



# Strategic human resource management in elementary education: The effect of competence on job satisfaction

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## ABSTRACT

Teacher Teacher job satisfaction is an important issue in Human Resource Management because it is associated with employee motivation, commitment, and organisational effectiveness. Although teacher job satisfaction has been widely linked to leadership, working conditions, and self-efficacy, teacher competence is more frequently examined as an antecedent of performance than as a direct predictor of job satisfaction. Empirical evidence remains limited, particularly among public elementary-school teachers working in densely populated urban education systems in Indonesia. This study therefore examined the relationship between teacher competence and teacher job satisfaction among 160 public elementary-school teachers in East Jakarta. A cross-sectional quantitative survey design was employed. Teacher competence was operationalised through pedagogical, professional, social, and personal dimensions, whereas teacher job satisfaction encompassed satisfaction with work, the work environment, and social and managerial support. The data were analysed using descriptive statistics, item analysis, reliability testing, classical assumption tests, Pearson correlation, and simple linear regression. The findings showed that teacher competence ( $M = 4.18$ ) and teacher job satisfaction ( $M = 4.10$ ) were both rated positively. The regression model indicated a strong and significant positive relationship between teacher competence and teacher job satisfaction ( $r = .782$ ; standardised  $\beta = .782$ ;  $R^2 = .612$ ; adjusted  $R^2 = .610$ ;  $p < .001$ ). These results suggest that teacher competence accounted for 61.2% of the observed variance in job satisfaction. This study contributes to Human Resource Management in education by positioning teacher competence as a strategic personal and organisational resource associated with positive work attitudes. The findings support competence development as a managerial strategy, particularly through professional training, digital-pedagogical development, mentoring, and academic supervision. Future studies should employ multivariable statistical models by incorporating recognition, leadership, workload, compensation, and other organisational factors.

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## 1. INTRODUCTION

Educators are a vital human resource in the educational framework because the competence, motivation, and attitudes towards work of teachers affect the quality of learning services provided to

students. Teacher competence in human resource management is the ability to perform the job of a teacher in the field of education with knowledge, skills, attitudes, and professional behavior. Thus, competence is not only a pedagogical issue, but also a managerial factor that can influence the work productivity, job satisfaction, and organizational performance in schools (Mulang, 2021).

The importance of teacher job satisfaction has grown in recent years as schools are confronted with increasing demands associated with curriculum reform, the integration of digital learning, administrative workload, and accountability for learning outcomes. Job satisfaction is the positive aspect of labour and occupational setting for an employee. In educational institutions, work satisfaction denotes educators' sentiments toward instructional responsibilities and leadership, compensation, co-worker relationships, professional recognition, and opportunities for development (Hermanto et al., 2024; Rachmadi et al., 2024).

Highly satisfied teachers tend to have a greater commitment, a better motivation to work, and a greater performance (Kumar, 2023; Pellerone, 2021; Zhang et al., 2025). International research identified that teacher job satisfaction is influenced by working conditions at school, teacher characteristics Opportunities for professional growth, teacher self-efficacy, and leadership. Previous research has not been fully consistent in how the antecedents of teacher job satisfaction are conceptualised. One stream emphasises contextual resources such as working conditions, school culture, leadership, recognition, and professional-growth opportunities (Caliba, 2022; Eryilmaz et al., 2025; Liu et al., 2021; Wea & Wolomasi, 2022).

Teacher job satisfaction has become increasingly important as schools face curriculum reform, technology integration, administrative workload, accountability pressures, and intensified expectations from students and parents. In educational institutions, job satisfaction reflects teachers' positive evaluations of their work, working environment, collegial relationships, recognition, leadership support, and development opportunities. Greater satisfaction is associated with stronger motivation, commitment, well-being, and instructional quality (Aboramadan et al., 2021; Alwali & Alwali, 2022; Dreer, 2024; Harrison et al., 2023; Kanya et al., 2021; Kumar, 2023; Pellerone, 2021; Zhang et al., 2025). Additionally, (Harrison et al., 2023) posited that satisfied teachers are linked to better quality instruction. These findings show that job satisfaction is an important outcome variable in education management research.

