



## Indonesian EFL teachers' job satisfaction profile

Agus Widyantoro<sup>1\*</sup>, Yasir Alsamiri<sup>2</sup>, Joko Priyana<sup>1</sup>, Nurhidayanto Pancoro Setyo Putro<sup>1</sup>

<sup>1</sup>Universitas Negeri Yogyakarta, Indonesia, <sup>2</sup>Islamic University of Madinah, Saudi Arabia

\*Corresponding Author: [agus\\_widyantoro@uny.ac.id](mailto:agus_widyantoro@uny.ac.id)

### ABSTRACT

Teachers' job satisfaction has been studied for decades. However, no study has investigated the profile of Indonesian EFL teachers' job satisfaction. This study aimed to determine Indonesian EFL teachers' job satisfaction profile. A sample of 337 EFL secondary school teachers consisting of 262 females and 75 males, 293 teachers with undergraduate degrees and 44 teachers with master's degrees, 32 teachers with 1-5 years of teaching, 62 teachers with 6-10 years of teaching, 149 teachers with 11-15 years of teaching, 54 teachers with 16-20 years of teaching, and 40 teachers with more than 21 years of teaching were involved in this study. The instrument utilized in this study was an adaptation of the instrument developed by Spector (1994) comprising pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication and distributed to the teachers via Google Forms due to the pandemic situation. The data were then analyzed using the confirmatory factor analysis. The findings revealed that four factors emerged in the teacher job satisfaction model: salary, supervision, service condition, and colleagues. The item loading factors in this model ranged from 0.28 to 0.80 and the acceptable fit indices were  $\chi^2 = 91.76$ ;  $df = 48$ ;  $\chi^2/df = 1.91$ ; TLI = 0.93, RMSEA = 0.05; SRMR = 0.04.

**Keywords:** EFL teachers', teachers' job satisfaction, teachers' job satisfaction survey (JSS)

### Article history

Received:  
21 July 2023

Revised:  
20 October 2023

Accepted:  
13 December 2023

Published:  
28 February 2024

**Citation (APA Style):** Widyantoro, A., Alsamiri, Y., Priyana, J., & Putro, N. P. S. (2024). Indonesian EFL teachers' job satisfaction profile. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 43(1), 216-225. DOI: <https://doi.org/10.21831/cp.v43i1.58054>

## INTRODUCTION

Job satisfaction defined as positive or negative attitudes held by individuals towards their jobs (Greenberg, 2011) has been one of the most extensively studied in different fields. For example, job satisfaction is explored in the field of social work (Gómez García et al., 2018), in the medical field (Kim et al., 2021), in the agency worker field (Busk et al., 2017), and in the educational field (Huang et al., 2020; Zhang & Yuan, 2020).

Research on job satisfaction has also been conducted in several countries such as China (Chen, 2010), Hong Kong (Huang et al., 2020), Norway (Skaalvik & Skaalvik, 2020), Mexico (Olaskoaga-Larrauri et al., 2020), Netherlands (Veldman et al., 2016), and Germany (Heidemeier & Moser, 2019). Similar studies have been carried out in Sweden (Elfstrand Corlin & Kazemi, 2017), Japan (Hasegawa & Ueda, 2016), Greece (Koustelios et al., 2004), and the United States (Sangganjanavanich & Balkin, 2013).

Studies on job satisfaction commonly focus on different aspects believed to influence job satisfaction. For example, the study conducted by Koustelios et al. (2004) correlated job satisfaction with autonomy. Their findings showed that autonomy and job satisfaction were statistically positively correlated. Meanwhile, the study conducted by Chadi and Hetschko (2018) explored the effect of job changes on job satisfaction. Their study showed no positive correlation between job changes and job satisfaction.

In the educational field, teachers' job satisfaction is found to be positively related to students' achievement (Caprara et al., 2006), teachers' self-efficacy (Huang et al., 2020), and the realization of their aspirations (Veldman et al., 2016). A study conducted in China by Chen (2010)

showed that in general, most Chinese teachers were dissatisfied with their job. However, younger, less experienced teachers were more satisfied. This is in contrast with the result of the study conducted by Anastasiou and Papakonstantinou (2014). Their study showed that young teachers exhibit high levels of stress.

