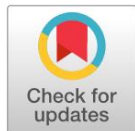


<https://research.adra.ac.id/index.php/ijen/>

P - ISSN: 2988-1579

E - ISSN: 2988-0092



Teachers Job Satisfaction Through Narrative Experiences: The Role of Engagement, Emotional Intelligence, and Conflict Management

Susi Erviana¹ , Ghufon Abdullah² , Qristin Violinda³ , H. K. L Alvarez⁴

¹Universitas PGRI Semarang, Indonesia

²Universitas PGRI Semarang, Indonesia

³Universitas PGRI Semarang, Indonesia

⁴PHINMA Cagayan de Oro College, Philippines

ABSTRACT

Background. Teacher job satisfaction is essential for improving instructional quality and school performance. It is influenced by teacher engagement, emotional intelligence, and conflict management. Low satisfaction can reduce motivation and performance. However, prior studies often examine these factors separately, and empirical evidence in Indonesian junior high schools remains limited.

Purpose. This study aims to examine the influence of teacher engagement, emotional intelligence, and conflict management on junior high school teachers' job satisfaction in Kajen District, Pekalongan Regency, both partially and simultaneously.

Method. This research employed a quantitative approach with an explanatory survey design. The population consisted of all junior high school teachers in Kajen District, with a sample of 123 respondents selected using proportional random sampling. Data were collected through a five-point Likert-scale questionnaire. Data analysis was conducted using simple and multiple linear regression after fulfilling the classical assumption tests.

Results. The findings revealed that teacher engagement, emotional intelligence, and conflict management each had a positive and significant effect on teachers' job satisfaction. Teacher engagement emerged as the most dominant factor, followed by emotional intelligence and conflict management. Simultaneously, the three variables had a very strong influence on job satisfaction, explaining 79.1% of its variance.

Conclusion. Teachers' job satisfaction is the result of the interaction between psychological and organizational factors. Therefore, efforts to improve job satisfaction should adopt a comprehensive approach that includes strengthening teacher engagement, developing emotional intelligence, and enhancing conflict management skills to support the improvement of educational quality.

KEYWORDS

Teacher Engagement, Emotional Intelligence, Teacher Job Satisfaction.

INTRODUCTION

Teacher job satisfaction is one of the key indicators in determining the quality and sustainability of education. Teachers who experience high job satisfaction tend to demonstrate stronger commitment, better performance, and greater involvement in school activities, which ultimately have a positive impact on student learning outcomes and institutional effectiveness.

Citation: Erviana, S., Abdullah, G., Violinda, Q., & Alvarez, L. K. H. (2026). Teachers Job Satisfaction Through Narrative Experiences: The Role of Engagement, Emotional Intelligence, and Conflict Management. *International Journal of Educational Narrative*, 4(2), 452–464.

<https://doi.org/10.70177/ijen.v4i2.3526>

Correspondence:

Susi Erviana,
susierviana91@guru.smp.belajar.id

Received: October 23, 2025

Accepted: February 20, 2026

Published: April 28, 2026



At the junior high school level, teacher job satisfaction reflects not only individual psychological well-being but also the overall health of the educational system. Research indicates that satisfied teachers are more capable of creating a positive classroom climate, implementing instructional innovations, and supporting students' socio-emotional development (Erdem & Koçyiğit, 2025; Ma et al., 2025). Conversely, job dissatisfaction may lead to burnout, absenteeism, and declining instructional quality.

Teacher job satisfaction represents a psychological state reflecting the extent to which individuals feel satisfied with their profession as educators, encompassing both intrinsic and extrinsic aspects such as recognition, work relationships, school environment, and opportunities for professional development (Eryilmaz et al., 2025; Veletić & Scherer, 2025). Rather than viewing job satisfaction solely as an outcome variable, recent perspectives emphasize it as a dynamic construct shaped by the interaction of psychological, emotional, and organizational factors.

Teachers serve not only as transmitters of knowledge but also as mentors, facilitators, and character builders for students. This complex role requires strong intrinsic motivation, emotional stability, and a supportive working environment. However, in practice, many teachers face heavy administrative burdens, high job demands, and poorly managed workplace conflicts, which may reduce job satisfaction (Gan, 2025; Moon, 2026).

Research in educational management shows that teacher job satisfaction is strongly influenced by workplace conditions and organizational support (Chen et al., 2026; Lei et al., 2024). Nevertheless, previous studies tend to examine these determinants in isolation, resulting in fragmented findings that do not fully explain how multiple psychological and organizational factors interact simultaneously in shaping teacher job satisfaction.

One important factor influencing teacher job satisfaction is teacher engagement. Teacher engagement reflects the extent to which teachers are emotionally, cognitively, and behaviorally involved in their professional roles, which is associated with energy, dedication, and commitment to student success (Demmler et al., 2026; Zhang, 2025; Zhou et al., 2026). While previous studies consistently report a positive relationship between engagement and job satisfaction, there is still limited understanding of how engagement interacts with other psychological variables in specific educational contexts.

Teacher engagement is closely related to emotional intelligence. Emotional intelligence refers to the ability to recognize, understand, regulate, and effectively use emotions in oneself and others. Teachers with high emotional intelligence are better able to cope with instructional challenges, build positive relationships, and manage work-related stress (Fu, 2025; Ruble et al., 2022). However, empirical findings regarding the role of emotional intelligence in predicting job satisfaction remain inconsistent, particularly when examined alongside other variables such as engagement and organizational factors.

In addition to engagement and emotional intelligence, conflict management is another organizational factor influencing teacher job satisfaction. Schools are complex social environments where conflicts are unavoidable, and poorly managed conflict can reduce cooperation and job satisfaction (Kwofie et al., 2024; Vapiwala & Pandita, 2025). Despite its importance, conflict management is often underexplored in integrative models of teacher job satisfaction, especially in comparison with more frequently studied variables such as engagement and leadership.