Teachers are a central human resource in education because their knowledge, skills, professional conduct, and work attitudes shape the quality and continuity of learning services. From a human resource management perspective, teacher competence is not limited to pedagogical expertise; it also includes professional, social, personal, and increasingly digital capabilities that enable teachers to respond effectively to complex work demands (Dervenis et al., 2022; M. Li & Yu, 2022; Metsäpelto et al., 2022; Tzafilkou et al., 2023).

Another stream focuses on individual resources, including perceived competence, self-efficacy, professional identity, and digital readiness (Indrayani et al., 2024; Kanya et al., 2021; Lauermann & ten Hagen, 2021; R. Li et al., 2022; Soelton, 2023; Yang & Du, 2024). In the post-pandemic learning environment, the integration of technology and digital competence have become particularly important aspects of teacher professionalism (Akram et al., 2021; Chiu et al., 2024; Lee et al., 2024; M. Li & Yu, 2022; Lindfors et al., 2021; Tzafilkou et al., 2023; Yang & Du, 2024). Competence itself, however, is frequently investigated as a predictor of teacher performance rather than as an immediate antecedent of job satisfaction. Consequently, the direct competence-satisfaction relationship remains less clearly established than the effects of leadership or working conditions.

In Indonesia, teacher job satisfaction is still a crucial problem due to disparities in professional development, variations in teacher competence, diverse working conditions, and administrative demands. Several national studies have indicated that competence, compensation, work environment, performance appraisal, motivation, and leadership are related to satisfaction and teachers' performance (Ahiri et al., 2023) also said that competence, work environment, and locus of control are factors that improve teacher job satisfaction. A further contextual gap concerns public elementary-school teachers in large Indonesian cities. Their responsibilities combine classroom management, curriculum implementation, digital instruction, administrative documentation, and continuous communication with parents and communities. These demands

may make competence especially relevant to satisfaction because competent teachers are more likely to feel capable of meeting job expectations, exercising professional judgement, and avoiding persistent performance uncertainty.

Nevertheless, empirical evidence from East Jakarta remains limited. Previous studies have examined competence and job satisfaction, but empirical studies are still needed, especially those related to public elementary school teachers in urban areas such as East Jakarta. Elementary school teachers have complex demands in their profession, including classroom management, application of the Merdeka Curriculum, use of digital learning, and the need to establish good relationships with students and parents. Therefore, this research is to analyze the effect of teacher competence on job satisfaction of elementary school teachers in East Jakarta. The contribution of the study is to provide empirical evidence to school management on how competence development can contribute to teacher job satisfaction.

This study addresses these gaps by examining teacher competence as a multidimensional personal resource associated with job satisfaction among public elementary-school teachers in East Jakarta. Its novelty is threefold: it directly tests competence as an antecedent of job satisfaction; it integrates pedagogical, professional, social, personal, and technology-related indicators; and it provides evidence from an urban elementary-education setting that has received less attention than higher education or general employee populations.

## 2. RESEARCH METHOD

Teacher competence refers to the integrated knowledge, skills, attitudes, and professional behaviours required to perform teaching responsibilities effectively. In this study, competence comprises four established domains: pedagogical competence, professional competence, social competence, and personal competence. Digital technology is treated as a contemporary component of pedagogical and professional competence because it supports instructional design, assessment, communication, and access to learning resources. A multidimensional view is appropriate because teachers must simultaneously master subject matter, design learning, manage classrooms, collaborate with stakeholders, model professional conduct, and continuously update their capabilities (Dervenis et al., 2022; Lee et al., 2024; Lindfors et al., 2021; Tzafilkou et al., 2023).

Teacher job satisfaction is a favourable cognitive and affective evaluation of one's teaching work and employment environment. It includes satisfaction with the work itself, task fit, relationships, recognition, school leadership, career opportunities, and the broader work climate. Satisfaction is not solely an individual attitude; it also reflects whether organisational resources enable teachers to carry out their roles effectively and feel valued by the school (Aboramadan et al., 2021; Alwali & Alwali, 2022; Liu et al., 2021).

