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Exploring the Drivers of Teacher Job Satisfaction: A Case Study of a Private High School in Kunming, China

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Abstract

Purpose: The study investigates the influence of five independent variables (Principal Leadership, teacher's self-efficacy, teacher's work stress, teacher autonomy, and teacher empowerment) on one dependent variable (teacher job satisfaction). Additionally, it aims to identify significant differences between variables. **Research design, data, and methodology:** The research employed the Index of Item-Objective Congruence (IOC) for validity and a Cronbach's Alpha in a pilot test (n=30) for reliability. Eighty valid responses from teachers at Changshui Experimental High School (CEHS) in Kunming, Yunnan, were analyzed by multiple linear regression to verify the significant relationship between variables. Following this, all school teachers and principals underwent a 16-week strategic plan implementation. Afterward, the quantitative results from post-IDI and pre-IDI were analyzed in the paired-sample t-test for comparison. **Results:** In multiple linear regression, the study revealed that Principal Leadership, teachers' self-efficacy, teachers' work stress, teacher autonomy, and teacher empowerment significantly impacted teachers' job satisfaction. Finally, the results from the paired-sample t-test for comparison demonstrated a significant difference in teacher's job satisfaction between the Expected strategic plan and the Current situation strategic plan stages. **Conclusions:** This research endeavors to improve teachers' job satisfaction by changing Principal Leadership, teachers' self-efficacy, teachers' work stress, teacher autonomy, and teacher empowerment in Yunnan, China.

Keywords: Job satisfaction, Principal Leadership, Self Efficacy, Teacher Empowerment, Strategic Plan

JEL Classification Code: I23, J28, L2

1. Introduction

Education has been the cornerstone of different nations' social and economic development. Quality education is an essential component of that development. Teachers are the major factors driving the quality of education. China has come to understand this concept and has developed a series of policies and regulations to support the development of private education, which includes many high schools in China.

Due to the severe situation, considering teachers' high turnover rate and intention to leave the profession in private high schools, it is vital to address the problem. Literature from the past indicated that one major reason for the high turnover rate and intention to leave the profession for teachers is that they are not satisfied with their jobs. Therefore, this research aims to identify the factors influencing teachers' job satisfaction and to investigate ways to improve teacher satisfaction in a private high school—Changshui Experimental High School (CEHS) in Kunming, China.

Kwong et al. (2010) discovered that the job satisfaction levels of Chinese public schoolteachers closely resembled those of numerous Western private schoolteachers. Conversely, the employment satisfaction pattern of Chinese private schoolteachers closely resembled that of Western public schoolteachers. In Meng's (2004) study, an analysis was conducted to examine the factors contributing to the challenges of keeping teachers in public high schools. He proposed that inadequate remuneration, limited perks, work-

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related pressure, absence of personal satisfaction, and familial circumstances were the reasons behind teachers' departure. Song's 2008 research revealed that emotional tiredness is a significant concern among high school teachers in urban areas.

A particularly alarming situation arises in private high schools, with international schools as a prominent example. A study conducted by Bunnell and Poole (2021) synthesized data from other research studies. It determined that the average annual turnover rate for foreign schools ranged from 15% to 17%, a level seen as troublesome compared to other educational environments.

The primary goal of this study is to identify the variables that influence teachers' job satisfaction and gain insight into how these variables contribute to overall job satisfaction. Furthermore, it seeks to investigate how modifying and adjusting these elements can enhance job satisfaction and educational standards in Yunnan, China. This study examines the factors influencing teachers' job satisfaction by surveying their experiences. Additionally, this study intends to offer practical recommendations for educational institutions. The study seeks to assist school administrations in effectively addressing the prevailing challenges related to teacher job satisfaction.