Based on the above discussion, a clear research gap can be identified. First, previous studies tend to examine teacher engagement, emotional intelligence, and conflict management separately, rather than within an integrated framework. Second, there is limited empirical evidence examining the combined influence of these variables on teacher job satisfaction, particularly in the Indonesian educational context. Third, inconsistencies in previous findings indicate the need for further investigation to clarify the relative contribution of each variable.

Furthermore, the Indonesian context, particularly in regions such as Kajen–Pekalongan, presents unique socio-cultural characteristics, including strong interpersonal relationships and collective work culture, which may influence how psychological and organizational factors shape teacher job satisfaction. However, this context remains underexplored in existing literature.

This study is theoretically grounded in the Job Demands–Resources (JD-R) theory, which explains that job satisfaction is influenced by the balance between job demands and job resources (Li et al., 2025). In this framework, teacher engagement is conceptualized as a motivational resource that enhances work involvement and meaning, emotional intelligence as a personal resource that enables teachers to regulate emotions and cope with work pressures, and conflict management as an organizational resource that supports a stable and harmonious work environment. These resources are expected to reduce the negative impact of job demands and enhance teacher job satisfaction.

In addition, Emotional Intelligence Theory provides a complementary explanation of how individuals' ability to perceive, understand, and regulate emotions contributes to professional well-being. Teachers with higher emotional intelligence are more capable of managing stress, maintaining positive interpersonal relationships, and adapting to challenging work situations, which ultimately supports higher job satisfaction.

Conceptually, the relationship among variables in this study operates through a mechanism in which teacher engagement enhances intrinsic motivation and work meaning, emotional intelligence supports emotional regulation and social interaction, and conflict management ensures stability in organizational relationships. These three factors interact synergistically in shaping teacher job satisfaction as an outcome variable.

Based on this theoretical framework, this study proposes a conceptual model in which teacher engagement, emotional intelligence, and conflict management function as independent variables influencing teacher job satisfaction. Therefore, this study addresses the following research questions: (1) Does teacher engagement significantly influence teacher job satisfaction? (2) Does emotional intelligence significantly influence teacher job satisfaction? (3) Does conflict management significantly influence teacher job satisfaction? (4) Do teacher engagement, emotional intelligence, and conflict management simultaneously influence teacher job satisfaction?

The objective of this study is to examine the influence of teacher engagement, emotional intelligence, and conflict management on teacher job satisfaction both partially and simultaneously within the context of junior high schools in Kajen District, Pekalongan Regency. By integrating the JD-R framework and Emotional Intelligence Theory into a single conceptual model, this study is expected to provide a more theoretically grounded and comprehensive explanation of the determinants of teacher job satisfaction, particularly within the socio-cultural context of Indonesian schools.

RESEARCH METHODOLOGY

This study employed a quantitative approach using a survey method to analyze the influence of teacher engagement, emotional intelligence, and conflict management on the job satisfaction of junior high school teachers in Kajen District, Pekalongan Regency. The quantitative approach was selected because the study aimed to examine relationships among variables objectively through numerical data analyzed statistically, thereby producing measurable and generalizable conclusions (Arikunto, 2023; Creswell & Creswell, 2023). The survey method was chosen because it allows efficient data collection from a large number of respondents using structured questionnaire instruments (Oomens et al., 2025; Rubeena & Maseeh, 2023).

This study is grounded in the Job Demands–Resources (JD-R) theory, which posits that job satisfaction is influenced by the balance between job resources (e.g., engagement, emotional support, interpersonal relations) and job demands. Teacher engagement is conceptualized as a motivational resource that enhances work involvement, emotional intelligence as a personal resource that enables emotional regulation and adaptation, and conflict management as an organizational process that supports a conducive work environment. These variables are theoretically interconnected in shaping teachers' job satisfaction. In addition, Emotional Intelligence Theory is used to explain how individuals' ability to regulate emotions influences their well-being and professional outcomes. Based on these perspectives, the relationships among variables are conceptualized as a model in which teacher engagement, emotional intelligence, and conflict management function as predictors of teacher job satisfaction.

The population consisted of all junior high school teachers in Kajen District, Pekalongan Regency, totaling 177 individuals. The sample comprised 123 teachers selected using probability sampling with a proportional random sampling technique, ensuring that each member of the population had an equal chance of being selected as a respondent while maintaining proportional representation from each school (Das et al., 2025). The sample size was determined using the Isaac and Michael formula with a 5% margin of error (Sugiyono, 2024).

In applying proportional random sampling, the sample was distributed across schools based on the proportion of teachers in each institution to ensure representativeness. The proportional distribution of the research sample across schools is presented in Table 1.

Table 1. Distribution of Research Sample

No	School	Population	Sample
1	SMP Negeri 1 Kajen	52	36
2	SMP Negeri 2 Kajen	38	27
3	SMP Negeri 3 Kajen	28	19
4	SMP Negeri 4 Kajen	20	14
5	SMP Satap Brengkolang	6	4
6	SMP Satap Kutorojo	8	6
7	SMP NU Kajen	25	17
Total		177	123

Data were collected using a closed-ended questionnaire with a five-point Likert scale to measure respondents' perceptions of each research variable (Rokeman, 2024).

The research instrument was developed by adapting established theoretical constructs for each variable. Teacher engagement was measured using indicators of vigor, dedication, and absorption; emotional intelligence was measured through self-awareness, self-regulation, motivation, empathy, and social skills; conflict management was measured through communication, problem-solving, and collaboration; and teacher job satisfaction was measured through intrinsic satisfaction, work environment, recognition, and interpersonal relationships. The items were adapted from previous validated instruments and adjusted to the educational context. This approach ensures construct validity and conceptual alignment between theory and measurement.

