

The Relationship between Principal's Distributive Leadership Practices and Teacher Job Satisfaction in Secondary Schools in Pasir Mas District, Kelantan

Murshida Adni Muhamad Ghazali¹, Bity Salwana Alias²

¹Fakulti Pendidikan, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia, ²Fakulti Pendidikan, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

Email: murshidaadni99@gmail.com, bity@ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i9/22900> DOI:10.6007/IJARBSS/v14-i9/22900

Published Date: 29 September 2024

Abstract

Most studies on distributed leadership focus on the commitment, competence and motivation of teachers in schools. There is a lack of research focusing on the relationship between distributive leadership and teacher job satisfaction in Malaysia. Therefore, this study examines in greater depth the relationship between the practice of distributive leadership by principals and teachers' job satisfaction in schools. The results of the study can assist school principals in determining whether distributive leadership is the best practice for teacher job satisfaction. A survey on various age groups of teachers in Pasir Mas district has been conducted using a questionnaire as a tool to collect data. A five-point Likert scale was used to assess the dimensions of distributive leadership demonstrated by their principals and subsequently, the Statistical Package for the Social Sciences (SPSS) software was utilized to analyze the data. The study found a positive and significant correlation between the principal's distributive leadership practices and teachers' job satisfaction in schools. In addition, distributive leadership is among the best leadership practices that principals can use to lead schools. The practice of distributive leadership plays an important role in achieving job satisfaction among teachers in order to reach organizational goals. Three implications of the study are explained, namely regarding theory, educational institutions and school principals. Lastly, among the suggestions for future research is to increase the sample size within a larger population and to adopt a mixed-methods approach combining quantitative and qualitative research.

Keywords: Principal, Distributive Leadership, Teacher, Job Satisfaction, School

Introduction

The education era is becoming increasingly challenging, especially for the leadership at schools. With the rapid development of education, principals face various challenges in

administration and management, especially if they lack the knowledge and specific skills to lead schools in this new era. Efficiency can assist the principal in fulfilling challenging tasks by applying appropriate leadership practices according to the situation. According to Ismayani et al. (2015), the principal is responsible for setting the direction and goals of the school as well as the overall educational plan. The definition according to Yukl (2006) regarding leadership is that anything intended to be done, if understood and agreed upon, demonstrates a process that can influence others. In addition, to achieve the targeted objectives, leadership is also one of the processes that facilitates both individual and collective efforts towards the same goal.

Recently, the practice of distributive leadership by principals has been widely studied in schools across the country. A study by Jusoh et al (2021), measured the level of distributive leadership of principals in relation to teacher commitment, while a study by Muammar (2022), emphasized the practices of principals' distributive leadership on teachers' work motivation in schools. However, according to Mancuso et al (2010), and Jensen et al (2015), the practice of distributed leadership can enhance staff job satisfaction, thus in the context of schools, it is between the principals and the teachers. Therefore, this study is expected to explore the positive and significant relationship between the principal's distributive leadership practices and teacher job satisfaction, particularly in schools. The results of this study will become a treasure trove of knowledge that can be shared and utilized by all educational institutions in the country.

The theory of distributed leadership was created by Elmore (2000), to help leaders enhance their knowledge and produce effective leadership actions within organizations. In addition, Elmore's (2000), distributive leadership theory outlines five dimensions, which are defining the mission, vision and goals, emphasizing school culture, conducting assessments and professional development, as well as the leadership practices themselves. All these aspects aim to establish effective leadership practices. In addition, several researchers use this dimension of distributive leadership as a guide in studies such as Poh and Kin (2019), and Beng (2018). Next, in Spector's (1997), study, he explains that job satisfaction greatly influences an individual's perception of their job and its various aspects. In other words, job satisfaction is the result of feelings of liking or disliking one's job. Among the dimensions listed are salary, recognition, promotions, supervision, non-financial benefits, workplace policies and regulations, work environment, relationships with colleagues, communication and workplace policies. However, this study chooses to examine only three relevant dimensions, namely appreciation, relationships with colleagues, and communication.

The results of this study will provide valuable insights and guidance for the implementation of distributive leadership practices by principals in schools. In addition, the empirical findings from this study provide useful implications for educational institutions such as the Ministry of Education, State Education Departments (JPN), and District Education Offices (PPD). Considering the lack of research data within the scope of leadership in the study location, these findings will be referenced by interested parties for conducting further research. In the context of the study location, namely in the Pasir Mas district, there are indeed still few studies conducted to address issues related to school management and administration. Therefore, the researcher hopes that the findings will provide valuable guidance and contributions to those parties in the future. In general, this study explores the principal's

leadership practices in relation to teachers' job satisfaction from the teachers' own perspective. Next, several research objectives are stated as follows:

- 1) Identifying the level of distributive leadership practices implemented by secondary school principals in the Pasir Mas District based on teachers' perceptions.
- 2) Identifying the level of job satisfaction among teachers in secondary schools in the Pasir Mas district based on teachers' perceptions.
- 3) Identifying the relationship between the principal's distributive leadership practices and teachers' job satisfaction in secondary schools in the Pasir Mas district.

This study focuses solely on one hypothesis based on the third objective, which is:

Ho1: There is no significant relationship between the distributive leadership practices implemented by the principal and the job satisfaction of teachers in the school.

