

Psychological Well-Being As A Moderator in The Relationship of School Culture, Workload, Work Stress and Job Satisfaction among Middle Leaders Primary School Putrajaya

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Abstract

The issue of job satisfaction among middle leaders in Malaysia is not a new thing in the current education context. However, studies on job satisfaction and even the factors that affect job satisfaction, especially among middle leaders in primary schools, have not been done before. Therefore, this study aims to study in depth to identify the level and relationship, examine the main contributing factors to job satisfaction and see the role of the existence of psychological well-being as a moderator in the relationship between school culture, workload, stress and job satisfaction among middle school leaders low. Quantitative survey research using a self-administered questionnaire was conducted online involving 196 respondents consisting of Putrajaya primary school middle leaders. Descriptive and inference statistical analysis is used such as the Pearson Correlation Test, Multiple Regression Analysis and tests that test moderation using the PROCESS Hayes Model 1 Macro. It is also recommended that further research be conducted to explore and understand more deeply the role that psychological well-being plays in improving the relationship between school culture, workload, work stress and job satisfaction among middle leaders from various different angles to ensure its effectiveness.

Keywords: Job Satisfaction, School Culture, Workload, Work Stress, Psychological Well-Being.

Introduction

Education plays an important role in achieving economic growth and national development in any country. In today's global economy, the success of a nation depends on the knowledge, skills and competencies of its people. All this happens is from the best education practiced by the country itself. In today's competitive environment, organizations at the school level must make full use of the potential of their teachers to achieve school objectives and goals.

In order to ensure that a country is successful in the field of education, it depends on the school organization which consists of administrators at the top level, middle leaders and even teachers. This is because the best education comes from the best teachers and school administration. The middle leader in each school is also a teacher consisting of committee heads from core subjects or elective subjects. These middle leaders are unique because their job is not only to teach but they are also intermediaries between other teachers. The head of the committee will form their respective subject committees by planning all programs to help the school achieve the mission and vision of the school.

In fact, the responsibility borne by the middle leaders is very big, so that is why job satisfaction among them must be achieved so that it is easier to perform all the tasks given from the top level of the school, department or KPM. Nowadays, there are various factors that are likely to interfere in achieving satisfaction among middle leaders as well as teachers. This can clearly be seen when the new curriculum, 21st century learning, changes in educational policies that often change have made teachers and middle leaders should be more committed in carrying out daily tasks. Kamaruzaman et al (2017) stated that teachers with job satisfaction had high motivation to improve their work quality on the continuous development of pupils. This shows how important job satisfaction is among teachers who are also middle leaders.

All the changes in the national education system have made all teachers play an important role. This is supported by Rusdin's study 2018, where he stated that teachers play an important role in implementing 21st century learning in addition to realizing the mission and vision of the Ministry of Education. In addition, the school culture that is practiced in each school is also affected by this change. There is even an opinion that says that education reform should focus on school culture first if the quality of education is to be improved. This is because each school has its own culture that forms its own system in ensuring the quality of education at the best level. There are several factors that influence the formation of school culture, among them the quality of supervision and the relationship between colleagues. These factors need to be applied to increase the level of job satisfaction of teachers as well as among middle leaders.

Not only that, changes in education policy have increased the workload of teachers as well as middle leaders. The duties of a middle leader and even a teacher today is very different from the duties of the past. In addition to teaching, middle leaders also perform various additional tasks. Day by day, their task to raise the name of the school is increasing. These extra tasks can sometimes be overwhelming. The actual task of teaching in addition to side tasks is really burdensome. The constant workload will further increase the level of extreme fatigue and lethargy to the extent that it affects the performance and achievement of job satisfaction among middle leaders.

