

Original Article

IMPACT OF ORGANIZATIONAL CLIMATE ON TEACHERS' JOB SATISFACTION IN PRIVATE SECONDARY SCHOOL

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ABSTRACT

Job satisfaction of teachers plays a key role in ensuring instructional quality, teacher retention, and overall school effectiveness. In current years, organizational climate has appeared as an important factor of teachers' professional experiences, mainly in private secondary schools where accountability burdens, performance expectations, and contractual obligations are often intense. This paper presents a conceptual analysis of the organizational climate and teachers' job satisfaction in private secondary schools. Drawing on a wide review of national and international literature, the study synthesizes key dimensions of organizational climate like leadership style, administrative support, reward systems, working conditions, policy clarity, collegial relations, and resource availability and examines their impact on job satisfaction of teachers. The paper is grounded in established theoretical frameworks such as Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, Social Exchange Theory, and Self-Efficacy Theory, to explain the mechanisms through which organizational climate shapes teachers' attitudes and professional commitment. The analysis highlights that a supportive and participative organizational climate enhances teachers' motivation, psychological well-being, self-efficacy, and job satisfaction, whereas a negative climate contributes to stress, dissatisfaction, and turnover. The study present conceptual understandings and practical suggestions for school leaders and policymakers to foster positive organizational climates that encourage teacher satisfaction and effective school performance.

Keywords: Organizational Climate, Job Satisfaction, Teachers, Private Secondary Schools

INTRODUCTION

Success of any educational systems depends on its teachers and a key component of maintaining high-quality instruction and learning is their job satisfaction. In recent years, the concept of organizational climate has received a lot of attention as a major factor influencing instructors' motivation, performance, and commitment. Despite the crucial role of organizational climate in creating teachers' professional experiences, little empirical research has been conducted on how specific climate characteristics influence work satisfaction in private secondary school settings, which affects teacher well-being. This disparity has contributed to ongoing challenges such as high staff turnover, low motivation, and declining instructional quality.

These schools frequently have distinct organizational structures, varying levels of resource distribution, and specific accountability demands from parents and administrators. Such factors make organizational atmosphere especially important in moulding teachers' work satisfaction in private schools. Unlike public schools, private secondary schools, may grant administrators more authority; but they may also impose more severe performance requirements, extra responsibilities or shorter job contracts. As

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Received: 10 November 2025; Accepted: 29 December 2025; Published 24 January 2026

DOI: 10.29121/granthaalayah.v14.i1.2026.6595

Page Number: 49-54

Journal Title: International Journal of Research -GRANTHAALAYAH

Journal Abbreviation: Int. J. Res. Granthaalayah

Online ISSN: 2350-0530, Print ISSN: 2394-3629

Publisher: Granthaalayah Publications and Printers, India

Conflict of Interests: The authors declare that they have no competing interests.

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Authors' Contributions: Each author made an equal contribution to the conception and design of the study. All authors have reviewed and approved the final version of the manuscript for publication.

Transparency: The authors affirm that this manuscript presents an honest, accurate, and transparent account of the study. All essential aspects have been included, and any deviations from the original study plan have been clearly explained. The writing process strictly adhered to established ethical standards.

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a result, the organizational climate of private secondary schools has a substantial impact on teachers' morale, retention, and sense of professional fulfilment. Organizational climate plays a critical role in shaping teachers' perceptions of their work environment.

Job satisfaction among teachers is strongly associated with a number of positive outcomes, including less resignations, increased commitment, and better performance in the classroom. On the other hand, dissatisfaction can lead to poor attendance, tiredness, and diminished instructional effectiveness. In the highly competitive environment of private secondary schools, teacher job satisfaction is not merely a matter of personal well-being, it is central to school effectiveness, teacher retention, and student outcomes. It encompasses shared perceptions of leadership, interpersonal relationships, resource availability, decision-making processes, and the emotional tone of the school Aldridge and Fraser (2016). This paper concerns how organizational climate influences job satisfaction in private secondary school context by drawing a theoretical framework, literature reviews and highlighting the specific dimensions of climate that shape teachers' experiences. And it offers recommendations for school administrators, policymakers and other stakeholders who wish to foster a more satisfying and productive environment for teachers towards educational quality.