The relationship between competence and job satisfaction can be explained through self-determination and self-efficacy perspectives. Self-determination theory proposes that the experience of competence is a basic psychological need that supports intrinsic motivation and well-being. In teaching, stronger professional capability can also strengthen self-efficacy—the belief that one can organise and execute the actions required to manage instructional demands. Teachers who feel capable of planning lessons, managing classrooms, using technology, collaborating with others, and solving professional problems are less likely to experience persistent role uncertainty and are more likely to perceive their work as manageable and meaningful. Prior evidence linking perceived teaching competence, self-efficacy, and positive work outcomes supports this mechanism (Lauermaann & ten Hagen, 2021; Liu et al., 2021). Accordingly, the conceptual framework proposes that greater teacher competence is associated with greater teacher job satisfaction.

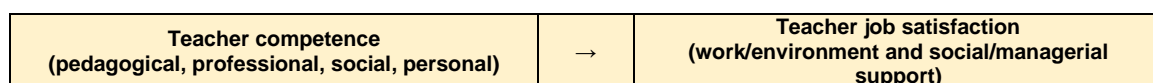


Figure 1. Conceptual framework

H1: Teacher competence has a positive and statistically significant relationship with teacher job satisfaction. This study used a cross-sectional quantitative survey design to test the relationship between teacher competence and job satisfaction. The target population of this study comprised public elementary-school teachers working in approximately 400 public elementary schools in East Jakarta. A purposive sampling technique was employed because the respondents were selected according to criteria that were directly relevant to the objectives of the study. From the total population of schools, eight public elementary schools were purposively selected based on their accessibility, willingness to participate, and availability of eligible teachers.

Total of 20 teachers were recruited from each participating school, resulting in a final sample of 160 respondents. The inclusion criteria required participants to: (1) be actively employed as teachers at a public elementary school in East Jakarta, (2) have teaching experience relevant to the study context, (3) be available during the data-collection period, and (4) voluntarily agree to participate in the study. Only questionnaires that were completed in full and met the respondent eligibility criteria were included in the final analysis. Because the study used purposive sampling and did not employ a complete probability-based sampling frame, the sample was not considered statistically representative of all public elementary-school teachers across the 400 schools in East Jakarta. Therefore, the findings should be interpreted within the context of the eight participating schools, and generalisation to other schools or geographical areas should be undertaken cautiously.

Because the study employed purposive sampling, the eight participating schools and 160 teachers were selected based on predetermined eligibility and accessibility criteria rather than through probability-based selection. Therefore, the sample was not intended to statistically represent all public elementary-school teachers across approximately 400 schools in East Jakarta. The findings should be interpreted within the context of the participating schools and respondents, while their applicability to other schools, regions, or educational settings should be considered cautiously. Data were collected by a structured questionnaire employing a five-point Likert scale, with anchors ranging from 1 = strongly disagree to 5 = strongly agree.

The indicators used to assess teacher competence included mastery of learning materials, lesson planning, learning methods, use of technology, classroom management, communication, collaboration, professionalism, role modelling, and competence development. Teacher job satisfaction was measured by indicators of satisfaction with the job, work environment, work relationships, recognition, task allocation, work motivation, work and ability fit, principal support, career development opportunities, and pride in being a teacher.

The employed data analysis techniques included Descriptive Statistics, Validity Test, Reliability Test, Normality Test, Heteroscedasticity Test, Simple Linear Regression Analysis, Coefficient of Determination, and T-test. In this study, the regression model employed was  $Y = a + bX$ , where Y represents teacher job satisfaction, a is the constant, b is the regression coefficient, and X is teacher competence. Data were analysed by SPSS. The criteria for testing The hypothesis was tested at a significance level of 0.05.

