

The Effect of Job Satisfaction on Teacher Performance: The Mediating Role of Decision Making

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ABSTRAK

Rendahnya kinerja guru merupakan salah satu permasalahan dalam Pendidikan yang dapat berdampak terhadap terhambatnya pencapaian tujuan pembelajaran. Penelitian ini bertujuan untuk menguji pengaruh kepuasan kerja terhadap kinerja guru yang dimediasi oleh pengambilan keputusan. Desain kuantitatif dengan metode survei digunakan dalam penelitian ini. Responden penelitian ini adalah 226 guru Sekolah Dasar di Kota Sungai Penuh yang berstatus Pegawai Negeri Sipil (PNS). Mereka diminta untuk merespon Minnesota Satisfaction Questionnaire (MSQ), Decision Making Scale, dan Job Performance Scale yang dimodifikasi dari Penilaian Kinerja Pegawai. Hubungan sebab akibat variabel dipahami menggunakan Structural Equation Modeling-Partial Least Squares (SEM-PLS). Temuan penelitian mengungkapkan bahwa kepuasan kerja dan pengambilan keputusan berpengaruh terhadap kinerja guru. Selain itu pengambilan keputusan juga signifikan berperan sebagai mediator di antara hubungan kepuasan kerja dan kinerja. Hasil penelitian ini memiliki beberapa implikasi penting untuk peningkatan kinerja guru. Tentunya upaya pengembangan kemampuan pengambilan keputusan yang baik melalui pelatihan dan pembinaan dapat membantu meningkatkan kinerja guru. Manajemen sekolah perlu memberikan dukungan dan sumber daya yang diperlukan agar guru dapat mengambil keputusan yang efektif.

Kata Kunci: Kinerja Guru, Kepuasan Kerja, Pengambilan Keputusan

ABSTRACT

The low performance of teachers is one of the problems in education that can hinder the achievement of educational goals. This study aims to examine the influence of job satisfaction on teacher performance mediated by decision making. A quantitative approach with a survey method was used in this study. The respondents of this study were two hundred and twenty-six elementary school teachers in Sungai Penuh City who were civil servants. They were asked to fill out the Minnesota Satisfaction Questionnaire (MSQ), Decision Making Scale, and Job Performance Scale, which were modified from Employee Performance Assessment. The cause-effect relationships of the variables were analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The research findings revealed that job satisfaction and decision making have an influence on teacher performance. Additionally, decision making also plays a significant mediating role in the relationship between job satisfaction and performance. The results of this study have several important implications for improving teacher performance. Efforts to develop good decision-making skills through training and coaching can help enhance teacher performance. School management needs to provide the necessary support and resources for teachers to make effective decisions.

Keywords: Teacher Performance, Job Satisfaction, Decision Making

1. INTRODUCTION

Currently, Indonesia is facing the era of Society 5.0. One of the most crucial aspects in facing this era is the quality of education. Teachers, as the key component influencing the process and outcomes of quality education, are expected to be prepared to enhance their quality in response to increasing demands and expectations from society. Teachers play a vital role in education and shaping individuals who are ready to face the challenges of the times. They are expected to help students develop critical thinking, creativity, collaboration, and problem-solving skills necessary in an increasingly complex society (Meditamar, Sujadi, Putra, & Wisnarni, 2022). They also play a crucial role in ensuring equal access to education for all students, including addressing the digital divide (Yulianto, 2021). The achievement of high-quality education, as desired by all parties, can only be realized when teachers have high performance.

Performance is the result and work behavior that has been achieved in order to fulfill tasks and responsibilities within a specific timeframe (Diamantidis & Chatzoglou, 2019). Colquitt et al. state that job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment (Colquitt et al., 2017). Performance represents organizational achievements in relation to established goals (Ahmed, Sultana, Paul, & Azeem, 2013). The importance of performance encompasses both behavioral and outcome aspects, including both task and contextual performance (Alromaihi & Alshomaly, 2017). Teacher performance is a crucial element in achieving educational goals and has a positive impact on school effectiveness (Ozgenel, 2019).

The importance of high teacher performance can be seen from several aspects that impact the quality of education. Teachers with high performance have the ability to teach effectively and promote student academic progress. They can deliver lesson materials in an engaging manner, apply innovative teaching strategies, and provide constructive feedback to students. This contributes to improving student learning outcomes (Gerritsen, Plug, & Webbink, 2017; Koh, Chai, & Lim, 2016; Yuliansyah & Herman, 2023). Teachers with high performance tend to be committed to professional and continuous self-development (Sutikno, 2018). Teachers with high performance are able to create an inclusive and collaborative classroom environment (Sujadi, Meditamar, Wahab, & Utama, 2019).

