

Research Article

Determinants of Teacher Competency: The Role of Job Satisfaction and Workload

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Abstract: Teacher competency remains a critical issue despite increasing educational demands. This study examined the influence of job satisfaction and workload on teacher competency using a quantitative cross-sectional survey of 382 teachers. Stepwise multiple regression analysis revealed that job satisfaction was the strongest predictor ($\beta = .729$, $p < .001$), followed by workload ($\beta = .190$, $p < .001$), explaining 56.4% of the variance ($R^2 = .564$). The findings suggest that enhancing job satisfaction and managing workload effectively are essential strategies for improving teacher competency and educational performance.



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1. INTRODUCTION

In the current global context, teacher competence has been identified as a key factor that determines the quality of a country's education system. According to UNESCO, the development of teacher competence not only influences students' academic achievement, but also contributes to the formation of quality and competitive human capital in the global economy. In a recent report, UNESCO (2023) emphasized that teacher effectiveness depends on the level of pedagogical knowledge, professional skills and the ability to adapt to changes in the increasingly complex educational environment. In parallel, Sulaiman and Zulkifli (2024) stated that teacher competence plays an important role in improving teaching effectiveness, especially in the challenging context of rural education. In fact, Walker et al. (2023) also emphasized that competent teachers tend to show higher work performance and have a positive impact on student learning outcomes. Therefore, teacher competence is seen as the basis for improving the quality of education as a whole (UNESCO, 2021; Sulaiman & Zulkifli, 2024; Walker et al., 2023).

However, in the 21st century education era, teachers are faced with a variety of increasingly complex challenges, especially related to increased work pressure and professional demands. Teachers' workload now not only involves teaching, but also includes administrative tasks, data management, and the implementation of various educational initiatives introduced by the authorities (Tarraya, 2023). In a study by Thompson and Allen (2020), it was found that increased workload has a direct impact on teachers' well-being and their ability to maintain optimal work performance. In addition, a study by

Abualigah et al. (2021) showed that high workload can act as a stress factor that affects employee motivation and commitment. In the context of education, excessive work pressure can affect teaching effectiveness and reduce the overall level of teacher competence. Therefore, the issue of work pressure and workload is among the main challenges in ensuring the continuous development of teacher competence (Thompson & Allen, 2020; Tarraya, 2023; Abualigah et al., 2021).

In the current educational context, issues related to teacher workload are receiving increasing attention among researchers and policymakers. High workload is often associated with increased work stress, emotional exhaustion and decreased work performance among teachers. According to Wan Zaharah and Abdullah (2019), excessive workload can reduce teaching effectiveness and affect teachers' psychological well-being. In addition, Tarraya (2023) also reported that educational policies that increase teachers' responsibilities without systematic management can cause an imbalance between work demands and individual capabilities. In this situation, teachers may face difficulties in maintaining a high level of competence, especially when they have to manage multiple tasks simultaneously. Therefore, high workload is one of the main issues that can directly and indirectly affect teacher competence (Wan Zaharah & Abdullah, 2019; Tarraya, 2023).

In addition, teacher job satisfaction is also an important issue that affects their performance and competence. Job satisfaction refers to the level of individual satisfaction with their job, including aspects of the work environment, rewards, social relationships and professional development opportunities. A study by Tran (2021) showed that job satisfaction has a significant relationship with employee performance in the organization. In the context of education, Walker et al. (2023) found that teachers with high levels of job satisfaction tend to show better levels of competence. However, the level of job satisfaction among teachers was found to be inconsistent, depending on organizational factors and work environment. This shows that job satisfaction is a dynamic factor that can change and subsequently affect teacher competence differently in different situations (Tran, 2021; Walker et al., 2023).

In addition, the level of teacher competence was also found to be suboptimal in some educational contexts, especially in rural and remote areas. Sulaiman and Zulkifli (2024) stated that there is a gap in teacher competence levels resulting from resource constraints, organizational support and high work pressure. Furthermore, a report by UNESCO (2023) showed that teacher professional development remains a major challenge in ensuring consistent quality of education globally. Therefore, the issue of suboptimal teacher competence needs to be addressed by taking into account the factors that influence it, including job satisfaction and workload (UNESCO, 2023; Sulaiman & Zulkifli, 2024).

