

Determinants of Work Motivation, Interpersonal Communication, and Organizational Climate on Teachers' Job Satisfaction among Private School Teachers

Zulkifli Zulkifli^{1,*}, Lili Nurlaili², Rian Sri Rahyu³, Aishwarya Kamanaluri⁴, G. Jerusha Angelene Christabel⁵

^{1,2,3}Department of Education Management, Universitas Pamulang, Pamulang, Banten, Indonesia.

⁴Department of Business Analytics, University of Birmingham, Birmingham, England, United Kingdom.

⁵Department of English, Sathyabama Institute of Science and Technology, Chennai, Tamil Nadu, India.
zoel.unpam@gmail.com¹, lilinurlaili@unpam.ac.id², dosen00969@unpam.ac.id³, axk1660@student.bham.ac.uk⁴,
jeru123bell@gmail.com⁵

Abstract: This study investigates the determinants of teachers' job satisfaction by examining the effects of work motivation, interpersonal communication, and organizational climate among private school teachers in Pamulang District. A quantitative approach was employed using a survey method. Data were collected from private school teachers using structured questionnaires and analyzed using multiple regression. The results indicate that work motivation has a significant positive effect on teachers' job satisfaction, suggesting that higher levels of achievement needs, recognition, responsibility, and self-development contribute to greater job satisfaction. Interpersonal communication also has a significant positive influence, underscoring the importance of effective interaction among teachers, school leaders, and colleagues in creating a supportive working environment. Furthermore, organizational climate significantly affects job satisfaction, demonstrating that clear roles, supportive leadership, adequate work facilitation, and a warm organizational atmosphere enhance teachers' sense of well-being and professional fulfilment. Simultaneously, work motivation, interpersonal communication, and organizational climate collectively have a strong and significant impact on teachers' job satisfaction. These findings imply that school management should prioritize strategies to strengthen teachers' motivation, improve communication, and foster a positive organizational climate to enhance job satisfaction and overall school performance. This study contributes to the field of educational management by providing empirical evidence on key factors influencing job satisfaction among private school teachers.

Keywords: Work Motivation; Interpersonal Communication; Organizational Climate; Job Satisfaction; Strengthen Teachers; Multiple Regression Techniques; Professional Fulfilment.

Received on: 09/01/2025, **Revised on:** 26/02/2025, **Accepted on:** 27/05/2025, **Published on:** 03/01/2026

Journal Homepage: <https://www.fmdbpub.com/user/journals/details/FTSHS>

DOI: <https://doi.org/10.69888/FTSHS.2026.000627>

Cite as: Z. Zulkifli, L. Nurlaili, R. S. Rahyu, A. Kamanaluri, and G. J. A. Christabel, "Determinants of Work Motivation, Interpersonal Communication, and Organizational Climate on Teachers' Job Satisfaction among Private School Teachers," *FMDB Transactions on Sustainable Humanities and Society*, vol. 3, no. 1, pp. 26–36, 2026.

Copyright © 2026 Z. Zulkifli *et al.*, licensed to Fernando Martins De Bulhão (FMDB) Publishing Company. This is an open access article distributed under [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/), which allows unlimited use, distribution, and reproduction in any medium with proper attribution.

1. Introduction

Teachers play a central role in the success of educational institutions and in shaping the quality of human resources in a nation. Their performance, commitment, and professionalism are closely related to their level of job satisfaction [2]. Job satisfaction

*Corresponding author.

reflects teachers' emotional responses to their work, including perceptions of their responsibilities, working conditions, interpersonal relationships, and institutional support [3]. High job satisfaction is associated with increased motivation, better instructional practices, lower turnover intention, and stronger organizational commitment. Conversely, low job satisfaction may lead to absenteeism, burnout, reduced productivity, and declining educational quality [4]. Therefore, understanding the factors that determine teachers' job satisfaction is essential for improving school effectiveness and sustaining educational development. In recent years, the challenges teachers face have become increasingly complex. Educational reforms, curriculum changes, administrative demands, and technological developments require teachers to adapt and enhance their competencies continuously [5]. These pressures are particularly evident in private schools, where teachers often experience heavier workloads, less job security, and varying levels of institutional support compared to their public-school counterparts. As a result, issues related to motivation, communication, and organisational climate become critical factors influencing how teachers perceive their work and profession. Work motivation is one of the most important psychological factors affecting job satisfaction [6].

Motivation determines the intensity, direction, and persistence of an individual's efforts in performing tasks. In the context of teaching, motivated teachers are more likely to engage in instructional innovation, demonstrate dedication to students, and maintain classroom enthusiasm [7]. Work motivation may arise from intrinsic factors, such as achievement, recognition, responsibility, and self-development, as well as from extrinsic factors, such as salary, promotion, and job security. When teachers feel that their needs are fulfilled and their contributions are valued, they tend to experience higher job satisfaction. Conversely, low motivation may lead to frustration, emotional exhaustion, and disengagement from professional duties [8]. Therefore, motivation is not only a driver of performance but also a crucial determinant of teachers' subjective well-being at work.

