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Leadership Behaviour on Teachers Job Satisfaction at Tamil Schools in Malaysia

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Abstract

Teaching professionals towards the 21st century is an indicator for showing a combination of leadership and education. In fact, the job satisfaction of a teacher less emphasized by the leaders of a school. This survey study aims to studying the transformational leadership of headmasters with teacher job satisfaction in SJKT (Tamil based National Schools). Satisfaction teacher work can improve the performance of teachers, students and schools or vice versa. Transformational leadership of headmasters can affect or vice versa on satisfaction teacher work. A total of 162 teachers from 18 SJKTs in Kulim Bandar Baharu District were involved in this research. This study is a survey method using a scale questionnaire Five -Point Likert for the 'Multifactor Leadership Questionnaire' (MLQ) research instrument and Herzberg's Motivation and Hygiene factors. The findings of the study as well found that the level satisfaction with the leadership behavior of headmasters from the structured dimension was high, while the level of teacher satisfaction with the work they do is very high with an overall. Research outcomes also found that there are very strong influence of the principal's leadership behaviour on teachers' job satisfaction, school culture, and the influence of school culture on teachers' job satisfaction. Implications of the study to various parties including the school and Ministry of Education in producing excellent leadership and ensuring that schools can high performance. In addition, this study can provide exposure to headmasters SJKT to review their leadership while managing administrative matters in the school. In conclusion, the transformational leadership of headmasters will have an impact on teacher job satisfaction.

Keywords: Job Satisfaction, Leadership, Behaviour, Transformational Leadership.

Introduction

Leadership in schools is a key pillar to achieve the vision and aspirations of the national education system. The importance of headmaster leadership behaviour is one of the elements in the Malaysian Education Quality Standards. Among the guidelines in the Malaysian education quality standard is that headmasters must lead and mobilize all school staff towards achieving the school's vision and mission by setting school policies clearly and in line with the vision and mission, adopting appropriate leadership styles according to the situation. The headmaster is the highest person in the school who has the authority to

manage the school to achieve the objectives of the school. The excellence of a school is related to the job satisfaction of the teachers. The educators get satisfaction when their needs are met and employers get satisfaction when their employees are able to achieve high levels of productivity. The principal is the person who primarily supports and ensures the success of appropriate core implementations at the school level. High-quality leadership is essential to leading and managing schools in a way that produces a good generation. School leaders must be far-sighted, proactive, and courageous to make changes for the good and future of students according to the evolution and aptitude of the times and to take their school's performance to an even higher level. To realize the planned educational transformation, leaders in schools have a very important role to play. Thus, leadership in schools is the main pillar to achieve the vision and aspirations of the National education system. Leadership is widespread and remains a preferred leadership pattern because of its fundamental contemporary nature in educational leadership (Harris et al., 2017; Harris & Jones, 2018). Teacher job satisfaction will affect morale, motivation and willingness to work to maximize the teaching process of teachers.

Furthermore teachers will feel more satisfied if job targets are achieved and rewarded. These statements carry an explicit content that teacher job satisfaction is related to the leadership of headmasters. A study of Singh Rajbhandari and Loock (2016), found that an effective school depends on the leadership behaviour of leaders in a school. The variable towards the success of a school depends on the behaviour of the leadership a dynamic and hard-working leader. Leader behaviour is the key to the success of a school. In addition, the culture in an organization is also a valuable asset and serves to overcome any problems that arise. The existing school culture can produce norms that ultimately shape the behaviour of an employee or member of an organizational group. This element will affect the employees whether they are satisfied with the work they do or not. Therefore, to create an organization that can compete in this era of globalization; important elements need to be coordinated between the social system in society, ethical individual moral values, stable political position, strong economic system and most importantly a good school culture (Ibrahim, 1998). In the context of school, the role and responsibilities of teachers is not an easy thing. This is because teachers have to face various tasks in school. Even the job of teachers is now considered as a complicated and very burdensome career (Asan, 2009). In addition, they have to deal with various factors that shape the culture in the organization in their respective schools. Among them are the leadership behaviours of administrators, systems, rewards, relationships between colleagues and the culture of communication. Such issues if not addressed effectively, will cause an individual to experience dissatisfaction in their career. This is because the achievement of teacher job satisfaction depends a lot on how the headmaster implements leadership behaviours that can be the main pillar in ensuring that teachers under his supervision can show excellent performance and development in the field of professionalism (Elangkumaran, 2010). In Malaysia, job satisfaction among teachers is now much discussed and used as scientific research material. Many studies have been conducted in national, secondary, vocational, special education, technical, religious schools, Chinese schools and full boarding schools. However, studies among teachers in Tamil based National Schools (SJKT) still receive less attention in local scholarly studies. Based on the results of the study, the researchers suggested that administrators need to review teachers' job satisfaction periodically in order to improve the constraints to ensure teacher job satisfaction is guaranteed (Vasugi et al., 2021). Thus, this study aims to identify the influence of headmaster