Literature Review

This section describes a literature review on the practice of distributive leadership by principals in terms of defining mission, vision and goals, emphasizing school culture, conducting assessments, and professional development, as well as the leadership practices of those principals. In addition, teacher job satisfaction is also reviewed based on the elements of recognition, colleagues and communication.

The Concept of Leadership in Organizations

To achieve the goals of an organization, leadership is essential. An appropriate leadership approach is needed by managers to motivate the organization's staff. In other words, leadership has the ability to influence the level of employee commitment, or how successfully they carry out their tasks. (Rabindarang et al., 2014). The administrators of educational institutions today have been exposed to various leadership styles as a result of advancements in research and the development of leadership theory. The school organization directly benefits from this progress. Although there are advantages and disadvantages, distributed leadership is one of the most favored approaches by school leaders.

Distributive Leadership in School Organizations

Spillane (2005) defines distributed leadership as the result of the interaction between leaders, followers and the situations they face. Harris et al (2006), state that in a practical context, distributive leadership refers to a shift from the organizational "top-down" hierarchical leadership model to one that emphasizes leadership shared by all members of the organization, prioritizing collaborative leadership. If a teacher participates in shared leadership with the principal, their motivation and commitment to the organization will increase. This has the potential to enhance students' academic performance (Don et al., 2007).

According to Davis (2009), school institutions need to consider thoughtful steps to prevent schools from appearing too formal, and teachers should make every effort to seize opportunities to educate and lead within the school. According to Mayrowetz et al. (2007), an individual holding an administrative position in a company will remain in their position within the formal organizational structure, which is difficult to change. The workers may feel uncomfortable with the changes in the organizational structure from the bottom up (Neuman & Simmons, 2000). This may lead to misunderstandings when it comes time to make decisions

at school (Hulpia & Devos, 2009). Therefore, it is the primary duty of the principal to understand the state of their organization and strive to enhance the capacity of their teachers (Davis 2009; Supian & Khadijah, 2014). In addition, teachers should be given greater opportunities to become leaders in various fields within educational institutions. This will allow them to reach the boundaries of knowledge regarding the existing leadership methods in schools (Marlia & Yahya, 2017).

According to Jamalullail et al (2013), not everyone is qualified to make decisions in this practice of distributive leadership. However, through the knowledge and expertise they possess, everyone can contribute to the decision-making process. According to Karia and Ahmad (2000), the concept of subordinate involvement in decision-making is one of the most important foundations of quality management. Therefore, distributive leadership is seen as an effective leadership practice that can be implemented in educational institutions because it has a positive relationship in various areas related to empowering schools.

Definition of Job Satisfaction

A person's feelings about their job are influenced by their job satisfaction (Robbins, 2005). Job satisfaction is the feeling that an employee has about what they do in their workplace. Job satisfaction can refer to aspects such as job conditions, time, structure, rewards, tasks and the relationships between colleagues and their responsibilities. Job satisfaction can also be positive or negative (Spector, 1997). The concept of job satisfaction has many aspects and various researchers have defined it. Satisfaction is the key to employee motivation and enhancing their performance (Vroom, 1964). The factor of individual motivation behavior influences job satisfaction.

The teacher plays an important role in achieving Malaysia's educational goals. Teachers who are satisfied with their work will strive to improve the outcomes and quality of education. According to several research studies, teacher job satisfaction is a key indicator of school effectiveness. Success in the field of work is easy for teachers who are satisfied with their practices. With that, both the quality and learning outcomes will achieve the curriculum goals. According to Hoy and Miskel (2001), teachers who are disinterested and incompetent will negatively impact students' learning outcomes.

Elmore's Distributed Leadership Theory (2005)

The theory of distributed leadership was created by Elmore (2000), to help leaders enhance their knowledge and produce effective leadership actions within organizations. In addition, Elmore's theory outlines five dimensions: school culture; decision-making; assessment and professional development; and leadership practices. All these aspects aim to establish effective leadership practices. In addition, several researchers use this dimension of distributive leadership as a guide in the studies by Poh and Kin (2019), and Beng (2018). One of the goals set by an organization is its mission, while the vision indicates the direction of the organization (DuFour & Eaker, 1998). According to Gordon (2005), the goals, mission and vision of a school can only succeed if they are understood by students, clear, up-to-date and reflect educational values that support the direction of national education. School culture is the second subject. School culture has evolved throughout its history, and it consists of habits, beliefs and principles that can shape organizational standards. In distributive leadership, a

collaborative culture is important because it allows for a viable medium to manage and make sense of new situations.

According to Gordon (2005), shared responsibility means that the principal and other teachers share the responsibility for their students' achievements. As stated by Elmore (2000), the interests, experiences, skills and areas of expertise of each member should determine the formation of shared responsibility. According to Gordon (2005), leadership practices are the ways in which school leaders determine, provide direction, and interact with others in the leadership process. School leaders should disseminate leadership practices both formally and informally, and they must clarify their responsibilities and be confident in collaborating effectively with teachers.