However, in reality, teacher performance in Indonesia is not yet satisfactory. Several surveys indicate that teacher performance is not fully optimal (Febriantina, Nur Lutfiani, & Zein, 2018; Mangkunegara & Puspitasari, 2015). Studies have also found that the majority of certified teachers do not have good performance, with 7 out of 17 indicators studied falling into the "good" category and the other 10 indicators falling below that level (Kartowagiran, 2011). According to a study, some of the surveyed teachers have low performance (Wardana, 2013). The Teacher Competency Test (UKG) conducted for teachers in Indonesia has shown less satisfactory results. UKG is an examination conducted to measure the competency related to the subject or content that teachers teach. The highest score achieved by elementary school teachers in the 2019 UKG was 54.8 out of the maximum score of 100. This is concerning as teachers are the backbone of education (Kemendikbud, 2019).

Several factors influence teacher performance, one of which is job satisfaction (Badrianto & Ekhsan, 2019; Eliyana, Ma'arif, & Muzakki, 2019; Platis, Reklitis, & Zimeras, 2015; Siengthai & Pila-Ngarm, 2016). Collquit defines job satisfaction as a pleasurable emotional state resulting from the appraisal of one's job or job experience. It represents how an individual feels about their job and their thoughts about it (Colquitt et al., 2017). Job satisfaction indicates a level of alignment between one's expectations for their job, such as job performance provided by the organization, and the rewards received for their work (Leder, Newsham, Veitch, Mancini, & Charles, 2016). Essentially, individuals are motivated to engage in activities

because they expect them to lead to a more satisfying state than their current situation (Poceratu, 2021). Job satisfaction should be considered by leaders, as it is closely related to performance. Someone who is satisfied with their work will be motivated to participate actively, which will affect their performance. Job satisfaction resulting from the ability of one's character to complete tasks and the empowerment, training, development, communication, recognition, and rewards offered will have a positive impact.

Another aspect predicted to influence performance is decision-making (Abubakar, Elrehail, Alatailat, & Elçi, 2019; Brynjolfsson, Hitt, & Kim, 2011; Diamantidis & Chatzoglou, 2019). Decision-making is crucial for the progress or decline of an organization. According to Reason, decision-making can be seen as the outcome of a mental or cognitive process that leads to the selection of a course of action among available alternatives (Reason, 1990). Robbins & Judge explain that decision-making occurs as a response to a problem, which is a difference between the current situation and the desired situation that requires individuals to consider alternative courses of action (Robbins & Judge, 2018). Robbins & Judge also link the decision-making process to perception. Each individual's perception of a phenomenon can vary (Robbins & Judge, 2018).

Decision-making is one of the tools used by school management to run a school (Kiprop-Marakis, 2021). It is the right decision-making that brings about positive changes in the school, while wrong decision-making can have negative impacts (Stefkovich, 2016). Decision-making, especially in schools, is a crucial and necessary aspect. This is because schools are institutions that are confronted with various issues requiring problem-solving. Finding appropriate solutions to these emerging problems must go through a proper decision-making process (Abubakar et al., 2019; Sujadi, Meditamar, Yandri, & Setiawan, 2022).

Previous studies have also shown that job satisfaction can influence performance through decision-making (Judge, Thoresen, Bono, & Patton, 2001). When individuals are satisfied with their work, they tend to have a more positive attitude and are more motivated in making decisions. This can enhance their ability and effectiveness in making decisions related to their job tasks and responsibilities (Riyanto & Ali, 2017). A teacher who feels comfortable in their work will consistently influence their decisions to strive for maximum effort to support the success of their organization. A teacher who experiences good job satisfaction will impact the decisions they make in carrying out their teaching duties. As instructional leaders, teachers should make decisions as wisely as possible, considering various aspects and upholding the values of the school where they teach, to serve as a reference and role model for the school community. The decisions made should result in better learning patterns and processes and improve performance. Good job satisfaction influences teachers' decision-making. When teachers experience job satisfaction, they tend to do their best in their tasks (Meditamar et al., 2022).

This study aims to investigate the direct effects of job satisfaction and decision-making on teacher performance, as well as to test whether decision-making mediates the relationship between job satisfaction and performance. Although some previous studies have attempted to explore the interrelationships among the research variables, there is a lack of specific research that formulates the structural model to be tested. Additionally, the placement of decision-making as an intervening variable tends to be a novel aspect in this research. Based on theory and previous studies, we formulated the structural model as depicted in Figure 1.