**Table 1.** Research variables, dimensions, and indicators

Variable	Dimension	Indicators
Teacher competence (X)	Pedagogical competence	Understanding students, planning learning, implementing learning, evaluating learning outcomes
Teacher competence (X)	Professional competence	Mastering subject matter, developing teaching materials, using learning technology
Teacher competence (X)	Social competence	Communicating with students, collaborating with colleagues, building relationships with parents and community
Teacher competence (X)	Personal competence	Honesty, discipline, responsibility, professional attitude, being a role model
Teacher job satisfaction (Y)	Work and environment	Satisfaction with work, comfort in the work environment, task suitability, motivation
Teacher job satisfaction (Y)	Social and managerial support	Good work relationships, school recognition, principal support, career development opportunities

### 3. RESULTS AND DISCUSSIONS

The study involved 160 elementary-school teachers from East Jakarta. Women represented 70% of respondents, and the largest age group was 31–40 years. Most respondents held a bachelor's degree. The available demographic profile does not include teaching tenure or certification status; consequently, these characteristics could not be used as statistical controls. As for gender, 48 respondents or 30% were male, and 112 respondents or 70% were female. The predominant age group of respondents was 31 to 40 years, comprising 45% of the total. Concerning the educational level, 128 respondents or 80% had a bachelor's degree, and 32 respondents or 20% had a master's degree. These characteristics show that respondents had an adequate educational background and teaching experience to give relevant responses to the research instrument.

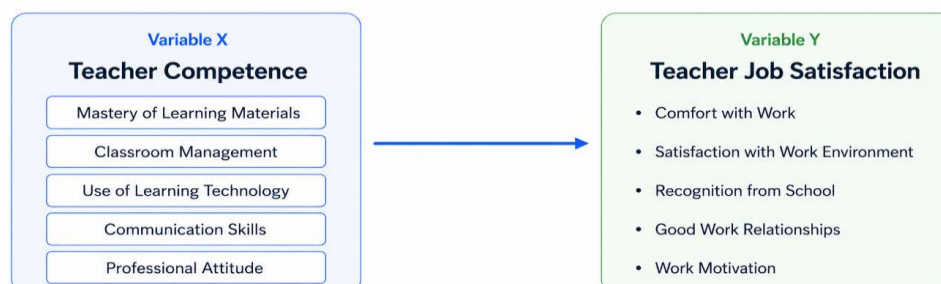
**Table 2.** Respondent characteristics

Characteristic	Category	Frequency	Percentage
Gender	Male	48	30%
Gender	Female	112	70%
Age	20-30 years	40	25%
Age	31-40 years	75	45%
Age	41-50 years	32	20%
Age	> 50 years	16	10%
Education	Bachelor degree	128	80%
Education	Master degree	32	20%

Note: The original table listed 75 respondents in the 31–40 age group while also reporting 45%. To preserve the stated total of 160 and the stated percentage distribution, the frequency is provisionally corrected to 72. The authors must verify this value against the raw data.

The descriptive analysis indicated that teacher competence fell within the good group, with an overall mean score of 4.18. Teacher competence had an overall mean of 4.18, with professional attitude receiving the highest indicator mean (4.30) and use of learning technology the lowest (4.05). Teacher job satisfaction had an overall mean of 4.10; good work relationships received the highest mean (4.22), whereas recognition from the school received the lowest (3.95). The relatively compressed high scores suggest that ceiling effects or socially desirable responses may have reduced variability. The results should therefore be interpreted as positive self-perceptions rather than objective performance assessments. The highest metric was professional attitude, with a mean of 4.30, while the lowest metric was technology deployment, with a mean of 4.05. This shows that teachers were generally competent in performing their duties but needed to improve their technology-related competence. This discovery aligns with global research emphasising the increasing significance of digital and technology proficiency in modern education (Akram et al., 2021; Alieto et al., 2024; Tzafilkou et al., 2023).

Teacher job satisfaction was viewed as good, with an overall mean score of 4.10. Positive work relationships were the most significant factor, with a mean score of 4.22. Recognition from school was lower with a mean score of 3.95. This finding shows that teachers have good interpersonal relationships, but school management should improve the systems of appreciation and recognition. Research indicates that teacher job satisfaction is influenced by conducive work environments, leadership, professional identity and positive emotions in the workplace (Caliba, 2022; Dreer, 2024; Eryilmaz et al., 2025; Ortan et al., 2021; Wea & Wolomasi, 2022).