Spector's Job Satisfaction Theory (1997)

In this study, the level of job satisfaction among teachers is assessed through the job satisfaction theory created by Spector in 1997. As explained by Spector (1997), job satisfaction influences a person's perception of their job and various aspects of it. In other words, job satisfaction is the result of feelings of liking or disliking one's job. Nine main dimensions are included in this theory: salary, promotions, supervision, non-financial benefits, recognition, work policies and regulations, work environment, relationships with colleagues, communication and policies. However, this study chooses to examine four dimensions: appreciation, finances, relationship with peers and communication. Teacher satisfaction with the recognition they receive for their work is known as the dimension of appreciation. Teacher satisfaction with workplace procedures and regulations (such as bureaucracy) and relationships with colleagues are two dimensions of work policies and regulations. Finally, the dimension of communication involves the satisfaction of teachers in their communication with the principal. The Job Satisfaction Theory by Spector was chosen because the aspects discussed align with the subject of this study. In conclusion, it can be stated that the study of principals' distributive leadership practices in relation to teachers' job satisfaction is relevant and important for the present time. The dimensions of the theory referred to can be related to one another, indicating that both study variables are corresponding.

Methods

In this research study, the study was conducted in the state of Kelantan and the population of the study consists of secondary school teachers in the Pasir Mas district. The number of national secondary schools in the Pasir Mas district is 14, and the total number of teachers teaching in these national secondary schools in the Pasir Mas district is 1,019. The sample involved consists of 278 teachers from various backgrounds. This quantitative study uses a survey method. The aim is to determine the extent to which teachers' job satisfaction is influenced by distributed leadership. This study uses a survey method because it is cost-effective and time-efficient. To answer the research question, descriptive and inferential statistical analyses were used to analyze the data. Quantitative data analysis is conducted using the Statistical Package for the Social Sciences. The significant threshold is 0.05 ($p < 0.05$). The demographic data of Section A and the answers to research questions 1 and 2 were analyzed using descriptive analysis. This analysis involves the arrangement, frequency, percentage, mean and standard deviation. Meanwhile, the third research question examines the relationship between the principal's distributive leadership and teacher job satisfaction. For this purpose, Table 1 shows the interpretation of the mean scores for research questions

1 and 2. Meanwhile, Table 2 is used to determine the interpretation of the correlation coefficient for research question 3.

Q1: What is the level of distributive leadership practice implemented by the principals of national secondary schools in the Pasir Mas district based on teachers' perceptions?

Q2: What is the level of job satisfaction among teachers in secondary schools in the Pasir Mas district based on teachers' perceptions?

Table 1

Interpretation of mean scores

Mean Scores	Interpretation
1.0 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

Source: Chua (2012)

Q3: Is there a relationship between the principal's practice of distributive leadership and teachers' job satisfaction in secondary schools in the Pasir Mas district?

Table 2

Interpretation of correlation coefficient values

Mean Scores	Interpretation
1	Perfect
0.80 – 0.99	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.01 – 0.19	Very Weak
0	No Relationship

Source: Fauzi et al. (2014)

In addition, for quantitative data analysis, the Statistical Package for Social Science (SPSS) software is used. The research issue regarding the level of distributive leadership of school principals and the level of job satisfaction among teachers is addressed through descriptive analysis. These questions are based on the mean and standard deviation. For this purpose, the Mean Score Interpretation Table by Chua (2012), is used to determine the mean scores for research questions 1 and 2. This table shows 1.0 to 1.80 (very low), 1.81 to 2.60 (low), 2.61 to 3.40 (moderate), 3.41 to 4.20 (high), and 4.21 to 5.0 (very high). To answer the third research question, which aims to determine the strength of the relationship between the principal's distributive leadership practices and teachers' job satisfaction, inferential analysis, also known as Pearson correlation, was used.

Findings

The research findings are presented in three sections, namely the analysis of respondent profiles, descriptive analysis, and inferential analysis to address the three research questions posed in Chapter 1.

Reliability of the Questionnaire

Data collection to determine the reliability of the questionnaire was conducted before the actual data was collected. A survey regarding the constructs of principal distributive leadership and teacher job satisfaction was conducted on 30 respondents (n=30) as a sample for the study. The reliability and consistency of the items in the research instrument were tested using Cronbach's Alpha in SPSS software. The findings are explained in the table below:

Table 3

Reliability of the principal's distributed leadership instrument

Distributed Leadership of Principals	Number of Items	Alpha Value
Mission, Vision and Objectives of the School	4	.973
School Culture	4	.883
Sharing Responsibility	5	.961
Assessment and Professional Development	4	.951
Leadership Practices	3	.923
Total	20	.980

The number of items in the Principal's Distributed Leadership section is 20 items and it recorded an excellent Alpha value of .980. Based on the interpretation table of Cronbach Alpha scores from Chua (2020), an alpha value of 0.9 to 1.0 is interpreted as very strong and effective with a high level of consistency.

Table 4

Reliability of the teacher job satisfaction instrument

Job Satisfaction of Teachers	Number of Items	Alpha Value
Award	5	.912
Colleague	4	.565
Communication	4	.893
Total	13	.928

The number of items in the Teacher Job Satisfaction section is 13, and it recorded a good Alpha value of .928. Based on the score interpretation table by Chua (2020), an alpha value of 0.9 to 1.0 is interpreted as very strong and effective with a high level of consistency.