The questionnaire was distributed directly to teachers through coordination with school principals and also supported by online distribution to ensure accessibility and response efficiency. This mixed distribution approach was used to increase response rates and minimize data collection bias.

Prior to data collection, the instrument was tested for validity and reliability to ensure measurement quality. Validity was assessed using the Pearson Product Moment correlation, while reliability was tested using Cronbach's Alpha coefficient, with values ≥ 0.70 indicating good internal consistency (Memmedova & Ertuna, 2024).

The results of the validity test showed that most questionnaire items had correlation coefficients exceeding the critical r-value, indicating that the majority of the items were valid. Reliability testing results showed that all variables had Cronbach's Alpha values above 0.70, indicating good internal consistency. A detailed summary of the validity test results is presented in Table 2.

Table 2. Summary of Validity Test Results

Variable	Total Items	Valid	Invalid
Job Satisfaction (Y)	30	28	2
Teacher Engagement (X_1)	27	26	1
Emotional Intelligence (X_2)	39	35	4
Conflict Management (X_3)	42	40	2

The reliability test results are presented in Table 3.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Interpretation
Job Satisfaction	0.989	Highly Reliable
Teacher Engagement	0.966	Highly Reliable
Emotional Intelligence	0.930	Reliable
Conflict Management	0.968	Highly Reliable

Data analysis was conducted using multiple linear regression to determine the influence of independent variables on the dependent variable both partially and simultaneously.

To enhance analytical rigor, the regression model was designed to test both direct effects and the relative contribution of each independent variable. Although the model focuses on direct relationships, the theoretical framework acknowledges the possibility of indirect relationships among variables, which may be explored in future studies.

Before performing regression analysis, classical assumption tests were conducted, including tests of normality, multicollinearity, heteroscedasticity, and linearity (Gao & Ding, 2025; Ghazali, 2023; Guha & Reiter, 2024). The normality test using Kolmogorov-Smirnov shows a significance value of 0.061 (> 0.05), indicating that the data are normally distributed. The linearity test results indicate that all independent variables have a linear relationship with the dependent variable, as evidenced by the significance values of deviation from linearity greater than 0.05 ($X_1 = 0.062$; $X_2 = 0.329$; $X_3 = 0.181$). The homogeneity test results show that all variables have significance values greater than 0.05 ($X_1 = 0.056$; $X_2 = 0.051$; $X_3 = 0.123$), indicating that the data are homogeneous. The multicollinearity test results indicate that all variables have tolerance values greater than 0.10 (0.988; 0.985; 0.981) and VIF values less than 10 (1.012; 1.016; 1.019), confirming that there is no multicollinearity problem in the regression model.

Hypothesis testing was carried out using the t-test to examine the partial effect of each independent variable, the F-test to examine the simultaneous effect, and the coefficient of determination (R^2) to determine the magnitude of the contribution of independent variables to teacher job satisfaction.

The use of multiple linear regression in this study is considered appropriate because it enables the examination of the combined influence of multiple predictors within a single model. However, it is acknowledged that more advanced analytical approaches, such as structural equation modeling (SEM) or mediation analysis, could provide deeper insights into the mechanisms underlying these relationships. Therefore, this study positions itself as a foundational model for further investigation. Overall, the methodological approach integrates theoretical grounding, systematic data collection, and rigorous statistical analysis to ensure that the findings are both valid and contextually relevant.

RESULT AND DISCUSSION

This study presents descriptive statistical analysis and hypothesis testing to examine the influence of teacher engagement, emotional intelligence, and conflict management on the job satisfaction of junior high school teachers in Kajen District, Pekalongan Regency. Data were obtained from 123 teacher respondents through a Likert-scale questionnaire and analyzed using statistical software. To provide an overview of the condition of each research variable, descriptive statistics are presented in Table 4 below.

Table 4. Descriptive Statistics of Research Variables

Variable	N	Min	Max	Mean	General Category
Teacher Job Satisfaction (Y)	123	29	138	85.67	Moderately High
Teacher Engagement (X1)	123	58	148	103.71	Moderately High
Emotional Intelligence (X2)	123	84	196	139.92	High
Conflict Management (X3)	123	102	210	159.43	High

Table 4 shows that all research variables have mean scores within the moderately high to high categories. Teacher job satisfaction falls within the moderately high category, indicating that most teachers feel fairly satisfied with their jobs. Teacher engagement is also categorized as moderately high, suggesting that teachers demonstrate substantial involvement in their professional activities. Emotional intelligence and conflict management fall within the high category, indicating that teachers generally possess strong abilities to manage emotions and workplace conflicts effectively. These findings suggest that the psychological and social conditions within the school organization are relatively conducive to supporting teachers' performance and well-being.

However, despite relatively high scores in emotional intelligence and conflict management, teacher job satisfaction remains only moderately high. This indicates that high psychological capacity does not automatically translate into optimal job satisfaction, suggesting the possible influence of other structural factors such as workload, administrative demands, or institutional constraints that are not captured in this model.

Furthermore, to determine the simultaneous effect of the three independent variables on teacher job satisfaction, the results of multiple linear regression analysis are presented in Table 5 below.

