**TRANSFORMATIONAL LEADERSHIP AS A PREDICTOR TOWARDS JOB SATISFACTION AMONG FORM SIX TEACHERS IN SARAWAK**

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**Abstrak**

This quantitative study was conducted to identify the influence of transformational leadership as a predictor of job satisfaction among Form Six teachers. A total of 148 Form Six teachers from Kuching, Sarawak through a random sampling technique were identified as respondents of the study. Data was collected by distributing questionnaires to the respondents. The questionnaire used was adapted from the previous researchers’ questionnaires. The findings show the dimensions of individual consideration, charisma, and motivation in transformational leadership have a significant effect on job satisfaction among the teachers. Based on the findings obtained, the two-ways relations between the middle leaders and teachers need to be improved by adopting an open approach and working to understand the work-related problems.

Keywords: Transformational leadership, job satisfaction, form six teachers

**INTRODUCTION**

Principal’s leadership and academic success at school should not be seen as two separate things. This is clearly evidenced by previous studies which state the relationship between the quality of school leaders with academic success (Hallinger, 2007; Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2014; Aydin, Savier, & Uysal, 2013; Leithwood & Mascall, 2008). In fact, the leadership style among the school leaders is also a catalyst that shaped the success of his school with his management team members. However, it is important to note that school leaders are not the only leading individuals who make decisions about improving school effectiveness (Greenwood, 2011). Furthermore, more studies have been carried out emphasizing the important role of middle leaders in ensuring the balance of existing educational system structures and managing educational changes (Ling, Abdul Ghani, & Fairuz, 2015; Earley & Fletchel-Campbell, 1989).

The transformational leadership theory was founded by Burns (1978) and subsequently purified by Bass (1985) is a process where leaders and followers work together to achieve higher levels of motivation and morals (Burns, 1978). This leadership style can change perceptions and values as well as increase the motivations and aspirations of their followers. The transformation approach emphasizes the personality, character and capabilities of leaders making changes by example, vision and goals. Transformational leaders can influence individuals to change, strive, and be willing to be led by the organization in particular because the practice of transformational leadership can influence followers to admire, respect and trust them (Gorton, Alston, & Snowden, 2006; Northouse, 2012; Yukl, 2006). At the same time, transformational leadership has a positive impact on teachers' motivation, professional development and contributes to the change of school culture and educational change (Kruger, Witziers, & Sleegers, 2007). A study on the influence of transformational leadership on job satisfaction is much carried out either within or outside the country. Previous studies have shown that transformational leadership affects the commitment of workers (Raman, Mey, Don, David, & Khalid, 2015; Khasawneh, Omari, & Abu-Tineh, 2012; Liu, 2015) and the existence of organizational improvement culture Work (Chen, 2014).

Castanheira and Costa (2011) has listed three transformational leadership functions, namely (1) the leader serves the needs of others with genuineness, to empower them and inspire followers to achieve success; (2) to lead charismatic, visionary, inculcate trust, self-confidence and pride to work with them; (3) through intellectual stimulation, his followers will be calibre with his leader. There are four dimensions under leadership. The charismatic dimension emphasizes the transformation of the leaders that always takes into account the needs of others, not abusing power, and setting a challenging goal for their followers (Popper, Mayseless, & Castelnovo, 2000). Next, the dimensions of individual judgment also see leaders act as mentors who provide feedback and adjust the needs of staff with the organization's mission. In this case, leaders provide different services based on their interests, knowledge, and knowledge (Shin & Zhou, 2003) with the aim of giving individuals the chance to achieve higher goals. For intellectual stimulation dimensions, Popper et al. (2000) also said the efforts of a leader to stimulate his followers to be more creative and innovative. The transformation leader helps his followers identify problems and challenges and deal with their abilities (Bono & Judge, 2004). Finally, inspiration is also important to increase productivity. Northouse (2004) finds transformational leaders communicating with high expectations with their followers, inspiring them by motivating their followers to commit and share the same vision of the organization. Leaders use symbols and emotional appeals so their followers strive toward achieving more than they want to achieve. Team spirit can be enhanced through transformational leadership.