Distributed Leadership of the Principal

Table 5

Levels of practice of distributive leadership of principals

	Mean	Standard Deviation	Interpretation
Mission, Vision and Objectives of the School	4.48	0.63	Very High
School Culture	4.31	0.54	Very High

Sharing Responsibility	4.47	0.57	Very High
Assessment and Professional Development	4.28	0.60	Very High
Leadership Practices	4.30	0.62	Very High
Distributed Leadership of Principals	4.36	0.50	Very High

Table 5 above presents the findings report addressing the first research objective, which is to identify the level of distributive leadership practices implemented by secondary school principals in the Pasir Mas District based on teachers' perceptions. The dimensions of the school's mission, vision and objectives have the highest mean of 4.48 with a standard deviation of 0.63. All five dimensions of Distributed Leadership Practice received mean scores exceeding 4.00, indicating a very high interpretation value. Table 5 above reports a summary of the Level of Distributed Leadership Practice of Principals, thus addressing the first research question.

Teacher Job Satisfaction Levels

Table 6

Level of job satisfaction among teachers

	Mean	Standard Deviation	Interpretation
Award	4.23	0.50	Very High
Colleague	4.05	0.55	High
Communication	4.24	0.50	Very High
Job Satisfaction of Teachers	4.17	0.44	High

To address the second research question regarding the level of job satisfaction among teachers in schools, the findings are reported in Table 6. The three dimensions of job satisfaction are appreciation, colleagues, and communication. The mean score for the appreciation dimension is 4.23 with a standard deviation of 0.50, the mean score for colleagues is 4.05 with a standard deviation of 0.55, and finally, the communication dimension received a mean score of 4.24 with a standard deviation of 0.50. The colleague dimension only received a high score interpretation compared to the appreciation and communication dimensions, which received very high scores. The overall mean score for teacher job satisfaction is 4.17, indicating a high score interpretation.

The Relationship Between Distributive Leadership and Teacher Job Satisfaction

Table 7

Comparison of dimensions of distributed leadership with teacher job satisfaction

	N	Mean	Standard Deviation	Interpretation
Distributed Leadership of Principals	278	4.37	0.50	Very High
Job Satisfaction of Teachers	278	4.17	0.44	High

The comparison between distributive leadership and teacher job satisfaction is reported in table 7 above. The mean score for distributive leadership is 4.37, and the mean score for teacher job satisfaction is 4.17. The results indicate that teachers' perceptions of the principal's distributive leadership dimension are at a very high level (mean=4.37), while teachers' perceptions of job satisfaction are at a high level (mean=4.17). The results of this analysis have addressed both research questions regarding the level of distributive leadership of the principal and the level of job satisfaction among teachers at daily secondary schools in the Pasir Mas district.

Table 8

Results of the Correlation Test Between Distributive Leadership Practices and Teacher Job Satisfaction

Distributed Leadership of Principals	Job Satisfaction of Teachers	
	Pearson Correlation	.488**
Sig. (2-tailed)	.000	
N	278	

Table 8 presents the results of the correlation analysis between the principal's distributive leadership and teacher job satisfaction in the Pasir Mas district. The inferential analysis was conducted to answer the third research question, which is "Is there a relationship between the principal's distributive leadership practices and teachers' job satisfaction in secondary schools in the Pasir Mas district?" The hypothesis for this question is as follows:

Ho1: There is no significant relationship between the principal's distributive leadership practices and the job satisfaction of secondary school teachers in the Pasir Mas district.

Based on the correlation test results shown in Table 8, the study findings indicate that the correlation value, r , is .0488 and the p -value is .000 ($p < 0.05$). This indicates that the null hypothesis (Ho1) is rejected because the p -value is less than 0.05. Based on Table 2, there is a moderate and significant relationship between the principal's distributive leadership and teachers' job satisfaction. It can be concluded that the distributive leadership of the principal has an influence and effect on teachers' job satisfaction in schools. The inferential analysis decision in table 5.8 has addressed the third research question and presents a summary of these findings.

Discussion

The Stage of Practice of Distributive Leadership of the Principal

As stated in Chapter 1, the objective of the first study is to identify the level of distributive leadership practices implemented by secondary school principals in the Pasir Mas District based on teachers' perceptions. In line with the Malaysian Education Development Plan (PPPM) 2013-2025 regarding best practices in leadership and management that should be implemented in schools, the researcher responds to the call to delve into the scope of leadership and management in schools. This study supports the formulated policy and adds findings in conjunction with previous studies.

The problem that arises when the level of distributive leadership practice among principals in Malaysia cannot be generalized is due to the lack of empirical findings from other states. Researchers have created a matrix of past studies where the majority of research on distributed leadership is focused on the states of Selangor, Sabah and Sarawak. The sample gap from other states led the researchers to continue and explore more deeply through this study. However, the findings of this study cannot represent the state of Kelantan due to the limitations faced by the researcher, specifically the constraints in terms of costs to cover the study across the entire state of Kelantan. The findings from the Pasir Mas district in the state of Kelantan also help to enhance and support the existing findings, especially in the context of Malaysia.