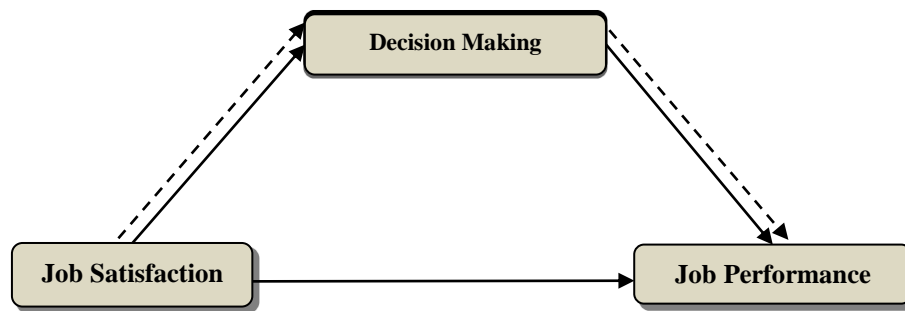


Figure 1. Structural Model

Based on the framework illustrated in Figure 1, the researchers propose the following research hypotheses: H1: Job satisfaction has a direct effect on job performance; H2: Decision-making has a direct effect on job performance; H3: Job satisfaction has a direct effect on decision-making; and H4: Job satisfaction has an indirect effect on job performance through decision-making.

2. METHOD

2.1. Research Design and Participants

We used a quantitative survey research design. The population in this study consisted of all civil servant teachers in 69 public elementary schools under the jurisdiction of Sungai Penuh City Government in Jambi Province, totaling 539 teachers. Using Proportional Stratified Random Sampling, a total of 226 teachers were selected as the research sample. This sampling technique was chosen to ensure that the selected sample represents all categories and represents the schools where the teachers work. This method was also determined to ensure that the selected sample for each category or workplace corresponds to the population size in each category or workplace. The characteristics of the respondents can be seen in Table 1.

Tabel 1. Characteristics of Respondents

Respondent Classification		Frequency	Percentage
Education Level	Diploma	10	4.4
	Bachelor's Degree	213	94.2
	Master's Degree	3	1.3
Gender	Male	72	31.9
	Female	154	68.1
Level	II/d	4	1.7
	III/a	30	13.4
	III/b	40	17.7
	III/c	48	21.2
	III/d	19	8.4
	IV/a	40	17.7
	IV/b	45	19.9
Length of Service	< 10 Years	76	33.6
	10 – 20 Years	109	48.2
	> 10 Years	41	18.2

Table 1 presents the characteristics of the research respondents. Based on the level of education, the majority have obtained a Bachelor's degree (S1) with a percentage of 94.2%.

Meanwhile, the percentage of respondents with a Master's degree (S2) is the lowest, accounting for only 1.3% of the total respondents studied. Respondents with a Diploma degree (D3) are more numerous compared to those with an S2 education, comprising 4.4%. In terms of gender, it is known that female respondents are the most dominant, accounting for 68.1%, while male respondents make up only 31.9%. Furthermore, based on rank/level, it is found that respondents with the dominant rank are at level III/c, with a percentage of 24.3%, and the rest are distributed across levels III/b (23%) and III/a (16.4%). The smallest number of respondents is in ranks IV/a and IV/b, as well as ranks II/b to II/d. In terms of length of service, the majority of respondents have a work experience of 8-15 years, accounting for 50%, while the percentage of respondents with 24-31 years of service is 8%. The remaining respondents are distributed among those with 0-7 years of service (22%) and 16-23 years of service (20%).

2.2. Measures

Teacher Job Satisfaction

The measurement of job satisfaction was adapted from the Minnesota Satisfaction Questionnaire (MSQ), which was developed by Weiss and England (University of Minnesota, 1967), and later adjusted to suit the conditions of teachers in Indonesia. The MSQ consists of 20 aspects, including: Ability utilization, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision-human relation, supervision-technical, variety, and working conditions. We conducted a validity test on the MSQ, in which one statement was found to be invalid with a correlation value of -0.024 (item number 13). The internal consistency test using Cronbach's Alpha yielded satisfactory results of 0.886.

