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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v9-i11/6713>

DOI: 10.6007/IJARBSS/v9-i11/6713

Received: 14 October 2019, **Revised:** 30 October 2019, **Accepted:** 12 November 2019

Published Online: 26 November 2019

In-Text Citation: (Halim, Basri, Yusof, & Hassan, 2019)

To Cite this Article: Halim, N. A., Basri, R., Yusof, A., & Hassan, A. (2019). Relationship between Senior Assistant of Extra Curricular Leadership Styles and Job Satisfaction of Extracurricular Teachers in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 9(11), 1481–1494.

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Vol. 9, No. 11, 2019, Pg. 1481 - 1494

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Relationship between Senior Assistant of Extra Curricular Leadership Styles and Job Satisfaction of Extracurricular Teachers in Malaysia

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Abstract

This study was carried out to determine extracurricular teachers' perception of their Senior Assistant of Extracurricular leadership styles (transformational, transactional and passive avoidant) and their level of job satisfaction. In addition, the study investigated the relationship between Senior Assistant of Extracurricular leadership styles and extracurricular teachers' job satisfaction based on the perception of 381 extracurricular teachers from 42 regular secondary schools throughout Malaysia. Data was collected using Avolio and Bass (1995) Multifactor Leadership Questionnaire (5X Short Form) and The Job Satisfaction Survey by Spector (1994). The result indicated that extracurricular teachers in this study perceived the overall transformational leadership and transactional leadership practiced by their Extracurricular Senior Assistant are at a high level while the overall passive avoidant leadership practiced by their Extracurricular Senior Assistant is at a low level. Descriptive analysis also shows that extracurricular teachers in this study perceived their overall job satisfaction at a moderate level. In addition, the finding reveals that both transformational and transactional leadership have a positive significant relationship with teachers' job satisfaction while passive avoidant leadership has a negative significant relationship with job satisfaction.

Keywords: Leadership, Job Satisfaction, Senior Assistant of Extra Curricular

Introduction

The Malaysia Education Blueprint-Preschool to Post Secondary (Ministry of Education, 2012) has identified 11 Shifts that are needed to bring Malaysia forward. From the 11 Shifts, Shift 3 is about developing values-driven Malaysians. The Ministry of Education is committed to develop the child holistically in line with the National Education Philosophy. According to the Ministry of

Education (2012), involvement in extracurricular is the platform to nurture students talents and interest. The Malaysian Education Curriculum Regulation 1997 interprets co-curricular activities to mean any planned activities extended from the classroom teaching and learning process that provide pupils with the opportunity to enhance, reinforce and practice the knowledge, skills and values learned in the classroom.

In Malaysian secondary schools, the Senior Assistant of Extracurricular is responsible in ensuring the success of extracurricular activity. The Senior Assistants of Extracurricular are education officers appointed to the post by the Director-general of Education. The appointment is based on suggestion put forward by the school principal because there is a vacancy for the post and the teacher suggested for the post has the requirement and experience in the field. Senior Assistants of Extracurricular have teaching responsibilities besides being involved in the administration of the school. Senior Assistant of Extracurricular is responsible in ensuring extracurricular objectives are achieved, extracurricular policies are implemented, supervise extracurricular activity as well as manage financial matters regarding extracurricular. As such, Senior Assistants of Extracurricular work closely with extracurricular teachers.

Extracurricular activities are often carried out after the formal school hours have ended, on Saturdays and sometimes on Sunday as well as during the school holidays. Only extracurricular teachers who are willing to put extra effort, to spend extra hours and willing to invest energy in extracurricular activity will ensure the success of extracurricular activity. According to Nguni, Slegers and Denessen (2006) and Ahmad, Yunus, Norwani, and Musa (2012), teachers who are happy are more willing to dedicate their time and energy to the school. Similarly, extracurricular teachers who are satisfied with their job are teachers who will not mind putting the extra effort, time and money in ensuring their responsibilities are carried out to their level best to achieve goals hoped for. Teachers whose job satisfaction level is high work more effectively. Wulandari, Mangundjaya, and Utoyo (2015) stated that appropriate leadership is needed to improve employees' job satisfaction. Thus, Senior Assistants of Extra Curricular have to display leadership behaviour that will promote job satisfaction among the teachers.

