The Relationship Between Teacher Job Satisfaction, Teacher Saturation and Principal Leadership Style in Private Schools in Bandung City

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Article Info

ABSTRACT

This study aims to investigate the relationship between teacher job satisfaction, teacher burnout, and principal leadership style in private schools in Bandung City. A total of 90 teachers from five private schools participated in this study. Data was collected through a self-reported survey that included measures of teacher job satisfaction, teacher burnout, and principal leadership style. The results of the study show that teacher job satisfaction is positively related to the principal's leadership style and negatively related to teacher job burnout. In addition, the study results show that principals in private schools in the city of Bandung are seen as using a transformational leadership style, which is positively related to teacher job satisfaction. These findings suggest that supportive leadership and well-managed workload are important in enhancing teacher job satisfaction and effective leadership in private schools. These findings have important implications for school administrators and policy makers in increasing teacher job satisfaction and improving the quality of education in private schools in Bandung City and outside Bandung City.

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1. INTRODUCTION

Private schools are educational institutions that are not operated by the government and are funded by tuition fees, donations, and grants from individuals, religious organizations, or private companies. Private schools have existed for centuries and are found in many countries around the world. They are known for their high-quality education, smaller class sizes and more specialized programs compared to public schools [1], [2].

Private schools vary greatly in terms of mission, size, curriculum, and students. Some private schools are non-sectarian, while others are affiliated with certain religious denominations. Some are boarding schools, while others are day schools. Some are designed for students with specific learning needs, such as students with disabilities or gifted students [3], [4].

Private schools also differ from public schools in terms of their sources of funding and management. Private schools receive little or no government funding and are not

required to follow government regulations in terms of curriculum, teacher certification or student assessment. In contrast, private schools are managed by their own board of trustees, which may consist of parents, alumni, or community members [5].

In many countries, private schooling is considered a luxury and only available to the wealthy. However, in some developing countries, private schools are considered a viable alternative to the grossly underfunded and overpopulated public schools [6]–[8]. For example, in countries such as India, Pakistan, and Nigeria, low-cost private schools have emerged as a popular option for parents who wish to provide their children with a better education than is available in the public system.

Private schools have been the subject of much debate and controversy, especially in relation to issues of balance and access. Critics argue that private schools petrify social and economic injustice by providing opportunities only to those who can afford them. They also argue that private schools divert resources away from the public system, which serves the majority of students [1]–[4].

However, proponents of private schools argue that they provide an important alternative to public schools, especially for families who are dissatisfied with the quality of education offered in local public schools [9]–[12]. They also argue that private schools can encourage innovation and excellence in education by offering new and innovative teaching methods, curricula and programs. Private schools play an important role in the education system, both in national and international contexts.

In the international context, teacher job satisfaction, teacher burnout, and the principal's leadership style are also important factors influencing the quality of education in private schools. In the United States, for example, teacher saturation in private schools has been found to be higher than that in public schools [13]. In the UK, private schools have been criticized for a lack of diversity and inclusivity [14]. Research has found that private schools in the UK are more likely to

have homogeneous students and lack diversity among staff [14].

In the context of private schools in Indonesia, teacher job satisfaction and retention have been identified as key challenges. Studies conducted by [15]–[18] found that teacher job satisfaction is positively correlated with school culture, leadership, and compensation, while negatively correlated with workload and stress. In addition, teacher turnover was found to be influenced by factors such as compensation and work-life balance.
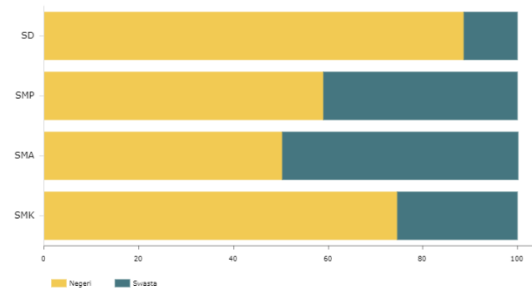

Figure 1. Growth of Private Schools in Indonesia (2018-2019)

The Indonesian government has realized the importance of improving the quality of education in private schools and has implemented several policies to achieve this goal. For example, the Ministry of Education and Culture has launched a program to improve the quality of private schools by providing training and support to teachers and principals. In addition, the government has implemented policies to increase teacher compensation and reduce teacher burnout, such as increasing teacher salaries and providing incentives for teachers working in remote areas.

