

Building Trust for Enhanced Job Satisfaction: Insights from High School Teachers in Pekanbaru City

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ABSTRACT

This study aims to investigate the level of job satisfaction among public high school teachers in Pekanbaru City through the lens of teacher trust. Using a survey method with a causal approach, the research examines a sample of 200 teachers, selected via simple random sampling, and includes a pilot test with 40 teachers for method refinement. The study centers on educators in state high schools across Pekanbaru City. Data collection involves a carefully designed questionnaire, validated through Pearson Product-Moment correlation and assessed for reliability using Cronbach's Alpha formula. The study reveals a direct and positive correlation between trust and job satisfaction, underscoring the potential to enhance job satisfaction by nurturing higher levels of trust. The findings contribute valuable insights to the education field, suggesting that cultivating trust can positively impact both teacher job satisfaction and overall educational quality. This research sheds light on the interplay between trust and job satisfaction, offering implications for educational institutions and policymakers to create more conducive teaching environments and elevate the educational experience for both teachers and students.

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1. INTRODUCTION

The introduction of this study positions itself within the broader context of formal education within schools, underscoring its paramount importance as a conduit for nurturing knowledgeable, principled, and adept individuals who contribute to their personal development and societal well-being. The pivotal role of schools in realizing national educational objectives remains indisputable; nonetheless, a critical concern pertains to optimizing the operational efficacy of schools to harmonize with these aspirational goals. This necessitates dispelling misconceptions that relegate schools to mere congregational spaces with limited influence on student conduct and cognitive advancement (Hughes, 2021). In this regard, the summarized report by UNESCO (2021) accentuates the involvement of non-state actors in education and probes the issues of agency in selection and the repercussions for various stakeholders within the global education landscape. Additionally, the World Bank (2018) has underscored the imperative of enhancing teacher performance and accountability in the context of Indonesia. By amalgamating insights drawn from these referenced sources, it can be deduced that conceiving education as transcending mere

instructional settings and transforming schools into efficacious and impactful institutions is imperative to achieve overarching educational objectives.

In achieving proficient school functioning, a comprehensive examination of various components is essential, encompassing human resources responsible for education management, including teachers and administrators, as well as curriculum development, teaching methodologies, facilities, and the overarching educational atmosphere. The coherent progression of the educational journey within schools is contingent upon the harmonious interaction of these integral constituents. The significance of this study resonates in accentuating the indispensable contribution of school principals in orchestrating initiatives aimed at enhancing instructional excellence and fostering an environment conducive to effective learning (Ansori, Suyatno, & Sulisworo, 2021). This pivotal role extends to encompass the provision of guidance and support to educators as they endeavor to refine their pedagogical prowess. Moreover, Thorburn and Stolz (2021) underscore the contemporary educational landscape and propose an interpretative framework that intertwines phenomenology with embodied and intersubjective perspectives, thereby influencing pedagogical principles. Furthermore, Wibowo and Suryadarma (2022) highlight the challenges and prospects inherent in implementing continuous professional development programs tailored for school principals in Indonesia. Collectively, these referenced sources contribute to the elucidation of the multifaceted dynamics underlying effective educational leadership and instructional enhancement.

In the realm of the classroom, educators assume a crucial role in orchestrating classes to attain desirable learning achievements. Their proactive involvement with students and the cultivation of an immersive learning milieu hold paramount significance in augmenting educational quality and, by extension, shaping the educational accomplishments of students. Nonetheless, practical realities unveil instances where educators may not fully meet their designated responsibilities, including administrative duties integral to the pedagogical and learning processes. Such disparities can significantly impede the realization of favorable student learning outcomes. Various factors contribute to these disparities, encompassing the caliber of school leadership embodied by principals, the contentment derived from teaching roles, the establishment of harmonious work environments, equitable decision-making processes, adeptness in conflict resolution, and adaptability in response to evolving educational landscape elements – all of which collectively exert an influence on the overall performance of educators (Cosentino & Sridharan, 2017; Bold et al., 2017; Chetty, Friedman, & Rockoff, 2014). The examination of these factors facilitates a comprehensive comprehension of the intricate dynamics shaping teacher efficacy and its subsequent impact on the learning achievements of students.