Decision Making Scale

We developed a scale to measure the decision-making variable using 9 indicators proposed by Mann, Harmoni, & Power, which include: Willingness to make a choice, Comprehension, Creative problem-solving, Compromise, Consequentiality, Correctness of choice, Credibility, Consistency, and Commitment (Mann, Harmoni, & Power, 1989). The questionnaire was constructed using a 7-point Likert scale. The items in the questionnaire were given to respondents to express their opinions. There were 3 out of 18 items that were found to be invalid, namely statement number 3, 10, and 17 (-0.007, -0.087, and 0.009). The reliability test using Cronbach's Alpha yielded a score of 0.845.

Job Performance Scale

For the performance variable, it was developed based on Government Regulation number 30 of 2019 regarding the Assessment of Civil Servant Performance and Minister of Administrative and Bureaucratic Reform of Indonesia Regulation number 8 of 2021 regarding the Civil Servant Performance Management System. The entire list of questions was constructed using a 5-point Likert scale (always, often, rarely, sometimes, never). The validity test of the scale indicated one invalid item (item number 2, $r = 0.016$). The internal consistency test using Cronbach's Alpha yielded a score of 0.897.

2.3. Statistical Analysis

The analysis of the direct and indirect effects of job satisfaction and decision making on teacher performance employed Partial Least Squares Structural Equation Modeling (PLS-SEM). PLS-SEM is a robust data analysis method that does not rely on many assumptions. It can be

used to validate existing theories, suggest new relationships, and propose hypotheses for further testing. PLS-SEM utilizes the bootstrapping method, which overcomes the assumption of normality and does not require a minimum sample size to be effective (Sarstedt, Ringle, & Hair, 2021). Hypothesis testing was conducted using the SmartPLS software.

3. RESULT AND DISCUSSION

3.1. Result

In Structural Equation Modeling (SEM) - Partial Least Squares (PLS), outer loading refers to the regression coefficient between observed variables (indicators) and their latent constructs. Outer loading measures the extent to which an indicator reflects the construct it is intended to measure. The outer loading coefficient indicates the level of association between the indicator variable and its latent construct, and can be used to evaluate the validity and reliability of the indicators (Hair, Hult, Ringle, & Sarstedt, 2017). High outer loading values indicate that the indicators strongly influence the latent construct they measure, while low values indicate weak associations. Typically, a minimum outer loading of 0.7 is expected to ensure the validity of the indicator (Hair et al., 2017). Furthermore, to test reliability, we examined internal consistency using Cronbach's Alpha and composite reliability. To ensure good internal consistency for latent constructs, the expected Cronbach's Alpha value is usually greater than 0.7 (Hair et al., 2017). Table 2 provides a summary of the validity and reliability testing.

Table 2. Summary of Validity & Reliability Testing

Variables	Cronbach's Alpha	Rho A	Composite Reliability (CR)	AVE
Job Satisfaction	0,865	0,897	0,918	0,789
Decision Making	0,859	0,890	0,896	0,595
Performance	0,885	0,896	0,908	0,553

Based on Table 2, it can be observed that all Alpha Cronbach values > 0.7 and CR values range from 0.896 to 0.918, indicating reliability. We also conducted calculations for AVE (Average Variance Extracted), which is a measure used to evaluate the validity of latent constructs. The expected AVE value is a minimum of 0.5 to ensure construct validity (Hair et al., 2017). The obtained AVE values varied from 0.553 to 0.789, indicating that all scores > 0.5.

After removing some statements with factor loading scores < 0.70, we proceeded with testing the inner model. Significance of relationships between variables was assessed using bootstrapping. Bootstrapping involves repeatedly sampling data to generate a sampling distribution and test the significance of path coefficients. Table 3 describes several findings related to the proposed hypotheses. Hypothesis 1: There is a direct effect of job satisfaction on performance ($\beta = 0.230$, $p = 0.005$). Hypothesis 2: There is a direct effect of decision-making on performance ($\beta = 0.145$, $p = 0.013$). Hypothesis 3: There is a direct effect of job satisfaction on decision-making ($\beta = 0.522$, $p = 0.000$). Hypothesis 4: There is a significant indirect effect of job satisfaction on performance mediated by decision-making ($\beta = 0.176$, $p = 0.022$). From Table 3, it is evident that all hypotheses are accepted.