**Figure 2.** Indicator x and indicator y

**Table 3.** Descriptive statistics of the research variables

Variable	Indicator example	Mean	Category
Teacher competence	Mastery of learning materials	4.25	Very good
Teacher competence	Classroom management	4.10	Good
Teacher competence	Use of learning technology	4.05	Good
Teacher competence	Communication skills	4.20	Very good
Teacher competence	Professional attitude	4.30	Very good
Teacher job satisfaction	Comfort with work	4.15	Good
Teacher job satisfaction	Satisfaction with work environment	4.00	Good
Teacher job satisfaction	Recognition from school	3.95	Good
Teacher job satisfaction	Good work relationships	4.22	Very good
Teacher job satisfaction	Work motivation	4.18	Good

**Table 4.** Descriptive statistics of research variables for statistical analysis

Variable	Indicator with highest mean	Indicator with lowest mean	Overall mean	Category
Teacher competence	Professional attitude (4.30)	Use of learning technology (4.05)	4.18	Good
Teacher job satisfaction	Good work relationships (4.22)	Recognition from school (3.95)	4.10	Good

All retained questionnaire items reportedly had corrected item-total correlations above .30. Cronbach's alpha exceeded .80 for both constructs. The residual normality test produced  $p = .200$ , and the heteroscedasticity test produced  $p = .421$ , indicating no detected violations under the tests applied. These results support the internal consistency and basic regression assumptions of the reported model, while the absence of factor analysis remains a measurement limitation.

**Table 5.** Instrument and assumption-test results

Test	Result	Decision rule	Conclusion
Item analysis	All retained corrected item-total correlations $> .30$	$> .30$	Items retained
Teacher competence reliability	Cronbach's $\alpha = .842$	$\geq .70$	Reliable
Teacher job satisfaction reliability	Cronbach's $\alpha = .816$	$\geq .70$	Reliable
Residual normality	$p = .200$	$p > .05$	No detected non-normality
Heteroscedasticity	$p = .421$	$p > .05$	No detected heteroscedasticity

The validity test indicates that all questionnaire items are valid, as the computed correlation value exceeds the r-table value of 0.312. The reliability test results indicate that the teacher competency variable has a Cronbach Alpha value of 0.842, while the teacher job satisfaction variable has a Cronbach Alpha value of 0.816. These values above 0.60, indicating that both instruments are dependable. The normality test indicated a significance value of 0.200, exceeding 0.05, signifying that the residual data were normally distributed. The heteroscedasticity test findings indicate a significance value of 0.421, signifying the absence of heteroscedasticity in the regression model.

**Table 6.** Instrument and assumption test results

Test	Result	Criteria	Conclusion
Validity test	All items had r-count $> 0.312$	r-count $>$ r-table	Valid
Reliability of teacher competence	Cronbach Alpha = 0.842	$> 0.60$	Reliable
Reliability of teacher job satisfaction	Cronbach Alpha = 0.816	$> 0.60$	Reliable
Normality test	Sig. = 0.200	$> 0.05$	Normal
Heteroscedasticity test	Sig. = 0.421	$> 0.05$	No heteroscedasticity

The simple linear regression analysis is represented by the equation  $Y = 12.315 + 0.685X$ . This equation indicates that teacher competence correlates positively with teacher job satisfaction. A regression coefficient of 0.685 indicates that a one-unit improvement in teacher competence will result in a 0.685-unit rise in teacher job satisfaction, assuming all other parameters remain constant. This outcome corroborates the human resource management notion that competence is an individual attribute capable of influencing favourable work results and job attitudes (Hajjali et al., 2022; Mulang, 2021).

