The Influence of Principal’s Participatory Leadership and School’s Culture on Teacher’s Job Satisfaction

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Abstract: This study aims to determine whether there is an influence between the principal’s participatory leadership and school culture on the job satisfaction of teachers of SMA Negeri in East Prabumulih District. The population of this study were teachers at State Senior High Schools in East Prabumulih District, namely State Senior High School 3 and State Senior High School 7 Prabumulih, totaling 167 teachers and the research sample was taken using the Slovin formula as many as 96 teachers. This type of research uses quantitative research with correlation and quantitative descriptive research methods, while the sampling is done by random sampling, the research instrument uses a questionnaire or questionnaire that has been tested for validity and tested for reliability. The results of the research hypothesis using the regression test, namely simple linear regression and multiple linear regression using SPSS indicate that there is a significant influence between the principal’s participatory leadership on teacher job satisfaction, school culture on teacher job satisfaction in SMA Negeri in East Prabumulih District with a significant value of p <0.05, namely 0.000, it can be concluded if the alternative hypothesis is accepted. Then between the principal’s participatory leadership and school culture on the job satisfaction of public high school teachers in East Prabumulih District is at a level of p <0.05 which is equal to 0.000, so the alternative hypothesis is accepted which means that there is a significant influence simultaneously between the principal’s participatory leadership and culture schools on the job satisfaction of public high school teachers in East Prabumulih District.

Keywords: Job Satisfaction, Participatory Leadership, School’s Culture.

A. Introduction

Schools play an important role in efforts to create superior human resources as formal educational institutions (Fakhruddin, 2019). The first requirement to become a developed nation or country is human resources. Even though natural resources, capital assets and infrastructure are abundant, only with the support of reliable human resources can the goals of the country and the country’s development be achieved. This view argues that a nation cannot progress without a strong education
system. The most crucial element in developing superior human resources is education (Ainscow and Sandill, 2010).

In the field of education, schools are places for the development of human resources which will eventually become the framework of the nation. In a modern sense, schools that used to be places for adults to learn a skill have developed into institutions that have a vision, mission, goals and functions. Teachers are leaders in the teaching and learning process, and education personnel are an important part of running a school organization because they ensure that instructors and all other parts of the school can carry out their duties effectively. A teacher’s personality is undoubtedly influenced by the mood or environment at work. For example, when a teacher feels valued and comfortable with the atmosphere in which he works, his performance will be better. Aspects of feelings and atmosphere are part of a teacher’s job satisfaction. Job satisfaction is one of the reasons why a teacher has low enthusiasm and work performance (Sariwulan et al, 2019).

As the leader of the school organization, the principal is required to have various supporting competencies in carrying out his duties and responsibilities (Zulaiha et al., 2020). One of the competencies that must be possessed is as a manager. As a manager, the principal manages all resources (man, material, money, methods, machine, information). Principal leadership will be successful if he is able to optimize all of these resources in order to achieve the school’s vision and mission effectively and efficiently. Several previous studies have shown that the principal’s leadership style plays an important role in marketing the vision, mission and goals of the school.

Interviews with a number of instructors and other school principals on March 31, 2022 led the author to understand the importance of school principal leadership in educational institutions. Principals who can inspire and motivate their staff members will enjoy greater support from them. Educational culture is an important element of the school system, in addition to the principal’s leadership style.

Experts and various research findings argue that a number of important aspects are related to teacher success. Performance is influenced by work happiness (Peiro et al., 2019). Likewise, one of the internal elements that affect performance is job satisfaction (Andreas, 2022). In other words, performance is influenced by factors such as job happiness.

From the description above, the authors feel the need to conduct research on the influence of the principal’s participatory leadership and school culture on the job satisfaction of state senior high school teachers in East Prabumulih District. The relationship between variable X1 is participatory leadership, and variable Y is job satisfaction, and the relationship between variable X2 is school culture, and variable Y is job satisfaction is as follows:
The following hypotheses were proposed in this study based on the paradigm described above: 1) The participatory leadership of the school principal influences the job satisfaction of state senior high school teachers in East Prabumulih District; 2) School culture influences teacher job satisfaction in SMA Negeri Prabumulih Timur District; 3) School culture and the principal’s participatory leadership style influence teacher satisfaction in SMA Negeri East Prabumulih District.

