

Relationship between Senior Assistant of Co-Curricular Leadership Styles and Secondary School Teachers' Job Satisfaction

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Abstract

This study aimed to determine the teachers' perception of their Senior Assistant of Co-curricular leadership style (consideration and initiating structure) in Kota Kinabalu secondary schools in relation to their job satisfaction levels. The finding showed that Senior Assistant of Co-curricular tend to apply consideration leadership style compared to the initiating structure leadership style based on the mean comparison of both results. The survey also revealed that the leadership style of Senior Assistant of Co-curricular is located in quadrant II in the Ohio Grid of Leadership which is high consideration leadership style and moderate initiating structure leadership style. The result found that secondary school teachers in Kota Kinabalu district have a moderate level of job satisfaction and there was a significant relationship between leadership style and job satisfaction. The correlation was positive and stood at a moderate relationship. Consideration leadership style had a higher correlation with job satisfaction compared to initiating structure leadership style. The regression findings of this study support the previous studies which stated that consideration leadership style more affected to job satisfaction compared to the initiating structure leadership style. Therefore, to improve the quality of teachers' work and their job satisfaction, it is proposed that the allocation of tasks by the school administrators or policymakers need to be more efficient and balanced to achieve optimum job satisfaction among teachers.

Keywords: Senior Assistant of Co-Curricular, Co-Curricular, Leadership Styles, Job Satisfaction

Introduction

The changes that have taken place in the Malaysian education system have transformed the dimensions and direction of education towards more innovative and competitive. Each of these changes has demanded all parties to move in line with the current requirements and the major parties to the education advancement in Malaysia are teachers. In order to ensure the continuity of success and educational progress, teachers are required to develop themselves in all fields of education that involve areas of teaching and learning as well as

social interaction with the community (Wong, 2011). In line with that, the government through the Ministry of Education is also required to safeguard the welfare of teachers working in schools so that they are not left behind and their job satisfaction is at its best (Husim, 2005).

The success and development of a school depends entirely on the leadership of the school administrators in carrying out the trust that they have been entrusted (Wong, 2011). This is due to the fact that all school activities will not successfully implemented without any support and tasks done by teachers. Teachers will carry out their duties delightedly if led by a fair and balanced leader (Crane & Green, 2013). One of the factors that influence the actions of teachers in implementing trusts in schools is the leadership style of school administrators in administering the school (Rizi, Azadi, Farsani, Aroufzad, & Mirsafaei, 2013). School leaders comprising diverse backgrounds should work together to develop the school despite having different areas of work. One of the areas that led by a leader is co-curricular activities. Co-curricular activities are both formal group-based learning classroom activities as well as out-of-classroom applications. It has a pivotal role in the development of balanced human capital that comprise of physical, emotional, spiritual, intellectual and social aspects.

Subsequently, a leader is required in education system in Malaysia for managing co-curricular development along with planning and implementing programs. The Senior Assistant of Co-curricular is an individual appointed by the Human Resource Division of the Ministry of Education based on current vacancies and has extensive qualifications and experience in education. Appointment of Senior Assistant of Co-curricular is also on the suggestions and confirmations submitted by the school principals. Senior Assistant of Co-curricular roles involves planning, management, co-curricular leaders and supervisors at the school (Yasmin, 2009). In implementing his roles in the co-curricular field, the Senior Assistant of Co-curricular requires help and support of all teachers in facilitating the co-curricular's vision and mission. Therefore, the leadership style demonstrated by Senior Assistant of Co-curricular is very important to express the satisfaction of the teachers.

Co-curricular activities also require teachers to interact directly with the Senior Assistant of Co-curricular because the directive of planning, implementation, supervision, management and control of co-curricular programs is under the jurisdiction of Senior Assistant of Co-curricular. The role of Senior Assistant of Co-curricular requires him to interact and deal with teachers and students. For this reason, he is required to have an effective leadership style. The leadership style that they practice in the co-curricular administration will be an indicator for teachers to assess and interpret their job satisfaction (Yasmin, 2009). The Senior Assistant of Co-curricular who is able to lead the administration of the school's co-curricular activities is not necessarily able to provide teachers with high level of satisfaction if the leadership style practiced is incompatible with the current situation (Hock, 2003).