Table 3. Direct and indirect effects between variables

Path	Original Sampel (O)/ Beta coefficient	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P-Values
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Job Satisfaction -> Performance	0.230	0.223	0.081	2.859	0.005
Decision Making -> Performance	0.145	0.143	0.058	2.513	0.013
Job Satisfaction -> Decision Making	0.522	0.515	0.063	8.313	0.000
Job Satisfaction -> Decision Making -> Performance	0.176	0.274	0.033	2.310	0.022

3.2. Discussion

Teacher performance is a frequently studied aspect globally, indicating its importance in achieving good educational quality. Specifically, teacher performance is crucial as they play a primary role in students' education and development. Effective teachers can provide quality instruction, motivate students, and create a positive learning environment, thereby enhancing student satisfaction. Good teacher performance can also improve students' academic achievements, help them develop social and emotional skills, and shape positive attitudes and values (Gerritsen et al., 2017; Koh et al., 2016; Yuliansyah & Herman, 2023).

In this study, we tested four hypotheses. The hypothesis testing confirmed a direct influence of job satisfaction on the performance of elementary school teachers in the city of Sungai Penuh. Job satisfaction is influenced by personal abilities to accomplish tasks and empowerment challenges, training, development, communication, recognition, and rewards, which have a positive impact (Robbins & Judge, 2018). Job satisfaction describes a person's state of being driven to engage in activities with the expectation that it will lead to a better situation than the current one (Poceratu, 2021).

Job satisfaction has implications for productivity. There is a significant correlation between satisfaction and productivity. Moreover, organizations with more satisfied employees tend to be more effective than those with fewer satisfied employees (Colquitt et al., 2017).. Happy employees are productive workers. Therefore, leaders should pay attention to factors that influence productivity, such as salary and benefits, perceived fairness of promotions, quality, leadership, social relationships, and workplace safety and security (Gomathy, 2022).

Numerous studies have shown the link between job satisfaction and performance. For example, studies indicate that higher job satisfaction leads to increased performance and reduced turnover intention (Javed, Balouch, & Hassan, 2014). Furthermore, along with organizational climate and commitment, job satisfaction significantly impacts employee performance (Fu & Deshpande, 2014). There is evidence that emotional intelligence, adaptability of frontline employees, and job satisfaction influence job performance. Additionally, overall, perceived job satisfaction among employees has an impact on organizational performance as a whole (Bakotić, 2016).

Based on the aspects of job satisfaction, one factor that contributes to job satisfaction is the income received (Hendrawijaya, Hilmi, Hasan, Imsiyah, & Indrianti, 2020). Performance bonuses help schools achieve their goals and attract and retain productive teachers (Dessler, 2010). The higher the performance bonus received by teachers, the more satisfied they will be in their work. Improved or increased compensation for teachers can reduce their intention to seek transfers, as low salary has been found to be a primary predictor of teacher turnover behavior (Purwati, Salim, & Hamzah, 2020). In addition to bonuses, rewards are another aspect that can enhance job satisfaction (Robbins & Judge, 2018). Another important aspect that supports job satisfaction is leadership policies and the work environment (Saddam, Feroji, Najibullah, & Waskita, 2021). Job satisfaction can be explained by variables such as work motivation, job characteristics, and the work environment (Rosmiati, Ekawarna, & Haryanto, 2017). High job

satisfaction among teachers significantly influences their commitment to the organization, which in turn affects their treatment and efforts to achieve good performance (Wolomasi, Asaloei, & Werang, 2019).

The second hypothesis in this study indicates that decision-making has a direct and significant impact on teacher performance. This means that the more accurate the decision-making conducted by teachers, the higher their performance will be. Decision-making is crucial for the progress or decline of an organization. Proper decision-making will bring about positive changes in schools, while poor decision-making will have negative impacts on schools (Abubakar et al., 2019).

Effective decision-making can have a significant impact on teacher performance. Research by Guskey suggests that teachers with decision-making abilities can make better decisions related to learning and instruction. This ability involves analyzing situations, considering various options, and using objective assessments (Guskey, 1988). According to a study by Choi & Ruona, effective decision-making by teachers can influence teaching quality, job satisfaction, and commitment to the teaching profession. Teachers who can make good decisions tend to be more motivated, have better teaching quality, and feel more satisfied with their work (Choi & Ruona, 2010). Decision-making, especially in schools, is a crucial and substantial aspect that needs to be addressed. Schools face various issues that require problem-solving, and finding appropriate solutions to these problems should involve proper decision-making processes.

Our analysis also demonstrates that job satisfaction has a direct and significant influence on decision-making. The hypothesis testing results show that job satisfaction has a direct and significant impact on teacher decision-making by 52.2%. The feeling of job satisfaction directly affects decision-making. High job satisfaction leads to positive feelings and high enthusiasm among teachers towards their work. Job satisfaction arises from the achievement of desired success in the work environment. With this satisfaction, teachers feel confident and empowered to make decisions. The decisions made are good for job continuity and fulfilling their role as teachers in the school, following the guidance and advice of the school principal or leaders to achieve organizational goals.