Another study conducted by Liu and Onwuegbuzie (2014) found that Chinese teachers were motivated by both intrinsic (e.g. liking to be a teacher) and extrinsic factors (e.g. salary) to enter the teaching profession. Another finding revealed that teachers who were more intrinsically motivated to enter the teaching profession reported a higher level of job satisfaction. The analysis of the qualitative data showed that some job-satisfaction factors were universal across countries, and some were specific to China.

A study conducted by Van Maele and Van Houtte (2012) related trust at the level of both the teacher and the faculty to teachers' job satisfaction. Multilevel analysis revealed positive associations between teacher trust in students, parents, colleagues, the principal, and satisfaction. Further, faculty trust did not affect job satisfaction and teaching experience did not moderate the trust-satisfaction relationship. However, the findings also highlight the social dimension of teaching. From this, improving the quality of teachers' social relationship in the workplace should enhance their job satisfaction.

The findings of the above study were in contrast with the findings of the study conducted by Kumar and Saha (2017). Their study revealed that trust is significantly related to job satisfaction. Participation in decision making is a predictor of job satisfaction. And finally, job satisfaction significantly influences group commitment and affective commitment.

Hariri et al. (2016) conducted a study to find out the variables which could significantly predict teacher job satisfaction. Their findings revealed that there were five variables significantly predicting teacher job satisfaction. Transformational leadership style and rational decision-making style are the best predictors and are likely to contribute to increased teacher satisfaction.

Different from the findings of the study carried out by Hariri et al. (2016), the study conducted by Ghavifekr & Pillai (2016) revealed that the biggest contributor to teachers' job satisfaction is the responsibility factor. In addition to this, the findings also showed that there was no significant difference in the levels of job satisfaction between teachers' gender. However, based on the years of service in their current school, there was a statistically significant difference in the level of job satisfaction.

There has been considerable research on teachers' job satisfaction. Different studies focused on different aspects. However, no study has investigated teachers' job satisfaction profile, especially EFL teachers in Indonesia. Considering the impact of teachers' job satisfaction on some educational aspects, the present study was aimed to investigate the Indonesian EFL teachers' job satisfaction profile. There are a lot of advantages for the schools and the students when exploring the teacher job satisfaction (Bogler, 2001). Students, teachers, and schools are influenced by teacher job satisfaction. High job satisfaction is positively related to the relationships with students and when teachers are highly satisfied, they are more likely to help students have higher achievement. This study was guided by the following research question: What is the profile of the Indonesian EFL teachers' job satisfaction?

Job satisfaction has been studied for quite a long time. However, no single accepted definition is found. Different experts may suggest different definitions based on the underlying aspects. An earlier definition of job satisfaction was offered by Sylvia and Hutchinson (1985) basing their definition on the work of Herzberg, et al. (1959). They defined job satisfaction as gratification derived from higher-order needs of individuals being met. Later, Schonfeld (1990) defined job satisfaction as a composite of morale and motivation. Another definition is offered by Brief and Weiss (2002). Job satisfaction is understood as a "positive or negative evaluative judgment that people make about their job.

Job satisfaction has been studied as an overall construct and as teachers' satisfaction with different circumstances (Skaalvik & Skaalvik, 2009). Teachers' satisfaction with certain circumstances may be different from their overall satisfaction. Therefore, it may be misleading to measure teachers' satisfaction with certain circumstances and then generalize their satisfaction to the overall condition. The following are some studies related to job satisfaction conducted by

different experts and with different foci. Madero (2019) conducted a study involving 10,846 teachers in Chile, Brazil, and Mexico to reveal whether extrinsic and intrinsic elements of organizations are associated with their dissatisfaction. His findings showed that Mexico is the country where teachers had the least likelihood of being dissatisfied. Toropova et al. (2021) studying 200 teachers from Sweden involving the variable of working conditions (student discipline, leadership support, school resources, teacher cooperation, and teacher workload) found that teacher cooperation, school resources, and student discipline had a moderate relation with teachers' job satisfaction. Another study conducted by Zieger et al. (2019) compared teachers' job satisfaction in 22 countries. The sample taken was the lower secondary school teachers involving 117,876 teachers. The results showed that teacher job satisfaction in England in 2013 was as low as or lower than teacher job satisfaction in 18 countries. Meanwhile, the study of Heidemeier and Moser (2019) involving 747 workers revealed that those with overly negative or overly positive self-perceptions of performance gained less job satisfaction. Hasegawa and Ueda (2016) conducted a study on employees of private companies who live in the prefectures around Tokyo. Their study involved 1,724 respondents with the age ranging from 20 to 60 years. Their findings indicated that pecuniary aspects of a job, such as wage and income, and non-pecuniary aspects such as motivation to work, mental stress, personal relationship in the workplace, and work-life balance play an important role in job satisfaction.

