

PRINCIPAL MANAGERIAL COMPETENCE, SCHOOL CULTURE, AND TEACHER JOB SATISFACTION IN BAGUALA

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ABSTRACT

Teacher job satisfaction is a critical issue in educational management because it influences teacher motivation, professional commitment, retention, and school effectiveness. However, previous studies have more frequently examined principal leadership, school culture, and teacher job satisfaction in separate or general contexts, while limited attention has been given to how principal managerial competence and school culture jointly shape teacher job satisfaction in senior high schools in local island-based contexts such as Baguala District, Ambon. This study aims to analyze the partial and simultaneous effects of principal managerial competence and school culture on teacher job satisfaction. A quantitative associative design was used. The respondents were 116 teachers selected through proportional sampling from five senior high schools: SMAN 14 Ambon, SMAN 5 Ambon, SMAN 9 Ambon, SMAN Siwalima Ambon, and SMA Kristen Passo. Data were collected using a five-point Likert-scale questionnaire and analyzed using descriptive statistics, validity and reliability tests, classical assumption tests, simple linear regression, and multiple linear regression with SPSS 25. The findings show that principal managerial competence had a positive and significant effect on teacher job satisfaction, and school culture also had a positive and significant effect. Simultaneously, both variables significantly explained 57.2% of the variance in teacher job satisfaction. These findings contribute to educational management literature by demonstrating that teacher job satisfaction is shaped not only by managerial functions such as planning, organizing, supervision, leadership, and evaluation, but also by the cultural environment in which teachers work. Theoretically, this study strengthens the view that teacher job satisfaction is influenced by both structural-managerial and socio-cultural dimensions of school organization. Practically, the findings imply that school leaders and education authorities should strengthen principal managerial competence while developing collaborative, participatory, and value-based school cultures.

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INTRODUCTION

Teacher job satisfaction has become an important concern in educational management because it is closely related to teacher motivation, professional commitment, teaching quality, and school effectiveness. At the global level, teacher satisfaction is increasingly discussed in relation to school working conditions, leadership support, workload, collaboration, professional recognition, and organizational climate. International studies show that teachers who experience supportive working conditions and positive school environments tend to report higher levels of job satisfaction, stronger professional engagement, and greater willingness to remain in the teaching profession. Therefore, teacher job satisfaction should not be viewed merely as an individual psychological condition, but also as an organizational outcome shaped by the way schools are managed and experienced by teachers.

Principal managerial competence is one of the key organizational factors that may influence teacher job satisfaction. In the school context, principals are responsible for planning school programs, organizing resources, supervising instructional activities, leading teachers, building communication, and evaluating institutional performance. When principals demonstrate strong managerial competence, teachers are more likely to experience clarity of direction, fair task distribution, constructive supervision, and administrative support. These conditions can reduce uncertainty in teachers' work and strengthen their satisfaction with the school environment. Previous studies have shown that principal leadership and managerial practices are associated with teacher performance, teacher professionalism, work effectiveness, and job satisfaction (Handayani & Maulana, 2021; Hadi & Pramono, 2023; Siregar, 2022).

School culture is another important factor in shaping teacher job satisfaction. A positive school culture is reflected in shared norms, values, disciplined work traditions, collaboration, trust, and participation among school members. Such a culture provides teachers with a sense of belonging, social support, and professional recognition. In international research, school climate and school culture have been linked to teacher stress, teaching efficacy, and job satisfaction, indicating that teachers' perceptions of their work environment influence how they experience their professional roles. In the Indonesian context, studies have also shown that positive organizational values and participatory school cultures can strengthen work climate, teacher behavior, and professional loyalty (Dewi & Hasanah, 2023; Fitria & Nawawi, 2023; Wahyuni & Karim, 2021).

Despite the growing number of studies on principal leadership, school culture, and teacher job satisfaction, several research gaps remain. First, many previous studies have examined principal leadership or school culture separately, while fewer studies have analyzed how principal managerial competence and school culture simultaneously influence teacher job satisfaction. Second, prior studies have often focused on teacher performance rather than teacher job satisfaction as an important organizational outcome. Third, research on teacher job satisfaction in local contexts such as Baguala District, Ambon, remains limited, even though schools in this area operate within distinctive social, geographical, and institutional conditions. Baguala is important because it includes both public and private senior high schools with different organizational characteristics, school cultures, and management practices. This makes the district a relevant setting for examining how managerial and cultural factors shape teachers' work experiences.

Based on these gaps, this study aims to analyze the influence of principal managerial competence and school culture on teacher job satisfaction among senior high school teachers in Baguala District, Ambon. Specifically, this study describes the levels of principal managerial competence, school culture, and teacher job satisfaction; examines the partial effect of principal managerial competence on teacher job satisfaction; examines the partial effect of school culture on teacher job satisfaction; and tests the simultaneous effect of both variables on teacher job satisfaction. The novelty of this study lies in its integrated analysis of structural-managerial and socio-cultural dimensions of school organization in explaining teacher job satisfaction within a local senior high school context. Thus, this study contributes to educational management literature by showing that teacher job satisfaction is not only influenced by how principals perform managerial functions, but also by how school culture supports teachers' professional and social experiences.