leadership behaviour on teacher job satisfaction and school culture as a moderator among teachers in SJKT from Kulim district.

Problem Statement

In Malaysia, the atmosphere of job satisfaction among teachers is now often discussed and used as a scientific study material. In fact, previous studies have also found that the teaching profession is a career field that faces high job dissatisfaction. The excellence of the organization starts from the level of job satisfaction the employees own by the organization. Employees who have a high level of job satisfaction high will indirectly lead to self-excellence themselves, the organization and also the country. An employee's feelings towards his work will be able to be tracked by management through the level of satisfaction work owned by the worker. There is no denying that employees also want themselves to have a high level of job satisfaction, yet everything depends on their inner feelings towards the task (Zaffar, 2018). Society sees the teacher's job as easy, short working hours and many holidays. Teachers feel that the workload is too much to lead to the bedroom. School authorities requires teachers who have a high work commitment and motivation to perform the task of educating future generations. The role of teachers is very important in education and if these energy resources are not managed wisely, will give rise to many problem. Therefore, the field of education needs competent, active teachers, competitive and high productivity. Such a goal can only be achieved if the teachers do not experience a variety of challenges and stresses in the workplace. Syed et al (2017) found that teachers who are satisfied with their work have high motivation to improve the quality of their work because they are against the continuous development of the student. Those who work in a comfortable atmosphere will definitely produce high quality work and vice versa. Teachers who are comfortable in their workplace will be more dynamic, motivated and efficient and will constantly strive to improve teaching and learning in the classroom. Job satisfaction refers to a positive feeling about a task or responsibility that has been implemented by a teacher in each school in influencing job performance. This satisfaction will be achieved by a person when he does his work with high commitment, team spirit, supported by a conducive school climate, enjoyment of work and positive support from the head. In addition, teachers who experience higher job satisfaction are those who feel more empowered in an organization (Duan et al., 2018).

In recent years, there have been various efforts to overcome teacher job satisfaction, which has led to various internal reforms in the education system to improve the standard of teachers in Malaysia (Lee, 2018). Ortan et al (2021) also said teacher job satisfaction and well-being have a significant impact on educational outcomes, considering that teaching is the main objective of the educational process. The string of unappreciated overtime as well as different views and perceptions caused some teachers to feel frustrated. Dissatisfaction in work by employers towards employees caused teachers to quickly bounce back and vent their anger towards students. Teachers need to be encouraged to meet psychological needs, which will affect job satisfaction. Teacher who are happy in their work will always improve the quality of their work. The requirements of Herzberg's Two Factor Theory involve two factors namely motivational factors and hygiene can satisfy the feelings of every teacher until they can obtain satisfaction work. Administrators, especially head teachers should be responsible for meeting the needs of teachers and staff to create a pleasant environment. In teaching, job satisfaction is inevitable due to many elements of the work situation that can be stressful especially when teachers have to deal with various challenges in the world of education. The

passage of time has caused changes in the education arena in terms of education system, work schedule, areas of work, challenges, workload and so on.