Although many previous studies have examined the factors that influence teacher competence, most studies tend to focus on the role of leadership style as the main factor. For example, a study by Sunarto et al. (2020) showed that leadership style has a significant influence on employee performance and competence in educational organizations. In addition, Suriyanti (2020) also found that organizational leadership plays an important role in improving employee performance through job satisfaction as a mediator. These studies show that the "leadership-centric" approach is often used in explaining teacher competence.

However, the findings of this study show different results, where leadership style does not appear as a significant predictor of teacher competence in the final regression model. On the contrary, job satisfaction and workload were found to be more dominant factors in influencing teacher competence. This finding challenges the traditional assumption that leadership is the main factor in determining teacher competence. As argued by Tran (2021), internal factors such as job satisfaction may have a more direct influence on individual performance than external factors such as organizational

leadership. Therefore, this study introduces a new perspective by focusing on psychological factors and job demands as the main determinants of teacher competence.

Accordingly, this study contributes to the literature by challenging the dominant model that focuses on leadership, and suggests that teacher competence is more influenced by internal factors such as job satisfaction as well as contextual factors such as workload. In other words, this study supports an alternative approach that emphasizes the role of motivation and work experience in shaping teacher competence. Thus, this study has the potential to expand the understanding of the factors that influence teacher competence in the current educational context (Sunarto et al., 2020; Tran, 2021; Suriyanti, 2020).

Based on the above discussion, this study aims to examine the factors that influence teacher competence by focusing on job satisfaction and workload. Specifically, the objectives of this study are to:

1. Study the effect of job satisfaction on teacher competence.
2. Study the effect of workload on teacher competence.

This objective was developed in line with the findings of previous studies that showed the importance of psychological factors and job demands in influencing individual performance. As stated by Walker et al. (2023), job satisfaction plays an important role in increasing teacher effectiveness, while Tarraya (2023) asserted that unbalanced workload can affect job performance. Therefore, this study seeks to empirically test the relationship between these variables in the current educational context, thus contributing to the development of a more comprehensive model of teacher competence (Walker et al., 2023; Tarraya, 2023).

2. LITERATURE REVIEW

2.1 Teacher Competency

The concept of teacher competence refers to the ability of teachers to apply knowledge, skills and professional attitudes in carrying out teaching tasks effectively. According to Shulman (1986), through the theory of Pedagogical Content Knowledge (PCK), teacher competence not only involves mastery of subject content, but also the ability to deliver that content with appropriate pedagogical methods to students. In this context, PCK is an important basis in determining the effectiveness of teaching because it combines content knowledge and pedagogy holistically. As argued by Sulaiman and Zulkifli (2024), teachers who have high levels of PCK tend to show better ability in adapting teaching strategies according to student needs. In addition, a study by Supriyanto et al. (2021) also found that teacher competence has a direct relationship with work performance and the effectiveness of educational organizations. Therefore, the concept of teacher competence needs to be understood as a multidimensional construct that includes cognitive, pedagogical and professional aspects (Shulman, 1986; Sulaiman & Zulkifli, 2024; Supriyanto et al., 2021).

From a learning theory perspective, Albert Bandura through Social Learning Theory emphasizes that learning occurs through observation, imitation and social interaction. Bandura (1977) explained that individuals build competence through direct experience and observation of the behavior of others in the social environment. In the context of education, teachers who are exposed to a positive and collaborative learning environment have the potential to increase their level of competence through the social learning process. According to Walker et al. (2023), professional interactions among teachers such as sharing best practices and collaborative learning can significantly increase the level of

competence. Furthermore, Tran (2021) emphasizes that organizational factors such as work culture and social support play an important role in shaping employee competence. Therefore, teacher competence is not only influenced by individual knowledge, but also by social interactions and a supportive work environment (Bandura, 1977; Walker et al., 2023; Tran, 2021).

Previous studies have shown the importance of psychological factors and job demands in influencing individual performance. As stated by Walker et al. (2023), job satisfaction plays an important role in increasing teacher effectiveness, while Tarraya (2023) asserts that unbalanced workload can affect job performance. Therefore, this study seeks to empirically test the relationship between these variables in the current educational context, thus contributing to the development of a more comprehensive model of teacher competence (Walker et al., 2023; Tarraya, 2023).