Several studies have shown a relationship between job satisfaction and decision-making. For example, research by Chen & Tjosvold found that teacher job satisfaction is related to involvement in participative decision-making in schools (Chen & Tjosvold, 2006). Other studies have shown that employee job satisfaction is associated with better decision-making abilities (Xia, Zhang, & Zhao, 2016). When someone is satisfied with their job, they tend to have more positive thinking, motivation, and confidence in decision-making. High job satisfaction can also increase levels of engagement and commitment to work, which can influence the decision-making process.

Finally, this study reveals an indirect influence of job satisfaction on performance through the decision-making of elementary school teachers in Sungai Penuh City, Jambi Province, Indonesia. The hypothesis test results show that this hypothesis is accepted, indicating that higher job satisfaction perceived by teachers, supported by appropriate decision-making, will have an impact on performance improvement. Tiffin's research states that job satisfaction is closely related to a person's attitude towards their work, as higher levels of job satisfaction are reflected in a positive work attitude. Conversely, job dissatisfaction will lead to a negative work attitude (Colquitt et al., 2017). The positive or negative work attitude of an individual follows the perceived level of job satisfaction (Mukhyi, 2007).

In the context of the relationship between job satisfaction and performance, decision-making can act as an intervening or mediating variable. This means that decision-making can influence the extent to which job satisfaction affects someone's performance. Several studies have identified decision-making as an intervening variable in the relationship between job satisfaction and performance. For example, research by Shah Nawaz & Jafri found that decision-

making can mediate the influence of job satisfaction on teacher performance in schools (Shahnawaz & Jafri, 2009). Furthermore, the study by Jaramillo, Mulki, & Boles implicitly found that decision-making can mediate the relationship between job satisfaction and sales performance (Jaramillo, Mulki, & Boles, 2013).

In making decisions, teachers need to be brave and confident in facing the consequences of their decisions because ultimately, no decision will satisfy all interests. Decision-making comes with responsibility and requires competence. Decision-making accompanied by competence will impact the accuracy of the decisions made, which in turn affects performance (Koch, D'Mello, & Sackett, 2015). Competence in decision-making refers to the ability to make better decisions, as defined by the principles of rational choice models. Competence in decision-making can draw on not only intelligence but also motivation, emotional regulation, and experience (Bruine de Bruin, Parker, & Fischhoff, 2020).

This study has several limitations that can serve as references for future research improvements. Firstly, the participants involved in this study were only elementary school teachers in Sungai Penuh City. For future research, a broader range of participants can be included. Secondly, the measurement of performance in this study utilized a modified Performance Appraisal Scale (PKG). While all the items from the PKG were used, the respondents' responses were changed from peer-assessment to self-report to simplify scoring. However, self-reporting has limitations as it may not accurately reflect the respondents' actual conditions, respondents may not be honest, and there is a high potential for data collection bias. Thirdly, the variables included in the model were limited, whereas previous theoretical studies or research have identified several other variables that could be included in the analysis, such as organizational culture, leadership, organizational structure, ability, stress, decision-making, and other variables. Future research can incorporate these variables into the structural model. Fourthly, this study only focuses on describing teacher performance and the factors that influence it from the perspective of teachers. There is no other data included in this research report, such as the efforts made by school principals or the Department of Education. Additionally, a deeper exploration of teachers with low performance has not been conducted.

4. CONCLUSION

The performance of teachers in Indonesia is crucial for improving the quality of education and the future of the younger generation. Competent teachers can provide effective and quality learning experiences. They possess the knowledge and skills required to deliver subject matter in a way that is understandable to students. Specifically, research findings reveal a significant direct influence of job satisfaction and decision-making on teacher performance. Further analysis also indicates that job satisfaction acts as a mediator in the relationship between job satisfaction and performance. These findings imply that higher job satisfaction perceived by teachers, supported by appropriate decision-making, will lead to improved teacher performance.

The research findings on the effect of job satisfaction on teacher performance, mediated by decision-making, have several important implications. The study demonstrates that teachers' decision-making abilities can mediate the relationship between job satisfaction and performance. Therefore, developing good decision-making skills through training and coaching can help enhance teacher performance. School management needs to provide the necessary support and resources for teachers to make effective decisions. This support can include access to information, training, and professional development in decision-making.

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