



EXAMINING THE IMPACT OF DUAL ROLE CONFLICT, JOB STRESS, AND TRANSFORMATIONAL LEADERSHIP ON TEACHER JOB SATISFACTION

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Abstract

This study aims to analyze the influence of dual role conflict, work stressors, and the principal's transformational leadership on teacher job satisfaction at SMP Negeri 1 Pagai Utara Selatan. A quantitative approach was employed with a total of 33 teacher respondents selected through total sampling, meaning the entire population was included as the sample. The research instruments were developed based on indicators of each variable, and the collected data were analyzed using multiple linear regression techniques. The results show that dual role conflict and work stressors have a negative impact on teacher job satisfaction, while transformational leadership from the school principal has a positive effect. Both partially and simultaneously, these three variables significantly influence teacher job satisfaction. These findings emphasize that in order to improve job satisfaction, it is essential to implement management strategies that minimize role conflict and work-related stress, while also promoting a leadership style that is inspirational, supportive, and capable of encouraging teachers' professional development within the school environment.

Keywords: Dual Role Conflict, Job Stressor, Transformational Leadership, Job Satisfaction

INTRODUCTION

The success of educational institutions in achieving their goals is highly dependent on the role of teachers, not only as implementers but as subjects that actively contribute to the goals of Education (Uyun, 2023). Teachers must have managerial and technical skills to provide educational services effectively (Sukatin et al., 2024). However, their job satisfaction is often challenged by dual role conflicts, work-related stress, and ineffective leadership (Anindita & Tofan, 2021). Job satisfaction itself is defined as a pleasurable emotional state that results from work experience (Pardede et al., 2023). Factors such as dual role conflict where teachers must manage household and professional roles—can reduce job satisfaction (Jatmika & Utomo, 2019). Additionally, work stress arising from excessive workload, poor supervision, or misalignment between organizational values and personal beliefs can exacerbate dissatisfaction (Wangsa & Edalmen, 2022).

Transformational leadership is positioned to increase job satisfaction by motivating and inspiring subordinates (Hidayah & Irfani, 2024). Transformational principals can influence teachers' professional growth and create a supportive environment (Hidayah & Irfani, 2024). Despite the known influence of these variables, few studies have focused on remote areas such as North South Pagai. This study seeks to fill the gap by examining the relationship between dual role conflicts, work stress, and transformational leadership and teacher job satisfaction at SMP Negeri 1 Pagai Utara Selatan. The survey findings show significant dissatisfaction among teachers, driven by irregular schedules, lack of support in professional development, and perceived inequities in the promotion system.

This study aims to offer empirical evidence and recommendations for improving teacher satisfaction, especially through effective leadership and workload management in geographically remote schools.

METHOD

This study uses a quantitative descriptive approach using a survey method to explore the influence of dual role conflicts, work stress, and transformational leadership on teacher job satisfaction at SMP Negeri 1 Pagai Utara Selatan. The population in this study consists of all teachers in schools totaling 33 individuals, and the sampling technique used is total sampling.

Data collection was carried out through a structured questionnaire based on validated instruments. The questionnaire items were adapted from previous research: dual role conflicts were measured based on indicators from (Encu et al., 2025), work stress was adopted from (Zaenha et al., 2024), and transformational leadership was based on a framework (Restu Rahayu & Sofyan Iskandar, 2023). Job satisfaction is measured using indicators adapted from (Martini et al., 2023).

Each variable was assessed using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) (Septiano et al., 2020). The data analysis technique used was multiple linear regression analysis, carried out with the help of SPSS software version 25. Before testing the hypothesis, the data were checked for validity and reliability, as well as classical assumptions tests including normality, multicollinearity, and heteroscedasticity (Sugiyono, 2019).

This methodological framework makes it possible to examine the partial and simultaneous effects of independent variables on dependent variables, and is suitable for research aimed at identifying the strength and significance of predictive relationships in social science research (Sugiyono, 2019).

