

Job satisfaction factors in secondary school teachers, public and private institutions in a Peruvian Region

Helen Catalina Rabanal León ^a, César Vallejo University, Peru, <https://orcid.org/0000-0002-0476-5196>

Enaidy Reynosa Navarro ^{*b}, César Vallejo University, Peru, <https://orcid.org/0000-0001-8960-8239>

Lindon Vela Meléndez ^c, Pedro Ruiz Gallo National University, Peru, <https://orcid.org/0000-0002-9644-7151>,

Teresita del Rosario Merino Salazar ^d, César Vallejo University, Peru, <https://orcid.org/0000-0001-8700-1441>,

Nelly Roxana Carranza Yuncor ^e, César Vallejo University, Peru, <https://orcid.org/0000-0002-3268-4414>,

Elizabeth Mora Mau María ^f, César Vallejo University, Peru, <https://orcid.org/0000-0002-2287-7204>

Suggested Citation:

León, H. C. R., Navarro, E. R., Meléndez, L. V., Salazar, T. R. M., Yuncor, N. R. C., & María, E. M. M. (2021). Job satisfaction factors in secondary school teachers, public and private institutions in a Peruvian Region. 16(6), 3317-3328 <https://doi.org/10.18844/cjes.v16i6.6566>

Received from September 05, 2021; revised from October 03, 2021; accepted from December 26, 2021.

©2021 Birlesik Dunya Yenilik Arastırma ve Yayıncılık Merkezi. All rights reserved

ABSTRACT

This research aimed to determine the differences in job satisfaction factors in Secondary Education teachers of public and private educational institutions, La Libertad Region, Peru 2020. It presents a quantitative approach, non-experimental design, comparative descriptive type; 372 teachers participated in the study. A questionnaire validated by expert judgment was used as an instrument. Reliability was determined through a Pilot Test applied to 20 secondary school teachers, resulting in a Cronbach's Alpha of 0.976. SPSS v.26 software was used to process the final data. 58.1%. It is found that 50.5% of secondary school teachers in public and private education feel dissatisfied at work; Likewise, significant differences were found between the determining factors of job satisfaction in both types of management, obtaining a p-value = 0.200 > 0.05 in the Student's t for independent samples. The work concludes that there are significant differences in job satisfaction factors in secondary school teachers from public and private educational institutions.

Keywords: Job Satisfaction; Education; Basic Education; Secondary School Teachers.

* ADDRESS OF CORRESPONDENCE: Enaidy Reynosa Navarro , César Vallejo University, Peru
Email address: ereynosa@ucv.edu.pe

1. Introduction

At present, the concern of organizations and countries for intangible resources is considered a strategic action that generates competitive advantages, especially when it comes to human capital as a complex social asset that adds value to public and private institutions (Pedraza Melo, 2020, p. 9). This situation is of greater importance in organizations dedicated to training human capital, as is the case of educational institutions.

Working on the elements that determine teachers' job satisfaction is essential to optimize the educational system since there are complex situations such as salary deterioration, precarious working conditions, and other deficiencies that condition the work of teaching personnel in Latin America. For example, as of 2019, Peru invests 3.8% of its gross domestic product in education (World Bank, 2021), a precarious figure compared to the sector's needs. Therefore, it is necessary to know the work environment that conditions the satisfaction levels of teachers as key actors in the educational process and, therefore, the quality of education, the basis for the country's development.

Job satisfaction stimulates personal and organizational success because if workers feel happy, they will experience a greater desire to be productive. Therefore they will feel committed to meeting the organization's objectives (Peña Cárdenas et al., 2013). Regarding job satisfaction in educational settings, studies such as that of (Dicke et al., 2020) stand out in their article called Job satisfaction of teachers and their directors about the climate and student achievement, highlighting that satisfaction in work affects the well-being and the possibilities of retention of human talent in high-demand jobs such as that performed by teachers and school directors, as well as those of (Tomás et al., 2019) who in the article on Job Satisfaction in The Dominican teacher, through structural equation model analysis, shows that the work environment and working place influence burnout and teacher engagement.

Previous studies on organizational climate and job satisfaction highlight the significance of the relationship that exists between these variables with a highly positive correlation (Simbron-Espejo & Sanabria-Boudri, 2020); that climate and job satisfaction have a considerable impact on the secondary level teacher's performance (Huaita Acha & Luza Castillo, 2018); that the majority of university graduates have a neutral feeling regarding job satisfaction found in educational institutions (Alarcón et al., 2017). Job satisfaction results from an assessment of the characteristics of the person who performs not only in the fulfillment of specific tasks but a space in which it is required to interact with other people, follow organizational norms, values, and policies, submit to the fulfillment of objectives and goals (Robbins, 2005).

For the present study, dimensions were considered based on the theory of the two factors of Herzberg, aligned with the contributions of Ucrós Brito, who states that this is the theory of Frederick Herzberg (1957), also known as the theory of hygienic factors and motivation, are closely related to the hierarchy of needs raised by Maslow (Ucrós Brito et al., 2015). Job satisfaction factors are considered in the context of the position: working conditions, wages, and production awards, benefits, and social services, organization policies, relationships with bosses and colleagues; It is then considered that it is equivalent to a measurement of the worker's feeling regarding the organization and is related to the most basic needs raised by Maslow. In short, it ranks the needs of Maslow simplified by Adelfer and the findings of Herzberg linked to the analysis of levels of job satisfaction. Thus, job satisfaction is not a concept of a one-dimensional nature that is located in a yes or a no. On the contrary, both satisfaction and dissatisfaction are concepts of a two-dimensional nature. These arguments lead to the following of the study: Design of the work; Living conditions associated with work –related to the spatial and temporal possibilities that work makes possible–; relationship with superiors; salary; teamwork; and the working day.