REVIEW OF RELATED LITERATURE

Aldridge and Fraser (2016) studied found a significant relationship between teacher self-efficacy and job satisfaction and six school climate characteristics (teacher-student relations, decision-making). Additionally, opinions of the organizational climate have been found to be a substantial predictor of job satisfaction in special education settings.

Kumar (2016) examined on job satisfaction among private school teachers of Khanna tehsil and the findings revealed that there is no significant difference present in the job satisfaction of private teachers on the basis of gender, area and marital status.

Bandagal and Naik (2019) examined on job satisfaction of secondary school teachers in relation to organizational climate and revealed a strong and positive association between job satisfaction, organizational climate, and its dimensions.

Skaalvik and Skaalvik (2011) showed in a large-scale study that aspects of the school climate have significant effects on teachers' job satisfaction, both directly and indirectly through feelings of belonging and emotional tiredness.

Zakariya (2020) proved that an inclusive, non-hostile school climate improves teacher self-efficacy and job satisfaction, reducing the risk of turnover.

Hasinda (2021) studied on effect of organizational climate of teachers work satisfaction in Singesari school and found that organizational climate has a strong and significant influence on job satisfaction.

Güneş et al. (2023). The study revealed that there are no differences in organizational climate and job satisfaction among teachers based on professional experience and marital status. Supportive principal behaviour and collaborative teacher behaviour were positively associated with job satisfaction while commanding, restrictive principal behaviour and indifferent teacher behaviour showed negative associations. Overall, supportive leadership and collaborative climates increased job satisfaction whereas indifference among teachers hindered it.

Istiqomah et al. (2025). Studied on the effect of distributed leadership, school climate, and work motivation on teacher's job satisfaction at senior high school and findings revealed that leadership, school atmosphere, and motivation all play various roles in creating teacher satisfaction levels.

Liu et al. (2024) studied in recent Chinese higher education found that psychological well-being mediates the effect of climate on job satisfaction and that technological influence further moderates this relationship.

Madhu and Sharma (2024) executed a comparative study on the impacts of organizational climate in government and private secondary schools. The results showed that organizational climate did not significantly differ in its impact on job satisfaction between government and private secondary schools, further suggesting that climate factors may function similarly across sectors.

ShayesteFar (2024) studied in the English as a foreign language context found that positive school climate negatively predicts teacher burnout, with job satisfaction and self-efficacy acting as mediators.

Sharma and Gupta (2025) argued that professional adjustment is strongly influenced by organizational climate variables such as leadership and resource availability.

Zikrayati et al. (2025) studied on climate transformation and the result showed that participative and transformative atmosphere, open communication, and teacher involvement in decision-making significantly improved job satisfaction of teachers.

Objective: To know impact of organizational climate on teachers' job satisfaction in private secondary schools, highlighting the specific dimensions of climate that shape teachers' experiences.

RESEARCH GAPS IDENTIFIED

Although existing studies provide valuable empirical evidence on the relationship between organizational climate and teachers' job satisfaction, much of literature fragmented and context-specific. There is limited emphasis on integrating theoretical perspectives to explain how multiple climate dimensions interact to influence teachers' satisfaction, particularly in private secondary

school settings. Moreover, conceptual analyses that systematically link organizational climate theories with motivational and psychological frameworks remain scarce.

METHODOLOGY

The present study adopts a conceptual and theoretical research design to examine the impact of organizational climate on teachers' job satisfaction in private secondary schools. The study is based entirely on secondary sources, including peer-reviewed journals, books, research reports, thesis, and conference proceedings related to education, organizational behaviour, and psychology.

Relevant literature published between 2010 and 2025, along with key foundational theoretical works, was reviewed and analysed. A thematic review approach was employed to identify major dimensions of organizational climate such as leadership style, administrative support, collegial relationships, working conditions, policy clarity, reward systems, and resource availability, and to examine their influence on teachers' job satisfaction.

