

How School Culture and Teacher's Work Stress Impact on Teacher's Job Satisfaction

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Abstract. This study examined the impact of school culture and teachers' stress on satisfaction among vocational teachers. Vocational school as a school with the development of work-ready skills, combine learning dual system by learning in school and work in the industry, needs to be examined as the effectiveness of teacher abilities and overall education policy. Teacher satisfaction in this study is regarding teachers' feeling level of pleasure as an upbeat assessment of the work and its environment (school). Data were collected through a survey into 142 teachers of vocational high school in Greater Jakarta, Indonesia. Data were analysed by path analysis to determine the effects among variables and processed by SPSS 24. The results showed that school culture which now impacts teacher stress equal to 1,795%, the contribution of teacher stress which is directly teacher's job satisfaction equal to 43,296%, the contribution of school culture to teacher's job satisfaction skill through teacher stress is 5,198%. The findings are that teacher's job satisfaction is directly influenced by the teacher's pressure with a dominant influence. Physical condition is the leading indicator in developing teacher's job satisfaction skills for school in policy-making as well as a teacher. Simultaneously school culture and teacher's stress affect teacher's satisfaction skills by 52.3% and 47.7% influenced by other variables. This study also recommends further research to develop variables on aspects of teacher's competence and creativity in measuring teacher satisfaction skills, both in direct and indirect influence.

Keywords: School culture; Teacher stress; Teacher satisfaction; Vocational teacher

1. Introduction

The role of the teachers as one of the crucial human resources in the school organisation will significantly determine the success of achieving the goals of the

school organisation. One of the main reasons for this statement is that the success of teaching and learning at school will create a qualified human resource. The teachers are ever considered as the most critical agents in the school system, for they are the main actor who deals with students as an educational object (Baumert et al., 2013). Recently, the teacher has several demands related to inside and outside school tasks which he must carry out well. Internal functions are associated with the role of the teacher as a designer and facilitator in the learning process, which requires high creativity. Moreover, the students today called the millennial generation are no less creative than their teachers in any kind of understandings of the materials and technology (Kotz, 2016). This phenomenon can be one challenge for teachers nowadays to create effective learning methods and approaches. The second one is related to additional tasks which are non-academic tasks, such as fostering extracurricular activities, attending meetings, self-upgrading through teacher training, and helping school leaders in achieving school goals through school accreditation which quite burdens for some teachers.

The ability of a school organisation that has a competitive advantage is also urgent to be able to compete with other schools, both public and non-public school. In addition to this, the school organisation must also have a good synergy among education elements included principals (Borman & Maritza Dowling, 2008), teachers and staff, students, parents, society, government, and another business world (Erichsen & Reynolds, 2019). Thus, the school organisation system will run effectively and resulting in a quality school.

On the other hand, each teacher has the characteristics and uniqueness in determining their perceptions, views, seen, and feelings towards all their needs and desires in the school organisation. Therefore, the school management needs to pay attention to these conditions for the teachers having reasonable job satisfaction (Ryan et al., 2017). To support the synergy among school elements which ultimately also affect the achievement of school goals, the school has to increase its teachers' satisfaction. There are three kinds of teachers in Indonesia based on status, which perhaps will be different in their satisfaction. The first is a public teacher who is paid by the government with a standardized government salary. In the capital city of Indonesia, Jakarta general teachers get the highest salary based on provincial minimum wages compared to teachers in other regions. One of the reasons is that they received a regional performance allowance which does not receive by another teacher in the other areas. This regional performance allowance can reach 8 to 10 million per month. Teachers in Jakarta regions have higher work pressure and public attention than others. The second is a non-general teacher whose salary is paid by a foundation. The wage of this kind of teacher is varied based on foundation ability and regional minimum wage. The last is an honorary teacher whose compensation could be paid by a school both public and non-general school, but the number is still far from the two one. The interesting thing in this study, that we explore teachers' job satisfaction among capital city public teachers who claimed to get the highest salary than another. Teacher's job satisfaction is not only related to the compensation but also feelings, as well as promotions, and many other indicators. It is an individual thing that has a different level of job satisfaction regarding each adopted value system (Cirocki & Farrell, 2019). The more tasks in their work following their assumed value, the more satisfied with their work the

teacher will be. Vice versa, the more functions in their careers incompatible with their adopted value system, the more dissatisfied with the outcome the teacher will be. The previous study explains many factors influencing teacher's job satisfaction such as school culture (Zavyalova & Kucherov, 2010), work stress (Rizwan, Waseem & Bukhari, 2014) (Riaz et al., 2016) (Eichinger, 2000), principal leadership (García Torres, 2019), work motivation (Sohail et al., 2014), work loyalty (Waqas et al., 2014), work performance (Jalagat, 2016), compensation and empowerment (Asmawi-, 2017), and teacher's self-efficacy (Sun & Xia, 2018). This present article aims to enrich the study of job satisfaction relate to school culture and teacher's work stress.