To address this problem in its fundamental dimension, it is decisive to specify that in Peru, two types of management of educational institutions coexist; The public services that provide the service with State resources, considering education as a public service and in that context, it is accessible at all levels and modalities, following the provisions of the Political Constitution, the specific law and the

institution's private educational institutions covered by the same norm where it is established that natural or legal persons have the right to organize to provide educational services. Therefore, the Peruvian State recognizes, helps, supervises, and regulates private education concerning constitutional principles and the law; since private education helps the diffusion of innovation, quality and financing of education (MINEDU, 2017). Although the regulatory aspects are in charge of the Peruvian Ministry of Education, specific regulations for the public and private sectors generate differences in administrative discretion and management of human, material, and financial resources between management education center public and public person.

Based on those as mentioned above, the following research question is posed: What is the difference in the determining factors of job satisfaction at the secondary level of public and private educational institutions, La Libertad Region, Peru, 2021? The purpose of this research was to identify the differences in the determining factors of job satisfaction at the secondary level of public and private educational institutions, La Libertad Region, Peru, 2021. As a result, it is argued that there are significant differences in the determining factors of satisfaction employment at the secondary level of public and private educational institutions, La Libertad Region, Peru, 2021.

1.1. Literature review

In the 21st century, teaching has become one of the most challenging things. Since the parent's and society's expectations are high, the teachers have to make more efforts to face these challenges and satisfy the parents (Türkoğlu et al., 2017). The teachers must be in the continuous learning process with the advanced learning patterns introduced by the educational and administrative systems to fulfill these expectations. The teacher must be updated according to the recent advancements and possess the characteristics (Türkoğlu et al., 2017). For instance, the teacher must be a critical thinker, problem-solver, have sound knowledge regarding the new communication technologies and information and their operating principles. The teacher must be capable of working in teams. Besides this, the teacher must be aware of all the teaching methodologies (Türkoğlu et al., 2017). This results in increased teacher responsibilities. Moreover, the organization's success, performance growth, and productivity highly depend on the teacher's satisfaction and competence in specific fields. Therefore, job satisfaction is an essential element in teaching students (Türkoğlu et al., 2017).

The development of good relations with the organization or school community is advantageous. Also, self-efficacy plays a vital role in enhancing job satisfaction. The person's on their self is considered as the self-efficacy. Self-efficacy depends on an individual's performance. Self-efficacy can be built-in teachers by doing multiple challenging tasks.

The environment where individuals spend most of their lives is known as their teacher job satisfaction working environment. The employee's and workers' behaviors towards their job result in job satisfaction (Avsaroglu et al., 2005; Binti Mohd Amin et al., 2021; Hongying, 2007; Toropova et al., 2021). The emotions are associated with the working environment and employment of a person. These emotions can be satisfactory and unsatisfactory depending on the person's job place and job position. It has been found that most of the teachers are satisfied and gratified towards their teaching profession for countless reasons. However, there are several concepts regarding the teacher's job satisfaction. First, the school's environment and culture play a crucial role in the teacher's job satisfaction, and it is one of the most important factors that highly influence the teachers. The teacher's age, gender, and working experience significantly contribute to understanding the teacher's job satisfaction level. The teacher's satisfaction with the job can be analyzed by measuring the teacher's satisfaction during different defined situations. Another essential factor on which the teacher's level of satisfaction depends is the teacher, and student relationship since the Student's academic success considerably impacts the teacher's satisfaction towards their job.

Additionally, the number of incentives that the school awarded to the teachers for their excellent performance is also a key factor (Anush & Nejad, 2020; Hakim, 2020; Ogada & Mwalwâ, 2020;

Olagbaye, 2020; Panggabean, 2020b, 2020a; PP et al., 2020; Ryu & Jinnai, 2020). Reviews of multiple studies suggest a lack of teacher satisfaction in most countries since the teachers are over-burdened with extra responsibilities and are not awarded additional rewards or incentives for their extra work and responsibilities (Runhaar et al., 2013). However, this results from the rapidly occurring alterations in educational systems, which poses a significant challenge in the educational system. Besides this, the parent's and society's expectations towards education have significantly increased. The teacher's satisfaction is also greatly impacted due to the introduction of new and more advanced educational policies and laws for teachers. Work efficiency results in job satisfaction of teachers. Six dimensions significantly contribute to the teacher's satisfaction with their job. These are the nature of employment, pay, progress and promotion opportunities, working environments, interpersonal relations, organizational behavior. However, these dimensions were used in many studies to determine administrators' and teachers' levels of job satisfaction (Türkoğlu et al., 2017).

The Student's academic performance and success greatly depend on the teacher's way of teaching and delivering the lecture, and this depends on the teacher's satisfaction level for their job (Alanoğlu & Demirtaş, 2020; Banerjee et al., 2017; Baptiste, 2019; Dicke et al., 2020; Reeves et al., 2017; Toropova et al., 2021). Besides this, the teacher's sincerity and level of engagement towards their work are also essential for their personal growth and well-being (Li et al., 2015, 2017; Perera et al., 2018; Rusu & Colomeischi, 2020; Song et al., 2018; Toropova et al., 2021; Van Der Want et al., 2019). On the other hand, there is an increased level of burnout noticed in most countries (D'Amico et al., 2020; Van Der Want et al., 2019), such as in Dutch schools (Høigaard et al., 2012; Konermann, 2012). Suppose the teachers are over-burdened excessive burnouts, and over-stressed due to extra workload and responsibilities. In that case, this will adversely affect the teacher's health and, in return, reduce the satisfaction level since the teachers become more aggressive and ultimately do not enjoy the teaching (Atmaca et al., 2020). Therefore, this will be associated with adverse outcomes that will negatively affect the classroom environment and eventually impair the teacher-student relationship.

