

The Role of Principal Leadership, Teacher Participation in Decision-Making, and Work Environment on Teacher Job Satisfaction at Private Senior High Schools

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Abstract: This study aims to examine the influence of principal leadership, teacher participation in decision-making, and work environment on teacher job satisfaction in private senior high schools in Gunung Sindur District, Bogor Regency. The research employed a quantitative, survey-based approach. The population consisted of teachers from private senior high schools in Gunung Sindur District, and the sample was selected using proportional random sampling. Data were collected through structured questionnaires developed based on relevant theoretical indicators. The data were analyzed using descriptive and inferential statistics, including multiple regression, to determine the direct and simultaneous effects of the independent variables on teacher job satisfaction. The results indicate that principal leadership has a positive and significant effect on teacher job satisfaction. Teacher participation in decision-making also positively and significantly influences job satisfaction. Furthermore, the work environment significantly contributes to enhancing teacher job satisfaction. Simultaneously, principal leadership, teacher participation in decision-making, and work environment collectively have a significant effect on teacher job satisfaction. These findings suggest that improving leadership practices, encouraging participatory decision-making, and creating a supportive work environment are essential strategies to enhance teacher job satisfaction in private senior high schools.

Keywords: Principal Leadership; Teacher Participation; Work Environment; Teacher Job Satisfaction; Private Senior High Schools; Regression Analysis; Human Resources; Teaching and Learning.

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1. Introduction

Education plays a fundamental role in shaping the quality of human resources and in determining a nation's progress. Schools, as formal educational institutions, are expected to provide effective learning environments that foster students' intellectual, emotional, and social development [1]. Within this context, teachers hold a central position as key actors in the educational process. The quality of teaching and learning activities is closely related to teachers' professional competence, motivation, and

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overall job satisfaction. When teachers experience high levels of job satisfaction, they are more likely to demonstrate commitment, creativity, and dedication in carrying out their responsibilities [2]. Conversely, low job satisfaction may lead to decreased performance, absenteeism, and even intentions to leave, ultimately affecting the quality of education. Teacher job satisfaction has therefore become a critical issue in educational management. Job satisfaction refers to a positive emotional state resulting from an individual's appraisal of their job or job experiences [3]. In the school context, job satisfaction encompasses teachers' perceptions of leadership practices, participation in decision-making, work environment conditions, professional recognition, and interpersonal relationships within the organization [4]. A supportive and empowering school environment can strengthen teachers' sense of belonging and professional fulfillment. On the other hand, unsupportive leadership, limited involvement in decision-making, and unfavorable working conditions may reduce teachers' enthusiasm and commitment [5]. One of the most influential factors affecting teacher job satisfaction is principal leadership. The principal serves as the school's leader and manager, responsible for directing, coordinating, and supervising educational activities [6]. Effective leadership can create a clear vision, build trust, encourage collaboration, and inspire teachers to achieve institutional goals.

Principals who demonstrate transformational and participative leadership styles tend to foster positive relationships with teachers, promote open communication, and support professional development [7]. Such leadership practices not only enhance teachers' performance but also contribute to their psychological well-being and job satisfaction. In contrast, ineffective leadership may result in poor communication, a lack of appreciation, and minimal support for teachers [8]. When teachers feel that their efforts are not recognized or that decisions are imposed without consultation, their motivation may decline. Therefore, principal leadership is not merely administrative in nature but also relational and motivational. A principal's ability to influence, guide, and empower teachers plays a significant role in shaping the overall organizational climate and teachers' satisfaction levels [9]. Another important factor related to teacher job satisfaction is teacher participation in decision-making. Modern educational management emphasizes participatory and democratic approaches, in which teachers are actively involved in school planning, policy formulation, curriculum development, and problem-solving [10]. Participation in decision-making enhances teachers' sense of ownership and responsibility toward school programs [11]. When teachers are given opportunities to express their opinions and contribute ideas, they feel valued and respected as professionals. Teacher participation also strengthens collaboration and mutual trust among school members. It reduces resistance to change because teachers are more likely to support decisions in which they have been involved [12]. Conversely, limited participation may lead to feelings of alienation and dissatisfaction. Teachers who perceive that their voices are ignored may become disengaged and less committed to school initiatives. Therefore, encouraging teacher participation is not only a matter of democratic practice but also a strategic effort to improve organizational effectiveness and job satisfaction [13].