Effective leadership and teachers' job satisfaction are two elements important to schools. Good leaders energize the workforce with clear visions and mission and create conducive working environment (Newstrom, 2011; Mustofa, 2018). It is no denying, that teachers' job has been demanding and intense due to the introduction of new policies and programs (Al Zaidi, 2008). Nguni et al. (2006) proposed that teachers' job satisfaction should be given due attention when introducing new policies or programmes to schools. Malaysia is a country that is constantly improving its education system through the implementation of new policies and programs. Thus, teachers' job satisfaction has to be accounted for because satisfied teachers will be committed in their work including carrying out new policies or programmes. According to Akomolafe and Olatomide (2013), the issue of job dissatisfaction among teachers is important because the lack

of job satisfaction will negatively affect the country. This is because teachers are the most important asset in the school organization who deals with the future of the country. Chamundeswari (2013) stated that the Ministry of Education, the school and the society must be aware of factors that influence teachers' job satisfaction.

Many literature have discussed what makes employees satisfied or not satisfied with their job. There are many factors that can cause satisfaction and dissatisfaction among workers. Among the factors are high income, rewards and working environment. There are also factors such as supervision, fringe benefits, communication, co-worker, nature of the work and operating procedure. However, according to Mohammad, Al-Zeaud, and Betayneh (2011), leadership is considered to play a vital role in affecting job satisfaction.

In Malaysian schools, Senior Assistant of Extracurricular is one of the most important administrative posts who work closely with extracurricular teachers. Every organization needs leaders who can encourage employees to work towards achieving the objectives and aims of the organization (Voon, Lo, Ngui and Ayob, 2011; Aldaihani, Ali, 2018). However, since the appointment of Senior Assistants of Extracurricular is based on seniority and length of service, they might be lacking in leadership skills (Iskandar, Foo and Ramli, 2017). Thus, an investigation on leadership styles of Senior Assistant of Extracurricular is necessary. Similarly, an investigation on the level of job satisfaction of teachers is also important (Mabekoje, 2009). In addition, the relationship of leadership style and job satisfaction has been given little attention (Mosadeghrad & Ferdosi, 2013; and Omidifar, 2013). Mosadeghrad and Ferdosi (2013) noted that studies available in the literature on leadership styles and job satisfaction were carried out mostly in Western countries.

Thus, the objective of this study was to investigate the leadership styles of Senior Assistant of Extracurricular and the level of job satisfaction among extracurricular teachers. Besides, the relationship between leadership styles and job satisfaction was also investigated.

Literature Review

Bass (1990b) stated that leadership is a universal phenomenon in humans as well as in many species of animals and it is a modern concept that was in written form only at the first half of the nineteenth century.

Kreitner and Kinicki (2013) encapsulated that there are four commonalities for the definition of leadership which are leadership is a process between leader and follower; involves social influence; occurs at multiple levels in an organization; and focuses on goal accomplishment. Styles, on the other hand, are behaviours, manners and ways in which things are done. Leadership styles are leaders' behaviours or manners in providing directions, implementing plans

and motivating people which may influence how subordinates behave. According to Chi (2013), leadership styles refer to the actions leaders take to lead their followers.

In the 80's and 90's, Bernard Bass and Bruce Avolio developed The Full Range Leadership theory. The Full Range Leadership Model comprises of transformational, transactional and passive-avoidant leadership. The theory shows that leadership style range from non-leadership to transformational styles. The theory suggests that transformational leaders have charisma, inspired and motivate employees, treat employees as individual and nurture employees' intellectual needs. Transformational leaders refer to confident, charismatic, and caring leaders who make followers do more than they are expected and put the organization's need ahead of their individual needs (Avolio & Bass, 2004; Bass, 1985; Bass 1990b). In this study, transformational leadership is operationalized in idealized attribute, idealized behavior, inspirational motivation, intellectual stimulation and individualized consideration as suggested by Avolio and Bass (2004). On the other hand, transactional leaders make clear the objectives to be achieved and exchanged reward for achievements and meted punishment for failures. In transactional leadership, the leader and the followers agreed that good deeds will be rewarded and bad deed will be punished (Bass, 1985). In this study, transactional leadership is operationalized in dimensions which are contingent reward and management-by-exception (Avolio & Bass, 2004). The third leadership, passive-avoidant leadership have leaders who avoid making agreement, do not make clear organization's expectations and do not provide specific objectives and standards to be fulfilled by the employees (Avolio and Bass, 2004). In this study, passive-avoidant leadership is operationalized in dimensions suggested by Bass and Avolio (2004) which are contingent reward and laissez-faire.