Zaidatol Akmaliah (2001) argues that one of the problems that arise in the school administration in Malaysia is that when the school leaders are less successful to take into account the teacher's job satisfaction factor. One of the aspects that cause teacher's dissatisfaction is the role played by the school's administrators. This situation is due to the fact that leaders are not observant and transparent in dividing the task among teachers and this leads to dissatisfaction with their work (Badril Anuar, 2009). Recent studies show that

there are several factors that influence teachers' job satisfaction such as salary, colleagues, rewards, non-monetary benefits, communication, working environment, autonomy, support of the administrator and job security (Rizi et al., 2013). Administrator leadership is one of the factors that encourage job satisfaction among teachers (Md Isa, 2009). Considerable leaders are able to provide high level of job satisfaction to subordinates and improve their work performance (Bass, 1990). In this study, teachers' job satisfaction is based on nine main dimensions based on instruments developed by Paul E. Spector (1994) which are salary, promotion, supervision, non-monetary benefits, appreciation, work procedures, colleagues, working environment and communication among workers.

Problem Statement

In Malaysia's school administration system, Senior Assistant of Co-curricular leadership is one of the key branches that can bring excellence to the school. Leadership of the Senior Assistant of Co-curricular is often the focus of teachers because it involves two phases of work namely co-curriculum management within the school area and outside co-curriculum management (Yasmin, 2009). Senior Assistant of Co-curricular position is one of the most important administrative positions in the school. The appointment of Senior Assistant of Co-curricular is upon recommendation by the Principal or Headmaster. However, the appointment of the Senior Assistant of Co-curricular based on seniority and duration of service does not necessarily guarantee that he is able to lead the school's co-curricular. In co-curricular leadership, an Senior Assistant of Co-curricular should have the skills and leadership in line with current demand (Yasmin, 2009). Leadership in this co-curricular requires Senior Assistant of Co-curricular to have basic skills in the field of co-curricular to facilitate them to lead their subordinates (Noor Hisham, 2012).

Recent studies examined the leadership style of consideration and style of leadership structure (Ali, Sidow, & Guleid, 2013; Anthony & Hamdan, 2010; Ngang & Hong, 2009; Norashimah, 2008). The study has been conducted to examine the relationship of these leadership styles with its relevance to many aspects. One aspect that has been studied is related to employee satisfaction. However, the findings in past leadership studies show different findings related to leadership behaviors and aspects of their relationships with job satisfaction. The researchers on leadership styles do not show how the styles of a leader are related to the implementation of leadership (Abd. Ghani, Abd. Rahman, & Mohammed Zohir, 2010). Therefore, the results of the study are not very convincing or sometimes conflicting with the findings of other studies (Sancar, 2013). The previous findings also did not show a consistent relationship between leadership style of consideration and initiating structure with its results such as job satisfaction. There is a study stating that the leadership style of consideration has a high impact on job satisfaction amongst employees and there is also a reverse finding (Nir & Kranot, 2006).

In addition, leadership studies should not only focus on principals' leadership alone as school leaders consisting of senior assistants, afternoon supervisors and senior teachers who must have the skills to lead (Anthony & Hamdan, 2010). The findings of the study by Azlin Norhaini (2006) showed that many newly appointed principals face various problems in leading the school as they are not exposed to effective leadership skills while holding senior assistant positions. Most of them are still confused with the task entrusted to lead the school. Norashimah's (2008) study found that principals based on seniority in service did not have a

strong leadership and management foundation in administering the school. This situation explains the importance of leadership skills to every leader at the school as they will be a core leader of the school in the future.

Studies related to Senior Assistant of Co-curricular in Malaysia mostly emphasize on management aspects in co-curricular and not related to leadership (Siti Hajar, 2000; Yasmin, 2009a; Ismail, 2007; Mohd Nordin, 2002). Studies related to Senior Assistant of Co-curricular leadership style of co-curricular and the satisfaction of secondary school teachers have never been specifically discussed in studies in Malaysia. Concerned with the leadership aspects of the school's co-curricular, the implementation of co-curricular work in schools has caused teachers to feel overwhelmed with co-curricular assignments given by school administrators (Zainal, 1999). This situation caused dissatisfaction among teachers because the burden of existing academic assignments has demanded them to work harder to develop schools and furthermore with the co-curricular workload demanding them to be skilled and capable in academia as well. This co-curricular workload is further coupled with the demands and needs of the school that wishes to achieve an excellent co-curricular achievement that is academically equivalent but has not received strong attention and support from the administrators (Noor Hisham, 2012; Robiah, 1998; Zakiah, 2005). This situation demoralizes motivation and satisfaction among teachers who are really interested and committed to co-curricular in school (Abd. Halim, 2005; Zainal, 1999).