2.2 Job Satisfaction

The concept of job satisfaction has long been discussed in the organizational psychology literature as an important factor that influences individual performance. The classic theory by Abraham Maslow through the Hierarchy of Needs explains that job satisfaction depends on the fulfillment of human needs in stages, starting from basic needs to self-actualization needs. Maslow (1954) stated that individuals whose needs are met will show higher levels of motivation and performance. In the context of education, teachers who are satisfied with their jobs tend to show higher commitment and better work performance. As stated by Walker et al. (2023), job satisfaction has a significant relationship with teacher competence, where more satisfied teachers show higher levels of teaching effectiveness. In addition, a study by Tran (2021) also found that job satisfaction is influenced by organizational factors such as leadership, work culture and rewards. Therefore, job satisfaction is an important factor that needs to be paid attention to in improving teacher competence (Maslow, 1954; Walker et al., 2023; Tran, 2021).

In addition to Maslow's theory, Frederick Herzberg through the Two-Factor Theory divides job satisfaction factors into two main categories, namely motivator factors and hygiene factors. Herzberg (1968) explained that motivator factors such as achievement, recognition and responsibility can increase job satisfaction, while hygiene factors such as salary, work environment and organizational policies function to prevent dissatisfaction. In the context of this study, teacher job satisfaction can be influenced by both factors, where deficiencies in any aspect can affect the overall level of job satisfaction. A study by Supriyanto et al. (2021) shows that job satisfaction has a direct effect on employee performance, while Suriyanti (2020) found that job satisfaction acts as a mediator in the relationship between leadership and performance. This shows that job satisfaction plays an important role in explaining the relationship between organizational factors and individual competence. Therefore, understanding Herzberg's theory helps explain how job satisfaction affects teacher competence in more depth (Herzberg, 1968; Supriyanto et al., 2021; Suriyanti, 2020).

2.3 Workload

The concept of workload refers to the amount of tasks and responsibilities that an individual must perform in a job. In the Job Demand-Control Model theory, Robert Karasek explains that work stress occurs when high work demands are not balanced with the level of control that the individual has (Karasek, 1979). This model emphasizes that high workload can lead to work stress if the individual does not have sufficient resources or control to manage the demands. In the context of education, teachers often face high work demands, including teaching, administration and student management. According to Tarraya (2023), increased workload among teachers can affect emotional well-being and work performance. In addition, Thompson and Allen (2020) stated that ineffective workload

management can affect teaching effectiveness. Therefore, workload is an important factor that needs to be studied in understanding teacher competence (Karasek, 1979; Tarraya, 2023; Thompson & Allen, 2020).

In addition, the Role Conflict and Role Ambiguity theory by Kahn et al. (1964) explained that work stress can also result from role ambiguity and conflict between tasks. In this context, teachers who face multiple roles may experience difficulty balancing their responsibilities, which in turn affects work performance. As argued by Wan Zaharah and Abdullah (2019), high and unclear workload can cause stress and reduce teaching effectiveness. However, a study by Abualigah et al. (2021) shows that workload does not necessarily have a direct negative impact, but can instead act as a motivational factor in certain situations. This shows that the relationship between workload and performance is complex and depends on the context and the individual's ability to manage work demands. Therefore, understanding workload needs to take into account aspects of work demands, individual control and organizational roles (Kahn et al., 1964; Wan Zaharah & Abdullah, 2019; Abualigah et al., 2021).

2.4 Empirical Studies

In the empirical literature, the relationship between job satisfaction and teacher competence has been consistently proven in various studies. For example, Walker et al. (2023) found that job satisfaction has a significant positive relationship with teacher competence, where more satisfied teachers show higher levels of teaching effectiveness. A study by Supriyanto et al. (2021) also supports this finding by showing that job satisfaction improves individual performance in educational organizations. In addition, Tran (2021) stated that job satisfaction plays an important role in increasing employee commitment and productivity. This shows that job satisfaction is a major factor that directly affects teacher competence. Therefore, empirical studies support that increased job satisfaction can lead to increased teacher competence (Walker et al., 2023; Supriyanto et al., 2021; Tran, 2021).

On the other hand, the relationship between workload and teacher competence shows more mixed findings in the literature. Some studies show that high workload can have a negative impact on job performance by increasing stress and fatigue. For example, Wan Zaharah and Abdullah (2019) found that excessive workload can reduce teaching effectiveness. However, other studies have shown that workload can also have positive effects in certain contexts. According to Abualigah et al. (2021), workload can act as a motivational factor that improves performance when individuals have the ability to manage work demands well. In addition, Tarraya (2023) stated that the effect of workload on performance depends on how the tasks are distributed and managed in the organization. Therefore, the relationship between workload and teacher competence is not linear, but is influenced by various factors such as organizational support, work control and individual ability. Overall, empirical studies show that workload can be an important factor in determining teacher competence, either positively or negatively depending on the context (Wan Zaharah & Abdullah, 2019; Abualigah et al., 2021; Tarraya, 2023).

