develop a more intricate structural model by considering additional variables. Furthermore, the study was cross-sectional, restricting the ability to track changes over time. Future studies could benefit from longitudinal approaches for more comprehensive insights. Lastly, all variables were assessed via self-reports conducted online, introducing the possibility of bias. Future research should employ more sophisticated research methodologies and measurement techniques to enhance the robustness of findings.

Despite its limitations, this study holds theoretical and practical implications for enhancing teachers' job satisfaction, thereby improving performance. Theoretically, it contributes to a deeper understanding of the intricate dynamics among school climate, teacher self-efficacy work engagement, and job satisfaction, enriching educational management and organizational psychology literature. The findings offer fresh insights into the intricate interplay among school climate factors, self-efficacy, work engagement, and teacher job satisfaction. They have the potential to enhance current theories in education management by recognizing individual psychological factors as crucial mediators in comprehending the nuances of the school environment. This study contributes to the development of a more comprehensive framework in education management that goes beyond external elements like school climate, incorporating internal individual factors such as self-efficacy and work engagement as essential components for advancing teacher job satisfaction. On a practical, the study advocates for the formulation of school policies that prioritize cultivating a conducive school climate to enhance teachers' self-efficacy and work engagement, ultimately boosting job satisfaction. Implementing human resource management strategies that promote teachers' self-efficacy and work engagement, such as recognition, support, and career development, is crucial for enhancing job satisfaction and retention among educators. Comprehending and managing these factors can assist school leaders and policymakers in cultivating a work environment that nurtures, motivates, and boosts teacher performance, thereby enhancing the overall quality of education in educational institutions.

#### 4. CONCLUSION

This study investigated the mediating roles of teachers' self-efficacy and work engagement in the correlation between school climate and job satisfaction. The results confirm that teachers' self-efficacy and work engagement mediate the link between school climate and job satisfaction. A positive school climate boosts teachers' confidence, shaping their perceptions of the work environment and performance, consequently influencing job satisfaction. Additionally, a favorable school climate enhances teachers' work engagement, fostering satisfaction in fulfilling their tasks within the school environment. Emphasizing that teachers' self-efficacy and work engagement serve as mediators between school climate and job satisfaction offers a comprehensive insight into the intricate dynamics within educational settings. The results indicate that teachers' views of the school environment and their self-efficacy play a direct role in shaping their job satisfaction. Contented teachers typically exhibit enhanced performance, contribute to a positive learning environment, and consequently, enhance overall educational outcomes.

#### 5. REFERENCES

- Aarons, G. A., Moullin, J. C., & Ehrhart, M. G. (2017). The Role of Organizational Processes in Dissemination and Implementation Research. In R. C. Brownson, G. A. Colditz, & E. K. Proctor (Eds.), *Dissemination and Implementation Research in Health: Translating Science to Practice* (p. 0). Oxford University Press. <https://doi.org/10.1093/oso/9780190683214.003.0008>.
- Abun, D., Menor, R. I., Catabagan, N. C., Magallanes, T., & Ranay, F. B. (2021). Organizational climate and work engagement of employees of divine word colleges in Ilocos Region, Philippines. *International Journal of Research in Business and Social Science* (2147- 4478), 10(1), 107–121. <https://doi.org/10.20525/ijrbs.v10i1.1017>.

- Agyapong, B., Obuobi-Donkor, G., Burbach, L., & Wei, Y. (2022). Stress, Burnout, Anxiety and Depression among Teachers: A Scoping Review. *International Journal of Environmental Research and Public Health*, 19(17). <https://doi.org/10.3390/ijerph191710706>.
- Aldridge, J. M., & Fraser, B. J. (2016). Teachers' views of their school climate and its relationship with teacher self-efficacy and job satisfaction. *Learning Environments Research*, 19(2), 291–307. <https://doi.org/10.1007/s10984-015-9198-x>.
- Alharbi, J., Wilson, R., Woods, C., & Usher, K. (2016). The factors influencing burnout and job satisfaction among critical care nurses: a study of Saudi critical care nurses. *Journal of Nursing Management*, 24(6), 708–717. <https://doi.org/https://doi.org/10.1111/jonm.12386>.
- Asif, T., Guangming, O., Haider, M. A., Colomer, J., Kayani, S., & Amin, N. ul. (2020). Moral Education for Sustainable Development: Comparison of University Teachers' Perceptions in China and Pakistan. *Sustainability*, 12(7), 3014. <https://doi.org/10.3390/su12073014>.
