

## IMPROVING OF TEACHER JOB SATISFACTION THROUGH DISTRIBUTED LEADERSHIP AND SCHOOL CLIMATE OF SENIOR HIGH SCHOOL TEACHERS IN JAKARTA PROVINCE

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### Abstract

Low teacher job satisfaction is often triggered by an imbalance between the rewards received and the workload, late salaries, narrow workspaces, and minimal appreciation. This condition has an impact on low discipline, creativity, and work ethic of teachers. This study aims to examine the effect of distributed leadership and school climate on job satisfaction of high school teachers in Jakarta. This study uses a quantitative method with an explanatory design, involving 387 teachers as a randomly selected sample. Data were collected using a google form questionnaire distributed to teachers. Data analysis was carried out using SmartPLS software, including testing the outer model, inner model, and hypothesis. The results show that distributed leadership significantly increases teacher job satisfaction (T-statistic = 7.078,  $p = 0.000$ ). The better the implementation of distributed leadership, the higher the teacher's job satisfaction. Furthermore, a conducive school climate also has a significant effect on job satisfaction (T-statistic = 4.635,  $p = 0.010$ ). The more positive the school climate, the higher the teacher's job satisfaction. Distributed leadership needs to be strengthened through principal training and teacher involvement in decision making. Another priority is to create a conducive school climate by improving facilities, providing appreciation, and building good interpersonal relationships.

**Keywords:** teacher job satisfaction; distributed leadership; school climate, senior high school;

### INTRODUCTION

Teacher job satisfaction is one of the keys to creating a quality educational environment (Amin, 2015; Knox & Anfara, 2013). Teachers who are satisfied with their work tend to have higher motivation, a strong commitment to the school, and are able to provide better learning outcomes for students (Cameron & Lovett, 2015; Canrinus et al., 2012; Toropova et al., 2021). However, the challenges faced by teachers in the modern era, such as increasing workloads, lack of support from leaders, and less conducive school environments, often become obstacles in creating optimal job satisfaction (Sahito & Vaisanen, 2020).

Teacher job satisfaction is influenced by various material factors such as salary, school conditions, and policies, which affect their security, satisfaction, and work life. In countries such as Pakistan showed that professional development opportunities and self-efficacy contribute significantly to teacher job satisfaction (Bibi & Kalim, 2021). In Sweden, high levels of satisfaction are supported by a positive school environment, good relationships with students, and support from management (Dorozynska, 2017). The importance of harmonious relationships with colleagues, students, and parents in Tanzania (Nyamubi, 2017). Improved work facilities, fair policies, and adequate reward systems in Beijing can inspire teachers and increase job satisfaction. Conversely, poor student discipline problems can trigger stress and reduce teacher job satisfaction, as noted in research (Luo, 2017).

Teacher job satisfaction is an important target in human resource management, which must be a concern for the principal because it can directly or indirectly affect the organization. High job satisfaction indicates that the school has been well managed with effective management (Alabu et al., 2020; Crisci et al., 2019; Kouali, 2017). High job satisfaction indicates a match between teacher expectations and what the school provides (Bogler & Nir, 2015; Mgaiwa & Hamis, 2022). No matter from which country, highly satisfied teachers give their best for the success of their students, not only by imparting knowledge but also by paying extra attention to ensure better achievement for each student (Hoque et al., 2023).

The principal is a leader who regulates and supervises all activities carried out by teachers and staff (Anindhyta et al., 2023). This means that the principal is required to have qualified leadership and managerial qualities (Ghasemy et al., 2020). The principal as a leader should apply a leadership style that is appropriate to the situation and conditions of the school, and be more optimal in supervising teachers (Marks & Printy, 2003). The principal is less helpful to teachers in solving problems, the principal has less empathy for teacher complaints, and teachers are dissatisfied with colleagues or work teams at school (Shahnaz et al., 2022). In line with John Michael Novak's statement that one of the problems for leaders is that they do not communicate well with groups. In fact, a good leader will try to embrace diversity where people have different strengths and weaknesses (Novak, 2009).

Many studies have been conducted trying to find the relationship between teacher job satisfaction and leadership, for example Al-Sada et al (2017) showed that leadership style has a positive effect on job satisfaction and organizational commitment in the education sector. Mickson et al (2020) found differential effects of leadership behavior on job satisfaction, where transformational and transactional leadership were positively related to intrinsic and extrinsic job satisfaction. Torres (2019) proved that a good relationship between teachers and principals can increase teacher job satisfaction, because the principal's distributed leadership is actively involved in shaping this satisfaction.