B. Methods

This research uses quantitative research methods. According to the definition of research, it is the systematic and logical collection and analysis of data that is used to achieve a specific goal. A scientific approach is used for data collection and analysis, including quantitative and qualitative, experimental and non-experimental, interactive and non-interactive techniques (Khaldi, 2017).

Essentially, when used for inferential research, quantitative techniques draw conclusions from data about the potential for error in rejecting the null hypothesis. To assess the significance of grouping or variation in the relationship between the selected variables, a quantitative method will be used (Azwar, 2017). Quantitative research refers to research that uses precise measurement techniques for certain variables to provide results that can be extrapolated.

In this study a quantitative approach was carried out by analyzing questionnaire data which was then analyzed using product moment statistics. The population is all research objects which are also called the universe (Ruppert, 2011). Arifin (2012) argues that the population or universe is the entire object under study, whether in the form of people, objects, events, values, and things that happen. All state high school teachers in East Prabumulih District, Prabumulih City were included in this study. They are teachers who actively teach their subjects and carry out other tasks such as vice principals, laboratory heads and library heads, OSIS coaches and teachers who are assigned positions and responsibilities by the school principal. The total number

**Figure 1. Research Variable**

![Diagram showing research variables: Participatory Leadership (X1), School Culture (X2), and Job Satisfaction (Y)]
of public high school teachers in East Prabumulih District, Prabumulih city in 2021 is 167 teachers.

In this case we collect data using questionnaires or other methods while making observations. This is because the questionnaire is a collection of questions that are distributed to respondents who are willing to respond to requests for use (Lefever et al., 2007). The questionnaire used is closed and dimensional, that is, it contains statements that have been written before which the respondent only needs to fill in by checking the box on the checklist, making it easier for the respondent to answer the question.

In addition, this study also used an observation step where the observation was carried out by the author by making direct observations of research locations, especially at public high schools in the East Prabumulih sub-district to see the condition of the teachers. Observation data collection techniques are used to obtain data on the process of filling out the questionnaire.

C. Results and Discussion

Hypothesis Testing of the Effect of Principal’s Participatory Leadership on Job Satisfaction

To find out the distribution of the number of teachers in participatory leadership related to job satisfaction can be seen in the following table. The link between the participatory leadership of school principals on job satisfaction can be seen through the Pearson correlation results and simple linear regression analysis with the t test tested with SPSS version 25.0.

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Leadership</th>
<th>Work Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td><strong>Work Satisfaction</strong></td>
<td>Pearson Correlation</td>
<td>.910**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>
Table 2. Simple Linear Regression with t-test

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>13.764</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>.894</td>
</tr>
</tbody>
</table>

Based on the results of testing the regression equation $Y' = 13.764 + 0.894 \cdot X_1$ shows that if the principal’s participatory leadership variable increases by one unit, the job satisfaction variable increases by 0.894 units. Pearson’s correlation coefficient ($r$ count) is 91%, with a significance level of 0.000 < 0.05. There is also a $t$ test with the results of 21.226 > $t$ table 1.986 and a significance value of 0.000 < 0.05 indicating that $H_0$ is rejected or $H_1$ is accepted, which indicates that the principal’s participatory leadership has a significant positive effect on job satisfaction, which has a very strong correlation (based on value categories Pearson correlation 0.81-1.00 or 81%-100%).

The Effect of School’s Culture on Job Satisfaction

To find out the distribution of the number of teachers on work motivation related to job satisfaction can be seen in the following table.

Table 3. Distribution of the Number of Teachers in School’s Culture on Job Satisfaction

<table>
<thead>
<tr>
<th>School’s Culture * Job Satisfaction</th>
<th>Job Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>School’s Culture</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>5</td>
</tr>
<tr>
<td>Medium</td>
<td>2</td>
</tr>
<tr>
<td>High</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
</tr>
</tbody>
</table>

In the table above it can be seen that the number of teachers with low school’s culture who have low job satisfaction is 5 teachers and there is currently 1 teacher with job
satisfaction. For medium school culture, 2 teachers have low job satisfaction and 53 teachers have moderate job satisfaction. Then for teachers who have high school culture with moderate job satisfaction as many as 10 teachers and high job satisfaction as many as 25 teachers.