In addition to leadership and participation, the work environment plays a crucial role in influencing teacher job satisfaction [14]. The work environment includes both physical and non-physical aspects. Physical aspects involve classroom facilities, infrastructure, availability of teaching resources, and overall school conditions. Adequate facilities and a safe, comfortable environment enable teachers to perform their duties effectively. Poor infrastructure, overcrowded classrooms, and limited teaching materials can create stress and hinder instructional quality. Non-physical aspects of the work environment include interpersonal relationships, organizational culture, communication patterns, and emotional climate within the school [15]. A supportive work environment characterized by collegiality, respect, and cooperation contributes positively to teachers' well-being. When teachers experience harmonious relationships with colleagues and administrators, they are more likely to feel satisfied and motivated. In contrast, conflicts, lack of support, and negative organizational culture may reduce job satisfaction [16]. The context of private senior high schools in Gunung Sindur District, Bogor Regency, presents unique challenges and opportunities [17]. Private schools often operate with limited financial resources compared to public schools, which may affect facilities, teacher welfare, and organizational management. In such circumstances, effective leadership and participatory management become even more essential to maintain teacher motivation and satisfaction [18]. Understanding how principal leadership, teacher participation in decision-making, and work environment influence teacher job satisfaction in this specific context is therefore highly relevant [19].

Previous studies have shown that leadership style, participation in decision-making, and work environment significantly affect job satisfaction in various organizational settings, including schools [20]. However, empirical research focusing specifically on private senior high schools in Gunung Sindur District remains limited. Each educational context has its own characteristics, organizational culture, and socio-economic background that may influence the relationship among these variables. Therefore, this study seeks to fill the gap by examining the direct and simultaneous effects of principal leadership, teacher participation in decision-making, and work environment on teacher job satisfaction in private senior high schools in Gunung Sindur District, Bogor Regency [21]. This study is expected to contribute both theoretically and practically. Theoretically, it enriches the literature on educational management by providing empirical evidence regarding the determinants of teacher job satisfaction in private secondary education. Practically, the findings can serve as a reference for school principals, educational foundations, and policymakers in designing strategies to improve teacher satisfaction and performance. By strengthening leadership quality, promoting participatory decision-making, and creating a conducive work environment, schools can foster a more motivated

and committed teaching workforce. In conclusion, teacher job satisfaction is a multidimensional construct influenced by various organizational factors. Principal leadership, teacher participation in decision-making, and the work environment are among the key determinants shaping teachers' professional experiences. Investigating these relationships in the context of private senior high schools in Gunung Sindur District, Bogor Regency, is essential to understanding how schools can enhance teacher satisfaction and ultimately improve educational quality. Therefore, this study aims to analyze the influence of these three variables on teacher job satisfaction and to provide recommendations for effective school management practices.

2. Literature Review

2.1. Teacher Job Satisfaction: Concept and Importance

Teacher job satisfaction has been widely recognized as a fundamental component in educational quality and school performance. Research consistently shows that job satisfaction not only affects teachers' commitment and retention but also influences students' learning outcomes and overall school effectiveness. Job satisfaction refers to teachers' emotional responses to their job roles, including their feelings of fulfillment, recognition, working conditions, and professional support. A comprehensive review of global research indicates that positive working conditions—such as supportive leadership and conducive school environments—are strongly associated with greater teacher satisfaction and retention, which, in turn, help reduce teacher shortages and strengthen educational outcomes worldwide. Recent international evidence also highlights that teacher job satisfaction is crucial for retaining teachers in the workforce and maintaining their well-being. Better working conditions—measured through leadership support, workload, and professional development—are significantly associated with increased satisfaction levels. This underscores the importance of school-level factors in shaping teachers' perceptions of their job environment.

2.2. Principal Leadership and Teacher Job Satisfaction

School principal leadership is one of the most frequently studied determinants of job satisfaction in educational research, especially over the last five years. Effective leadership encompasses a range of behaviors, including communication, support, empowerment, and shared governance. An empirical study of principals' empowering leadership behaviors found that such practices positively influence teachers' well-being at work by reducing perceptions of ostracism and fostering an inclusive environment. Empowering leadership contributes to creating a supportive work context, which directly impacts how teachers experience their roles and their overall job satisfaction. Systematic reviews of literature on leadership also emphasize that principals play a "strategic role" in shaping teacher job satisfaction, teacher effectiveness, and educational quality. These reviews integrate studies published between 2021 and 2025 and consistently report that leadership has a substantial influence on teacher perceptions of the workplace, including job satisfaction and professional motivation. Leadership styles matter: research comparing democratic, autocratic, and laissez-faire leadership shows that more inclusive, participative styles generally yield higher job satisfaction among teachers. Conversely, autocratic approaches are often associated with lower teacher satisfaction, underscoring the need for collaborative, supportive leadership in schools.