2.5 Hypotheses Development

Based on previous literature reviews, job satisfaction has been identified as one of the important factors that influence individual performance and competence in organizations. According to Abraham Maslow through the Hierarchy of Needs theory, job satisfaction is closely related to the fulfillment of individual psychological and social needs, which in turn affects the level of motivation and work performance (Maslow, 1954). In the context of education, teachers who have a high level of job satisfaction tend to show higher commitment to their tasks and better ability to carry out teaching. As reported by Walker et al. (2023), there is a significant positive relationship between job satisfaction

and teacher competence, where more satisfied teachers show higher levels of teaching effectiveness. In addition, Tran (2021) also emphasized that job satisfaction plays an important role in increasing individual productivity and performance in organizations. Therefore, based on theoretical support and empirical findings, it is expected that job satisfaction has a positive influence on teacher competence.

In this regard, the first hypothesis of this study is developed as follows:

H1: Job satisfaction positively influences teacher competence.

In addition to job satisfaction, workload is also an important factor that has the potential to influence teacher competence. In the Job Demand-Control Model theory, Robert Karasek explains that high job demands can affect individual performance depending on the individual's level of control and ability to manage tasks (Karasek, 1979). Although traditionally workload is often associated with negative effects such as work stress and fatigue, several recent studies have shown that workload can also have positive effects in certain contexts. For example, Abualigah et al. (2021) stated that workload can act as a motivational factor when individuals have sufficient ability and resources to manage work demands. In the context of education, Tarraya (2023) also emphasized that teachers who face high job challenges have the potential to improve their skills and competencies through broader work experience. In addition, from the perspective of Social Learning theory, Albert Bandura emphasizes that learning occurs through experience and interaction with the environment (Bandura, 1977). In this case, high workload can provide more opportunities for teachers to build experience, improve classroom management skills and develop their professional competence. As argued by Thompson and Allen (2020), effective workload management can help improve teachers' ability to deal with various teaching situations. Therefore, workload does not necessarily have a negative impact, but can act as a catalyst for improving competence when managed well.

Based on this discussion, the second hypothesis of this study is formulated as follows:

H2: Workload positively influences teacher competence.

Overall, both hypotheses are developed based on a combination of classical theoretical support and recent empirical findings, which indicate that psychological factors such as job satisfaction as well as job demands such as workload play an important role in shaping teacher competence. By testing these two hypotheses, this study seeks to provide a more comprehensive understanding of the key determinants of teacher competence in the current educational context (Walker et al., 2023; Abualigah et al., 2021; Tarraya, 2023).

3. METHODOLOGY

This study uses a quantitative approach with a cross-sectional survey design to examine the relationship between job satisfaction, workload, and teacher competence. The quantitative approach was chosen because it allows for objective measurement of variables and inferential statistical analysis to empirically test hypotheses. The cross-sectional design allows data to be collected at a single point in time to describe the current situation of the respondents, in line with the study objective of assessing the relationship between variables in the current educational context. The study sample consisted of 382 teachers serving in the education system. This sample size was sufficient for multiple regression analysis because it increased the stability of model estimates and the accuracy of statistical results. The use of the listwise deletion method ensured that only complete data were analyzed, thus increasing the

validity of the findings. In addition, the large sample size also contributed to increasing statistical power, enabling the detection of significant relationships between study variables.

The study instrument was a structured questionnaire using a Likert scale to measure the level of agreement of respondents with statements related to the study construct. This scale is suitable for use in social studies because it allows for quantitative measurement of perceptions and attitudes. The instrument is divided into several parts that include the constructs of teacher competence, job satisfaction, and workload. The items used were developed based on previous literature, including the Pedagogical Content Knowledge (PCK) theory, Maslow and Herzberg's theory, and the Job Demand-Control model. In addition, the instrument has gone through a validity and reliability process to ensure the accuracy of the measurement of the construct. In terms of variables, this study involves one dependent variable, namely teacher competence, which refers to the ability of teachers to implement teaching effectively. Two independent variables are job satisfaction and workload. Job satisfaction includes aspects of the work environment, rewards, and social relationships, while workload refers to the amount of teaching and administrative tasks carried out by teachers. The selection of these variables is in line with the study's objective to assess the influence of work factors on teacher competence in the educational context.