The first expert developing the Job Satisfaction Survey (JSS) was Paul E. Spector, a professor of industrial/organizational psychology. He identified nine factors as the essential features in his survey, that is, pay, promotion, supervision, benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. The JSS is one of the most frequently used job satisfaction instruments used in the United States of America (Giri & Kumar, 2010). The JSS is also widely used in international studies (Liu et al., 2004; Yelboga, 2009).

## **METHOD**

This study involved senior high school teachers in a province in Indonesia. The demography of the 337 teachers varied in terms of gender, teaching experience, age, and educational levels. The participants consisted of 262 females (77.7%) and 75 males (22.3%). Of the participants, 293 (86.9%) were teachers with the undergraduate degree and 44 (13.1%) with the master's degree. There were 31 teachers (9.2%) whose age ranged between 21 and 30, 183 (54.3%) ranged between 31 and 40, 89 (26.4%) ranged between 41 and 50, and 34 (10.1%) ranged between 51 and 60. Based on their teaching experience, 29 teachers (8.6%) had been teaching for 1 to 5 years, 65 teachers (19.3%) for 6 to 10 years, 148 teachers (43.9%) for 11 to 15 years, 54 teachers (16%) for 16-20 years, and 41 teachers (12.2%) for more than 21 years.

Several instruments have been developed for measuring job satisfaction. For example, the Job Diagnostic Survey (JDS) by Hackman and Oldham (1976) and the Job Satisfaction Survey (JSS) by Spector (1994). The present study adapted the Job Satisfaction Survey by Spector (1994) comprising nine facets, i.e. pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. There are four items in each subscale. Items consisted of positive and negative statements/questions. The participants were requested to rate each item on a six-point Likert scale ranging from *strongly disagree* to *strongly agree*. Due to the pandemic situation, the self-reported questionnaires were distributed to the participants via Google Forms.

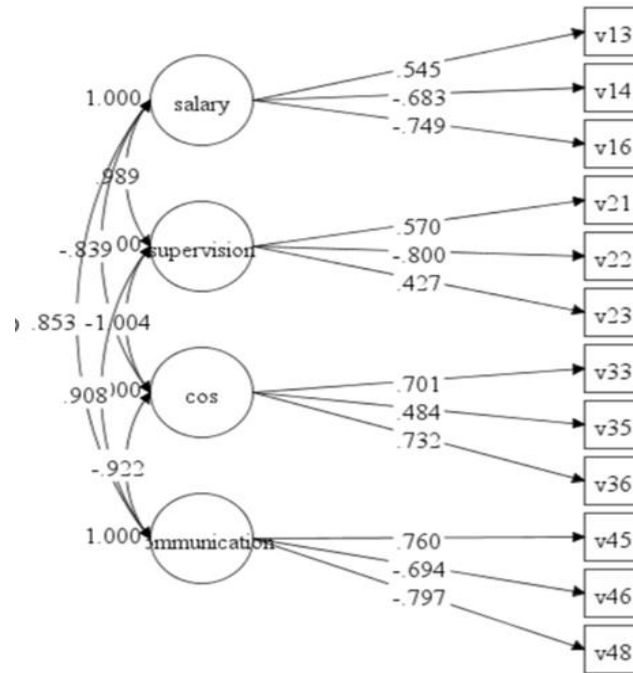
The data were analyzed using the confirmatory factor analysis. The assessment of the model fit was done by means of well-established indices, e.g. CFI, TLI, and RMSEA. For the CFI and TLI indices, values greater than 0.90 are considered acceptable and values greater than 0.95 indicated a good fit. For well-specified models, an RMSEA of 0.6 or less illustrates a good fit.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### ***The results of the confirmatory factor analysis on teachers' job satisfaction***

Our study focused on the profile of Indonesian EFL teachers. To come to this focus, we analyzed the data using the confirmatory factor analysis. First, we wanted to know whether the dimensions of the job satisfaction survey in this study supported the model developed by Spector (1994). In his model, there were nine dimensions, that is, salary, promotion, supervision, extra wage, contingency compensation, service condition, colleagues, job characteristics, and communication. Figure 1 is the result of the confirmatory factor analysis.