2. Literature Review

2.1 Teacher's Job Satisfaction

According to Hoppock (1935), job satisfaction is the culmination of several factors, including the environment, physiology, and psychology, that lead an individual to state, "I am content with my job genuinely." This approach posits that while several external factors may influence an employee's job satisfaction, the primary determinant is the employee's internal emotions. Work satisfaction refers to variables contributing to a feeling of contentment. In his concept of job satisfaction, Vroom (1964) underscores the significance of the employee's contribution inside the workplace. Work satisfaction is defined as individuals' emotional attitudes toward their current employment. Spector's definition of job satisfaction is frequently used, stating that it pertains to individuals' emotions and perceptions regarding their job and its several facets. It pertains to the degree of satisfaction or dissatisfaction someone has in their occupation.

2.2 Principal Leadership

The Full Range Leadership Model (FRLM) is a comprehensive framework that incorporates a wide range of leadership styles, which involve different levels of engagement and ultimately lead to different levels of leadership effectiveness. The Full Range Leadership Model (FRLM) was developed by Bass and Avolio (1994), building upon the concepts introduced by Burns (1978). This approach includes three distinct forms of leadership: laissez-faire, transactional, and transformative. The current research identified that the laissez-faire leadership style shares many characteristics with transactional leadership. As a result, the primary leadership in this study was determined to be a combination of transformational and transactional leadership. Consequently, the following hypothesis is formulated:

H1: Principal leadership has a significant impact on teachers' jobs satisfaction.

2.3 Teacher's Self Efficacy

Teacher efficacy pertains to the confidence that instructors have in effectively planning and implementing strategies to get desired outcomes (Tschannen-Moran & Hoy, 2001). The concept of 'teacher efficacy' can be understood in various ways. Rand originally conceived it, building upon the research of Rotter (1966) on the concept of locus of control. Ashton et al. (1984) and Rose and Medway (1981) expanded the definition of this concept while maintaining its measurement closely aligned with its original form. Another line of inquiry, drawing from the studies conducted by Bandura (1977), brought forth the notion of self-efficacy. Also, self-efficacy pertains to an individual's convictions regarding their capability to effectively execute a specific course of action (Bandura, 1997). A vast body of global literature has consistently demonstrated, using the framework of Social Cognitive Theory (SCT), that teachers with high levels of self-efficacy tend to feel significantly higher levels of job satisfaction. Collie et al. (2012) established the previously reported correlation between self-efficacy and job satisfaction in Canada. Duffy and Lent (2009) reached the same conclusion in the United States. Badri et al. (2013) established this link among Emirati individuals. Caprara et al. (2006) and Moe et al. (2010) reached the same conclusion about the relationship in Italy. Consequently, the following hypothesis is formulated:

H2: Teacher's self-efficacy has a significant impact on teachers' jobs satisfaction.

2.4 Teacher's Work Stress

According to Okpako (2020), teaching is regarded as one of the most demanding occupations. According to Kyriacou (2001), stress experienced by the teacher is characterized by negative feelings, such as anger, worry, tension, frustration, or depression, which arise from many aspects of the teaching profession. Kyriacou and Sutcliffe (1979) propose that

teacher stress arises from adverse emotions, often accompanied by potentially harmful physiological and biochemical alterations. Similarly, according to Borg (1990), teacher stress is characterized as adverse and potentially detrimental influences that might impair the well-being and efficacy of instructors. Based on the literature research about the correlation between a teacher's self-efficacy, it can be inferred that there is a negative association between a teacher's work stress and job happiness. Ragma and Legaspi (2017) found that a teacher's work stress could be considered an antecedent of a teacher's job satisfaction. Work-related stress can significantly affect teachers, such as burnout, depression, decreased performance, absenteeism, low job satisfaction, and, finally, abandoning the profession (Betoret, 2006; Jepson & Forrest, 2006). Based on the literature, self-determination theory, and Structural Empowerment Model, the current study hypothesized:

H3: Teacher's work stress has a significant impact on teachers' jobs satisfaction

