



Effective Leadership, Work Environment and Work Culture as Main Factors of Job Satisfaction among Elementary School Teachers

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Abstract: This study addresses the problem of low teacher job satisfaction in public elementary schools in Boja District, Kendal Regency, which is believed to be influenced by ineffective leadership, unsupportive work environments, and fragmented school cultures. The objective of this research is to analyse the influence of effective school principal leadership, work environment, and work culture on teacher job satisfaction. Using a quantitative approach with an explanatory design, the study involved 199 teachers selected through a proportionate stratified random sampling method. Data were collected using a structured questionnaire and analysed through multiple linear regression. The findings revealed that both principal leadership ($\beta = 0.128$, $p = 0.008$) and work environment ($\beta = 0.122$, $p = 0.009$) significantly affect teacher job satisfaction. In contrast, work culture ($\beta = 0.003$, $p = 0.094$) does not show a statistically significant influence. The adjusted R^2 value of 0.594 indicates that the three variables explain 59.4% of the variation in job satisfaction. The study highlights the need to enhance leadership quality and work environments to improve teacher satisfaction and effectiveness. Although school culture shows potential, it must be translated into tangible practices and professional recognition to have a meaningful impact.

Abstrak: Penelitian ini mengangkat masalah rendahnya kepuasan kerja guru di sekolah dasar negeri wilayah Kecamatan Boja, Kabupaten Kendal, yang diduga dipengaruhi oleh kepemimpinan yang kurang efektif, lingkungan kerja yang tidak mendukung, dan budaya sekolah yang terfragmentasi. Tujuan dari penelitian ini adalah untuk menganalisis pengaruh kepemimpinan efektif kepala sekolah, lingkungan kerja, dan budaya kerja terhadap kepuasan kerja guru. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksplanatori, melibatkan 199 guru yang dipilih melalui teknik *proportionate stratified random sampling*. Data dikumpulkan melalui kuesioner terstruktur dan dianalisis menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah ($\beta = 0,128$; $p = 0,008$) dan lingkungan kerja ($\beta = 0,122$; $p = 0,009$) berpengaruh signifikan terhadap kepuasan kerja guru, sedangkan budaya kerja ($\beta = 0,003$; $p = 0,094$) tidak berpengaruh signifikan. Nilai adjusted R^2 sebesar 0,594 menunjukkan bahwa 59,4% variasi kepuasan kerja guru dijelaskan oleh ketiga variabel tersebut. Studi ini menekankan pentingnya peningkatan kualitas kepemimpinan dan lingkungan kerja untuk meningkatkan kepuasan kerja guru. Budaya sekolah, meskipun potensial, perlu diwujudkan dalam praktik nyata dan pengakuan profesional agar berdampak efektif.

A. Introduction

The quality of education remains a central concern in global and national education agendas, as it directly influences student outcomes, teacher performance, and long-term societal development. In Indonesia, government efforts to improve educational standards are evident through various policies and reforms. However, a persistent issue undermines these efforts: the low level of teacher job satisfaction in public schools. Teacher job satisfaction is not only vital for personal well-being but also serves as a cornerstone for educational effectiveness, influencing motivation, classroom performance, and student achievement (Nguyen et al., 2022).

Field observations and preliminary surveys conducted in July 2024 across public elementary schools in Boja District, Kendal Regency, reveal a critical situation. Many teachers express dissatisfaction due to limited autonomy, lack of recognition, poor communication, inadequate infrastructure, and excessive administrative workloads. The top-down leadership style commonly found in these schools contributes further to feelings of disempowerment. Teachers report a disconnect between school goals and their personal and professional aspirations, leading to reduced enthusiasm and commitment. These conditions threaten not only the well-being of teachers but also the overall quality of learning in the region, making the issue urgent and in need of systematic investigation.

To address these challenges, this study proposes an integrative approach that emphasises the interplay of effective school leadership, a supportive work environment, and a collaborative school culture as key determinants of teacher job satisfaction. While previous studies have examined these variables separately, this research uniquely positions them as interconnected components that collectively shape teachers' professional experiences. Specifically, the study highlights the potential of transformational leadership—a leadership style characterised by vision, motivation, individual consideration, and intellectual stimulation—as a powerful tool for uplifting teacher morale and fostering job satisfaction (Nicholas et al., 2023). Furthermore, a conducive work environment—characterised by open communication, equitable workload distribution, and adequate infrastructure—combined with a strong, inclusive organisational culture, is proposed as a sustainable strategy to enhance teachers' psychological and professional well-being (Saragih & Suhendro, 2020).