2. Literature Review

2.1. School Culture

Hoy (1990) states that school culture is talking about feeling, character, and organisational ideology within school complexity. It is relevant to the professional community, organisation learning, and trust (Louis, 2006). Some other previous studies rarely used the phrase "school culture" which may be partly due to organisational culture. They find that school as an education organisation is a system within its culture concepts. Schein (2004) defines some patterns of belief and perception of students, teachers, staff, principal, stakeholders, and school values as school culture. Organisational culture is considered more applicable and related to measurement problems that accompany it, especially when the quantitative approach used, besides it has its roots in the field of sociology (Lee & Louis, 2019). As a systemic organisation in education level, the school has some beliefs, ideology, and special characters that may be different from one other school. Every school leader needs to ensure their school culture can control school beliefs, personalities, and habits (Gruenert & Whitaker, 2015). Thus, school culture within their characteristics existing in schools relates to value, norms, morals, and behaviours based on the school itself (Deal & Peterson, 2016).

School culture includes norms, values, beliefs, rituals, traditions that distinguish one school from another school. This system is often formed by what people think and how they act. The people of the school organisation consist of the principal, teachers and staff, students, student's parents, school committees, and some stakeholders. School culture functions as a school framework in acting, interacting, thinking, and feeling, including individual discussion way, school physical appearance, and how they serve their social standards, values, expectations, and behaviours (Guthrie & Schuermann, 2011).

Previous researchers have studied the impact of school culture on teachers' job satisfaction. For example, Bellou (2010) found certain cultural traits as job satisfaction amplifiers. Some other researchers in corporate culture agree that organisational culture influences job satisfaction. One example is on school culture, which will give many impacts on teacher's job satisfaction (Belias, Koustelios, Vairaktarakis & Sdrolias, 2015). The study about the school, as an organisation, and its culture has not been so much recently. Hence, in terms of the school level, this present study also hypothesized that school culture impacts on teacher's satisfaction.

2.2. Teacher's Job Stress

Uncomfortable conditions at work may cause teachers frustrated and depressed. They even feel angry, worry, and negative thinking about their careers. If this happens, teachers cannot control the problems which undoubtedly affect their job. These bad feelings among teachers are what we call teacher job stress (Chris, 2001). Previous studies showed that many factors cause the teacher's job stress. One clear example is that relates to unsatisfied salary, low promotion, unclear career, problems with principle and colleagues, insufficient appreciation of teaching, and inadequate learning facilities (Abel & Sewell, 1999). Teacher's issues not only relate to the students but also connect to partners, as well as environment and workloads. Another previous study, Liu & Ramsey (2008) stated that teachers' work stress is influenced by workload and students' misbehaviour. If the teachers cannot solve their pressure well, as an effect, they are a bad time for planning and preparing a heavy teaching workload. Furthermore, if they still on that stress without any solutions, perhaps it may cause some physical and physiological pain. Chaplin (2008) explains three factors identified as teacher's work stress are management system, overlapping, and inadequate support. Some other factors also reveal that inappropriate student's behaviour, too many jobs, school rules system, poor colleagues, and the way how school leaders give supports are some other causes making teacher's job stress (Wilson, 2002). Uniquely, what founded is that several studies state about female teachers who have more work stress than male teachers.

Klassen and Chiu (2010) who did previous research about it, stated that there are differences between male and female teachers in facing stress during teaching. The first difference tends to relax and ignore the problems, while the second is becoming it into huge problems. Female teachers indicated more detailed in designing the learning process in the classroom; they also are very strict in conducting class management and roles. Then, when they could not manage it correctly, most of them think these as big problems. Even though they consider those big problems will not end when some administrative tasks and other assignments outside of their teaching obligations increase and accumulate. Stress in any kind of terms has impacts on job satisfaction, included at school. Teachers' work stress influences on their job satisfaction as a teacher (Troesch & Bauer, 2017). Yin et al., (2019) also stated that the expression of naturally felt emotions reduced teaching satisfaction. This study presents the hypothesis that teacher stress impacts on teacher satisfaction.