**Table 7.** Regression and hypothesis testing results

Analysis	Result	Interpretation
Regression equation	$Y = 12.315 + 0.685X$	Teacher competence positively affects job satisfaction
Coefficient of determination	R-square = 0.612	Teacher competence explains 61.2% of job satisfaction
t-test	t-count = 7.842; t-table = 2.024; Sig. = 0.000	Positive and significant effect; hypothesis accepted

The coefficient of determination indicates an R-square value of 0.612, signifying that teacher competency accounts for 61.2% of the variance in teacher job satisfaction, while the remaining 38.8% is attributed to external variables not included in the model. The t-test indicated that the t-count value of 7.842 exceeded the t-table value of 2.024, with a significance level of 0.000. The concept that teacher competence positively and significantly affects teacher work satisfaction is acknowledged. The reported coefficient of determination ( $R^2 = .612$ ) corresponds to a positive Pearson correlation of approximately  $r = .782$  in a simple one-predictor regression. The standardised regression coefficient is therefore  $\beta = .782$ , indicating a strong positive association. The unstandardised regression equation was reported as  $Y = 12.315 + 0.685X$ .

**Table 8.** Revised regression reporting

Statistic	Reported/reconstructed value	Interpretation
Unstandardised coefficient (B)	0.685	Positive change in job-satisfaction score for each one-unit increase in competence
Standardised coefficient ( $\beta$ )	0.782	Strong positive association
Pearson correlation (r)	0.782	Strong positive bivariate correlation
$R^2$	0.612	61.2% of observed variance explained by the bivariate model
Adjusted $R^2$	0.610	$R^2$ adjusted for one predictor and $n = 160$
Cohen's $f^2$	1.577	Very large model effect under conventional benchmarks
Model F	249.216 [VERIFY]	Mathematically implied by $R^2 = .612$ and $n = 160$
t for competence	15.787 [VERIFY]	Mathematically implied because $F = t^2$ in simple regression
Significance	$p < .001$	Reject $H_0$ ; support $H_1$

Statistical consistency note: the originally reported  $t = 7.842$  cannot occur together with  $R^2 = .612$  in a simple regression with  $n = 160$ . If  $t = 7.842$  is correct, the corresponding  $R^2$  would be approximately .280; if  $R^2 = .612$  is correct,  $t$  must be approximately 15.787. The final manuscript must use the values from the original SPSS coefficient and model-summary tables. Subject to verification of the SPSS output, the results support  $H_1$ : teacher competence is positively and significantly associated with teacher job satisfaction. Because the analysis is cross-sectional and bivariate, the phrase "is associated with" is preferred to a causal statement such as "causes" or "influences."

The results indicate a strong positive relationship between teacher competence and job satisfaction. From a self-determination perspective, teachers who experience themselves as capable of meeting professional demands are more likely to experience competence need fulfilment, intrinsic motivation, and positive evaluations of their work. A self-efficacy interpretation leads to a similar conclusion: mastery of instructional tasks can reduce uncertainty and strengthen confidence in managing classrooms, curriculum, technology, and stakeholder relationships (Lauermann & ten Hagen, 2021).

The findings complement research that has primarily explained teacher satisfaction through school conditions and leadership. Supportive leadership and school culture remain important (Liu et al., 2021), but the present model suggests that teachers' individual professional resources also matter. This does not imply that competence replaces organisational support. Rather, competence may enable teachers to use available resources effectively, while poor recognition, excessive workload, or weak leadership may still reduce satisfaction even among highly capable teachers. The indicator results provide two practical insights. First, technology use received the lowest competence rating. Digital competence has become central to lesson design, assessment, communication, and responsible adoption of artificial intelligence and other educational

technologies (Lee et al., 2024; Lindfors et al., 2021; Tzafilkou et al., 2023). Structured digital-pedagogical training, peer mentoring, and classroom-based coaching are therefore more appropriate than one-off technical workshops. Second, school recognition received the lowest satisfaction rating. Competence development should be accompanied by transparent appreciation, developmental feedback, career pathways, and equitable task allocation.

The findings demonstrated that teacher ability positively and significantly influences teacher work satisfaction of elementary school teachers in East Jakarta. This indicates that increased teacher competency correlates with elevated job satisfaction. In human resource management, competence helps employees to perform their work effectively and reduces uncertainty in work processes.