This model offers a new contribution by moving beyond administrative or transactional leadership paradigms, which are still prevalent in many schools, particularly in under-resourced areas such as the Boja District. Instead, it promotes a human-centred leadership model that prioritises empathy, collaboration, and shared values—elements often overlooked in conventional school management practices. This innovation is not only grounded in recent empirical findings but also aligned with global trends in educational leadership and teacher development.

Despite the abundance of studies on teacher job satisfaction, many existing works tend to treat leadership, work environment, and school culture as isolated variables, often without accounting for their interactive and contextual influence, particularly in rural or resource-constrained settings. For example, Asbari et al (2022) identified the positive impact

of transformational leadership on job satisfaction, while [Vinnafatun et al \(2021\)](#) found no significant mediating effect of job satisfaction on teacher performance. However, both studies were conducted in urban or generalised educational contexts. They did not thoroughly explore the unique dynamics in peripheral districts, such as Boja, where structural limitations and leadership practices differ significantly. Furthermore, few studies integrate these three variables – leadership, environment, and culture – in a single, practical, and grounded analytical framework that reflects local realities.

This study fills that empirical and contextual gap by investigating how these factors jointly influence teacher job satisfaction in public elementary schools in Boja District, Kendal Regency. The originality of this research lies in its context-sensitive, multidimensional approach, which provides a more comprehensive understanding of teacher satisfaction by incorporating institutional, psychological, and sociocultural dimensions. Unlike prior research that emphasises a single dominant variable, this study recognises and acknowledges the complex interplay among leadership style, workplace conditions, and cultural norms as crucial in shaping teachers' attitudes and professional fulfilment.

The novelty of this research lies in its holistic and contextualised framework, which integrates three critical but often separately studied factors – effective principal leadership, school work environment, and work culture – as simultaneous predictors of teacher job satisfaction. Most prior studies have examined these variables in isolation or treated them with limited regard to the sociocultural setting. In contrast, this study not only examines their combined effect but also does so in the context of rural public elementary schools in Indonesia, where such empirical evidence remains scarce. The framework draws upon Herzberg's Two-Factor Theory – which distinguishes between hygiene factors (e.g., salary, conditions) and motivators (e.g., recognition, responsibility) – and adapts it within the educational setting to explore how both structural and psychological elements influence teacher satisfaction ([Herzberg, 1966](#)); reaffirmed by ([Anggraheni et al., 2021](#)).

Furthermore, this study draws on contemporary insights from transformational leadership theory, which has demonstrated increasing relevance in the field of school effectiveness research. According to [Ystaas et al \(2023\)](#), transformational leaders create psychologically safe environments, inspire innovation, and foster stronger teacher engagement. Additionally, [Zhu et al \(2020\)](#) argue that school culture – characterised by mutual respect, collaboration, and shared vision – plays a central role in shaping the professional identity and satisfaction of teachers. These recent studies provide a solid theoretical foundation and justify the inclusion of leadership and culture as interrelated constructs in understanding satisfaction.

By situating these theoretical concepts in the under-researched setting of Boja District, this study aims to offer a fresh empirical contribution that reflects both local realities and global frameworks, thereby expanding the relevance of satisfaction studies in diverse educational contexts.

In light of these issues and theoretical perspectives, this study aims to examine the influence of effective principal leadership, the school work environment, and work culture

on the job satisfaction of elementary school teachers in Boja District, Kendal Regency. By integrating structural, psychological, and sociocultural factors into a single empirical model, the study aims to produce a more comprehensive understanding of what drives teacher satisfaction in under-resourced educational settings. The findings are expected to contribute to the advancement of educational management science by offering a nuanced, context-based framework that can inform policy design, leadership training, and school culture development. Moreover, the research provides empirical evidence to support more transformational, teacher-centred leadership models, particularly suited for schools operating in rural or disadvantaged environments. This contribution is anticipated to enrich both academic discourse and practical strategies for improving teacher well-being and the quality of education at the regional and national levels.

B. Method

This research employs a quantitative approach with an explanatory design to examine the influence of independent variables—effective school leadership, work environment, and work culture—on the dependent variable, teacher job satisfaction. Quantitative research is suitable for analysing numerical data through statistical methods to test hypotheses and determine causal relationships among variables (Sugiyono, 2018). The design used in this study is an associative explanatory design, which allows the researcher to systematically explain the influence and relationship between variables.