Another key factor influencing job satisfaction is interpersonal communication. Schools are social organizations in which daily activities depend heavily on interaction among teachers, principals, staff, students, and parents [9]. Effective interpersonal communication enables the exchange of ideas, feedback, and emotional support, thereby fostering mutual understanding and cooperation. When teachers can communicate openly with school leaders and colleagues, they are more likely to feel respected, supported, and involved in decision-making processes [10]. This sense of inclusion strengthens their psychological attachment to the organization and enhances job satisfaction. On the other hand, poor communication, misunderstandings, and conflicts may create tension and dissatisfaction, weaken professional relationships, and reduce work enthusiasm [11].

Thus, interpersonal communication serves not only as a technical tool for information sharing but also as a relational mechanism that shapes teachers' perceptions of their working environment. In addition to individual and interpersonal factors, organizational climate plays a significant role in shaping job satisfaction. Organizational climate refers to the shared perceptions of policies, practices, and procedures within an institution [12]. It reflects how teachers experience leadership style, role clarity, work facilitation, recognition systems, and social interactions in their schools. Supportive leadership, clear job descriptions, opportunities for professional growth, and a warm, collaborative atmosphere characterize a positive organizational climate [13]. Such conditions encourage teachers to perform their duties with confidence and enthusiasm, thereby enhancing job satisfaction.

In contrast, a negative organizational climate marked by rigid bureaucracy, lack of appreciation, unclear responsibilities, and weak support systems may undermine teachers' morale and motivation. Consequently, organizational climate functions as a contextual framework that either strengthens or weakens the effects of motivation and communication on job satisfaction [14]. Empirical studies in educational management have shown that work motivation, interpersonal communication, and organizational climate are closely related to job satisfaction. However, most previous studies have examined these variables separately or focused on public schools and higher education institutions.

Limited attention has been given to private school teachers, especially in urban and suburban contexts where institutional diversity and competitive pressures are more pronounced [15]. Private schools often operate under different management systems, funding structures, and employment conditions compared to public schools. These differences may influence how motivation, communication, and organizational climate interact to shape teachers' job satisfaction [16]. Therefore, investigating these relationships in private school settings is necessary to provide a more comprehensive understanding of teachers' working experiences.

The context of private schools in the Pamulang District presents unique characteristics that make this issue particularly relevant. Pamulang District is an area with rapid population growth and increasing demand for educational services. As a result, many private schools have been established to accommodate students from diverse socio-economic backgrounds [17]. Teachers in these schools face challenges related to workload, administrative expectations, and limited resources. At the same time, they are expected to maintain high standards of teaching quality and student achievement. These conditions may affect their motivation, communication patterns, and perceptions of the organizational climate, which, in turn, influence their job

satisfaction [18]. Despite the importance of this issue, empirical evidence on the determinants of job satisfaction among private school teachers in this district remains scarce [19].

This study aims to address this gap by examining the effects of work motivation, interpersonal communication, and organizational climate on teachers' job satisfaction among private school teachers in Pamulang District. By adopting a quantitative approach, this research seeks to provide empirical data on the relative contribution of each variable to job satisfaction [20]. Understanding these relationships is important for school leaders and policymakers in designing strategies to enhance teachers' well-being and performance. For instance, if motivation is found to be a dominant factor, efforts can be directed toward improving incentive systems, professional development opportunities, and recognition mechanisms. If interpersonal communication plays a significant role, schools may focus on strengthening communication channels, leadership practices, and collaborative culture [21].

Similarly, if organizational climate emerges as a key determinant, structural and managerial reforms may be required to create a more supportive and participative environment. The significance of this study lies not only in its practical implications but also in its theoretical contribution. From a theoretical perspective, this research integrates three major constructs—motivation, communication, and organizational climate into a single analytical framework of job satisfaction [22]. This integrated approach enables a more holistic understanding of how individual, relational, and organizational factors interact to shape teachers' work experiences [23]. It also provides evidence to test and refine existing theories of motivation and organizational behavior in educational settings.