Teacher job satisfaction, teacher turnover, and principal leadership style are important factors influencing the quality of education in private schools. Private schools play an important role in providing education in national and international contexts, with more and more parents choosing private schools because of perceived benefits such as better academic performance, smaller class sizes, and focus on character development [14], [19]. However, ensuring the quality of education in private schools is not without its challenges, and factors such as teacher job satisfaction,

teacher turnover, and principal leadership style can have a significant impact on the success of private schools.

Teacher job satisfaction is an important factor affecting teacher performance, teacher retention, and student achievement. When teachers are satisfied with their jobs, they tend to be more committed to their jobs, are motivated to do well, and are less likely to leave their jobs [20]. Teacher job satisfaction has been found to be positively correlated with student achievement [21]–[23].

Research has identified several factors that contribute to teacher job satisfaction. These factors include positive relationships with colleagues, a supportive work environment, professional development opportunities, and recognition for good performance [20]. Conversely, factors such as excessive workload, lack of resources, and poor administrative support can lead to decreased job satisfaction [24], [25].

Teacher saturation refers to the ratio of teachers to students in schools. High teacher saturation levels can lead to increased workload, stress, and decreased job satisfaction among teachers [13]. Teacher saturation can also have an impact on student learning outcomes, because teachers may have less time and resources to serve individual students [13]. Research has found that teacher saturation is a significant predictor of teacher turnover [26], [27].

The principal's leadership style can have a significant impact on teacher satisfaction and retention. Research has identified three main types of leadership styles: transformational, transactional, and laissez-faire [28].

Transformational leadership has been found to be associated with higher levels of teacher satisfaction and retention [15], [29]. Transformational leaders inspire and motivate teachers to do their best, which can have a positive impact on student learning outcomes [30].

Transactional leadership has been found to be associated with moderate levels of job satisfaction and teacher burnout [13]. Transactional leaders provide rewards and punishments to motivate teachers, which can

be effective in the short term but may not lead to continued satisfaction or retention [13].

The laissez-faire leadership style has been associated with low levels of job satisfaction and high teacher turnover rates. The laissez-faire leader provides teachers with little guidance and decisions, which can lead to feelings of frustration and helplessness [13].

The quality of education in a school is highly dependent on the satisfaction and motivation of the teachers working there. Teacher job satisfaction has been identified as an important factor in retaining qualified and experienced teachers, as well as in student academic achievement [13], [23], [31]–[33]. Teacher job satisfaction is influenced by a variety of factors, including salary, workload, professional development opportunities, and the principal's leadership style. The purpose of this study was to investigate the relationship between teacher job satisfaction, teacher burnout, and principal leadership style in private schools in the city of Bandung?

2. LITERATURE REVIEW

2.1 Teacher Job Satisfaction

Teacher job satisfaction has been defined as "the extent to which teachers feel happy and fulfilled with their jobs" [20], [32]. Job satisfaction has been found to be a critical factor in teacher retention [13]. Teachers who are satisfied with their jobs are more likely to stay in their current position, whereas those who are dissatisfied are more likely to leave it [13]. High levels of teacher burnout can have a negative impact on the quality of education in schools, as it can lead to the loss of experienced teachers and disrupt the continuation of teaching for students [34], [35].

Teacher job satisfaction is influenced by a variety of factors, including salary, workload, professional development opportunities, and relationship with the principal [13], [15], [36]. Teachers who feel supported and valued by their principals are more likely to be satisfied with their jobs [21]. In addition, teachers who have a high degree of autonomy and decision-making power in

their jobs are more likely to be satisfied with their jobs [20], [31].