The workload will cause dissatisfaction with the teaching profession and will make the teaching and learning atmosphere in schools inefficient and productive and their work performance will also decrease. Not only that, middle leaders who experience work pressure due to their interaction with several aspects such as resources, human relations, security, and recognition will produce different psycho-social dynamics in the form of frustration, conflict, and anxiety (Kaur, 2017). In addition to the issue of increased workload due to frequent

changes in the country's education system, work stress issues are also often faced by teachers and middle leaders who also interfere in achieving job satisfaction. The pressure experienced by middle leaders is mostly due to the various tasks entrusted to them such as planning lessons, organizing activities, developing curriculum, managing co-curricular activities, supervising classes, preparing formations, maintaining discipline, providing protection against teacher shortages and absences, maintaining records, administering the schedule, assessing and evaluating student performance, as well as motivating students through words and actions (Desouky & Allam, 2017).

As a result, many middle leaders who experience work stress do not get the job satisfaction they deserve. Work stress in general, reduces the quality of life and the overall mental and physical well-being of teachers. It also leads to unpleasant emotions such as depression and anxiety that affect teachers' ability to function at work or cope with everyday life. All of these factors prevent teachers from achieving a level of job satisfaction. This situation actually has a negative effect in terms of health and work focus (Anderson, 2017). So, on this basis, the concept of well-being is needed in every educator, especially among middle leaders, because poor psychological well-being will cause them to always face problems with such issues and will subsequently affect their job satisfaction, which is the backbone of a school's success. This matter needs to be emphasized in educators, especially middle leaders, so that the psychological well-being of middle leaders is always strong and strong in the face of various obstacles and challenges in carrying out their duties.

There are studies that explain how important the psychological well-being of the individual is in achieving job satisfaction. For example, according to Hibatullah and colleagues (2017), some new teachers have weak psychological inner strength, which leads to job dissatisfaction and unprofessional behaviour. According to a study in 2017 by Siti Fardaniah and Salma, the quality of working life affects the service provided by instructors. If the working conditions are good and prosperous, the quality of service can be improved.

The selection of psychological well-being in this study is thought to be very relevant today, so the researchers use it as a moderator to see the existence of this moderator on the relationship between school culture, workload, work stress and job satisfaction of middle school leaders in Putrajaya. Added to the lack of research on this matter has further strengthened the researchers' desire to conduct this study and further become an idea generator for other researchers in the future.

Problem Background

In order to realize the goal of education, various reforms are implemented by the Ministry of Education and the main driving force is the teacher (Nurlina et al., 2018). The changes that have taken place in the national education system also have an impact on school leadership which consists of top leaders and middle leaders who play an important role in improving the quality of national education. In fact, according to Marlia & Yahya (2016), today's educational organizations emphasize leadership sharing among senior assistants, other instructors, and middle leaders rather than only focusing on the Principal or Head Teacher. This is also supported by a study by De Nobile (2018), saying that head teachers, principals, or directors are not the only main leaders in educational organizations; instead, there are two levels of leadership in most organizations: top leaders and middle leaders.

Field Heads and Committee Heads form middle leaders in the context of education in Malaysia. They are educators who play a dual role not only as educators but also responsible in management (Adam, 2018). As a result, it is necessary to further enhance the function of middle leaders because in addition to acting as strategic planners, they also function as liaisons between senior management and executive officers, translators and implementers of strategy, and agents of change.

On this basis, middle leaders should have knowledge of leadership and supervision to guarantee the quality of supervision and leadership as well as specific skills to fulfil their duties. With a solid mastery of leadership knowledge and supervision, it will be easy for middle leaders to carry out their duties, considering that the success of a school depends on the leadership style used to set the direction and objectives to be achieved, the idea of leadership through the quality of effective supervision is important to improve school effectiveness (Abdul Ghani & Anandan, 2019).

The lack of specific advice and skills for middle leaders, will create difficulties and deficiencies when they do their job and this will create the issue of job dissatisfaction among middle leaders. Job dissatisfaction among middle leaders will bring many negative effects in school administration and even affect their work performance as well as students and subsequently it will be difficult to achieve satisfaction in performing tasks.

In fact, we often hear that job dissatisfaction occurs among teachers and even middle leaders. This issue is not a new issue, in fact every year this issue becomes more significant and more difficult to overcome. The majority of teachers today often express dissatisfaction with their professional lives (Raziah & Ahmad, 2009; Zulkafli, 2008). Even according to Abd. Rahim (2000), the reason why the teaching team feels dissatisfied is because of the increasing workload and expectations with different perspectives from the teachers. The problem of job dissatisfaction among teachers including middle leaders at work will cause them to suffer from emotional, behavioral and negative thinking.