Furthermore, by focusing on private school teachers, this study expands the scope of previous research and highlights the importance of contextual factors in educational management [24]. In practical terms, the findings of this study are expected to inform school principals, education administrators, and stakeholders about effective ways to improve teachers' job satisfaction. Enhancing job satisfaction benefits not only teachers but also students and schools as a whole [25]. Satisfied teachers are more likely to demonstrate commitment, creativity, and resilience in facing educational challenges. They are also more inclined to build positive relationships with students, which contributes to better learning outcomes [26]. Therefore, improving teachers' job satisfaction should be considered a strategic priority in educational development. In the teachers' job satisfaction is a crucial issue in educational management, particularly in private school contexts where working conditions may vary widely [27]. Work motivation, interpersonal communication, and organisational climate are key determinants of how teachers perceive and experience their professional roles. However, empirical studies that examine these variables simultaneously in private school settings remain limited [28]. By investigating these relationships among private school teachers in Pamulang District, this study seeks to provide a deeper understanding of the factors influencing job satisfaction and to offer evidence-based recommendations for improving educational practice and management. Through this effort, it is hoped that schools can create more supportive environments that promote both teacher well-being and educational quality [29].

2. Literature Review

2.1. Overview of Teacher Job Satisfaction Research

Teacher job satisfaction remains a central topic in educational research because of its close links with performance quality, teacher retention, and overall school effectiveness. Job satisfaction is influenced by a multiplicity of factors, including internal drives, interpersonal dynamics within schools, and the broader organizational environment in which teachers work. In the context of private schooling—where accountability pressures, resource constraints, and competitive demands often differ from public schooling environments—understanding these determinants provides essential insights for both theory and practice.

2.2. Work Motivation and Teacher Job Satisfaction

Work motivation represents a significant individual-level determinant of job satisfaction. Motivation theories in education emphasize both intrinsic factors, such as personal achievement, professional growth, and meaningful work, and extrinsic factors, such as salary, recognition, and institutional support. Research indicates that higher levels of motivation are positively associated with teacher job satisfaction and commitment. A recent empirical study demonstrated how both principals' interpersonal communication and the organizational climate significantly influenced teachers' work motivation in Indonesian schools. The analysis showed strong positive correlations among communication, climate, and motivation, with better communication and a positive climate associated with higher motivation (correlation coefficients $r = 0.748$ and $r = 0.739$, respectively). Other studies also support the centrality of motivation in the job satisfaction process. For example, research by Adler et al. [1] found that motivation directly influenced teacher job satisfaction in vocational school settings, with significant effects in structural relationship models linking organizational culture, motivation, and job satisfaction. These findings align with broader educational management literature, suggesting that when teachers have high motivational levels, especially internalised motivations, they tend to report higher job satisfaction and a stronger sense of professional fulfilment. Furthermore,

recent work shows that motivational strategies integrated with communication practices and supportive climate initiatives are more effective in enhancing teacher engagement and satisfaction than efforts that address each factor in isolation.

2.3. Interpersonal Communication in School Contexts

Interpersonal communication refers to the everyday interactions among teachers, colleagues, school leaders, and other stakeholders. Effective communication is not merely the transmission of information, but also the relational quality of exchanges, how supportive, open, and respectful these communications are. In school contexts, strong interpersonal communication has been linked to higher job satisfaction by fostering a sense of inclusion, psychological safety, and mutual respect. Recent research in educational settings illustrates this connection. A study in North Aceh found that principals' interpersonal communication is a strong predictor of teachers' work motivation, which, in turn, affects job attitudes [2]. This reinforces theoretical perspectives that view communication as both an information-processing mechanism and a social bonding process that can enhance or hinder job satisfaction. Although many studies focus on the role of communication in performance outcomes, emerging evidence links interpersonal communication directly to job satisfaction. Research in vocational high schools found that interpersonal communication and work motivation together positively influenced job satisfaction, demonstrating that improved communication fosters supportive work relationships, which are necessary for teacher satisfaction [4].

2.4. Organizational Climate and Influence

Organizational climate refers to the collective perceptions and shared experiences teachers have regarding their school's policies, practices, leadership styles, recognition systems, and overall work atmosphere. Clarity of roles, supportive leadership, open feedback mechanisms, and collaborative norms characterize a positive climate. Organizational climate influences how teachers feel about their work and, in turn, their job satisfaction. A wealth of research supports the notion that organizational climate directly affects teacher job satisfaction. For instance, studies in several regions of Indonesia consistently show significant positive relationships between organizational climate and measures of job satisfaction. Research in junior secondary schools found that positive perceptions of organizational climate were strongly correlated with teachers' work motivation and satisfaction [3]. In addition, a 2025 correlational study found that organizational climate significantly influences both motivational levels and job satisfaction among educators, underscoring its multifaceted role as an environmental determinant. Similarly, research on collective innovation in schools shows that the organisational climate fosters collaborative practices that mediate job satisfaction. This study showed that environments characterised by supportive teacher-student relationships and collaborative cultures led to higher educator satisfaction by enhancing innovation efforts. Studies also show that organizational climate does not operate in isolation. Instead, it interacts with other factors, such as motivation and communication. For example, research suggests that a positive climate enhances the effects of interpersonal communication on job satisfaction: when communication occurs within a supportive and appreciative climate, teachers report greater satisfaction [7].

