

An Empirical Study on the Teacher Satisfaction and Motivation on the Teaching Performance: A Case of Papua Pegunungan Province of Indonesia

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ABSTRACT

This empirical study examines the relationship between teacher satisfaction, motivation, and teaching performance in Papua Pegunungan Province, Indonesia. The study aims to understand how various factors contributing to teacher satisfaction and motivation impact their teaching effectiveness in this region. Using a mixed-methods approach, quantitative data were collected through surveys measuring teacher satisfaction, motivation levels, and perceived teaching performance, while qualitative insights were gathered through interviews with teachers and school administrators. The study reveals that factors such as job security, professional development opportunities, and work-life balance significantly influence teacher satisfaction, while intrinsic motivation factors like passion for teaching and student outcomes play a crucial role in enhancing teaching performance. The findings suggest that improving teacher satisfaction and motivation through targeted policies and support structures can positively affect teaching quality in Papua Pegunungan. This research contributes to the broader understanding of teacher dynamics in remote areas of Indonesia and offers practical recommendations for educational policy reforms.

Keywords: teaching performance, teacher satisfaction, teacher motivation, theory of planned behaviour

I. INTRODUCTION

A. Profiling of Primary and Secondary Education in Papua Pegunungan Province of Indonesia

The educational landscape in Papua Pegunungan Province, Indonesia, presents unique challenges and opportunities for both primary and secondary education. Located in the highlands of Papua, the region has

historically faced limited access to educational resources due to its geographical isolation, socio-economic disparities, and cultural diversity. Recent efforts by the Indonesian government and local organizations aim to improve education infrastructure, teacher training, and student engagement in the province. Primary education is crucial, as the National Education System Law mandates nine years of compulsory schooling, yet enrollment rates in some areas remain low, particularly in remote villages (Kementerian Pendidikan dan Kebudayaan, 2020).

Furthermore, secondary education faces challenges in terms of retention and dropout rates, with economic factors often pushing students to enter the workforce rather than continue their education (Yulianto, 2019). The Papua Pegunungan region also struggles with insufficient school facilities, limited access to quality learning materials, and high teacher turnover, which further hampers the overall quality of education (BPS, 2021). However, localized initiatives, such as mobile schools and community-based learning programs, have shown promise in addressing these barriers. A more concerted focus on enhancing educational equity, improving school infrastructure, and providing professional development for educators is essential to improving both primary and secondary education outcomes in the province.

B. Description on the Education Development for Primary and Secondary School in Papua Pegunungan of Indonesia

Education development in Papua Pegunungan, Indonesia's mountainous region, faces significant challenges due to geographic isolation, cultural diversity, and socio-economic factors. Efforts to improve primary and secondary education have included curriculum adaptations that incorporate local wisdom to enhance contextual learning for indigenous students. A study on inclusive education curriculum development in Papua highlights that integrating indigenous knowledge into the curriculum supports contextual learning for indigenous students, serving as a model for other regions seeking to develop inclusive education curricula. Additionally, the Rural and Remote Education Initiative, a collaboration between UNICEF and the Australian Government, has been instrumental in enhancing foundational literacy and numeracy skills among early-grade students in Papua. Launched in July 2024, this program aims to improve the quality and inclusiveness of teaching and learning in schools across six districts, benefiting both girls and boys, including those with disabilities. However, challenges persist, including inadequate infrastructure, security concerns leading to school closures, and limited parental engagement. These issues contribute to low enrollment rates and hinder children's learning experiences. Addressing these challenges requires a collaborative approach involving teachers, parents, community leaders, and government entities to create a supportive learning environment.

II. LITERATURE REVIEW

A. Underpinning Theory of Reason Action (TRA) on the Teacher Performance

The Theory of Reasoned Action (TRA), developed by Fishbein and Ajzen (1975), provides a robust framework for understanding human behavior, including teacher performance in educational settings. TRA posits that an

individual's behavior is directly influenced by their behavioral intentions, which are shaped by attitude toward the behavior and subjective norms (Ajzen & Fishbein, 1980). In the context of teaching, a teacher's performance is largely determined by their attitudes toward teaching effectiveness, student engagement, and professional responsibilities (Teo, 2011). Moreover, subjective norms, including peer expectations, institutional policies, and societal values, play a crucial role in shaping a teacher's commitment to high-performance teaching (Han & Yin, 2016). This theory suggests that if teachers hold positive attitudes toward their profession and receive strong support from their professional community, they are more likely to engage in effective teaching practices. Understanding TRA in relation to teacher performance can help educational institutions develop strategies to enhance teacher motivation and professional development.