Some past studies have proven it. For example, previous studies have found job dissatisfaction factors such as workload, work stress and so on will affect job satisfaction (Usang, 2012; Kyra, 2013; Mazlina, 2013; Ekpoh, 2018; Dhuryana & Hussain, 2018) and the level of satisfaction the work of teachers or employees will hinder their ability to function in the workplace (Arifin, 2015; Tamrin & Raop, 2015; Augustine, 2019). However, there are issues and challenges stemming from changes in the education system which in turn cause dissatisfaction in the teaching profession (Sia & Norhaini, 2017). The dynamic and proactive globalization of education nowadays puts additional pressure on middle leaders to improve their knowledge, abilities and more robust professional ethics (Cecilia, 2019).

Dissatisfaction factors such as the workload borne due to the occurrence of various educational transformations by implementing new policies and initiatives to improve quality is a common problem among middle leaders and teachers (Juati & colleagues, 2020). Workload is the work demands faced by employees to work and provide faster responses, and perform various tasks with a certain time limit (Ingusci et al., 2021).

In addition to excessive workload, another cause of job dissatisfaction among middle leaders is the problem of work stress. Work stress exists in the workplace due to excessive workload

(Ingusci et al., 2021) and this has also been proven by the study of Kongcharoen et al., (2020), which states that excessive workload will cause work stress, which is characterized by headaches, back pain, and other ailments. Middle leaders may experience pressure if the administration arbitrarily gives them tasks that require them to complete them in a short period of time but the tasks given are too much compared to other teachers or in other words the distribution of tasks is unfair (Punanesvaran, 2000).

As evidenced by a study by Bennett (2017), it proves that middle leaders are under high pressure because they are responsible to both the group of teachers and the school administration. There are increasingly serious concerns among middle leaders about school culture issues, workloads and pressures that affect job satisfaction and further increase the level of job dissatisfaction among them. So, the top leadership of the school needs to overcome the problem of job dissatisfaction among middle leaders as soon as possible so that job satisfaction continues to be achieved. One of the main factors that determine a person's level of job satisfaction is the effectiveness and efficiency of an organization. This is because every human being cares about satisfaction in life, and employees care about job satisfaction while working (Nadaf, 2018).

This is also supported by Zainudin & Muhamad (2021) saying that in general, job satisfaction can be described as an emotion resulting from an individual's subjective assessment of their position or work environment. In addition, in recent years, job satisfaction has become increasingly important and has become a hot topic (Abu Bakar & Alias, 2020). Considering the context of the issues mentioned above and the knowledge that job satisfaction is an important issue that must be seen in the context of the relationship with several factors of job dissatisfaction, this is what has encouraged researchers to conduct a more thorough study to prove, examine and unravel the research questions and help address the gaps this research.

However, previous studies on job satisfaction are more focused on teachers as a whole without considering the particular position of the teacher himself or the study is only focused on certain subjects. For example, the job satisfaction and workload level of PJ teachers are often underestimated by many (Vousiopoulos, 2019), and workload among mathematics teachers (Basri & Maat, 2021). Job satisfaction among middle-leader teachers is often overlooked, whereas middle leaders are very important because they are intermediaries between upper management and teachers.

This situation has created a gap in empirical research that can still be explored by looking at how the variables in this study are related to each other. Although several studies have been conducted on job satisfaction among teachers or middle leaders, none of the studies exist by linking another factor that is likely to be able to have a positive effect on the problem of job dissatisfaction among this group. The factor is the psychological well-being factor.

Psychological well-being is a very subjective element and it can affect job satisfaction. Psychological well-being is a factor that supports a person to achieve future happiness, and is stimulated by individual learning in dealing with problems or the environment (Mock et al., 2019), and is influenced by their experiences and education (Ryff, 2014; Ryff and Heidrich, 1997).