2.5. Integrated Effects: Motivation, Communication, and Climate

Researchers increasingly emphasize integrated models that simultaneously examine motivation, communication, and organizational climate. These integrated approaches aim to reflect the complex reality in which teachers operate, where individual attitudes, interpersonal dynamics, and organizational environments interact to shape job satisfaction. Empirical evidence from 2024 and 2025 studies indicates that communication and climate jointly contribute to motivational outcomes, which, in turn, influence job satisfaction. For instance, in the North Aceh context, both principals' interpersonal communication and organizational climate explained significant variance in teacher motivation and workplace attitudes. Adler et al. [1] work on vocational high school teachers further underscores that organizational culture (often a proxy for broader climate) and motivation together significantly influence job satisfaction, suggesting that job satisfaction is not fully explained by any single factor but by combinations of relational and structural determinants. Although specific studies on private school teachers remain limited, the collective body of research indicates a consistent pattern: work motivation, interpersonal communication, and organizational climate are closely intertwined and together exert strong effects on teacher job satisfaction [5].

2.6. Relevance to Pamulang District Context

While most recent studies focus on general teacher populations rather than specific geographic localities like the Pamulang District, their findings provide strong theoretical and empirical grounding for investigating private school contexts. Private school environments often exhibit unique characteristics such as higher performance expectations, flexible administrative practices, and diverse cultural climates, which may intensify or modify the relationships among motivation, communication, and climate. Furthermore, studies highlight that leadership communication styles, supportive climates, and motivational incentives are critical areas for managerial intervention. School leaders in private settings who prioritise transparent

communication, foster inclusive climates, and support teacher-directed motivation initiatives are more likely to enhance job satisfaction among their educators [6].

2.7. Gaps in Current Literature

Despite the growing volume of research, several gaps persist. First, most studies are single-site or region-specific and often focus on public school contexts. There is limited research targeting private school teachers, who may face different job demands and expectations. Second, while integrated models are emerging, causal pathways and mediating mechanisms among motivation, communication, and climate, especially in relation to job satisfaction, remain underexplored. Future research is needed to investigate how these variables interact over time and how school-specific factors such as leadership styles, community engagement, and institutional policies shape these relationships.

3. Summary

In summary, contemporary research from 2021–2025 demonstrates that:

- Work motivation is a robust predictor of teacher job satisfaction, with intrinsic and extrinsic motivational factors both contributing to positive job attitudes.
- Interpersonal communication enhances teacher job satisfaction, not only through information sharing but by fostering supportive relational climates.
- Organisational climate is a critical environmental factor that shapes how teachers perceive their work and whether they feel satisfied in their roles.
- Integrated models combining motivation, communication, and climate provide deeper explanatory power than isolated factors alone.

Collectively, these findings underscore the importance of holistic approaches to educational management that consider psychological, relational, and environmental determinants of teacher job satisfaction, an insight highly relevant for research focusing on private school settings like those in Pamulang District.

4. Research Methodology

4.1. Research Design

This study employed a quantitative research approach, using a survey, to examine the determinants of teachers' job satisfaction in relation to work motivation, interpersonal communication, and organizational climate. A quantitative design was selected because it enables the researcher to measure variables objectively, test hypotheses statistically, and determine the magnitude of relationships among variables. The study adopted a correlational and explanatory design, aiming to explain the influence of independent variables work motivation (X_1), interpersonal communication (X_2), and organizational climate (X_3) on the dependent variable, teachers' job satisfaction (Y). The research was conducted among private school teachers in the Pamulang District. This location was chosen due to the large number of private educational institutions and the diverse socio-educational characteristics of teachers working in the area. These conditions provide a relevant context for examining the interactions among individual, interpersonal, and organizational factors that affect job satisfaction.

4.2. Population and Sampling

The study population consisted of all teachers working in private schools in the Pamulang District. These teachers varied in terms of educational background, teaching experience, and institutional affiliation. Because the population was relatively large, a sample was drawn to adequately represent the population. Sampling was conducted using a probability sampling technique, specifically proportional random sampling, to ensure that each teacher had an equal chance of being selected while maintaining proportional representation across schools. The minimum sample size was determined based on commonly accepted statistical standards for regression analysis, which recommend at least 100 respondents to ensure stable parameter estimates and sufficient statistical power. A total of 150 teachers were selected as respondents. This number was considered sufficient to represent the population and to support multivariate statistical analysis. The inclusion criteria for respondents were: (1) currently employed as a teacher in a private school in the Pamulang District, and (2) having at least one year of teaching experience to ensure familiarity with the organizational environment.