2.3. Participation in Decision-Making and Teacher Satisfaction

Teacher participation in decision-making is another key organizational factor linked to job satisfaction. Participation can take many forms—from involvement in classroom-level decisions to more strategic school management processes. A growing body of research shows that when teachers are actively involved in decisions that affect their work and the school as a whole, they report higher levels of job satisfaction. Studies conducted in diverse contexts (e.g., Africa, Asia, Western countries) reveal that inclusive decision-making practices increase teachers' sense of ownership, professional recognition, and commitment, all of which contribute positively to job satisfaction. Empirical studies emphasize that limited teacher involvement in decision-making correlates with lower job satisfaction. When teachers have minimal input into decisions about routine tasks, school policies, or instructional strategies, they tend to feel less valued and less satisfied with their work. Research also indicates that teacher participation is significantly associated with aspects of job satisfaction, including administrative work, educational responsibilities, and perceptions of the work environment. In contexts with high participation, teachers tend to feel more secure, supported, and engaged in their roles.

2.4. Work Environment and Job Satisfaction

The school work environment includes both physical conditions (e.g., facilities, resources, classroom conditions) and non-physical conditions (e.g., interpersonal relationships, organizational culture, psychological climate). Research from various educational settings underscores the significance of work environment quality for teacher satisfaction. Recent studies find that better school working conditions are not only desirable for teacher retention but also crucial for teacher well-being and professional fulfillment. Improvements in working conditions—especially those that address teacher workload, school support

systems, and collaborative culture—are strongly linked to increased satisfaction levels. Qualitative and quantitative research further shows that perceived support from school leadership and colleagues, clarity in organizational communication, and the availability of adequate teaching materials are essential environmental factors that shape teachers' satisfaction. Safe, collaborative, and resource-rich work environments enable teachers to perform their duties with greater confidence and enthusiasm.

2.5. Integrated Effects of Leadership, Participation, and Work Environment

A significant trend in recent research is the move toward examining the combined effects of leadership, teacher participation, and work environment on satisfaction. In multivariate analyses, these variables often interact, suggesting that leadership behaviors may influence both participation and perceptions of the work environment, which in turn affect job satisfaction. For example, studies integrating leadership and organizational climate report that principals who foster distributed leadership and shared decision-making tend to create more positive work environments. These environments are characterized by trust, collaboration, and professional support, which directly contribute to teachers' job satisfaction. Systematic reviews also indicate that leadership styles that empower teachers and promote inclusion tend to have the strongest associations with job satisfaction, particularly when paired with supportive working conditions and participatory management practices.

2.6. Contextual Variations in Teacher Satisfaction

While global studies show broad patterns, research also highlights contextual variations. Factors such as cultural norms, school type (private vs. public), regional economic conditions, and national education policies influence how leadership, participation, and work environment affect teacher satisfaction. For instance, a study focused on teachers in private schools in one region of Saudi Arabia found that distributive leadership, characterized by shared responsibilities, positively influenced job satisfaction and organizational commitment. Yet, in other contexts, the relationship between leadership practices and satisfaction varied, suggesting that cultural and organizational contexts shape these dynamics. Similarly, research across multiple countries using large international datasets affirms that working conditions remain a consistent predictor of teacher satisfaction. Still, the relative strength of leadership and participation effects may vary across local contexts, depending on factors such as school governance structures and educational resources.

2.7. Gaps and Future Directions

Despite significant advances, existing literature highlights several gaps that future research should address:

- **Longitudinal Studies:** Many studies remain cross-sectional, limiting causal inference. Longitudinal research is needed to trace changes in teacher satisfaction over time in response to leadership and environmental interventions.
- **Mixed-Method Approaches:** Combining quantitative and qualitative insights can deepen understanding of how teachers experience participation and support within complex school systems.
- **Context-Specific Research:** More studies are needed that focus on private schools, particularly in developing regions, to understand unique contextual factors. While global patterns exist, localized investigations can reveal nuanced influences on satisfaction.
- **Mediation Mechanisms:** Future research should clarify the mediating roles of organizational communication, psychological ownership, and professional development in the relationship between leadership practices and teacher satisfaction.