Although there are many studies on psychological well-being that are widely studied in the country, among them are among parents Hassan et al (2014), students Awang et al (2014); Nordin & Talib (2009); Thartori & Nordin (2019), the elderly (Ibrahim, 2016; Momtaz et al., 2011) and so on but the data is still insufficient for the appointment of middle leaders in primary schools, even studies on job satisfaction especially that make psychological well-being a moderator among educators less studied and rarely found especially among middle leaders, not to mention middle leaders in primary schools.

So, on this basis as a whole, the researcher hopes that this study can offer a very valuable contribution, especially to educators who focus more on middle leaders in terms of psychological well-being in performing daily tasks as middle leaders by using several relevant theories. This clearly shows that there is a research gap in terms of practicality and theory. Therefore, this study will analyse the gap in previous studies by looking at the role of the moderator of psychological well-being on the relationship between school culture, workload, work stress and satisfaction among middle leaders of Putrajaya primary schools.

Methodology

Research Design

This study uses a quantitative survey approach and uses descriptive and inferential analysis, where it is to determine the relationship between job satisfaction, school culture, workload and work stress among middle school leaders in addition to the existence of psychological well-being as a moderator. Researchers can characterize trends, attitudes or opinions, behaviour or character based on a sample or study population even using survey methods (Creswell & Creswell, 2018). This study was conducted using a descriptive correlational design where subjects were given a questionnaire to answer and then data was collected and analyzed from the questionnaire that had been answered. This research design explores the relationship between variables using statistical analysis.

Participants

The study participants, the respondents of this study, are middle leaders of public primary schools in Putrajaya. Although there are two types of primary schools in Putrajaya including private schools, but the study only focuses on public schools which are also known as national schools. A total of (n=196) participants from 16 national primary schools in Putrajaya were involved in this study.

Respondents were male (n = 29, 14.4%) and female (n = 167, 85.2%). Aged 20 to 25 years (n= 4, 2.0%), 26 to 35 years (n= 44, 22.4%), 36 to 45 years (n=105, 53.6%), 46 to 55 years (n= 39, 19.9 %) and over 56 years (n=4, 2.0%). The majority of respondents (n= 186, 94.9%) were from Malays, followed by Chinese (n= 5, 2.6%), Indians (n=4, 2.0%) and others (n= 1, 0.5%). The length of service among the recorded respondents was 11 to 20 years which dominated the entire population (n=143, 73.0%), followed by 1 to 10 years (n= 36, 18.4%) and over 21 years (n= 17, 8.7%). The respondents consisted of two main subjects at school, namely core subjects such as Malay, English, Mathematics, and Science (n=61, 32.1%) and elective subjects consisting of Islamic Education, Moral Education, Arabic, Chinese, and Tamil, Visual Arts Education, Music Education, Physical & Health Education, History and Technology Design (n=133, 67.9%). While the period of holding a position as a middle leader is 1 to 5 years (n= 96, 49.0%), 5 to 15 years (n=97, 49.5%) and more than 15 years (n= 3, 1.5%).

Measures

A set of questionnaires was used in this study which contains 2 main parts, namely Part A containing the demographics of the respondents (10 items), and Part B which is divided into 5 sub-parts, namely B1: Job Satisfaction (20 items), B2: School Culture (8 items), B3: Psychological Well-being (14 items), B4: Workload (6 items) and B5: Stress (9 items). Questionnaires on all sections are answered using a Likert scale.

Five-level scoring according to the Likert scale was used because according to Lutfi (2020), a research tool known as a Likert scale is used to assess people's attitudes, beliefs and general views about social phenomena. All variables in B1, B2 and B3 use a 5-point Likert scale, with the following values: "strongly disagree=1", "disagree=2", "neutral=3", "agree=4", and "strongly agree = 5". While the items in sections B4 and B5 are also measured with a five-point Likert scale where respondents are asked to indicate the frequency of occurrence of each statement from never to often, with the following values "never=1", "almost never=2", "sometimes=3", "quite often=4" and "often=5".