This research embarks on a significant journey by addressing critical gaps in the current understanding of educational dynamics, particularly within the context of high school settings in Pekanbaru City. The identified gap pertains to the limited exploration of the intricate interplay between trust, job satisfaction, and the overall performance of high school teachers in this specific region. While various studies have delved into the factors influencing teacher efficacy and student learning outcomes, the unique focus on trust and its direct relationship with job satisfaction remains relatively uncharted territory (Amini & Kemal, 2021; Kim & Wang, 2019; Pedditz et al., 2021; Tschannen-Moran & Hoy, 2013). This research is of paramount importance because it seeks to unravel the underlying mechanisms that link trust within the educational ecosystem to the job satisfaction levels of high school teachers. By shedding light on these dynamics, the study not only contributes to the local educational landscape but also adds valuable insights to the broader discourse on educational leadership and practice. Furthermore, the novelty of this research lies in its concentrated exploration of the trust-job satisfaction-performance nexus within the high school teaching context in Pekanbaru City, providing a fresh perspective that can inform future policy decisions and educational interventions.

Consequently, the dissonance felt by educators, stemming from the misalignment between their anticipated experiences and actual realities, possesses the potential to yield detrimental ramifications on the attitudes of students as well as their learning achievements. In light of these compelling observations, the present study seeks to empirically investigate and meticulously substantiate these suppositions, with

particular emphasis on elucidating "The Influence of Trust on Job Satisfaction among High School Teachers in Pekanbaru City." Through the execution of this research endeavor, the primary objective is to make a substantial contribution to the broader comprehension of the intricate interplay between trust, job satisfaction, and the overall performance of high school educators. By shedding light on these dynamic relationships, this study endeavors to furnish insights that extend beyond the boundaries of a specific research domain, thereby resonating with the overarching principles of educational leadership and practice (Tschannen-Moran & Hoy, 2014; Skaalvik & Skaalvik, 2017; Hattie & Zierer, 2019).

2. METHODS

This study adopts a survey research method characterized by a causal approach, utilizing Path Analysis to examine the intricate interplay between a single independent/exogenous variable and a dependent/endogenous variable. In the context of this investigation, the exogenous variable under scrutiny is trust- a multidimensional construct encompassing interpersonal reliance and confidence. Simultaneously, the endogenous variable of focus is teacher job satisfaction, encapsulating the amalgamation of factors contributing to educators' overall contentment in fulfilling their professional duties. Through this meticulously chosen methodological lens, the study aims to unravel the direct impact of trust on teacher job satisfaction, shedding light on trust's pivotal role in shaping educators' work-related contentment.

The data acquisition procedure involves the use of questionnaires, comprising a set of statements that respondents must answer to gather information about trust and teacher job satisfaction. The construction of the questionnaire stems from the indicators of the research variables grounded in theoretical studies. These indicators are translated into several statement items, aligning with the conceptual meanings encapsulated within the indicators. The instrument is structured using a five-point Likert scale. The statements within the instrument items are fully aligned with the indicators of the research variables, which will be employed to measure these variables. Once the instrument concept is approved, it is piloted with high school principals from Pekanbaru City and 40 teachers from high schools within the same city. The pilot testing results are subjected to validity and reliability tests.

A comprehensive analytical framework is employed in this study, encompassing both descriptive and inferential statistical analyses to scrutinize the data gathered. The descriptive statistical analysis sheds light on the entire spectrum of variables, manifesting in a multifaceted exploration of the research landscape. This method involves presenting data through frequency distributions and histograms, facilitating a visual comprehension of the data's distribution. Furthermore, central tendencies, including mean, median, and mode, are meticulously examined to unveil the core characteristics of the dataset. Accompanying these measures are dispersion indicators like variance and standard deviation, providing insights into the extent of data variation. This robust descriptive analysis paints a vivid picture of the data's inherent patterns and characteristics, setting the stage for deeper inferential examinations.