Furthermore, reforms and reforms of co-curriculum and school curriculum from time to time have dragged teachers faced with various challenging, difficult, and patience-testing tasks until they feel overwhelmed with such tasks (Antin & Dzulkifli, 2018). Teachers not only have to deal with a variety of reasons for students from various backgrounds, customs, socio-economic, age, disciplinary problems. Even teachers also need to serve because of parents, society, superiors, government, organizations and overcome personal problems. Apart from the main task of teaching, teachers also need to make initial preparations before entering the classroom, prepare teaching aids, write record books, check exercise books, teachers also need to complete administrative work and also matters related to student affairs or co-curriculum. This never-ending work will indirectly cause teachers to feel tired and stressed. If this dissatisfaction is handled well, it will help the teacher solve the problem and achieve the goal in the given time but instead it will have a negative impact on various parties. There is a correlation between workload and job performance levels. The increase in workload causes teachers to feel unmotivated and indirectly impairs the teacher's work performance. The results of a study conducted by Fei and Han (2018) found that schools with good environmental conditions contribute to student achievement. This success is associated with the contribution of teachers who show good work performance as a result of the encouragement of the workplace environment. This will indirectly affect the quality of education and the teaching profession in turn hampering efforts to produce excellent citizens in terms of education. A study by Faustine and Hamzah (2017), also concluded that there is a relationship between principals' leadership practices and teachers' job satisfaction. It also shows that principals' leadership practices have a positive impact on teachers' overall job satisfaction. An imbalance in the division of duties among teachers causes teachers to feel angry, frustrated, and dissatisfied. This job dissatisfaction has a negative impact on the teachers themselves and indirectly on their organization. So the organization plays an important role in providing support to teachers to alleviate this problem. Apart from that, there are also teachers who do not want to work in a new school despite being given approval on the grounds of the headmaster's leadership practices and the school's administrative system.

Next, there are also some teachers who are considered problematic have been transferred to schools at the request of the headmaster. This situation shows that the headmaster does not show competent leadership to help and guide the teacher. Instead, he went on to decide to transfer the teacher to another school. Such a phenomenon is very worrying and worrying in the education and future of students. The leadership style of a headmaster is closely related to the success of a school he administers. A large number of researchers are interested in studying about the level of communication in organizations. Nevertheless, most dismissed the element of leadership behaviour as one of the important aspects of their study. They consider leadership behaviour unimportant and should not be studied because it has no influence in the organization.

Leadership behaviour acts as an agent in organizational effectiveness because it is only through behaviour that a person can be consolidated into a working group. The world is now witnessing headmasters and teachers facing tremendous pressure as they are faced with the precarious state of the education system as well as the development of overly drastic societal changes. In producing excellent school management, principals and teachers need to form good and strong two-way relationships. Most headmasters do not pay much attention to the

aspects of effective leadership behaviour when conducting administrative matters, especially when channeling messages or information to people under them, especially teachers. The role of headmasters is increasingly challenging and their level of leadership needs to be further enhanced. Act responses from the ranks of administrators sometimes do not understand and give appreciation against the sacrifice of the teacher can create feelings of dissatisfaction. Study of Amin et al (2013) stated that many teachers feel dissatisfied with their work causing them not to commit to a given task. The increasing workload of teachers in addition to the various problems posed by students, environmental problems have increasingly plagued teachers. In such situations, many teachers have been reported to have mental disorders. According to social psychologists, educators are the ones who face the most psychological problems. Some teachers complained that if they taught in the morning, this did not mean that they could return as soon as the morning session ended. But sometimes they had to go back together with the afternoon session teachers or a little earlier than those teachers. As for the afternoon teachers, they complained that even though they taught the afternoon session, they had to go to school early. So it is clear that teachers are increasingly complaining that their work is not only half a day as considered by our society. Apart from that, the teachers also complained that their workload increased when they had to replace the absent teachers. This is because this free time they can use to check student exercise books or make teaching preparations. Furthermore, some say that their workload increases because they teach not according to their specialization or teaching methods while they are in college or university. Considering from the aspect of teacher responsibilities, educating children is a heavy task and very important for a teacher. School children differ in terms of attitudes, needs, aspirations, values, ideas, personalities and socioeconomic backgrounds. Teaching tasks also sometimes evoke feelings of anger, anxiety and stress. If this situation becomes, it will definitely affect the performance of students and the quality of teacher services. The demands of the globalization of education today are pushing the government creating a sustainable education system to equip every student in the country with the skills needed to meet the challenges of the 21st century. This matter manifested by the Education Development Plan 2013-2025 which focuses on 21st century learning as well as ideas regarding the role of teachers as facilitators (Norazlin & Raihaimah, 2019). As a result, teachers had to shoulder a diverse workload, most of which were non-existent academics that lead to stress factors among teachers.