2.3. Teacher's Job Satisfaction

Most of the researchers used job satisfaction as the basic theory of teacher satisfaction. Positive feelings, including positive emotions and happy for doing the works defined as job satisfaction (Locke, 1976) said. It means that when we think, we have feelings about what we believe. Then when we have feelings, we think about what we feel. Regarding this statement, we can find that teachers' satisfaction, including the intrapersonal judgment process, which appears from positive emotions. However, this only measures the affective condition of the teacher, nor fully measure teaching satisfaction (Ho & Au, 2006). Job satisfaction describes the emotional state of a person

associated with positive and negative assessments from within the individual of his work (Ma & MacMillan, 1999). Chiu & Chen (2005) mentioned that the teacher's job satisfaction derived from intrinsic and extrinsic factors, and both of them are complex concepts. The first one relates to the level of the work, and the second one relates to the level of job conditions, school policies, and other factors which no relations with the job. On the other side, Demirtas (2010) explains the teacher's job stress as a positive emotional state resulting from teaching experience. Not much research demonstrates the influence of both school culture and teachers' work stress on teachers' job satisfaction at school. However, by a separate study of two different variables, this study hypothesizes that both school culture and teacher anxiety impact on teachers' satisfaction. Thus, based on the model, the conceptual framework of this present study can be seen in Figure 1

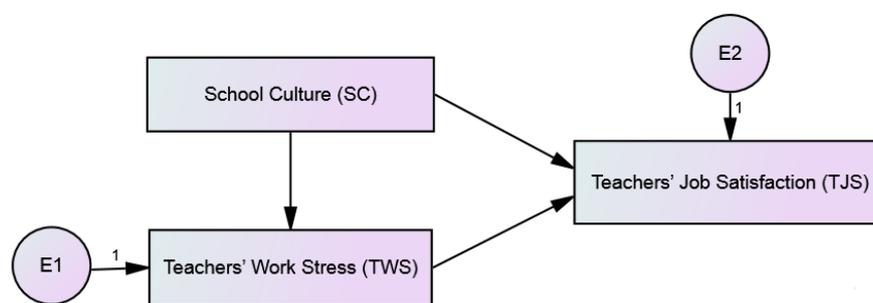


Figure 1. The Framework of The Conceptual

3. Method

This study was carried out through a survey method, using questionnaires as the main instrument (Appendix). The population was 240 vocational teachers in Jakarta Indonesia with 142 teachers as the sample. Both public and private vocational teachers including in this research, and Isaac, and Michael formula are also used to determine the significance level of 5%. This study used a simple random sampling technique in determining the sample. The sampling technique choosing is as regarding Chauvet & Do Paco (2018) that this technique is for all populations with a similar opportunity. The study used a questionnaire to collect the data, as this is a survey study which analyzed by using Confirmatory Factor Analyses (CFA).

We use the Lilliefors test, as stated by Malhotra (2009), to test the normality of regression estimation of the data. In this test, generally, the data is normally distributed if the significance value is higher than 0.05, while below than this value indicates not normally distributed. We also use ANOVA to test the significance of the coefficient of regression and its correlation. Meanwhile to try the validity test, that each item arithmetic should larger than 0.30, we use the Product Moment correlation between Pearson and the reliability test of Cronbach's Alpha, that each item should be higher or same as 0.5 (Hair et al., 2010; Eisingerich & Rubera, 2010). To analyse the impact of patterns among endogenous variables, this study uses path analyses. According to Hair et al., (2010) when $p\text{-value} < 0.05$, the independent variable will be significantly impacted by the dependent variable.

4. Results and Discussion

In Table 1, we can see the characteristics of respondents in this study. The sample consisted of 60 male vocational teachers (41.4%) and 82 female vocational teachers (58.6%) around Jakarta regions. It indicates that most of the Indonesian teachers are dominated by female teachers who are assumed to have more work stress than the other one. Most of the respondents are aged 25 to 34 years old (42.1%). This age indicates a productive age for teachers to full of their performance at school, but it is still regarded as unstable in determining teacher's satisfaction perception. The educational background of the respondents is a bachelor's degree (83.2%) which describes the educational experience of Indonesian teachers generally. 85.7% of the respondent is also married, which indicates that the respondents with multiple roles as a teacher, wife or husband, father, and mother, have a significant impact on their satisfaction at school. Different from married teachers, unmarried teachers or teachers with divorce background and a single parent may have a different level on how much job satisfaction they have.