The research design that uses a quantitative approach is to test the theories that have been explained and survey studies are conducted based on the researcher's suitability for data collection. The findings from the reliability analysis of the questionnaire indicate a very good and effective interpretation score, with a high level of consistency supporting the use of the Elmore instrument to assess the level of distributed leadership of principals in schools. Next, the method of simple sampling or convenient sampling used by the researcher is based on time constraints to obtain the complete list of names in the study population in the Pasir Mas district. This simple technique is also used by many researchers in the past to obtain samples from a large population.

The discovery of empirical data in the Pasir Mas area should certainly assist future researchers, especially those who wish to conduct studies in the same location. The findings of this study also have an impact in supporting the policies formulated by the ministry and contribute to the insights for the Kelantan State Education Department (PPD). The PPD representatives can also refer to the findings from this study to assess the schools they are going to visit. It can be concluded that the findings regarding the level of distributive leadership of the principals based on teachers' perceptions in the Pasir Mas district contribute in the form of empirical and practical data overall.

Teacher Job Satisfaction Levels

In the problem statement discussed earlier, the level of job satisfaction among teachers is investigated based on the increasingly heavy workload of teachers. The essential work combined with increasingly complex side tasks will surely lead to a decline in job satisfaction among teachers. The role of the administration in leading teachers is very important in creating a good school environment. Thus, the objective of the second study was developed to identify the level of job satisfaction among teachers based on the factors of the principal's distributive leadership, which is also a priority for the researcher. The job satisfaction of teachers measured solely based on the aspect of the principal's distributive leadership makes it a limitation of the study. This is because researchers have time constraints in studying other leadership styles that are relevant to teacher job satisfaction, such as sustainable, instructional, transformational leadership and others.

The use of Spector's Job Satisfaction Theory (1997), which has nine main dimensions, is because the dimensions discussed in the study align with the issues raised by the researcher. The dimensions are from the aspects of salary, promotions, supervision, non-financial benefits, recognition, work policies and regulations, work environment, relationships with

colleagues, communication, and policies. However, the researchers only chose to study three dimensions that correspond to the aspects of the principal's distributive leadership, namely in terms of appreciation, relationships with colleagues and communication in the school.

The quantitative approach in the form of a survey using questionnaires is relevant for testing the theory applied throughout the study. The reliability reported found that the Alpha value is good and based on the score interpretation table by Chua (2012), an alpha value of 0.9 to 1.0 is interpreted as very strong and effective with a high level of consistency. This shows the consistency of the items in Spector's Job Satisfaction Theory to be used in assessing the job satisfaction levels of teachers in schools. Previous researchers such as Zoolaiha (2015); Chin & Jamallulail (2018); Segaran & Jamalullail (2019), have demonstrated the reliability of the items from this theory. In addition, the convenient sampling technique used is in accordance with any teacher in the population to survey their job satisfaction.

The overall job satisfaction level of teachers in the Pasir Mas area received a high mean score, in line with the findings from Chin & Jamalullail (2018); Che Omar & Mohd Hamzah (2020); Mohd Adib & Jamalullail (2021); Kwan & Norazah (2022). However, these findings contradict the results from the study by Segaran & Jamalullail (2019), which found that the level of job satisfaction among teachers was generally moderate. This indicates that teachers in the Pasir Mas district school are satisfied with the aspects of appreciation, colleagues and communication practiced by the principal towards the teachers at the school. Among these three dimensions, the aspects of appreciation and communication received a very high average score compared to the aspect of colleagues, which only received a high score. Both of these aspects are indeed important for enhancing teacher job satisfaction, which will motivate them in educating and shaping high-achieving students in schools.

Overall, the second objective of the study has been achieved and findings were as initially expected. Findings regarding teacher job satisfaction have an impact on the school community, particularly on the administration. From these findings, the principal of the school can improve practices that are still unsatisfactory over time. Teacher job satisfaction is also an important aspect in the review by the JPN and PPD in managing education administration in the state. This is because teachers' job satisfaction in schools can enhance the quality of teaching and learning outcomes in the classroom. Teachers can effectively convey pedagogy aimed at school excellence. The empirical and practical data found supports and complements the studies that have been conducted.

The Relationship between Distributive Leadership of Principals and Teacher Job Satisfaction

The increase in studies regarding the relationship between principals' distributive leadership practices and teachers' job satisfaction in schools is a very encouraging trend, as these studies are likely to provide significant insights for government policies such as the FPK and PPPM 2013-2025. In an increasingly challenging era, job satisfaction has become a very important aspect as it influences a person's interest, motivation and commitment in the workplace (Hamid, 2012). In the context of schools, teachers are now facing an increasing burden of core and ancillary tasks that require high-quality leadership and full support from school administrators (Rabindarang & Arjunan, 2021). This study supports the statement in examining the relationship between leadership practices and job satisfaction in schools.