B. Defining Teaching Performance

Teaching performance refers to the effectiveness and efficiency with which educators facilitate student learning, engage in instructional delivery, and contribute to academic success. It encompasses a wide range of competencies, including subject matter expertise, pedagogical skills, classroom management, and the ability to foster critical thinking and student motivation (Stronge, 2018). According to Darling-Hammond (2021), high-quality teaching performance is characterized by a combination of professional knowledge, instructional planning, and adaptive strategies that respond to diverse student needs. Moreover, teaching performance is often assessed through various measures, such as student achievement outcomes, classroom observations, and self-reflection practices (Marzano, 2017). Given the evolving nature of education, continuous professional development and reflective teaching practices are essential in enhancing teaching performance and ensuring effective learning experiences (Hattie, 2019).

C. Defining Teacher Satisfaction

Teacher satisfaction refers to the overall contentment and fulfillment educators experience in their professional roles, influenced by factors such as working conditions, salary, student behavior, administrative support, and professional development opportunities (Skaalvik & Skaalvik, 2017). It is a critical component of teacher retention, motivation, and effectiveness in the classroom. Locke (1976) defines job satisfaction as a positive emotional state resulting from the appraisal of one's job or job experiences, a perspective that applies to teachers as they evaluate their work environment and professional growth. Research suggests that higher levels of teacher satisfaction lead to improved instructional quality, student engagement, and overall school performance (Ingersoll, 2001). Conversely, low satisfaction is often linked to burnout, stress, and high turnover rates among educators (Klassen & Chiu, 2011). Understanding teacher satisfaction is essential for policymakers and school administrators aiming to improve the educational system and retain qualified educators.

D. Defining Teacher Motivation

Teacher motivation refers to the internal and external factors that drive educators to engage in their profession with enthusiasm, commitment, and persistence. It encompasses intrinsic factors such as a passion for

teaching, the joy of student success, and personal fulfillment, as well as extrinsic factors like salary, job security, and recognition (Ryan & Deci, 2000). According to Self-Determination Theory (SDT), motivation exists on a continuum ranging from intrinsic motivation, where teachers find satisfaction in the work itself, to extrinsic motivation, where external rewards or pressures influence behavior (Deci & Ryan, 1985). Additionally, factors such as school environment, leadership support, and professional development opportunities play a significant role in sustaining teacher motivation (Han & Yin, 2016). Understanding teacher motivation is crucial for improving teacher retention, job satisfaction, and overall educational quality.

III. CONCEPTUAL DEVELOPMENT

A. Hypothesized a Direct Effect of Teacher Satisfaction on the Teaching Performance within Primary and Secondary Schools

The Theory of Reasoned Action (TRA), developed by Ajzen and Fishbein (1980), posits that an individual's behavior is driven by their intention to perform the behavior, which in turn is influenced by their attitudes and subjective norms. Applied to teacher performance, TRA suggests that teachers' behaviors—such as effective teaching practices, student engagement, and professional development—are largely determined by their attitudes toward these behaviors and the perceived expectations from their colleagues, students, and school administration. Specifically, teachers' positive attitudes toward teaching and professional growth are likely to enhance their performance in the classroom, while social influences (e.g., support from peers and management) may also play a critical role in shaping their instructional behaviors (Fishbein & Ajzen, 1975). Studies have supported the relevance of TRA in educational settings, showing that teachers' intentions to adopt innovative teaching methods are strongly influenced by both personal beliefs about the effectiveness of such methods and external pressures from their educational community (Skaalvik & Skaalvik, 2010). Therefore, TRA offers a valuable framework for understanding the factors that influence teacher performance, emphasizing the complex interaction between individual attitudes and social expectations.

B. Hypothesized an Influence of Teacher Motivation on the Teaching Performance within Primary and Secondary Schools

Teacher motivation plays a pivotal role in enhancing teaching performance, particularly within primary and secondary schools. Previous studies have shown that motivated teachers are more likely to display greater enthusiasm, commitment, and effectiveness in the classroom (Ryan & Deci, 2000). According to Herzberg's two-factor theory, intrinsic factors such as professional development opportunities and the sense of accomplishment are key drivers of motivation, which in turn positively influences teaching performance (Herzberg, Mausner, & Snyderman, 1959). Furthermore, Deci and Ryan's self-determination theory suggests that autonomy, competence, and relatedness are crucial for sustaining motivation and improving performance (Deci & Ryan, 1985). Several empirical studies have confirmed these hypotheses, indicating that motivated teachers tend to foster better student

outcomes, increased satisfaction, and higher levels of teaching performance (Kim, 2017; Tschannen-Moran & Hoy, 2001). The current research hypothesizes that teacher motivation significantly influences teaching performance in primary and secondary schools, with intrinsic and extrinsic motivational factors mediating this relationship.