Even though there is a difference in the school context globally, the Peruvian teachers also confront these issues in their daily lives and their colleagues. Many researchers prove that Peruvian teachers are overburdened and stressed. The different teacher populations show an extra level of burnout among teachers, I.E., the urban school teachers, teachers teaching in the rural areas, and the teachers, including both public and private sectors.

Most research done on the teachers of public schools will help understand the teacher's performance in private schools. Most of the previous research is done majorly on the job resources and job demands that play an essential role in teachers' motivation level and generation of burnout (Bakker et al., 2007). However, it is necessary to study these two emotions further. Schaufeli and Taris (2014) proposed that the types of explanatory frameworks significantly show different outcomes. Improving teacher motivation in the classroom is closely related to pedagogical skills and the human profile of the teacher (Corso-de-Zúñiga et al., 2020).

2. Methodology

2.1. Research Model

A study with a quantitative, descriptive, and comparative approach, with a non-experimental design, comparative cross-sectional design (M1 ----- O1) (M2 ----- O2); where M1 and M2 are the samples from both groups; likewise, O1 and O2, are the observations of interest collected from each sample.

2.2. Participants

The study sample consisted of 11,582 public and private secondary educational institutions, La Libertad Region, Peru, 2021. The Distribution of secondary level teachers of public and private

educational institutions, La Libertad Region, Peru, 2020, behaved as follows: Private institutions: women = 4170, men = 2780; total = 6950. Public institutions: women = 2780, men = 1852; total = 4632; for a total of 11582 teachers (MINEDU, 2017).

Inclusion criteria: secondary level teachers from public and private educational institutions, La Libertad Region, Peru, 2021. Exclusion criteria: secondary education teachers with less than one year of tenure. The sampling was simple random probabilistic, which ensures that the people who make up the target population universe have the same possibility of integrating the sample. That is, a subject "x" can be chosen independently of the possibility of the other subjects that are part of the white population universe (Bai et al., 2013).

2.3. Data Collection Tools and Process

Data collection techniques and instruments: The survey technique was used, and a questionnaire was used as an instrument, the same one applied to secondary school teachers from public and private educational institutions, La Libertad Region, Peru, 2021. This allowed collecting data of the variable under analysis. The determining factors of job satisfaction are organized into seven dimensions: job design, life conditions associated with work, personal fulfillment, relationships with superiors, salary, management team, and working hours, with a total of 49 questions. The content validity of the instruments was made through Expert Judgment. Reliability was determined through a Pilot Test applied to 20 secondary school teachers, resulting in a Cronbach's Alpha of 0.976. SPSS v.26 software was used to process the final data.

2.4. Data Analysis

To process and contrast the hypothesis, the statistics program for Social Sciences (SPSS V.26) was used. The Kolmogorov- Smirnov test was used with the sig level at 5% to define normality in the sample distribution. The T-Test was used to perform the homogeneity test for the general hypothesis because the p-value was more significant than 0.05. The Mann-Whitney U test was applied for the dimensions because the values obtained were less than 0.05.

2.5. Ethical considerations

Informed consent was considered, participation was voluntary and supported through an informed consent letter where everyone established and signed the limits of their participation. 2. Confidentiality and Anonymity: (Declaration of the Helsinki World Medical Association, 2013) the researchers signed a letter of commitment that established the guidelines to safeguard the identity of the participants and make strictly professional use of the information (World Medical Association Declaration of Helsinki, 2013).

3. Results and discussion

The results show significant differences in the job satisfaction determinants between public and private educational institutions in secondary education teachers in the study field.

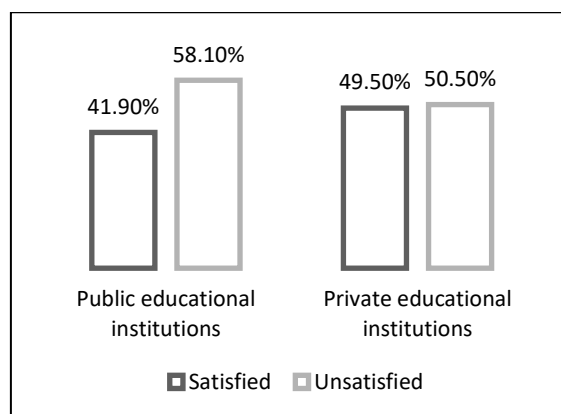


Figure 1. Differences in job satisfaction of teachers between public and private educational institutions

*Note. The calculated t-test is equal to -3.146. In addition, p-value = 0.002.

The significance of the differences is demonstrated with the T-Student 3.146 and p-value 0.002, that is, less than 0.05.

The results of the research regarding the differences in satisfaction levels between public and private school teachers are consistent with other studies on job satisfaction and leadership styles in public and private institutions, where it was concluded, through statistical tests, no parametric (Mann-Whitney U), significant differences noticed between the job satisfaction levels between teachers from private schools with state contribution and public schools, observing a higher satisfaction in the sample of teachers from private schools (Chiang et al., 2014). Likewise, a meta-analysis carried out in Turkey on the effects on public or private schools teachers regarding teachers' job satisfaction, in which, after analyzing 43 studies, it was determined that teachers from private institutions had job satisfaction at increased levels compared to the teachers, who worked in public institutions (Aytac, 2020).