Table 5. Results of Multiple Linear Regression Analysis

Variable	Coefficient (B)	t-value	F-value	R ²	Sig.
Constant	997.341	-	-	-	-
Teacher Engagement (X1)	4.095	6.653	-	0,662	0.000
Emotional Intelligence (X2)	3.693	5.968	-	0,627	0.000
Conflict Management (X3)	0.889	3.664	-	0,422	0.039
Teacher Engagement, Emotional Intelligence, and Conflict Management.	-	-	57.254	0,791	0,000

Table 2 indicates that all three independent variables have a positive and significant effect on teacher job satisfaction. Teacher engagement has the largest regression coefficient and t-value, making it the most dominant factor in enhancing job satisfaction. Emotional intelligence also provides a strong contribution, highlighting the importance of teachers' ability to regulate emotions and maintain interpersonal relationships. Conflict management shows a smaller contribution compared to the other two variables but remains significant in fostering a harmonious work environment.

Nevertheless, there is a statistical anomaly in the regression output, particularly the constant value (997.341), which is not consistent with the observed range of the dependent variable (29–138). This discrepancy suggests a potential issue in data scaling, coding, or output reporting. Therefore, the regression equation should be interpreted cautiously, and emphasis should be placed on the direction and significance of relationships rather than the absolute magnitude of coefficients.

The coefficient of determination (R²) of 0.791 indicates that 79.1% of the variance in teacher job satisfaction can be explained collectively by these three variables.

This relatively high R² value requires deeper interpretation. While it indicates strong explanatory power, it may also reflect overlapping constructs among variables, particularly between teacher engagement and emotional intelligence, which are conceptually related. Additionally, the use of self-report data for all variables raises the possibility of common method bias, which can inflate correlation and regression estimates. Therefore, the high R² should be interpreted with caution and not solely as an indicator of model strength.

Furthermore, the partial R² values (0.662 for teacher engagement, 0.627 for emotional intelligence, and 0.422 for conflict management) indicate that teacher engagement explains the largest proportion of variance in job satisfaction, followed closely by emotional intelligence. In contrast, conflict management contributes substantially less, suggesting that it plays a more complementary rather than primary role in influencing job satisfaction.

The resulting regression equation is: $Y = 997.341 + 4.095X_1 + 3.693X_2 + 0.889X_3$. To clarify the comparative contribution of each variable to teacher job satisfaction, the coefficient of determination is presented in the form of a bar chart in Figure 1.

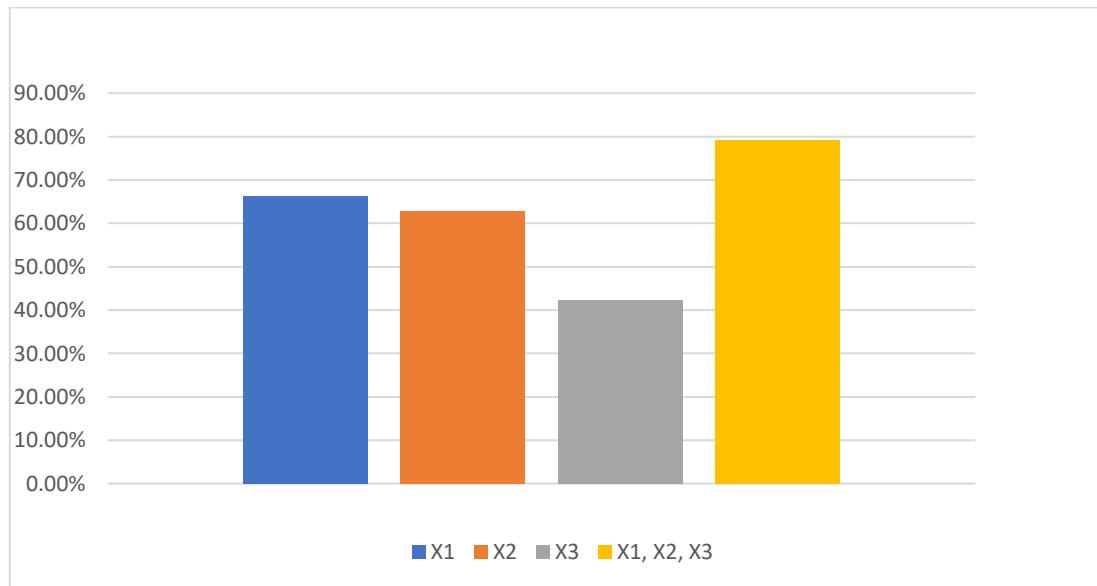


Figure 1. Variable Contributions to Teacher Job Satisfaction (R^2)

The Figure 1 shows that teacher engagement provides the largest partial contribution to teacher job satisfaction, followed by emotional intelligence and conflict management. However, when the three variables are analyzed simultaneously, their combined contribution increases substantially to 79.1%. This finding indicates that teacher job satisfaction results from the interaction of multiple psychological and organizational factors that complement one another. Therefore, efforts to enhance teacher job satisfaction should adopt a comprehensive approach that includes strengthening work engagement, developing emotional intelligence, and improving conflict management skills within the school environment. Overall, the results demonstrate that teacher job satisfaction is significantly influenced by work engagement, emotional intelligence, and conflict management ability, both individually and collectively.

The results of this study indicate that the job satisfaction of junior high school teachers in Kajen District falls within the moderately high category, suggesting that teachers are generally satisfied with their work, working environment, and professional relationships at school. Teacher job satisfaction is an important indicator of professional well-being that is closely associated with motivation, performance, and instructional quality (Binjaminov & Moshel, 2025; Lazcano et al., 2025; Ma & Liu, 2026; Sahli Lozano et al., 2025). The relatively high level of satisfaction indicates that the school organization has been able to meet some of the teachers' psychological and professional needs, although variations among individuals still exist (Erdem & Koçyiğit, 2025; Habibi et al., 2025; Kandemir, 2025).

However, this finding should not be interpreted as an indication of optimal conditions. The fact that job satisfaction remains only at a moderately high level despite relatively strong scores in other variables suggests that there are underlying structural or contextual constraints that may limit teachers' overall satisfaction. This raises an important analytical question regarding what factors remain unaddressed within the current model.