SIGNIFICANCE OF THE STUDY

This study is important to examine the impact of organizational climate on teachers' job satisfaction in private secondary schools, highlighting the specific dimensions of climate that shape teachers' experiences. This study explores this intricate relationship, offering insights into how nurturing conducive organizational climates can enhance teacher satisfaction, ultimately enriching student learning experiences and contributing to societal advancement [Babita \(2025\)](#). Organizational climate serves as a vital framework within which teachers operate, influencing their attitudes, motivation, and overall satisfaction. A positive organizational climate promotes a sense of belonging, collaboration, and professional growth, while a negative climate can result in disillusionment and decreased effectiveness. It is a complex construct that reflects teachers' perceptions of their institutional environment, including leadership practices, interpersonal relationships, and systemic support. The interaction between job satisfaction and organizational climate is crucial, influencing not only the professional lives of teachers but also the more general educational outcomes.

DISCUSSION OF THE STUDY

The organizational climate in schools has a significant impact on teacher job satisfaction, which in turn affects student outcomes, motivation, and overall school efficacy. Higher levels of satisfaction and involvement result from a positive climate, which is characterized by cooperative relationships, clear policies, and supportive leadership. Although urban instructors report stronger organizational climates and higher levels of satisfaction than their rural counterparts, [Babita and Kaur \(2025\)](#) found that there is a significant positive association between climate and satisfaction in both situations. Their research highlights the significance of democratic leadership, collaborative decision-making, and encouraging behaviours. By enhancing school atmosphere, practical tactics like professional development, recognition programs, and work-life balance initiatives can enhance teacher well-being, retention, and performance by improving school climate. The term job satisfaction describes people's positive emotional reactions to their jobs and work experiences. For teachers, it signifies feelings of motivation, contentment, and fulfilment that are driven by both extrinsic and intrinsic factors, such as salary, resources, and administrative support, as well as autonomy, recognition, and professional development. Strong commitment, reduced turnover, lower absenteeism, and improved teaching performance are all facilitated by high job satisfaction, which improves student results. Studies repeatedly prove that contented educators are more involved and productive in the classroom. In private secondary schools, organizational climate plays a major role, as heavier workloads and contractual pressures make supportive environments crucial for teacher effectiveness. [Gunter and Furnham \(1996\)](#) emphasize that organizational climate significantly shapes employee work outcomes. Supportive policies, fair compensation, adequate benefits, and good working conditions foster motivation and job satisfaction, whereas negative climates contribute to dissatisfaction, absenteeism, and turnover. In secondary schools, staff shortages and heavy workloads further diminish teacher satisfaction by increasing administrative responsibilities. Identifying the organizational climate factors that most influence teacher job satisfaction is crucial for enhancing overall school effectiveness.

1) Compensation and Reward System: This implies to how financial and non-financial rewards influence teachers' motivation and overall job satisfaction

- **Salary and benefits:** In private secondary schools, teachers often assess the equity of their salary by balancing their workload and responsibilities against the salary and benefits they receive. Competitive salaries, health insurance, and allowances signify that the school values its employees. Inadequate pay creates frustration, causes teachers to feel undervalued, and leads to turnover.
- **Leave provision:** In private secondary schools, adequate leave provisions and opportunities for promotion further enhance their sense of security and professional growth tribute to work-life balance. When leave rules are restrictive or unclear, teachers experience stress, guilt, or burnout, lowering job satisfaction.

- **Scope of promotion:** Teachers anticipate growth opportunities. Teachers are motivated when promoting pathways are clear and merit-based. Teachers are demoralized and feel stuck in their existing positions due to limited or biased promotion policies.
- **Unsuitable career ladder:** Teacher is unable to plan long-term careers in the school due to an unstructured career ladder that is delayed, ambiguous, or absent. This lowers motivation, and can result in dissatisfaction and resignation.

2) Leadership Style and Administrative Support

This refers to how school administrators' actions, choices, and interactions affect teachers' daily experiences.