Data analysis was conducted using the stepwise multiple regression method to identify significant predictor variables on teacher competence. This method allows for automatic selection of variables based on their respective statistical contributions, with inclusion ($p \leq .05$) and exclusion ($p \geq .10$) criteria. Regression analysis was used to assess the strength of the relationship through the R^2 value and to determine the relative contribution of each variable through the standardized beta coefficient. In addition, diagnostic tests such as multicollinearity, residual normality and autocorrelation were also conducted to ensure that the regression assumptions were met. Variance Inflation Factor (VIF) and Durbin-Watson values were used to assess the suitability of the model. Overall, this analytical approach allows for systematic hypothesis testing and produces valid and reliable findings in explaining the factors that influence teacher competence.

4. FINDINGS

4.1 Descriptive Analysis of Study Variables

Table 1 shows descriptive statistics for all study variables, namely teacher competence, leadership style, job satisfaction and workload. This descriptive analysis includes mean values, standard deviations and the number of respondents involved in the study.

Table 1. Descriptive Statistics of Study Variables

Variable	Mean	Standard deviation
Teacher Competence	5.427	0.445
Leadership Style	5.547	0.641
Job Satisfaction	4.991	0.955
Workload	5.832	0.380

Based on Table 1, the findings show that all variables recorded high mean scores. Workload recorded the highest mean value ($M = 5.832$, $SP = 0.380$), followed by leadership style ($M = 5.547$, $SP = 0.641$), teacher competence ($M = 5.427$, $SP = 0.445$) and job satisfaction ($M = 4.991$, $SP = 0.955$). This finding shows that respondents generally gave high ratings to all constructs studied.

The high mean value of teacher competence indicates that teachers in this study have a good level of competence. This gives the impression that respondents are able to carry out their professional duties effectively, whether in terms of teaching, classroom management, implementation of work responsibilities or adaptation to the needs of the school organization.

For the leadership style variable, the high mean value indicates that respondents have a positive perception of leadership practices in their organizations. This suggests that the leadership practiced is likely to support teachers' work environments through guidance, direction, professional support and good organizational management.

Job satisfaction recorded the lowest mean value compared to other variables, but was still at a high level. The standard deviation of job satisfaction was also the largest ($SP = 0.955$), indicating that there was a wider variation in perceptions among respondents towards job satisfaction. This means that some teachers may be very satisfied with their jobs, while others showed a more moderate level of satisfaction.

Workload recorded the highest mean with the lowest standard deviation. This indicates that perceptions of workload were quite consistent among respondents. In the context of this study, workload was seen as an aspect of work that was strongly felt by teachers. However, the regression findings presented later showed that workload had a positive relationship with teacher competence, which may indicate that teachers who were faced with high work responsibilities also showed a better level of competence.

4.2 Stepwise Multiple Regression Analysis

A multiple regression analysis using the stepwise method was conducted to determine the most significant predictor variables of teacher competence. In this analysis, teacher competence acted as the dependent variable, while leadership style, job satisfaction and workload acted as independent variables.

Table 2. Summary of the Stepwise Regression Model for Teacher Competence

Model	Predictor	R	R ²	Adjusted R ²	SEE	R ² Change	F Change	Sig. F Change
1	Job Satisfaction	.726	.528	.526	.306	.528	424.496	.000
2	Job Satisfaction, Workload	.751	.564	.562	.295	.036	31.516	.000

Based on Table 2, Model 1 shows that job satisfaction is the first variable included in the regression model. The R value = .726 indicates a strong relationship between job satisfaction and teacher competence. The R² value = .528 indicates that job satisfaction alone explains 52.8% of the variance in teacher competence. This is a large contribution, thus indicating that job satisfaction is the main factor

related to teacher competence. Model 2 shows that workload is included as the second predictor after job satisfaction. The combination of job satisfaction and workload produces R values = .751 and $R^2 = .564$. This means that the two variables together explain 56.4% of the variance in teacher competence. The adjusted R^2 value is .562, indicating that after taking into account the number of predictors in the model, 56.2% of the variance in teacher competence can still be explained by job satisfaction and workload.