In the pursuit of hypothesis validation, the study employs inferential statistical analysis, notably through path analysis- a sophisticated analytical tool. Before embarking on path analysis, a crucial preliminary phase of analysis is undertaken, comprising essential evaluations to ensure robust results. This preliminary examination encompasses two vital assessments: firstly, a meticulous evaluation of the normality of regression estimation errors using the Liliefors technique is conducted. This step unveils the distribution characteristics of the errors, a fundamental aspect influencing the accuracy of subsequent analytical outcomes. Secondly, the study examines data homogeneity through the Chi-Square (χ^2) test, a pivotal assessment to gauge the comparability of data subsets. This rigorous preparatory phase underscores the commitment to methodological rigor, ensuring that the subsequent path analysis is executed upon a solid foundation of data integrity and conformity.

The intricate facets of this comprehensive methodology collectively unveil a panoramic view of the research landscape, encapsulating the research approach, the subjects being studied, the procedural steps undertaken, the materials and instruments employed, the meticulous data collection process, and the sophisticated analytical techniques utilized for data interpretation. By providing a comprehensive

overview of these dimensions within the introductory framework, this study adeptly contextualizes the methodology, ensuring that its intricate intricacies align harmoniously with the overarching research objectives. This methodological transparency serves as a pivotal bridge, seamlessly connecting the research design with the broader investigatory goals, and underscoring the study's commitment to a rigorous and coherent research endeavor.

3. FINDINGS AND DISCUSSION

This chapter explores the complex relationship between trust and job satisfaction in professional settings. We examine how trust serves as a catalyst for positive work behaviors and enhances overall job satisfaction. We also explore the intricate interaction between trust and job satisfaction within the context of various professions.

3.1. *The Impact of Trust on Job Satisfaction*

This research investigates 'How does teacher trust impact job satisfaction among high school teachers in the public education system of Pekanbaru City?' This question reflects our research focus on exploring the vital role of trust in shaping teachers' perceptions of job satisfaction in the educational environment we have examined. The findings of this study will provide a deeper understanding of the importance of trust in the education setting and its contribution to enhancing the overall quality of education. All the requisite conditions for comprehensive research have been meticulously addressed, encompassing the availability of research data and the methodological protocols followed in both descriptive data analysis and the requisite inferential analyses. Furthermore, congruence between the formulated research hypotheses and the resultant findings has been achieved. Specifically, the current study underscores a direct and favorable correlation between trust and teacher job satisfaction, a relationship that has garnered empirical validation. This is underscored by a path coefficient of 0.349, indicative of a statistically significant and positively impactful connection between the trust variable and job satisfaction. This assertion is substantiated by a calculated t-value exceeding the tabulated t-value ($5.249 > 1.972$) at a significance level of 0.05, with degrees of freedom ($df = 198$). Consequently, it is plausible to infer that an augmentation in levels of trust engenders an enhancement in the overall job satisfaction experienced by individuals within the organizational context. This empirical finding augments the discourse on the intricate interplay between trust, job satisfaction, and organizational behavior, in alignment with prior scholarly investigations (Amini & Kemal, 2021; Cosentino & Sridharan, 2017; Pedditzi, Nonnis, & Nicotra, 2021).

The insights garnered from these findings warrant a comprehensive examination within the context of the study's focal variables, complemented by the relevant theoretical underpinnings elucidated herein. Job satisfaction is conceptually defined as the "pleasurable emotional state resulting from the appraisal of one's job or job experiences" (Colquitt, Lepine, & Wesson, 2015), signifying a positive emotional state arising from an individual's evaluation of their work environment and experiences. This denotes that individuals, whether employees within an organization or teachers within an educational setting, exhibiting elevated job satisfaction tend to harbour positive emotions when reflecting on their professional roles or engaging in work-related tasks. Conversely, individuals with reduced job satisfaction experience more negative emotions. Thus, the study's empirical findings align with this premise, reinforcing the notion that individuals reporting high job satisfaction hold favorable perceptions and evaluations of their work engagements. These insights gain further resonance when viewed through the theoretical lens of Harter, Schmidt, and Hayes (2017), whose research illuminates the intricate nexus between employee satisfaction, engagement, and its impact on organizational outcomes. By situating these findings within this theoretical framework, a holistic understanding emerges, emphasizing the multifaceted influence of teacher job satisfaction not only on individual educators but also on the broader educational context. As such, these empirical observations contribute substantively to the discourse on organizational behavior, underscoring its

interconnectedness with employee or teacher satisfaction and engagement levels, aligning with established scholarly perspectives (Harter et al., 2017; Colquitt et al., 2015).