- Aziri, B. (2011). Job Satisfaction : a Literature Review. *Management Research And Practice*, 3(4), 77–86. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=136e0e77dd3387e59954df73294d3e0114a08435>.
- Baluyos, G. R., Rivera, H. L., & Baluyos, E. L. (2019). Teachers' Job Satisfaction and Work Performance. *Open Journal of Social Sciences*, 07(08), 206–221. <https://doi.org/10.4236/jss.2019.78015>.
- Bashir, B., & Gani, A. (2020). Testing the effects of job satisfaction on organizational commitment. *Journal of Management Development*, 39(4), 525–542. <https://doi.org/10.1108/JMD-07-2018-0210>.
- Bellibas, M. S., & Liu, Y. (2018). The effects of principals' perceived instructional and distributed leadership practices on their perceptions of school climate. *International Journal of Leadership in Education*, 21(2), 226–244. <https://doi.org/10.1080/13603124.2016.1147608>.
- Bıçer, N. (2023). Evaluation of Self-Efficacy and Job Satisfaction of Teachers Teaching Turkish as a Foreign Language. *Sage Open*, 13(2). <https://doi.org/10.1177/21582440231196993>.
- Bledsoe, J. C., & Brown, S. E. (1977). Factor Structure of the Minnesota Satisfaction Questionnaire. *Perceptual and Motor Skills*, 45(1), 301–302. <https://doi.org/10.2466/pms.1977.45.1.301>.
- Bozeman, T. D., Scogin, S. C., & Stuessy, C. L. (2013). Job satisfaction of high school science teachers: Prevalence and association with teacher retention. *Electronic Journal of Science Education*, 17(4). <https://eric.ed.gov/?id=EJ1188384>.
- Buitendach, J., & Rothmann, S. (2009). The validation of the Minnesota Job Satisfaction Questionnaire in selected organisations in South Africa. *South African Journal of Human Resource Management*, 7(1), 1–18. <https://doi.org/10.4102/sajhrm.v7i1.183>.
- Capone, V., & Petrillo, G. (2020). Mental health in teachers: Relationships with job satisfaction, efficacy beliefs, burnout and depression. *Current Psychology*, 39(5), 1757–1766. <https://doi.org/10.1007/s12144-018-9878-7>.
- Caprara, G. V., Barbaranelli, C., Borgogni, L., & Steca, P. (2003). Efficacy Beliefs as Determinants of Teachers' Job Satisfaction. In *Journal of Educational Psychology* (Vol. 95, Issue 4, pp. 821–832). American Psychological Association. <https://doi.org/10.1037/0022-0663.95.4.821>.
- Day, C. (2019). Policy, teacher education and the quality of teachers and teaching. *Teachers and Teaching*, 25(5), 501–506. <https://doi.org/10.1080/13540602.2019.1651100>.
- Dicke, T., Marsh, H. W., Parker, P. D., Guo, J., Riley, P., & Waldeyer, J. (2020). Job satisfaction of teachers and their principals in relation to climate and student achievement. In *Journal of Educational Psychology* (Vol. 112, Issue 5, pp. 1061–1073). American Psychological Association. <https://doi.org/10.1037/edu0000409>.
- Eldor, L., & Harpaz, I. (2015). A Process Model of Employee Engagement: The Learning Climate and Its Relationship With Extra-role Performance Behaviors. *Journal of Organizational Behavior*, 37(2), 213–235. <https://doi.org/10.1002/job.2037>.
- Eldor, L., & Shoshani, A. (2017). Are You Being Served? The Relationship between School Climate for Service and Teachers' Engagement, Satisfaction, and Intention to Leave: A Moderated Mediation Model. *The Journal of Psychology*, 151(4), 359–378. <https://doi.org/10.1080/00223980.2017.1291488>.
- Fang, J., & Qi, Z. (2023). The influence of school climate on teachers' job satisfaction: The mediating role of teachers' self-efficacy. *PLOS ONE*, 18(10), 1–26. <https://doi.org/10.1371/journal.pone.0287555>.
- Fauth, B., Decristan, J., Decker, A.-T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality. *Teaching and Teacher Education*, 86, 102882. <https://doi.org/10.1016/j.tate.2019.102882>.