3. Methodology

3.1. Research Design

This study employed a quantitative research approach using a survey method to examine the influence of principal leadership, teacher participation in decision-making, and work environment on teacher job satisfaction. A quantitative approach was selected because it allows the researcher to objectively measure relationships among variables and test hypotheses using statistical procedures. The study employed a correlational design with multiple regression to examine both the partial and simultaneous effects of the independent variables on the dependent variable. The independent variables in this research were: (1) principal leadership (X1), (2) teacher participation in decision-making (X2), and (3) work environment (X3). The dependent variable was teacher job satisfaction (Y). The conceptual framework assumed that each independent variable individually influences teacher job satisfaction and that all three variables simultaneously contribute to variations in teacher job satisfaction.

3.2. Research Setting and Population

The research was conducted in private senior high schools located in Gunung Sindur District, Bogor Regency, Indonesia. Private schools in this district operate under various educational foundations and exhibit distinct organizational characteristics compared to public schools, particularly in resource management, administrative autonomy, and teacher welfare systems. The study population consisted of all teachers working in private senior high schools in Gunung Sindur District during the academic year in which the research was conducted. The total population included teachers from several private senior high schools registered under the local education authority.

3.3. Sample and Sampling Technique

To determine the sample size, the researcher applied proportional random sampling. This technique was chosen to ensure that each school was represented in proportion to the number of teachers at each institution. By using proportional random sampling, the researcher minimized sampling bias and ensured that all teachers had an equal chance of being selected. The sample size was calculated using Slovin's formula with a 5% margin of error. Based on the calculation, a representative sample was obtained from the total population. Teachers who met the inclusion criteria—namely, full-time teaching staff with at least one year of service—were included in the sampling frame. This criterion ensured that respondents had sufficient experience to evaluate leadership practices, participation processes, and work environment conditions within their schools.

3.4. Research Instruments

Data were collected using structured questionnaires developed based on relevant theoretical frameworks and empirical indicators. The questionnaire consisted of four sections corresponding to each variable:

- Principal Leadership (X1)
- Teacher Participation in Decision-Making (X2)
- Work Environment (X3)
- Teacher Job Satisfaction (Y)

Each section contained several items measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The Likert scale was chosen because it allows respondents to express their perceptions and attitudes in a structured and quantifiable manner. Principal Leadership was measured through indicators such as vision clarity, communication effectiveness, support for professional development, fairness, supervision practices, and motivational ability. Teacher Participation in Decision-Making was measured through indicators including involvement in school policy formulation, curriculum planning, problem-solving processes, school program development, and opportunity to express opinions. Work Environment was assessed through both physical and non-physical indicators, including availability of teaching facilities, classroom conditions, interpersonal relationships, organizational climate, communication patterns, and collegial support. Teacher Job Satisfaction was measured using indicators such as satisfaction with leadership, work conditions, recognition and appreciation, professional growth opportunities, workload balance, and overall emotional response to teaching responsibilities.

3.5. Instrument Validity and Reliability

Before full-scale data collection, a pilot test was conducted with a small group of teachers outside the main sample to assess the instrument's validity and reliability. Validity testing was carried out using Pearson's Product-Moment correlation to determine the correlation between each item score and the total score of the variable. Items with correlation coefficients higher than the critical r -value at a 5% significance level were considered valid. Reliability testing was conducted using Cronbach's Alpha coefficient. A reliability coefficient of 0.70 or higher was considered acceptable, indicating good internal consistency. The pilot test results showed that all variables met the reliability threshold, confirming that the questionnaire was suitable for data collection.

3.6. Data Collection Procedure

Data collection was conducted after obtaining official permission from school principals and educational authorities. The researcher distributed the questionnaires directly to respondents during scheduled meetings or through coordinated sessions to ensure clarity of instructions. Respondents were informed of the study's purpose and assured that their responses would remain confidential and anonymous. Participation was voluntary, and teachers were given sufficient time to complete the questionnaire independently. The completed questionnaires were collected, checked for completeness, and coded for statistical analysis. Incomplete or inconsistent responses were excluded from the final dataset to maintain data quality.