The findings reveal that teacher engagement has a positive and significant effect on teachers' job satisfaction and represents the most dominant factor. Teachers with high levels of engagement tend to demonstrate energy, dedication, and emotional attachment to their work, making their professional roles feel more meaningful and satisfying (Dai dkk., 2026; Demmler et al., 2026; Joy et al., 2025). Work engagement has also been shown to enhance intrinsic motivation, organizational commitment, and teachers' psychological well-being (Dai et al., 2026; Österholm et al., 2025).

While these findings are consistent with previous studies, it is important to consider contrasting perspectives. Some studies suggest that excessive engagement without adequate organizational support may lead to emotional exhaustion and burnout, which could ultimately reduce job satisfaction. This indicates that the relationship between engagement and job satisfaction may not always be linear but could depend on contextual factors such as workload and institutional support.

Emotional intelligence also demonstrates a positive and significant influence on teacher job satisfaction. Teachers with high emotional intelligence are able to recognize, regulate, and express emotions appropriately, enabling them to cope with work-related stress more adaptively (Geraci et al., 2026; Mérida-López et al., 2022). This capability helps teachers build positive interpersonal relationships with students, colleagues, and school leaders, ultimately enhancing workplace comfort and professional satisfaction (Anwar et al., 2026; Geraci et al., 2026). Other studies have also shown that emotional intelligence plays a crucial role in creating a supportive and productive work environment for teachers (Abdallah, 2025; Blank et al., 2025).

Beyond confirming previous findings, emotional intelligence in this study appears to function as a stabilizing mechanism that enables teachers to maintain job satisfaction under varying work conditions. However, some studies report weaker or indirect effects of emotional intelligence when organizational constraints are dominant, suggesting that emotional intelligence alone may not be sufficient to sustain high job satisfaction without adequate structural support.

Conflict management likewise has a positive effect on teacher job satisfaction, although its contribution is smaller compared to the other variables. The ability to manage conflict constructively helps maintain harmonious working relationships and prevents prolonged work stress (Upadhyay, 2025). Unresolved conflict may reduce job satisfaction by generating emotional tension and communication breakdowns within the organization (Kwofie et al., 2024). Conversely, effectively managed conflict can enhance cooperation, trust, and the quality of interactions among school members (Bıçakçı et al., 2025).

The relatively smaller contribution of conflict management represents an important and theoretically meaningful finding. This may indicate that conflict is not the primary determinant of job satisfaction in this context, or that conflict levels are relatively low and therefore have limited variability in influencing outcomes. Alternatively, it may suggest that teachers prioritize intrinsic motivational factors (engagement) and emotional regulation (emotional intelligence) over interpersonal conflict dynamics when evaluating their job satisfaction. This finding highlights the need to reconsider the relative importance of organizational versus psychological factors in different contexts.

The results of multiple regression analysis indicate that teacher engagement, emotional intelligence, and conflict management simultaneously exert a very strong influence on teacher job satisfaction, with a contribution of 79.1%. This finding confirms that teacher job satisfaction is a multidimensional phenomenon shaped by the interaction between individual psychological factors and organizational conditions (Chuang et al., 2025; Granziera et al., 2026). Work engagement provides meaning and motivation, emotional intelligence supports emotional regulation and social relationships, while conflict management maintains stability in workplace interactions (Demmler et al., 2026; Kwofie et al., 2024).

However, the high R^2 value (79.1%) requires critical interpretation. While it indicates strong explanatory power, it may also reflect overlapping constructs among variables or potential overestimation due to the use of self-reported data. This suggests that the relationships observed in this study may be inflated and should be interpreted with caution rather than as definitive evidence of causal strength.

The dominant influence of teacher engagement suggests that motivational factors are the primary drivers of teacher job satisfaction. Teachers who perceive their work as meaningful tend to exhibit high commitment, achievement orientation, and organizational loyalty (Dai et al., 2026; Österholm et al., 2025). Meanwhile, emotional intelligence and conflict management function as supporting factors that help teachers cope with occupational pressures and organizational dynamics (Mérida-López et al., 2022; Upadhyay, 2025).

From a theoretical perspective, these findings support the Job Demands–Resources (JD-R) framework, where engagement functions as a key motivational resource, while emotional intelligence and conflict management act as supporting resources that sustain well-being. However, the dominance of engagement also suggests that motivational resources may outweigh relational and organizational factors in shaping job satisfaction within this context.

The practical implication of these findings is that improving teacher job satisfaction requires a comprehensive approach encompassing motivational, emotional, and social aspects. Professional development programs focusing on enhancing work engagement, emotional intelligence training, and conflict management skills can serve as effective strategies to improve teacher well-being (Choconta et al., 2026; Özdemir et al., 2026; Postareff et al., 2025). A supportive and collaborative school environment is also crucial for sustaining teacher satisfaction and performance over the long term.

Nevertheless, these implications should be interpreted with caution due to several limitations. First, the use of self-report data from a single source may lead to common method bias, which can inflate correlations among variables. Second, the cross-sectional design limits the ability to establish causal relationships. Third, contextual factors specific to Kajen District may limit the generalizability of the findings. These limitations highlight the need for future research to adopt multi-source data and more complex analytical models.

Overall, this study demonstrates that teacher job satisfaction results from the interaction between individual internal factors and organizational conditions within the school. Improving educational quality depends not only on structural policies but also on teachers' psychological well-being and working conditions as the primary implementers of the educational process.

Importantly, this study contributes to the literature by moving beyond simple confirmation of previous findings and offering a more critical and contextualized understanding of how psychological and organizational factors interact in shaping teacher job satisfaction.