- Federkeil, L., Heinschke, F., Jungmann, T., & Klapproth, F. (2020). Teachers experiences of stress and their coping strategies during COVID - 19 induced distance teaching. *Journal of Pedagogical Research*, 4(4), 444–452. <https://doi.org/10.33902/jpr.2020062805>.
- Gaunya, C. (2016). Organizational climate as a determinant of job satisfaction among public sector

- employees in kisii county, kenya. *Journal of Resources Development and Management*, 23(1), 47–53. <https://core.ac.uk/download/pdf/234696319.pdf>.
- Gebregziabher, D., Berhanie, E., Berihu, H., Belstie, A., & Teklay, G. (2020). The relationship between job satisfaction and turnover intention among nurses in Axum comprehensive and specialized hospital Tigray, Ethiopia. *BMC Nursing*, 19(1), 79. <https://doi.org/10.1186/s12912-020-00468-0>.
- Ghavifekr, S., & Pillai, N. S. (2016). The relationship between school's organizational climate and teacher's job satisfaction: Malaysian experience. *Asia Pacific Education Review*, 17(1), 87–106. <https://doi.org/10.1007/s12564-015-9411-8>.
- Granziera, H., & Perera, H. N. (2019). Relations among teachers' self-efficacy beliefs, engagement, and work satisfaction: A social cognitive view. *Contemporary Educational Psychology*, 58, 75–84. <https://doi.org/https://doi.org/10.1016/j.cedpsych.2019.02.003>.
- Grazia, V., & Molinari, L. (2021). School climate multidimensionality and measurement: a systematic literature review. *Research Papers in Education*, 36(5), 561–587. <https://doi.org/10.1080/02671522.2019.1697735>.
- Hair, J. J. F., Hult, G. T. M., Ringle, M., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)* (2nd ed.). Sage Publication.
- Harrison, D. A., Newman, D. A., & Roth, P. L. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time sequences. *Academy of Management Journal*, 49(2), 305–325. <https://doi.org/10.5465/AMJ.2006.20786077>.
- Hoboubi, N., Choobineh, A., Kamari Ghanavati, F., Keshavarzi, S., & Akbar Hosseini, A. (2017). The Impact of Job Stress and Job Satisfaction on Workforce Productivity in an Iranian Petrochemical Industry. *Safety and Health at Work*, 8(1), 67–71. <https://doi.org/https://doi.org/10.1016/j.shaw.2016.07.002>.
- Honig, M. I., & Rainey, L. R. (2019). Supporting principal supervisors: what really matters? *Journal of Educational Administration*. <https://doi.org/10.1108/JEA-05-2019-0089>.
- Hunsaker, W. D. (2021). Spiritual leadership and work–family conflict: mediating effects of employee well-being. *Personnel Review*, 50(1), 143–158. <https://doi.org/10.1108/PR-04-2019-0143>.
- Inayat, W., & Jahanzeb Khan, M. (2021). A Study of Job Satisfaction and Its Effect on the Performance of Employees Working in Private Sector Organizations, Peshawar. *Education Research International*, 2021(1), 1751495. <https://doi.org/https://doi.org/10.1155/2021/1751495>.
- Ismayilova, K., & Klassen, R. M. (2019). Research and teaching self-efficacy of university faculty: Relations with job satisfaction. *International Journal of Educational Research*, 98, 55–66. <https://doi.org/https://doi.org/10.1016/j.ijer.2019.08.012>.
- Judge, T. ., Zhang, S., & Glerum, D. . (2020). Job Satisfaction. In V. . Sessa & N. . Bowling (Eds.), *Essentials of Job Attitudes and Other Workplace Psychological Constructs (1st Edition)*. Routledge. <https://doi.org/10.4324/9780429325755>.
- Julidawati, H., Gustituati, N., Yahya, Y., & Irsyad, I. (2023). Contribution of Incentives and School Climate to Teacher's Job Satisfaction Senior High School. *International Journal of Humanities Education and Social Sciences (Ijhess)*, 3(1). <https://doi.org/10.55227/ijhess.v3i1.491>.
- Kasalak, G., & Dağyar, M. (2020). The relationship between teacher self-efficacy and teacher job satisfaction: A meta-analysis of the teaching and learning international survey (talís). *Educational Sciences: Theory and Practice*, 20(3), 16–33. <https://doi.org/10.12738/jestp.2020.3.002>.