4.3. Research Variables and Operational Definitions

This study involved four main variables:

- **Work Motivation (X₁):** The internal and external forces that motivate teachers to perform their duties enthusiastically and persistently. It was operationalised through indicators such as achievement needs, recognition, responsibility, self-development, and the nature of the work.
- **Interpersonal Communication (X₂):** Interpersonal communication is defined as the quality of interaction between teachers and other members of the school community, including principals and colleagues. It includes openness, empathy, mutual respect, clarity of message delivery, and feedback mechanisms.
- **Organizational Climate (X₃):** Organizational climate refers to teachers' shared perceptions of the school's internal environment, including leadership style, role clarity, work facilitation, reward systems, and social relationships.
- **Job Satisfaction (Y):** Job satisfaction is the degree to which teachers feel positively or negatively about their job. It encompasses satisfaction with teaching tasks, working conditions, salary and benefits, professional relationships, and growth opportunities. Each variable was measured using multiple indicators translated into questionnaire items, rated on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

4.4. Research Instruments

Data were collected using a structured questionnaire developed based on relevant theories and previous empirical studies. The questionnaire consisted of four sections corresponding to the four variables:

- **Section A:** Work Motivation (X₁)
- **Section B:** Interpersonal Communication (X₂)
- **Section C:** Organizational Climate (X₃)
- **Section D:** Job Satisfaction (Y)

The questionnaire was written in clear and simple language to ensure respondents' understanding. Before full distribution, the instrument underwent a pilot test with a small group of teachers not included in the main sample. The purpose of the pilot test was to assess the clarity, relevance, and reliability of the items.

4.5. Validity and Reliability Testing

To ensure the quality of the measurement instrument, both validity and reliability tests were conducted.

4.5.1. Validity Test

Item validity was examined using product-moment correlation analysis between each item score and the total score of its respective variable. An item was considered valid if the correlation coefficient (r) exceeded the critical value at a significance level of 0.05. All invalid items were revised or removed before final data analysis.

4.5.2. Reliability Test

Reliability was assessed using Cronbach's Alpha coefficient. A variable was considered reliable if its alpha value was greater than 0.70, indicating acceptable internal consistency. This procedure ensured that the instrument consistently measured the intended constructs.

4.6. Data Collection Procedure

Data collection was conducted after obtaining permission from school principals and relevant authorities. The questionnaires were distributed directly to teachers at their schools or via online forms, depending on accessibility and school policy. Respondents were informed of the study's purpose and assured that their responses would be kept confidential and used solely for academic purposes. Participation was voluntary, and respondents were given sufficient time to complete the questionnaire. Completed questionnaires were checked for completeness before being included in the analysis. Incomplete or inconsistent responses were excluded to maintain data quality.

4.7. Data Analysis Techniques

Data analysis was carried out using statistical software. The analysis involved several stages.

4.7.1. Descriptive Statistics

Descriptive analysis was used to summarise respondents' characteristics and to describe the distribution of each research variable. Measures such as mean, standard deviation, frequency, and percentage were employed.

4.7.2. Assumption Testing

Before conducting regression analysis, classical assumption tests were performed, including:

- **Normality Test:** To ensure that the data were normally distributed.
- **Multicollinearity Test:** To examine correlations among independent variables.
- **Heteroscedasticity Test:** To verify the homogeneity of variance.
- **Linearity Test:** To confirm linear relationships between independent and dependent variables.

4.7.3. Inferential Statistics

The main analysis used multiple linear regression to examine the effects of work motivation (X_1), interpersonal communication (X_2), and organisational climate (X_3) on job satisfaction (Y). The regression equation can be expressed as:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Where:

- Y = job satisfaction
- a = constant
- b_1, b_2, b_3 = regression coefficients
- X_1 = work motivation
- X_2 = interpersonal communication
- X_3 = organizational climate
- e = error term

Hypothesis testing was conducted using:

- **t-Test:** To examine the partial effect of each independent variable on job satisfaction.
- **F-Test:** To assess the simultaneous effect of all independent variables on job satisfaction.
- **The Coefficient of Determination (R^2):** Measures the proportion of variance in job satisfaction explained by the independent variables.

All statistical tests were evaluated at a significance level of $\alpha = 0.05$.

Ethical Considerations: Ethical principles were observed throughout the research process. Respondents' identities were kept anonymous, and no personal data was disclosed. Participation was voluntary, and respondents were free to withdraw at any time during the study. The data collected were used solely for academic purposes and stored securely.

5. Result and Discussions

In summary, this study applied a quantitative survey design to analyze the determinants of teachers' job satisfaction in private schools in the Pamulang District. The research involved work motivation, interpersonal communication, and organizational climate as independent variables, and job satisfaction as the dependent variable. Data were collected using a validated and reliable questionnaire and analyzed through descriptive statistics and multiple regression techniques. This methodological approach was expected to provide accurate, objective empirical evidence on the factors influencing job satisfaction among private school teachers.

5.1. Conceptual Framework Diagram (Research Model)

Figure 1 illustrates the conceptual framework, which hypothesizes that work motivation, interpersonal communication, and organizational climate have both partial and simultaneous effects on teachers' job satisfaction.