2.5 Teacher Autonomy

As defined by Smylie (1995), the term teacher autonomy pertains to the independent actions and organization of teachers in their professional duties. Koestner et al. (1996) characterize teacher autonomy as the capacity to choose according to one's needs, interests, and values. According to Husband and Short (1994), autonomy is the capacity to regulate one's daily timetable, select teaching approaches, make independent decisions regarding teaching, and contribute ideas to the curriculum. In their study, Pearson and Moomaw (2006) defined teacher autonomy as the extent to which instructors believe they can influence their work settings, encompassing aspects such as curriculum, instructional approaches, student evaluation, and homework tasks. In their study, Liu et al. (2021) investigated the correlation between distributed leadership and teacher's job satisfaction, with teacher's autonomy acting as a mediator. Teacher self-efficacy and autonomy had a positive and distinct correlation with engagement and work satisfaction. Peng et al. (2022) employed linear regression to determine that teacher autonomy indirectly impacted mental health through three distinct pathways. Firstly, autonomy positively predicts mental health. Additionally, this relationship was significantly reinforced by teaching efficacy and job satisfaction. Based on the literature and self-determination theory, the current study hypothesized:

H4: Teacher 's autonomy has a significant impact on teachers 'jobs satisfaction.

2.6 Teacher Empowerment

Empowerment refers to the capacity and confidence to translate one's thoughts into action and influence one's professional performance, as determined through teacher narratives and participant observations (Melenyzer, 1990). Teacher empowerment is a professional growth process that encompasses a strong foundation of professional knowledge, increased teaching efficacy, and the capacity to make informed decisions to fulfill educational demands (Myrick Short, 1992). According to Myrick Short et al. (1994), teacher empowerment refers to instructors acquiring the skills and ability to manage their professional development and effectively address their issues independently. Thomas and Velthouse (1990) conducted research demonstrating a favorable correlation between intrinsic empowerment and job satisfaction. In their study, Rice and Schneider (1994) discovered a favorable correlation between teacher empowerment and the job satisfaction of academic teachers. Hoy and Miskel (2001) contend that most characteristics contributing to greater work satisfaction also result in heightened teacher empowerment. In their study, Mathew and Nair (2021) performed a meta-analysis that provides evidence for the model and indicates a robust positive association between felt psychological empowerment and job satisfaction. Based on the literature, self-determination theory, and Structural Empowerment Model, the current study hypothesized:

H5: Teacher empowerment has a significant impact on teachers 'jobs satisfaction.

3. Research Methods and Materials

3.1 Research Framework

The researcher applied five model theories from Hee et al. (2018), Jung and Woo (2022), Peng et al. (2022), Febriantina et al. (2020), and Jiang et al. (2019) to connect principal leadership, teacher self-efficacy, teacher autonomy, teacher work stress, teacher empowerment, and teacher job satisfaction. All five theoretical frameworks mentioned above supported and developed conceptual autonomy.

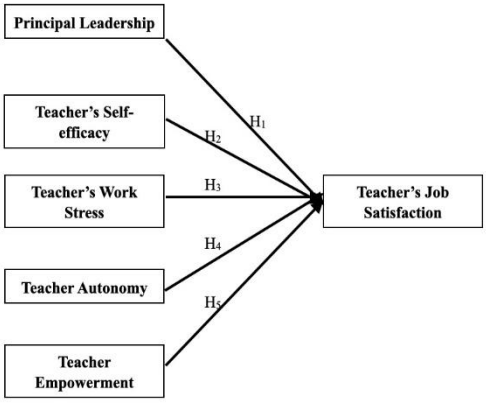

Figure 1: Conceptual Framework

H1: Principal leadership has a significant impact on teachers' jobs satisfaction.
H2: Teacher's self-efficacy has a significant impact on teachers' jobs satisfaction.
H3: Teacher's work stress has a significant impact on teachers' jobs satisfaction.
H4: Teacher's autonomy has a significant impact on teachers' jobs satisfaction.
H5: Teacher empowerment has a significant impact on teachers' jobs satisfaction.

3.2 Research Methodology

The research process comprises four distinct stages. The entire research population (n=185) was initially surveyed to collect data for the proposed conceptual framework. Subsequently, all hypotheses underwent rigorous testing using multiple linear regression to determine their significance at a p-value threshold of < 0.05. As a result, hypotheses that received support were retained.