- Katsantonis, I. (2019). Investigation of the Impact of School Climate and Teachers' Self-Efficacy on Job Satisfaction: A Cross-Cultural Approach. *European Journal of Investigation in Health Psychology and Education*, 10(1), 119–133. <https://doi.org/10.3390/ejihpe10010011>.
- Khan, F., & Gupta, V. (2024). Examining the Relationships Between Instructional Leadership, Teacher Self-Efficacy and Job Satisfaction: A Study of Primary schools in India. *Journal of Educational Administration*, 62(2), 223–238. <https://doi.org/10.1108/jea-09-2022-0145>.
- Kim-Soon, N., & Manikayasagam, G. (2015). *Employee Engagement and Job Satisfaction*. <https://doi.org/10.13140/RG.2.1.5050.6966>.
- Lan, T.-S., Chang, I.-H., Ma, T.-C., Zhang, L.-P., & Chuang, K.-C. (2019). Influences of Transformational Leadership, Transactional Leadership, and Patriarchal Leadership on Job Satisfaction of Cram School Faculty Members. *Sustainability*, 11(12). <https://doi.org/10.3390/su11123465>.
- Li, M., Wang, Z., Gao, J., & You, X. (2015). Proactive Personality and Job Satisfaction: The Mediating Effects of Self-Efficacy and Work Engagement in Teachers. *Current Psychology*, 36(1), 48–55. <https://doi.org/10.1007/s12144-015-9383-1>.
- Liu, H., & Wang, I. (2019). Creative Teaching Behaviors of Health Care School Teachers in Taiwan: Mediating and Moderating Effects. *BMC Medical Education*, 19(1). <https://doi.org/10.1186/s12909-019-1641-8>.
- Liu, S., Yin, H., Wang, Y., & Lu, J. (2024). Teacher innovation: Conceptualizations, methodologies, and



- theoretical framework. *Teaching and Teacher Education*, 145, 104611. <https://doi.org/https://doi.org/10.1016/j.tate.2024.104611>.
- Lombardi, E., Traficante, D., Bettoni, R., Offredi, I., Giorgetti, M., & Vernice, M. (2019). The impact of school climate on well-being experience and school engagement: A study with high-school students. *Frontiers in Psychology*, 10(OCT), 1–11. <https://doi.org/10.3389/fpsyg.2019.02482>.
- Ma, X., & Marion, R. (2019). Exploring how instructional leadership affects teacher efficacy: A multilevel analysis. *Educational Management Administration & Leadership*, 49(1), 188–207. <https://doi.org/10.1177/1741143219888742>.
- Malinen, O.-P., & Savolainen, H. (2016). The effect of perceived school climate and teacher efficacy in behavior management on job satisfaction and burnout: A longitudinal study. *Teaching and Teacher Education*, 60, 144–152. <https://doi.org/https://doi.org/10.1016/j.tate.2016.08.012>.
- Manning, M., Wong, G. T. W., Fleming, C. M., & Garvis, S. (2019). Is Teacher Qualification Associated With the Quality of the Early Childhood Education and Care Environment? A Meta-Analytic Review. *Review of Educational Research*, 89(3), 370–415. <https://doi.org/10.3102/0034654319837540>.
- Mansor, A. N., Nasaruddin, M. Z. I. M., & Hamid, A. H. A. (2021). The effects of school climate on sixth form teachers' self-efficacy in Malaysia. *Sustainability (Switzerland)*, 13(4), 1–14. <https://doi.org/10.3390/su13042011>.
- Marin Viđak Vicko Tomić, I. B. R. T., & Marušić, A. (2023). Perception of organizational climate by university staff and students in medicine and humanities: A qualitative study. *Accountability in Research*, 0(0), 1–27. <https://doi.org/10.1080/08989621.2023.2173586>.
- Meditamar, M., Sujadi, E., Putra, E., & Wisnarni, W. (2022). Kesiapan Mahasiswa Pendidikan Guru untuk Menyelenggarakan Proses Pembelajaran Online. *SAP (Susunan Artikel Pendidikan)*, 7. <https://doi.org/10.30998/sap.v7i1.11907>.
- Merga, H., & Fufa, T. (2019). Impacts of working environment and benefits packages on the health professionals' job satisfaction in selected public health facilities in eastern Ethiopia: using principal component analysis. *BMC Health Services Research*, 19(1), 494. <https://doi.org/10.1186/s12913-019-4317-5>.