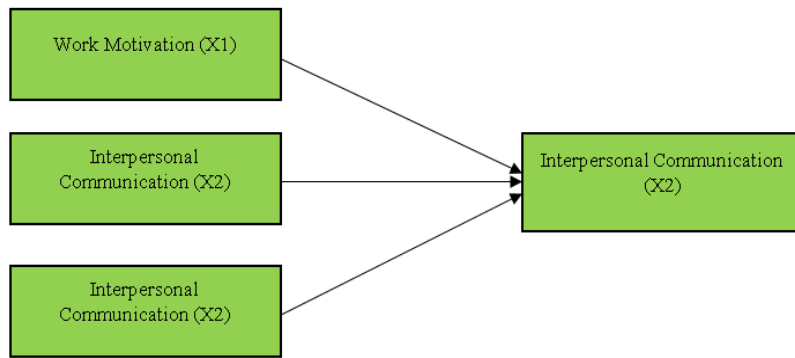


Figure 1: Conceptual framework of the study

5.2. Table of Research Variables and Indicators

Table 1 shows the four main variables, their coding, and measurement indications. Work Motivation (X1) is measured through needs for achievement, recognition, responsibility, self-development, and the nature of work itself. Indices of openness, empathy, role clarity, leadership support, and social relations define Interpersonal Communication (X2) and Organizational Climate (X3). Job contentment (Y) is measured by contentment with work, salary, promotion, supervision, and colleagues.

Table 1: Variables and measurement indicators

Variable	Code	Indicators
Work Motivation	X1	Achievement needs, recognition, responsibility, self-development, and work itself.
Interpersonal Communication	X2	Openness, empathy, mutual respect, clarity of message, and feedback.
Organizational Climate	X3	Role clarity, leadership support, work facilitation, reward system, and social relations.
Job Satisfaction	Y	Satisfaction with work, salary, promotion, supervision, and colleagues.

5.3. Descriptive Statistics Table (Example Format)

Table 2 shows that the mean scores of all variables are in the high category, indicating generally positive perceptions among private school teachers in Pamulang District.

Table 2: Descriptive statistics of research variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Work Motivation (X1)	150	2.80	4.60	3.85	0.45
Interpersonal Communication (X2)	150	2.75	4.70	3.90	0.42
Organizational Climate (X3)	150	2.60	4.65	3.78	0.48
Job Satisfaction (Y)	150	2.70	4.75	3.88	0.44

5.4. Regression Analysis Table (Main Findings Format)

R = 0.782
 R² = 0.612
 F = 76.45 (Sig. = 0.000)

Table 3 indicates that work motivation, interpersonal communication, and organizational climate have significant positive effects on teachers' job satisfaction both partially and simultaneously.

Table 3: Multiple regression results

Variable	B	Std. Error	Beta	t-value	Sig.
Constant	0.512	0.214	—	2.393	0.018
Work Motivation (X1)	0.321	0.072	0.356	4.458	0.000

Interpersonal Communication (X2)	0.287	0.069	0.331	4.159	0.000
Organizational Climate (X3)	0.264	0.074	0.295	3.568	0.001

5.5. Bar Chart (Mean Comparison of Variables)

Figure 2 shows that interpersonal communication has the highest mean score, followed by job satisfaction, work motivation, and organizational climate.

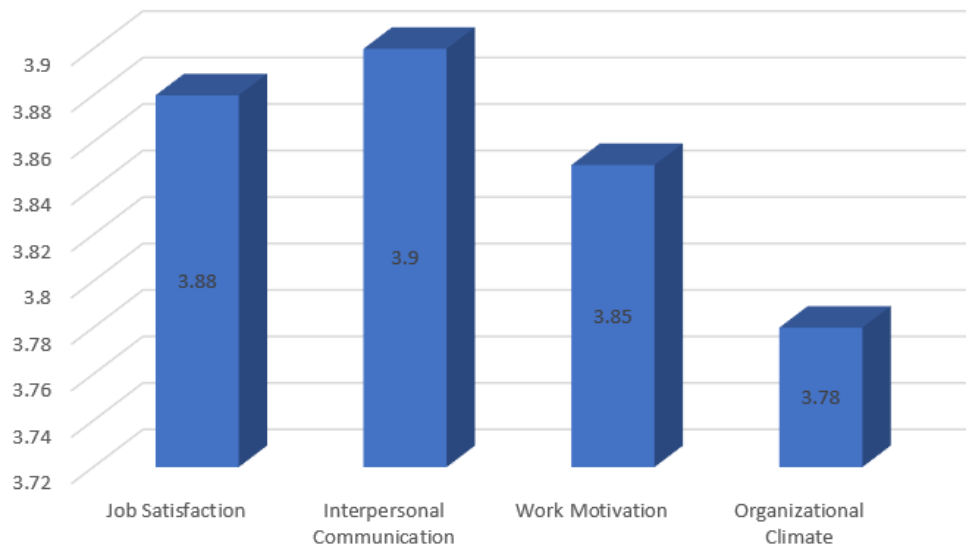


Figure 2: Mean scores of research variables

5.6. Pie Chart (Contribution of Variables)

Figure 3 illustrates that work motivation contributes the largest proportion to teachers' job satisfaction, followed by interpersonal communication and organizational climate.