- **Principal authority:** In private school, principal has a major influence on the school climate. The emotional and professional climate is shaped by principals' power, communication style, and readiness to assist instructors. Collaboration and trust are fostered by balanced leadership that is neither authoritarian or overly passive. Teachers experience dread, tension, and resentment as a result of uncontrolled authority. Therefore, Leadership is one of the strongest determinants of organizational climate.
- **Poor communication and unclear lines of command:** When teachers do not know whom to approach for issues or when communication is inconsistent may causes confusion and stress. Poor communication leads to misunderstandings, ineffective teamwork, and feelings of isolation.
- **Lack of support from superiors:** Teachers who receive less support from administrators frequently feel dissatisfied, frustration, and have low morale. Supportive leadership, on the other hand, increases confidence, autonomy, and commitment toward one's work.

3) Work and Working Conditions:

A supportive resource and rich environment enhance success and satisfaction whereas poor conditions lead to stress and frustration. The physical, psychological, and workload related issues that impact teachers' comfort and morale.

- **Non-Academic duties:** Teachers are burdened with other work related to administration. So, excessive non-academic duties take time away from teaching and planning which leads to stress and reduce job satisfaction.
- **Boredom and frustration from lack of support:** When teachers are overloaded with work, they may become frustrated and disengaged. Without getting proper emotional and professional support leads to frustration and boredom which decreased enthusiasm for teaching and dissatisfaction towards job.
- **Feeling undervalued:** When teachers' efforts are not acknowledged whether by higher authority, colleagues, students, or parents, they feel invisible and underappreciated. This emotional harm their sense of belonging and job satisfaction. Hence, positive work climate, available resources, manageable task and appreciation makes teachers feel respected and empowered.

4) Clarity and Fairness of Organizational Policies

The organizational atmosphere of the school is greatly influenced by the policies that regulate administrative practices, teacher conduct, and evaluation. Within the organization, trust, stability, and predictability are fostered by steps related to attendance, promotion, evaluation, and discipline that are transparent and equitable. On the other hand, imprecise or uneven application of regulations can lead to role ambiguity, uncertainty, mistrust, and perceived favouritism which can raise stress levels and lower job satisfaction. Therefore, a pleasant environment where teachers feel safe, respected, and fulfilled in their careers is supported by clear, consistent, and well-communicated policies.

SEVERAL DIMENSIONS OF CLIMATE ARE PARTICULARLY RELEVANT IN EDUCATIONAL SETTINGS

- **Leadership and Decision Making:** Active participate of teachers in planning, designing, and implementing school programs, professional development activities, meetings, and schoolwide work plans. This change entails a participatory and collaborative strategy in which leadership encourages teachers to participate in decision-making processes, promoting an environment of openness, shared responsibility, and classroom alignment. Organisational climate transformation aimed to increase teacher satisfaction and school management practices by enhancing teacher participation and providing leadership support. Transformational and participative leadership increase teacher involvement, giving them a sense ownership and meaning in their work.
- **Supportive Relationships:** Supportive relationships appeared as a main factor in moulding teacher's experiences, supporting findings [Aldridge and Fraser \(2016\)](#) Collegiality and primary support improve collective efficacy and belonging, increasing satisfaction. When collegial interactions are positive and principals provide real support, teachers are more likely to believe they can work together to achieve common goals. This sense of collective power not only encourages collaboration, but it offers teachers more confidence as they face challenges. Further, strong interpersonal ties enhance teachers' sense of belonging and make them feel valued in the school community. All of these characteristics work together to enhance job satisfaction and may explain why supportive school environments often engage staff more effectively.