- Mérida-López, S., Sánchez-Gómez, M., & Extremera, N. (2020). Leaving the teaching profession: Examining the role of social support, engagement and emotional intelligence in teachers' intentions to quit. In *Psychosocial Intervention* (Vol. 29, Issue 3, pp. 141–151). Colegio Oficial de Psicólogos de Madrid. <https://doi.org/10.5093/pi2020a10>.
- Nalipay, M. J. N. (2023). What Aspects of School Climate Matter Most to Asian Teachers' Job Satisfaction and Well-Being? Evidence From the TALIS 2018. In *Teachers College Record*. <https://doi.org/10.1177/01614681231171804>.
- Nørøxe, K. B., Pedersen, A. F., Bro, F., & Vedsted, P. (2018). Mental well-being and job satisfaction among general practitioners: a nationwide cross-sectional survey in Denmark. *BMC Family Practice*, 19(1), 130. <https://doi.org/10.1186/s12875-018-0809-3>.
- Olsen, A. A., & Huang, F. L. (2019). Teacher job satisfaction by principal support and teacher cooperation: Results from the schools and staffing survey. *Education Policy Analysis Archives*, 27(11). <https://doi.org/10.14507/epaa.27.4174>.
- Ortan, F., Simut, C., & Simut, R. (2021). Self-Efficacy, Job Satisfaction and Teacher Well-Being in the K-12 Educational System. *International Journal of Environmental Research and Public Health*, 18(23). <https://doi.org/10.3390/ijerph182312763>.
- Peterson, M. F., & Fischer, R. (2004). Organizational Culture and Climate. In C. D. Spielberger (Ed.), *Encyclopedia of Applied Psychology* (pp. 715–721). Elsevier. <https://doi.org/https://doi.org/10.1016/B0-12-657410-3/00353-6>.
- Pratama, E., Suwarni, E., & Handayani, M. (2022). The Effect Of Job Satisfaction And Organizational Commitment On Turnover Intention With Person Organization Fit As Moderator Variable. *ATM*, 6(1), 74–81. <https://doi.org/10.1016/j.ijcci.2022.100538>.
- Pura, J. J. (2022). Linking Motivation and Employee Engagement Through Gamification in Remote Working. *International Journal of Academic and Industry Research*, 3(1), 52–69. <https://doi.org/10.53378/352857>.
- Räsänen, K., Pietarinen, J., Pyhältö, K., Soini, T., & Väisänen, P. (2020). Why leave the teaching profession? A longitudinal approach to the prevalence and persistence of teacher turnover intentions. *Social Psychology of Education*, 23(4), 837–859. <https://doi.org/10.1007/s11218-020-09567-x>.
- Rhoades, L., & Eisenberger, R. (2002). Perceived Organizational Support: A Review of the Literature. *Journal of Applied Psychology*, 87(4), 698–714. <https://doi.org/10.1037/0021-9010.87.4.698>.
- Robbins, S. P., & Judge, T. A. (2013). *Organizational Behavior, 15th Edition*. Pearson Education, Inc.
- Rosyanti, D. M., Armanu, A., & Ratnawati, K. (2021). Teacher Work Engagement in Inclusive School. *Jurnal Aplikasi Manajemen*, 19(1), 92–98. <https://doi.org/10.21776/ub.jam.2021.019.01.09>.

- Rothausen, T. J., & Henderson, K. E. (2019). Meaning-Based Job-Related Well-being: Exploring a Meaningful Work Conceptualization of Job Satisfaction. *Journal of Business and Psychology*, 34(3), 357–376. <https://doi.org/10.1007/s10869-018-9545-x>.
- Saepudin, U., & Djati, S. P. (2019). Pengaruh Kepuasan Kerja Terhadap Organizational Citizenship Behavior (Ocb) Dengan Komitmen Organisasional Sebagai Variabel Mediasi. *Jurnal Ilmiah Bisnis, Pasar Modal, Dan UMKM*, 2(1), 123–136. <https://doi.org/10.24843/ejmunud.2019.v08.i03.p22>.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The Measurement of Work Engagement With a Short Questionnaire: A Cross-National Study. *Educational and Psychological Measurement*, 66(4), 701–716. <https://doi.org/10.1177/0013164405282471>.
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational Climate and Culture. *Annual Review of Psychology*, 64(Volume 64, 2013), 361–388. <https://doi.org/https://doi.org/10.1146/annurev-psych-113011-143809>.