Through observation and research, the researchers found that not many studies have been conducted on the relationship between these two aspects among teachers in Malaysia. The existing studies are more focused on the relationship between school culture in SK (National Primary School), SJKC (Chinese based National School) and SMK (National Secondary School) with teacher job satisfaction only. However, it was found that no study has been conducted especially in SJKT schools in Kulim district to survey the perceptions of teachers when there is dissatisfaction with the work of teachers with the leadership behaviour of headmasters. Therefore, a study needs to be conducted on leadership behaviour on teacher's job satisfaction in Tamil Based National School (SJKT) to find out the actual position of job satisfaction level of teachers in Kulim District. In addition, this study can also provide insight into the cultural factors of SJKT schools that influence teachers' job satisfaction in Kulim district, Kedah. The results of this study will be able to explain whether or not there is a relationship between leadership behaviour and teachers' job satisfaction.

Objectives of the Study

The purpose of this study is to determine

1. The level of the principal's leadership behaviour, the level of the teachers' job satisfaction, and the level of school culture from the teachers' point of view;
2. The influence of the principal's leadership behaviour on teachers' job satisfaction;
3. The influence of the principal's leadership behaviour on school culture;
4. The influence of school culture on teachers' job satisfaction;

Methodology

This study uses a quantitative survey method to measure the relationship of headmaster leadership behaviour to teacher job satisfaction and school culture as moderator. The data of this study were analysed in descriptive and inferential form. Descriptive analysis is used to explain the level of leadership behaviour of headmasters, the level of job satisfaction of teachers and school culture among school teachers based on percentage analysis, mean and standard deviation. Simple regression inference analysis and multiple regression were also used in this study. Regression analysis is one of the analysis that aims to determine the effect of one variable on other variables. Thus, this analysis is suitable to be used to measure the relationship of headmaster leadership behaviour on teacher job satisfaction, the influence of headmaster leadership behaviour on job satisfaction and school culture on teacher job satisfaction.

The survey method is used because the information is collected from a small group of samples in order to show some aspects of the characteristics of the population where the sample is selected and more information can be collected from the sample compared to the population which can be analysed systematically. The characteristics of a good instrument must be in accordance with the readiness of the respondent, clear instrument format, clear instructions, letters and documents included with the study instrument as well as pilot tests are conducted before the actual study is conducted.

This study involved Tamil schools in Kulim Bandar Baharu district, Kedah. The population of this study is teachers who teach in the district of Kulim Bandar Baharu, Kedah. Based on the study sample size determination table by Krejcie and Morgan (1970) for the significance level of $p < .05$ for the study population of 262 teachers, the required sample of respondents is 162 people.

Finding and Discussion

Respondents for this study consisted of teachers who were randomly selected in Tamil school in Kulim Bandar Baharu district, Kedah Darul Aman. Accordingly, the findings from table 1 below show that the total number of respondents involved in this study was 162 people. Respondents' background involved aspects of gender, age, teaching experience, educational level, school grade and school location.

Table 1

Distribution of Respodent by background (n=162)

No	Variable		Numbers (N)	Percentage (%)
1	Sex	Male	71	43.8
		Female	91	56.2
2	Age	Below 30 years	34	21.0
		31 – 40	62	38.3
		41 – 50	36	22.2
		50 years and older	30	18.5
3	Teaching Experience	Less than 4 years	22	13.6
		4-7 year	44	27.2
		8-11 year	30	18.5
		12 year >	66	40.7
4	Grade (School)	Grade A	92	56.8
		Grade B	70	43.2
5	Location (School)	Urban	95	58.6
		Rural	67	41.4
6	Education Level	Graduate	89	54.9
		Non-graduate	73	45.1