Leadership issues among Senior Assistant of Co-curricular were identified by the Ministry of Education based on the School Inspectorate and Quality Assurance Report in the Secondary School Management Handbook (2003) which found that leadership is the main source of problems arising and occurring in the co-curricular implementation at school. This finding is supported by the findings obtained by the Ministry of Education Malaysia (2010) that the Senior Assistant of Co-curricular does not have the skills to lead the school's co-curricular activities. The emphasis on co-curricular management is basically not yet rigorous and orderly compared with the attention given to the academic field (Mohd Nordin, 2002). The situation can be assessed and seen from the quality of implementation planning and control of several schools that have been monitored by the Inspectorate Division in relation to the co-curricular management in schools is not achieving the suggested standards and this leads to dissatisfaction among the teachers (Ministry of Education, 2010).

Methodology

Research Instruments and Participants

This study used the quantitative method in the form of a survey questionnaire. The sample consisted of 278 secondary teachers from Kota Kinabalu, Sabah. Proportioned random sampling technique was used to select the sample from the population of secondary teachers in Kota Kinabalu. The Leader Behavior Description Questionnaire (LBDQ) which was developed by Halphin and Wines (1957) from University of Ohio was used to run the study. This questionnaire has been adjusted and utilized based on the context of study while Job Satisfaction Survey (JSS) by Spector (1994) was adapted to identify the level of teachers' satisfaction. The instrument divided into three parts which is Part A for Demographic, Part B for LBDQ and Part C for JSS.

Part A contains respondents' demographic information which consists of gender, age, teaching experience, marital status and the level of education of respondents involved. While, in part B, there are 30 items consisting of leadership dimensions based on initiating structure dimensions of 15 items and consideration dimensions of 15 items. Each of these items has a choice of 5 answers that indicate the extent of respondents' approval in the form of Likert scale. The Job Satisfaction Survey Instrument contains nine items of job satisfaction dimensions which consist of pay, promotion, supervision, operating procedures, coworkers, nature of work, communication, fringe benefits and contingent rewards. Each item was assessed with 4 statements and the overall score was analyzed by using 36 statements that have been given. The researcher has changed the Likert scale of the research from the original Likert scale of six points to the Likert scale of five points to facilitate respondents to make a choice of responses as well as adapted to the research culture in Malaysia.

Data Analysis

The researchers used mean and standard deviation to analyze the dominant leadership styles practice by Senior Assistant of Co-curricular and level of job satisfaction among secondary school teachers in Kota Kinabalu. Pearson correlation was used to analyze the correlation between Senior Assistant of Co-curricular leadership styles and job satisfaction among secondary school teachers in Kota Kinabalu. Correlation analysis is carried out to explain the strength and direction of the relationship between the two variables. Multiple regression analysis was used in this study to estimate and predict the relationship pattern between a dependent variable and some independent variables as predictors (Pallant, 2005). When two or more predictors are used to predict a dependent variable, then this analysis is called regression (Noraini, 2010). In this study, leadership styles of consideration dimension and initiating structures dimension were used as a predictor of teachers' job satisfaction.

Result

Leadership Styles of Senior Assistant of Co-curricular of Co-curricular

Data analysis found that Senior Assistant of Co-curricular more practicing consideration leadership styles rather than initiating structure leadership styles. This is evidenced by the mean analysis of the two leadership styles which showed that the consideration dimension is at a high level ($M = 3.70$, $SD = 0.59$). For the initiating structure dimension, the leadership level of Senior Assistant of Co-curricular of Co-curricular is at a moderate level based on mean analysis ($M = 3.56$, $SD = 0.51$). The details of leadership styles mean analysis for each leadership style item are shown in Table 1.

Table 1:

Leadership Styles Mean Analysis

Leadership Styles	Mean	SD	Level
Initiating structure	3.50	0.51	Moderate
Consideration	3.71	0.59	High
Total	3.63	0.51	Moderate

Job Satisfaction Level among Secondary School Teacher in Kota Kinabalu

Based on Table 2, job satisfaction level of secondary school teachers in Kota Kinabalu is moderate ($M = 3.28$, $SD = 0.49$). The findings of this satisfaction level are based on the level of job satisfaction scale used by Nor Azizah (1988) and Spector (1994) which involves high,

medium and low levels. Negative items have been encoded (recode) during the data analysis process in SPSS.