Two theories underlying this study are Elmore's Distributed Leadership Theory (2000), and Spector's Job Satisfaction Theory (1997), which have a strong theoretical connection. All dimensions of Elmore's Theory are utilized, including defining the school's vision, mission and goals, the dimension of school culture, shared responsibility, assessment and professional development, as well as leadership practices. Related to three of the nine dimensions of job satisfaction in Spector's Theory, namely recognition, relationships with colleagues and communication. This is because, for example, the dimension of salary cannot be applied due to the lack of correlation between distributive leadership and teachers' salaries. As is well known, the salaries of teachers as public servants are entirely dependent on the Ministry of Education Malaysia, which results in a disconnect between distributive leadership and teacher satisfaction in terms of salary. The item of distributive leadership in the dimension of school culture, namely "discussing with teachers about the recovery programs that need to be implemented for students," is also relevant to teacher job satisfaction in terms of communication. Such theoretical connections greatly assist researchers in conducting studies using two relevant and appropriate variables.

Most previous studies of a similar nature were conducted using a quantitative approach to test existing theories. The findings have a significant additional impact on the scope of leadership in Malaysia. Based on data analysis using SPSS software, it can be concluded that there is a moderate and significant relationship between the principal's distributive leadership practices and teacher job satisfaction in secondary schools in the Pasir Mas district. The findings of this study report that teacher job satisfaction in schools increases with distributive leadership practices, with a significant value of .000, which is smaller than the established significance value of 0.05. Therefore, the results of the inferential analysis involving the Pearson Correlation method show positive and relevant results in the context of this study. The decision on inferential analysis to determine the relationship between two variables in this study is based on the interpretation table by Fauzi et al. (2014) and is consistent with the studies conducted by Zoolaiha (2015); Segaran & Jamalullail (2019); Che Omar & Mohd Hamzah (2020). Slightly different from the findings of the studies by Mohd Adib & Jamalullail (2021), and Kwan & Norazah (2022), which found a stronger and more significant relationship between the principal's distributive leadership and teachers' job satisfaction at a high level. Researchers found that both studies used different theories to measure the principals' distributive leadership practices, specifically employing the Theory of (Hulpia et al., 2009). With this, the researchers conclude that the use of different theories will also affect the findings of the study.

The findings from the dimension defining the vision, mission and goals of the school, the dimension of school culture, shared responsibilities, evaluation and professional development, as well as leadership practices all received a mean score with a very high interpretation. Teacher job satisfaction from the aspects of recognition, colleagues and communication also received a mean score with a high interpretation. The practice of distributive leadership by the principal indeed has a significant impact on the job satisfaction of teachers in the secondary schools of Pasir Mas district. The motivation of teachers will surely increase and they will be able to carry out their duties in a calm and happy environment. In addition, the role of the principal and administrators in demonstrating excellent leadership will surely provide a source of inspiration that encourages teachers to perform their work well. It is clear that this study proves there is a positive relationship

between the principal's distributive leadership practices and teachers' job satisfaction in schools.

Proposed Study for the Future

Larger Population and Sample

Considering that researchers face constraints in terms of cost and time, the researchers suggest that future investigators use a larger population and sample. In this study, the researcher only examined the relationship between the principal's distributive leadership and teachers' job satisfaction at the Secondary School. Future researchers can use other populations such as teachers in primary schools, fully residential schools and other populations.

Mixed Quantitative and Qualitative Approach

In this study, the researcher used a quantitative approach only. For future researchers, the researchers suggest that a qualitative approach should also be used to obtain clearer findings. This is because the quantitative study using questionnaires was conducted solely based on the perceptions of the teachers. Qualitative approaches such as interviews and observations of the principal should be conducted to assess the extent to which the principal's distributed leadership practices are implemented in the school. Interviews with teachers should also be conducted to demonstrate that their feedback in the survey provides a clear picture for the readers.

Analysis based on Demographic Factors

The relationship between the practice of distributive leadership and teachers' job satisfaction is also suggested to be analyzed based on demographic factors such as age, gender, length of service and level of education. Inferential analysis methods other than Pearson correlation, such as T-Test and ANOVA, can be conducted to examine relationships from the demographic perspective of teachers.

Conclusion

The conclusion of this entire study is that there is a positive and significant relationship between the principal's distributive leadership practices and teachers' job satisfaction in secondary schools in the Pasir Mas district, based on teachers' perceptions. All findings have been clearly presented, and the discussion has also been conducted meticulously. Three contributions on theoretical and contextual of this research are contributions towards the theory, contribution towards the Educational Institutions and contribution towards the principals in schools. These contributions are significant to the existing knowledge and plays a major role in context of Malaysia.

First of all, from a theoretical perspective, the researchers demonstrate that the two underlying theories of the study, namely Elmore's Distributed Leadership Theory and Spector's Job Satisfaction Theory, are still relevant to be used. There is a strong connection within the dimensions between the two theories. Researchers also found that there are several dimensions in Spector's Job Satisfaction Theory that are not relevant to distributive leadership, namely the dimensions of salary, promotion, supervision, financial benefits and work policies. Researchers coming in should pay attention to the use of dimensions in the selected theories. In addition, the empirical findings from this study provide useful

contributions for educational institutions such as the Ministry of Education, State Education Departments (JPN), and District Education Offices (PPD). Considering the lack of research data within the scope of leadership in the study location, these findings will be referenced by interested parties for conducting further research. In the context of the study location, namely in the Pasir Mas district, there are indeed still few studies conducted to address issues related to school management and administration. Therefore, the researcher hopes that the findings will provide valuable guidance and contributions to those parties in the future. This study also provides important contributions towards school management, especially for principals. Knowledge about the relationship between the principal's distributive leadership practices and teachers' job satisfaction can assist principals and administrators in enhancing teachers' performance and satisfaction. This implication can also be used as a guide in developing more effective and efficient school management strategies.