2.2 Teacher boredom

Teacher burnout is a big problem in education, because it can have negative consequences for teachers and students. Teachers who leave their jobs may experience financial difficulties and job insecurity, whereas students may suffer from disrupted teaching and a lack of continuity in their education [34], [37].

Teacher saturation is influenced by various factors, including job satisfaction, salary, and workload [25], [38]. In addition, the principal's leadership style can also have an impact on teacher boredom [15]. Principals who are supportive and collaborative are more likely to retain teachers, while those who are authoritarian and controlling may contribute to teacher turnover [29], [39].

2.3 Principal Leadership Style

The principal's leadership style is an important factor in the success of a school. There are a variety of leadership styles that school principals can adopt, including transformational, transactional, and laissez-faire [40]. Transformational leadership involves inspiring and motivating followers to achieve a shared vision, whereas transactional leadership involves administering rewards and punishments to motivate followers [15]. Laissez-faire leadership involves passing decisions to followers and providing minimal guidance [40].

Research has shown that transformational leadership is associated with higher levels of job satisfaction and lower teacher turnover rates [13], [41]. In addition, transformational leadership is associated with increased student academic achievement [30]. Transformational leaders inspire and motivate teachers to perform at their best, which can have a positive impact on student learning outcomes [42].

Transactional leadership is related to moderate levels of job satisfaction and moderate teacher turnover [13]. Transactional leaders provide rewards and punishments to motivate teachers, which can be effective in

the short term but may not lead to job satisfaction or ongoing retention [43].

Laissez-faire leadership is associated with lower levels of job satisfaction and higher teacher turnover rates [13]. Laissez-faire leaders provide teachers with minimal guidance and decision-making decisions, which can lead to feelings of frustration and helplessness [13].

Research also shows that the leadership style of school principals can influence the organizational culture of a school, which in turn can influence teacher satisfaction and retention [15], [30]. A positive school culture, characterized by a supportive and collaborative environment, can lead to higher levels of job satisfaction and retention among teachers [15], [30], [44].

3. METHODS

This study uses a quantitative approach [45]. Participants in this study were teachers who worked in private schools in the city of Bandung. Private schools were chosen because they may differ from public schools in terms of organizational structure and leadership style.

In addition, the city of Bandung was chosen as the location of this study because it is a large urban center with a variety of private schools. A survey will be distributed to 90 teachers in five private schools in the city of Bandung.

The survey will consist of three parts: 1) demographic information, 2) job satisfaction, and 3) principal's leadership style.

Job satisfaction will be measured using validated instruments such as the Job Satisfaction Survei [46]

The principal's leadership style will be measured using the Multifactor Leadership Questionnaire [47].

In addition, data on teacher turnover rates will be collected from schools. Descriptive statistics will be used to analyze demographic data. The relationship between teacher job satisfaction, teacher turnover, and the principal's leadership style will be analyzed using regression analysis. The research results will be interpreted in the context of the

existing literature on teacher job satisfaction and principal leadership styles.

4. RESULTS AND DISCUSSION

4.1 Demographic Information

This research was conducted on 90 teachers in five private schools in the city of Bandung. The majority of respondents were women (61%) and aged between 26-35 years (60%). Most of the respondents have a bachelor's degree (78%) and have taught for 1-5 years (56%). Most of the teachers (45%) had previously experienced turnover.

4.2 Descriptive Statistics of Teacher Job Satisfaction Variables

The results showed that overall, teachers in private schools in Bandung City felt quite satisfied with their jobs (M = 3.84, SD = 0.62). The highest level of satisfaction was found in the area of job security (M = 4.17, SD = 0.63) and balance between work and life (M = 4.16, SD = 0.63), while the lowest level of satisfaction was found in the salary area (M = 3.28, SD = 0.79) and recognition and appreciation (M = 3.35, SD = 0.73).