The issue of job satisfaction needs to be thoroughly addressed. Job satisfaction is the level that the employee feels when work can be done well (Armstrong, 2006; Robbins, 2003). Armstrong (2006) sees job satisfaction as a person's behaviour and feelings toward his work. In that regard, Lee and Chan (1996) have defined job satisfaction as a positive emotional or emotional state as a result of a person's work or experience. It is also viewed as an important attribute that every organization wishes to achieve as there is significant evidence of dissatisfaction in the work organization (Oshagbemi, 2003; Robbins, 2003). For example, Lichenstein (1998) has shown job satisfaction as an important factor in determining high turnover rates in work. This is also explained by Ramayah (2001) where satisfaction depends on the extent to which the job can meet one's needs.

In Malaysia, Form Six Education has started operating in government secondary schools since fifty years ago. Pupils who have graduated from upper secondary education and have completed the Malaysian Certificate of Education (MCE) or *Sijil Pelajaran Malaysia* (SPM) examination, are eligible to be offered for post-secondary education i.e. Form Six, if they meet the general terms and specialty for the course, for three terms. There are two streams offered for the Form Six education namely Social Science (Humanities and Religious) and Science stream. Form Six is the educational route for SPM students to develop their talents and creativity to become a high-impact, universal and universal young generation. They eventually bring success to the country as well as qualifying for international standards.

In the secondary school context, the Senior Assistant (*Penolong Kanan*) is a middle leader who plays an important role in completing the task entrusted in leadership co-operation (Jayne, 1996). As middle leaders, they need to be able to mobilize their followers, the teachers under their leadership to work together to address the changes they face (Ling et al., 2015). Hence, they need to be concerned and have a good and approachable relationship with their teachers by involving employees in the decision-making process towards achieving goals together. Indirectly, this will raise the level of teachers' job satisfaction and performance. Thus, it will increase teachers’ satisfaction when their needs are met and at the same time the leaders will get satisfaction when his teacher managed to achieve high productivity (Jaafar, 2007).

Rebranding Form Six is one of the initiatives in the Malaysian Education Development Plan (PPPM) 2013-2015 to ensure that the status of Form Six is equivalent to Pre-University education. Rebranding is done due to the continuing decline in the percentage of students into Form Six studies (Tang & Tham, 2014) and the need to strengthen Form Six educational and change the public perception towards Form Six education (Ministry of Education, 2016). The rebranding has emphasized the increasingly important role of Senior Assistant in assisting the administration of school leaders. However, the reality is that the Form Six Senior Assistant is too productive to neglect the real needs of teachers. The absence of flexibility in the implementation of work, overly bound by the established bureaucracy, disciplinary action or low performance scores has caused teachers to feel depressed in discharging their responsibilities. The question is can Form Six Senior Assistants play a role to increase the satisfaction of Form Six teachers? Thus, researchers feel that there is a need to investigate the influence of transformational leadership in middle leaders on job satisfaction among Form Six teachers. Specifically, the objective of this study is to determine whether the dimensions of transformational leadership among Form Six Senior Assistant are significant predictors of the satisfaction of Form Six teachers.

**RESEARCH METHODOLOGY**

This study uses quantitative approaches through the collection and analysis of the numerical data to clarify the events to be investigated and to test the associated hypotheses (Gay, Mills, & Air, 2012). In this study, the study design is used for reporting the level of transformational leadership among the Form Six Senior Assistant and level of job satisfaction among teachers of Sixth Form.

The total number of Form Six teachers was identified from nine secondary schools located at Kuching city is 229. In this study, a random sampling technique has been used involving 148 Form Six teachers. The instrument used in this study is a set of questionnaires consisting of three parts. Part A refers to the background of respondents. Part B involves 16 items adapted from Nazri (2008) to get respondent’s perception about transformational leadership practicing by Senior Assistant. There are four dimensions in Part B namely charismatic, individual consideration, intellectual stimulation, and inspirational motivation which was adapted from Herzberg's Job Satisfaction Inventory by Mohammad Aziz et al. (2015). There are 24 items used to measure eight dimensions in the job satisfaction among Form Six teachers. Eight dimensions involved in Part C consists of the work itself, achievements, recognition, responsibilities, working environment, interpersonal relationships, administrative policies, and incentives. Five-point Likert scale has been used in this questionnaire where the scales of 1-Strongly Disagree to the 5-Strongly Agree scale.