Table 4. Simple Linear Regression with t-test

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>t</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>2.762</td>
<td>6.954</td>
<td>.397</td>
</tr>
<tr>
<td>School’s Culture</td>
<td>1.058</td>
<td>.055</td>
<td>.892</td>
<td>19.101</td>
</tr>
</tbody>
</table>

*Dependent Variable: Work Satisfaction*

The regression equation \( Y' = 2.762 + 1.058 \times X_2 \) can be seen in the table above, which means that if the school culture variable increases by one unit, the job satisfaction variable increases by 1.058 units. There is also a t test with results of 19.101 > t table 1.986 and a significance value of 0.000 < 0.05, it is concluded that \( H_0 \) is rejected or \( H_1 \) is accepted, which means that there is a significant positive effect between school culture and job satisfaction with a very strong correlation (based on the category of correlation value Pearson between 0.81-1.00 or 81%-100%).

The Influence of Principal’s Participatory Leadership and School’s Culture on Job Satisfaction

The F table test can be used to calculate the relationship or influence between the principal’s participatory leadership and school culture on job satisfaction. The F table value for the F test with a significance level of 0.05 can be calculated using the following formula: \( F_{table} = F(k; n-k) = F(2; 96-2) = F(2; 94) = 3.09 \), which shows that the value of the F table with a constant of 2 and 96 samples is 3.09

Table 5. Multiple regression test results between X1 and X2 against Y

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>.936</td>
<td>.876</td>
<td>.874</td>
<td>3.695</td>
</tr>
</tbody>
</table>

*Predictors: (Constant), Leadership, School’s Culture*

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533
Based on the table data above, it is known that the significance value of the influence of the principal’s participatory leadership and school culture simultaneously on work satisfaction is 0.000 < 0.05 and the calculated F value is 329.121 > F table 3.09, meaning that H1 is accepted, meaning that there is a significant difference between the principal’s participatory leadership and school culture simultaneously on job satisfaction is 8.

The Effect of Principal’s Participatory Leadership on Job Satisfaction

Based on the findings of the analysis, it can be concluded that the principal’s participatory leadership has an impact on teacher job satisfaction. Based on the results of statistical descriptive analysis, the participatory leadership of school principals is very good (high) at 20 or 20.83%, good (moderate) at 61 or 63.54%, and bad (low) at 15 or 15.63%. According to the findings of this analysis, the participatory leadership of school principals is of high quality. Furthermore, the research findings show that there is a significant influence between the principal’s participatory leadership and the job satisfaction of public high school teachers in East Prabumulih District with a significant value of 0.000 < 0.005 and a correlation coefficient of 0.910 with a coefficient of determination (R square) of 0.894, meaning that the influence of the principal’s participatory leadership on job satisfaction is 82.7%.

This is consistent with the research findings of Bogler (2001) which states that one of the factors that influence job satisfaction is the leadership style used in this case participatory leadership. The principal as the leader of the school organization must use a leadership style to influence the behavior of the teachers who are his subordinates. Participatory leadership is one of the leadership styles that can be used.

The Effect of School’s Culture on Job Satisfaction

The results of job analysis of statistical descriptions of cultural schools on teacher satisfaction can be seen from the explanation above that school culture is in the very good (high) category of 34 or 35.42%, good (moderate) category of 56 or 58.33. %, bad category (low) of 6 or 6.25%. The results of the analysis show that education is in the best category. Judging from the results of research on school culture, it has a significance value of 0.000 < 0.005 and shows a correlation coefficient of 0.892.

As a result, the better or higher the culture of public high schools in East Prabumulih District, the greater the job satisfaction of State High School teachers in East Prabumulih District, and vice versa. As a result, the better or higher the culture of public high schools in East Prabumulih District, the greater the job satisfaction of State High School teachers in East Prabumulih District, and vice versa, this is in accordance with Arianto (2013) that work culture in organizations also becomes philosophy or outlook on life that has values that become the foundation or a trait and attitude of
habit as a driving force for cultivating a life in a group by providing a reflection of attitude from behavior, a set of beliefs, ideals, opinions, and actions that are manifested through work. It also supports the success of the education system and encourages schools to achieve something good by instilling good habits in the school community.