**Figure 1. The Result of the Confirmatory Factor Analysis**

**Table 1. Summary of the job satisfaction survey**

Items	Job satisfaction survey (JSS)			
	F1	F2	F3	F4
The payment I receive is fair.	.56			
There is little opportunity to be promoted.	.68			
I am not satisfied with the benefits paid.	.75			
The communication among teachers is good.		.57		
There is only a small and rare increase in the salary.		.80		
There is a fair job promotion.		.43		
The school principal does not care about the teachers' feelings.			.70	
The teachers are rarely rewarded.			.48	
I have to do a lot of tasks in my job.			.73	
I feel happy working with other teachers.				.76
Sometimes I do not know what happens in my school.				.69
Being a teacher makes me proud.				.80
	.73	.74	.76	.85

The result of the confirmatory factor analysis indicated that the survey items emerged in four different factors, that is, salary, supervision, service condition, and colleagues. The item loading factors in this model ranged from 0.28 to 0.80 and the acceptable fit indices were  $\chi^2 = 91.76$ ;  $df = 48$ ;  $\chi^2/df = 1.91$ ; CFI = 0.95, TLI = 0.93, RMSEA = 0.05; SRMR = 0.04. Therefore, the index of fit showed the goodness of fit with the data as proposed by Spector (1994). Because only four factors emerged in this model, the other five factors in the previous models were deleted. There were also some items which did not fit the Indonesian culture.

There were only four factors of the job satisfaction survey in this study, namely, salary (F1), supervision (F2), service condition (F3), and coworkers (F4). This four-factor model does

not support the model proposed by Spector (1994). Therefore, the hypothesis about the job satisfaction survey was rejected.

## **Discussion**

The findings of this present study show that four factors emerged, i.e., salary, supervision, service condition, and coworkers (other teachers) in the job satisfaction survey. The first factor, salary, consisted of three items, that is, the fair payment received, the limited opportunity to be promoted, and the satisfaction with the benefits paid. This finding is in line with the study conducted by Zembylas and Papanastasiou (2004) involving a sample of 461 K-12 teachers in Cyprus. Their study revealed that Cypriot teachers chose their career because of the salary, the hours, and the holidays associated with the profession. However, this finding is on the contrary with the finding of the study conducted by Chen (2010) who found that younger, less experienced teachers were more satisfied. Most groups of teachers were more satisfied with their working conditions but less satisfied with income. Soodmand Afshar and Doosti (2016) investigated 210 Iranian secondary school English teachers and found that the factors contributing to teachers' dissatisfaction included inadequate salary and principals' inattention to the teachers. Meanwhile, Liu and Onwuegbuize (2014) conducted a study on Chinese teachers. They found that teachers who were more intrinsically motivated to enter the teaching profession reported a higher level of job satisfaction than teachers who were more extrinsically motivated (e.g., salary). The finding of this study was in contrast with the finding of the study conducted by Pepe et al. (2017). They found that teachers were more satisfied with higher-order needs such as positive social relationships rather than lower-order need such as salary. A study conducted in Indonesia involving 343 teachers by Asmony et al. (2014) found that salary has a positive correlation with teachers' job satisfaction. A study conducted by Gius (2013) with a sample of 2890 teachers revealed that teachers who received merit pay were more satisfied than teachers who did not receive merit pay. In the case of Indonesian teachers, in addition to their monthly salary, teachers also got functional benefits (*Tunjangan fungsional*). They also received a regular increase in their salary every two years called *Kenaikan Gaji Berkala* (Regular salary increase).

The second factor is supervision. There were also three items in this factor, that is, the good communication among teachers, the rare increase in the salary, and the fair job promotion. This finding is in line with the finding of the study conducted by Tefvik and Guven (2017) involving 206 teachers in Turkey which found that there is a positive linear relationship between supervisor support, job performance, and job satisfaction. In the context of Indonesian teachers, a study conducted in Indonesia by Surasni (2018) involving 100 teachers found that supervision has a direct effect on teachers' job satisfaction.