Table 1. Characteristics of Respondent

Demographic factors	number	Per cent (%)
Sex:		
Male teachers	60	41.4
Female teachers	82	58.6
Age (years old):		
< 25	21	15.0
25 - 34	59	42.1
35 - 44	28	20.0
45 - 54	20	14.3
> 55	14	8.6
Education:		
Bachelor	124	83.2
Master	18	16.8
Marital Status:		
Single	12	7.9
Married	121	85.7
Divorce	9	6.4
Total	n=142	100.0

School culture as an independent variable is the primary data obtained through a questionnaire tool using a Likert scale. The instrument with four indicators contained 18 statements that tested its validity and reliability namely school values, school beliefs, school assumptions, and school norms (Table 2).

Table 2. School Culture

Dimension	Indicator	Number	Corrected item-total correlation	Cronbach's Alpha when numbers deleted	Total Score	%
School Culture	School Values	1	0.143	0.824	506	134.22
		2	0.045	0.831	523	
		3	0.618	0.798	519	
		4	0.579	0.803	486	
	School Beliefs	5	0.163	0.824	516	136.87
		6	0.605	0.803	562	
		7	0.367	0.813	503	
		8	0.513	0.805	503	
	School Assumptions	9	0.318	0.817	574	152.25
		10	0.613	0.799	508	
		11	0.564	0.804	578	
		12	0.292	0.818	526	
		13	0.414	0.811	416	
	School Norms	14	0.601	0.798	465	123.34
		15	0.483	0.807	501	
		16	0.526	0.804	466	
		17	0.313	0.816	357	
		18	0.270	0.818	325	

Based on the data above, school assumptions with a total score of 152.25 % places the highest level as the most influential factors on school culture while the lowest total rank is the school norms indicator. School assumptions relate to how the teachers perceive their school system assumptions, including environmental culture, rules and regulations, etiquette, and spiritual culture. School beliefs define as an eclectic mix of practical rules, generalisations, opinions, and structured expectations. The more it is positioned at the centre of the belief system, the less this belief is subject to change (Herman et al., 2008). School values relate moral order hold by a school including the commitment to fairness, consistency, care ethics, and inclusion. School norms relate to legal principles, rules, humanity, and inspirations (Bipath & Moyo, 2016).

In addition to school culture, this research also measures teacher stress which measured by three indicators consisted of emotions, thinking processes, and physical conditions, as shown in Table 3.

Table 3. Teacher's Stress

Dimension	Indicator	Number	Corrected item-total correlation	Cronbach's Alpha when item deleted	Total Score	%
Teacher's Stress	Emotions	1	0.464	0.525	377	85.49
		2	0.132	0.570	309	
		3	0.340	0.538	298	
		4	0.091	0.572	434	
		5	0.320	0.538	311	
		6	-0.056	0.604	483	
	Thinking Process	7	0.372	0.527	348	78.91
		8	0.363	0.529	278	
		9	0.185	0.561	290	
		10	0.418	0.519	303	
		11	-0.062	0.603	532	
		12	0.458	0.518	253	
	Physical Condition	13	0.231	0.554	411	93.20
		14	0.108	0.575	293	
		15	-0.322	0.630	445	
		16	0.240	0.553	339	
		17	0.205	0.558	421	
		18	0.184	0.561	459	

According to the data, physical conditions became the highest indicators in teacher's stress, while the thinking process is the lowest rank. Physical conditions related to stress symptoms, such as feeling the pain of some parts of the body, headache, stomachache, back pain, and other physic problems. The data above surprisingly show us that most of the teachers feeling pain physically when they are stress in their works. These physical problems are mostly found in school teachers who represent an occupational group within a high prevalence of neck and/or shoulder pain, and low back. (Yang, Ge, Hu, Chi & Wang, 2009) Yang et al., (2009) state that occupational stress and strain cause worsening physical and mental conditions for teachers. Emotions at work also received attention, since it relates to the activation of the cardiovascular system, stress, exhaustion, and other physical symptoms, such as headache. In general, the factors that cause teacher's emotions are emotional links between school leaders and teachers, students, partners (Nono et al., 2007). Idris (2011) also states that teachers who are trapped in negative emotions, such as angry, and depression may intend to feel dissatisfaction with their job, and leave their organisation.