An authority in the field asserts that "job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work" (Hackett & Byerly, 2014). Consequently, job satisfaction entails a collection of constructive or detrimental emotions that contribute to an individual's perception of their professional endeavors. This emotional disposition suggests the existence of specific objects or facets that serve as determinants of satisfaction. In alignment with scholarly perspectives, these facets encompass five primary dimensions of a job that elicit affective responses from employees: (1) the intrinsic nature of the work itself, (2) the remuneration or salary structure, (3) prospects for advancement and promotion, (4) the quality of supervision, and (5) the quality of relationships with colleagues. Hence, the concept of job satisfaction encapsulates these key aspects, including the nature of the work, compensation, opportunities for advancement, supervisory support, and interpersonal relationships, as substantiated by the research of Hackett and Byerly (2014).

Citing an expert perspective, "job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work" (Hackett & Byerly, 2014). Consequently, job satisfaction encapsulates a range of positive or negative emotional responses that shape an individual's perception of their professional engagement. This emotional state implies the presence of specific objects or dimensions that underlie one's satisfaction. Echoing scholarly viewpoints, these dimensions encompass five pivotal aspects intrinsic to a job that trigger affective reactions from employees: (1) the inherent nature of the work itself, (2) the compensation structure, (3) opportunities for career advancement, (4) the quality of supervisory interactions, and (5) the quality of relationships with colleagues. Hence, the notion of job satisfaction encompasses these fundamental dimensions, including the inherent nature of the work, compensation, prospects for career growth, supervision quality, and the camaraderie among colleagues, as substantiated by research (Hackett & Byerly, 2014; Rousseau, Sitkin, & Kramer, 2013; Mayer, Davis, & Schoorman, 2014; Kramer, 2016).

3.2. Trust as a Catalyst for Positive Work Behaviors

By underscoring trust as a boundary-defying force, McEvily and Zaheer (2014) not only accentuate its facilitative role in enabling action but also emphasize its capacity to intricately enrich the multifaceted fabric of social dynamics within an organization. This assertion underscores the dynamic essence of trust, positioning it as a catalyst that not only expands the limitations of established interactions but also emboldens individuals to navigate unexplored territories with a sense of assurance. This expansion of boundaries, catalyzed by trust, not only fosters novel collaborations but also stimulates innovative problem-solving and synergistic endeavors that underpin organizational advancement and creativity. Furthermore, the proposition that trust serves as a mobilizing force underscores its pivotal function in galvanizing individuals to actively participate, take initiative, and contribute substantially to collective undertakings. However, the emergence of trust is not spontaneous; rather, it emanates from underlying factors, aligning with previous viewpoints that have expounded on the multifaceted nature of trust (Lewicki & Wiethoff, 2014). This perspective aligns with the conceptual framework presented in Figure 1 below, which visually represents the intricate interplay between elements that constitute and sustain trust within an organizational context. Thus, the contention that trust transcends being a mere outcome and evolves as a dynamic process intertwined with factors that culminate in individuals placing trust in one another resonates with their comprehensive insights, emphasizing the pivotal role of trust in cultivating a robust and harmonious organizational milieu.