The study was conducted in 43 public elementary schools in Boja District, Kendal Regency, from October 2024 to February 2025. These schools were selected due to the observed issues related to teacher job satisfaction. The study population consisted of 397 elementary school teachers, including civil servants (PNS), government contract teachers (P3K), and non-permanent teachers (GTT). The sample was determined using proportionate stratified random sampling to ensure representativeness across school categories. Using the Slovin formula with a 5% margin of error, the final sample consisted of 200 respondents.

Data were collected using a structured questionnaire distributed through Google Forms. The questionnaire employed a Likert scale. It included validated and reliable instruments to measure four main variables: effective principal leadership (X_1), work environment (X_2), work culture (X_3), and teacher job satisfaction (Y). Previous research and theoretical frameworks guided the development of indicators for each variable. Instrument reliability was confirmed using Cronbach's Alpha, with all variables showing values above 0.60, indicating strong internal consistency (Ghozali, 2018).

Before conducting the regression analysis, the data were tested for normality using the Kolmogorov-Smirnov test. Multicollinearity was assessed through tolerance and Variance Inflation Factor (VIF) values, ensuring that there was no intercorrelation between the independent variables. Autocorrelation was checked using the Durbin-Watson statistic, while heteroscedasticity was evaluated using the Glejser test to ensure homoscedasticity across residuals (Ghozali, 2018).

To examine the research hypotheses, multiple linear regression analysis was applied using the equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$$

Where Y is teacher job satisfaction, X_1 is effective principal leadership, X_2 is work environment, X_3 is work culture, α is the constant, and β_1 , β_2 , and β_3 are the regression coefficients of each independent variable (Ghozali, 2018). The significance of each predictor was evaluated using the t-test, while the F-test was used to assess the joint influence of the variables. The coefficient of determination (R^2) was employed to measure the proportion of variance in teacher job satisfaction explained by the independent variables. Additionally, Pearson correlation analysis was conducted to determine the strength and direction of the relationships among variables.

This methodology offers a robust framework for understanding the dynamics that influence teacher job satisfaction in public elementary schools, enabling evidence-based recommendations to enhance leadership practices and work environments in educational settings.

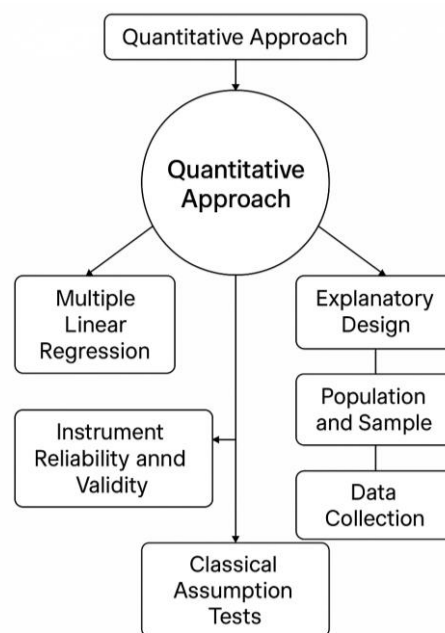


Figure 1. Research Flow

Based on the formulation of the problem and the theoretical framework, this study proposes four hypotheses to be tested through statistical analysis. The first three are partial hypotheses, each examining the individual influence of one independent variable on the dependent variable. Specifically, it is hypothesised that (H1) effective school leadership has a positive and significant influence on teacher job satisfaction, (H2) the school work environment has a positive and significant influence on teacher job satisfaction, and (H3) school work culture has a positive and significant influence on teacher job satisfaction. In addition, a simultaneous hypothesis (H4) is proposed: that effective school leadership, the

work environment, and school culture collectively have a positive and significant influence on teacher job satisfaction in public elementary schools in Boja District, Kendal Regency.

These hypotheses will be tested using multiple linear regression analysis. The partial hypotheses will be evaluated using the t-test, which assesses the significance of each predictor. The F-test will be used to evaluate the simultaneous effect of all three independent variables on the dependent variable. The corresponding null hypotheses (H_0) state that each independent variable does not influence teacher job satisfaction ($\beta_1 = 0, \beta_2 = 0, \beta_3 = 0$), and that all variables together have no joint effect ($\beta_1 = \beta_2 = \beta_3 = 0$). The alternative hypotheses (H_1) suggest that each variable, individually and collectively, has a significant effect on teacher job satisfaction. Testing these hypotheses will provide empirical evidence to support or reject the theoretical assumptions underpinning the study.