The primary dependent variable in this study is teacher satisfaction which measured by some indicators such as the teacher's feelings, teacher's work, salary, supervision, teachers' partner, and teacher's promotion. The highest rank of teacher's wages shows that the respondents have a higher perception of it than others. They considered that salary is the most factor in determining their job satisfaction (see Table 4).

Table 4. Teacher Satisfaction

Dimension	Indicator	Number	Corrected item-total correlation	Cronbach's Alpha when item deleted	Total Score	%
Teachers' Job Satisfaction	Teachers' feeling	1	441	0.785	441	16.64
		2	549	0.795	549	
		3	468	0.784	468	
	Teachers' work	4	524	0.775	524	16.52
		5	478	0.777	478	
		6	560	0.772	560	
		7	468	0.791	468	
		8	576	0.783	576	
		9	416	0.776	416	
		10	335	0.788	335	
		11	502	0.779	502	
	Salary	12	596	0.777	596	19.59
		13	572	0.768	572	
		14	610	0.772	610	
		15	510	0.782	510	
	Supervisor	16	460	0.774	460	14.30
		17	382	0.788	382	
		18	411	0.775	411	
	Teachers' partner	19	502	0.782	502	17.14
		20	506	0.786	506	
		21	462	0.788	462	
		22	539	0.778	539	
		23	494	0.796	494	
		24	500	0.788	500	
	Teachers' promotion	25	506	0.775	506	15.81
		26	489	0.777	489	
		27	452	0.788	452	
		28	452	0.776	452	
		29	409	0.784	409	

Based on the normality test, teacher's satisfaction (Y) has a significance value of 0.764, while the significance of school culture (X1) of 0.918, and teacher's stress (X2) of 0.985. Therefore, using the normality Shapiro-Wilk to the significant value of the residual standard data, we found that the data generally normal since the significance of those three variables is more than 0.05. The table also means that H0 is accepted; hence the regression model has fulfilled the normality assumption. The linearity of school culture and teacher's satisfaction also indicates the significance value of the standard residual of 0.639. Since this is more than 0.05, it means that school culture has a linear effect on teacher's satisfaction. The linearity test of teacher stress and teacher's satisfaction results in a significant value on the residual standard of 0.510 is greater than 0.50. Thus, the teacher stress and teacher's satisfaction have a linear effect. The result also shows the experimental data of school cultures (X1), teacher stress (X2), and teachers' satisfaction (Y) into 142 vocational teachers using validity tests with the Product Moment correlation of

Pearson. Since we found that r arithmetic > 0.50 , it means each item can be measured. Cronbach's Alpha shows that the value of school cultures is 0,85, teacher stress is 0,88, and teacher satisfaction is 0,83. Hence, the measuring instrument used is valid and reliable by using a statistic reliability test. To know the direct influence between school culture and teacher's work stress, we put school culture (X_1) as an exogenous variable and teacher's work stress (X_2) as endogenous variables on hypothesis testing between variable structure and substructure 1 with structural equation $X_2 = \rho_{21} + \epsilon_1$. This calculation uses SPSS 24, and we can see the result in Table 5.

Table 5. Coefficients Sub-Structure Test 1; Influence of School Culture to Teacher's Work Stress

Model		Unstandardized Coefficients		Standardized Coefficients	t	F	Sig.
		B	Std. Error	Beta			
1	(Constant)	53.250	3.953		13.472	2.533	0.000
	School Culture	-0.099	0.062	-0.134	-1.591		0.114

a. Dependent Variable: Teachers' Work Stress (TWS)

According to those calculations, the value of path coefficient ρ_{21} is -0.134, hence the structural equation form is $X_2 = -0,134 X_1 + \epsilon_1$. With $R^2_{2.1}$ is 0.18, the magnitude of variables that affect the model into endogenous variables of teacher work stress is $\epsilon_1 = 0.82$.