The most striking feature of distributed leadership is that leadership practices are viewed as a product of the interaction of school administration, teaching staff, and situations (Tay et al., 2021). Some of the main features of distributed leadership include: (1) an emphasis on leadership as a practice rather than leadership as a role

or responsibility; (2) as a distribution of tasks and as a distributed influence process; (3) an emphasis on interactions between individuals and groups; (4) a focus on interdependent efforts between levels; (5) working together in a dynamic approach to address educational change (Tam, 2019). This leadership model has a better understanding and knowledge of the diverse group learning process (Rached & Elias, 2019).

The concept of distributed leadership not only encourages but also the interaction and collaboration of these individuals so that maximum potential can be utilized for improvement (Nawab & Asad, 2020). Distributed leadership has become a popular concept in educational leadership and is understood as a collective social process that emerges through the interaction of various actors (Shava, 2018). Distributed leadership practices are a panacea, blueprint or recipe for school reform (Patterson et al., 2021). Thus, distributed leadership as part of a strategy to replace conventional leadership styles (Bush & Ng, 2019).

Another factor that can affect teacher satisfaction is school climate (Aldridge & Fraser, 2016; Nalipay, 2023). To create a conducive school climate, the leadership of the principal is very important. If the leader can carry out his duties with integrity, a conducive school climate will be created. If the school climate is harmonious, it can have a positive impact on creating teacher job satisfaction (Don et al., 2021; Fang & Qi, 2023; Zhou et al., 2024).

Efforts to improve the school climate can be done in various ways, one of which is through openness between teachers and principals. If openness between teachers and principals is well established, it will indirectly affect the creation of mutual trust between the two parties (Sahnan & Ritonga, 2018). If the work environment at school is good, comfortable, and harmonious, teachers will be more satisfied. On the other hand, if the work environment is bad, teachers are clearly disturbed (Malinen & Savolainen, 2016). Schools with a conducive environment free from disturbing noise and misbehaving students, whose teachers have good relationships with their students and care about their well-being, are interested in students' opinions, and provide extra help to students, are more likely to have teachers with high job satisfaction. (Zakariya, 2020).

School climate reflects the experiences of students, school personnel, and parents regarding school life socially, emotionally, civically, and ethically as well as academically (Kane et al., 2016). School climate is usually assessed through survey data on norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures in schools (Lewno-Dumdie et al., 2020). Important dimensions of school climate include safety, relationships, teaching and learning activities, organizational environment, and school improvement processes (Thapa & Cohen, 2013). A positive school climate is an important component of a comprehensive school improvement process (Berkowitz et al., 2017; Bradshaw et al., 2021).

Low teacher job satisfaction arises because the reward factor received is not balanced with the work done (Annisa et al., 2017; Evans, 1998; Skaalvik & Skaalvik, 2011). In addition, they often experience delays in salary payments, narrow work spaces, and minimal appreciation (Safhira & Suarmanayasa, 2021).

This results in teachers' undisciplined behavior towards time and tasks, abuse of authority and position, low creativity, poor work ethic and even they accept what is in the school (Chudaifah, 2020).

To see the empirical phenomenon of how high school teachers' job satisfaction is in Jakarta province, the researcher then conducted an initial survey by distributing a google form questionnaire to teachers. The survey was conducted by the researcher in order to obtain an initial picture of teachers' views and perceptions of job satisfaction in schools during their work. The results show that teacher job satisfaction has not fully provided maximum satisfaction. Several aspects where the level of satisfaction still need further attention, such as awards for outstanding teachers (10,91% less satisfied), career development opportunities (9,09% less satisfied), supervision by superiors (5,45% less satisfied), and learning facilities (5,45% less satisfied). This means that to increase teacher satisfaction in schools, it is necessary to provide awards and increase incentives, provide opportunities for teachers to develop themselves, learning facilities, a good service system, and school support for teachers.

The above phenomena can lead to an understanding that there is actually a very fundamental problem related to job satisfaction among teachers. Therefore, this study is very important to be carried out in order to find a formula and at the same time explore whether there is a relationship between distributed leadership and school climate on teacher job satisfaction. Basically, the role of teachers in schools is very important. Because they are the main factor in determining the development of students and institutions, namely as a driver to achieve organizational goals, driving activities and productivity.