The results are also consistent with a study carried out in the State of Georgia, USA, in which statistically significant differences were found in job satisfaction between public and private school teachers (Small, 2020). Another study carried out in Greece shows results consistent with the present study's hypothesis, confirming that the differences in extrinsic and intrinsic satisfaction are more related to affectivity and commitment to comply with the rules in public employees than in private sector employees (Markovits et al., 2010).

Finally, regarding the discussion of the general hypothesis, the comparative study of job satisfaction of public and private secondary school teachers in Pakistan is reported, were using the "t" and "ANOVA" tests, it is shown that no there are significant differences between teachers' job satisfaction between the two types of schools, even when public school teachers present higher levels of satisfaction (Akhtar et al., 2010).

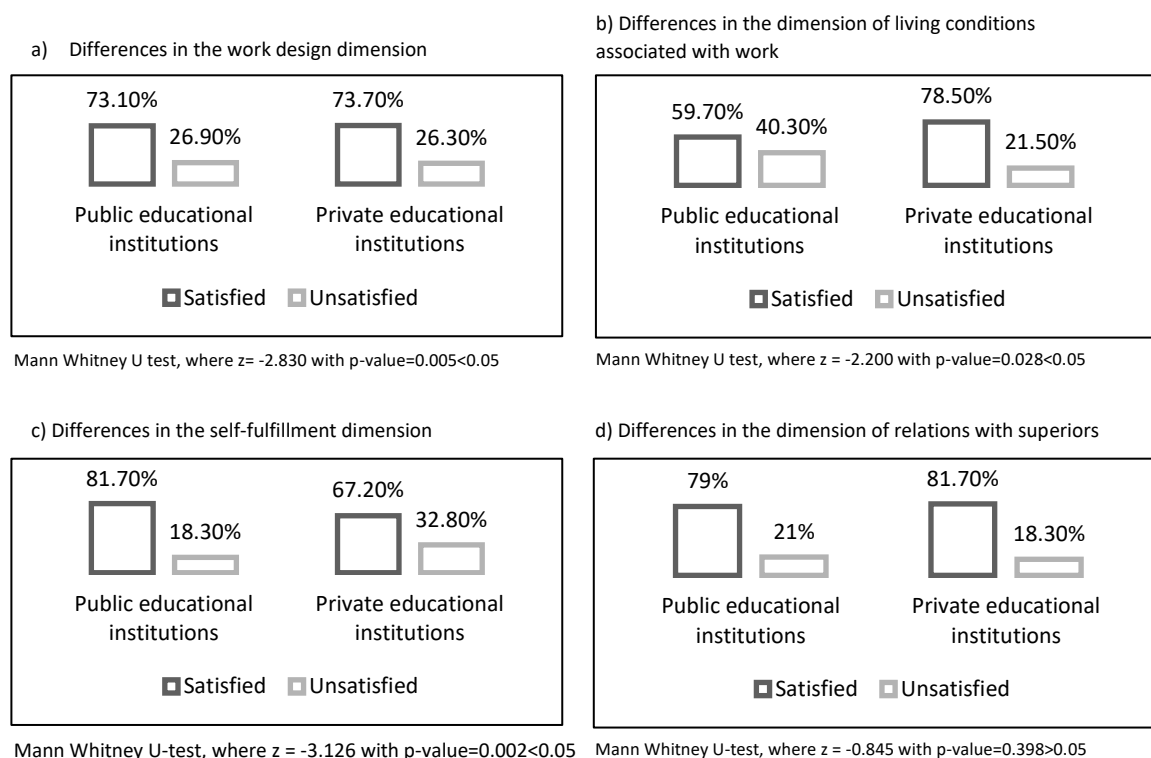


Figure 2. The first block of differences in determinants of job satisfaction between public and private institutions

Figure 2 shows the first block of results related to the determinants of job satisfaction, such as job design, living conditions associated with work, personal fulfillment, and relationships with superiors. The detailed analysis of the dimensions of job satisfaction in public and private educational institutions shows that the factor related to job design presents significant differences in both groups of study. This factor is related to the conditions of physical space, didactic material, technological resources, professional autonomy in which they carry out their work (Figure 2a). In this regard (Chaparro-Salinas et al., 2017), in a study on job satisfaction in higher education institutions in the metropolitan area of Valle de Toluca, Mexico, determined that one of the factors related to job satisfaction and competitiveness is the job design and responsibilities. Living conditions associated with work as a determining factor of job satisfaction show notable differences in satisfaction levels in favor of the private sector. These differences found are also statistically significant and are related to the conditions of work safety, environment, travel to the workplace, productivity, and absenteeism, which affects their work and daily life because they are not uniform (Figure 2b). Personal fulfillment is a factor that presents greater satisfaction in public management institutions and presents significant differences. This factor is related to the possibilities of job advancement, training, and expectations of a career path (Figure 2c). The present research outcomes are aligned with the findings obtained in a comparative study on public and private university professor's job satisfaction carried out in Pakistan, in which when asked about the opportunity to be promoted for doing their job well; A significant relationship was found, and adjusted standardized residuals examinations clear that the highest proportion of agreement among the professors of the public university contributed to the significance of the results (Hameed et al., 2018). The factor related to relationships with superiors is a higher level of satisfaction in privately managed institutions. However, statistically, these differences are not significant, so aspects such as equity, fair promotion, support from management personnel, effective pedagogical practice, and assessment of the boss in the workplace are uniform in both types of management (Figure 2d). These findings are relatively consistent with the outcomes of Anastasiou &

