



PROFILE OF TEACHER CAREER SATISFACTION: A CULTURAL REVIEW ON SCHOOL QUALITY

Cucu Arumsari¹, Uman Suherman², Juntika Nurihsan³, Yusi Riksa Yustiana⁴, Amin Budiamin⁵, Eko Yulianto⁶

ABSTRACT

This research employed a quantitative survey approach to assess the job satisfaction of vocational schoolteachers in Tasikmalaya City who are part of the Guidance and Counseling Teacher Deliberations (MGBK). The study involved 40 participants, predominantly female (77.5%). The Career Satisfaction Scale (CSS) was used as the research tool, showing good internal reliability. The study found that female vocational teachers have similar career opportunities despite the profession's female dominance. However, gender stereotypes and differences in access to mentors and networks can affect female teachers' job satisfaction. Respondents' ages ranged from 22 to 50 years, with various frequencies across age groups. Older workers can have comparable or higher career satisfaction levels than younger counterparts. Regarding education, most had bachelor's degrees (62.5%), while the rest had master's degrees (37.5%). Education-work compatibility positively relates to career satisfaction. The majority (65%) reported moderate career satisfaction, with some experiencing high (17.5%) or low (17.5%) satisfaction levels. Factors like achievement, job success, relationships with colleagues and superiors, recognition, and alignment with personal interests and values influence career satisfaction. Interviews revealed that high school quality positively impacts career satisfaction. A supportive work environment, principal support, sufficient resources, and a positive learning climate contribute to counseling teachers' job satisfaction.

ARTICLE INFO

Article History:

Submitted/Received 01 Jun 2023

First Revised 06 Jun 2023

Accepted 13 Feb 2024

First Available online 13 Feb 2024

Publication 1 March 2024

Keywords:

Career Satisfaction,
Guidance Counselor,
School Quality,
Cultural Review

¹ Universitas Muhammadiyah Tasikmalaya cucuarumsari.11@gmail.com

² Universitas Pendidikan Indonesia umans@upi.edu

³ Universitas Pendidikan Indonesia juntikanurihsan@upi.edu

⁴ Universitas Pendidikan Indonesia yusiriksa@upi.edu

⁵ Universitas Pendidikan Indonesia abudiamiin@upi.edu

⁶ Universitas Siliwangi ekoyulianto@unsil.ac.id

JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling
Website: <http://ejournal.upi.edu/index.php/JOMSIGN>

Permalink: <http://ejournal.upi.edu/index.php/JOMSIGN/article/view/6314>

How to cite (APA): Arumsari, C., Suherman, U., Nurihsan, J., Yustiana, Y.R., Budiamin, A., Yulianto, E. (2024).

Profile Of Teacher Career Satisfaction: A Cultural Review On School Quality. *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, 8 (1), 16-32.

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INTRODUCTION

Career satisfaction refers to the overall level of positive or negative emotions an individual experiences in relation to their job. It encompasses various aspects, including salary, opportunities for advancement, work relationships, and the overall work environment (Robbins & Judge, 2013). When someone is content with their career, they are more likely to remain with their organization for an extended period. In other words, career satisfaction influences an individual's long-term satisfaction with their chosen profession, impacting their commitment to their current employer.

Objective and subjective work factors play a significant role in predicting career satisfaction, as indicated by research conducted by Judge et al. (1995) and Sandy J. Wayne and Robert C. Liden (1999). Moreover, career satisfaction has a positive correlation with subjective career success, as supported by studies conducted by Albert et al. (2010), Judge et al. (1995), Ng and Feldman (2012), and Valcour and Ladge (2008). When individuals are dissatisfied with their jobs, it can lead to poor performance in their careers, resulting in low productivity, increased absenteeism, intentions to leave, and higher costs for the organization.

Research conducted by Judge et al. (1995) has demonstrated that job satisfaction plays a crucial role in personal career success. Notably, career satisfaction not only influences employee performance, particularly in professional settings, but also impacts organizational performance, as indicated by the study conducted by Mignonac and Herrbach (2003). Individuals who are satisfied with their careers tend to excel within their organizations and are more motivated to achieve organizational goals. Additionally, studies conducted by Erdogan et al. (2004), Heslin (2003), and Seibert and Kraimer (2001) have shown that individuals who believe in advancing their careers by setting their own goals, values, and preferences tend to exhibit higher levels of career satisfaction.