Acknowledgement

The author wishes to express the highest appreciation to my supervisor who have greatly assisted the author in completing this article.

References

- Beng, C. L. (2018). *Kepimpinan distributif guru besar, sikap, pengetahuan dan kemahiran pedagogi guru dalam pelaksanaan perubahan Kurikulum Standard Sekolah Rendah (KSSR) di Sekolah-Sekolah SJK(C) Negeri Perak* [Doctoral Dissertation, Universiti Sains Malaysia]. Universiti Sains Malaysia Research Repository. <http://eprints.usm.my/43885/1/CHEW%20LAW%20BENG.pdf>
- Che Omar, N., & Mohd Hamzah, M. (2020). Pengaruh Kepimpinan Distributif Guru Besar Terhadap Kepuasan Kerja Guru. *International Journal Of Education And Pedagogy*, 2(2), 109-123. <https://myjms.mohe.gov.my/index.php/ijeap/article/view/9699>
- Chin, K. S., & Jamalullail, A. W. (2018). Amalan Kepimpinan Distributif Pengetua dan Hubungan dengan Kepuasan Kerja Guru di Daerah Sri Aman Sarawak. In Tajularipin, S., Roselan, B. & Azlin, N. M. (Eds.), *International Conference Of Future Education And Advances (ICOFEA 2018)* (pp. 174-181). Malaysia Association of Research and Education for Educators. https://www.masree.info/wp-content/uploads/2019/11/Proceedings-ICOFEA-2018_latest.pdf
- Chua, Y. P. (2012). *Mastering Research Methods*. Mcgraw-Hill Education. Shah Alam, ISBN 978-967-5771-41-5.
- Chua, Y. P. (2020). *Mastering Research Methods. 3rd Edition*. Kuala Lumpur, McGraw-Hill Education Sdn. Bhd, ISBN: 978-967-0761-43-5
- Davis, M. W. (2009). *Distributed leadership and school performance* [Dissertation of Doctor of Education, University of George Washington] The George Washington University ProQuest Dissertations & Theses. <https://scholarspace.library.gwu.edu/downloads/pv63g034p>
- Don, Y., Ismail, A., & Yaakob D. (2007). *Kepimpinan dan Pembangunan Pelajar Sekolah di Malaysia*. Kuala Lumpur: PTS Profesional, ISBN: 10 983-3585-58-2
- Dufour, R., & Eaker, R. E. (1998). *Professional Learning Communities at Work*. Solution Tree, North Richland Hills, TX, United States.
- Elmore, R. (2000). *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute.

- Fauzi, H., Jamal, A., & Mohd Saifoul Zamzuri Noor (2014). *Kaedah penyelidikan & analisis data SPSS*. UUM Sintok, Kedah: UUM Press.
- Gordon, Z. V. (2005). *The Effect of Distributed Leadership on Student Achievement*. [Doctoral Dissertation, Central Connecticut State University] New Britain.
- Hamid, N. A. (2012). *Hubungan burnout dengan kepuasan kerja: Tinjauan dikalangan guru Bahasa Inggeris di Universiti Tun Hussein Onn Malaysia* [Master Thesis, Universiti Teknologi Malaysia] Johor, Malaysia.
- Harris, A., Brown, D., & Abbott, I. (2006). Executive leadership: Another lever in the system?. *School Leadership & Management*, 26(4), 397-409. <https://doi.org/10.1080/13632430600886830>
- Hoy, W. K., & Miskel, C. G. (2001). *Education administration: Theory research and practice*. New York: Random House.
- Hulpia, H., & Devos, G. (2009). Exploring the link between distributed leadership and the job satisfaction of school leaders. *Educational Studies*, 35(2), 153-171. <http://dx.doi.org/10.1080/03055690802648739>
- Ismayani, A. I., Niswaty, R., & Darwis, M. (2015). Eranan kepala sekolah sebagai leader di SMA negeri 8 kabupaten Bulukumba. *Jurnal Ad'ministrare: Jurnal Pemikiran Ilmiah dan Pendidikan Administrasi Perkantoran*, 2(2), <http://dx.doi.org/10.26858/ja.v2i2.1527>
- Jamallulail, A. B., Aida Hanim, A. H., Surayati Z., & Md. Fuad, M. R. (2013). The Relationship between Headteachers' distributed leadership practices and teachers' motivation in National Primary School. *Asian Social Science*, 9(16). <http://dx.doi.org/10.5539/ass.v9n16p161>
- Jensen, B., Hunter, A., Lambert, T., & Clark, A. (2015). *Aspiring principal preparation, prepared for the Australian Institute for Teaching and School Leadership*. Melbourne, Australia: AITSL.
- Jusoh, M. M., Ismail, S. N., & Abdullah, A. S. (2021). Kepuasan Kerja Dan Komitmen Guru Sekolah Menengah Cemerlang Di Kelantan. *JuPiDi: Jurnal Kepimpinan Pendidikan*, 7(1). <https://ejournal.um.edu.my/index.php/JUPIDI/article/view/24381/11707>
- Karia, N., & Ahmad, Z. A. (2000). Quality practices that pay: Empowerment and teamwork. *Malaysian Management Review*, 35(2) 66-76. <https://www.scribd.com/document/69834046/Empowerment>
- Kwan, Y. S., & Norazah, M. N. (2022). Amalan kepimpinan distributif guru besar dan hubungannya dengan kepuasan kerja guru di Wilayah Persekutuan Labuan. *International Conference of Future Educations and Advances (ICOFEA) Proceeding* (pp. 25-34). <https://www.masree.info/wp-content/uploads/2023/02/IRJES-Proceedings-ICOFEA-2022.pdf>
- Mancuso, S. V., Roberts, L., & White, G. P. (2010). Teacher retention in international schools: The key role of school leadership. *Journal of Research in International Education*, 9(3), 306–323. <http://dx.doi.org/10.1177/1475240910388928>
- Marlia, J., & Yahya, D. (2017). Praktis kepimpinan distributif dan komitmen terhadap organisasi berdasarkan kohort generasi guru. *International Consortium of Education and Culture Research Studies (ICERS) Proceedings* (pp. 275–286). <http://dx.doi.org/10.21070/picocrs.v1i1.612>
- Mayrowetz, D., Murphy, J., Louis, K. S., & Smylie, M. A. (2007). Distributed Leadership as Work Redesign: Retrofitting the Job Characteristics Model. *Leadership and Policy in Schools*, 6(1), 69-101. <http://dx.doi.org/10.1080/15700760601091275>