4.3 Teacher boredom

The results showed that the average number of students per teacher in the surveyed private schools was 15 students per teacher. The highest saturation level was found in one of the 5 schools (19 students per teacher), while the lowest was found in the other schools (12 students per teacher).

4.4 Descriptive Statistics of Principal Leadership Style Variables

The results showed that overall, principals in private schools in Bandung City were considered to use a transformational leadership style (M = 4.09, SD = 0.56). The highest score was found in the inspirational motivation area (M = 4.27, SD = 0.63), while the lowest score was found in the individual consideration area (M = 3.95, SD = 0.68).

Table 1. Multiple Linear Regression

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	std. Error	Betas		
1	(Constant)	3,866	1633		2,394	001
	Job satisfaction	.325	084	.302	3,031	.000
	Work Saturation	-.019	046	-.026	-.293	042

a. Dependent Variable: Principal's Leadership Style

Source : SPSS 26 (2023)

Based on the table above, a significant positive correlation was found between teacher job satisfaction and the principal's leadership style, indicating that the more transformational the principal's leadership style, the higher the teacher's job satisfaction. A significant negative correlation was found between teacher saturation and the principal's leadership style, indicating that the higher the teacher saturation, the less transformational the principal's leadership style is.

Table 2, Coefficient of Determination

Summary models

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.760a	.440	.719	2.12647

a. Predictors: (Constant), Job Satisfaction, Job Saturation

Source : SPSS 26 (2023)

Discussion

The results of this study provide insight into the factors that contribute to teacher job satisfaction in private schools in the city of Bandung. The findings show that teacher job satisfaction is positively related to the principal's leadership style and negatively related to teacher boredom. This finding is consistent with previous research [15], [48], [49]and emphasizes the importance of supportive leadership and manageable workload in promoting teacher job satisfaction [43], [50], [51].

The results of the study also show that principals in private schools in the city of Bandung are seen as using a transformational leadership style, which is positively related to teacher job satisfaction. Transformational leadership has been shown to be effective in promoting teacher motivation and engagement [30], and the findings from this study support the use of this leadership style in private schools [1], [2], [19], [29].

The findings also show that teacher saturation is negatively related to teacher job satisfaction and the principal's leadership style [25], [35], [52]. This emphasizes the importance of keeping teacher class sizes and workload manageable in promoting teacher job satisfaction and effective leadership [53]–[55].

Limitations

Despite the important findings of this study, there are some limitations that must be acknowledged. First, the sample size is relatively small and limited to five private schools in Bandung City, which may limit the generalizability of the findings. Future research could expand the sample size and include private schools from other cities to provide a more representative sample.

Second, the data collected in this study were based on self-reports, which may be prone to response bias. Future research could use other data collection methods, such as interviews or observation, to provide a more comprehensive understanding of teacher job satisfaction, teacher burnout, and principal leadership styles.

Third, this study focuses only on private schools, which may not represent the wider educational context in Bandung or Indonesia. Future research could broaden the research scope to include public schools and other educational institutions to provide a more comprehensive understanding of the factors that contribute to teacher job satisfaction.

CONCLUSION

This study provides valuable insight into the factors that contribute to teacher job satisfaction in five private schools in the city of Bandung. The findings show that teacher job satisfaction is positively related to the principal's leadership style and negatively related to teacher boredom. These findings highlight the importance of supportive leadership and well-managed workload in increasing teacher job satisfaction.

The findings also show that principals in five private schools in Bandung City are seen as using a transformational leadership style, which is positively related to teacher job satisfaction. It supports the use of transformational leadership in private schools as an effective way to increase teacher motivation and engagement.

Finally, the findings suggest that keeping class sizes and teacher workload well managed is important in enhancing teacher job satisfaction and effective leadership. These findings have important implications for school administrators and policy makers in increasing teacher job satisfaction and improving the quality of education in private schools in Bandung City and beyond.

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