Career commitment and career success are factors that have an impact on career satisfaction. According to Srikanth and Israel (2012), as explained in Poon (2004), career satisfaction is influenced by factors such as career mentoring, career commitment, and perceptions of career success, which in turn

influence subjective career success. Fu (2010) adds that career satisfaction plays a significant role in determining career commitment. When individuals achieve their career goals and are satisfied with their careers, it positively influences their commitment to their career, leading to favorable career outcomes. Furthermore, research conducted by De Vos and Soens (2008) and Rothwell and Arnold (2007) indicate a relationship between employability and career satisfaction, suggesting that these two concepts are interconnected.

Research conducted by Erdogan et al. (2011), Peiró et al. (2012), and Saravanabawan and Uthayatharshika (2014) indicates that career satisfaction is determined by factors such as full or part-time employment, job position, salary, and suitability for work. Additionally, Srikanth and Israel's research (2012), cited in Aryee and Tan (1992), reveals that career satisfaction has a significant impact on career commitment. This is because employees who are satisfied with their work environment, as provided by the organization, are more likely to exhibit commitment to their careers. Similarly, Myrtle, Chen, Liu, and Fahey (2011) found that career satisfaction influences career commitment among health executives. This is attributed to the fact that individuals who perceive themselves as suitable for their careers are more confident in fulfilling their tasks, which ultimately leads to high performance within the organization.

In a study conducted by Wang, Hall, and Rahimi (2016), the factors influencing teacher career satisfaction in secondary schools were examined. The researchers discovered that school leadership support, a positive school climate, and recognition of teacher achievement had a positive impact on teacher career satisfaction. Similarly, Ingersoll and Strong (2011) conducted research on the relationship between teacher career satisfaction and factors such as leadership support, participation in decision-making, and relationships between teachers in schools. Their findings indicated a positive correlation between teacher career satisfaction and these factors. Another study by Skaalvik and Skaalvik (2018) focused on the relationship between job satisfaction, career satisfaction, and teachers' intrinsic motivation. Their results demonstrated that teacher career satisfaction was positively associated with higher levels of job satisfaction and intrinsic motivation.

The quality culture within a school is an important factor in creating a supportive and motivating work environment for teachers. This culture encompasses the values, norms, and practices that are implemented to enhance the quality of education within the school. An examination of a school's quality culture can provide valuable insights into the cultural factors that influence teacher career satisfaction (Hopkins, 2005). A study conducted by Gershon and Holtom (2010) investigated the impact of a school's quality culture on teacher job satisfaction and retention intentions. They discovered that a positive school quality culture, characterized by collective support and effective

communication, was associated with higher levels of job satisfaction and stronger intentions among teachers to stay in their positions.

In another study, Hulpia, Devos, Rosseel, and Van Keer (2011) explored the influence of school culture on teacher performance in secondary schools. Their findings indicated that a positive school quality culture, characterized by strong teamwork and supportive leadership, was associated with higher levels of teacher performance. To summarize, a school's quality culture, encompassing its values, norms, and practices, significantly influences teacher career satisfaction. A positive school quality culture, including elements such as collective support, effective communication, teamwork, and supportive leadership, promotes higher levels of job satisfaction, retention intentions, and teacher performance.

The study conducted by Goddard, Hoy, and Hoy (2000) focused on exploring the impact of school culture on teacher motivation and performance in elementary schools. Their findings indicated that a supportive school culture, characterized by trust, understanding, and care among school staff, was associated with higher levels of teacher motivation and improved performance. Despite recognizing the significance of teacher career satisfaction and school quality culture, there is still a gap in understanding the specific profile of teacher career satisfaction within the context of school quality culture. Therefore, the aim of this study is to investigate and review the profile of teacher career satisfaction by considering the cultural factor of school quality as a variable of interest. The study seeks to shed light on how school quality culture influences teacher career satisfaction and provide valuable insights into the relationship between these factors.

This study aims to identify the specific factors within school quality culture that contribute to teacher career satisfaction. It will evaluate the level of teacher career satisfaction within the context of school quality culture, examining how these factors interact. The study will analyze the relationship between school quality culture and teacher career satisfaction, aiming to provide a comprehensive profile of teacher career satisfaction based on a review of quality culture within schools.