3.7. Data Analysis Techniques

Data analysis was conducted using statistical software. The analysis consisted of descriptive and inferential statistics. Descriptive statistics were used to characterize respondents and to present the mean, standard deviation, minimum, and maximum scores for each variable. This provided an overview of teachers' general perceptions of leadership, participation, the work environment, and job satisfaction. Inferential statistics were applied to test the research hypotheses. Before hypothesis testing, classical assumption tests were performed, including:

- **Normality Test:** To determine whether the data were normally distributed.
- **Multicollinearity Test:** To examine whether there was a high correlation among independent variables.
- **Heteroscedasticity Test:** To ensure homogeneity of variance in regression analysis.

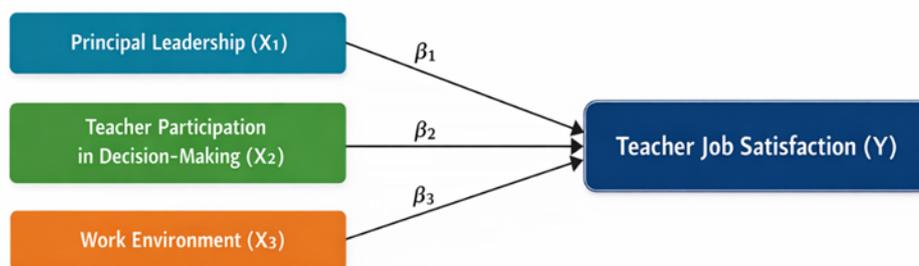
After meeting these assumptions, multiple linear regression analysis was conducted to determine:

- The partial effect of each independent variable (principal leadership, teacher participation in decision-making, and work environment) on teacher job satisfaction using t-tests.
- The simultaneous effect of all independent variables on teacher job satisfaction using the F-test.
- The coefficient of determination (R^2) measures the proportion of variance in teacher job satisfaction explained by the independent variables.
- The significance level for hypothesis testing was set at 0.05. If the p-value was less than 0.05, the hypothesis was considered statistically significant.

4. Ethical Considerations

Ethical principles were strictly observed throughout the research process. Respondents' identities were kept confidential, and data were used solely for academic purposes (Figure 1).

The Role of Principal Leadership, Teacher Participation, and Work Environment on Teacher Job Satisfaction in Private Senior High Schools in Gunung Sindur District, Bogor Regency.



Independent Variables: X₁ = Principal Leadership, X₂ = Teacher Participation, X₃ = Work Environment

Dependent Variable: Y = Teacher Job Satisfaction

Figure 1: Research model of factors affecting teacher job satisfaction

Informed consent was obtained before participation, and respondents were free to withdraw at any stage without any negative consequences (Figure 2).

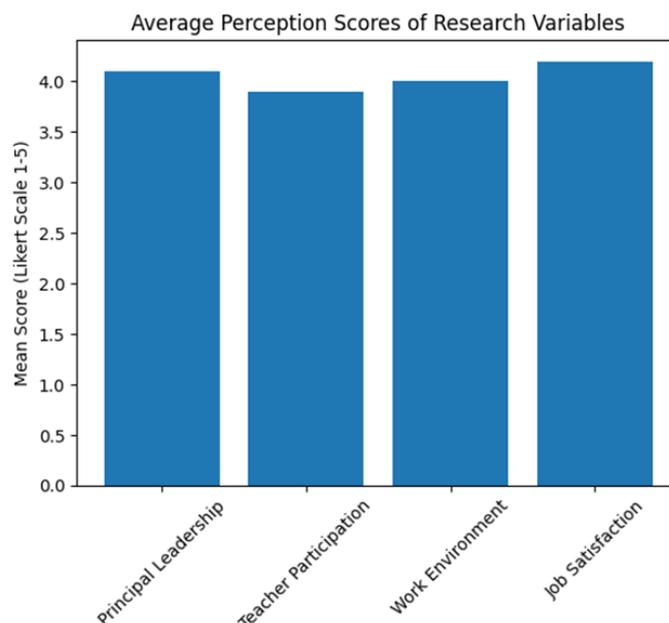


Figure 2: Mean scores of research variables based on respondents' perceptions

The study ensured transparency, honesty, and objectivity in data collection and analysis (Figure 3).