The second stage involved conducting current-situation strategic plan surveys on the 15 teachers within the supported hypotheses. Following this, the third stage introduced the implementation of the strategic plan, which was specifically implemented with all teachers and the principal from Changshui Experimental High School.

In the final stage, five strategic plan participants completed an interview, generating the necessary data for conducting a paired-sample t-test analysis to compare the Current situation strategic plan and expected strategic plan results. This comprehensive process allowed for thoroughly examining the research's objectives and hypotheses.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

The research population for the current research was teachers who were full-time teachers teaching at Changshui Experimental High School's main campus during the time of the academic year of 2023. The total research population was 185, the total number of full-time teaching staff during the academic year 2023. The demographic information for the research population was as follows. 1) Full-time teachers in the academic year 2023 at Changshui Experimental High School. 2) All of the teachers were ethnic Chinese. 3) Their average age was 35 years old. 4) 56% percent of them were female, and 44% of them were male. 5) Their teaching experiences range from 3 years to 15 years; average teaching experience was 4.7 years

3.3.2 Sample size

The Researcher randomly implemented a pilot test survey of 30 teachers and verified reliability by pilot test. Afterward, the Researcher identified 185 CEHS teachers as the research population and gained 80 valid responses. Then, the Researcher investigated through multiple linear regression, identifying the relationship between independent and dependent variables. Finally, the Researcher selected all teachers and principals to be involved in the strategic plan stage.

3.3.3. Sampling Procedures

The researcher conducted several sampling and related sampling procedures as follows:

Sampling 1: Sampling for pilot survey and pilot test

The researcher randomly sampled 30 teachers by asking them to fill out the survey questionnaire and give feedback for the pilot survey and pilot test.

Sampling 2: Sampling for Pre-survey

The researcher sampled 80 CEHS teachers from different teaching subjects for the pre-survey by distributing a survey questionnaire through the online questionnaire app Wenjuanxing. Afterward, the researcher checked all responses and confirmed that 80 responses were valid.

Sampling 3: Sampling for preliminary diagnosis

The researcher randomly selected and sampled all teachers and principals from CEHS to implement the strategic plan.

3.4 Research Instruments

3.4.1 Design of Questionnaire

The researcher designed the survey questionnaire in the following three steps.

Step 1: Identifying questionnaire source from five published articles (Bandura, 1997; Bass & Avolio, 1994; Laschinger et al., 2004; Maslach & Leiter, 2021; Pearson & Moomaw, 2005; Spector, 1985)

Step 2: Adjusting and presenting survey questionnaires on Chinese private high school teacher's context

Step 3: Implementing IOC

3.4.2 Components of Questionnaire

Survey questionnaire items were composed of the following three parts:

Part 1: screening questions. There were screening questions to filter out the non-research population.

Part 2: Basic info questions. Questions were asked to obtain demographic information about the research population, including gender, age, birthplace, and so on.

Part 3: pre-survey questions. A total of 185 teachers were asked questions to determine their current IV and DV levels.

3.4.3 IOC Results

For the present study, a panel of five specialists was assembled to assess the items created for the questionnaire. This panel consisted of 3 professors specializing in education from Yunnan University and two professionals holding doctorates in education from the Education Bureau of Yunnan Province. This study deemed a score over 0.67 for each question acceptable.

3.4.4 Pilot survey and Pilot test results

The researcher's researcher randomly implemented a pilot survey of 30 teachers by asking them to fill out the survey questionnaire and give feedback. Afterward, the researcher implemented Cronbach's Alpha, a commonly used reliability metric in social and organizational sciences (Bonett & Wright, 2015). All items in this research have successfully passed the reliability test, indicating that all results were above 0.7, a benchmark value analyst usually use. A Cronbach's Alpha higher than this value indicates that the measure for the variable is reliable. Therefore, the table below demonstrates the approved results.