Job satisfaction is employees feeling regarding work. Job satisfaction refers to the level employees feel satisfied or not satisfied with their job as a whole or with certain factors of the job (Spector, 2008). Job satisfaction can be investigated through an overall feeling about the job or investigated based on different dimensions of the job such as salary, work place, colleagues and incentives given. In this study, job satisfaction is operationalized in dimensions which are pay, promotion, supervision, fringe benefits, contingent reward, operating procedures, co-worker, nature of work and communication as suggested by Spector (2008). Pay refers to monetary rewards given to workers for work done and promotion is the opportunity to advance to a higher grade or position while supervision is the act of overseeing someone or an activity to ensure that everything is in order. Fringe benefit is a collection of various benefits provided by an employer that has monetary value but does not affect basic wage rates such as pension, sick leave, training, employer's scholarship for further studies and paid leave. Contingent reward is performance-based reward (Spector, 1994) including financial or non-financial rewards extracurricular teachers received for a job well done. The other dimensions of job satisfaction are operating procedure which includes all the rules, procedures and requirements that have to be followed (Danish & Usman, 2010) and the dimension co-worker means the people who work together in a workplace setting. The dimension nature of work is the work or job itself while

communication is the act of using words, signs, sounds and behaviour to express and exchange info, ideas, thoughts or feelings.

Previous studies have shown that there is a relationship between leadership styles and job satisfaction. Mosadegh Rad and Yarmohammadian (2006) in a research with 814 respondents who are university hospital employees in Iran found that leaders' leadership styles do influenced employees' job satisfaction. Randeree and Chaudhry (2012) conducted a study to determine which leadership styles impacted employees' job satisfaction in the construction sector in the United Arab Emirates (UAE) and found that there is a relationship between leadership and job satisfaction. In addition, Yan-Li and Hassan (2018) in a study investigating principal leadership behaviour in secondary schools in Selangor found that there was a significant positive correlation between principal leadership and teachers' job satisfaction.

The relationship of transformational leadership with job satisfaction has been widely investigated. According to Bass (1985), transformational leadership behaviours enhance employee satisfaction. Literature has also supported the claim that there is a relationship between transformational leadership and job satisfaction (Bogler, 2001; Yammarino & Bass, 1990; and Emery and Barker, 2007). Similarly, Fatima, Ahmad & Asvir, 2011; Shelash Mohammad et al., 2011; Khan, Ramzan, Ahmed and Nawaz, 2011; and Rahman, Nazir, Haris, Ghafar, and Tan, 2013 also found that there is a relationship between transformational leadership and job satisfaction.

Khan et al. (2011) in a study in education sector in Pakistan found that transactional leadership has positive correlation to followers' satisfaction. Zoran and Ana (2012) reported that transactional leadership is related to job satisfaction. Barnes, Christensen and Stillman (2013) conducted a research among accounting firm employees and found that transactional leadership is significantly correlated to subordinates' perception of job satisfaction while Sarwar, Mumtaz, Batool and Ikram (2015) who conducted a research in Pakistan found that job satisfaction is highly correlated with transactional leadership.

The third leadership style is passive-avoidant behaviour. Avolio and Bass (2004) stated that passive avoidant leaders shy away from specifying agreement, making clear expectations, and giving goals and standards that followers have to achieve. Khan et al. (2011) and Zoran and Ana (2012) discovered that passive-avoidant leadership is not related to followers' satisfaction. Meanwhile, Barnes, Christensen and Stillman (2013) found that passive avoidant leadership is significantly correlated to workplace satisfaction albeit negatively.

Many literature have discussed what makes employees satisfied or not satisfied with their job. In a study that involved 12 university hospitals in Iran, Mosadegh Rad and De Moraes (2009) discovered that the level of employees job satisfaction is at a moderate level. Studies by Suma and Lesha (2013) among employee in public sector in Albania also recorded job satisfaction at a moderate level. This result is consistent with a study conducted by Fauziah et al. (2010) who discovered primary school teachers in Malaysia to have a moderate level of job satisfaction.

However, a study by Arokiasamy, Abdul Ghani, Mohammed Zohor, and Aziah (2016) among primary school teachers in Perak found low level of job satisfaction among the teachers. One possible reason is that the headmasters were reported to have moderate level of transformational leadership behaviours which might have influenced teachers' job satisfaction.

Methodology

The research location is Malaysia and the focus of the research is regular secondary schools. The states that were selected are Perak, Selangor, Johor, Terengganu and Labuan. This study used the proportional stratified sampling technique to ensure the number of selected respondents from each state is proportional to their sizes in the population. A total of 42 schools were involved in this research and ten extracurricular teachers were selected from each school.