This study contributes to the development of theories in the field of educational management and organizational psychology by exploring the relationship between these variables. The results of this study also strengthen the existing theory on how distributed leadership and school climate affect teacher job satisfaction. Therefore, this study aims to prove the positive influence of distributed leadership and school climate on job satisfaction of senior high school teachers in Jakarta province.

## **LITERATURE REVIEW**

### ***Job Satisfaction***

Job satisfaction is a measure of how well a job meets a need or desire. As a result, a person's job happiness impacts his or her productivity at work. As a result, the value of employee work satisfaction has become a hot topic among managers and supervisors in both for-profit and non-profit enterprises (Bibi & Kalim, 2021). In the field of education, job satisfaction is a crucial factor which influences the quality of instruction, educational output and student teacher relationships. In fact, the success of an educational institution can to a considerable extent be assessed by the level of job satisfaction of its teachers. If a teacher is not getting any satisfaction with his job, it could not be possible for him to develop desirable attitudes, habits, values, interests and other qualities either in himself or among his students (Thekedam, 2014).

Job satisfaction focuses on how a person feels and thinks about the job he or she is doing. Job satisfaction includes emotional states, emotional reactions, and cognitive evaluations of the job. Both cognitive and affective features seem to be involved in the construct of job satisfaction. Job satisfaction stems from a positive perception about job conditions (Glazer, 2018). Job satisfaction is influenced by several factors including: work goals, self-efficacy, positive effect, working conditions, and goal support (Naz, 2017). Teacher job satisfaction is a feeling of pleasure that arises within a person due to work achievements, relationships with colleagues and superiors, the work environment, guarantees and awards given by the institution where he or she works.

### ***Distributed Leadership***

Distributed leadership has been defined as “to the extent that” where workers experience active involvement in activities leadership in organizational change, managing tasks, and strengthen social relationships at work (Barattucci et al., 2020). Distributed leadership as part of a strategy for move the principal from the conventional leadership style (Bush & Ng, 2019). The distributed perspective emphasizes the practice and/or activity of leadership, the actions of and interactions among students, teachers, administrators, and other school community members (Harris & DeFlaminis, 2016). Distributed leadership has great potential to improve organizational effectiveness by increasing engagement, collaboration, and adaptation to change.

Distributed leadership refers to leadership in which responsibilities, activities, roles and functions are considered as emergent traits through various means to all members (Feng et al., 2017). Distributive leaders cannot influence organizational performance without considering the capabilities of team members to achieve common goals. To harness team capabilities, distributive leaders need to be very careful in establishing a collective interpretation of the current organizational situation. However, establishing a collective interpretation may not be effective if distributive leaders do not consider the importance of creating a group learning environment to engage diverse group members (Hurwitz, 2018). What matters is the nature and quality of leadership practices. Mindful leaders must rethink their distributed leadership practices with an eye to reshaping the methods used to meet the new demands of the modern world (Bektaş et al., 2022; Rached & Elias, 2019).

Distributed leadership model that actively involves staff in decisions about what innovation to adopt and how to adopt it is more successful in ensuring teachers across the network: (1) engage with the innovation; (2) explore how new practices can be used to improve teaching and learning and (3) continue to use/improve practices on an ongoing basis (Brown et al., 2020). Distributed leadership as an organizational pattern that arises from the distribution of leadership influence from team members. There is a very strong relationship between distributed leadership and organizational performance by utilizing two important dimensions, namely external and internal managerial systems (Fu & Liu, 2018).

Overall, distributed leadership involves multiple individuals in leadership roles. This means that no one individual holds all the leadership responsibilities, but rather the tasks and roles are shared among team members. Distributed leadership not only



encourages sharing of responsibilities, but also facilitates interaction and collaboration between these individuals.

### ***School Climate***

School climate is multi-dimensional and influences many individuals, including students, parents, school personnel, and the community (Brand et al., 2008). School's climate reflects its norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A positive school climate is also an essential component within comprehensive school improvement processes (Berkowitz, Moore, et al., 2017). School climate is individual perceptions of moral, relational and institutional aspects of school life.

A positive school climate can increase student and staff motivation and create an environment that supports learning. Conversely, a negative climate can hinder individual development and performance (Kutsyuruba et al., 2015; Orpinas & Horne, 2009). School climate is shaped by the overall characteristics of the organization and the individual behavior of its members (Thapa et al., 2012; Wang & Degol, 2016). In the context of education, this means that school climate is influenced by a variety of internal psychological factors that determine how school members describe and interpret their environment.