Figure 3: Contribution of independent variables to job satisfaction

5.7. Hypothesis Testing Summary Table

Table 4 presents the results of the hypothesis testing, in which all submitted hypotheses (H1–H4) are accepted. Work motivation, interpersonal contact, and organisational climate at the individual level have a significant effect on teachers' job satisfaction. Also, the interaction among the three variables significantly affects job satisfaction. In summary, the results indicate that both individual and simultaneous effects exist on teachers' job satisfaction.

Table 4: Hypothesis testing results

Hypothesis	Statement	Result
H1	Work motivation significantly affects teachers' job satisfaction.	Accepted
H2	Interpersonal communication has a significant effect on teachers' job satisfaction.	Accepted
H3	Organizational climate has a significant effect on teachers' job satisfaction.	Accepted
H4	Work motivation, interpersonal communication, and organizational climate simultaneously affect teachers' job satisfaction.	Accepted

6. Conclusion

This study investigated the effects of work motivation, interpersonal communication, and organizational climate on teachers' job satisfaction among private school teachers in Pamulang District. The findings demonstrate that all three independent variables significantly and positively influence teachers' job satisfaction, both partially and simultaneously. These results confirm that job satisfaction is shaped by a combination of individual, interpersonal, and organizational factors rather than by a single determinant. Work motivation emerged as an important predictor of job satisfaction, indicating that teachers who experience recognition, responsibility, opportunities for self-development, and meaningful work tend to show higher levels of satisfaction. Interpersonal communication also played a crucial role, suggesting that open, respectful, and supportive interactions among teachers and school leaders contribute to a more positive work experience. Furthermore, the organisational climate was found to significantly affect job satisfaction, highlighting the importance of a supportive leadership style, clear role expectations, adequate work facilitation, and a warm organisational atmosphere.

These findings imply that improving teachers' job satisfaction requires an integrated approach. School management should develop strategies that strengthen motivational factors, promote effective communication, and cultivate a positive organizational climate. Efforts such as providing fair recognition, encouraging participative communication, and fostering a supportive, collaborative school environment are essential to enhancing teachers' professional well-being. In conclusion, this study contributes to the field of educational management by providing empirical evidence on the determinants of job satisfaction among private school teachers. The results emphasise that sustainable improvements in educational quality can be achieved by prioritising teachers' psychological well-being and organisational conditions. Future research is recommended to explore additional variables, such as leadership style and professional development, and to use longitudinal designs to better understand changes in teachers' job satisfaction over time.

Acknowledgements: The authors express their sincere gratitude to Universitas Pamulang, University of Birmingham, and Sathyabama Institute of Science and Technology for their valuable support and academic guidance throughout this research. Their encouragement and resources greatly contributed to the successful completion of this work.

Data Availability Statement: The dataset and related materials used in this study are available from the corresponding author upon reasonable request.

Funding Statement: No external funding or financial assistance was received for the preparation of this manuscript and the conduct of this research.

Conflicts of Interest Statement: The authors confirm that there are no conflicts of interest regarding the publication of this research paper.

Ethics and Consent Statement: This study was conducted in accordance with ethical standards, and informed consent was obtained from all participants.

References

1. R. B. Adler, L. B. Rosenfeld, and R. F. Proctor II, "Interplay: The Process of Interpersonal Communication," 15th ed., *Oxford University*, New York, United States of America, 2022.
2. M. Armstrong and S. Taylor, "Armstrong's Handbook of Human Resource Management Practice," *Kogan Page Publishers*, London, United Kingdom, 2020.
3. M. G. Ehrhart, B. Schneider, and W. H. Macey, "Organizational Climate and Culture: An Introduction to Theory, Research, and Practice," *Routledge*, New York, United States of America, 2013.
4. Z. Levitats, Z. Ivcevic, and M. Brackett, "Emotionally Intelligent Behavior in Organizations: When Ability, Motivation, and Opportunity Meet," *Emotion Review*, vol. 17, no. 3, pp. 168–182, 2025.