C. Result

The research involved 199 respondents and aimed to determine the effect of effective school principal leadership, work environment, and work culture on teacher job satisfaction in public elementary schools in Boja District, Kendal Regency. Descriptive statistical analysis indicated the following results:

Table 1. Descriptive Statistics of Research Variables

Variable	Min	Max	Mean	Std. Deviation
Effective Principal Leadership	67	180	144.75	21.13
Work Environment	79	210	167.74	25.41
Work Culture	36	180	127.22	28.95
Teacher Job Satisfaction	44	210	138.31	27.17

The highest mean value was found in the variable of the work environment (167.74), followed by principal leadership (144.75), teacher job satisfaction (138.31), and work culture (127.22). The mean values suggest that respondents generally rated their environment and leadership as good, while satisfaction and culture received slightly lower evaluations.

Further analysis of the dimensions of each variable using Principal Component Analysis (PCA) identified the strongest and weakest components. For principal leadership, the strongest dimension was organisational ability (0.854), while the weakest was control ability (0.766). In the work environment variable, psychological comfort scored the highest (0.814), and work procedures the lowest (0.772). For work culture, organisational values were strongest (0.892), while welfare and satisfaction were weakest (0.489). In terms of teacher job satisfaction, interpersonal relationships scored the highest (0.875), while work autonomy was the weakest (0.748).

Table 2. Strongest and Weakest Dimensions of Each Variable

Variable	Strongest Dimension	Value	Weakest Dimension	Value
Principal Leadership	Organizational Ability	0.854	Control Ability	0.766

Variable	Strongest Dimension	Value	Weakest Dimension	Value
Work Environment	Psychological Comfort	0.814	Work Procedures	0.772
Work Culture	Organizational Values	0.892	Welfare and Satisfaction	0.489
Teacher Job Satisfaction	Interpersonal Relationships	0.875	Work Autonomy	0.748

Regression analysis was then conducted to measure the effect of the three independent variables on teacher job satisfaction.

Validity and Reliability Tests

To ensure the quality of the research instrument, validity and reliability tests were conducted prior to data analysis. Validity testing was performed through factor analysis using the Communalities extraction method (Principal Component Analysis) for each variable: effective school leadership, work environment, work culture, and teacher job satisfaction. The results showed that most indicators had extraction values above 0.50, indicating that the items were valid and capable of measuring the intended constructs. For instance, within the leadership variable, the strongest dimension was organisational ability (0.854), while the lowest was controller ability (0.766). Similar patterns were observed in other variables, confirming that all items met the acceptable criteria for construct validity.

Additionally, reliability testing was conducted using Cronbach's Alpha to assess the internal consistency of each variable. A coefficient value of 0.60 or above is considered acceptable in social science research (Ghozali, 2018). The analysis revealed that all four main variables – effective school leadership, work environment, work culture, and teacher job satisfaction – had Cronbach's Alpha values exceeding 0.60, demonstrating good reliability. This confirms that the questionnaire items used in this study were both valid and reliable for measuring the intended variables in the context of public elementary schools in the Boja District.

Table 3. Validity and Reliability Test

Variable	Strongest Validity (Extraction Value)	Weakest Validity (Extraction Value)	Cronbach's Alpha	Conclusion
Effective School Leadership	0.854 (Organisational Ability)	0.766 (Controller Ability)	> 0.60	Valid and Reliable
Work Environment	0.814 (Psychological Comfort)	0.729 (Work Procedures)	> 0.60	Valid and Reliable
Work Culture	0.892 (Organisational Values)	0.489 (Welfare & Satisfaction)	> 0.60	Valid and Reliable
Teacher Job Satisfaction	0.875 (Interpersonal Relations)	0.748 (Work Autonomy)	> 0.60	Valid and Reliable

Classical Assumption Test

Before conducting multiple linear regression analysis, several assumption tests were performed to ensure the validity and reliability of the model. First, the normality of residuals was assessed using the Kolmogorov-Smirnov test. The resulting significance value was 0.200, which is greater than the threshold of 0.05, indicating that the residuals were normally distributed and the model satisfied the assumption of normality. Next, the multicollinearity test was conducted by examining the Tolerance and Variance Inflation Factor (VIF) values. All tolerance values exceeded 0.10, and all VIF values were below 10—specifically, 4.858 for effective school leadership, 6.661 for work environment, and 2.321 for work culture. These results confirm that multicollinearity was not present among the independent variables.