Table 1 shows the distribution of respondents by gender. The results of the study found that male respondents were 71 people (43.8%), while female respondents were 91 people (56.2%). Circumstances indicate that female respondents outnumber male respondents. Based on Table 1, it was found that a total of 34 people (21.0%) of the study respondents were under 30 years old, a total of 62 people (38.3%) were aged between 31 years to 40 years, a total of 36 people (22.2%) were aged between 41 years Num Variable Numbers (N) Percentage (%) 1 Sex Male 71 43.8 Female 91 56.2 2 Age Below 30 years 34 21.0 31 – 40 62 38.3 41 – 50 36 22.2 50 years and older 30 18.5 3 Teaching Experience Less than 4 years 22 13.6 4-7 year 44 27.2 8-11 year 30 18.5 12 year > 66 40.7 4 Grade (School) Grade A 92 56.8 Grade B 70 43.2 5 Location (School) Urban 95 58.6 Rural 67 41.4 6 Education Level Graduate 89 54.9 Non-graduate 73 45.1 67 to 50 years and a total of 30 people (18.5%) of the study respondents were aged 50 years and above. Meanwhile, in terms of respondents' teaching experience, it was found that 22 (13.6%) respondents had less than 4 years of teaching experience, 44 (27.2%) had between 4 to 7 years, and 30 (18.5%) had between 8 to 11 years and a total of 66 people (40.7%) of the study respondents have teaching experience of 12 years and above. In terms of school grade, it was found that 92 people (56.8%) of the study respondents were teachers from grade 'A' schools, a total of 70 people (43.2%) were from teachers working in grade 'B' schools. Finally, in terms of school location, a total of 95 schools (58.6%) of the study respondents were in urban areas, while a total of 67 schools (41.4%)

were in rural areas. In terms of the level of education of the respondents, a total of 89 people (54.9%) are graduate teachers. while a total of 73 (45.1 %) were non -graduate teachers.

The level of the principal's leadership behaviour, the level of the teachers' job satisfaction, and the level of school culture from the teachers' point of view

Findings obtained from the study showed that the level of respondents' satisfaction with the leadership behavior of headmasters from the structured dimension was high with an overall mean of 3.84 with a standard deviation of 0.13 as illustrated in table 2.

Table 2

Results Mean, Standard deviation for headmaster leadership behaviours

Construct	Mean	Standard deviation
Structured Dimensions	3.84	0.13
Dimension of Consideration	3.60	0.07

A study was conducted to identify the level of teacher satisfaction with the job, salary received, promotion opportunities, supervision and colleagues. Table 3 show that the level of teacher satisfaction with the work they do is very high with an overall mean of 4.31 with a standard deviation of 0.26. For the purpose of examining teachers' satisfaction with their jobs, many agree that their jobs are fun, respected and can give a sense of accomplishment. Apart from that, one findings were at moderate level is about the salary. they currently receive for employment is moderate with an overall mean of 2.64 with a standard deviation of 0.17. From the analysis, it was found that most thought that the payment of his salary was just adequate and less than it should be.

Table 3

Mean Results, Standard Deviation for Teacher Satisfaction Level

Construct	Mean	Standard deviation
Job	4.31	0.26
Salary	2.64	0.17
Promotion	2.82	0.16
Supervision	3.23	0.08
Colleague	3.19	0.15

From the findings of the study described in table 4, it is found that the level of that the school culture practiced based on human relations is very high with an overall mean of 4.49 and a standard deviation of 0.11. Besides that, teacher had moderate feeling about rational goal of school culture with mean = 4.41 (sd=0.17).

Table 4

Mean Results, Standard Deviation for School Culture

Construct	Mean	Standard deviation
Human Relation	4.49	0.11
Opened System	4.42	0.51
Rational goal	4.41	0.17
Internal process	4.43	0.16