The research endeavors to deepen our understanding of the dynamic interaction between teacher career satisfaction and school quality culture. By investigating this relationship, it seeks to contribute valuable insights that can inform the development of policies and strategies aimed at enhancing teacher career satisfaction and improving the overall quality of education within schools. The goal is to support the creation of positive work environments that foster teacher satisfaction and promote high-quality education, benefiting both teachers and students alike.

METHODS

The research methodology employed in this study is a quantitative survey research approach. The primary objective is to describe and analyze career satisfaction among active vocational schoolteachers in Tasikmalaya City, specifically those who are members of the Guidance and Counseling Teacher Consultation (MGBK). The survey sample consists of 31 women and 9 men.

To measure career satisfaction, the research instrument used is the Career Satisfaction Scale (CSS) developed by Richard C. Greenhaus in 1970, with the most recent update in September 2021. The CSS comprises five aspects with a total of 18 items. The instrument has demonstrated adequate internal reliability, which is assessed using the Cronbach's Alpha coefficient. Typically, values for the Cronbach's Alpha coefficient range from 0.70 to 0.90, indicating good internal consistency among the items in the instrument.

In summary, this study employs a quantitative survey research approach to examine career satisfaction among vocational schoolteachers in Tasikmalaya City. The research instrument used is the Career Satisfaction Scale (CSS), which has proven internal reliability and consists of five aspects with 18 items.

FINDINGS AND DISCUSSIONS

The first result can be seen that there was a total of 40 respondents who participated in this study. women, with a total of 31 respondents (77.5%), while men only consisted of 9 respondents (22.5%).

Table 1
Gender

		frequency	percent	Valid Percent	cumulative percent
Valid	Man	9	22.5	22.5	22.5
	Woman	31	77.5	77.5	100.0
	Total	40	100.0	100.0	

From the results above, it can be concluded that men and women have the same opportunities in careers, and in the teaching profession women are more dominant, different from other professions, including research by Blau & Kahn (2017) which states that women tend to have lower salaries than men, despite having the same level of education and work experience. This can affect career satisfaction.

Age can influence job satisfaction. Some studies have found that older individuals may have higher levels of job satisfaction because they often have more work experience and knowledge that can lead to a sense of achievement (Loscocco & Roschelle, 1991). Age can also affect how someone perceives their job. Some older individuals may feel less burdened by competition and career ambitions, which can enhance job satisfaction (Carstensen, 2006).

One's highest level of education can also influence job satisfaction. Research indicates that individuals with higher levels of education tend to have higher job satisfaction because they often have access to better jobs and higher incomes (Judge & Hurst, 2008). Higher education can also open up broader career opportunities and provide a greater sense of achievement when individuals successfully attain that level of education (Ganzeboom & Treiman, 1996).

Additional support for the research findings is provided by Eagly and Carli (2007), who suggest that women encounter challenges in achieving equal opportunities for career advancement compared to men. Factors such as gender stereotypes and unequal access to mentors and professional networks contribute to these disparities. Similarly, Greenhaus and Powell (2006) highlight that women often face difficulties in balancing career and family responsibilities, which can negatively impact their career satisfaction and result in higher levels of stress. In accordance with the viewpoints, it is evident that gender-related factors play a significant role in shaping career satisfaction. Women may encounter unique obstacles and societal expectations that affect their career progression and overall satisfaction in the workplace. The challenges of balancing work and family responsibilities can further add to the complexities experienced by women, potentially influencing their levels of career satisfaction and well-being.

Next is a discussion of the total age of the 40 respondents who provided information about their age in this study. The age range of the respondents ranged from 22 to 50 years. The age distribution of the respondents was uneven, with different frequencies for each age group. The age group with the highest frequency was 29 years and 30 years, each with 3 respondents (7.5%). Some age groups have a frequency of only 1 respondent, including the age group 22, 25, 34, 35, 38, 40, 42, 43, 44, 46, and 47 years.

In a study conducted by Ng and Feldman (2012), a meta-analysis of data was used to evaluate six common stereotypes about older workers. The findings of the study suggest that stereotypes relating to decreased performance and career satisfaction among older workers are not entirely accurate. In fact, the results indicate that older workers may have equal or even higher levels of career satisfaction compared to younger workers in certain cases. This research challenges the notion that older workers are inherently less satisfied with their careers. It highlights that age should not be a determining factor when assessing career satisfaction, as older workers can possess valuable skills, experience, and knowledge that contribute to their overall job satisfaction. These findings serve to dispel stereotypes and emphasize the importance of recognizing and valuing the contributions of older workers in the workforce.

