



الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**THE RELATIONSHIP BETWEEN LEADER
BEHAVIOR AND JOB SATISFACTION OF
TEACHERS IN PANTAI BARAT SELATAN, SABAH**

BY

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**PROJECT PAPER SUBMITTED IN PARTIAL
FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF
MASTER OF MANAGEMENT**

**MANAGEMENT CENTER
INTERNATIONAL ISLAMIC UNIVERSITY
MALAYSIA**

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ABSTRACT

The purpose of this study was to investigate the relationship between leader behavior, selected demographic variables and job satisfaction of teachers in Pantai Barat Selatan, Sabah.

A simple random selection of 200 teachers was carried out and 150 responded. The Leader Behavior Description Questionnaire and Job Satisfaction Questionnaire were utilized to determine job satisfaction and leader behavior of school principals. School principals were perceived by consideration dimensions of leader behavior.

The teachers seemed to have a low level of general job satisfaction. The teachers' level of intrinsic satisfaction was significantly higher than that of their extrinsic satisfaction.

The recommendations of the study were that efforts should be focused on training, seminars and workshops that would give the opportunity for the principals to learn new administrative practices. Principals require problem-solving skills. Most important of all, the principals must explore the Total Quality Management and ISO 9000 in order to become more effective. The post of principalship must be advertised and in order for them to become effective principals they should at least possess a Masters degree in Management.

APPROVAL PAGE


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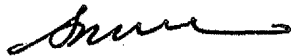
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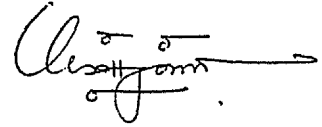
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DECLARATION

I hereby declare that this project paper is the result of my own investigations, except where otherwise stated. Other sources are acknowledged by reference notes and a bibliography is appended.

Date: 31st October 1997



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ACKNOWLEDGMENTS

This study was completed with much effort and personal sacrifice and also with the help of many persons contributing to the final product. The writer wishes to express her sincere thanks and appreciation to Dr. Ahmad Zohdi Abdul Hamid for his counsel and endless hours of effort rendered during the preparation of this project. Appreciation is also expressed to Dr. Syed Abdul Hamid Al-Junid, Executive Director of the Management Center, International Islamic University Malaysia and Dr. Ibrahim Ahmad Bajunid, Director of Institut Aminuddin Baki, Genting Highlands. The cooperation of the education officers, principals and teachers of secondary schools in Pantai Barat Selatan, Sabah who participated in the study also merit special mention.

Finally and most sincerely an expression of appreciation is given to the writer's beloved family for the encouragement. To the writer's friends goes sincere gratitude for their support and encouragement.

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CHAPTER I

INTRODUCTION

1.0 Introduction

The educational system is administered by the central government through the Ministry of Education, which is responsible for the maintenance, development and progress of education in the country from kindergarten to post-secondary. In recent years, however, there is growing indication that dedication to the teaching profession is decreasing. Newspapers report that some teachers involve themselves in other activities outside the school, such as a separate business or another occupation and neglect their main duties in schools. Some are probably dissatisfied with the teaching profession because of a lack of advancement opportunity. This seems particularly the case with college-trained teachers with ten years or more of service that have reached their salary limits. Although some teachers in this category were promoted to higher salary scales, the overall percentage is very small. Some returned to universities to obtain bachelor's degrees, enabling them to qualify for higher salary brackets. The opportunity to go back to a university is difficult due to already full enrollment by students. The local university cannot take in more students than they can afford.

In order for the teacher to function effectively in a school system, it is important that teachers need to seek satisfaction not only to the intrinsic aspects of teaching but also in other dimensions related to the teacher work experience in

the wider social environment. The question may arise as to why these teachers leave their job or how the intentions of leaving the teaching profession. According to Mattox (1974) and Gruneberg (1976) there is a definite and consistent relationship between turnover and job satisfaction of workers. Turnover and turnover intentions is a serious problem since people who think about quitting their job are actually more likely to leave (Atkinson & Lefferts, 1972)

Another reason why people leave their jobs is a lack of commitment. Mortimer (1979) argued that more committed workers are less likely to leave their job. Organizational commitment is also related to job satisfaction according to some studies (Bame, 1972; Kongction, 1986 and Mottaz, 1987) and teacher commitment, too, is essential in the successful implementation of educational programs. Since retention and commitment of teachers are important, study of factors influencing satisfaction of teachers seems crucial.

Organizations measure job satisfaction primarily because of its presumed direct relationship to the short-term goals of cost reduction through increased individual productivity and reduced absences, errors, turnover, and so on. In the current period of economic and technological change, however management should reconsider the economic value of satisfaction and seek to understand its components. In this era of take over, shifts toward a service economy, changing

tasks, and downsizing, managers to worry about the satisfaction of employees who are about to be retired or discharged, but if the organization is to survive, the nature of the remaining work force becomes crucial. (C.J. Cranny, Smith & Stone, 1992).