From the findings of the study, it was found that the leadership behaviour of the headmaster practiced among the headmasters in the Tamil school in Kulim Bandar new district is at a high level from both dimensions which are the structured and discretionary dimensions. The findings of this study contradicted the findings by Sharif (1989) who stated that the leadership of principals in vocational schools in Malaysia showed low levels of both dimensions of leadership. The findings of this study explain that these two dimensions of leadership are practiced among headmasters at a high level where these two dimensions are among the important elements that should be possessed by an effective leader according to Northouse (2010). The findings of this study show the level of practice of leadership qualities from both dimensions among headmaster teachers in line with the findings of the Ohio study which states that headmasters should practice both structured and discretionary leadership behaviours. Next, overall the findings of the study show that the level of teacher satisfaction is at a moderate level. Job satisfaction is shown as a combination of positive attitudes and feelings shown by employees towards the work they are doing according to (Vroom, 1964). If examined in depth for each dimension that tested the level of satisfaction, the level of teacher satisfaction with his job is at the highest level. Most of the respondents agreed that the job they do is fun, respectable, and challenging. Malilo (2007) study which states that employees generally agree that their work is enjoyable supports the findings of this study. As an educator who is a nation-builder, a teacher must always have a positive feeling towards the work he does so that his work in building first-class minded human capital is not affected. Compared to other aspects, the salary factor shows the lowest level of satisfaction among respondents with a mean of 2.64. From the aspect of salary received now, the level of teacher satisfaction is at a moderate level. Most of the respondents agreed that the income they receive is just enough to cover their normal living expenses. This finding clearly shows that teachers need an increase and increase in the salary they receive as well as the effort and energy they give in building the nation. The findings of this study support the statement made by Markos and Sridevi (2010) that employees expect to earn enough work to finance all their needs. Finally, the findings of the study show that teachers' perception of school culture is at a high level overall. The four dimensions, such as the dimensions of human relations, open systems, rational goals, and internal processes that were tested show a high level of teacher perception.

The Influence of Headmaster Leadership Behavior on Teacher Job Satisfaction

Table 5 shows the results of multiple regression analysis obtained to identify the influence of headmaster leadership behaviors on teachers' job satisfaction levels. The findings of the study illustrated in table 5 show that all variables of headmaster leadership behavior have contributed as much as 72.2% of the variance change in the teacher job satisfaction variable in terms of his job. The findings of this study show that there is a significant influence of the headmaster's leadership behaviour on teacher job satisfaction where 72.2% of the variance change in teacher job satisfaction is contributed by the headmaster's leadership behaviour variable. From the structural dimension, the relationship between headmaster leadership and teacher job satisfaction is significant at ($\beta=0.738$, $p=0.000$). This shows that the headmaster's leadership behaviour in terms of structural dimensions has a positive and significant influence on teacher job satisfaction. This means that the higher and stronger the headmaster's leadership qualities in the structured dimension, the higher the level of teacher satisfaction. The weighting dimension also has a significant and positive influence on the level of job satisfaction at ($\beta=0.228$, $p=0.000$). This clearly shows that the higher the headmaster's

leadership behaviour from the weighting dimension, the higher the level of teacher job satisfaction.

Table 5

Regression the Influence of Headmaster Leadership Behaviour on Teacher Job Satisfaction

Headmaster Leadership	Teacher Job Satisfaction				
	Job	Salary	Promotion	Supervision	Colleagues
Structured Dimensions	0.738*	0.701*	-0.363*	0.130	0.696*
Dimensions of consideration	-0.37	0.228*	-0.523*	-0.416*	-0.292*
Value R	0.722	0.827	0.757	0.378	0.624
Value R ²	0.522	0.685	0.572	0.143	0.390
Adjusted value R ²	0.516	0.681	0.567	0.132	0.382
Value F	86.801	172.58	106.418	13.214	50.758

Note: Significant at the * $p < 0.05$ level

In summary, most of the previous studies conducted on the influence of the headmaster's behaviour on teachers show that leadership behaviour has a significant effect on the achievement of teachers in schools. For example, the findings of Hassan et al (2009); Lin et al (2022) study which explains that leaders who have good behaviour will influence the attitude and satisfaction of teachers towards work commitments at school support the findings of the study obtained. Next, the research findings obtained are also supported by the Aydin et al (2013); Baptiste (2019) study which states that the principal's transformational leadership behaviour has a significant impact on teacher job satisfaction.

The Influence of Headmaster Leadership Behaviour on School Culture

The findings of the study are clearly shown in table 6. The findings of the study showed that as much as 62.2% of the variance change in the dimensions of human relations was contributed by the study variables. The findings of this study show that there is a significant influence of the headmaster's leadership behaviour on the practiced school culture. If examined from the structural dimension, the relationship between the headmaster's leadership and the school culture dimension of human relations, open system and internal processes is significant at the level of ($\beta = -0.671$, $p = 0.000$), ($\beta = -0.728$, $p = 0.000$) and ($\beta = -0.529$, $p = 0.000$) respectively. This clearly shows that the headmaster's leadership behaviour in terms of structural dimensions has a negative and significant influence on all three dimensions of school culture. This means that the higher and stronger the headmaster's leadership qualities in the structured dimension, the lower the level of school culture.