Garametsi (Anastasiou & Garametsi, 2021), who relate the leadership factor in educational institutions with job satisfaction, concluding that compared to public schools, private school teachers showed a higher level of job satisfaction. In the second block of determining job satisfaction, factors in secondary school teachers are salary, teamwork, and working hours. Regarding salary, the teachers of both management modalities are mostly dissatisfied, with a higher level of dissatisfaction in the public sector. These differences with the private sector are statistically significant and are related to retirement policies, remuneration, incentives, bonuses, and economic benefits (Figure 3a).

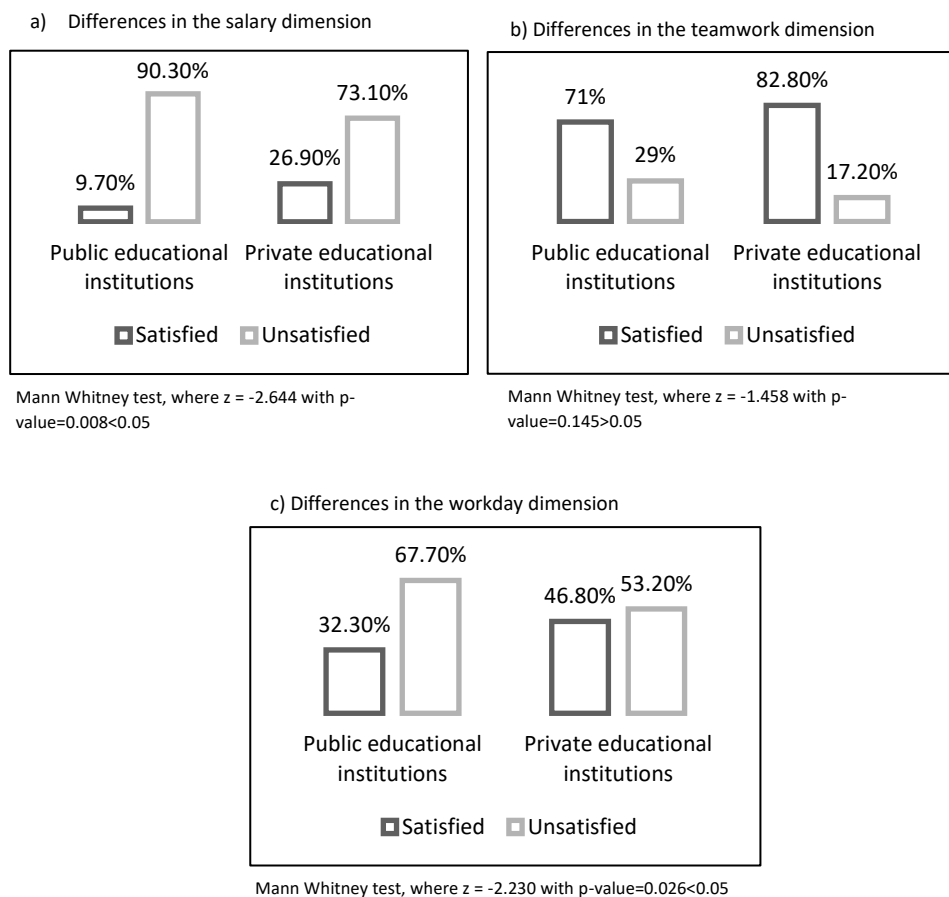


Figure 3. The second block of differences in determinants of job satisfaction between public and private institutions.

These results agree with Shabbir & Wei (Shabbir & Wei, 2015) in a study carried out in Pakistan on the variance in job satisfaction in public and private sector teachers, finding that 84% of teachers considered that teaching was "the best profession to serve to the nation," which seemed to be the most significant motivating factor (odds ratio (OR) = 15.16; $p < 0.000$), while a better salary "prompted 59% of teachers to join schools, private. Teamwork is a factor that presents a higher level of satisfaction in the private sector, but the differences do not present statistical significance. This factor is related to the relationships between colleagues, a vocation for service, effective communication, organization, and support among colleagues. According to what has been observed, these elements are found uniformly in both types of management (Figure 3a). This result is relatively consistent with those found by Hameed et al. (Hameed et al., 2018), who, using the Chi-Square test, found a significant relationship between the question "I like the people I work with" ($X^2(4, N = 345) = 13.67, p = .008$), the adjusted standardized residuals analysis revealed that the higher proportion of undecided in public university professors (ASRES = 3.0) contributed to the significance of the results.

Finally, in the dimension of working hours, teachers in the public sector show higher levels of dissatisfaction than in the private sector. These differences are statistically significant and are related to flexibility, enjoyment of a rest schedule, overtime, and compliance with activities during their hours.