METHOD

This study used a quantitative associative design. This design was selected because the study aimed to examine the relationship and influence of two independent variables, namely principal managerial competence (X1) and school culture (X2), on teacher job satisfaction (Y). The study was conducted in senior high schools located in Baguala District, Ambon, involving both public and private schools.

The population of this study consisted of senior high school teachers in five schools: SMAN 14 Ambon, SMAN 5 Ambon, SMAN 9 Ambon, SMAN Siwalima Ambon, and SMA Kristen Passo. The sample consisted of 116 teachers. The sampling technique used was proportional sampling, in which the number of respondents from each school was determined proportionally based on the number of teachers in each school. This technique was used to ensure that each school was represented fairly in the sample. The sample distribution consisted of 30 teachers from SMAN 14 Ambon, 36 teachers from SMAN 5 Ambon, 21 teachers from SMAN 9 Ambon, 18 teachers from SMAN Siwalima Ambon, and 11 teachers from SMA Kristen Passo.

Data were collected using a questionnaire with a five-point Likert scale ranging from strongly agree to strongly disagree. Principal managerial competence was measured through five indicators: planning, organizing, supervision, leadership, and evaluation. School culture was measured through norms, values, work traditions, collaboration, and school-member participation. Teacher job satisfaction was measured through lesson planning, instructional implementation, learning evaluation, and professional responsibility.

Before the main analysis, the research instrument was tested for validity and reliability. Validity was examined using Pearson Product Moment correlation, while reliability was tested using Cronbach's Alpha. The data were then analyzed using descriptive statistics, normality testing, multicollinearity testing, heteroscedasticity testing, simple linear regression, multiple linear regression, t-tests, F-test, and coefficient of determination. Statistical analysis was conducted using SPSS version 25.

Ethical considerations were observed throughout the research process. Respondents were informed about the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. The questionnaire did not require respondents to disclose sensitive personal information, and the data were used only for academic purposes. Participation in the study was based on consent, and respondents were given the opportunity to complete the questionnaire without pressure from the researcher

RESULT AND DISCUSSION

The respondent profile shows that most respondents were female teachers (67.2%), while male teachers accounted for 32.8%. In terms of age, the largest group was 31–40 years old (36.2%), followed by 41–50 years old (29.3%). Most respondents had 11–20 years of work experience (39.7%), and the majority held a bachelor's degree (76.7%). These characteristics indicate that the respondents were academically qualified and professionally experienced to assess school management, school culture, and job satisfaction.

Table 1. Respondent Characteristics

Characteristic	Category	Frequency	Percentage
Gender	Male	38	32.8%
Gender	Female	78	67.2%
Age	21–30 years	20	17.2%
Age	31–40 years	42	36.2%
Age	41–50 years	34	29.3%
Age	> 50 years	20	17.2%
Work experience	< 5 years	14	12.1%
Work experience	5–10 years	33	28.4%
Work experience	11–20 years	46	39.7%
Work experience	> 20 years	23	19.8%
Education	D3	5	4.3%

Education	S1	89	76.7%
Education	S2	22	19.0%

Source: Processed research data, 2025.

The descriptive analysis indicates that principal managerial competence was generally perceived as good to very good. The highest mean scores appeared in planning and leadership, both reaching 4.24. Organizing and evaluation each obtained a mean score of 4.18, while supervision obtained 4.15. These findings suggest that principals were considered capable of planning school programs, building communication, motivating teachers, and evaluating educational activities.

School culture was also categorized as good. Collaboration obtained the highest mean score (4.22), followed by participation (4.20), values (4.19), norms (4.18), and work traditions (4.16). This pattern suggests that the schools had developed a relatively positive culture through discipline, responsibility, cooperation, and harmonious relationships among school members. Teacher job satisfaction was likewise strong, with professional responsibility and instructional implementation obtaining mean scores of 4.21, learning evaluation 4.20, and lesson planning 4.19.

Table 2. Descriptive Results by Indicator

Variable	Indicator	Mean	Category
Principal managerial competence	Planning	4.24	Very good
Principal managerial competence	Organizing	4.18	Good
Principal managerial competence	Supervision	4.15	Good
Principal managerial competence	Leadership	4.24	Very good
Principal managerial competence	Evaluation	4.18	Good
School culture	Norms	4.18	Good
School culture	Values	4.19	Good
School culture	Work traditions	4.16	Good
School culture	Collaboration	4.22	Very good
School culture	Participation	4.20	Very good
Teacher job satisfaction	Lesson planning	4.19	Good
Teacher job satisfaction	Instructional implementation	4.21	Very good
Teacher job satisfaction	Learning evaluation	4.20	Very good
Teacher job satisfaction	Professional responsibility	4.21	Very good

Source: Processed research data, 2025.

The instrument testing confirmed that all questionnaire items were valid because their correlation coefficients exceeded the r-table value of 0.361. The reliability test also showed strong internal consistency: principal managerial competence had a Cronbach's Alpha of 0.912, school culture 0.894, and teacher job satisfaction 0.901. The classical assumption tests indicated that the data met the requirements for regression analysis. The normality test showed significance values above 0.05, the tolerance values were 0.721 and VIF values were 1.387, and the heteroscedasticity significance values were also above 0.05.