Next, in terms of the weighing dimension also has a significant and positive influence on the open system dimension, rational goals and internal processes at ($\beta = 0.182$, $p = 0.006$), ($\beta = 0.429$, $p = 0.000$), and ($\beta = 0.504$, $p = 0.000$) respectively. This clearly shows that the higher the headmaster's leadership behaviour from the consideration dimension, the higher the level of school culture in the dimensions of open system, rational goals and internal processes. The dimension of human relations in the school culture is seen from the values of recognition, respect, professionalism, concern, tradition, decision-making support and openness. If the nature of the headmaster's leadership is less structured, where there is less emphasis on the

ability to plan, manage and supervise the organization in the school, the dimension of human relations is at a high level. Meanwhile, the dimension of the headmaster's opinion does not have any significant influence on the dimension of human relations.

Furthermore, the dimension of the open system studied in this study includes the practice of values related to productivity, efficiency, goals, missions, efficiency, coordination and control in schools. The findings of the study show that if the leadership nature of the headmaster is less structured, the higher the level of open system dimension practice. Meanwhile, from the consideration dimension, if the headmaster is more considerate, the higher the level of school culture practices in the open system dimension.

Next, the dimension of rational goals in this study describes the values of helping each other, collaborative, unity, trust, high expectations, information and openness in school. The leadership qualities of the headmaster's considerate dimension alone have a significant and positive influence on school culture where the more considerate a headmaster is, the higher the level of school culture practices of the rational goal dimension. Whereas, the structured dimension does not have a significant influence on the school culture of the rational goal dimension.

Finally, in terms of the dimensions of the internal process studied in this study, it is linked to the values of pursuing success, goal orientation, achievement orientation, renewal, responsiveness, reputation and monitoring. The findings of the study show that the less structured a headmaster's leadership qualities are, the lower the level of school culture practices in the internal process dimension. Meanwhile, the weighting dimension shows a positive relationship, where the higher the weighting dimension in the leadership qualities of a headmaster, the higher the level of school culture practices in the internal process dimension.

Table 6

Regression The Influence of Headmaster Leadership Behaviour on School Culture

Headmaster Leadership	School culture			
	Human relations	Open system	Rational goals	Internal processes
Structured Dimensions	-0.671*	-0.728*	0.128	-0.529*
Consideration of Dimensions	0.136	0.182*	0.429*	0.504*
Value R	0.622	0.668	0.499	0.546
Value R ²	0.387	0.446	0.249	0.298
Adjustable value R ²	0.380	0.439	0.239	0.289
Value F	50.292	64.064	26.296	33.747

Note: Significant at the *p <0.05 level

Overall, the findings of the study show that there is a significant influence of the headmaster's leadership behavior on the school culture in line with the findings of a study by (Mahaputra and Saputra, 2021). who stated that the success and failure of a depends a lot on the school, namely the headmaster and the teachers. However, the headmaster's leadership is identified as a very important variable in influencing the quality and quantity of a school's results. Next, the findings of this study are also supported by Mei Kin (2018) statement that the attitude of the leader of a school greatly influences the culture of the school. The failure of the school

leader i.e. the headmaster in his leadership can form a school culture that is less efficient and standard. A study by Raman et al (2015) explains that a healthy school culture has a strong influence and relationship on academic achievement, motivation, productivity and teacher satisfaction. Therefore, the leadership qualities of the headmaster must be strengthened in order to form a healthy school culture, thus leading to a higher level of achievement.

The Influence of School Culture on Teacher Job Satisfaction

The findings of the study are shown in table 7 on regression analysis illustrated that as much as 90.5% of the variance change in job satisfaction levels was contributed by all study variables. The findings clearly show that the three dimensions are the dimension of human relations ($\beta = 0.643$, $p = 0.000$), the dimension of open systems ($\beta = 0.255$, $p = 0.000$), and the dimension of rational goals ($\beta = 0.119$, $p = 0.002$) had a significant influence on the level of job satisfaction at the level of $p < 0.05$. These findings clearly indicate that the dimensions of human relations, open systems and rational goals in school culture have a significant influence on teachers' job satisfaction levels.