CONCLUSION

Based on the results of the study, it can be concluded that the job satisfaction of junior high school teachers in Kajen District, Pekalongan Regency is significantly influenced by teacher engagement, emotional intelligence, and conflict management. Partially, all three variables have a positive effect on teacher job satisfaction, with teacher engagement emerging as the most dominant factor, followed by emotional intelligence and conflict management.

Beyond these statistical findings, this study highlights that teacher job satisfaction is not merely the result of individual variables operating independently, but rather emerges from the interaction between motivational, emotional, and organizational dimensions within a specific socio-cultural context. In this case, teacher engagement acts as the primary driving force, while emotional intelligence and conflict management function as stabilizing mechanisms that sustain teachers' professional well-being.

Simultaneously, teacher engagement, emotional intelligence, and conflict management exert a very strong influence on teacher job satisfaction. However, the high explanatory power of the model ($R^2 = 79.1\%$) should be interpreted cautiously, as it may reflect overlapping constructs and the use of self-reported data. This suggests that teacher job satisfaction is a complex construct that may also be influenced by additional factors not included in this study, such as organizational culture, leadership style, workload, and institutional policies.

This study has several limitations that should be acknowledged. First, the use of self-report questionnaires from a single source may lead to common method bias, potentially inflating the observed relationships among variables. Second, the study focuses only on direct relationships without examining possible mediating or moderating effects. Third, the research context is limited to a specific geographical area (Kajen District), which may limit the generalizability of the findings to other educational settings. The implications of this study suggest that efforts to improve teacher job satisfaction should be implemented comprehensively.

More specifically, schools are recommended to: (1) develop structured teacher engagement programs such as participatory decision-making and recognition systems; (2) implement continuous

training programs focused on emotional intelligence, including emotional regulation and interpersonal communication skills; and (3) establish formal conflict management mechanisms, such as mediation procedures and collaborative problem-solving forums within schools. These targeted strategies provide more operational guidance compared to general recommendations.

For future research, it is recommended to explore more complex analytical models, such as mediation or moderation frameworks, to better understand the mechanisms underlying the relationships among variables. Additionally, future studies should incorporate multi-source data (e.g., peer evaluation, supervisor assessment) to reduce bias and improve measurement validity. Expanding the research to different regions and educational levels is also important to enhance the generalizability of findings and capture contextual variations.

In conclusion, this study contributes to the literature by emphasizing that improving teacher job satisfaction requires not only strengthening individual psychological factors but also addressing broader organizational and contextual dynamics.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work the author(s) used Gemini in order to improve the language in writing articles.. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to all parties who contributed to the completion of this research. Special appreciation is extended to the principals, teachers, and all members of the junior high school communities in Kajen District, Pekalongan Regency, who willingly participated as respondents and provided the necessary data for this study.

The authors also wish to thank the academic supervisors and the institution where the authors pursued their studies for their guidance, motivation, and academic support throughout the research and writing process. Furthermore, the authors are grateful to all individuals and organizations who cannot be mentioned individually for their assistance, cooperation, and contributions that made this research possible

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Data curation; Formal analysis; Investigation; Methodology; Project administration; Writing-original draft.

Author 2: Conceptualization; Methodology; Supervision; Validation; Writing-review and editing.

Author 3: Supervision; Validation; Resources; Writing-review and editing

Author 4: Formal analysis; Methodology; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

REFERENCES

- Abdallah, M. A. (2025). The effect of emotional intelligence on job satisfaction: A study on Lebanese non-profit organizations. *International Journal of Organizational Analysis*, 33(12), 228–241. <https://doi.org/10.1108/IJOA-02-2025-5223>
- Anwar, S., Memon, H., Soomro, B. A., & Saraih, U. N. (2026). Emotional intelligence as a key factor in mitigating workplace incivility and boosting employee performance in higher education. *Health Education*, 126(2), 221–238. <https://doi.org/10.1108/HE-08-2025-0133>
- Arikunto, S. (2023). *Prosedur penelitian: Suatu pendekatan praktik (Edisi revisi)*. Rineka Cipta.