Interpretation of the study on reliability using Cronbach's Alpha taken from (Chua, 2020). According to Chua, an appropriate Cronbach's Alpha score between 0.65 to 0.95 is high. Thus, the scale used in this study which ranged from 0.762 to 0.926, in fact the overall value of Cronbach's Alpha for this research instrument through a pilot study is 0.897 which is high and acceptable. While Gay & Airisian (2016) said that the Cronbach Alpha coefficient of almost 1.00 shows that the item has excellent reliability and the effect of error on the assessment is minimal. So all the items in this questionnaire are eligible to be retained, because there will be a decrease in the alpha value if there are items that are deleted.

Table 1

Reliability analysis of all questionnaires for the pilot study (Cronbach's Alpha)

SCALE	NUMBER OF ITEMS	RELIABILITY
Satisfaction	20	0.889
School Culture	8	0.762
Psychological Well-Being	14	0.912
Workload	6	0.926
Work Stress	9	0.899
Number of Scales	57	0.897

Data Analysis

The collected data was analyzed using the Statistical Package for Social Science (SPSS) version 27 software, with descriptive analysis. The purpose of the descriptive analysis is to characterize the demographic background of the respondents, the distribution of each variable, and the level of the variable consisting of the mean and standard deviation.

The data is statistically analyzed based on the mean and standard deviation to identify the factors that influence job satisfaction among middle leaders among the respondents. This study used a completely self-administered questionnaire to collect data. In this study, the researcher collects data using an online questionnaire made in the form of a Google Form

which is more suitable because respondents are free to answer the questionnaire without interference from the researcher. During data collection, the respondents in the study were given a brief explanation of the purpose of the study and how to answer the questionnaire given to them. Data analysis is easier when online questionnaires are available in two languages, namely English and Malay. Next, the researcher will distribute the questionnaire through WhatsApp and Telegram applications to the study sample.

The research instrument is used as a basis and tool during the study to collect the data needed by the researcher to fulfill the research objectives. Measurement tools produced by overseas researchers relevant to this study were used and adapted as research instruments and were modified for the investigation of this study.

Results and Discussion

The main objective of this study is to see the effect of school culture, workload, and work stress on the job satisfaction of middle leaders in Putrajaya primary schools when psychological well-being is present as a moderator. Findings show that all variables, including moderators, are significantly and positively associated with job satisfaction. With this result, it has enabled the school organization to identify factors that contribute to job satisfaction among middle leaders and this finding will also facilitate the school organization to increase job satisfaction efficiently in the future. Further discussion of this section will cover the objectives of the study as well as research questions supported by previous research.

Research Objective 1

- **To identify the level of school culture, workload, work stress and job satisfaction among middle leaders of Putrajaya primary schools.**

The results of the central tendency measurement study showed that job satisfaction recorded the highest mean and standard deviation compared to school culture, followed by workload and stress among middle leaders of Putrajaya primary schools.

Mean values and standard deviations were generated to determine descriptive statistics namely satisfaction ($M = 4.63$, $SD = 0.34$), school culture ($M = 4.36$, $SD = 0.19$), workload ($M = 4.51$, $SD = 0.23$), and work pressure ($M = 4.52$, $SD = 0.25$). Among the four factors, it was found that job satisfaction was seen as higher than school culture, workload, and work stress.

Under the sub-component of satisfaction, it is clear that extrinsic factors are the main contributors to high job satisfaction for middle school leaders in Putrajaya. Among the extrinsic factors are such as the quality of supervision, school culture, work atmosphere and others are asked in the questionnaire items. The results of the researcher's study are also in line with the study by Iskandar & Andriani (2019) where it explains that job satisfaction can be achieved when superior leaders encourage subordinates to move forward in carrying out their tasks and this will have a positive effect on job satisfaction. Similar to this, the study of Kurniawati et al., 2019, claims that extrinsic motivational variables can have a positive effect on job satisfaction. Employee job satisfaction in the organization is influenced by colleagues and supervision as stated in Hanis Haiqal's study 2018.