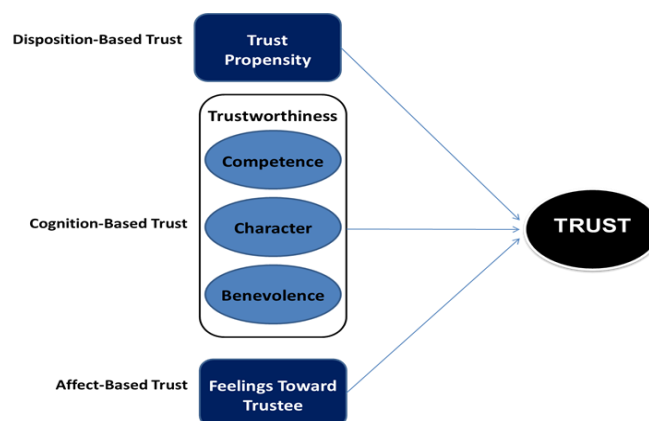


Figure 1. Factors that Influence Trust Levels

Therefore, in light of this elucidation, when a teacher deliberately fosters trust, guided by the underlying principles of their belief, they inherently open themselves to embrace all the facets that collectively constitute job satisfaction. This deliberate cultivation of trust leads to a profound sense of contentment in their professional endeavors, enabling educators to derive positive and fulfilling experiences from their roles within the educational landscape. Consequently, the establishment and nurturing of trust emerge as pivotal prerequisites for fostering a work environment that empowers and enriches educators. It is within this context that the intricate interplay between trust and job satisfaction takes center stage, warranting a meticulous examination. By delving into the dynamic relationship between these variables, we can uncover the nuanced mechanisms through which trust profoundly influences perceptions of job satisfaction, subsequently contributing to the cultivation of a harmonious and highly effective educational ecosystem. Therefore, the investigation into trust and its inherent association with job satisfaction among high school teachers assumes paramount significance, not merely for the individual teacher's well-being, but also the broader educational landscape. It offers invaluable insights into the formulation of strategies aimed at enhancing teacher welfare and elevating the overall quality of education, aligning with Tschannen-Moran and Hoy's (2013) perspective that "Trust is a psychological state comprising the willingness of a party to be vulnerable to another party based on the expectation that the other party will act with benevolent intent," and supported by Kim and Wang's (2019) meta-analysis results indicating a moderate positive relationship between trust and job satisfaction among teachers (correlation coefficient of 0.42).

3.3. Trust's Role in Enhancing Overall Job Satisfaction

Aligned with the previously expounded theoretical framework, an individual's level of trust toward their peers and superiors functions as a unique form of capital that not only showcases their capabilities but also elevates their overall performance (McAllister, 2014). It is noteworthy that the erosion of trust within the work context frequently acts as a catalyst, causing individuals to exhibit suboptimal performance and adopt insincere attitudes. As such, the concept of trust takes on a multifaceted role, impacting not only personal interactions but also organizational dynamics and productivity. This phenomenon emphasizes the pivotal role that trust plays in shaping work behaviors and outcomes, warranting a deeper exploration into the intricate interplay between trust and performance. By scrutinizing this connection, we can glean insights into how trust acts as a catalyst for fostering an environment conducive to genuine commitment, open communication, and collaborative efforts, ultimately contributing to a more resilient and effective organizational structure. Therefore, this investigation delves into the nexus between trust and performance, striving to uncover the mechanisms by which trust influences various dimensions of work behavior and how its cultivation can lead to positive transformations in individual and collective performance paradigms.

Job satisfaction encompasses various dimensions that collectively contribute to individuals' overall contentment within their professional roles. These dimensions include: firstly, payment, which involves the perception of the adequacy of one's salary and the equitable distribution of compensation; secondly, job-related factors, where the extent to which job tasks are captivating and offer opportunities for skill development and taking on responsibilities greatly influences satisfaction; thirdly, the prospect of promotion, indicating the availability of avenues for career progression; fourthly, the quality of supervision, with a supportive and attentive supervisor positively impacting job satisfaction; and lastly, interactions with coworkers, as a harmonious and supportive peer environment contributes significantly to job contentment (Hackett & Byerly, 2014).

Notably, these dimensions gain even more significance when underpinned by trust, which McAllister (2014) defines as "a psychological state comprising the willingness of a person to be vulnerable to another person based on the expectation that the other person will act with positive regard for the trustor's welfare." The presence of trust across all the aforementioned dimensions creates an environment in which individuals feel at ease and content in their work. Therefore, it is reasonable to posit that an escalation in trust levels can catalyze a corresponding elevation in work morale, leading to what is commonly recognized as heightened job satisfaction. This interconnected relationship between trust and the multifaceted dimensions of job satisfaction underscores the intricate interplay between interpersonal dynamics and individual contentment within the organizational context, highlighting the pivotal role that trust plays in nurturing a positive and thriving work environment.