4. Conclusion

Many differences have been found in determining job satisfaction factors in secondary school teachers from public and private educational organizations in La Libertad as of 2020, with $p = 0.002 < 0.05$. Likewise, both administrations expressed dissatisfaction with these factors, highlighting that the teachers of public institutions present a higher degree of dissatisfaction 58.1%, and in the private sector, 50.5% state that they are dissatisfied. In the work design dimension, it was determined that there are significant differences as a determining factor of job satisfaction in both administrations (being $p = 0.005 < 0.05$); Teachers said they were satisfied with this dimension (the private sector with 73.7% and the public sector with 73.1%). In the living conditions associated with work, significant differences were found in both administrations, being $p = 0.028 < 0.05$, at the same time, they expressed satisfaction with this dimension, especially private institutions (78.5%). In personal fulfillment, as a determining factor of job satisfaction, there are significant differences in both steps, with the p -value = $0.002 < 0.05$, the participants said they felt satisfied with this dimension, especially public institutions (81.7%). In relationships with superiors, being the value $p = 0.398 > 0.050$, it was determined that there are no significant differences in both administrations. In addition, the participants said they were satisfied with this dimension, exceptionally private institutions (81.7%). In the salary dimension, it was determined that there are significant differences in both administrations, with $p = 0.008 < 0.05$; and the participants expressed feeling dissatisfied with this dimension, especially public institutions with 90.3%. In teamwork, it was determined that there are no significant differences in both managements, being the value $p = 0.145 > 0.05$; and the participants said they were satisfied with this dimension, especially private institutions with 82.8%. The working day dimension, being $p = 0.026 < 0.05$, determined significant differences in both administrations. Likewise, the participants expressed dissatisfaction with this factor, especially the teachers of public institutions with 67.7%.

Conflicts of Interest: The authors do not declare conflicts of interest.

References

- Akhtar, S. N., Hashmi, M. A., & Naqvi, S. I. H. (2010). A comparative study of job satisfaction in public and private school teachers at secondary level. *Procedia - Social and Behavioral Sciences*, *2*(2), 4222–4228. <https://doi.org/10.1016/j.sbspro.2010.03.668>
- Alanoğlu, M., & Demirtaş, Z. (2020). Management Styles' Levels of Predicting Job Satisfaction and Burnout: Intermediary Role of Organizational Justice. *Eğitim ve Bilim*, *45*(204). <https://doi.org/10.15390/EB.2020.8810>
- Alarcón, M., Huerta, M., Mas, R., & Cruz, J. D. la. (2017). Work satisfaction in initial education teachers. *Sciéndo*, *20*(2), 103–106. <https://doi.org/10.17268/scienco.2017.011>
- Anastasiou, S., & Garametsi, V. (2021). Perceived leadership style and job satisfaction of teachers in public and private schools. *International Journal of Management in Education*, *15*(1), 58–77. <https://doi.org/10.1504/IJMIE.2021.111817>
- Anush, A., & Nejad, P. E. (2020). *Evaluation of Goal Setting and Incentive Pay on Motivation and Performance in the Public Sector* [CALIFORNIA STATE UNIVERSITY, NORTHRIDGE]. <https://scholarworks.calstate.edu/downloads/js956j712?locale=es>
- Atmaca, Ç., Rızaoğlu, F., Türkdoğan, T., & Yaylı, D. (2020). An emotion focused approach in predicting teacher burnout and job satisfaction. *Teaching and Teacher Education*, *90*, 103025.

León, H. C. R., Navarro, E. R., Meléndez, L. V., Salazar, T. R. M., Yuncor, N. R. C., & María, E. M. M. (2021). Job satisfaction factors in secondary school teachers, public and private institutions in a Peruvian Region. *16*(6), 3317-3328
<https://doi.org/10.18844/cjes.v16i6.6566>

<https://doi.org/10.1016/j.tate.2020.103025>

Avsaroglu, S., Deniz, M. E., & Kahraman, A. (2005). Teknik ogretmenlerde yasam doyumunu is doyumunu ve mesleki tukenmislik duzeylerinin incelenmesi. *Selcuk Universitesi Sosyal Bilimler Enstitusu Dergisi*, *14*, 115–129.
<https://app.trdizin.gov.tr/publication/paper/detail/TIRrNE56RXg>

Aytac, T. (2020). The effects of working in public or private schools on job satisfaction of teachers in turkey: A meta-analysis study. *Eurasian Journal of Educational Research*, *2020*(89), 179–200.
<https://doi.org/10.14689/ejer.2020.89.9>

Bai, X., Tsiatis, A. A., & O'Brien, S. M. (2013). Doubly-Robust Estimators of Treatment-Specific Survival Distributions in Observational Studies with Stratified Sampling. *Wiley Online Library*, *69*(4).
<https://doi.org/10.1111/biom.12076>

Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, *99*(2), 274.
<https://doi.org/10.1037/0022-0663.99.2.274>

Banerjee, N., Stearns, E., Moller, S., & Mickelson, R. A. (2017). Teacher job satisfaction and student achievement: The roles of teacher professional community and teacher collaboration in schools. *American Journal of Education*, *123*(2). <https://doi.org/10.1086/689932>

Baptiste, M. (2019). No Teacher Left Behind: The Impact of Principal Leadership Styles on Teacher Job Satisfaction and Student Success. *Journal of International Education and Leadership*, *9*(1), 1–11.
<https://files.eric.ed.gov/fulltext/EJ1212519.pdf>

Binti Mohd Amin, F. A., Mohd Mokhtar, N., Binti Ibrahim, F. A., Nishaalni, & Bin Nordin, M. N. (2021). A Review Of The Job Satisfaction Theory For Special Education Perspective. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(11), 5224–5228.
<https://turcomat.org/index.php/turkbilmat/article/view/6737/5553>