RESULTS AND DISCUSSION

Table 1. Variable Validity Test Results

Variabel	Question	<i>Corrected Item- Total Correlation (r count)</i>	R table	Information
Job satisfaction (Y)	1	0.484	0.3440	Valid
	2	0.441	0.3440	Valid
	3	0.520	0.3440	Valid
	4	.0533	0.3440	Valid
	5	0.566	0.3440	Valid
	6	0.632	0.3440	Valid
	7	0.703	0.3440	Valid
	8	0.760	0.3440	Valid
	9	0.893	0.3440	Valid

Variabel	Question	<i>Corrected Item- Total Correlation (r count)</i>	R table	Information
	10	0.700	0.3440	Valid
	11	0.707	0.3440	Valid
	12	0.695	0.3440	Valid
	13	0.594	0.3440	Valid
	14	0.669	0.3440	Valid
	15	0.692	0.3440	Valid
Dual role conflicts (X1)	1	0.779	0.3440	Valid
	2	0.858	0.3440	Valid
	3	0.855	0.3440	Valid
	4	0.828	0.3440	Valid
	5	0.775	0.3440	Valid
	6	0.674	0.3440	Valid
	7	0.770	0.3440	Valid
Work stressors (X2)	1	0.604	0.3440	Valid
	2	0.556	0.3440	Valid
	3	0.510	0.3440	Valid
	4	0.687	0.3440	Valid
	5	0.521	0.3440	Valid
	6	0.660	0.3440	Valid
	7	0.614	0.3440	Valid
	8	0.512	0.3440	Valid
	9	0.793	0.3440	Valid
	10	0.738	0.3440	Valid
Transformational leadership (X3)	1	0.824	0.3440	Valid
	2	0.815	0.3440	Valid
	3	0.894	0.3440	Valid
	4	0.905	0.3440	Valid
	5	0.771	0.3440	Valid
	6	0.638	0.3440	Valid
	7	0.764	0.3440	Valid
	8	0.776	0.3440	Valid
	9	0.601	0.3440	Valid
	10	0.865	0.3440	Valid
	11	0.742	0.3440	Valid
	12	0.716	0.3440	Valid

Source: data processing results with SPSS, n = 33

The results of the validity test in table 1. indicates that all items in the Job Satisfaction (Y) variable have a calculated r value greater than the table r (0.3440). The r-value of the calculation

ranges from 0.441 to 0.893, so that all question items are declared valid.

In the Dual Role Conflict variable (X1), all seven question items also showed good validity with calculated *r* values ranging from 0.674 to 0.858, higher than the table *r* values. This shows that each item is capable of accurately representing the construct of a dual role conflict.

For the Work Stressor variable (X2), the ten items tested also showed calculated *r* values between 0.510 and 0.793, all of which exceeded the *r* table. This confirms that the items in this construct are declared valid.

Similarly, on the Transformational Leadership variable (X3), all twelve items obtained *r* counted above the minimum limit of validity, with a range of 0.601 to 0.905, so that all items were declared valid.

Thus, all question items in this research instrument are suitable for use in further analysis, because they have met the requirements for statistical validity of the instrument.

Table 2. Reliability Test

No	Variabel	Cronbach's Alpha	Information
1	Job satisfaction (Y)	0.773	Reliabel
2	Dual role conflicts (X1)	0.863	Reliabel
3	Work stressors (X2)	0.811	Reliabel
4	Transformational leadership (X3)	0.831	Reliabel

Source: data processing results with SPSS, *n* = 33

Based on the results of data processing using SPSS shown in Table 2, it is known that all variables in this study have a Cronbach's Alpha value that is above this number. The Job Satisfaction Variable (Y) obtained a score of 0.773, Dual Role Conflict (X1) of 0.863, Work Stressor (X2) of 0.811, and Transformational Leadership (X3) of 0.831. Thus, it can be concluded that all research instruments have good internal consistency and are suitable for use in further analysis because they have met the criteria for statistical reliability.

Table 3. Normality Test Results

No	Variabel	Asymp. Sig. (2-tailed)	Information
1	Job satisfaction (Y)	0.200	Normal
2	Dual role conflicts (X1)	0.117	Normal
3	Work stressors (X2)	0.083	Normal
4	Transformational leadership (X3)	0.105	Normal

Source: SPSS output results.

A data is said to be normally distributed if the significance value is greater than 0.05 (Ghozali, 2020). The results of the normality test showed that the value of Asymp. The sig. for the variables Job Satisfaction (Y) was 0.200, Dual Role Conflict (X₁) was 0.117, Work Stressor (X₂) was 0.083, and Transformational Leadership (X₃) was 0.105. All of these values are greater than 0.05, so it can be concluded that the data on the four variables are normally distributed and meet the classical assumptions required for multiple linear regression analysis.