The change in R^2 from Model 1 to Model 2 is .036. This indicates that the inclusion of workload in the model contributes an additional 3.6% of the variance explanation for teacher competence. Although this additional contribution is smaller than the contribution of job satisfaction, the change is significant based on the F change = 31.516, $p < .001$. Therefore, workload is still a significant predictor in explaining teacher competence. The standard error of estimate also decreased from 0.306 in Model 1 to 0.295 in Model 2. This decrease indicates that Model 2 provides a better estimate of teacher competence than Model 1. In addition, the Durbin-Watson value for Model 2 is 1.859, which is close to the value of 2.00. This indicates that there is no serious autocorrelation problem in the regression model. Overall, Model 2 was selected as the final model because it has a higher R^2 value, a lower standard error of estimate value and contains two significant predictor variables. The final model shows that job satisfaction and workload are important factors in explaining teacher competence.

4.3 Significance Test of Regression Models

Table 3 shows the ANOVA results for both regression models. For Model 1, the findings show that the model containing job satisfaction as a predictor is significant, $F(1, 380) = 424.496$, $p < .001$. This means that job satisfaction significantly predicts teacher competence. For Model 2, the ANOVA results also show that the regression model is significant, $F(2, 379) = 245.050$, $p < .001$. This shows that the combination of job satisfaction and workload significantly predicts teacher competence. In other words, the regression model constructed has a meaningful ability in explaining changes in teacher competence levels.

The regression sum of squares value for Model 2 is 42.566, while the residual value is 32.916. This shows that most of the variation in teacher competence can be explained by the predictor variables in the model, while the rest is influenced by other factors that were not included in this analysis. The comparison between Model 1 and Model 2 shows that the regression sum of squares increases from 39.828 to 42.566 after workload is included in the model. This indicates that workload makes an additional contribution in improving the model's ability to explain teacher competence. Overall, the ANOVA results confirm that the final regression model is significant and suitable for use in explaining the relationship between job satisfaction, workload and teacher competence.

Table 3. Analysis of Variance (ANOVA) for Regression Models

Model	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.828	1	39.828	424.496	.000
	Residual	35.654	380	0.094		
	Total	75.482	381			

Model	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
2	Regression	42.566	2	21.283	245.050	.000
	Residual	32.916	379	0.087		
	Total	75.482	381			

4.4 Final Model Regression Coefficients

Table 4 shows the regression coefficients for Models 1 and 2. In Model 1, job satisfaction was found to be a significant predictor of teacher competence with a value of $B = .338$, $\beta = .726$, $t = 20.603$, $p < .001$. This indicates that every one-unit increase in job satisfaction will increase teacher competence by 0.338 units, assuming that other factors are not included in the model. The high standardized beta value indicates that job satisfaction has a strong influence on teacher competence. In Model 2, job satisfaction continued to remain a significant predictor with a value of $B = .340$, $\beta = .729$, $t = 21.501$, $p < .001$. This value indicates that job satisfaction is still the most dominant factor in predicting teacher competence even when workload is also included in the model. A one-unit increase in job satisfaction is expected to increase teacher competence by 0.340 units when workload is controlled for.

Workload is also a significant predictor in Model 2 with a B value of $= .223$, $\beta = .190$, $t = 5.614$, $p < .001$. This indicates that each unit increase in workload is expected to increase teacher competence by 0.223 units when job satisfaction is controlled for. Although the beta value for workload is smaller than that for job satisfaction, its contribution is still statistically significant. In terms of relative strength of contribution, job satisfaction is the strongest predictor because it has the highest standardized beta value ($\beta = .729$). Workload also makes an additional contribution but to a smaller extent ($\beta = .190$). This indicates that teacher competence is more influenced by the psychological and affective aspects of the job, namely job satisfaction, than by aspects of job demands such as workload.

Based on the unstandardized coefficients in Model 2, the regression equation that can be formed is:

$$\text{Teacher Competence} = 2.430 + 0.340(\text{Job Satisfaction}) + 0.223(\text{Workload})$$

This equation indicates that if job satisfaction and workload increase, teacher competence is also expected to increase. However, this interpretation should be made in the context of statistical relationships and does not necessarily prove a causal relationship in absolute terms.