This is a quantitative research using questionnaire to collect data. A total of 381 questionnaires were completed and returned giving a response rate of 95.25%. For this research, the Avolio and Bass (1995) Multifactor Leadership Questionnaire (5X Short Form), was chosen because it investigates transformational, transactional, and passive avoidant leadership styles. In this research, extracurricular teachers answer the MLQ (5X Short Form) with reference to their Senior Assistant of Extracurricular leadership styles. This instrument consists of 36 items that measure three types of leadership. To investigate job satisfaction, The Job Satisfaction Survey by Spector (1994) was used. The Job Satisfaction Survey (1994) measures job satisfaction in nine dimensions, which are pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-worker, nature of work, and communication. Cronbach's alpha reliability coefficient value for the MLQ (5X Short Form) is 0.90 while the value for the Job Satisfaction Survey is 0.97.

Using SPSS version 22, the mean and standard deviation were calculated to determine the level of transformational, transactional and passive avoidant leadership styles among Senior Assistant of Extracurricular. The Pearson Correlation Coefficient (r) was calculated to explore the relationship between leadership styles and job satisfaction.

Findings

Based on descriptive analysis, the teachers' perceived their Senior Assistant of Extracurricular to display transformational and transactional leadership behaviour at a high level and display passive avoidant leadership at a low level.

Table 1: Perception Level of Overall Leadership Styles

No	Items	Mean	SD	Level
1	Transformational Leadership	3.90	0.77	High
2	Transactional Leadership	3.71	0.87	High
3	Passive Avoidant Leadership	2.05	0.95	Low

Note: Low ($1.00 < M \leq 2.33$), Moderate ($2.34 < M \leq 3.67$), High ($3.68 < M \leq 5.00$), N = 381.

Meanwhile, descriptive analysis shows that extracurricular teachers' perceived their level of job satisfaction in the dimension of supervision, nature of work and communication is high. The respondents perceived their level of job satisfaction in the dimension of co-worker, fringe benefits, pay, contingent reward, promotion, and operating condition is at a moderate level. Overall, the results show that extracurricular teachers in this study perceived their overall job satisfaction at a moderate level.

Table 2: Perception Level of Overall Job Satisfaction

No	Job Satisfaction	Mean	Std Dev.	Level
1	Supervision	3.90	0.79	High
2	Nature of Work	3.73	0.68	High
3	Communication	3.73	0.68	High
4	Co-worker	3.64	0.66	Moderate
5	Fringe Benefits	3.58	0.74	Moderate
6	Pay	3.58	0.86	Moderate
7	Contingent Reward	3.47	0.77	Moderate
8	Promotion	3.37	0.79	Moderate
9	Operating Procedure	3.34	0.74	Moderate
Overall		3.59	0.59	Moderate

Note: Low ($1.00 < M \leq 2.33$), Moderate ($2.34 < M \leq 3.67$), High ($3.68 < M \leq 5.00$), N = 381.

The relationship between transformational, transactional, and passive avoidant leadership and overall job satisfaction is analyzed using Pearson Correlation Coefficient as in Table 3 below:

Table 3: Relationship between Leadership and Overall Job Satisfaction

Relationship	Overall Job Satisfaction		Strength
	r	Sig.	
Transformational Leadership	0.65	0.001*	Strong
Transactional Leadership	0.63	0.001*	Strong
Passive Avoidant Leadership	-0.22	0.001*	Weak

Table 3 shows that there is a positive significant relationship between transformational leadership and job satisfaction with $r = 0.65$, $\text{sig} = 0.001$ ($p < 0.05$). The strength of this relationship is strong. The result suggested that as the score for transformational leadership behaviour increases, the score for level of teachers' job satisfaction also increases. The analysis also revealed that there is also a positive significant relationship between transactional leadership and job satisfaction with $r = 0.63$, $\text{sig} = 0.001$ ($p < 0.05$). The strength of this relationship is also strong. The result indicated that as transactional leadership behaviour increases, the level of teachers' job satisfaction also increases. In terms of the relationship between passive avoidant

leadership and job satisfaction, analysis of Pearson correlation showed that there is a significant negative relationship between both variables where $r = -0.22$, $\text{sig} = 0.001$. The strength of this relationship is weak. The result showed passive avoidant leadership is significantly correlated to job satisfaction, albeit negatively. This result indicates that an increase in passive avoidant leadership behaviour will result in a decrease in job satisfaction.

Overall, the result revealed that both transformational and transactional leadership have a positive significant relationship with teachers' job satisfaction while passive avoidant leadership has a negative significant relationship with job satisfaction.