5. J. Greenberg and R. A. Baron, "Behavior in Organizations Understanding and Managing the Human Side of Work," *Allyn & Bacon*, Massachusetts, United States of America, 1990.
6. J. R. Hackman and G. R. Oldham, "Work Redesign," *Addison-Wesley*, Massachusetts, United States of America, 1980.
7. M. Z. Ismail, C. Wijaya, and R. Ananda, "The Influence of Professionalism, Organizational Climate, and Work Motivation on the Performance of Private Madrasah Tsanawiyah Teachers in Batubara Regency," *Islamic Education: Journal of Islamic Education*, vol. 12, no. 1, pp. 759–772, 2023.
8. J. Keyton, "Communication and Organizational Culture a Key to Understanding Work Experiences," *Sage Publications*, California, United States of America, 2011.
9. G. P. Latham, "Work Motivation: History, Theory, Research, and Practice," *Sage Publications*, California, United States of America, 2011.
10. J. R. V. Doorn and C. J. Raz, "Leader motivation identification: Relationships with goal-directed values, self-esteem, self-concept clarity, and self-regulation," *Front. Organ. Psychol.*, vol. 1, no. 9, p. 1241132, 2023.
11. F. Luthans, B. C. Luthans, and K. W. Luthans, "Organizational Behavior: An Evidence-Based Approach," 14th ed., *Emerald Publishing Limited*, West Yorkshire, United Kingdom, 2020.
12. J. B. Miner, "Organizational Behavior 1: Essential Theories of Motivation and Leadership," *Routledge*, London, United Kingdom, 2015.
13. C. P. Neck, J. D. Houghton, and E. L. Murray, "Organizational Behavior: A Skill-Building Approach," *SAGE Publications*, California, United States of America, 2023.
14. P. G. Northouse, "Leadership: Theory and Practice," 8th ed., *Sage Publications*, California, United States of America, 2021.
15. L. Nurlaili, "The Role of Organizational Culture, Work Team, Job Satisfaction, and Trust in the Performance of Curriculum Development Team Members in Indonesia," *Mega Press Nusantara*, Jakarta, Indonesia, 2023.
16. F. Luthans, and C. M. Youssef-Morgan, "Psychological Capital: An Evidence-Based Positive Approach," *Annual review of organizational psychology and organizational behavior*, vol. 4, no. 3, pp. 339–366, 2017.
17. Y. P. Permana, S. Surasni, and L. Nurlaili, "The influence of organizational climate, work motivation, and self-efficacy on the performance of high school teachers in Palmerah District, West Jakarta," *Journal of Education Management*, vol. 10, no. 4, pp. 2594–2604, 2025.
18. C. C. Pinder, "Work Motivation in Organizational Behavior," 2nd ed., *Psychology Press*, New York, United States of America, 2008.
19. K. Cameron and J. Dutton, "Positive Organizational Scholarship: Foundations of a New Discipline," *Berrett-Koehler Publishers*, California, United States of America, 2003.
20. S. P. Robbins, "Organizational Behavior: Concepts, Controversies, Applications," 6th ed., *Prentice Hall*, New Jersey, United States of America, 1993.
21. S. P. Robbins, "Organizational Behavior: Global and South African Perspectives," *Pearson South Africa*, Cape Town, South Africa, 2009.
22. A. Linnemuller, "Productivity and the Management of Performance," *GRIN Verlag*, Munich, Germany, 2005.
23. P. S. Shockley-Zalabak, "Fundamentals of Organizational Communication: Knowledge, Sensitivity, Skills, Values," *Pearson*, Harlow, United Kingdom, 2022.
24. P. E. Spector, "Job Satisfaction: Application, Assessment, Causes, and Consequences," *Sage Publications*, California, United States of America, 1997.
25. D. S. Salingkat, "Teacher Work Motivation Reference Book: Concepts, Factors, and Implications in High School," *PT Media Publisher Indonesia*, Jakarta, Indonesia, 2025.
26. S. L. Tubbs and S. Moss, "Human Communication: Principles and Contexts," 10th ed., *McGraw-Hill Education*, New York, United States of America, 2006.
27. B. P. Wijayanto, S. Utaminingsih, and I. Masriah, "Improving teacher performance through Transformational Leadership, Work Motivation, work motivation, work discipline and organizational culture in Private Vocational Schools in Pulogadung District, East Jakarta," *Journal of Educational Management*, vol. 10, no. 4, pp. 2629–2641, 2025.
28. G. A. Yukl, "Leadership in Organizations," *Pearson*, Harlow, United Kingdom, 2013.
29. Z. Zikrine, S. Anwar, and E. Trihandayani, "The influence of quality of work life, creativity, and interpersonal communication on teacher performance in public elementary schools (Dramaga District, Bogor Regency)," *Journal of Education Management*, vol. 10, no. 4, pp. 3276–3283, 2025.

Publisher's Note: The publisher remains impartial concerning jurisdictional claims in published maps and institutional affiliations. Responsibility for the content rests entirely with the authors and does not necessarily reflect the publisher's perspectives.