One of the major concerns about the quality of work life among the teachers in the government services is job satisfaction. Bullock (1984) perceived that the quality of work life and job satisfaction could be used interchangeably since both refer to the affective orientation of individuals towards the work role. As the “backbone” and as role models in the government services, it is especially important for the teachers to experience a better quality of work life.

Many factors have been identified in studies as sources of job satisfaction. These have been commonly classified under two broad categories - intrinsic and extrinsic factors (Gruneberg, 1976, Herzberg, 1966, Hopkins, 1983, Kalleberg, 1977, Mottaz, 1985, 1987 and Wernionont, 1966). Intrinsic facets of a job are those features that are reflective of work content while extrinsic factors are those associated with work environment or context. However, many research studies indicate organizational factors are equal to or more important than social and demographic variables in determining job satisfaction (cited in Bacharach & Mitchell 1983).

Studies by the National Education Association (1982) reveal that the proportion of teachers saying they would not teach again tripled in the period 1971 to 1981. Their main reason centered on the issues of how a school is run and led. Teachers' feelings generally implied low satisfaction with the teaching profession. The nature and trend of the teaching profession may not vary significantly across countries of different socio-cultural background. Thus, a job satisfaction model was developed to predict the influence of the leadership behavior of the principal, and the social and demography variable toward the job satisfaction of teachers.

Leadership and leader behavior is two of the most serious problems facing our modern society and education in particular. They are more important than ever before because of the increasing complexity of the changing culture and philosophy of education on the entire world scene and the many styles of leader behavior that are not only advocated but also possible for teachers to pursue. In general, principals are expected to develop a favorable climate for staff work and to coordinate the efforts of various staff members.

Leadership is a phase of the social process. The most adaptable and useful members of a group emerge to represent the values most desired by the group at the time. A leader is the center of the social potential of the group. The effectiveness of a leader is best measured in terms of the performance of the

groups that work under his supervision. The qualities, characteristics, and skills required in a leader are determinant to a large extent by the demands of the situation in which he is functioning (Jones, 1969; 118-119).

A principal is the leader of his school. No school programs can be carried out successfully without the effectiveness of his leadership. To perform his task well, a principal must be knowledgeable about his roles and responsibilities. Most important of all he must be able to recognize the scope and the significance of his leadership. As described by the National Association of Teachers the principal is not only responsible for the academic excellence of his school, but the psychological and moral well being of his staff and students as well as the relationship of his school with the surrounding communities. A principal is responsible for all the activities that occur in and around the school building. It is his relationship that sets the tone of the school the climate for learning; the level of professionalism and morale of teachers may or may not become. He is the main link between the school and the community and the way he performs in that capacity largely determines the attitudes of students and parents about the school.

1.1 Statement of the Problem

The purpose of the study was to identify the relationship of perceptions of both leader behaviors with job satisfaction of teachers in secondary schools in

Pantai Barat Selatan, Sabah. The study also sought to describe these teachers with respect to their social and demographic characteristics and to determine the relative influence of selected factors on the job satisfaction of the teachers in Pantai Barat Selatan, Sabah (PBS).

1.2 Specific Objectives of the Study

The study was conducted to accomplish the following specific objectives:

1. To measure job satisfaction of teachers in Pantai Barat Selatan, Sabah (PBS).
2. To measure the leadership behavior of school principals in PBS as perceived by secondary school teachers.
3. To determine if significant differences existed in job satisfaction among selected social and demographic variables for teachers - ethnic group, gender, marital status, level of qualification and years of teaching experience.
4. To determine whether there is a significant relationship between leadership behavior and teachers job satisfaction.

1.3 Hypotheses

The following hypotheses were developed to guide the researcher:

Hypothesis 1: Male teachers are more dissatisfied with the job than female teachers.

Hypothesis 2: Younger teachers are more dissatisfied with their job than older

teachers.

Hypothesis 3: Teachers with more years of teaching experience are more satisfied with their jobs than teachers with less years of teaching experience.

Hypothesis 4: There is a significant difference in the level of job satisfaction among different ethnic groups.

Hypothesis 5: Non graduate teachers are more satisfied than graduate teachers.

Hypothesis 6: There is a significant relationship between job satisfaction and consideration structure of principals.

Hypothesis 7: There is a significant relationship between job satisfaction and initiation structure of principals.

1.4 Significance of the Study

Since turnover, turnover intentions and commitment are related to job satisfaction it would seem that identification of factors influencing their satisfaction would be a crucial focus to reduce the turnover and turnover intentions and to improve commitment. Teachers' satisfaction and performance are also associated with the leadership behavior of principals (Blase et. al 1986, Roberts 1984, and Roberts 1986). Thus by studying the relationship between teachers' job satisfaction and leadership behavior of their principals, the researcher can identify behaviors of school principals that enhance teachers satisfaction and performance. The leadership behaviors and qualities of principals that are identified can also serve as input for developing curriculum for in-service training of present and future principals.

The study provided new knowledge on job satisfaction of teachers. Human resources are an important asset in any organization. In education, teachers facilitate learning to the young students. The writer believes that excellence in education means excellence in instruction, which can be brought about by having dedicated and skilled teachers, and professionals who enjoy their work. Educational leaders, especially principals, need to know the status of their teachers professional development and their working conditions.