Table 3. Summary of Instrument and Classical Assumption Tests

Test	Result	Interpretation
Validity	All item correlations > 0.361	Valid
Reliability X1	Cronbach's Alpha = 0.912	Reliable
Reliability X2	Cronbach's Alpha = 0.894	Reliable
Reliability Y	Cronbach's Alpha = 0.901	Reliable
Normality	Sig. X1 = 0.200; X2 = 0.187; Y = 0.176	Normal
Multicollinearity	Tolerance = 0.721; VIF = 1.387	No multicollinearity
Heteroscedasticity	Sig. X1 = 0.418; X2 = 0.527	No heteroscedasticity

Source: Processed research data, 2025.

The hypothesis tests show that principal managerial competence had a positive and significant effect on teacher job satisfaction. The simple regression result showed $t = 6.214$, which was greater than $t\text{-table} = 1.997$, with a significance value of 0.000. This means that better principal managerial competence is associated with higher teacher job satisfaction. Principals who can plan, organize, supervise, lead, and evaluate school programs effectively are more likely to create a structured and supportive work environment for teachers.

School culture also had a positive and significant effect on teacher job satisfaction. The t -test value was 5.876, greater than $t\text{-table} = 1.997$, with a significance value of 0.000. This finding confirms that positive norms, values, disciplined work traditions, collaboration, and participation can increase teachers' comfort, motivation, and sense of belonging. The result is consistent with the view that a healthy school culture strengthens work climate and professional commitment (Dewi & Hasanah, 2023; Rahayu, 2022; Yuliana & Astari, 2023).

The multiple regression analysis further demonstrates that principal managerial competence and school culture simultaneously influenced teacher job satisfaction. The regression equation was $Y = 12.486 + 0.421X_1 + 0.356X_2$. Both coefficients were positive, meaning that increases in principal managerial competence and school culture were followed by increases in teacher job satisfaction. The F -test result was 38.624, greater than $F\text{-table} = 3.14$, with a significance value of 0.000. The coefficient of determination showed $R = 0.756$ and $R\text{ Square} = 0.572$, indicating that both independent variables explained 57.2% of the variance in teacher job satisfaction.

Table 4. Regression Results

Analysis	Coefficient/Statistic	Value	Sig.	Interpretation
Simple regression X1 → Y	B	0.645	0.000	Positive and significant
Simple regression X1 → Y	t	6.214	0.000	Significant
Simple regression X2 → Y	B	0.598	0.000	Positive and significant
Simple regression X2 → Y	t	5.876	0.000	Significant
Multiple regression	Constant	12.486	0.000	Significant
Multiple regression	B X1	0.421	0.000	Positive and significant
Multiple regression	B X2	0.356	0.001	Positive and significant
Simultaneous test	F	38.624	0.000	Significant
Coefficient of determination	R Square	0.572	-	57.2% explained variance

Source: Processed research data, 2025.

These findings imply that teacher job satisfaction is shaped by both structural and cultural dimensions of school management. Managerial competence provides clarity of direction, task distribution, supervision, and evaluation, while school culture provides the social and normative environment in which teachers carry out their professional duties. When both dimensions are strong, teachers tend to experience better work comfort, stronger motivation, and higher commitment to teaching responsibilities.

The finding also supports previous studies showing that principal leadership and school culture are linked to teacher performance and school effectiveness (Pranoto & Hidayat, 2023; Susanto, 2022; Wahyuni & Karim, 2021). Therefore, improving teacher job satisfaction requires not only administrative competence from principals but also continuous cultural reinforcement involving all school members.

CONCLUSION

This study examined the influence of principal managerial competence and school culture on teacher job satisfaction in senior high schools in Baguala District, Ambon. The findings show that principal managerial competence, school culture, and teacher job satisfaction were generally perceived positively by teachers. Principal

managerial competence contributed to teacher job satisfaction by providing direction, coordination, supervision, leadership support, and program evaluation. School culture contributed to teacher job satisfaction by creating shared values, collaboration, participation, discipline, and a sense of belonging within the school environment.

The study also found that principal managerial competence and school culture had both partial and simultaneous effects on teacher job satisfaction. These findings indicate that teacher job satisfaction is shaped by two complementary dimensions of school organization. The first is the structural-managerial dimension, reflected in how principals plan, organize, supervise, lead, and evaluate school programs. The second is the socio-cultural dimension, reflected in how school members build norms, values, collaboration, and participation. Therefore, improving teacher job satisfaction requires not only competent school management but also a positive and supportive school culture.

Theoretically, this study contributes to educational management literature by showing that teacher job satisfaction can be better understood through the integration of principal managerial competence and school culture. Practically, the findings suggest that school leaders and education authorities should strengthen principal development programs while also fostering collaborative and participatory school cultures. Future research may examine other factors that influence teacher job satisfaction, such as compensation, workload, work environment, motivation, leadership style, organizational climate, and teacher professional development.

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