In a study by Ng and Feldman (2008), the relationship between age and ten dimensions of job performance was investigated. The findings indicated that, for the majority of the dimensions, there was no significant correlation between age and job performance. However, a negative relationship was observed between age and performance in tasks that were more complex or required swift information processing.

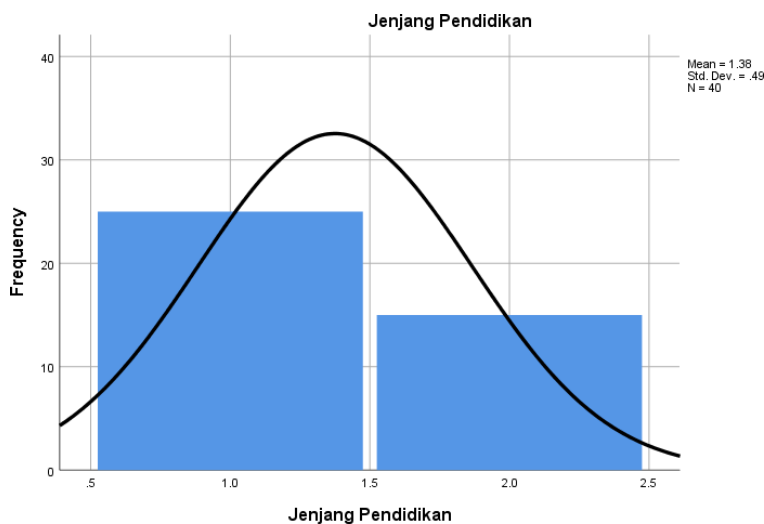
Furthermore, Stamov-Robnagel and van Dick (2013) conducted research on the relationship between age, health, satisfaction with changes in working conditions, and subjective performance. The results revealed that satisfaction with changes in working conditions decreased as individuals grew older, although this relationship was influenced by health factors.

A study conducted by Fisher, Chaffee, and Sonnega (2016) focuses on the factors influencing retirement timing and offers recommendations for future research. Although the research does not specifically address career satisfaction, it can provide valuable insights into how age can impact career decision-making and related satisfaction. Exploring retirement timing can shed light on the considerations and factors that individuals weigh when making career choices, which can ultimately influence their overall career satisfaction.

In addition, Fasbender, Deller, Wang, and Wang (2016) conducted research that examines age differences in work adaptation concerning tasks and roles. The findings suggest that older workers have the ability to compensate for any physical decline through a broader range of experience and knowledge. These factors can have an impact on their job satisfaction and adaptation to the changing work environment.

There were 40 respondents who met the criteria. In terms of education level, 62.5% of respondents had a bachelor's degree, while 37.5% of respondents had a master's degree.

Table 3
Educational Level



Ng, Eby, Sorensen, and Feldman (2005) conducted a meta-analysis that combined findings from various studies to analyze the factors that objectively and subjectively predict career success. The results of this study show several important findings, including objective and subjective factors that influence Career Success. Objectives are (a) Longer work experience and higher education level are

significantly associated with higher position levels and higher income. (b) Job satisfaction and organizational commitment also have a positive relationship with objective career success.

Table 2 discusses a total of 40 respondents, as many as 32 people or 80% are individuals who have knowledge in the field of Guidance and Counseling (BK), while 8 people or 20% are individuals who have knowledge outside the field of BK (nonBK).

Table 4
Scientific

percent	Valid Percent	cumulative percent
80.0	80.0	80.0
20.0	20.0	100.0
100.0	100.0	

Kristof-Brown, Zimmerman & Johnson (2005) In a meta-analysis researchers found that the level of education appropriate to the job has a positive relationship with job satisfaction. Sturges, Conway, Guest & Liefoghe (2005) This study shows that the compatibility of education with work is positively related to job satisfaction.

A total of 40 respondents, 7 people or 17.5% experienced a high level of career satisfaction, 26 people or 65% experienced a moderate level of career satisfaction, and 7 people or 17.5% experienced a low level of career satisfaction. Thus, most respondents (65%) experienced moderate levels of career satisfaction, followed by a small number who experienced high (17.5%) and low (17.5%) levels of career satisfaction.