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Job Satisfaction	20	Hoppock (1935)	0.906	Excellent
Principal Leadership	16	Bass and Avolio (1994)	0.837	Excellent
Self-efficacy	12	Rose and Medway (1981)	0.756	Good
Work Stress	7	Okpako (2020)	0.851	Good
Autonomy	12	Smylie (1995)	0.836	Excellent
Empowerment	8	Melenyzer (1990)	0.813	Good

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

The authors provided a demographic profile of the full research population (n=185). Additionally, as indicated in Table 2, the 80 individuals who had previously completed the survey also participated in the strategic plan, ensuring the objectivity and accuracy of the validation results.

Table 2: Demographic Profile

Entire Research Population (n=185)		Frequency	Percent
Gender	male	90	48.65%
	female	95	51.35%
Age	25-30	25	13.50%
	31-35	26	14.10%
	36-40	28	15.13%
	41-45	27	14.58%
	46-50	30	16.21%
	51-55	26	14.05%
	55-60	23	12.43%
Total		**185**	**100%**
IDI Participants (n=80)		**Frequency**	**Percent**
Gender	male	36	45.0%
	female	44	55.0%
Age	25-30	9	11.25%
	31-35	16	20.00%
	36-40	14	17.50%
	41-45	17	21.25%
	46-50	12	15.00%
	51-55	9	11.25%
	55-60	3	3.75%
Total		**80**	**100%**

4.1.2 Results of multiple linear regression

At the Current situation Strategic plan stage, multiple linear regression was utilized to examine the relationships between variables. The results were affirmative, demonstrating that all independent factors had a causal link with the dependent variable. The standardized coefficients were positive, showing a positive correlation between each independent variable and the dependent variable, the teacher's job satisfaction. The standardized coefficient was found to be negative for teachers' work stress, which indicated that teachers' work stress had a negative correlation with teachers' job satisfaction. The study also assessed the variance expansion coefficient, known as VIF, to evaluate the presence of multicollinearity across the five independent variables. Given that all VIF values are below 5, it can be concluded that there is no presence of multicollinearity among the five variables.

Table 3: The multiple linear regression of five independent variables on Teacher's Job Satisfaction

Variables	T	P-value	Stand. Estimate (β)	VIF	R^2
Principal Leadership	0.263	3.247*	0.002	1.185	0.590
Teacher's Self-efficacy	0.299	3.823**	0.000	1.105	
Teacher's Work Stress	-0.286	-3.627**	0.001	1.124	
Teacher Autonomy	0.225	2.905*	0.005	1.082	
Teacher Empowerment	0.283	3.669**	0.000	1.072	
Dependent variable: Teacher's Job Satisfaction					

Note: p-value <0.05*, p-value <0.001**

Based on the analysis of standardized coefficients, it can be concluded that, after the multiple linear regression, the testing results were as follows: H1: Principal leadership significantly impacts teachers' job satisfaction. ($\beta = 0.263$, $p<0.002$.) H2: Teachers' self-efficacy significantly impacts teachers' job satisfaction. ($\beta = 0.299$, $p<0.0004$.) H3: Teachers' work stress significantly impacts their job satisfaction. ($\beta = -0.286$, $p<0.001$.) H4: Teachers' autonomy significantly impacts their job satisfaction. ($\beta = 0.225$, $p<0.005$.) H5: Teacher empowerment has a significant impact on teachers' job satisfaction. ($\beta = 0.283$, $p<0.0003$.) Afterward, a strategic plan was implemented to follow the hypotheses below:

H6: There is a significant mean difference between the current situation- and the expected situation-strategic plan for principal leadership

H7: There is a significant mean difference between the current situation- and the expected situation-strategic plan for teacher's self-efficacy

H8: There is a significant mean difference between the current situation- and the expected situation-strategic plan for teacher's work stress

H9: There is a significant mean difference between the current situation- and the expected situation-strategic plan for teacher's autonomy

H10: There is a significant mean difference between the current situation- and the expected situation-strategic plan for teacher empowerment

H11: There is a significant mean difference between the current situation- and the expected situation-strategic plan for teacher's job satisfaction

4.2 Strategic Plan Stage

The independent variables, namely, the teacher's self-efficacy, teacher's work stress, teacher's autonomy, and teacher empowerment, were all variables that could be manipulated to intervene to make a difference, as hypothesized previously. The current research designed and adopted multiple interventions to influence teachers' self-efficacy, work stress, autonomy, and empowerment, which would consequently be hypothesized to influence teachers' job satisfaction.