To examine autocorrelation, the Durbin-Watson statistic was calculated, yielding a value of 2.071. This value falls between the lower ($DL = 1.73743$) and upper ($4 DU = 2.20142$) bounds, satisfying the assumption that the residuals are not autocorrelated. In terms of heteroscedasticity, both the Glejser test and a scatterplot analysis were employed. The Glejser test showed that all independent variables had significance values above 0.05, while the scatterplot demonstrated a random distribution of residuals above and below the zero line. These findings indicate the absence of heteroscedasticity, confirming that the residuals have constant variance. Although a specific linearity test was not reported, the strong significance of regression results and the satisfaction of other assumptions support the model's linearity and suitability for inference.

Table 4. Summary of Classical Assumption Tests

Assumption	Test Method	Result	Conclusion
Normality	Kolmogorov-Smirnov Test	Sig. = 0.200 (> 0.05)	Data are normally distributed
Multicollinearity	Tolerance & VIF	Tolerance > 0.10; VIF < 10	No multicollinearity
Autocorrelation	Durbin-Watson	DW = 2.071 (within 1.737 < DW < 2.201)	No autocorrelation
Heteroscedasticity	Glejser Test & Scatterplot	Sig. > 0.05; residuals randomly scattered	No heteroscedasticity (homoscedastic)
Linearity	(Not explicitly tested)	Supported by residual patterns and model fit	Linearity assumption reasonably met

Hypothesis Testing

To examine the influence of effective school leadership, work environment, and work culture on teacher job satisfaction, both partial (t-test) and simultaneous (F-test) hypothesis tests were conducted using multiple linear regression analysis. The results of the t-test revealed that effective school leadership (X_1) had a positive and significant influence on teacher job satisfaction, with a regression coefficient of 0.128 and a p-value of 0.008 (< 0.05), thus supporting H1. Similarly, the work environment variable (X_2) had a positive and

significant effect, with a regression coefficient of 0.122 and a p-value of 0.009, supporting H2.

In contrast, the work culture variable (X_3) showed a regression coefficient of 0.003 with a p-value of 0.094, which is greater than 0.05. This suggests that work culture did not significantly influence teacher job satisfaction in this context; therefore, H3 is rejected. Furthermore, the simultaneous F-test showed an F-value of 12.309 with a significance level of 0.000 (< 0.05), indicating that the three independent variables together have a significant influence on teacher job satisfaction. This supports H4, confirming that effective leadership, a positive work environment, and work culture collectively affect job satisfaction. The coefficient of determination (Adjusted R^2) was 0.594, meaning that the three predictors explain 59.4% of the variance in teacher job satisfaction.

Table 5. Coefficient of Determination (R^2)

Model Summary	Value
R	0.647
R Square (R^2)	0.596
Adjusted R Square	0.594
Standard Error of the Estimate	3.30421
Interpretation	The model explains 59.4% of the variance in teacher job satisfaction

Table 6. Summary of Hypothesis Test Results

Hypothesis	Independent Variable	Regression Coefficient (B)	Sig. (p-value)	Result
H1	Effective School Leadership	0.128	0.008	Accepted (Significant)
H2	Work Environment	0.122	0.009	Accepted (Significant)
H3	Work Culture	0.003	0.094	Rejected (Not Significant)
H4	All Variables Simultaneously	F = 12.309	0.000	Accepted (Significant Combined Effect)

D. Discussion

The results of this study highlight the pivotal role of school leadership and the work environment in shaping teacher job satisfaction, while also indicating the limited influence of work culture as a standalone predictor. These outcomes align with the statistical testing of the study's hypotheses.

The first hypothesis (H1), which posited that *effective school leadership has a significant influence on teacher job satisfaction*, was accepted. The regression coefficient for school leadership was positive and statistically significant ($\beta = 0.128$, $p = 0.008$). This finding confirms that school principals who exhibit strong leadership—especially those who can organise, manage, and inspire—create conditions that foster teacher morale, purpose, and psychological safety. This supports the arguments of Vinnafatun et al (2021) and Desriani et

al (2022), who found that leadership practices aligned with teacher needs and characteristics enhance satisfaction. Teachers under such leadership feel guided, valued, and professionally supported, leading to increased commitment.