Chaparro-Salinas, E., Hernandez-Silva, M., Álvarez-Botello, J., & Aranda-Collado, D. (2017). Job Satisfaction in Higher Education Institutions in the Metropolitan area of the Toluca Valley, Mexico as a factor of competitiveness. *Revista de Desarrollo Económico*, *4*(10), 29–42.
https://www.ecorfan.org/bolivia/researchjournals/Desarrollo_Economico/vol4num10/Revista_de_Desarrollo_Economico_V4_N10_3.pdf

Chiang, M. margarita, Gómez, N. M., & Salazar, C. M. (2014). Work Satisfaction and Leadership Styles in Public and Private Education Institutions in Chile. *Cuadernos de Administración*, *30*(52), 65–74.
<https://doi.org/10.25100/cdea.v30i52.31>

Corso-de-Zúñiga, S., Moreno-Jiménez, B., Garrosa, E., Blanco-Donoso, L. M., & Carmona-Cobo, I. (2020). Personal resources and personal vulnerability factors at work: an application of the job Demands-Resources model among teachers at private schools in Peru. *Current Psychology*, *39*(1), 325–336.
<https://doi.org/10.1007/s12144-017-9766-6>

D'Amico, A., Geraci, A., & Tarantino, C. (2020). The relationship between perceived emotional intelligence, work engagement, job satisfaction, and burnout in Italian school teachers: an exploratory study. *Psihologijske Teme*, *29*(1), 63–84. <https://doi.org/10.31820/pt.29.1.4>

Dicke, T., Marsh, H. W., Parker, P. D., Guo, J., Riley, P., & Waldeyer, J. (2020). Job satisfaction of teachers and their principals in relation to climate and student achievement. *Journal of Educational Psychology*, *112*(5), 1061–1073. <https://doi.org/10.1037/edu0000409>

Hakim, A. (2020). Effect of compensation, career development, work environment on job satisfaction and its impact on organizational commitments in PT Jakarta Tourisindo. *Journal of Critical Reviews*, *7*(12), 538–548. <https://doi.org/10.31838/jcr.07.12.99>

Hameed, F., Ahmed-Baig, I., & Cacheiro-González, M. L. (2018). Job satisfaction of teachers from public and private sector universities in Lahore, Pakistan: A comparative study. *Economics and Sociology*, *11*(4), 230–245. <https://doi.org/10.14254/2071-789X.2018/11-4/15>

Høigaard, R., Giske, R., & Sundsli, K. (2012). Newly qualified teachers' work engagement and teacher efficacy influences on job satisfaction, burnout, and the intention to quit. *European Journal of Teacher Education*,

León, H. C. R., Navarro, E. R., Meléndez, L. V., Salazar, T. R. M., Yuncor, N. R. C., & María, E. M. M. (2021). Job satisfaction factors in secondary school teachers, public and private institutions in a Peruvian Region. *16(6)*, 3317-3328
<https://doi.org/10.18844/cjes.v16i6.6566>

35(3), 347–357.

- Hongying, S. (2007). Literature Review of Teacher Job Satisfaction. *Chinese Education & Society*, *40(5)*, 11–16.
<https://doi.org/10.2753/CED1061-1932400502>
- Huaita Acha, D. M., & Luza Castillo, F. F. (2018). The labor climate and job satisfaction in the teaching performance of public educational institutions. *INNOVA Research Journal*, *3(8.1)*, 300–312.
<https://doi.org/10.33890/innova.v3.n8.1.2018.801>
- Konermann, J. (2012). *Teachers' work engagement: A deeper understanding of the role of job and personal resources in relationship to work engagement, its antecedents, and its outcomes* (1st ed.). Universiteit Twente. <https://doi.org/10.3990/1.9789036533027>
- Li, M., Wang, Z., Gao, J., & You, X. (2017). Proactive personality and job satisfaction: The mediating effects of self-efficacy and work engagement in teachers. *Current Psychology*, *36(1)*, 48–55.
<https://doi.org/10.1007/s12144-015-9383-1>
- Li, M., Wang, Z., You, X., & Gao, J. (2015). Value congruence and teachers' work engagement: The mediating role of autonomous and controlled motivation. *Personality and Individual Differences*, *80*, 113–118.
<https://doi.org/10.1016/j.paid.2015.02.021>
- Markovits, Y., Davis, A. J., Fay, D., & van Dick, R. (2010). The link between job satisfaction and organizational commitment: Differences between public and private sector employees. *International Public Management Journal*, *13(2)*, 177–196. <https://doi.org/10.1080/10967491003756682>
- MINEDU. (2017). Ley General de Educación N° 28044. In *Sobre Educación* (pp. 1–36).
- Ogada, E. O., & Mwalwâ, S. (2020). Contribution of Reward Systems towards Teachers's Job Satisfaction among Public Secondary Schools in Kikuyu Sub-County, Kiambu County, Kenya. *Journal of Education*, *3(2)*, 54–67. <https://stratfordjournals.org/journals/index.php/journal-of-education/article/view/525>
- Olagbaye, A.-A. O. (2020). *Impact of Financial Motivation on Job Satisfaction in Ireland's Retail Sector* [Dublin, National College of Ireland]. <http://norma.ncirl.ie/4625/1/abdulahmedolajideolagbaye.pdf>
- Panggabean, P. C. (2020a). The Influence of Incentives and Employee Satisfaction Performance Against Job Loyalty at PT. XYZ. *Enrichment: Journal of Management*, *10(2, May)*, 35–38.
- Panggabean, P. C. (2020b). The Influence of Incentives and Employee Satisfaction Performance Against Job Loyalty at PT.Catur Mitra Sejati Sentosa. *Journal of Management Science (JMAS)*, *3(1, Januari)*, 7–12. <https://exsys.iocspublisher.org/index.php/JMAS/article/view/42>
- Pedraza Melo, N. A. (2020). Organizational climate and job satisfaction of human capital: Differentiated factors in public and private organizations. *Innovar*, *30(76)*, 9–24.
<https://doi.org/10.15446/innovar.v30n76.85191>
- Peña Cárdenas, M. C., Olloqui López, A. M., & Aguilar Fraire, A. (2013). Relationship of Factors in Job Satisfaction of Employees of a Small Business Industry Metal-Mechanical. *Revista Internacional Administración y Finanzas*, *6(3)*, 115–128. <https://www.theibfr.com/download/riaf/2013-riaf/riaf-v6n3-2013/RIAF-V6N3-2013-9.pdf>
- Perera, H. N., Granziera, H., & McIlveen, P. (2018). Profiles of teacher personality and relations with teacher self-efficacy, work engagement, and job satisfaction. *Personality and Individual Differences*, *120*, 171–178.
<https://doi.org/10.1016/j.paid.2017.08.034>
- PP, A., EC, A., & Krishna, A. G. (2020). *Empirical study on the job satisfaction level of workers based on their monetary incentives with reference of SH Marine Exim*.
- Reeves, P. M., Pun, W. H., & Chung, K. S. (2017). Influence of teacher collaboration on job satisfaction and student achievement. *Teaching and Teacher Education*, *67*, 227–236.
<https://doi.org/10.1016/j.tate.2017.06.016>
- Robbins, S. P. (2005). *Comportamiento organizacional*. Pearson Educación.
- Runhaar, P., Konermann, J., & Sanders, K. (2013). Teachers' organizational citizenship behaviour: Considering the roles of their work engagement, autonomy and leader–member exchange. *Teaching and Teacher Education*, *30*, 99–108. <https://doi.org/10.1016/j.tate.2012.10.008>