Table 4: Implementation of Strategic Plan

No.	Time and Duration	Implementation Keywords
1	Week 1	Mission and vision definition
		Stakeholder Identification
		SWOT analysis
2	Week 1-8	Goal Setting
3	Week 1-8	Implementation plan
4	Week 9-12	Adjustment and improvement of Strategic Plan
5	Week 13-15	Plan Results and Sustainability
7	Week 16	Interview/questionnaire

4.3 Results Comparison between Current situation Strategic Plan and Expected Strategic Plan

The researcher implemented a paired-sample t-test analysis on all six variables to identify whether there were any differences in teacher job satisfaction between the Current situation Strategic Plan and Expected Strategic Plan phases. The table below illustrates the varied sample t-test analysis of six variables.

Table 4: Paired-Sample T-Test Results

Variables	Mean	Std. Deviation	t-value	p-value
Job Satisfaction (TJS)				
Current situation-Strategic Plan	3.05	1.194	-4.20	0.023
Expected situation-Strategic Plan	3.74	0.854		
Principal Leadership (PL)				
Current situation-Strategic Plan	2.89	1.183	-4.03	0.005
Expected situation-Strategic Plan	3.58	0.971		
Self-efficacy (TSE)				
Current situation-Strategic Plan	2.70	1.100	-8.17	0.01
Expected situation-Strategic Plan	3.92	0.757		
Work Stress (TWS)				
Current situation-Strategic Plan	2.81	1.194	-1.59	0.001
Expected situation-Strategic Plan	2.57	0.632		
Autonomy (TA)				
Current situation-Strategic Plan	2.89	1.065	-2.88	0.003
Expected situation-Strategic Plan	3.34	0.902		
Empowerment (TE)				
Current situation-Strategic Plan	2.95	1.097	-3.01	0.003
Expected situation-Strategic Plan	3.42	0.863		

There was a significant difference between teacher's job satisfaction between the Current situation strategic plan (M=3.05, SD=1.194) and the Expected strategic plan (M=3.74, SD=0.854) condition; t(29)=-4.20, p<=0.023 (<0.05) and the mean different was 0.69.

There was a significant difference between principal leadership between the Current situation strategic plan (M=2.89, SD=1.183) and the Expected strategic plan (M=3.58, SD=0.971) condition; t(29)=-4.03, p= 0.005(<0.05)and the mean different was 0.69.

There was a significant difference between teacher's self-efficacy between the Current situation strategic plan (M=2.70, SD=1.100) and the Expected strategic plan (M=3.92, SD=0.757) condition; t(29)=-8.71, p=0.01 (<0.05) and the mean different was 1.22.

There was a significant difference between the teacher's work stress between the Current situation strategic plan (M=2.81, SD=1.194) and the Expected strategic plan (M=2.57, SD=0.632) condition; t(29)=-1.59, p=0.001 (<0.05) and the mean different was 0.24.

There was a significant difference between teacher autonomy between the Current situation strategic plan (M=2.89, SD=1.065) and the Expected strategic plan (M=3.34, SD=0.902) condition; t(29)=-2.88, p=0.003 (<0.05) and the mean different was 0.45.

There was a significant difference between teacher empowerment between the Current situation strategic plan (M=2.95, SD=1.097) and the Expected strategic plan (M=3.42, SD=0.863) condition; t(29)=-3.01, p=0.003 (<0.05) and the mean different was 0.47.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

The study investigated the influence of five independent variables, namely principal leadership, teacher's self-efficacy, teacher's work stress, teacher's autonomy, and teacher empowerment, on the dependent variable, teacher's job satisfaction. The variables considered in this study are principal leadership, teacher's self-efficacy, teacher's work stress, teacher autonomy, teacher empowerment, and teacher's job satisfaction. At first, a questionnaire was used, and three experts performed the Index of Item-Objective Congruence (IOC) assessment to evaluate the exam's validity. All of the questions were preserved in their original format.