Table 4. Regression Coefficients for Teacher Competency Predictors

Model	Variables	B	SE	Beta	t	Sig.	Tolerance	VIF
1	Constant	3.738	.083	—	44.791	.000	—	—
	Job Satisfaction	.338	.016	.726	20.603	.000	1.000	1.000
2	Constant	2.430	.246	—	9.860	.000	—	—
	Job Satisfaction	.340	.016	.729	21.501	.000	1.000	1.000

Model	Variables	B	SE	Beta	t	Sig.	Tolerance	VIF
	Workload	.223	.040	.190	5.614	.000	1.000	1.000

4.5 Multicollinearity Diagnostics

Table 7 shows the multicollinearity statistics for the final model. The tolerance value for job satisfaction and workload is 1.000, while the VIF value for both variables is also 1.000. This value indicates that there is no multicollinearity problem between job satisfaction and workload in the final model. In general, multicollinearity problems occur when independent variables have too high a correlation with each other to affect the stability of the regression coefficient estimates. In this study, a very low VIF value indicates that job satisfaction and workload contribute different information in predicting teacher competence.

Although leadership style has a high correlation with job satisfaction, these variables were not included in the final model. Therefore, the multicollinearity issue does not affect the final model which only involves job satisfaction and workload as significant predictors. This finding strengthens the suitability of the final regression model because the estimated coefficients for job satisfaction and workload are stable and not affected by serious overlap between the independent variables.

4.6 Summary of Key Findings

Overall, the findings of the study indicate that job satisfaction and workload are significant predictors of teacher competence. The final model shows that these two variables explain 56.4% of the variance in teacher competence. This is a large amount of variance and indicates that the regression model has good explanatory power. Job satisfaction was identified as the most dominant predictor of teacher competence. This finding indicates that teachers with high levels of job satisfaction tend to show higher levels of competence. Job satisfaction can be associated with motivation, commitment, willingness to perform tasks, emotional stability and teachers' professional involvement in the school organization. Workload was also found to be a significant predictor, although its contribution is smaller than that of job satisfaction. The positive relationship between workload and teacher competence indicates that teachers who face higher workloads may have better experience, task management skills and professional capabilities. However, these findings need to be interpreted with caution because excessive workload in certain contexts can also have negative effects on teacher well-being.

Leadership style also has a significant positive relationship with teacher competence in the correlation analysis, but is not a significant predictor in the final regression model. This indicates that the influence of leadership style on teacher competence may not be direct when job satisfaction and workload are taken into account. Most likely, the effect of leadership style on teacher competence occurs through job satisfaction. In conclusion, the findings of this study emphasize that the improvement of teacher competence does not only depend on organizational factors such as leadership, but is more strongly influenced by the teachers' own work experience, especially the level of job satisfaction and workload management. Therefore, efforts to improve teacher competence need to pay attention to strategies to strengthen job satisfaction and ensure that teachers' workload is managed productively and in a balanced manner.

5. DISCUSSION

5.1 Interpretation of Findings

The findings of this study show that job satisfaction is the most dominant predictor of teacher competence, followed by workload as a significant secondary factor. These results indicate that the psychological and emotional aspects of teachers play a greater role in determining the level of competence than other organizational factors. As argued by Abraham Maslow, the fulfillment of individual needs in the job will increase motivation and subsequently influence work performance (Maslow, 1954). In the context of this study, teachers with high levels of job satisfaction were found to be more able to carry out teaching tasks effectively, thus increasing their level of competence. This finding is also supported by Walker et al. (2023) who stated that job satisfaction has a direct relationship with teaching effectiveness and teacher performance. Therefore, this study confirms that job satisfaction is a critical factor in shaping teacher competence in the current educational context.

In addition, the findings of the study also show that workload has a significant positive influence on teacher competence, although at a lower level than job satisfaction. This finding provides a new perspective on the role of workload, which is usually considered to be a mere stress factor. In this study, workload is seen as a form of challenge that can improve teachers' experience and skills when managed well. According to Robert Karasek through the Job Demand-Control Model, high job demands do not necessarily lead to stress if individuals have control and the ability to manage the task (Karasek, 1979). As stated by Tarraya (2023), teachers who are exposed to various tasks have the potential to improve their competence through broader work experience. Therefore, the findings of this study indicate that workload can function as a catalyst for increased competence, as long as it is at a level that can be managed by the individual.

5.2 Comparison with Previous Studies

The findings of this study are in line with several previous studies that emphasize the important role of job satisfaction in influencing teacher competence and performance. For example, Walker et al. (2023) found that teachers with high levels of job satisfaction showed better teaching performance and higher commitment to their profession. In addition, Tran (2021) also emphasized that job satisfaction is a major factor that influences the productivity and effectiveness of employees in organizations. This finding further strengthens the empirical evidence that job satisfaction is an important factor that needs to be paid attention to in efforts to improve teacher competence. As argued by Supriyanto et al. (2021), job satisfaction not only improves individual performance, but also contributes to the effectiveness of the organization as a whole. Therefore, this study supports the findings of existing literature that emphasizes the importance of job satisfaction in the context of education.