Recent international studies further reinforce this conclusion. For example, Panagopoulos et al (2024) in Greece and Zhang (2023) in China both highlighted the significant positive influence of transformational leadership on teacher satisfaction. Ahmed et al (2023) in Pakistan and Manogaran & Wahab (2024) in Malaysia similarly found that individualised support and leadership development are key drivers of satisfaction. Ma & Marion (2025) also emphasised the importance of distributed leadership in boosting motivation and well-being in Chinese schools. These findings collectively suggest that effective school leadership is a globally relevant factor in ensuring teacher satisfaction.

The second hypothesis (H2), which proposed that *the school work environment significantly affects teacher job satisfaction*, was also accepted ($\beta = 0.122$, $p = 0.009$). The psychological aspects of the work environment—such as interpersonal relationships, mutual respect, and trust—emerged as critical contributors to satisfaction. These findings support the theoretical claim that satisfaction depends not only on physical facilities but also on psychosocial safety and collegiality. As highlighted by Safira et al (2024) and Manik & Syafrina (2018), a positive environment that fosters collaboration and emotional comfort enhances teachers' intrinsic motivation and reduces burnout.

This is consistent with recent international research. Wartenberg et al (2023) found that positive work environments correlate with increased teacher satisfaction and reduced turnover intentions. Ibrahim et al (2021) emphasised the impact of job control and social support on psychological well-being. Yu et al (2024) demonstrated that organisational support and empowerment lead to improved workplace well-being, while Kassandrinou et al (2023) identified psychological safety as a mediator between burnout and teacher silence. Michulek et al (2024) also found that socially responsible leadership and psychological safety promote a healthy learning environment. These studies collectively underscore that supportive environments are a universal determinant of teacher satisfaction.

In contrast, the third hypothesis (H3)—that *school work culture has a significant influence on teacher job satisfaction*—was rejected ($\beta = 0.003$, $p = 0.094$). Although respondents generally rated their school culture positively, the data indicated that culture alone did not significantly impact satisfaction levels. This suggests that unless cultural values are perceived as meaningful and are translated into tangible support, recognition, or growth opportunities, they do not strongly influence job satisfaction. This is aligned with Adha et al (2019), who noted that culture acts more as a contextual backdrop than a causal driver. Vinnafatun et al (2021) further observed that teachers prioritise recognition, autonomy, and advancement over abstract cultural ideals when evaluating their work environment.

This finding is supported by international research. Janjua et al (2021) in Pakistan found that only certain cultural types, such as clan culture, were effective in enhancing satisfaction. Pavlović et al (2020) demonstrated that the influence of organisational culture varied significantly across European universities, regions, and contexts. Matin et al (2024)

emphasised that culture must be reinforced by motivational and supportive practices to have a significant impact on job satisfaction. These results affirm that while culture is important, it is not automatically effective unless operationalised.

The fourth hypothesis (H4), which examined the *simultaneous influence of all three independent variables*, was accepted. The F-test result was significant ($F = 12.309$, $p < 0.000$), confirming that effective leadership, a supportive work environment, and school culture together have a meaningful impact on teacher job satisfaction. Moreover, the Adjusted R^2 value of 0.594 indicates that this model explains 59.4% of the variance in teacher job satisfaction – a substantial proportion in social science research. This reinforces the idea that teacher satisfaction is shaped by multiple interacting factors, not isolated variables.

An additional insight from this study lies in the differentiated strength of dimensions within each variable. For example, interpersonal relationships and organisational values made substantial contributions to validity, reflecting the importance of social cohesion and clear vision. However, weaker aspects, such as work autonomy and welfare support, suggest that teachers may feel limited in their decision-making and career development opportunities. This implies that to truly improve satisfaction, schools must take a holistic approach, not only strengthening leadership and environment, but also embedding equity, professional growth, and well-being into institutional practices.

In conclusion, this study contributes to a deeper understanding of the complex dynamics that shape teacher job satisfaction. It confirms that effective leadership and positive work environments play a more direct and measurable role than abstract cultural ideals unless those ideals are reinforced through meaningful practices. Educational policymakers and school leaders are encouraged to prioritise the creation of emotionally secure, collaborative, and professionally rewarding environments, while ensuring that cultural values are practically empowering rather than merely symbolic.