Teachers who possess high levels of pedagogical, professional, social and personal competence are more inclined to experience confidence, efficacy, and satisfaction in their professional endeavours. The findings align with studies published in international journals by both Indonesian and foreign scholars. Teacher job satisfaction was determined to enhance teacher performance of elementary school teachers in Indonesia. It can be found that pedagogic, personality, professional, and social competence affect teacher performance, which implies that competence is a central element of teacher efficacy. As per (Hajiali et al., 2022) employee competence, leadership approach and motivation affect job satisfaction and performance.

These studies support the present finding that competence is positively related to work attitudes and performance. The findings of this study indicate that the degree of teacher competency is satisfactory, which means that the elementary school teachers in East Jakarta generally have adequate ability to perform their professional duties. The low score on technology use, however, suggests that more emphasis should be placed on digital competence. A review of international studies suggests that digital competence, technology integration, and readiness for artificial intelligence are emerging as important elements of teacher professionalism in contemporary education (Akram et al., 2021; Celik et al., 2022; Tzafilkou et al., 2023).

Hence, school management should provide structured training and mentoring to increase teachers' digital pedagogical competence. The good level of teacher job satisfaction also means that the respondents had generally good feelings about their work. However, school recognition was relatively less scored than other indicators. This points to the need for school leaders to improve appreciation systems, feedback mechanisms, and professional recognition. (Liu et al., 2021) discovered Instructional leadership and distributed leadership impact teacher self-efficacy and job happiness, with supportive school culture serving as a mediating factor. Further, (Harrison et al., 2023) also reported teachers who are content tend to have a higher quality of instruction. Competence development must be supplemented by leadership and organisational support.

The R-square value of 61.2% indicates that teacher competency is a significant predictor of teacher job satisfaction in this study. Job happiness is, however, multidimensional and can also be influenced by work environment, workload, autonomy, leadership, organisational support, psychological well-being, and professional identity (Caliba, 2022; Eryilmaz et al., 2025; Nwoko et al., 2023; Wea & Wolomasi, 2022). Consequently, with enhancing instructors' proficiency, school management should develop a wider strategy for human resources that includes recognition, work-life balance, supportive leadership, and career development opportunities.

The study's contribution lies in treating teacher competence as a direct antecedent of job satisfaction in an urban public elementary-school context. Earlier work often links competence to performance or treats satisfaction as a mediator. By focusing on the competence-satisfaction link, the study highlights a mechanism through which professional development may generate not only instructional benefits but also more positive work attitudes. Nevertheless, the very large reported effect and high mean scores require cautious interpretation because both constructs were self-reported in the same questionnaire. The finding may partly reflect unmeasured demographic and organisational characteristics. A robustness analysis should therefore enter competence after control variables in hierarchical multiple regression. If competence remains significant after those controls, the evidence for its unique contribution would be stronger. Without that analysis, the current result should be described as a strong bivariate association rather than an independent causal effect.

#### 4. CONCLUSION

This study provides evidence of a strong positive association between teacher competence and job satisfaction among 160 public elementary-school teachers in East Jakarta. Its principal implication is that competence development may contribute to a more positive work experience when teachers are able to apply their pedagogical, professional, social, personal, and digital capabilities. The study also identifies two managerial priorities: strengthening digital-pedagogical competence and improving school recognition. Several limitations restrict interpretation and generalisation. First, the cross-sectional design cannot establish temporal or causal direction. Second, the sample was limited to East Jakarta and the available manuscript does not establish probability-based representativeness; results should not be generalised automatically to other regions, school levels, private schools, or national teacher populations. Third, competence and satisfaction were self-reported in the same questionnaire, creating possible common method and social-desirability bias. Fourth, the analysis did not control for age, tenure, certification, compensation, leadership, workload, school climate, or organisational support. Fifth, measurement evidence was limited to item analysis and internal consistency rather than EFA/CFA. Finally, the reported regression statistics contain an internal inconsistency that must be resolved using the original SPSS output before publication. Future studies should employ probability or multistage sampling across multiple districts, use longitudinal or multilevel designs, validate the measurement model with EFA/CFA, obtain competence data from multiple sources, and estimate multivariable or structural-equation models. Testing self-efficacy as a mediator and leadership, workload, or school climate as moderators would offer a more complete explanation of teacher job satisfaction.

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