In factor 3, service condition, there were three items, that is, the principal's care about the teachers' feelings, the rare award given to teachers, and the heavy workload. Previous studies on teachers' workload support this finding. For example, a study conducted by Tang (2020). Specifically, this study revealed that longer work hours and lower perception of income status are significantly associated with lower levels of job satisfaction. This result is also consistent with the finding of the study conducted by Liu and Ramsey (2008). They found that teachers were less satisfied with work conditions and compensation. They also found that teachers' job satisfaction varied with gender, years of teaching, and career status. Such a finding is consistent with the result of prior research conducted by Admiraal et al. (2019). They investigated veteran teachers and tried to find out about their job satisfaction. There were 168 secondary education teachers in the Netherlands involved in their study, divided into four groups. Their findings revealed that unsatisfied veteran teachers attribute their dissatisfaction to extrinsic and school-based factors such as work conditions. This finding can be compared with De Simone et al.'s (2016) study concerning occupational stress, job satisfaction, and physical health among Italian teachers. They found that workload and attitude towards change have significant direct effects on physical symptoms and indirect effects on physical symptoms through job satisfaction. Moreover, a study conducted by Collie et al. (2012) investigated 664 elementary and secondary school teachers from British Columbia and Ontario. They found that perceived stress related to workload was directly related to the sense of job satisfaction.

Based on the confirmatory factor analysis, the present study found four factors related to teacher job satisfaction, and the fourth factor, coworkers or other teachers, consisted of three items, i.e. the happiness of working with other teachers, the fact that teachers do not always know what happens in the school, and the pride of being a teacher. This result is consistent with the finding of the study conducted by You et al. (2017) investigating the teacher job satisfaction by involving a nationally representative sample of 2908 teachers from 150 middle schools in Korea. They studied teachers' individual characteristics and institutional, school-level characteristics. Their findings revealed that among institutional, school-level characteristics, support from colleagues had significant impacts on teacher job satisfaction. Moreover, Shen et al. (2012) conducted a study involving 40,770 elementary and secondary school teachers. Their findings revealed that working conditions and staff collegiality are positively associated with teacher job satisfaction. Meanwhile, Skaalvik and Skaalvik (2011) studied the relations between school context variables and teachers' feeling of belonging, emotional exhaustion, job satisfaction, and motivation to leave the teaching profession. Six aspects of the school context were measured: value consonance, supervisory support, relations with colleagues, relations with parents, time pressure, and discipline problems. They found that all six school variables were related to job satisfaction. This finding can be compared with Van Maele and Van Houtte's (2012) in their study finding that there were positive associations between teacher trust in colleagues and their job satisfaction. They suggested that improving the quality of teachers' social relationship in the workplace should enhance their job satisfaction. This result is also consistent with the findings of a study conducted by Reeves et al. (2017). Using data from TIMSS, they made an analysis to determine whether five indicators of collaboration predicted student achievement, teacher job satisfaction, and teacher confidence in Japan and the United States. The findings showed that the time spent visiting other classrooms were related to higher job satisfaction among teachers in the United States. Pepe et al.'s (2017) study also revealed that teachers showed satisfaction with positive relationships with co-workers. However, the study conducted by Drossel et al. (2019) found that teacher cooperation predicted job satisfaction minimally.

## **CONCLUSION**

This study empirically analyzes the profile of EFL teachers' job satisfaction. This involved 337 EFL teachers with different genders, ages, and teaching experiences. Based on the confirmatory factor analysis, there are four factors emerging in relation to teachers' job satisfaction, that is, salary, supervision, service conditions, and colleagues. This finding is different from the model suggested by Spector (1994) which had nine factors. The other five factors from Spector's model were deleted because the data did not support this, and they were not in line with Indonesian culture.

The finding has not analyzed in more detail about the possibility of differences between female and male teachers, teachers of different ages, and teachers with different teaching experiences. However, it is expected that the finding contributes to our understanding of the factors related to EFL teachers' job satisfaction. Future research is suggested to investigate the differences between female and male teachers, young and old teachers, novice and experienced teachers in relation to their job satisfaction.

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