E. Implication

This study contributes to the theoretical understanding of teacher job satisfaction by emphasising the distinct roles of leadership, work environment, and organisational culture. It reinforces existing theories suggesting that transformational and supportive leadership have a significantly greater influence on satisfaction than structural or symbolic factors, such as organisational culture, alone. The findings also validate the use of job satisfaction as a multidimensional psychological construct, providing a basis for future theoretical models that integrate psychological safety, autonomy, and social support within educational contexts.

The research highlights the need for school principals to develop not only administrative competence but also emotional intelligence and leadership that fosters psychological comfort and collegiality. Effective leadership practices – such as providing support, involving teachers in decision-making, and recognising individual contributions – should be institutionalised in school management. Moreover, improving the physical and psychological work environment – through equitable workload distribution, adequate

facilities, and supportive interpersonal relationships—can significantly boost teacher satisfaction.

Although work culture did not show a significant direct effect, it should not be ignored. Schools should translate organisational values into concrete practices that promote fairness, collaboration, and professional growth. Efforts to develop a positive school culture must go beyond slogans and be reflected in policies that empower teachers in tangible, measurable ways.

At a broader level, this research provides a foundation for local and national educational policymakers to re-evaluate current leadership development programs and school environment standards. It suggests the urgent need for capacity-building initiatives that equip principals with transformative leadership skills. Additionally, there should be targeted investments in school infrastructure and teacher support systems to create a more balanced and fulfilling work environment.

Furthermore, the government and educational authorities should review regulations—such as workload distribution, career advancement mechanisms, and teacher recognition programs—to ensure they align with the real needs and aspirations of teachers. Supporting teachers' well-being and satisfaction is not only a matter of institutional performance but also a matter of social responsibility, as it directly influences the quality of education for future generations.

F. Limitations and Suggestions for Further Research

This study has several limitations that should be acknowledged. First, the research was conducted solely in public elementary schools within the Boja District, Kendal Regency, which may limit the generalizability of the findings to other regions or educational levels. Second, the study relied exclusively on a quantitative approach, which, while helpful in identifying statistical relationships, may not fully capture the depth of teachers' lived experiences and perceptions. To address these limitations, future research is recommended to involve schools from other districts or educational stages, such as junior or senior high schools, to allow for broader comparisons. Additionally, adopting a mixed-methods design that incorporates qualitative data—such as interviews or focus group discussions—could provide richer insights into the emotional and contextual dimensions of teacher job satisfaction. Further studies may also explore other influential variables, such as teacher self-efficacy, organisational justice, and opportunities for career development, to build a more comprehensive understanding of the factors contributing to teacher satisfaction.

G. Conclusion

Based on the results of data analysis and discussion, several conclusions can be drawn. First, effective school principal leadership has a significant positive influence on teacher job satisfaction in public elementary schools in the Boja District, Kendal Regency. This conclusion is supported by the t-test results, which show a positive regression

coefficient of 0.128 with a significance value of 0.008, which is lower than the standard significance level of 0.05. This finding confirms that effective school leadership plays an important role in enhancing teacher satisfaction.

Second, the work environment also significantly influences teacher job satisfaction. This is evidenced by a regression coefficient of 0.122 and a significance value of 0.009, which is below the 0.05 threshold. These results suggest that a supportive and comfortable work environment significantly contributes to the level of satisfaction teachers experience in their professional roles.

Third, the study found that work culture does not have a statistically significant influence on teacher job satisfaction. Although the regression coefficient for work culture was positive (0.003), its significance value was 0.094, which is greater than the standard significance level of 0.05, indicating that work culture, in isolation, does not play a direct role in improving teacher satisfaction within the scope of this research.

Finally, when examined collectively, effective principal leadership, work environment, and work culture have a simultaneous influence on teacher job satisfaction. The F-test result showed a significance value of 0.000, which is less than 0.05, and the calculated F-value (12.309) was greater than the critical F-value (2.42). This confirms that the three variables, when combined, have a significant impact on job satisfaction. The adjusted R-squared value of 0.594 indicates that these three factors can explain 59.4% of the variation in teacher job satisfaction. The remaining 40.6% is likely influenced by other factors not explored in this study, such as motivation, compensation, leadership style, or institutional support.

These findings underscore the importance of targeted efforts to enhance leadership practices and foster a supportive work environment in improving teacher job satisfaction. Leadership that is both organizationally competent and emotionally supportive, combined with a psychologically comfortable workplace, plays a crucial role in fostering employee satisfaction. Work culture, while important, must be operationalised through tangible benefits and recognition to have a more substantial impact.

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