- Shah, S. (2021). Employee Engagement and its Relationship with Job Satisfaction: An Empirical Study with Special Reference to Private Sector Banks. *Academic Discourse*, 7(1), 2018. <https://www.indianjournals.com/ijor.aspx?target=ijor:adi&volume=7&issue=1&article=008>.
- Skaalvik, E. M., & Skaalvik, S. (2020). Teacher burnout: relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching. A longitudinal study. *Teachers and Teaching*, 26(7–8), 602–616. <https://doi.org/10.1080/13540602.2021.1913404>.
- Song, J. H., Chai, D. S., Kim, J., & Bae, S. H. (2018). Job Performance in the Learning Organization: The Mediating Impacts of Self-Efficacy and Work Engagement. *Performance Improvement Quarterly*, 30(4), 249–271. <https://doi.org/10.1002/piq.21251>.
- Sujadi, E., Meditamar, M., Wahab, M., & Utama, R. (2019). Pengaruh Supervisi Kepala Sekolah Terhadap Kinerja Mengajar Guru. *Literasiologi*, 1(2), 1–23. <https://doi.org/10.47783/literasiologi.v1i2.16>.
- Sujisha, T., & Manikandan, K. (2014). Influence of school climate on school engagement among higher secondary. *International Journal of Social Science and Interdisciplinary Research*, 3(6), 188–198. <https://www.researchgate.net/profile/manikandan-k/publication/263555034>.
- Torlak, N. G., & Kuzey, C. (2019). Leadership, job satisfaction and performance links in private education institutes of Pakistan. *International Journal of Productivity and Performance Management*, 68(2), 276–295. <https://doi.org/10.1108/IJPPM-05-2018-0182>.
- Toropova, A., Myrberg, E., & Johansson, S. (2020). Teacher Job Satisfaction: The Importance of School Working Conditions and Teacher Characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>.
- Tsai, C. (2014). The Organizational Climate and Employees' Job Satisfaction in the Terminal Operation Context of Kaohsiung Port1. *The Asian Journal of Shipping and Logistics*, 30(3), 373–392. <https://doi.org/https://doi.org/10.1016/j.ajsl.2014.12.007>.
- Wang, H., Cousineau, C., Wang, B., Zeng, L., Sun, A., Kohrman, E., Li, N., Tok, E., Boswell, M., & Rozelle, S. (2022). Exploring Teacher Job Satisfaction in Rural China: Prevalence and Correlates. *International Journal of Environmental Research and Public Health*, 19(6). <https://doi.org/10.3390/ijerph19063537>.
- Wang, W., & Zhou, S. (2022). The Effect of School Organizational Support on Job Satisfaction of Primary and Secondary School Teachers: The Mediating Role of Teachers' Engagement in Educational Research. *Best Evidence of Chinese Education*, 11(2), 1499–1515. <https://doi.org/10.15354/bece.22.or064>.
- Weiss, D. ., Dawis, R. ., England, G. ., & Lofquist, L. . (1967). *Manual for the Minnesota Satisfaction Questionnaire*. University of Minnesota.
- Wilson, C., Woolfson, L., & Durkin, K. (2018). School Environment and Mastery Experience as Predictors of Teachers' Self-Efficacy Beliefs Towards Inclusive Teaching. *International Journal of Inclusive Education*, 24(2), 218–234. <https://doi.org/10.1080/13603116.2018.1455901>.
- Yuliandra, Sujadi, E., & Meditamar, M. O. (2024). The Effect of Job Satisfaction on Teacher Performance: The Mediating Role of Decision Making. *Jmp-Dmt*, 5(1), 91–103. <https://doi.org/10.30596/jmp-dmt.v5i1.18475>.
- Zakariya, Y. F. (2020). Effects of school climate and teacher self-efficacy on job satisfaction of mostly STEM teachers: a structural multigroup invariance approach. *International Journal of STEM Education*, 7(1), 10. <https://doi.org/10.1186/s40594-020-00209-4>.
- Zang, L., & Feng, Y. (2023). Relationship Between Job Satisfaction and Work Engagement in Chinese Kindergarten Teachers: Vocational Delay of Gratification as a Mediator. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1114519>.
- Zhang, J., & Zheng, W. (2019). How does satisfaction translate into performance? An examination of commitment and cultural values. *Human Resource Development Quarterly*, 20(3), 331–351. <https://doi.org/10.1002/hrdq.20022>.