Table 5
Career Criteria Satisfaction

frequency	percent	Valid Percent	cumulative percent
Valid tall	7	17.5	17.5
currently	26	65.0	82.5
low	7	17.5	100.0
Total	40	100.0	100.0

Individuals who experience high levels of career satisfaction often possess certain traits or characteristics, as supported by studies conducted by Judge, Thoresen, Bono, and Patton (2001), Warr (2007), Spector (1997), and Hulin (2001). These characteristics include:

1. Sense of accomplishment and success: Individuals who feel a sense of achievement and success in their work tend to have higher career satisfaction.
2. Happiness and motivation: Those who derive happiness and motivation from the tasks they perform are more likely to experience career satisfaction.
3. Supportive relationships: good relationships with colleagues and superiors contribute to a positive work environment and increased career satisfaction.
4. Appreciation and recognition: Feeling valued and recognized for one's contributions can enhance career satisfaction.
5. Alignment of interests, values, and skills: When individuals find a match between their interests, values, and skills with their job, it enhances their sense of fulfillment and career satisfaction.
6. Meaning and purpose: Having a sense of meaning and purpose in their work can contribute to higher levels of career satisfaction.
7. Growth and advancement opportunities: Access to opportunities for growth and advancement in their careers can positively impact career satisfaction.
8. Work-life balance: A good balance between work life and personal life is crucial for overall career satisfaction.
9. Control and autonomy: Feeling a sense of control and autonomy in their work allows individuals to make decisions and have influence, leading to higher career satisfaction.
10. Positive impact on others or society: When individuals believe that their work has a positive impact on others or society, it can enhance their sense of fulfillment and career satisfaction.

Table 6

Interview with BK teacher respondents with satisfaction career (high)

I	<i>What do you think about your career satisfaction as a guidance counselor at this school?</i>
R	<i>Overall, I feel very satisfied with my career at this school. One of the factors that has had a positive impact on my career satisfaction is the quality of this school. Our school is in the high quality category and this has greatly influenced my work experience as a guidance counselor.</i>
I	<i>Can you explain more about how school quality impacts your career satisfaction?</i>
R	<i>Of course. High school quality means a conducive and professional work environment. I feel supported by the principal, colleagues and other staff. There is good communication between all parties in the school, including parents. This helps in carrying out my duties as a guidance counselor.</i>
I	<i>What else makes you feel satisfied with your career at this school?</i>
R	<i>In addition, the high quality of the school also meant that there were sufficient resources to carry out my duties. I have access to materials and support materials needed to provide guidance and counseling to students. In addition, the existence of a quality professional development program has also provided an opportunity for me to continuously improve my skills and knowledge in this field.</i>
I	<i>Are there other aspects of school quality that impact your career satisfaction?</i>
R	<i>Yes, I also feel that high school quality creates a positive learning climate for students. Our students are highly motivated and enthusiastic to learn. This makes it easier to provide effective guidance and counseling. Seeing the development of our students and the positive contribution we make in their lives also gives me satisfaction as a guidance counselor.</i>
I	<i>Thank you for your time. Is there anything else you'd like to add about your career satisfaction as a counseling teacher at this school?</i>
R	<i>I just want to emphasize that high school quality does have a significant effect on my career satisfaction as a counseling teacher. This creates a positive work environment, provides the support and resources needed, and allows me to make a meaningful contribution to student development. I feel lucky to be able to work in this good quality school.</i>