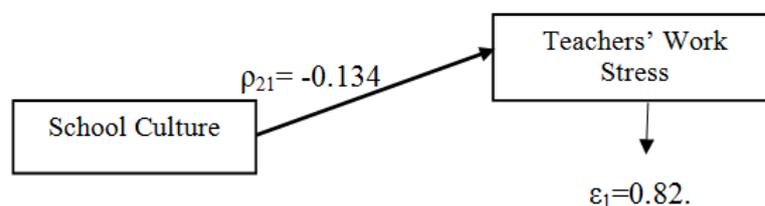


Figure 2. Path Coefficient Substructure Model 1

Further analysis to study the indirect influence of school cultures (X_1) on teachers' satisfaction (Y) which is mediated by teacher stress (X_2) uses SPSS 24, and the result as shown in Table 6. The model path coefficient analysis of this substructure 2 is $X_3 = \rho_{31}X_1 + \rho_{32}X_2 + \epsilon_2$.

Table 6. Test Coefficients Sub-Structure 2. Influence of School Culture, Teachers' Work Stress toward Teachers' Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	F	Sig.
		B	Std. Error	Beta			
1	(Constant)	136.193	6.309		21.587	62.4	0.000
	School Culture (SC)	0.147	0.066	0.140	2.249		0.026
	Teachers' Work Stress (TWS)	-0.942	0.089	-0.658	-10.547		0.000

a. Dependent Variable: Teachers' Job Satisfaction (TJS)

Based on those calculations, the value of path coefficient $\rho_{31}=0.140$ and $\rho_{32}=-0.658$, hence we found that $X_3 = 0.14X_1 - 0.658X_2 + \varepsilon_2$. Since the value of $R^2_{3.12}$ is 0.477, then the magnitude of other variables that affect outside the model towards endogenous variables X_3 is $\varepsilon_2= 0.523$.

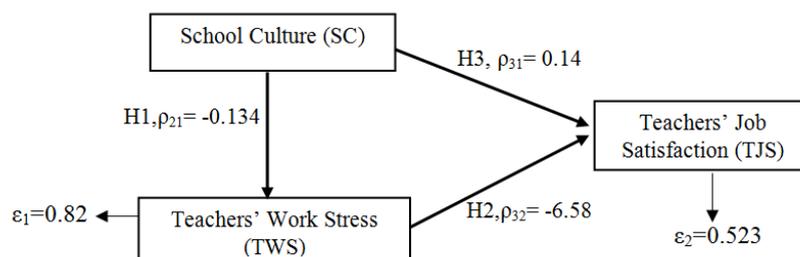


Figure 3. Coefficient of Path Substructure Model 2

We also analyse total influence which is a combination of both previous effects. According to the coefficient value, as shown in Table 7, we can conclude that all of these paths are significant.

Table 7. Path Coefficient, Direct and Indirect Impact

Impact	Causal effect			total
	Traversed Variable			
	Direct	X2	Indirect	
SC to TJS	0.14	-	-	0.14
		(-0.134) (-0.658)	0.088	0.228
TWS to TJS	-0.658	-	-	-0.658
SC to TWS	-0.134	-	-	-0.134

Regarding the analysis above, we found the form as follows:

- School culture impacts on teacher's stress directly and significantly as 1.795%.
- Teacher's stress impacts on teacher's job satisfaction directly and significantly as 43.396%.
- School culture impacts on teacher's job satisfaction mediated by teacher stress as 5.198%

Based on some data above, we can reveal that school culture components like beliefs, norms, assumptions, and values having a significant and positive influence on teachers' job satisfaction. Furthermore, as shown in Table 1, school beliefs have a higher impact on it. If organisational culture goes up, then the job satisfaction of the teacher and the faculty members of the universities will also go up. School culture has many more influences on school performance by impacting the psychological of individual teachers and groups (Zhang & Li, 2013). On the other side, De Ruyter, Wetzels and Feinberg (2001) revealed that job stress impact on job satisfaction directly. The ambiguity of stress and conflict stress significantly impact on job satisfaction. In addition to this, teachers' workload at school, causing physical symptoms effects on job satisfaction (De Simone, Cicotto & Lampis, 2016).

Educational change and current curriculum initiatives caused teachers to work stress which impacts their job satisfaction (Moriarty, Edmonds, Blatchford & Martin, 2001). Thus, as shown in Table 4, both school culture and teachers' work stress can influence teachers' job satisfaction.

5. Conclusion

The result of the study concluded that school culture and teachers' work stress significantly impact on teachers' job satisfaction. These school culture indicators consist of teachers' feelings, career, salary, supervision, partner, and promotion. High and conducive school beliefs, norms, assumptions, and values will directly impact teacher's feelings whether they are pleased or not to work as a teacher. Teachers' emotions, physical symptoms, and thinking processes are kinds of teacher's work stress that also can impact on their job satisfaction. Thus, to increase teachers' job satisfaction, effective school management not only needs to build and create positive school culture but also analyses as well as solve teachers' work stress concisely.