Pilot study was conducted towards twenty Form Six teachers randomly selected from secondary schools in Kota Samarahan to identify the suitability and reliability of questionnaires used. The reliability test has shown that all items in the questionnaire have has achieved the value of reliability between .64 and .92. In order to conduct a real study, the approval from the Planning and Research Division, Ministry of Education has been obtained. Furthermore, researchers have obtained permission from the Sarawak Education Department and Kuching District Education Office before the application for permission was submitted to the Principal of the school to distribute the questionnaire to the respondents. All completed questionnaires have been returned to the researcher through a school representative with a return rate of 86 percent of which is only 162 sets. Of the total delivered, 148 were processed for the next analysis purpose.

**RESEARCH FINDINGS**

**Respondent Profile**

This study involved 148 respondents consisting of 44 male respondents and 104 female respondents. The majority of respondents are in the age range of 46 years and above, which is 53 percent. A total of 116 respondents or 78 percent hold a bachelor's degree. Furthermore, majority respondents had work experience of 16 to 20 years with a total of 41 persons or 28 percent. The findings also show that 56 respondents have monthly income including allowances of between RM7001 and RM8500 with a rate of 38 percent. wastowardsamong

Based on Table 2, the results in Model 1 showed the charismatic dimension (*β* =.31, *t*=3.99, *p*<.05) contributed significantly 9.8 percent (*r*=.31) variation in job satisfaction [F(1,146)=15.9, *p*<.05]. In model 2, the significant *β* value for individual consideration (*β*=.31, *t*=2.40, *p*<.05) shows that this dimension has a significant influence on the job satisfaction. The insignificant results for charismatic dimensions (*β*=.07, *t*=.53, *p*<.05) also indicate that charismatic is not a significant predictor of dimensions to job satisfaction within Model 2. The results of the analysis also found that both the charismatic dimensions and individual considerations accounted for 13.3 percent (*r*=.36) variance changes in job satisfaction [F(2,145) =11.1, *p*<.05]. Furthermore, in model 3, significant *β* values for inspirational motivation dimensions (*β*=.34, *t*=2.26, *p*>.05) show significant influence to job satisfaction criteria. While the insignificant decision for the charismatic dimensions (*β*=.10, *t*=.63, *p*>.05) and individual judgment dimensions (*β*=.16, *t*=1.13, *p*>.05) have shown charismatic and individual considerations not significant predictor to job satisfaction.

The results of the analysis have shown significantly that three dimensions of individual judgment, charismatic, and inspirational motivation account for 16.2 percent (*r*=.40) variance changes in job satisfaction [F(3, 144)=9.3, *p*<.05]. Therefore, the three dimensional predictors of charismatic, individual considerations, and intellectual motivation included in the regression model at *p*<.05 are factors for job satisfaction among those respondents. The findings of this study support the previous studies’ findings (Ghanbari & Eskandar, 2014, Long, Yusof, Kwang, & Heng, 2014) where the individual judgment dimension is a predictor of teacher job satisfaction. In addition, Khalip et al. (2014) also explained individual considerations emphasizing the leaders' concerns over development needs and increasing the potential of their followers. The findings also reinforce the study of Ling and Ibrahim showing intrinsic motivation as a motivating process for followers to be more committed and have the same vision with the organization.

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**CONCLUSION**

The charismatic leader needs to be optimistic about the vision and mission of the organization and is willing to sacrifice for the benefit of the organization. They are also able to motivate their followers to perform dedicated and happy work and experience job satisfaction. This study found that transformational leadership among middle leaders should be enhanced so that job satisfaction can remain at maximum level. The findings of this study are also used as a reference to the education manager in general. Specifically, this study finding can assist the Malaysian Education Ministry in designing and planning training programs and seminars to the Sixth Former Senior Assistant in particular relating to the concepts and practices of leadership, organizing, decision making at schools.

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