This study can contribute to the existing research in the areas of leader behavior of the principals in PBS. By identifying the significant relationship which exist between principal behavior patterns and his professional experience and qualification, inferences can be made concerning the role of secondary school principals in developing the climate of his/her school. This will be another contribution of this study.

1.5 Importance of the Study

The importance of the study is to find out the relationship between leadership of a principal as a manager and the job satisfaction of teachers. This dissatisfied teachers are not interested in the teaching profession and eventually choose to resign and work some where else or opt for early retirement. The writer believes that there are other factors that will influence teachers to leave the job. One of the influencing factors is the feeling of dissatisfaction about their income. This

will lead them to seek extra income, which will result in the lack of commitment in their teaching. Such an information is crucial for the Ministry of Education in order to find means and ways to improve the commitment of teachers to their job. Hence, this will be important for the State Education Department, in this case the Sabah State Education Department to conduct research to identify the factors that influence such behavior among teachers in order to help minimize the high rate of turnover among teachers in Sabah.

1.6 Definitions of Terms

The definitions indicated for the following terms are the meanings as they are used in this study.

Consideration - It refers to behavior indicative of friendship, mutual trust, respect and warmth in the relationship between the leaders and members. (Dhreekul, 1972, p5-6).

Initiating structure - It refers to the leader behavior in delineating the relationship between himself/herself and the members of this group and in endeavoring to communication and ways of getting the job done.

Leadership - The action and attitudes of professional leaders that reflect continuous inter communication that will implement the work of each participant, achieve articulation between all levels, stimulate continuous professional growth and allow for co-operative planning of the improvement of services.

Leadership behavior - For the purpose of this study leadership behavior was defined as the behavior of the formally designated leader of a specified work group.

Teacher - A person who is directly responsible to a secondary school principal and generally evaluated by him. (Ibid., 1972, p5-6).

Principal - A principal of a school organized with any combination of grades eight through tenth or twelfth.

Researchers usually define leadership according to their individual perspective and the aspect of the phenomenon of most interest to them. Stogdill (1974, p.259) concluded, "there are almost as many definition of leadership as there are persons who have attempted to define the concept." Leadership has been defined in terms of individual traits, behavior, influence over other people, interaction patterns, role relationships, occupation of an administrative position, and perception by others regarding legitimacy of influence. Some representative definitions over a quarter century are as follows:

1. Leadership is "the behavior of an individual when he is directing the activities of a group toward a shared goal." (Hemphill & Coons, 1957, p.7)
2. Leadership is "the initiation and maintenance of structure in expectation and interaction." (Stogdill, 1974, p.411)

3. Leadership is “the influential increment over and above mechanical compliance with the routine directives of the organization.” (Katz & Kahn, 1978, p.528)
4. Leadership is “the process of influencing the activities of an organized group toward goal achievement.” (Rauch & Behling, 1984, p.46)
5. Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose. (Jacobs & Jaques, 1990, p.281)
6. Leaders are those who consistently make effective contributions to social order, and who are expected and perceived to do so. (Hosking, 1988, p.153).

Most definitions of leadership reflect the assumption that it involves a social influence process whereby one person exerts intentional influence over other people to structure the activities and relationships in a group or organization. The numerous definitions of leadership that have been proposed appear to have little else in common. The definitions differ in many respects, including who exerts influence, the intended purpose of the influence, the manner in which influence is exerted, and the outcome of the influence attempt. Differences among researchers in their conception of leadership lead to differences in the choice of phenomena to investigate and to differences in interpretation of the results (Yukl, 1974, p.2-3). Otherwise, the definitions differ in many respects,

including who exerts influence, the intended purpose of the influence, the manner in which influence is exerted, and the outcome of the influence attempt. There is no “correct” definition; it is only a matter of how useful the definition is for increasing our understanding. (Ibid., 1974, p.18)

CHAPTER II

REVIEW OF LITERATURE

2.0 Introduction

This section of the paper has been organized to give a historical overview of the study of job satisfaction and leadership behavior. This literature review will discuss leadership, leadership behavior and job satisfaction with a focus on those relating to the situational model of leadership and model of job satisfaction. The perception of teachers toward principal leadership and leadership behavior will also be highlighted.

2.1 Literature Review

The topic of leadership has been the object of extensive study since the beginning of this century (Lunenburg & Ornstein, 1991,118). Many studies have been conducted to investigate leadership style, behaviors and traits but the concept remains ambiguous. As many studies have been conducted to investigate the concept of leadership, there are many definitions that arise. Lunenburg &Ornstein (1991) define leadership as a process of influencing group activities toward the achievement of goals. Hollander (1978) calls leadership as a process of influencing between a leader and those who are followers. Hersey and Blanchard (1982) elaborate this notion by stating that leadership is a process of influencing the activities of an individual or group in efforts toward goal achievement in a given situation. With regards to this definition, leadership is an