IV. DISCUSSIONS

A. A Direct Effect of Teacher Satisfaction on the Teaching Performance within Primary and Secondary Schools

Teacher satisfaction has been widely recognized as a critical factor influencing teaching performance in both primary and secondary schools. Research indicates that teachers who are satisfied with their work environment, resources, and professional support demonstrate higher levels of engagement, motivation, and overall effectiveness in the classroom (Skaalvik & Skaalvik, 2015). The direct effect of teacher satisfaction on teaching performance can be explained by the positive relationship between a teacher's emotional well-being and their ability to engage students, manage classroom behavior, and adapt to curriculum demands (R teacher & Kunter, 2013). Satisfied teachers are more likely to display high levels of commitment, which directly impacts their interaction with students, thereby fostering an environment conducive to learning and academic achievement (Judge & Bono, 2001). Furthermore, factors such as administrative support, student behavior, and workload are crucial in determining teacher satisfaction and, subsequently, their teaching performance (Bakker et al., 2006). As such, enhancing teacher satisfaction is not only beneficial for educators but also critical for improving educational outcomes across primary and secondary education systems.

B. An Influence of Teacher Motivation on the Teaching Performance within Primary and Secondary Schools

Teacher motivation plays a crucial role in shaping the overall teaching performance within primary and secondary schools. Several studies have demonstrated that motivated teachers are more likely to demonstrate higher levels of commitment, creativity, and engagement in the classroom, which in turn leads to improved student outcomes (Ryan & Deci, 2000; Guarino, Santibañez, & Daley, 2006). Motivation in educators can be influenced by both intrinsic factors, such as personal satisfaction and a passion for teaching, and extrinsic factors, such as salary, professional development opportunities, and institutional support (Baker, 2010). According to Hargreaves (2003), teacher motivation is strongly tied to the school environment, where a supportive culture, positive relationships with colleagues, and recognition of teachers' efforts can significantly enhance their job satisfaction and performance. Furthermore, research by Skaalvik and Skaalvik (2011) suggests that teachers who feel empowered and valued in their professional roles are more likely to exhibit high levels of performance and positive attitudes towards their work. Therefore, addressing factors that influence teacher motivation is essential for enhancing teaching performance and ensuring the academic success of students in primary and secondary schools.

V. CONCLUSIONS AND RECOMMENDATIONS

A. A Direct Effect of Teacher Satisfaction on the Teaching Performance within Primary and Secondary Schools in Papua Pegunungan Province of Indonesia

Teacher satisfaction plays a crucial role in enhancing teaching performance, especially in the context of primary and secondary schools in developing regions such as Papua Pegunungan Province, Indonesia. Research has shown that job satisfaction is directly linked to improved teaching performance, as satisfied teachers are more likely to engage with their students, demonstrate higher levels of motivation, and utilize effective teaching strategies (Ramli et al., 2020; Maslach & Leiter, 2016). In the Papua Pegunungan Province, a region facing unique socio-cultural and economic challenges, teacher satisfaction is vital for maintaining high educational standards and fostering a positive learning environment (Arifin & Yuliana, 2019). Studies have demonstrated that factors such as work environment, professional development opportunities, and community support significantly contribute to teachers' job satisfaction, which in turn positively impacts their performance in the classroom (Barkhuizen, 2014). Therefore, enhancing teacher satisfaction in this region is essential for improving educational outcomes and promoting sustainable development in the local school systems.

B. An Influence of Teacher Motivation on the Teaching Performance within Primary and Secondary Schools in Papua Pegunungan Province of Indonesia

Teacher motivation is a crucial determinant of teaching performance, especially within the unique context of Papua Pegunungan Province in Indonesia, where educational challenges such as geographic isolation and socio-economic factors play a significant role. According to Deci and Ryan (2000), intrinsic motivation—driven by factors such as personal satisfaction and a sense of accomplishment—is a key contributor to educators' effectiveness. In the context of Papua Pegunungan, teachers are often confronted with limited resources and difficult working conditions, which may impact their motivation and subsequently, their teaching performance (Suryanto & Santoso, 2020). Studies have shown that motivated teachers are more likely to engage in innovative teaching practices, fostering a positive learning environment for students (Brophy, 2010). In Papua Pegunungan, teacher motivation is also closely linked to external factors such as community support, professional development opportunities, and government policies (Kadir, 2019). Enhanced motivation leads to improved student outcomes, as motivated teachers are more committed to their work, overcoming challenges to deliver quality education. This indicates that addressing teacher motivation through targeted strategies can significantly improve the educational performance in Papua Pegunungan's primary and secondary schools.

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