- **Resource Availability:** studies have identified a significant positive correlation between the availability of instructional materials and teacher job satisfaction. Sufficient resources improve teachers' dedication, effectiveness and motivation, contributing to student learning and teacher satisfaction. Herzberg's idea and further studies showed that adequate materials enhance performance. However, a lack of resources leads to stress, frustration, and an urge for teachers to buy instruments of their own and makes learning abstract. Providing adequate resources, manageable workloads, and proper infrastructure is essential for improving satisfaction and achievement.
- **Psychological Well-being:** According to [Liu et al. \(2024\)](#), a positive organizational climate minimizes emotional exhaustion, enhances teacher wellbeing, and improves job satisfaction. When employees feel appreciated, supported, and treated equally establish strong relationship which enhance their energy, commitment, and overall effectiveness. Psychological well-being also facilitates the relationship between climate and satisfaction. Thus, a respectful and encouraging climate significantly enhances both well-being and satisfaction.
- **Self-Efficacy:** According to [Aldridge and Fraser \(2016\)](#) and [Skaalvik and Skaalvik \(2011\)](#), the school climate has an impact on teachers' self-efficacy, which is a major predictor of job satisfaction. Anxiety, low self-esteem, and negative thinking are associated with low self-efficacy, but a pleasant environment increases teachers' confidence in their skills. While low self-efficacy impedes decision-making, motivation, and cognitive function, strong self-efficacy enhances these processes. Therefore, boosting self-efficacy and general teacher satisfaction requires improving school atmosphere.

SEVERAL THEORIES UNDER THE CONCEPTUAL LINK BETWEEN ORGANIZATIONAL CLIMATE AND JOB SATISFACTION:

- **Herzberg's Two-Factor Theory (1962):** This theory differentiates between hygiene factors and motivators. A supportive organizational climate contributes both types, reducing dissatisfaction and promoting intrinsic motivation. Leadership, recognition, growth, security, career development and autonomy function as motivators whereas salary, discipline policies, promotion chances, working condition and administrative support act as hygiene factors that prevent dissatisfaction among teachers.
- **Maslow's Hierarchy of Needs:** Job satisfaction is significantly influenced under this theory. Positive organizational climate like collegiality and participatory leadership can foster teachers' desires for safety, love, belonging, respect, and self-actualization. According to Maslow, when a need is supplied, a higher need arises, and unmet needs result in unpredictable behavioural outcomes.
- **Self Efficacy:** According to Bandura 's Social Cognitive Theory, teachers self-efficacy facilitates the relationship between climate and satisfaction. Teachers are more satisfied with their work when they have a feeling of collective efficacy and self-efficacy. According to research, self-efficacy has a negative relationship with burnout and a positive relation with work engagement and job satisfaction.
- **Organizational Climate Theory:** [Aldridge and Fraser \(2016\)](#) measured six aspects of school climate and found connections between the school climate, teachers' job satisfaction, and self-efficacy. Shared opinions about laws, customs, and processes are reflected in the climate
- **Social Exchange Theory:** Teachers respond with greater pleasure and loyalty when schools invest in supporting environments because a positive climate encourages mutual commitment.

SUGGESTION

Investigating the impact of organizational climate on teachers' job satisfaction in private secondary schools necessitates examining the climate dimensions that shape teachers' daily professional experiences. Future research should explore how leadership practices, communication patterns, teacher involvement in decision-making, and resource availability influence teachers' perceptions of their work environment. Emphasis should be placed on collegial support, respect, and fairness, as these factors strongly affect motivation and emotional well-being. Studies should also evaluate the roles of workload management, student discipline policies, and opportunities for professional development in shaping overall satisfaction. Such analysis will provide deeper insight into which aspects of school climate most effectively enhance teacher confidence and retention, thereby guiding school leaders in implementing targeted strategies that strengthen leadership support, foster collaboration, and ensure sufficient resources to promote a positive organizational climate.

CONCLUSION

The organizational climate of private secondary schools plays a crucial role in shaping teachers' job satisfaction, influencing both their professional experiences and long-term commitment. Evidence suggests that leadership practices, communication quality, teacher participation in decision-making, and the availability of adequate resources collectively determine how teachers perceive their work environment. Supportive interpersonal relationships, fairness, and respect further contribute to teachers' motivation and

emotional well-being, while manageable workloads, clear discipline policies, and access to professional development enhance overall satisfaction. Understanding these interconnected dimensions is essential for identifying the conditions that promote teacher confidence and retention. Strengthening leadership support, fostering collegial collaboration, and ensuring resource adequacy remain vital strategies for cultivating a positive organizational climate that sustains high levels of teacher satisfaction.

ACKNOWLEDGMENTS

None.

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