Table 7

Regression Influence of School Culture on Teacher Job Satisfaction

School culture	Teacher Job Satisfaction				
	Job	Salary	Promotion	Supervision	Colleagues
Human Relation	-0.643*	-0.266*	0.337*	-0.067	-0.394*
Opened system	-0.255*	-0.697*	0.189*	0.097	-0.336*
Rational goal	0.119*	0.318*	-0.621*	-0.003	-0.266*
Internal Process	-0.030	0.375*	-0.439*	-0.370*	-0.298*
Value R	0.905	0.870	0.811	0.361	0.859
Value R ²	0.819	0.758	0.658	0.131	0.738
Adjustable value R ²	0.814	0.751	0.649	0.108	0.732
Value F	177.672	122.717	75.426	5.892	110.790

If examined from the dimension of human relations and the dimension of the open system, there is a significant and negative influence on all four aspects of satisfaction studied such as aspects of work, salary, and colleagues. This shows that the higher the practice of human relations dimension and open system in schools, the lower the level of teacher satisfaction with aspects of work, salary and colleagues. Meanwhile, the practice of human relations dimension and open system also has a significant and positive influence on the aspect of promotion opportunities where the higher the level of human relations practice and open system in the school, the higher the level of teacher satisfaction with the aspect of promotion opportunities. These findings are supported by Macke and Genari (2019) said open sistem have a significant impact for their job satisfaction.

Next, the findings of the study show that the dimension of rational goals has a significant and positive influence on the level of teacher satisfaction with work and salary. This shows that the higher the level of school cultural practices of the rational goal dimension, the higher the level of teacher satisfaction with work and salary. Next, rational goals show a significant and negative influence on the level of satisfaction with promotion opportunities and colleagues. This means that the higher the level of rational goal dimension practice, the lower the level of teacher satisfaction with promotion opportunities and colleagues.

Finally, in terms of the internal process dimension, it was found that this dimension has a significant and negative influence on the level of satisfaction with promotion opportunities, supervision and colleagues. This means that the higher the level of practice of the internal process dimension, the lower the level of teacher satisfaction with promotion opportunities, supervision and colleagues. Meanwhile, the internal process dimension has a significant and positive influence on the level of teacher satisfaction with salary, where the higher the level of practice of the internal process dimension in the school, the higher the level of teacher satisfaction with the salary they receive.

Studies by Sunarsi (2019) which state that culture is able to influence organizational members to think and act and react to the environment, therefore culture can stabilize and give meaning to the organization and unite members support the findings of the study shows the significant influence of school culture on the level of teacher job satisfaction.

Overall, this chapter discusses the analysis performed to test the study hypotheses. Table 7 below shows a summary of the study findings for the study hypotheses tested.

Table 8

Summary Of Study Hypothesis

Hypothesis	Statement	Findings/Results
Ho1	There Was No Significant Influence of Headmaster Leadership Behavior on Teacher Job Satisfaction	Rejected
Ho2	There Was No Significant Influence of Headmaster Leadership Behavior on School Culture	Rejected
Ho3	There Was No Significant Influence of School Culture on Headmaster Leadership Behavior	Rejected

Conclusion

This study was conducted in a noble effort to expand and deepen the knowledge of the problem of job satisfaction of teachers especially in Tamil schools (SJKT) in the study of the researcher. In addition, this study is also very important to raise awareness of any party who has continuity with the school to be able to identify and evaluate the causes of problems faced by teachers in terms of job satisfaction in school and then will be able to work together in finding some methods solutions to teacher job satisfaction problems related to head master leadership behaviours in the education sector.

It is hoped that this study can make a very meaningful contribution in addressing the problem of job satisfaction that is indirect, and also has a negative impact on the national education system. Furthermore, the results of this study can provide information to headmasters to coordinate leadership behaviours so that they can influence and reduce the sense of job satisfaction among teachers so that teachers can make the school like their own home and a fun place to work. The teaching profession should not be considered as a career that anyone can pursue. Only those who are quality, skilled, competent, qualified, interested, committed and educator -minded are qualified to be a teacher.

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