This finding is also could be a study in developing teachers' job satisfaction in theoretical aspect studies, namely the development of scientific studies for teacher's job satisfaction, as well as practical in developing teacher's quality. In developing teacher's satisfaction skills among vocational teachers, it was found that physical aspects as the leading indicator of teacher's stress variables. Thus, both the government and school need to analyse and evaluate teacher development policies. It is also an input for the government in taking the system of developing vocational teacher competencies, especially in optimizing and synchronizing between vocational schools and industries so that they become pro.

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Appendix

Questioners How School Culture and Teacher's Work Stress Impact on Teacher's Job Satisfaction

Note

SA : Strong Agree

A : Agree

N : Neither Agree nor Disagree

D : Disagree

SD : Strong Disagree

1. School Organisation

Number	Statements	SA	A	NAND	D	SD
1.	School support the works with values					
2.	School leader asked me to have the initiative to work					
3.	School leader support me to increase the creativity					
4.	School leader support me to have innovation in sharing the ideas					
5.	The school support me to decide any decisions relates to my responsibility as a teacher					
6.	I do not understand my school values					
7.	I am ready to take the risk in my duty					
8.	The school support me to believe that the result never betrays the effort					
9.	The school give me a chance to my best					
10.	The school apply the discipline strictly					
11.	The school convince me about my next carrier					
12.	The school motivates the teachers well					
13.	The school suggested the teachers be always productive in reaching school goals					
14.	The school support the teachers to be creative in doing the duty					
15.	The school applies well system in preventing the pressure					
16.	The school roles support the goal enrichment					
17.	The school roles are relevant to school goal					
18.	The school roles support me to do better in my duty					
19.	The school roles made me stress					
20.	The school roles are relevant to my value					

2. Teacher's Stress Work

Number	Statements	SA	A	NAND	D	SD
1.	I feel high tension facing my works					
2.	I cannot control my emotions when facing my works					
3.	I always feel angry when my students ignore me					
4.	I have difficulties in working, but I am afraid to tell them about my principles nor my partners					
5.	I enjoy and feel comfortable in my workings					
6.	I have no emotional distractions in doing my job					
7.	I feel dizzy in facing my works					
8.	I had diarrhea in facing my works					
9.	I cannot sleep well because thinking of my works					
10.	I feel very tired when teaching					
11.	I do not feel any pain in facing my jobs					
12.	I always take care of my health even though I have many works					
13.	I have a stomachache both at work and afterward					
14.	I think positively about the policies given to works					
15.	I felt that the demands on the quality of my works were unreasonable					
16.	I suspect things were badly planned					
17.	I am passionate and excited to think about the school progress					
18.	I am not excited to think about my job					
19.	Unwell explained authority or responsibility makes me feel depressed					
20.	I felt the workload assigned to me was reasonable					

3. Teacher's Job Satisfaction

Number	Statements	SA	A	NAND	D	SD
1.	I feel happy to work at this school					
2.	I felt the school atmosphere was fun					
3.	My school environment was fun					
4.	I feel unhappy to work at this school					
5.	I feel happy when I meet students who are ready to study					
6.	I do not like facing naughty students					
7.	My working is relevant to my expectations					
8.	I feel this job is what I dreamed of long ago					
9.	My job is relevant to my educational background, competency, and skills					
10.	My job gives me a better challenge					
11.	I understand my jobs and responsibility well					
12.	Working at this school made my days					
13.	This school is my best place to work					
14.	My works are interesting and challenging					
15.	The salary I got is relevant to my workload					
16.	The salary I got was huge					
17.	The salary I got is relevant to my educational background, experiences, and skills					
18.	I always feel being supervised at work					
19.	I was annoyed by the school supervisor					
20.	The school supervisor is good					
21.	The school leader supervise as needed					
22.	The school leader support me to increase my skills					
23.	My partners support me well					
24.	In general, the relationship among partners is harmony					
25.	The conflict with school partner made me difficult to work					
26.	The school give some awards to the achievement teachers					
27.	The opportunity to get the promotions at this school tends to be easy					
28.	I feel my school appreciate me well in working					
29.	I think the school did not give enough rewards if I do well job					
30.	When I complete my job well, my school leader praises me well too					