The National School Climate Center (NSCC) describes several dimensions of school climate which consist of (a) Safety: Rules and norms, sense of physical Security, and sense of social-emotional security; (b) Teaching and Learning: Support for learning and social and civic learning; (c) Interpersonal Relationships: Respect for diversity, social support adults, and social support students; (d) Institutional Environment: School connectedness/engagement and physical surroundings; and (e) Staff Only: Leadership and professional relationships (Gottfredson et al., 2005). For more than a century, there has been a growing interest in school climate. The review focuses on five essential dimensions of school climate: Safety, Relationships, Teaching and Learning, Institutional Environment, and the School Improvement Process (Thapa et al., 2012).

School climate is the teacher's perception of the environment such as norms, interpersonal relationships, teaching, learning, and organizational structures that exist in the school with reference to the teacher's feelings while working.

### **METHOD**

This research is a quantitative research, namely a research method based on concrete data in the form of numbers that will be measured using statistics as a calculation test tool. Explanatory design is used because explanatory research is oriented towards testing the relationship between hypothesized variables (Benitez et al., 2020). The research sample was 387 respondents of state high school teachers in Jakarta Province. Random sampling was used so that each member of the population had an equal opportunity to become a sample (Lohr, 2008). The data collection technique was by distributing questionnaires in the form of a Google form ( Gform ) where the Gform was distributed to the principal via Whatsapp

media and then distributed to teachers randomly. The questionnaire presents statements and answer choices so that respondents can only provide limited responses to the choices given. Data analysis in this study used the SEM-PLS method. The analysis process using SmartPLS Software includes outer model testing, inner model testing and hypothesis testing.

Hypothesis 1: the effect of distributed leadership on teacher job satisfaction

Improvement in distributed leadership is not only related to teacher job satisfaction, but also contributes to organizational commitment and teacher engagement. Distributed leadership has an element of collaboration. Members must work as a team, share knowledge and information through effective communication to achieve school goals (Harris, 2008; Hulpia & Devos, 2010; Jain, 2016; Sedrine et al., 2020). Collaboration requires teachers to help each other through cooperation, mentoring and sharing knowledge. This is key to teacher commitment to work and can bring about their job satisfaction (Y. Liu & Werblow, 2019; Sun & Xia, 2018).

$H_1 : \rho_{y1} > 0$  (there is a positive influence of distributed leadership on job satisfaction)

$H_0 : \rho_{y1} \leq 0$  (there is no positive influence of distributed leadership on job satisfaction)

Hypothesis 2: the influence of school climate on teacher job satisfaction

Positive school climate is associated with academic achievement, motivation to learn, reduced aggression, lower suspension rates, and many other positive student outcomes (Collie et al., 2012; Darling-Hammond & DePaoli, 2020; Wang & Degol, 2016). Positive school climate has also been associated with lower perceived stress and higher efficacy and job satisfaction among teachers (Dang et al., 2024; Hu et al., 2019).

$H_2 : \rho_{y2} > 0$  (there is a direct influence of school climate on job satisfaction)

$H_0 : \rho_{y2} \leq 0$  (there is no direct influence of school climate on job satisfaction)

## RESULTS

The results of processing the model scheme include outer model measurements, inner model measurements, and hypothesis testing.

### *Measurement of outer model*

The first stage in evaluating the outer model can be started by looking at the results of the convergent validity test through its factor loading. The individual reflexive measure with the measured construct can be said to be high if it correlates more than 0,70. In this study, the loading factor limit of 0,70 was used.

Table 1. Outer Loading

| Indicator | School Climate (SC) | Distributed Leadership (DL) | Teacher Job Satisfaction (TJS) |
|-----------|---------------------|-----------------------------|--------------------------------|
| SC1       | 0.733               |                             |                                |
| SC2       | 0.807               |                             |                                |
| SC3       | 0.809               |                             |                                |
| SC4       | 0.793               |                             |                                |
| TJS1      |                     |                             | 0.817                          |
| TJS2      |                     |                             | 0.816                          |
| TJS3      |                     |                             | 0.769                          |
| TJS4      |                     |                             | 0.791                          |
| TJS5      |                     |                             | 0.786                          |
| DL1       |                     | 0.746                       |                                |
| DL2       |                     | 0.791                       |                                |
| DL3       |                     | 0.715                       |                                |
| DL4       |                     | 0.774                       |                                |

Based on the values in table 1, all outer loading values are declared valid with values above 0,70, so it can be concluded that these indicators have good validity in representing each variable.