School culture recorded the second highest measure of center of tendency. For the sub-component of school culture, it shows that colleague relationships are the main contributors

to job satisfaction. So directly this study can prove that the relationship between colleagues practiced in school culture is very important in achieving job satisfaction among middle leaders. According to two studies, Farah and Izham (2016); Windy and Roslee (2018), the dimension of colleagues can influence the job satisfaction of academic teachers. Strong evidence that communication among colleagues practiced in school culture can also be seen in the study by Nazri et al (2022), recording a moderate and positive relationship between the elements of communication among colleagues practiced in school towards teacher satisfaction.

Workload and stress show a lower central tendency centre compared to satisfaction and school culture. This study is also in line with the study by Muhammad Hisaham, Jamalul Lail, 2017, which has the same study results where the mean score of the workload component is the lowest, which is 3.80 compared to other factors, this still shows that the school cultural practices practiced can be accepted by teachers. Work complexity and excessive workload can affect job satisfaction (Inegbedion et al., 2020).

Research Objective 2

- **Identify the relationship between school culture, workload, work stress on job satisfaction among middle leaders of Putrajaya primary schools**

a) The relationship between school culture and satisfaction

The results of the analysis to answer the objectives and the second research question show that school culture and job satisfaction have the highest correlation. After psychological well-being, school culture and job satisfaction have the second highest correlation which is ($r = .446^{**}$, $n = 196$, $p \leq 0.05$). Therefore, school culture also affects job satisfaction.

Sub-components under the school culture, which are the quality of supervision and the relationship between colleagues, greatly affect job satisfaction. This study is in line with the study of Vijian & Abdul Wahab (2020), there is a moderate and significant correlation between the quality of supervision provided by head teachers in three Tamil schools in the Kajang Zone and the level of teacher job satisfaction. The findings of this investigation are consistent with studies that have been shown (Karnan & Marimuthu, 2021) showing that teacher job satisfaction in the Seremban District has increased and has a positive correlation with effective leadership methods, which is under the supervision quality factor.

So, it is clear here to show that the two sub-components under the school culture studied in this study show how important it is because it can change the level of satisfaction for middle leaders to complete their tasks brilliantly and effectively. In fact, this also shows how closely related this relationship is in improving the school's excellence.

b) The relationship between task load, pressure and satisfaction

The relationship between workload and work stress and job satisfaction is shown that at a very low level and recorded ($r = 0.151$, $n = 196$, $p \leq 0.05$) and ($r = 0.152$, $n = 196$, $p \leq 0.05$). Thus, workload and work stress affect job satisfaction, albeit at a low level. This study and other studies that have been done before show that the effect of workload and stress on job satisfaction has a very low positive relationship. Among them is a study by Sumadhinata &

Ulfa, 2021, which also states that workload simultaneously, along with stress and job satisfaction will have a positive and significant effect on employee performance.

In addition, the findings of this study are in line with previous studies by Mahfudzz (2017), which states that variable workload, work pressure and job satisfaction simultaneously have a positive and significant effect. Similarly, the results of a study by Anggraini et al (2019), which found that workload has a significant and positive effect on job satisfaction.

With this result, it is clear that there is a positive relationship that shows that the possible workload and work stress experienced by middle leaders of Putrajaya primary schools has not been at an excessive level so that the resulting effect is positive on their job satisfaction. It is also possible that most of the middle leaders as respondents in this study believe that when work pressure and a high level of workload will reduce the level of satisfaction in performing their tasks, it is not necessary that this feeling will continue to interfere with their daily tasks. Most of these respondents can manage the problem well

Table 2

Pearson Correlation Coefficient Analysis Results (n = 196)

VARIABLES	CORRELATION COEFFICIENT (r)	(p) VALUE
SCHOOL CULTURE	.446**	.000
WORKLOAD	.151*	.034
WORK STRESS	.152*	.034
PSYCHOLOGICAL WELL-BEING	.670**	.000
** correlation is significant at the 0.01 level (2-tailed)		
* correlation is significant at the 0.05 level (2-tailed)		

Note: r indicates the correlation coefficient

p value: Probability Value/Significant Value

Research Objective 3

- **To study the main contributing factors to job satisfaction among middle leaders of Putrajaya primary schools.**

In this study, multiple regression was tested to determine the most dominant factors affecting job satisfaction among middle leaders of Putrajaya primary schools as a whole by involving the variables of school culture, workload, and work stress.