Table 4. Multicollinearity Test Results

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	BRIGHT
1	Dual role conflicts (X1)	.997	1.003
	Work stressors (X2)	.999	1.001
	Transformational leadership (X3)	.998	1.002
a. Dependent Variable: Job satisfaction (Y)			

Source: SPSS output results, 2025

A variable is said to be free of multicollinearity if it has a Tolerance value of > 0.10 and VIF < 10 (Ghozali, 2020). Based on the results shown in Table 4.12, the Dual Role Conflict variable (X_1) has a Tolerance value of 0.997 and VIF of 1.003; Work Stressor (X_2) has a Tolerance value of 0.999 and VIF 1.001; and Transformational Leadership (X_3) has a Tolerance score of 0.998 and VIF of 1.002. All of these values met the criteria, so it can be concluded that there was no multicollinearity between independent variables in the regression model used. Thus, the regression model is feasible to use for further analysis.

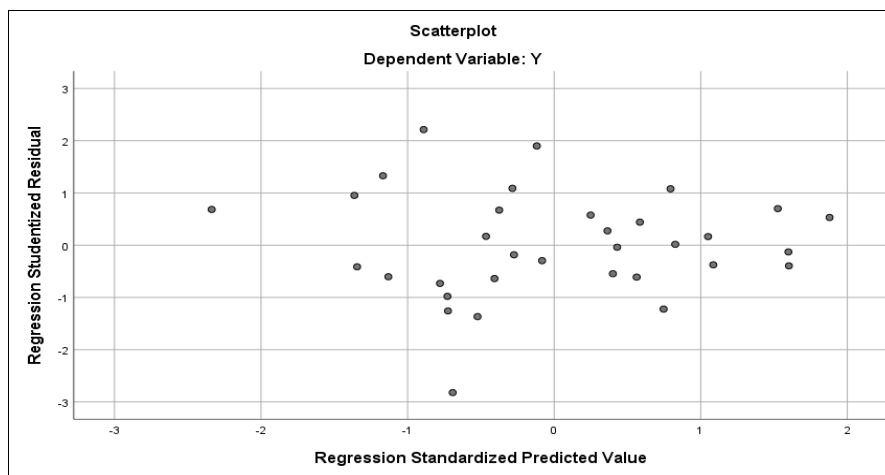


Figure 1. Heterokedacity Test Results

Based on Figure 1, it can be seen that the distribution of residual points is spread randomly around the zero line and does not form a systematic pattern. This shows that the regression model in this study does not experience heteroscedasticity problems, so the classical assumptions regarding homogeneity are fulfilled and the regression model is feasible to be used in further hypothesis testing.

Table 5. Multiple Regression Equations

No	Variabel	B	t	Itself.
	(Constant)	57.233	5.368	.000
1	Dual role conflicts (X1)	-.501	-4.726	.000
2	Work stressors (X2)	-.356	-2.991	.006
3	Transformational leadership (X3)	.274	2.795	.010

Source: SPSS Output Results (2025)

Based on the results of multiple linear regression analysis shown in Table 4.13, the following regression equations were obtained: $Y = 57.233 - 0.501X_1 - 0.356X_2 + 0.274X_3$

The equation shows that:

1. The constant of 57.233 means that if the value of the dual role conflict (X_1), work stressor (X_2), and transformational leadership (X_3) is zero, then the value of job satisfaction (Y) is theoretically 57.233.
2. The regression coefficient for dual role conflicts (X_1) is -0.501, which means that every one-unit increase in dual-role conflicts will decrease job satisfaction by 0.501 units, assuming other variables are fixed. A significance value of 0.000 (< 0.05) indicates that this influence is statistically significant.
3. The regression coefficient for work stressors (X_2) is -0.356, which means that every one unit increase in work stressors will decrease job satisfaction by 0.356 units. The significance value of 0.006 also indicates that this influence is significant.
4. The regression coefficient for transformational leadership (X_3) is 0.274, meaning that every one-unit increase in transformational leadership will increase job satisfaction by 0.274 units. A significance value of 0.010 also shows a significant influence.

Thus, it can be concluded that the three partially independent variables have a significant influence on teacher job satisfaction. Two variables (X_1 and X_2) have a negative influence, while one variable (X_3) has a positive influence on job satisfaction.