Then the discriminant validity test is carried out by looking at the average variance extracted (AVE) value where the validity is good if the AVE value is  $> 0,70$ . Table 2 shows that the AVE value of each variable is more than 0,7, this reflects that the discriminant validity is good and the model can be used because the validity test requirements are met.

Table 2. AVE (Average Variance Extracted)

| Variables                | Average Variance Extracted (AVE) |
|--------------------------|----------------------------------|
| School Climate           | 0.836                            |
| Distributed Leadership   | 0.791                            |
| Teacher Job Satisfaction | 0.886                            |

The Cronbach Alpha and Composite Reliability values are specifically said to have high reliability if the value is more than 0,70. As seen in the following table:

Table 3. Cronbach Alpha and Composite Reliability Values

| Variables                | Cronbach's Alpha | Composite Reliability |
|--------------------------|------------------|-----------------------|
| School Climate           | 0.873            | 0.933                 |
| Distributed Leadership   | 0.812            | 0.910                 |
| Teacher Job Satisfaction | 0.835            | 0.913                 |



Based on table 3 above, it can be seen that all reliable constructs, both composite reliability and Cronbach's alpha have values above 0,70. Thus, all variables are considered to meet good reliability criteria for this study.

## 2. Measurement of inner model

Table 4. R square value

| Variables                | R Square |
|--------------------------|----------|
| School Climate           | 0.884    |
| Teacher Job Satisfaction | 0.702    |

The results of the data analysis show that distributed leadership has a significant influence on school climate and teacher job satisfaction. This can be seen from the R Square value for the school climate variable, which is 0,884, which indicates that 88,4% of the variation in school climate can be explained by distributed leadership. In addition, the R Square value for the teacher job satisfaction variable of 0,702 indicates that 70,2% of the variation in teacher job satisfaction can also be explained by distributed leadership. With these high R Square values, it can be concluded that distributed leadership plays an important role in creating a school climate that ultimately increases teacher job satisfaction.

## 3. Hypothesis testing

Hypothesis testing by measuring the t-statistic value and p- value aims to see whether or not there is an influence between the independent variable and the dependent variable. Rejected and accepted if the t-statistic value is > from the t-table value and p-value <0,05. This means that the independent variable has a significant influence on the dependent variable. Accepted and rejected if the t-statistic value is < from the t-table value and p-value > 0,05. This means that the independent variable has no influence on the dependent variable. Based on the calculations in table 5, hypothesis testing is explained as follows:

Table 5. Path Coefficients

| Influence between variables                        | T Statistics | P Values |
|----------------------------------------------------|--------------|----------|
| Distributed leadership on teacher job satisfaction | 7,078        | 0,000    |
| School climate on teacher job satisfaction         | 4,635        | 0.010    |

The first hypothesis shows that distributed leadership has a significant effect on teacher job satisfaction, with a T-statistic value of 7,078 and a p-value of 0,000. The relationship is very strong and statistically significant, because the p-value is far below the significance threshold of 0,05. The better the implementation of distributed leadership in the school environment, the level of teacher job satisfaction tends to increase significantly. The second hypothesis shows that school climate has a significant effect on teacher job satisfaction, with a T-statistic of 4,635 and a p-value of 0,010, which is also below the significance threshold. This indicates that the more conducive the school climate created, the higher the level of teacher job satisfaction in carrying out their duties.

## DISCUSSION

### *Distributed leadership and teacher job satisfaction*

Distributed leadership has emerged as an important concept in educational leadership, emphasizing shared responsibility among school leaders, teachers, and other staff (Nadeem, 2024). This approach recognizes that leadership is not confined to one individual but is distributed across multiple roles within an organization.

Research has shown that distributed leadership has a positive impact on teacher job satisfaction by fostering a collaborative work environment, empowering teachers to take initiative, and involving them in decision-making processes. When teachers feel valued and trusted in their professional roles, they are more likely to experience job satisfaction, which in turn, increases their commitment and effectiveness. Additionally, distributed leadership fosters a sense of collective responsibility, encouraging teachers to work together toward common goals. This approach not only benefits individual educators but also contributes to the success and sustainability of the school system as a whole.

Furthermore, distributed leadership increases teacher autonomy by allowing them to contribute their expertise to organizational decisions, creating a sense of ownership and pride in their work. This autonomy is closely linked to increased motivation and reduced stress, as teachers feel more in control of their professional environment (Devos et al., 2014). Additionally, when leadership responsibilities are shared, it fosters professional growth, as teachers are encouraged to develop leadership skills and collaborate with colleagues to collectively address challenges (S. Liu et al., 2021; Sun & Xia, 2018). This creates a supportive culture of mutual respect and continuous learning.