However, the findings of this study differ from most previous studies that emphasize the role of leadership as a major factor in determining teacher competence. A study by Sunarto et al. (2020), for example, found that leadership style has a significant influence on teacher performance. Similarly, Suriyanti (2020) reported that organizational leadership plays an important role in improving employee performance through job satisfaction as a mediator. However, in this study, leadership style did not emerge as a significant predictor in the final regression model. This difference indicates that in the context of this study, the influence of leadership may not be direct, but rather occurs through other factors such as job satisfaction. As argued by Tran (2021), internal factors such as job satisfaction may have a stronger influence on individual performance than external factors such as leadership.

Therefore, the findings of this study provide a new perspective that challenges the findings of previous studies focused on leadership.

5.3 Theoretical Contribution

In terms of theoretical contribution, this study provides important implications for the development of teacher competency models by challenging the traditional approach that focuses on leadership or "leadership-centric model". Most previous models assume that organizational leadership is the main factor that influences teacher performance and competency. However, the findings of this study show that these factors are not significant when compared to job satisfaction and workload. Therefore, this study suggests that teacher competency models need to take into account individual psychological factors as the main components in explaining teacher performance.

In addition, this study supports the motivation-based model approach, which emphasizes the role of motivation and job satisfaction in influencing individual behavior and performance. As stated by Frederick Herzberg through the Two-Factor Theory, motivator factors such as achievement and job satisfaction play an important role in improving individual performance (Herzberg, 1968). In this study, job satisfaction was found to be the most dominant factor, thus supporting the theory that intrinsic motivation has a stronger influence on performance than external factors. In addition, the findings related to workload also support Albert Bandura's Social Learning theory, which emphasizes that experience and interaction in the work environment can improve individual competence (Bandura, 1977). Overall, this study contributes to the literature by introducing a new perspective that incorporates psychological factors and job demands in explaining teacher competence. By challenging traditional models and supporting a motivation-based approach, this study provides a more comprehensive theoretical basis for understanding the factors that influence teacher competence in the context of modern education. Therefore, this study not only contributes to the development of theory, but also provides a foundation for future research in the field of education and human resource management.

6. CONCLUSION

This study aims to examine the influence of job satisfaction and workload on teacher competence in the context of education. Overall, the findings of the study show that both variables have a significant influence on teacher competence, with job satisfaction emerging as the most dominant predictor. This finding shows that teachers with high levels of job satisfaction tend to show better levels of competence in carrying out teaching tasks. As stated by Walker et al. (2023), job satisfaction plays an important role in improving teaching effectiveness and teacher performance. In addition, the findings of the study also show that workload has a positive influence on teacher competence, although at a lower level. This shows that workload does not necessarily have a negative effect, but can instead act as a challenge that enhances teacher experience and skills when managed well. According to Robert Karasek, high work demands can improve performance if individuals have sufficient control over their tasks (Karasek, 1979). Therefore, the findings of this study provide a new perspective on the role of workload in the context of education.

The main contribution of this study is in challenging the traditional approach that emphasizes the role of leadership as the main factor in determining teacher competence. On the contrary, this study shows that internal factors such as job satisfaction have a stronger influence on teacher competence than external factors such as leadership. In other words, the findings of this study support the motivation-based model approach, where motivation and job satisfaction play a major role in

determining individual performance. Therefore, this study contributes to the literature by introducing a new perspective in understanding the determinants of teacher competence in the current educational context.

Although this study makes a significant contribution to the literature, there are several limitations that need to be considered, including the use of a cross-sectional design that only collects data at one point in time and does not allow for the determination of absolute cause-and-effect relationships. In addition, this study focused on a sample in a specific context that may limit the generalizability of the findings to a wider population, given that variations such as location, organizational culture and education system can influence the results of the study. Accordingly, future studies are suggested to use a longitudinal design to examine changes in the relationship between variables over time and provide a deeper understanding of causality. In addition, the use of Structural Equation Modeling (SEM) is also recommended to enable a more complex relationship analysis including the effects of mediators and moderators in a more comprehensive manner. Overall, despite the limitations, this study still provides a solid foundation for further research in the field of education, especially in understanding the factors that influence teacher competence.

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