The coefficient of determination (R^2) is equal to 0.794 or 79.4%. Based on the R-squared value, 79.4% of the variation in job satisfaction was identified as contributing factors such as school culture, workload, and work stress. Therefore, the R Square value of 79.4% means that the variation in job satisfaction can be explained by the three independent variables, while another 20.6% is influenced by other variables outside of this study.

The results of the study on the third objective show that the main contributing factor to job satisfaction among middle leaders of Putrajaya primary schools is school culture. School culture recorded a moderate and significant positive relationship with a regression coefficient

value of 0.710. Although the relationship is at a very low level, the relationship between workload and work stress is also positive and significant although neither affects the job satisfaction of middle leaders, with coefficient values of 0.511 and 0.155 respectively.

This result can prove that school culture is a concept that can be used as a tool to measure the alignment of organizational goals, strategies and tasks. This shows that, even at a moderate level, the job satisfaction of middle leaders in Putrajaya primary schools will increase by adopting the existing school culture. The success of the middle leaders together with the school community in improving the quality of education gives them satisfaction with the work that has been done. The research findings of this study are consistent with the study by Firmani, 2017,, where job satisfaction is highly significant and influenced by organizational culture. Likewise with the study by Sukajiyah, Noor Miyono dan Soedjono 2022 , which showed a regression test of school culture variables on teacher job satisfaction in his study produced significant results, which showed that the extent to which the excellent or poor school culture practiced will influence the rise and fall of satisfaction teacher's work.

Research Objective 4

- **Look at the role of psychological well-being as a moderator in the relationship between school culture, workload, work stress and job satisfaction among middle school leaders.**

This study uses a moderation test method that involves a moderator variable that plays a role in the relationship between the independent variable and the dependent variable (Hayes, 2013). This analysis uses SPSS: Hayes Process Macro model 1, to further explain the specific objective findings and research questions.

The result of the analysis to answer the objective and the fourth research question is to use the Hayes macro process. The results of this analysis show that there is a moderating effect of psychological well-being on the relationship between workload and satisfaction as well as the relationship between work stress and job satisfaction even though the relationship is negative. While the other variable, which is school culture, shows that the relationship with the moderator of psychological well-being is not significant, where psychological well-being cannot moderate the relationship with job satisfaction. It is therefore possible to draw the general conclusion that, despite the fact that middle leaders deal with a variety of issues related to the adopted school culture, different workloads, as well as external and internal pressures, these issues will not prevent middle leaders from achieving job satisfaction. This is due to the presence of elements of high psychological well-being within them.

Although sometimes the moderator role does not show any direct effect on the relationship with their job satisfaction, but in fact this relationship exists even though the direct effect may not be significant. The most significant moderation effect seen in this study is on the relationship between workload and job satisfaction and the relationship between work stress and job satisfaction.

Therefore, the results of this study also show that the middle leaders of Putrajaya primary schools are more satisfied when they get the workload and work stress from work-related components. Once they successfully overcome challenges and achieve what is required from

their jobs, they will more easily achieve job satisfaction. So here it shows that the need for psychological well-being will play a role by assuming that the workload and work stress faced will benefit the school organization.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that psychological well-being and school culture have a significant positive relationship in influencing the job satisfaction of middle leaders. Therefore, parties related to the teacher's career, especially those who hold positions of middle leaders, need to be given attention and focus on those two aspects to help middle leaders who show a low level of job satisfaction. However, this study was conducted on a small population and the results of the study may differ from studies with a larger population. Nevertheless, researchers hope that this study can help middle leaders to increase job satisfaction through increasing psychological well-being in middle leaders because it will help increase job satisfaction. In fact, all the problems faced in any situation, middle leaders will use them to perform their duties as best as possible and be able to achieve job satisfaction despite the workload and work stress that often appear when performing duties. It is suggested that this study can be used as a benchmark study for job satisfaction among middle school leaders, in other states and subsequently can be used throughout the country.

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