3.4 The Interaction between Trust and Job Satisfaction in a Professional Context

Job satisfaction encompasses a multitude of dimensions crucial for overall professional contentment, encompassing aspects like payment, job-related factors, promotion prospects, supervision quality, and coworker interactions (Hackett & Byerly, 2014). The significance of these dimensions is amplified when intertwined with trust, a psychological state characterized by a willingness to be vulnerable to others with the expectation of positive regard for one's welfare (McAllister, 2014). Trust serves as a linchpin that connects and enriches these facets of job satisfaction, fostering a harmonious and seamless workplace experience. This intricate relationship underscores the interplay between interpersonal dynamics and individual well-being within the organizational context. This synergy between trust and job satisfaction finds support in research conducted in various professional domains, such as outsourcing relationships (Lam & Budhwar, 2015) and architect-contractor relationships (Fang & Chiu, 2016), further highlighting trust's pivotal role in creating positive and thriving work environments.

In their research, Johnston, Spekman, and Kamauff (2013) conducted a study that yielded insightful findings regarding the dynamics of supplier-buyer relationships. They found a significant positive correlation between suppliers' trust in buyers and the overall satisfaction perceived by the buyers in the context of these relationships. This positive relationship was found to be mediated by the concept of relational governance, where the level of trust between suppliers and buyers influenced the evaluation of satisfaction. Furthermore, the study emphasized that this positive correlation extended to the achievement of performance objectives. Buyers' assessment of satisfaction was found to be positively associated with key performance indicators such as profitability, growth, innovation, cost-effectiveness, quality, and service. The research by Johnston et al. sheds light on the pivotal role of trust within buyer-supplier relationships and its impact on both relational satisfaction and overall performance outcomes (Johnston, Spekman, & Kamauff, 2013; Lumineau & Meschi, 2014; Zhao & Zhang, 2015).

Drawing from the conceptual frameworks outlined by experts, pertinent theories, and prior empirical studies, it is evident that trust plays a pivotal role in directly and positively shaping job satisfaction. This connection underscores that as trust levels elevate, so too does the corresponding degree of job satisfaction. The principle at play is straightforward: an augmentation in trust tends to yield an enhancement in job satisfaction. This aligns with the foundational premise that trust serves as

a critical catalyst in fostering positive attitudes and emotions within the organizational context. The interplay between trust and job satisfaction holds significance as it echoes the belief that cultivating trust among employees can serve as a strategic avenue for elevating their overall contentment and well-being within their roles. In essence, the relationship between trust and job satisfaction encapsulates a cornerstone of organizational dynamics that merits exploration and cultivation for fostering a productive and harmonious work environment.

4. CONCLUSION

A thorough examination shows a strong positive association between trust and satisfaction with work. The path coefficient relating transformational leadership to job satisfaction supports this correlation, emphasising the importance of trust in educator job satisfaction. Trust's crucial significance in creating a harmonious and pleasant workplace is shown by educators' increased job satisfaction and trust in their professional interactions. These findings enhance our understanding of the complex relationship between trust and job satisfaction and provide ways to improve teacher well-being and performance. Research outcomes meet strict requirements throughout all aspects of the investigation, including data validation and analytical procedure adherence. Congruence between research hypotheses and empirical findings strengthens the study's robustness, supporting the notion that trust directly and positively affects teacher job satisfaction. This alignment supports the theoretical framework's congruence with real-world findings, bolstering the study's credibility and possible contribution to education's academic and practical domains. Despite the study's excellent findings on trust's effect on job satisfaction, its quantitative technique has drawbacks. It emphasises trust as a single component in job happiness, potentially missing other factors. Trust's complex relationship with internal and external forces requires a deeper understanding. The study also addresses respondent bias, where people may react with reservation. Addressing this concern by emphasising response secrecy. The study will clearly address these constraints to better understand the relationship between trust and job happiness among Pekanbaru City high school teachers. To track trust and work satisfaction changes over time, longitudinal studies are essential for future research. Educational policymakers can benefit from studying how trust-building interventions affect job satisfaction in educational institutions. Investigating how trust and work satisfaction vary by high school subject or grade level can help clarify these dynamics. Finally, student and parent opinions on how teacher trust and job satisfaction affect education can provide a more holistic understanding of this essential topic.

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Conflicts of Interest: The authors declare no conflict of interest regarding the research titled "Building Trust for Enhanced Job Satisfaction: Insights from High School Teachers in Pekanbaru City." There are no personal circumstances or interests that could be perceived as inappropriately influencing the representation or interpretation of the reported research results.

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