Table 7

Interview with BK teacher respondents with satisfaction career (medium)	
I	<i>How would you rate your career satisfaction as a guidance counselor?</i>
R	<i>I can say that my career satisfaction as a guidance counselor is at a moderate level. I enjoy my job and feel called to help students in their development. However, there are a few things that could be improved to increase my satisfaction.</i>
I	<i>What makes you feel satisfied with your job as a guidance counselor?</i>
R	R : <i>I find it satisfying when I can help students overcome their personal, social, and academic problems. Seeing them grow and face challenges with more confidence gives me satisfaction. Apart from that, I also feel satisfied when I can work together with colleagues and the school team in providing the best service to students.</i>
I	<i>Are there certain aspects of your job as a guidance counselor that you feel dissatisfied with?</i>
R	R : <i>One of the things that makes me feel dissatisfied is the limited resources and support available. Sometimes, I feel overwhelmed by the number of students who need guidance and encouragement. In addition, the limited time to provide services to each student is also a challenge.</i>
I	<i>Are there any specific expectations or changes that you would like to make to enhance your career satisfaction as a school counselor?</i>
R	R : <i>I wish there was more training and professional development offered to counseling teachers. With improved knowledge and skills, I believe I can provide better services to students. I also hope that there will be greater support from the school and co-workers in carrying out their duties as a guidance counselor.</i>
I	<i>Thanks for the interview. Is there anything else you'd like to say about your career satisfaction as a guidance counselor?</i>
R	R : <i>I believe that working as a guidance counselor has a significant impact on students' lives. Despite the challenges, I feel proud to be part of the process of helping students overcome problems and reach their potential. I will continue to strive to increase my career satisfaction and make a greater contribution to students.</i>

Table 8

Interview with BK teacher respondents with satisfaction career (low)

I	<i>How would you rate your career satisfaction as a school counselor?</i>
R	<i>Honestly, I feel very dissatisfied with my job as a guidance counselor. I feel trapped in a monotonous routine and see no real impact from my work. It is difficult to motivate students and feel underappreciated by colleagues and the school.</i>
I	<i>What makes you feel dissatisfied with your job as a guidance counselor?</i>
R	<i>I feel that I don't have enough time and resources to give each student enough attention. The high demands of work make me feel tired and stressed every day. In addition, I also feel that my efforts in providing guidance and encouragement to students are not always appreciated or recognized.</i>
I	<i>Are there any aspects of your job as a school counselor that you feel particularly dissatisfied with?</i>
R	<i>One of the things that makes me feel very dissatisfied is the lack of support and cooperation from colleagues and school management. I often feel alone in dealing with problems and challenges that arise. In addition, there are changing policies and ever-increasing demands that make the job even more difficult.</i>
I	<i>Are there any specific expectations or changes that you would like to make to enhance your career satisfaction as a school counselor?</i>
R	<i>I hope there is a change in the education system that provides more support to counseling teachers. I also wish there was better training and professional development to improve my skills in helping students. In addition, better communication and collaboration with colleagues and school management can also help increase my career satisfaction.</i>
I	<i>Thanks for the interview. Is there anything else you'd like to say about your career satisfaction as a guidance counselor?</i>
R	<i>I hope that work as a guidance counselor can be appreciated and recognized as an important role in shaping the future of students. I hope there will be positive changes in the work environment and increased support for guidance counselors so that we can better contribute to students and experience greater satisfaction in our work.</i>

CONCLUSIONS AND RECOMMENDATIONS

High school quality affects career counseling teacher satisfaction. A conducive and professional work environment, support from the principal and co-workers, good communication between all parties, availability of adequate resources, quality professional development programs, and a positive learning climate for students are some of the aspects of school quality that have a positive impact on satisfaction career.

The recommendation from the results of this study is career development for young and old workers, it is important to provide support and suitable career development opportunities for workers in various age ranges. Younger workers can benefit from professional development programs that focus on increasing skills and readiness to deal with complex tasks. Meanwhile, older workers can benefit from career coaching programs that help them adapt to changing working conditions and ensure optimal performance.

Wellbeing and health support given the level of stress that counseling teachers may experience in carrying out their duties, it is important to provide adequate health and wellness support. This can include mental health programs, stress management training and the promotion of healthy lifestyles. By paying sufficient attention to the welfare and health of counseling teachers, one can expect increased job satisfaction and better performance.

Further research to broaden understanding of the factors that influence job satisfaction and performance of counseling teachers, it is suggested to conduct further research. The research could involve a larger sample, look at other variables that might play a role, such as organizational support, work environment, and intrinsic motivation, and explore the experiences of counseling teachers in facing challenges and taking advantage of opportunities in their profession.

ACKNOWLEDGEMENTS

The author would like to say thank and much appreciation to Universitas Muhammadiyah Tasikmalaya, as the Home Base for the authors' work, Indonesia Endowment Fund for Education (LPDP) and the directorate of Indonesia Higher Education who supported the author's scholarship program and funding for doctoral program at the Indonesian University of Education.

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