

CHAPTER I

INTRODUCTION

A. Background

Teachers are the cutting edge of education. As we know, the roles of teachers are very important because they hold a major role in education. Teachers determine the success of learners, particularly those that are related to the teaching-learning process and result.

Knowing the importance of teachers' roles to create good teaching-learning process and result, the need to have high qualified teachers is very important so that they can make a contribution to the world of education. Without professional and qualified ones, then educational objectives will not be achieved.

The need for qualified teachers is also seen as an important issue by SPK (Satuan Pendidikan Kerjasama) schools. The tight competition among SPK schools, makes existing teachers and prospective teachers must have good performance so that they can survive in desirable working places. Accordingly, job satisfaction of the teachers must be well maintained so that they can always work well in carrying out their duties and responsibilities with full dedication.

The same problem also was experienced by one SPK Secondary School in Pamulang, Tangerang Selatan. Since it was established, the need to have qualified teachers is always be the priority to improve the school quality. Unfortunately, some qualified teachers usually are easily moved from one school to other schools, just when their job satisfaction dropped. When the offering from

other schools exists, especially with good packages, without any doubt they will quit. If they feel disappointed with the work situation, they will open the job search engine in their gadget and start to find the job vacancy. This turning over makes the school keep on thinking on how to maintain the qualified teachers.

There are a lot of factors to consider when maintaining the teachers' job satisfaction. One of them is the principal leadership. Principals are the ones who play an important role in operational activities of a school, especially for learning and teaching. Furthermore, they have direct responsibility for the implementation of all activity programs, including policies, rules and discipline. The first four years, this school has been led by 3 principals with different characters. It means that almost every year, the school has the new principal. During that time, the teachers turned over was very high due to the principal leadership.

The way principals interact with teachers and students, both as leaders who can provide guidance and example, and as leaders who are able to leverage existing resources, can affect the quality of teachers and students. They have leadership styles based on their personal abilities, and are also able to encourage other teachers and students to do something based on the vision and mission of institution. In other words, they must be accepted by those who are led because of their special skills that are appropriate for the school climate.

Creating a conducive school climate also has an impact on the teachers' job satisfaction. A positive climate will usually make the teachers better able to contribute more for the sake of a common interest in achieving the objectives of the school. The first four years, the climate in the school was not that conducive.

Some teachers thought that the teachers structure was not arranged effectively. Due to the lack of human resource, several teachers had to teach subjects which were not their major. Relationship between principals and teachers were not that in harmony relationship. The appraisal was being a big issue as it determined the increment. They felt that supervision and monitoring must be reflected in their appraisal.

Job satisfaction is shown by teachers who feel pleasure after they perform certain works. Their being proud because they have done well as expected will allow them to give positive feedback for themselves in their daily work. It is in job satisfaction, there is seriousness in working, pleasure in doing and positive feedback. All of them will give certainly advantageous feelings. Eventhough the turning over of teachers are decreased step by step every year, the need to anticipate for not happening again is always seen as the good effort to maintain the quality of school.

Based on the above statements, it is necessary to conduct a field research which deals with the above problems. Therefore, this research tried to investigate whether or not there was a relationship between principal leadership, school climate and job satisfaction within a certain context of the education.

B. Problem Identification

Job satisfaction is divided into two categories, namely: affective job satisfaction and cognitive job satisfaction Wirawan (2014: 698). The further explanation is given as follows:

1. **Affective job satisfaction** covers all aspects of the job. Teachers' affective job satisfaction happens because they feel satisfied, happy, and being encouraged in the following aspects: employment, working conditions, working environment, employment securities, compensation, health benefits, pension, career, organization policies, leadership, relationship between supervisor and subordinate, relationship among colleagues, work autonomy and rewards, etc.
2. **Cognitive job satisfaction** only covers some aspects of the job that are favored. Teachers' cognitive job satisfaction may happen when teachers feel happy because of compensation and health benefits but they may feel unsatisfied with the working environment because it is demanding and full of stress. They feel happy with some aspects but at the same time, they also have aspects that are not in line with their intention to work.
3. **Leadership** can be seen from different point of views. There are business leadership, school/principal leadership, military leadership, etc. The characteristics of each sector will be varied because it has different aspects related to the core business.
4. **Organization climate** can be seen from different points of views. It can be from company climate, school climate, government office climate, etc. The climate in each sector will be varied due to the environment.

C. Problem Limitation

There are many factors that could influence teachers' job satisfaction. The researcher will only take three factors as variable in the research.

1. The first variable of the research is the teachers' job satisfaction. The affective one is chosen because it covers most of the aspects that teachers usually have.
2. The second variable is the principal leadership. This variable is chosen as one of the three variables because the writer predicts that it has a close relationship with the teachers' job satisfaction.
3. The third variable is the school climate. Since the school climate is important in determining the teachers' job satisfaction, the writer chooses it as one of the three variables.

D. Problem Formulation

Based on the discussion above, the problems of the research are formulated as follows:

1. Is there any significant correlation between the principal leadership and the teachers' job satisfaction?
2. Is there any significant correlation between the school climate and the teachers' job satisfaction?
3. Is there any significant correlation between the principal leadership and the school climate to the teachers' job satisfaction?

E. Research Purposes

This research attempts to find out the correlation between the principal leadership and the teachers' job satisfaction, the correlation between the school climate and the teachers' job satisfaction. In addition, it also tries to find out the

relationship between the principal leadership and the school climate to the teachers' job satisfaction.

Seemingly, principals focus more on the results of their team. They tend to push and encourage the teachers to excel more for the success of their students, thus will bring good result to the school achievements. Furthermore, they forget that their team members sometimes feel distress and that will influence their feeling. Job satisfaction is getting low, when they feel less appreciated. By examining the result of the research, the school leaders could help to create a relation and condition that will improve the teachers' job satisfaction.

When working in a suitable climate, we tend to be more productive. Teachers also needs to feel comfortable when working. The school climate that supports teachers in many ways, will be the advantage for both the institution and the teachers, especially for avoiding the massive turn over. Thus, hopefully through this study, the foundation and management will see the importance to have a good school climate and can make policies that will maintain the teachers' level of happiness that will bring more positive effect to the process of educating our next generation.

The result of this research may inspire the other researchers who want to conduct a research which is related to the educational world. It is expected that based on the information of these research, they will conduct a further research which is related to the important factors which can influence the teachers' job satisfaction.