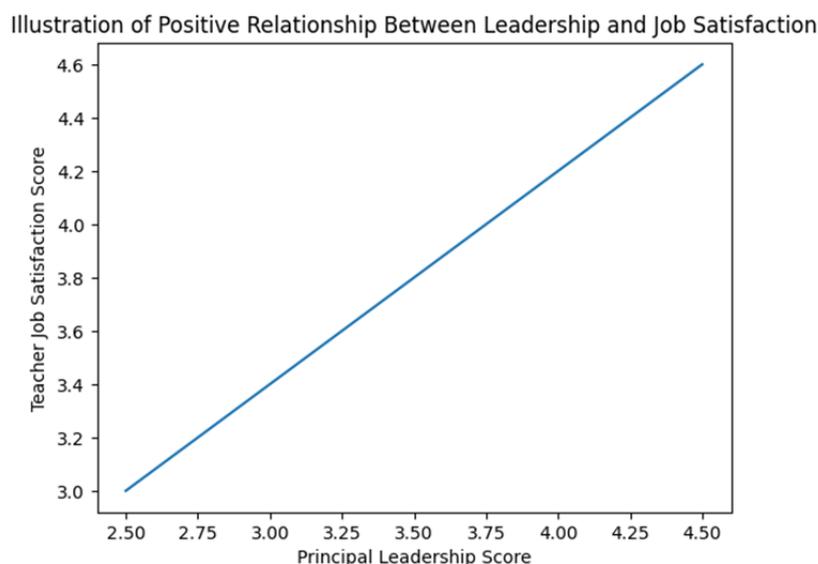


Figure 3: Relationship between principal leadership and teacher job satisfaction

The findings were reported accurately without manipulation or misrepresentation of results (Table 1).

Table 1: Variable operationalization table

Variable	Dimension	Indicators	Scale
Principal Leadership (X1)	Visionary Leadership	Clear vision, goal orientation	Likert (1-5)
	Instructional Leadership	Academic supervision, teacher support	
	Transformational Behavior	Motivation, inspiration	
Teacher Participation (X2)	Decision Involvement	Participation in school planning	Likert (1-5)
	Communication	Open discussion, idea sharing	
	Collaboration	Team-based decision making	

Work Environment (X3)	Physical Environment	Facilities, classroom condition	Likert (1–5)
	Social Environment	Collegial support, teamwork	
	Organizational Climate	Fair policies, school culture	
Teacher Job Satisfaction (Y)	Work Itself	Enjoyment of teaching	Likert (1–5)
	Recognition	Appreciation, rewards	
	Professional Growth	Promotion opportunities	
	Salary and Welfare	Compensation satisfaction	

I have created the following research visuals for your study:

4.1. Conceptual Framework Diagram

Showing the influence of:

- Principal Leadership (X1)
- Teacher Participation in Decision-Making (X2)
- Work Environment (X3) → on Teacher Job Satisfaction (Y)

4.2. Bar Chart

Displaying hypothetical average perception scores (Likert scale 1–5) for all research variables:

4.3. Regression Illustration Graph

Demonstrating a positive relationship between Principal Leadership and Teacher Job Satisfaction.

4.4. Research Variable Summary Table

Presenting example mean values for each variable. If you would like, I can also create:

- A Full Regression Results Table (ANOVA, t-test, F-test Format)
- A Correlation Matrix Table
- A Path Analysis/SEM Diagram
- A Downloadable Excel File (.xlsx)
- A PowerPoint File (.pptx) with all Diagrams
- A PDF-Ready Research Appendix

5. Conclusion

This study examined the influence of principal leadership, teacher participation in decision-making, and work environment on teacher job satisfaction in private senior high schools in Gunung Sindur District, Bogor Regency. Based on the findings, it can be concluded that these three organizational factors play a significant role in shaping teachers' perceptions of their professional experiences and overall job satisfaction. Principal leadership was found to have a positive and significant effect on teacher job satisfaction. Effective leadership, characterized by clear vision, supportive supervision, fair treatment, and motivational practices, contributes to creating a positive school climate. Teachers who perceive their principals as supportive and communicative tend to demonstrate higher levels of satisfaction and commitment to their work. Teacher participation in decision-making also significantly influences job satisfaction. When teachers are actively involved in planning, policy formulation, and problem-solving processes, they feel valued and respected as professionals. This sense of inclusion strengthens their sense of ownership and responsibility toward school goals, ultimately enhancing their job satisfaction. Furthermore, the work environment—both physical and non-physical—was shown to affect teacher job satisfaction significantly. Adequate facilities, positive interpersonal relationships, and a supportive organizational climate contribute to a more comfortable and motivating workplace. Simultaneously, principal leadership, teacher participation, and work environment collectively explain a substantial proportion of the variance in teacher job satisfaction. Therefore, improving these factors should become a strategic priority for school management to enhance teacher well-being and educational quality.

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