Based on Table 5, the following results can also be conveyed:

1. The first hypothesis (H_1) tests the effect of Dual Role Conflict (X_1) on Job Satisfaction (Y). The test results showed a regression coefficient value of -0.501, with a t-value of -4.726 and a significance of $0.000 < 0.05$. This means that H_1 is accepted, so it can be concluded that Dual Role Conflict has a negative and significant effect on Job Satisfaction. The higher the dual role conflict experienced by teachers, the lower their job satisfaction levels tend to decrease.
2. The second hypothesis (H_2) tests the effect of Work Stressors (X_2) on Job Satisfaction (Y). The test results showed a regression coefficient value of -0.356, with a t-value of -2.991 and a significance of $0.006 < 0.05$. Thus, H_2 is accepted, which means that Work Stressors also have a negative and significant effect on teacher job satisfaction. This means that the higher the level of work stress felt, the lower the level of job satisfaction.
3. The third hypothesis (H_3) tests the influence of Transformational Leadership (X_3) on Job Satisfaction (Y). The results showed a regression coefficient value of 0.274, with a t-value of 2.795 and a significance of $0.010 < 0.05$. This means that H_3 is accepted, which indicates that the Transformational Leadership has a positive and significant effect on Job Satisfaction. The higher the application of transformational leadership styles, the more teacher job satisfaction also tends to increase.

Thus, the three independent variables in this study were shown to partially have a significant effect on teacher job satisfaction.

Table 6. F Test Results

Model		Sum of Squares	Df	Mean Square	F	Itself.
1	Regression	129.636	3	43.212	7.672	.000b
	Residual	468.910	29	16.169		
	Total	598.545	32			
a. Predictors: (Constant), X3, X1, X2						
b. Dependent Variable: Y						

Source: SPSS Output Results (2025)

Based on the results of the analysis in Table 6, the F value of 7.672 was obtained with a significance value of 0.000. Because the significance value is less than 0.05 ($p < 0.05$), it can be concluded that the regression model used in this study is feasible and independent variables consisting of Dual Role Conflict (X_1), Work Stressors (X_2), and Transformational Leadership (X_3) simultaneously have a significant effect on the Job Satisfaction variable (Y).

Thus, the results of this F test reinforce the previous finding that the three independent variables have a meaningful common contribution in explaining the variation in teacher job satisfaction, so that the multiple linear regression model built in this study is valid for use in hypothesis testing.

Table 7. R Square Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.865a	.748	.702	4.02111
a. Predictors: (Constant), X3, X1, X2				

Source: SPSS data processing results (Year 2025)

Based on Table 7, the R Square value was obtained as 0.748, which means that 74.8% of the variation in the variables Job Satisfaction (Y) can be explained by the variables Dual Role Conflict (X_1), Work Stressor (X_2), and Transformational Leadership (X_3). The remaining 25.2% was explained by factors outside the model not studied in this study.

In addition, the Adjusted R Square value of 0.702 indicates that this regression model remains quite good even after taking into account the number of independent variables in the model. The R value of 0.865 also shows a very strong relationship between independent variables and dependent variables.

Thus, the regression model built in this study has excellent predictive ability on teacher job satisfaction at SMP Negeri 1 Pagai Utara Selatan.

CONCLUSION

This study aims to analyze the influence of dual role conflicts, work stressors, and transformational leadership of school principals on teacher job satisfaction at SMP Negeri 1 Pagai Utara Selatan. The results of the analysis showed that simultaneously these three variables had a significant effect on job satisfaction. Partially, dual role conflicts and work stressors have a negative and significant effect, while transformational leadership has a positive and significant effect on teacher job satisfaction.

These findings make an important contribution to the literature on human resource management in the field of education, particularly in remote areas. This study confirms that the burden of dual roles and poorly managed work pressure can decrease teachers' motivation and job satisfaction. Conversely, transformational leadership styles effectively implemented by school principals can increase teachers' morale and commitment to the institution.

Practically, the results of this research can be the basis for policymakers in the education sector to design strategies to increase teacher job satisfaction through transformational leadership training and fairer workload management policies. This research also opens up space for the development of contextual-based leadership management models in schools in remote areas. For further research development, it is recommended that the research be carried out with a wider area coverage and use a longitudinal approach in order to be able to see the dynamics of variables in a certain period of time. In addition, the research can be expanded to include mediating variables such as work motivation or organizational commitment to gain a more comprehensive understanding of the factors that affect teacher job satisfaction.

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