Following that, a pilot test was conducted on a group of 30 people utilizing Jamovi software to confirm the dependability and uniformity of each measurement item. All items were preserved following the test. Afterward, the author distributed questionnaires to a randomly selected sample of 80 teachers. The acquired data from the surveys was subsequently analyzed using multiple linear regression (MLR) to develop and present hypotheses. The MLR analysis demonstrated significant correlations between principal leadership, teacher self-efficacy, work stress, autonomy, empowerment, and job happiness.

The second phase's strategic plan was executed by selecting the teaching staff. Based on multiple linear regression (MLR) findings, the strategic plan prioritized enhancing principal leadership, teacher self-efficacy, teacher job stress, autonomy, and empowerment. The author devised a strategy plan involving the principal, administrative team, and teaching staff to improve the given variable and raise teacher job satisfaction.

In the third phase, a paired sample t-test was used to assess whether there were any significant differences between the Current situation strategic plan and expected strategic plan. The results of the paired sample t-test revealed significant differences in principal leadership, teacher's self-efficacy, teacher's job stress, teacher autonomy, teacher empowerment, and teacher's job satisfaction between the

Current situation strategic plan and expected strategic plan periods, indicating the effectiveness of the strategic plan.

In conclusion, the research results suggested that improving principal leadership, teacher self-efficacy, teacher job stress, teacher autonomy, and teacher empowerment can result in a higher level of teacher job satisfaction.

5.2 Recommendations

This research indicates that both the "Program for Administrators" Strategy and the "Capacity Building Program" Strategy have enhanced teachers. The following section provides recommendations from three. Examining one's leadership style and approach before initiating any modifications to one's team or organization is crucial. Effective transformational leaders possess empathy, charisma, and the ability to inspire others.

Teachers have always been recognized for their unwavering commitment and enthusiasm towards the field of education. Nevertheless, the growing requirements and anticipations imposed on individuals have adversely affected their mental welfare. Ensuring the well-being and effectiveness of teachers necessitates prioritizing their mental health in various crucial situations and at specific periods.

Restoring teacher autonomy entails more than simply dismantling systemic obstacles; it involves establishing a conducive atmosphere where instructors experience a sense of empowerment. By granting teachers the ability to exercise autonomy, we can ensure their responsibility while affording them the liberty to adjust to the increasing requirements of their pupils and the shifting educational environment. In order to strengthen and assist educators, it is crucial to prioritize their professional autonomy. Like the renowned scientists who excelled in an atmosphere that provided both freedom and structure, educators also need a comparable setting to succeed.

In summary, improving teacher job satisfaction through the collective effort of both the teaching staff and the administrative team was necessary. Only when leaders consider empathy, charisma, and inspiration, prioritize teacher mental health, and restore teacher autonomy can a private school achieve the goal of improving teacher job satisfaction, teaching quality, and student learning outcomes.

5.3 Limitations for Future Research

There are two notable constraints in the current research. A primary limitation of the study is its extensive dependence on self-reported questionnaires for data gathering. The participants individually reported all the characteristics assessed in this study, which encompassed the teacher's job satisfaction, the principal's leadership, the teacher's belief in their abilities, the teacher's work-related stress, the teacher's level of autonomy, and the teacher's sense of empowerment. Society standards, individual moral and ethical ideals, or personal inclinations can influence self-reported assessments.

Lastly, this study mainly focused on the impact of transformational leadership style on teacher job satisfaction. However, the transformational leadership style's influence in different educational contexts has been controversial and needs further exploration and research. In addition, teacher autonomy and empowerment are closely related, and the strategies designed to influence the two factors may be vague; therefore, more precisely designed strategies could be used to study the correlations further.

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