The analysis of each job satisfaction dimension found that there were two dimensions of job satisfaction that was at high level which are working atmosphere dimension (M = 3.79, SD = 0.62) and communication dimension (M = 3.67, SD = 0.66). The findings in Table 2 found that there was no dimension of job satisfaction at a low level.

Table 2:

Job Satisfaction Level among Secondary School Teachers

Dimension	Min	SD	Level
Nature of Work	3.79	0.62	High
Communication	3.67	0.66	High
Supervision	3.53	0.70	Moderate
Contingent Rewards	3.33	0.71	Moderate
Pay	3.31	0.71	Moderate
Coworkers	3.20	0.96	Moderate
Fringe Benefits	3.08	0.67	Moderate
Promotion	3.08	0.68	Moderate
Operating Procedures	2.68	0.61	Moderate
Total	3.30	0.48	Moderate

Satisfaction Level: 1.00-2.33 = Low, 2.34-3.66= Moderate, 3.67-5.00= High

Significant Relationship between Leadership Style of Senior Assistant of Co-curricular of Co-curricular with Teacher's Job Satisfaction

The findings show that the correlation coefficient of r in the leadership style of Senior Assistant of Co-curricular with teacher job satisfaction is equal to 0.303. This finding shows that the overall correlation is positive but at a moderate level based on Cohen's strength scale. The value of $p = 0.00$ is smaller than 0.01, so the relationship of both variables is significant. The findings of correlation studies also show that both types of leadership styles have significant relationships with teachers' job satisfaction. For consideration leadership style, the correlation value is 0.309 with significant level $p = 0.00$. This proves that this relationship is at a moderate level while the correlation value of the initiating structure leadership style with job satisfaction is also significant at the level of $p = 0.00$ and the correlation value is 0.250. This relationship is at a low level. Both styles of leadership were measured with correlation value at $p < 0.01$ (2-tailed).

Table 3:

Correlation of Leadership Styles and Job Satisfaction

Independent Variable	Job Satisfaction	p
Total Leadership Styles	0.303**	.000
Consideration Dimension Styles	0.309**	.000
Initiating structure Leadership Styles	0.250**	.000

** The correlation is significant at the value of $p < 0.01$ (2-tailed).

The Influence of Leadership Style on Teacher Satisfaction

In this analysis, consideration leadership styles and initiating structure leadership styles are predictors while teacher job satisfaction is a dependent variable. The findings of bivariate correlation between leadership style of Senior Assistant of Co-curricular with teacher job satisfaction were positive ($R = .311$). The combination of predictors (consideration leadership styles and initiating structure leadership style) shows a simple relationship to describe teacher job satisfaction ($t = 11.558, p < .01$). One of the key predictors that only influences teacher job satisfaction is the consideration leadership style ($R = .311, R^2 = 0.097, p = .000 < .01$). The effect of other variables controls 9.7% of the total variance; the variables that influence teacher job satisfaction are consideration leadership style. The beta value obtained illustrates that when consideration leadership styles is increased by one unit, then job satisfaction will increase .273 standard units. However, the consideration leadership style does not contribute to overall teacher job satisfaction. The results of the analysis show that initiating structure leadership style is not a significant predictor of teacher job satisfaction ($t = .59, \beta = .050, p > .05$). The beta value obtained is .050 and this means that when the initiating structure leadership style is improved by a standard unit, work satisfaction is only increased .050 standard units.

Table 4:

Multiple Regression of Job Satisfaction

Variables	B	SEB	β	t	P
Constant (Job Satisfaction)	2.317	.200		11.558	.000
Consideration Leadership Style	.220	.068	.273	3.240	.001
Initiating structure Leadership Style	.047	.080	.050	.590	.556

$R = .311, R^2 = 0.097;$

$F(2, 275) = 14.730;$

$p < .001$

Discussion

The findings of this study differ from Sancar (2013) and Prisca (2009) findings that principals' leadership styles are at a high level in both leadership styles. Their findings are similar to the findings of previous studies conducted by Elizabeth, (2006) and Norhannan & Jamaliah (2006). This situation is different because the subjects are different. This study examines the leadership style of Senior Assistant of Co-curricular while the research conducted by Prisca (2009), Elizabeth (2006) and Norhannan & Jamaliah (2006) is related to the leadership of the principal. The findings of this study are similar to the findings of Sapiah (2003) which found that the consideration leadership style was more dominant to being practiced by the principals in Bera District, Pahang. His research found that the consideration leadership style and initiating structure leadership styles practiced by principals in school was appropriate in school administration and management.