- Biniaminov, Y., & Moshel, S. (2025). Teachers' perceptions of ethical leadership – systematic review. *International Journal of Educational Management*, 39(7), 1662–1686. <https://doi.org/10.1108/IJEM-01-2025-0075>
- Bıçakçı, A. B., Kuyucu, M. A., Arzuaga-Williams, M., & Meintjes, C. (2025). Public relations professionals' role in managing conflict: A cross-country contingency theory perspective. *Public Relations Review*, 51(5), 102641. <https://doi.org/10.1016/j.pubrev.2025.102641>
- Blank, J. M., Kotov, R., Jonas, K. G., Lian, W., & Martin, E. A. (2025). Emotional intelligence as a predictor of functional outcomes in psychotic disorders. *Schizophrenia Research*, 276, 97–105. <https://doi.org/10.1016/j.schres.2025.01.005>
- Chen, H., Wang, G., Qiu, H., Ma, H., Peng, Z., Liu, R., & Xu, F. (2026). The Relationship among Chinese Teachers' Organizational Support, Career Adaptability and Job Satisfaction: The Mediating Effect of Decent Work. *International Journal of Mental Health Promotion*, 28(1), 1–10. <https://doi.org/10.32604/ijmhp.2025.073911>
- Choconta, J., Pineda-Báez, C., & Castro, J. (2026). Colombian teachers' mental health and well-being: Stressors and coping mechanisms during the COVID-19 crisis. *International Journal of Educational Research Open*, 10, 100566. <https://doi.org/10.1016/j.ijedro.2025.100566>
- Chuang, Y.-T., Chiang, H.-L., & Lin, A.-P. (2025). Insights from the Job Demands–Resources Model: AI's dual impact on employees' work and life well-being. *International Journal of Information Management*, 83, 102887. <https://doi.org/10.1016/j.ijinfomgt.2025.102887>
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.)*. Sage Publications.
- Dai, Y., Yang, X., & Li, D. (2026). The formation of pre-service ECE teachers' professional identity: The roles of self-efficacy, learning motivation, and engagement. *Acta Psychologica*, 265, 106625. <https://doi.org/10.1016/j.actpsy.2026.106625>
- Das, K. R., Imon, A. H. M. R., Meem, K. I., Barman, L. R., & Alam, S. (2025). A Long Walk of Survey Sampling with Modern Methodologies. *Journal of Business and Social Sciences Research*, 10(2), 17–26. <https://doi.org/10.3126/jbssr.v10i2.89439>
- Demmler, K., Friesen, M., Holzäpfel, L., Leuders, T., & Dreher, A. (2026). Cognitive and behavioral engagement in online teacher professional development: The role of teacher characteristics and learning opportunities. *Teaching and Teacher Education*, 176, 105505. <https://doi.org/10.1016/j.tate.2026.105505>
- Erdem, C., & Koçyiğit, M. (2025). The interplay among school climate, instructional quality and teacher job satisfaction: Mediation of teacher motivation. *International Journal of Educational Development*, 114, 103231. <https://doi.org/10.1016/j.ijedudev.2025.103231>
- Eryilmaz, N., Kennedy, A. I., Strietholt, R., & Johansson, S. (2025). Teacher job satisfaction: International evidence on the role of school working conditions and teacher characteristics. *Studies in Educational Evaluation*, 86, 101474. <https://doi.org/10.1016/j.stueduc.2025.101474>
- Fu, L. (2025). The role of STEM teachers' emotional intelligence and psychological well-being in predicting their artificial intelligence literacy. *Acta Psychologica*, 253, 104708. <https://doi.org/10.1016/j.actpsy.2025.104708>
- Gan, Y. (2025). Exploration of the factors influencing teachers' workload efficiency in junior high school: A super-efficiency DEA-Tobit model approach. *Acta Psychologica*, 261, 105866. <https://doi.org/10.1016/j.actpsy.2025.105866>
- Gao, M., & Ding, P. (2025). Causal inference in network experiments: Regression-based analysis and design-based properties. *Journal of Econometrics*, 252, 106119. <https://doi.org/10.1016/j.jeconom.2025.106119>
- Geraci, A., D'Amico, A., Fernández-Berrocal, P., & Cabello, R. (2026). The relationship among burnout, emotional intelligence, and self-efficacy in school teachers. A systematic review. *International Journal of Educational Research*, 137, 102972. <https://doi.org/10.1016/j.ijer.2026.102972>
- Ghozali, I. (2023). *Aplikasi analisis multivariate dengan program IBM SPSS 26 (10th ed.)*. Badan Penerbit Universitas Diponegoro.

- Granziera, H., Collie, R. J., & Slemp, G. R. (2026). Teachers' work motivation: An examination of predictors and outcomes through the lens of job demands-resources theory. *Teaching and Teacher Education*, *170*, 105290. <https://doi.org/10.1016/j.tate.2025.105290>
- Guha, S., & Reiter, J. P. (2024). Regression-assisted Bayesian record linkage for causal inference in observational studies with covariates spread over two files. *Journal of Statistical Planning and Inference*, *229*, 106090. <https://doi.org/10.1016/j.jspi.2023.07.004>
- Habibi, A., Attar, R. W., Saudagar, F., Tomczyk, Ł., Hendra, R., & Alhazmi, A. H. (2025). Instructional leadership, self-efficacy, commitment and school climate on teachers' job satisfaction and performance: Asian context. *Asian Education and Development Studies*, *14*(5), 1002–1021. <https://doi.org/10.1108/AEDS-11-2024-0262>
- Joy, S., Kumar, A. A., & Nair, S. (2025). Brain-friendly approach to work environment and its motivational influence on ambidexterity and engagement of faculty in higher education. *International Journal of Educational Management*, *39*(4), 1080–1102. <https://doi.org/10.1108/IJEM-02-2024-0117>
- Kandemir, A. (2025). The mediating function of organizational commitment in the relationship between teachers' job satisfaction and principals' empowering leadership. *Acta Psychologica*, *260*, 105715. <https://doi.org/10.1016/j.actpsy.2025.105715>
- Kwofie, T. E., Ellis, F. A., Addy, M. N., Amos-Abanyie, S., Aigbavboa, C., & Afram, S. O. (2024). Relationship clusters and performance of conflict management strategies in cross-organisational projects teams. *International Journal of Productivity and Performance Management*, *73*(3), 676–699. <https://doi.org/10.1108/IJPPM-09-2021-0504>
- Lazcano, C., Galilea, S., Wenderoth, S., Rojas, A., & Ortúzar, M. S. (2025). Exploring teacher job satisfaction in five Latin American countries: A Multi-level analysis using TALIS 2018. *International Journal of Educational Research Open*, *9*, 100516. <https://doi.org/10.1016/j.ijedro.2025.100516>
- Lei, Y., Pan, F., & Guo, Q. (2024). A longitudinal analysis of the reciprocal relationship between teacher job satisfaction, workplace climate, and early childhood teachers' turnover intention. *Acta Psychologica*, *251*, 104559. <https://doi.org/10.1016/j.actpsy.2024.104559>
- Li, Y., Chen, J., Lu, J., & Wang, X. (2025). A meta-analysis of teacher well-being: A job demands and resources perspective. *Educational Research Review*, *49*, 100719. <https://doi.org/10.1016/j.edurev.2025.100719>
- Ma, H., & Liu, L. (2026). Enhancing teaching quality through physical education teacher exchange: A multilevel moderated mediation model of professional learning and job satisfaction. *Acta Psychologica*, *264*, 106423. <https://doi.org/10.1016/j.actpsy.2026.106423>
- Ma, H., Liu, P., Zhu, M., & Kang, M. (2025). The impact of teacher deep collaboration on job satisfaction: Evidence from Chinese lower secondary teachers. *Teaching and Teacher Education*, *167*, 105222. <https://doi.org/10.1016/j.tate.2025.105222>
- Memmedova, K., & Ertuna, B. (2024). Development of a fuzzy Likert scales to measure variables in social sciences. *Information Sciences*, *654*, 119792. <https://doi.org/10.1016/j.ins.2023.119792>
- Mérida-López, S., Quintana-Orts, C., Hintsá, T., & Extremera, N. (2022). Emotional intelligence and social support of teachers: Exploring how personal and social resources are associated with job satisfaction and intentions to quit job. *Revista de Psicodidáctica (English Ed.)*, *27*(2), 168–175. <https://doi.org/10.1016/j.psicoe.2022.02.001>
- Moon, J. (2026). Collective collapse and the paradox of resource: A latent transition analysis of burnout profiles among South Korean elementary school teachers. *Teaching and Teacher Education*, *176*, 105525. <https://doi.org/10.1016/j.tate.2026.105525>
- Oomens, E. C., Van Wegberg, R. S., Van Eeten, M. J. G., & Klievink, A. J. (2025). Understanding public acceptance of data collection by intelligence services in the Netherlands: A factorial survey experiment. *Government Information Quarterly*, *42*(4), 102077. <https://doi.org/10.1016/j.giq.2025.102077>