Distributed leadership can reduce the hierarchical tensions that often arise in traditional leadership models, fostering trust and transparency between administrators and teachers (Lizier et al., 2024). This open communication strengthens relationships, which is a key factor in increasing job satisfaction (Jankelová & Joniaková, 2021; Yang, 2016). Ultimately, when teachers are supported through distributed leadership practices, it leads to increased morale, lower turnover rates, and a stronger sense of purpose, which benefits both educators and students. Therefore, integrating distributed leadership into a school system is a powerful strategy for achieving a more engaged and satisfied teaching force.

Distributed leadership makes a significant contribution to improving teacher job satisfaction by promoting collaboration, autonomy, and shared decision-making. By distributing leadership roles and responsibilities, schools foster a supportive and inclusive environment where teachers feel valued, empowered, and trusted. Teachers who feel involved in decision-making and share responsibility for leadership tend to have a positive view of the development of a learning culture in their schools. This perception has an impact on increasing collaboration between colleagues, support for pedagogical innovation, and increasing student motivation and engagement in the learning process.

### ***School climate and teacher job satisfaction***

School climate and teacher job satisfaction are closely linked, as the environment in which educators work has a significant impact on their motivation, performance, and overall well-being (Aldridge & Fraser, 2016; Otrębski, 2022). A positive school climate characterized by supportive leadership, collegial relationships, respect, and effective communication can foster a sense of belonging and professional fulfillment among teachers. When teachers feel valued and supported, they tend to be more engaged, innovative, and committed to their roles, leading to increased job satisfaction. Conversely, a negative school climate, characterized by high stress, lack of recognition, and poor relationships, can lead to dissatisfaction, burnout, and high turnover.

Cultivating a positive school climate not only benefits teachers but also improves student outcomes, as satisfied and motivated teachers are better equipped to create engaging and effective learning experiences. Schools aiming to improve teacher job satisfaction should prioritize professional development, collaborative opportunities, and a culture of respect and recognition.

Teacher job satisfaction is influenced by factors such as workload, autonomy in decision-making, and access to resources (Toropova et al., 2021). A school climate that balances accountability with trust and provides teachers with the tools and flexibility to carry out their duties effectively can significantly enhance their professional experience (Banerjee et al., 2017). Support from administration is critical; when leaders are approachable, responsive, and empathetic to teachers' needs, it creates an atmosphere of mutual respect and partnership (Collie et al., 2012).

Fostering a culture of collaboration among teachers can boost morale and reduce feelings of isolation, as educators often benefit from sharing ideas, strategies, and challenges with their peers. Schools that encourage mentoring programs, team teaching, and regular staff meetings tend to create stronger professional bonds, which contribute to a more cohesive and positive environment (Darling-Hammond & DePaoli, 2020; Wang & Degol, 2016). Furthermore, recognizing and celebrating teachers' accomplishments through awards, public recognition, or personal appreciation can increase their sense of purpose and job satisfaction (Dreer, 2022; Nalipay, 2023; Whitaker et al., 2013).

Thus, school climate plays a significant role in shaping teacher job satisfaction, influencing their performance, well-being and commitment to their role. A positive school climate is characterized by supportive leadership, collaboration, recognition, increased sense of belonging and professional training of teachers. By creating a positive learning atmosphere through academic encouragement, good relationships with students, and active communication with parents, teachers not only increase the effectiveness of learning but also feel higher satisfaction in their work. Emotional support through empathy and safety education also contribute to the creation of a safe and supportive environment.

### **CONCLUSION**

This study shows that distributed leadership and school climate have a significant influence on teacher job satisfaction. Distributed leadership creates collaboration, empowerment, and shared decision-making, which increase teacher self-confidence and job satisfaction. Meanwhile, a conducive school climate supports collegial relationships, effective communication, and appreciation for teachers, which directly increase their engagement and well-being. The researcher suggests that distributed leadership practices need to be implemented by strengthening collaboration and providing opportunities for teachers to participate in decision-making. In addition, the principal creates a positive school climate through open communication, administrative support, and appreciation for teacher achievements, both academic and non-academic. Therefore, further research with a qualitative or mixed approach can provide more comprehensive insights into teacher job satisfaction.

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