Discussion

Findings of this study are consistent with those discovered by Hui, Jenatabadi, Noor Azina and Che Wan Jasimah (2013) and Khan, Ramzan, Ahmed and Nawaz (2011). Hui et al. (2013) conducted a research on principal leadership styles and teachers' job satisfaction among secondary and primary teachers in Xinjiang, China. Data analyzed revealed principals' transformational leadership is related to teachers' job satisfaction. A research by Khan et al. (2011) among teachers in Pakistan also reported similar findings. Elmazi (2018) in a study on principal leadership styles and teachers satisfaction in Albania found that transformational leadership has a strong positive effect on teachers' satisfaction. With regards to the relationship between transactional leadership and job satisfaction, both Hui et al. (2013) and Khan et al. (2011) found that there is a significant and positive relationship between principals' transactional leadership with teachers' job satisfaction. However, when looking at the relationship between passive avoidant leadership and job satisfaction, the finding of this study differs from that of Khan et al. (2011) who found that passive avoidant leadership style has no significant relationship with satisfaction. The findings, thus, support the literatures that leadership plays a role in employees' job satisfaction which emphasizes the important of leadership.

Based on the findings of the study, it has been shown that when Senior Assistant of Extracurricular display high level of transformational leadership behaviour such as putting the Extracurricular Unit above own needs, make extracurricular teachers feel proud of having them as their leaders, promote a sense of collective mission, establish high standards of excellence, encourage extracurricular teachers to seek new and creative solution to extracurricular problems and are considerate to teachers' need for success and growth; the level of teachers' job satisfaction also increased. According to Korkmaz (2007), leaders who are understanding, motivating, tolerant and allow self-actualization are leaders teachers longed for. Similarly, the finding shows that when Senior Assistant of Extracurricular display high level of transactional leadership behaviour such as rewarding success and punishing failures, the level of job satisfaction among extracurricular teachers is also increased. According to Munaf (2011) employees are motivated by praises and promotions while they are corrected through punishment and negative feedbacks. The finding of the study also shows that when Senior Assistant of Extracurricular display even a low level of passive avoidant leadership behaviour such as avoiding making decision and reluctant to take action, the level of teachers' job satisfaction is

decreased. The findings revealed that Senior Assistant of Extracurricular should not display passive avoidant leadership at all because passive avoidant leadership even at a low level caused dissatisfaction. Leaders should display frequently transformational leadership behaviour, sometimes transactional leadership behaviour and not at all passive avoidant leadership behaviour (Avolio & Bass, 2004). Based on the findings, it is shown that having Senior Assistant of Extracurricular who does not make clear expectations and goals and are absence will cause teachers to feel dissatisfaction. Meanwhile, Senior Assistant of Extracurricular who provides accommodating leadership, a source of inspiration and sometimes employ reward and punishment strategies will cause teachers to feel satisfied.

Implications

The results from this research have obvious implications for the preparation and training of schools administrators in Malaysia. It is important to train school administrators to systematically acquire and internalize the effective transformational and transactional leadership behaviours. Thus, it is recommended that continuing professional development on leadership be made available to allow leaders to be aware of different leadership styles (Greiman, Addington, Larson & Olander, 2007). To see transformational attributes exhibited frequently by Senior Assistant of Extracurricular Barnes, Christensen, and Stillman (2013) suggest a training emphasizing transformational leadership attributes be given. The Ministry of Education as the policy maker should design training programs for Senior Assistant of Extracurricular that focus more on developing transformational and transactional leaders (Chin, 2007). This is more so when Senior Assistant of Extracurricular is elected to the post based on seniority and vacancy and not based on leadership training.

Due to the importance of teachers' job satisfaction, policy makers in the Ministry of Education in Malaysia should not neglect this aspect as job satisfaction is an important variable that can enhance teachers' commitment. The findings showed that teachers are moderately satisfied with aspects such as fringe benefits, pay, contingent reward, promotion and operating procedure which are all related to regulations and policies designed and implemented by the Ministry of Education.

Conclusion

In conclusion, high level of transformational and transactional leadership styles of Senior Assistant of Extracurricular increases extracurricular teachers' job satisfaction while even a low level of passive avoidant leadership styles decreases extracurricular teachers' job satisfaction. The findings of the study suggest that Senior Assistant of Extracurricular should be more transformational or transactional in order to have teachers whose satisfaction is at a high level and avoid passive avoidant leadership as even a low level of passive avoidant leadership styles creates dissatisfaction among teachers.

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