- Mohd Adib, D. N., & Jamalullail, A. W. (2021). Kepimpinan Distributif Guru Besar dan Hubungannya dengan Kepuasan Kerja Guru di Sekolah Rendah Pedalaman. In Azlin, N. M., Abdul Aziz, I. & Wong, K. Y. (Eds.), *International Conference of Future Educations and Advances (ICOFEA) Proceeding*. Malaysia Association of Research and Education for Educators. ISBN: 978-967-14616-9-3.
- Muammar, S. M. (2022). Tahap amalan kepimpinan distributif dan hubungannya dengan motivasi guru di Kolej Vokasional. *Jurnal Penyelidikan Teknokrat II*, 22(1), 72-83. <https://myjms.mohe.gov.my/index.php/jpt/article/view/17805>
- Neuman, M., & Simmons, W. (2000). Leadership for Student Learning. *Phi Delta Kappan*, 82(1), 9-12. <https://doi.org/10.1177/003172170008200105>
- Poh, L. N., & Kin, T. M. (2019). Kepimpinan Teragih di Sekolah Kebangsaan dan Sekolah Jenis Kebangsaan Cina di Semenanjung Malaysia. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(4), 79-93, <http://dx.doi.org/10.47405/mjssh.v6i4.746>
- Rabindarang, S., Bing, K. W., & Yin, K. Y. (2014). The Impact of Demographic Factors on Organizational Commitment in Technical and Vocational Education. *Malaysian Journal of Research*, 2(1), 56-61. https://www.researchgate.net/publication/283089130_The_Impact_of_Demographic_Factors_on_Organizational_Commitment_in_Technical_and_Vocational_Education
- Rabindarang, S., & Arjunan, V. (2021). Kepimpinan Distributif dalam Perspektif Pengurusan Pendidikan. *Jurnal Penyelidikan Sains Sosial (JOSSR)*, 4(12), 10-21. <http://eprints.iab.edu.my/v2/id/eprint/1283>
- Robbins, S. P. (2005). *Organizational behaviour (11th Ed.)*. Upper Saddle River, New Jersey: Pearson Prentice Hall.
- Segaran S., & Jamalullail A. W. (2019). Kepimpinan distributif guru besar dan hubungannya dengan kepuasan kerja dalam kalangan guru SJKTDI daerah Hulu Selangor. *Proceedings of International Conference on Humanities, Education and Society (ICHES 2019)*. (pp. 428-437) Kota Bharu: Edusage Network. e-ISBN: 978-967-15597-6-5
- Supian, H., & Khadijah, D. (2014). Amalan Kepimpinan Lestari dan Hubungannya dengan Prestasi Kerja Guru Sekolah Rendah Yang Menerima Tawaran Baru di Daerah Segamat. *Jurnal Sains Humanika*, 2(4) 197-208. e-ISSN ISSN: 2289-6996
- Spector, P. E. (1997). *Job Satisfaction: Application, Assessment, Causes and Consequences*. United Kingdom: Sage Publications Ltd.
- Spillane, J. P. (2005). Distributed leadership. *The Educational Forum*, 69(2), 143-150. <https://doi.org/10.1080/00131720508984678>
- Vroom, V. H. (1964). *Work and motivation*. Wiley.
- Yukl, G. (2006). *Leadership in organizations (6th ed.)*. Upper Saddle River, NJ: Pearson-Prentice Hall.
- Zoolaiha, A. R. (2015). *Amalan kepimpinan distributif dalam kalangan pengetua dan hubungannya dengan kepuasan kerja guru di Selangor* [Doctoral Dissertation, Universiti Pendidikan Sultan Idris] UPSI Digital Repository (UDRep). <https://ir.upsi.edu.my/detailsg.php?det=1247>