The results of the achievements of both students and teachers will lead to feelings of pleasure, satisfaction, and pride in the performance of teachers, which will have an impact on teacher job satisfaction. Consequently, the better the school culture, the more satisfied teachers are with their jobs. This is consistent with the findings of Tsai (2011) who found that organizational culture influences job satisfaction.

**The Influence of Principal’s Participatory Leadership and School’s Culture on Job Satisfaction**

The results of the Anova test carried out with the F test were 329,121 which was greater than the F table of 3.09, which means that H1 was completed with a significance level of 0.00. In addition, the results of the research statistical analysis show that participation, education, and work productivity all have a positive effect. The results showed that simultaneously and significantly there was an increase in the performance of school principals and school administration based on a significance of 0.0000<005, with a coefficient of determination (R square) of 0.876 or 87.6% which means that it has a very strong influence, while the other 12.4% influenced by other factors outside the variables studied. Because the value of the coefficient of determination generally ranges from 0-1, the smaller the R square value, the weaker the effect, and conversely if it is closer to 1, the stronger the influence, so that the influence of the principal’s participatory leadership and school culture simultaneously has a strong influence on job satisfaction of public high school teachers in East Prabumulih District.

The simultaneous influence of the principal’s participatory leadership and school culture on teacher job satisfaction with a strong influence can support the previous explanation that the principal’s participatory leadership has a strong effect on teacher job satisfaction, meaning that if the principal’s participatory leadership is done well, then job satisfaction will be good. Likewise, school culture has a strong influence on teacher job satisfaction, meaning that if the school culture is good, teacher job satisfaction will also be high, and vice versa. If the three variables are added up, the influence of the principal’s participatory leadership and school culture on teacher job satisfaction is also significant at 87.6%, the remaining 12.4% is influenced by factors other than research variables such as work motivation, supervision, curriculum implementation, etc. other.
According to Kholis (2014), if the principal’s leadership style in carrying it out can foster and influence a good school culture, the results of this study indicate that teacher job satisfaction is significantly influenced by the principal’s participatory leadership and school culture, both carried out individually and together. The same. In addition, Tsai (2011) show that leadership style and organizational culture affect job satisfaction.

Kaso et al., 2019 and found that: 1) Principal leadership characteristics can improve teacher performance; 2) The ability of the principal in carrying out the process of controlling, coaching and supervising; 3) provide motivation; and 4) perform good communication. According to Azainil et al., (2021), 1); teacher discipline has a significant effect on teacher performance (job satisfaction); 2) teacher professionalism influences teacher performance (job satisfaction); and 3) teacher discipline and professionalism have a joint effect on teacher performance (job satisfaction).

Thus, good teacher job satisfaction requires strong school leadership and a positive school culture. Based on the results of the principal’s participatory leadership on teacher job satisfaction in the good category, meaning that if the form of the principal’s leadership is in accordance with its function, job satisfaction tends to increase in carrying out the main tasks of a teacher, namely lesson planning (RPP), carrying out the learning process, and providing an assessment at the end learning process.

**D. Conclusion**

Judging from all the explanations and discussions that have been explained from the previous description, it can be concluded: There is an influence of the participatory leadership of the school principal on the job satisfaction of public high school teachers in East Prabumulih District of 82.7%. This suggests that the application of participatory leadership can help increase teacher job satisfaction. In order to increase the job satisfaction of public high school teachers in the Prabumulih District, it is necessary to pay attention to the participatory leadership of the school principal. School culture has an effect of 79.5% on the satisfaction of the work of State High School teachers in East Prabumulih District. This means that by improving the school culture, it will be able to increase teacher satisfaction in SMA Negeri East Prabumulih District. This shows that school culture is an important factor in increasing the job satisfaction of state senior high school teachers in East Prabumulih District, and school culture and the participatory leadership style of the principal have an effect of 87.6% on the job satisfaction of state high school teachers in East Prabumulih District. In other words, at SMA Negeri East Prabumulih, improving school’s culture and participatory leadership can increase teacher satisfaction.
E. Acknowledgement

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References