The overall mean of job satisfaction analysis found in this study indicate that the level of job satisfaction of secondary school teachers in the Kota Kinabalu district was at moderate level

based on the level of job satisfaction level outlined by Azizah (1988) and Spector (1994). The findings of this study are in parallel with the findings of the study conducted by Arnett, (2008), Gaither (2008), Johan & Fun (2011) Wan Ibrahim, (1997) who find the satisfaction level of teachers at moderate level. This situation shows that teachers are only satisfied with some factors but are still dissatisfied with certain factors.

There was a significant relationship between the leadership style and the level of satisfaction of secondary school teachers at a moderate level. An analysis of both leadership styles also found that they relate significantly to teacher satisfaction. The results of this study are similar to Davis & Wilson (2000), Gaither (2008), Hushin & Hussin (2011), Norizah (1984), Raziah & Ahmad (2009), Sancar (2009), Sapiah (2003) Wong (2011). Relationship-oriented leadership styles such as providing support and encouragement to followers, expressing confidence in one or the group's capabilities, socializing with all layers of employees to create friendly relationships, discuss before making decisions, leadership by role model and role model have relationships with job satisfaction among teachers (Abd Ghani et al., 2010).

The findings are in line with Sapiah's (2003) study which found that predominantly consideration leadership styles were practiced by the principals in the Bera Pahang District as opposed to the initiating structure leadership style. For the aspect of job satisfaction relationship with principals' leadership style, it was found that there was no significant correlation between the principals' leadership style and teacher job satisfaction. This was in contrast with the research findings conducted by the researcher. However, the finding from both dimensions shows that principals who carry out leadership styles according to the situation are an effective leader. These findings provide interpretations that teachers gain job satisfaction through the supportive and participatory leadership styles practiced by principals and these statements are in parallel with the findings of the study by Md. Isa (2009).

In terms of predictor variable of job satisfaction, the findings of this study supported previous studies' findings which indicate that the consideration leadership was more dominant in influencing individual job satisfaction than the initiating structure leadership (Prisca, 2009; Sancar, 2013; Wu, 2004). The study conducted by Sancar (2013) used leadership style of consideration and initiating structure leadership style as a predictor of overall teacher job satisfaction in his study. His findings show that consideration leadership style is the key predictor in determining the job satisfaction of teachers as opposed to the style of task structure leadership which has no influence on the overall aspect of job satisfaction of teachers. The findings of this study are in parallel with the findings of the researcher who found that the consideration leadership style was the predictor of the satisfaction of secondary school teachers in the Kota Kinabalu District. The findings also support the study by Wu (2004) which found that the consideration leadership style of principals' was a major predictor of teacher satisfaction at school. His research involving 70 graduate teachers in a university focuses on the leadership style of principals from the perspective of teachers and the influence of principals' leadership styles to teacher satisfaction. The findings show that the leadership style of judgment can bring high job satisfaction among teachers.

Implications and Conclusion

The results of this study also contributed significantly to knowledge treasures, especially for school leadership practitioners and education policy makers in Malaysia. This can be seen

from the leadership style of Senior Assistant of Co-curricular as well as teacher job satisfaction. In this regard, the implications of studies on practices in the field of education should be taken into account if we want to achieve a developed nation status in education. Furthermore, the study about the middle group leaders such as senior assistants, senior teachers and head panel of subject need to be more consideration as they are the upcoming school leaders who will lead the school.

In empowering education in Malaysia, it is undeniable that schools and educators play a significant role in the construction and development of excellent human capital. Policymakers also need to evaluate the strengths, weaknesses and procedures of implementation of a change before being implemented at the grassroots level. Therefore, any changes in the education system in Malaysia should take into account all the views and suggestions from policy implementers to be implemented such as teachers, communities, unions, students as well as upcoming job markets. These views and recommendations should be taken thoroughly from all levels of teachers, whether urban teachers or rural teachers, young teachers or teachers, primary and secondary school teachers, and such views should take into account the advantages and disadvantages of the future. This situation can at least motivate teachers in carrying out trusts, willing to accept changes and can increase the level of job satisfaction among them.

Overall, this study examines the relationship between leadership styles of Senior Assistant of Co-curricular with the satisfaction of secondary school teachers and the research found that there is a significant relationship between the leadership styles of the Senior Assistant of Co-curricular with the satisfaction of secondary school teachers. While for job satisfaction, the level of job satisfaction of secondary school teachers in the study was moderate but still reliable in school situation.

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