- León, H. C. R., Navarro, E. R., Meléndez, L. V., Salazar, T. R. M., Yuncor, N. R. C., & María, E. M. M. (2021). Job satisfaction factors in secondary school teachers, public and private institutions in a Peruvian Region. *16(6)*, 3317-3328
<https://doi.org/10.18844/cjes.v16i6.6566>
- Rusu, P. P., & Colomeischi, A. A. (2020). Positivity ratio and well-being among teachers. The mediating role of work engagement. *Frontiers in Psychology, 11*. <https://doi.org/10.3389/fpsyg.2020.01608>
- Ryu, S., & Jinnai, Y. (2020). Effects of Monetary Incentives on Teacher Turnover: A Longitudinal Analysis. *Public Personnel Management, 50(2)*, 205–231. <https://doi.org/10.1177/0091026020921414>
- Shabbir, M., & Wei, S. (2015). Job satisfaction variance among public and private school teachers, case of Pakistan Administrative Kashmir. *Mediterranean Journal of Social Sciences, 6(4S1)*, 574–583. <https://doi.org/10.5901/mjss.2015.v6n4s1p574>
- Simbron-Espejo, S. F., & Sanabria-Boudri, F. M. (2020). Leadership leadership, organizational climate and teacher job satisfaction. *CIENCIAMATRIA, 6(1)*, 59-83. <https://doi.org/https://doi.org/10.35381/cm.v6i10.295>
- Small, C. (2020). *A Comparison of Public and Private School Teachers' Job Satisfaction When Controlling for Policy Perspectives, Individual, and Workplace Characteristics* [Kennesaw State University]. https://digitalcommons.kennesaw.edu/educleaddoc_etd/24/
- Song, J. H., Chai, D. S., Kim, J., & Bae, S. H. (2018). Job performance in the learning organization: The mediating impacts of self-efficacy and work engagement. *Performance Improvement Quarterly, 30(4)*, 249–271. <https://doi.org/10.1002/piq.21251>
- Tomás, J. M., De Los Santos, S., & Fernández, I. (2019). Job satisfaction of the Dominican teacher: Labor background. *Revista Colombiana de Psicología, 28(2)*, 63–76. <https://doi.org/10.15446/rcp.v28n2.71675>
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review, 73(1)*, 71–97. <https://doi.org/10.1080/00131911.2019.1705247>
- Türkoğlu, M. E., Cansoy, R., & Parlar, H. (2017). *Examining relationship between teachers' self-efficacy and job satisfaction*. <https://doi.org/10.13189/ujer.2017.050509>
- Ucrós Brito, M., Sanchez González, J., & Blanco Martes, C. J. (2015). Job Satisfaction in Teaching, Research and Extension Education of Teachers in High Education in La Guajira Colombia. *Revista Internacional Administración & Finanzas, 8(4)*, 107–116. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2501646
- Van Der Want, A. C., Den Brok, P., Beijaard, D., Brekelmans, M., Claessens, L. C. A., & Pennings, H. J. M. (2019). The relation between teachers' interpersonal role identity and their self-efficacy, burnout and work engagement. *Professional Development in Education, 45(3)*, 488–504. <https://doi.org/10.1080/19415257.2018.1511453>
- World Bank. (2021). *Government expenditure on education, total (% of GDP)*. UNESCO Institute for Statistics. <https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS>
- World Medical Association Declaration of Helsinki. (2013). Ethical Principles for Medical Research Involving Human Subjects. *Clinical Review & Education, 310(20)*, 2191–2194. <https://www.wma.net/wp-content/uploads/2016/11/DoH-Oct2013-JAMA.pdf>