- Österholm, L., Widlund, A., & Korhonen, J. (2025). Engagement and burnout in the classroom – Crossover effects from teachers to students. *Teaching and Teacher Education*, *167*, 105205. <https://doi.org/10.1016/j.tate.2025.105205>
- Özdemir, M., Naillioğlu Kaymak, M., Öcal, S., Alper, U., Koçyiğit Gürbüz, M., & Doğruel, A. B. (2026). Teacher professional learning as a catalyst driving the link between authentic leadership, subjective well-being, and academic optimism in Turkish schools. *Teaching and Teacher Education*, *172*, 105377. <https://doi.org/10.1016/j.tate.2025.105377>
- Postareff, L., Parpala, A., Nokelainen, P., Kosenkranus, M., Puhakka, I., Pylväs, L., Rintala, H., Räisänen, M., & Wallin, A. (2025). An Intervention to Support Higher Education Teachers' Teaching Processes and Well-Being: Protocol for an Intervention Study. *JMIR Research Protocols*, *14*, e65428. <https://doi.org/10.2196/65428>
- Rokeman, N. R. M. (2024). Likert Measurement Scale in Education and Social Sciences: Explored and Explained. *EDUCATUM Journal of Social Sciences*, (10), 77–88. <https://doi.org/10.37134/ejoss.vol10.1.7.2024>
- Rubeena, & Maseeh, M. (2023). INNOVATIVE DATA COLLECTION METHODS FOR RESEARCH IN THE DIGITAL ERA. *VIDYA - A JOURNAL OF GUJARAT UNIVERSITY*, *2*(2), 125–129. <https://doi.org/10.47413/vidya.v2i2.224>
- Ruble, M. J., Cole, J. D., Weiss, S. S., Clayton, R., & Weiss, L. (2022). The relationship between pharmacist emotional intelligence, occupational stress, job performance, and psychological affective well-being. *Journal of the American Pharmacists Association*, *62*(1), 120–124. <https://doi.org/10.1016/j.japh.2021.09.004>
- Sahli Lozano, C., Wicki, M., Wüthrich, S., & Setz, F. (2025). A systematic review and meta-analysis of Collective Teacher Efficacy's relationships with outcomes in the Job Demands-Resources model. *Teaching and Teacher Education*, *159*, 105006. <https://doi.org/10.1016/j.tate.2025.105006>
- Sugiyono. (2024). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Upadhyay, D. (2025). Harmonizing minds: Navigating diversity in thinking and conflict management within organizational dynamics. *Evidence-Based HRM: A Global Forum for Empirical Scholarship*, *13*(5), 929–944. <https://doi.org/10.1108/EBHRM-05-2024-0144>
- Vapiwala, F., & Pandita, D. (2025). Managing workplace interpersonal conflicts: Harnessing employees' emotional intelligence and organizational learning. *Development and Learning in Organizations: An International Journal*, *39*(1), 43–46. <https://doi.org/10.1108/DLO-01-2024-0017>
- Veletić, J., & Scherer, R. (2025). The Nordic perspective on the association between distributed leadership and teacher job satisfaction: A multilevel SEM approach. *International Journal of Educational Research*, *130*, 102559. <https://doi.org/10.1016/j.ijer.2025.102559>
- Zhang, Q. (2025). Active language learning strategies in Chinese university English education: Effects on proficiency, motivation, and teacher engagement. *Acta Psychologica*, *261*, 105914. <https://doi.org/10.1016/j.actpsy.2025.105914>
- Zhou, Y., Yusof, R., Thurasamy, R., Li, X., Zhang, P., & Ling, S. (2026). How organizational justice shapes innovative work behavior: Work engagement as mediator and authentic leadership as moderator in China's ICT sector. *Acta Psychologica*, *262*, 106167. <https://doi.org/10.1016/j.actpsy.2025.106167>

Copyright Holder :

© Susi Erviana et al. (2026).

First Publication Right :

© International Journal of Educational Narratives

This article is under: