

Principal Autocratic Leadership Practice and its Relationship with Teacher Job Satisfaction in Secondary Schools of Jempol District, Negeri Sembilan

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Abstract

Principals are leaders and models in increasing teacher job satisfaction in schools. The best autocratic leaders are leaders who are able to improve the performance of teachers' job satisfaction in schools along with the implementation to achieve the school's vision and mission. This study was conducted to identify the level of principals' autocratic leadership practices and their relationship with teacher job satisfaction in three secondary schools in Jempol district, Negeri Sembilan. The research method used is a survey using a quantitative method approach. The questionnaire was used as a research instrument in the form of a *google form*, and was distributed to 91 secondary school teachers in Jempol district. The findings of the study show that the level of autocratic leadership of the principal and the job satisfaction of teachers are at a high level. The data shows a moderate relationship between the level of autocratic leadership of principals and teacher job satisfaction in Jempol district. The study also shows that there is a significant relationship between the four dimensions of the principal's autocratic leadership practice level and teacher job satisfaction in Jempol district. Overall, this study concludes that the level of the principal's autocratic leadership practices has a strong relationship between the two variables. Further research can be continued by expanding the study population, making a comparative study between leadership styles as well as using various other research methods.

Keywords: Leadership, Autocratic Leadership of Principals, Teacher Job Satisfaction, Secondary School

Introduction

Leadership is the ability to influence subordinates towards achieving the goals of an organization. The success of an organization depends on the leadership style that exists among the leaders. The importance of principal leadership is one of the elements in the Malaysian Education Quality Standards (Sekolah, 2003). Among the guidelines in the

Malaysian education quality standards is that the headmaster must lead and mobilize all school staff towards achieving the school's vision and mission by setting school policies clearly and in line with the vision and mission, adopting appropriate leadership styles according to the situation. in relation to teacher job satisfaction. This needs to be studied in order to produce some follow -up action on the effectiveness of their leadership. Therefore, teacher job satisfaction factors greatly influence student excellence in terms of co -curriculum or curriculum (Mansor and Esa, 2009)

Leadership is an important matter in determining the success and excellence of the next generation. In the context of head teacher leadership in Malaysia, every head teacher must have the ability to interpret change and use a certain leadership style in motivating teachers and staff towards the change (Mansor & Esa, 2009). In determining the success of a school, a headmaster not only administers, guides and supervises his subordinates but must be wise act to influence his subordinates towards achieving the organization's goals. The excellence of a school has a relationship with teacher job satisfaction. Teachers get satisfaction when their needs are met and employers get satisfaction when their employees can achieve a high level of productivity (Jaafar, 2007).

Problem Statement

This study was done because it was based on the researcher's experience of the work situation at school. School leaders practice autocratic leadership from the negative side leading to a lack of job satisfaction for teachers and support staff. This problem is at the core of this study conducted to assess the extent to which school leaders' autocratic leadership affects teacher job satisfaction.

The issue of commitment to the organization in the teaching profession has caused negative effects and raised various questions. The question that arises is about changes in the education policy of the curriculum, improvement and implementation of education programs which are new challenges in the education system. The principal's failure to apply the appropriate leadership style according to the situation will cause problems in the school. The problem that will arise is the lack of motivation for teachers to continue working happily. In the school organization, teachers will feel burdened if there is a shortage of teachers due to retirement which causes an increase in work and workload for other teachers (Juati et al., 2020)

The success of a school depends on the leadership style practiced by the principal. In order to influence the teachers to implement the planned program, the principal needs to be wise to give instructions according to the principal as the main leader in the school. A principal who has appropriate leadership will be able to influence the condition and environment of the school well.. Based on the problems that have been found and discussed, this study is to identify what the principal's autocratic leadership practices are and their relationship with teacher job satisfaction in secondary schools in Jempol. Through this study, the hope is to give principals the opportunity to apply appropriate leadership practices to provide job satisfaction among teachers in secondary schools.

The practice of autocratic leadership of principals in schools has become irrelevant to the current organizational situation in schools. However, there are still schools whose principals practice autocratic leadership in schools under certain circumstances. The principal's autocratic leadership practices, to some extent, affect the level of teacher job satisfaction in the school. This is because through the way of leadership shown by the

principal, will cause the existence of teachers who are satisfied and dissatisfied with the way of leadership performed by the principal (Chen & Wahab, 2021)

Objectives of The Study

- (i) Identifying the level of autocratic leadership practices of principals in three secondary schools in Jempol Negeri Sembilan district
- (ii) Identifying the level of teacher job satisfaction in three secondary schools in Jempol district, Negeri Sembilan
- (iii) Identifying the relationship between the principal's autocratic leadership practices and teacher job satisfaction in Jempol district secondary school, N. Sembilan.

Literature Review

This study uses Leadership Theory which is Nature Theory by Allport (1937) and also uses Teacher Job Satisfaction Theory which is Herzberg Two Factor Theory (1923-2000).

Trait Theory (Gordon Allport, 1937)

This theory was pioneered by Allport (1937) by stating that leaders are formed through the inheritance of certain characters or personal traits possessed by a person. According to him, leaders can be identified according to the qualities they possess. He also assumed that existing human beings possessed the appropriate traits and instincts to be an effective leader. In addition, he assumes that there is a set of personal traits that a leader possesses and can adapt himself to those personal traits to all situations in the organization.

The study by Stogdill (1974) was an early researcher who studied about this theory of properties. In his study he has identified there are different characteristics between a leader and his followers. He explained that in the personal nature of a leader must be good at adapting to various situations, sensitive to the social environment, assertive and able to work together, energetic, high resilience to any pressure, have high self-confidence, willing and willing to accept responsibility, can and daring to make decisions, not easily discouraged and having high ambitions. In the form of skills, leaders must have high intelligence, conceptual skills, creative and innovative, fluent in speaking, able to govern well and also a systematic person, have resilience to discipline and also skilled in socializing.

Herzberg's Two Factor Theory (1923-2000)

Herzberg's Two Factor Theory was put forward by Frederick Herzberg who was a psychologist and management expert in 1966. This theory is also known as job satisfaction factor theory, intrinsic and extrinsic theory or Hygiene and Motivation theory. The results of his study he has concluded there are two conclusions namely:

- a) There is a set of extrinsic aspects in the work context. These include factors of salary, status and work environment. These factors do not guarantee job satisfaction but otherwise will lead to dissatisfaction in one's work. These extrinsic factors are also known as dissatisfaction factors or hygiene factors. The fact of hygiene is meant to prevent disease by taking meaning from the field of health. The absence of these hygiene factors will cause employees to be less satisfied with the work done.
- b) Intrinsic aspects in the context of work include the factors of desire for achievement, increase in responsibility and to gain recognition in work. This evolving factor is a driver of motivation because it has the potential to improve one's work performance by creating a positive attitude towards the task and changing employee behavior. These factors are related

to each other to a task. These factors will also be able to determine whether the employee gets job satisfaction or just has a feeling of dissatisfaction with something.

Conceptual Framework

The conceptual framework has been formed based on the Theories and Models discussed above. Figure 1 shows the independent variable in this study refers to the autocratic leadership manner of the principal while the dependent variable in this study is the job satisfaction of the teachers against several satisfaction factors.

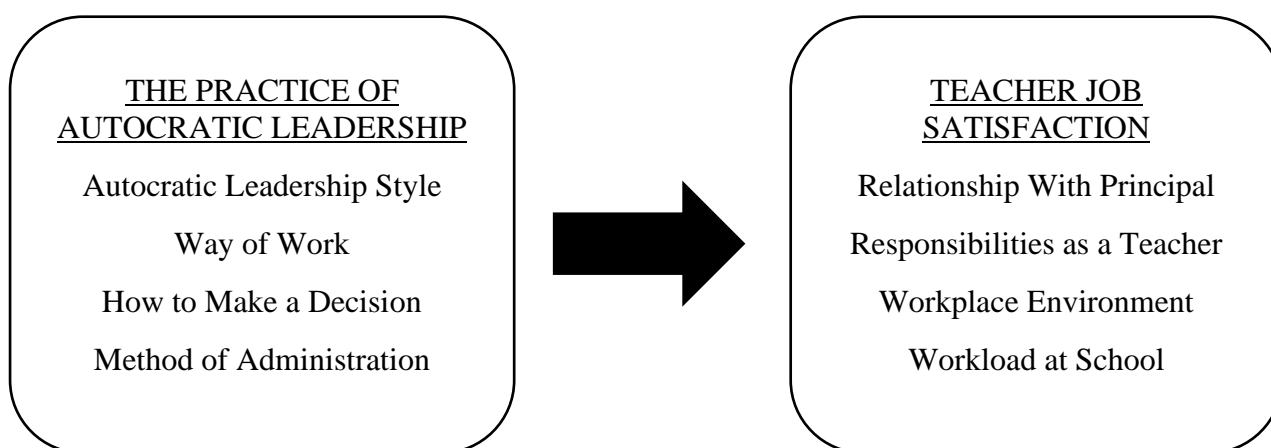


Figure 1: Conceptual Framework of the Study of Principals 'Autocratic Leadership Practices and Its Relationship with Teachers' Job Satisfaction in Jempol District Secondary Schools, Negeri Sembilan

(Source from Trait Theory, Contingency Theory (Fiedler, 1960) and Job Satisfaction Theory (Herzberg's Two Factor Theory))

Autocratic Leadership

Autocratic leadership is a style of leadership characterized by individual control over all forms of decisions by obtaining little input and information from his subordinates. According to Chen and Wahab (2021) defining autocratic leadership practiced by the principal is to use his absolute power as an administrator who administers the school and can give instructions to his subordinates including teachers and support staff without seeking views and advice from others. The type of autocratic leadership according to Ismail and Don (2015) is visionary leadership in quality management is not a leader who adopts autocratic leadership style. This is because, in the study, quality management was not adopted by an autocratic leader and had reduced the level of management quality of an effective leader. Therefore, to get quality work management, a leader needs to adopt a transformational leadership style as opposed to autocratic leadership style, because autocratic leadership reduces the quality in the management of an organization. Peker et al (2018) stated that all dimensions of turmoil in their study are related and positively related to autocratic leadership except the dimension of work commitment. This is because, administrators in schools are more likely to show autocratic leadership style and cause turmoil in school administration and cause suffering to teachers in the limitation of doing work as educators.

Teacher Job Satisfaction

According to Hussin (1998), defining job satisfaction is a positive feeling translated by an employee i.e. a teacher towards the work he does by looking at the incorporation of the attitudes and feelings of a teacher who is always satisfied with the task he performs. Yet the satisfaction shown varies according to different individuals, as the factors of job satisfaction among such teachers are varied and varied. According to him, the job satisfaction factor is not only due to external factors, but the internal factors of the teacher himself is also one of the personal factors that affect the teacher's job satisfaction. In this study, it can be concluded that, job satisfaction for teachers who teach in secondary schools in the district of Jempol is due to external factors that are factors of autocratic leadership style practice by principals in their schools.

Ismail (2016) stated that in improving and developing the level of teacher professionalism in Malaysia, the level of job satisfaction among teachers is seen to play a very big role in catalyzing the effort. This is because, the job satisfaction of teachers is seen to be very effective if the principals and administrators in the school adopt a leadership style that is appropriate to the work environment of teachers in the school. In the study showed autocratic leadership practices by principals have contributed to low results on teacher job satisfaction. This suggests that less influence in autocratic leadership contributes to the lack of job satisfaction among teachers.

The Relationship of Autocratic Leadership and Teacher Job Satisfaction

Autocratic leadership influences teachers' job satisfaction in various aspects. These aspects are related to the working environment, colleagues, salary and allowances, promotion opportunities, supervision and workload (Vijian and Wahab, 2020). These aspects are external factors that affect teachers' job satisfaction. However, to see the job satisfaction of teachers in the concept of autocratic leadership of principals can be seen that, internal factors such as lack of motivation, absolute decision making, less appreciated and pressure from administrators and personal influence are among the factors that link the relationship of autocratic leadership of principals with job satisfaction. teachers in high school.

The relationship of autocratic leadership and job satisfaction can be associated with intelligence on employee emotions as well as employees who are motivated towards their commitment in an organization (Juati et al., 2020). According to Baharin et al (2016) the relationship between autocratic leadership and teacher job satisfaction practiced by principals showed a non -significant relationship in the study. This is because autocratic leadership has a biased effect on the work performance of teachers in their schools

These studies have proven that there is a direct relationship between principals autocratic leadership style with teachers' job satisfaction in schools. However, the previous studies did not emphasize the aspects highlighted in this study. To fill the existing research gaps, the issues that arise in this study are based on other aspects that affect autocratic leadership and job satisfaction. These studies have also shown that principals who adopt an autocratic leadership style can stimulate job performance and job satisfaction of teachers in terms of relationship with the principal, responsibilities as a teacher, workplace environment and also workload in school. Accordingly, this study shows that teacher job satisfaction is related to the leadership style of the principal in terms of autocratic leadership style, the way the principal works, the way the principal makes decisions and also the way the principal is administered.

Methodology

The study design was a survey that used a quantitative approach. According to Gunawan (2016) observation is done by examining social facts to see its tendency in connecting with other facts. This study uses a questionnaire instrument that is distributed to respondents using the google form method that can be done online. The use of google form is very popular nowadays because the data and information obtained are fast and can be measured easily and effectively. A quantitative study design is very suitable to be used in this study to see the extent to which the relationship of principals' autocratic leadership with its relationship with teacher job satisfaction.

The study population for this study was conducted on teachers who teach in several secondary schools in the district of Jempol Negeri Sembilan. The selection of the population of this study is because, there has been no study on the autocratic leadership of principals and its relationship with job satisfaction of teachers in secondary schools in this district. In addition, this study was conducted on a large scale because it involves several secondary schools and the location and population of teachers in this district is very suitable for the needs of this study. The population of teachers in the Jempol district is 908 people with the number of secondary schools being 17 schools.

However, for this study, the sample size of the study only involved a total of 91 teachers working in the three secondary schools involved. The selection of only three secondary schools was involved because the schools involved had the number of teachers less than 40 people. The selection of 73 respondents includes 3 national secondary schools involved. Each national secondary school involved needed only a small fraction of the teachers involved in this study. The selection of teachers for each of the schools involved was based on a stratified random sample selection arrangement.

Using stratified sampling technique, the selection of respondents was from three secondary schools in the district of Jempol, Negeri Sembilan. The schools involved are secondary school A with 27 teachers, secondary school B with 27 teachers and secondary school C with 37 teachers and this makes the population for this study is 91 teachers. However, with the use of a balanced stratified sampling, the selection of balanced respondents for the three secondary schools is secondary school A with 22 teachers, secondary school B with 22 teachers and secondary school C with 29 respondents. This makes the number of respondents involved in this study is 73 people. The number of 73 respondents is based on the Table of Krejcie and Morgan (1970) where the population value (N) = 90 people and the sample value (S) = 73 people. Therefore, the use of stratified sampling technique used is balanced to obtain respondents for the three secondary schools involved.

The research instrument used in this study is to use a questionnaire. The method of distributing this questionnaire is to use the online form. The researcher has made the construction of the questionnaire according to the current suitability by using the google form format to distribute this questionnaire online. The construction of this questionnaire was taken and obtained to assess the suitability of this study based on a study by Chen and Wahab (2021) and a study by (Abdul Rahman, 2013). This questionnaire uses a Likert Scale: 1 Strongly Disagree (STS), 2 Disagree (TS), 3 Disagree (KS), 4 Agree (S) and 5 Strongly Agree (SS).

In the questionnaire, there are 3 parts, namely part A is about the basic information of the respondents, part B is about the autocratic leadership of the principal and part C is about the job satisfaction of teachers. The total number of questions in the questionnaire is 43 questions. The number of dimensions for the principal's autocratic leadership practice is four

dimensions, namely the dimension of the principal's leadership style, the principal's way of working, the principal's way of making decisions and also the principal's administration. Each of the dimensions had at least five items of questionnaire questions for this study. As for part C, which is teacher job satisfaction, there are four dimensions involved in this study, namely the dimension of relationship with the principal, responsibilities as a teacher, workplace environment and workload in school. These four dimensions have at least five question items that need to be answered by each respondent. The adaptation for the construction of this questionnaire is based on the theories and models used in this study.

Reliability analysis was obtained by using Cronbach's Alpha Coefficient to test the questionnaire. The value of Cronbach's alpha coefficient (α) is interpreted into six levels of interpretation. The first level with a value of $0.5 > \alpha =$ Unacceptable, a value of $0.6 > \alpha > 0.5 =$ Weak, a value of $0.7 > \alpha > 0.6 =$ questionable, a value of $0.8 > \alpha > 0.7 =$ acceptable, a value of $0.9 > \alpha > 0.8 =$ good, and value of $\alpha > 0.9 =$ very good. Accordingly, reliability analysis using Cronbach's Alpha Coefficient showed a value of $\alpha = 0.791$. These values indicate that, the construction of the questionnaire for this study is acceptable. Therefore, the study can be continued by distributing the questionnaire online to the respondents involved. Therefore, the instrument for this study can be said to have acceptable reliability.

The data obtained from the questionnaire in talkian by using google form link answered by teachers in the process by using Statistical Package For the Social Science (SPSS) v25 programming. This SPSS software is used to analyze and test data analysis. Data analysis involves the use of descriptive statistics and inferential statistics.

Descriptive statistics are used to obtain the data that has been generated as a summary of the entire data set. Testing through this descriptive statistical test will be able to provide the necessary information and data easily. The purpose of this test is also to test the autocratic leadership practices of principals with teacher job satisfaction based on information on percentage, frequency and mean. Therefore, descriptive statistics will be used to evaluate the objectives of study one and two, namely (1) to identify the level of autistic leadership practices of principals in secondary schools in Jempol district, Negeri Sembilan and (2) to identify the level of job satisfaction of teachers in secondary schools in Jempol district, Negeri Sembilan. The mean score value, standard deviation and percentage in the data obtained are interpreted based on the mean score interpretation value based on the Table 1 below.

Table 1
Mean Score Interpretation Table

Min Score	Interpretation of Min Score
1.00 to 1.50	Very low
1.51 to 2.49	Low
2.50 to 3.49	Medium
3.40 to 4.49	Height
4.50 to 5.00	Very high

Source : Chen & Wahab (2021)

Inferential statistics by using Pearson Correlation test (The Pearsons Correlation Matrix) to interpret the data obtained. The testing method used is used to test the research hypothesis in this study regarding the relationship of principals 'autocratic leadership

practices with teachers' job satisfaction. Therefore, the coefficient r is used as the Pearson's correlation coefficient. Pearson Correlation coefficient values are interpreted as Table 2 below.

Table 2

Table of Interpretation of Strength of Correlation Coefficient Values

The size of the correlation coefficient (r)	Correlation Strength
.91 to 1.00 or -.50 to -1.00	Very strong
.71 to .90 or -.71 to -.90	Strong
.51 to .70 or -.51 to -.70	Simple
.31 to .50 or -.31 to -.50	Weak
.01 to .30 or -.01 to -.30	Very weak
0.00	No Correlation

Source : Chua (2014)

Research Findings**Demographic Findings of the Study**

Table 3 shows the findings that related to the profile of the respondents. Based on the frequency table on the profile of the respondents, it shows that the number of respondents involved in this study is 73 people from the entire population of 91 teachers.

Table 3

Frequency Table on Respondent Profile

Demographic Items	Criteria	Frequency	Percent (%)
Gender	Men	16	21.9
	Female	57	78.1
Teaching experience	Less than 2 years	7	9.6
	3 – 5 years	13	17.8
	6 – 10 years	18	24.7
	11 years and above	35	47.9
Academic qualifications	Diploma certificate	4	5.5
	Bachelor's Degree in Education	53	72.6
	Masters	11	15.1
	Doctor of Philosophy	1	1.4
	Others	4	5.5

Note: N = 73

Level of Principal's Autocratic Leadership Practice

Table 4 shows the findings of the principal's level of autocratic leadership practice which shows the mean value and standard deviation along with the interpretation of the principal's level of autocratic leadership practice. The overall findings of the level show that the principal's autocratic leadership practices are at a high level with mean value = 3.78 and $sp = 0.88$. The principal's administrative style dimension is at a high level with a mean value of 3.90, $sp=0.76$. The principal's leadership style is also at a high level with a mean value of 3.88, $sp=0.97$. The dimension of the principal's way of working is also at a high level with a mean value of 3.70, $sp=1.07$, while the dimension of the principal's way of making decisions is also at a high level with a mean value of 3.66, $sp=0.95$.

Table 4

Table of Levels of Principal's Autocratic Leadership Practices

Dimensions	N	Min	Standard deviation	Interpretation
Principal's Leadership Style	73	3.88	0.97	Height
How Principals Work	73	3.70	1.07	Height
How Principals Make Decisions	73	3.66	0.95	Height
Mode of Principal Administration	73	3.90	0.76	Height
Overall Level of Principal's Autocratic Leadership Practices	73	3.78	0.88	Height

Level of Teacher Job Satisfaction

Table 5 shows the results of the descriptive analysis which shows the mean value and standard deviation along with the interpretation of the level of teacher job satisfaction. The level of teacher job satisfaction is also at a high level overall with a mean value of 3.79 and $sp = 0.61$. Based on the table, the relationship with the principal shows a moderate level with a mean value of 3.44, $sp=0.80$. However, the other three dimensions show to be at a high level with each showing mean value=4.26 $sp=0.61$, mean value=3.77, $sp=0.73$ and mean value=3.70, $sp.p0.91$. All of these dimensions show a high level of teacher job satisfaction with teachers being satisfied with the tasks and responsibilities that have been entrusted to them.

Table 5

Teacher Job Satisfaction Level Table

Dimensions	N	Min	Standard deviation	Interpretation
Relationship With Principal	73	3.44	0.80	Simple
Responsibilities as a Teacher	73	4.26	0.61	Height

Workplace Environment	73	3.77	0.73	Height
Workload at School	73	3.70	0.91	Height
Overall Level of Teacher Job Satisfaction	73	3.79	0.61	Height

The Relationship Between Principals Autocratic Leadership Practices and Teacher Job Satisfaction

Table 6 shows analytical findings for the Pearson correlation test on the relationship between principals' autocratic leadership practices and teacher job satisfaction. Based on the table, the Pearson correlation value, $r=0.699$, $p=0.01$, shows that there is a moderate and significant positive relationship between the principal's autocratic leadership practices and teacher job satisfaction. This shows that the principal's autocratic leadership practices have an impact and influence on teacher job satisfaction. Therefore, the research hypothesis which is H_0 : There is no significant relationship between the principal's autocratic leadership practices and teacher job satisfaction in secondary schools in Jempol, Negeri Sembilan is successfully rejected.

Table 6

Relationship Table between Principal's Autocratic Leadership Practices and Teacher's Job Satisfaction

Variables	Autocratic Leadership Practices of Principals	Teacher Job Satisfaction
Autocratic Leadership Practices of Principals	1	0.699**
Teacher Job Satisfaction		1
Sig. (2 - tail)	.000	

**The level of significance is at the confidence level of $p<0.01$ (2-tailed test)

Discussion of The Study

Levels of Principal Autocratic Leadership Practices

The results of the study on the autocratic leadership practices of principals according to teachers' perceptions as a whole are at a high level. This shows that the principals of the three selected secondary schools practice an autocratic leadership style not excessively, but moderately. In a study by Kamilah et al (2018) in a primary school in Bangsar showed a moderate level. The findings of the study on the autocratic leadership of the principal using his power as the principal in making his own decisions for the purchase of teaching aids after taking into account the views and information from his subordinates. Therefore, the use of an autocratic style in making decisions related to financial matters must be made based on the collection of information from various sources and making appropriate decisions and integrity in the use of school money to avoid waste and abuse of school money. For the dimension of how the principal makes decisions, it shows the lowest mean value, but is still at a high level of interpretation. This is because a number of teachers usually do not agree with the decision-making method carried out by their principal because the principal places the senior assistant teacher as a decision-maker on behalf of the principal. Therefore, any decision-making by the principal refers more to the senior assistant teacher,

The dimension of the principal's autocratic leadership style shows that the dimension of the principal's administrative style is very pleasing to the teachers. A joint study by Baharuzaini et.al (2016) showed that autocratic leadership is at a moderate level. The study was conducted on head teachers and teachers in rural primary schools in Gua Musang, Kelantan, showing that the autocratic leadership practices practiced by the head teachers were carried out at a moderate level. The study also showed that there was no significant relationship between the autocratic leadership style and the level of teacher efficacy in the school involved. A positive and systematic administration is very much liked by the teachers because an organized administration will facilitate and smoothen the course of administration in the school.

An analysis of autocratic leadership style in a study by Rosnah et al (2018) at Sekolah Kebangsaan Taman Semarak, Nilai, Negeri Sembilan shows that the level of autocratic leadership practiced in the school is at a moderate level. The findings differ from the results of this study where autocratic leadership is at a high level. In a study by Rosnah and her colleagues also stated that the moderate level of autocratic leadership is because teachers prefer instructional headteacher leadership because teachers think that the headteacher always provides positive support and encouragement to teachers in appreciating their achievements students and teachers in various aspects of education at the school.

Besides that, a study by Peker et al (2018) in Mersin, Turkey, shows that autocratic leadership style has a positive relationship with colleagues. However, in the relationship between autocratic leadership and work commitment, there is no significant relationship as a result of the study. Autocratic leadership practiced is based on the personality of the leader himself. For example, if a principal or leader has the personality of an egoist, then all the actions taken will affect one's own interests rather than the interests of others. Therefore, the autocratic leadership style should be implemented and practiced according to the appropriate and appropriate place, time and situation.

Level of Teacher Job Satisfaction

The research findings for the level of teacher job satisfaction among teachers in three secondary schools in Jempol district are based on four dimensions of job satisfaction. The dimension is the relationship with the principal, responsibilities as a teacher, the workplace environment and also the workload at school. Only the dimension of the relationship with the principal shows a moderate level of interpretation compared to the other three dimensions of job satisfaction studied, each of which is at a high level. Based on the research of Junaidah and Rosila (2013), in the findings of their study, the work satisfaction studied is based on gender differences between men and women, showing that there is no difference in work satisfaction between men and women.

The findings of the study by Zulhairi et al (2016) show that the results of the study on job satisfaction are at a high level. The results of that study are equivalent to this study by showing that overall job satisfaction is at a high level according to the dimensions studied. However, in terms of workload, in Zulhairi's study, Jamalul Lail and Ruzita showed the lowest value because teachers do not like to be given excessive tasks beyond their essential duties as teachers at school. In contrast to this study, it shows that the lowest overall value in the aspect of job satisfaction is for the aspect of relationship with the principal. This is because each given item gets an equivalent value compared to the item "I like the principal's autocratic leadership style".

A study by Abid Hussain et al (2017) in Lahore, in a study on the principal's leadership style and teacher job satisfaction in secondary schools showed high findings on job satisfaction with respondents agreeing that being a teacher is a job that respected The decision is the same as the item "teachers always carry out their responsibilities as educators" and the teacher's duty is to guarantee the future". Therefore, the study shows that teachers are satisfied with their duties and jobs as teachers at school.

In this study, the dimension of the relationship with the principal is at a moderate level. Compared to a study by Heydari et al (2016) in Tehran, Iran, it shows a low level of encouraging relationships with principals. This shows that there are questionnaire items for aspects of the relationship with the principal that are distributed, the item regarding my principal is a selfish individual that greatly affects the level of teacher job satisfaction. This is because, there are teachers who feel that their principal is a self-centered individual based on the teacher's observation of the principal's way and style in serving him personally. The teacher's personal view of the principal as selfish greatly affects the teacher's job satisfaction. However, for other items in the relationship dimension with the principal, it shows the equality of the principal's treatment towards the teachers. Teachers feel satisfied by placing high trust in the principal, teachers have the opportunity to discuss problems, and administrators build good relationships with teachers

The Relationship of Principal's Autocratic Leadership Practices with Teacher's Job Satisfaction

Analysis of the findings of this study on the relationship between the principal's autocratic leadership practices and the level of teacher job satisfaction shows a strong and moderately significant relationship based on the data received. This is supported by the opinion of Azuan et al (2019) in a study on community college lecturers in Melaka. Based on the study, there is no significant relationship between autocratic leadership style and work performance. Based on the study as well, the autocratic leadership practiced by the head has no effect on the lecturer's work performance. This shows that, as an educated and knowledgeable person, one's personal nature does not like any instructions made by following one's own will. Therefore,

In the findings of a study by Munir and Zafar (2018) in a study at a Girls' College in Punjab, the results of a study on the relationship between autocratic leadership and teacher job satisfaction have a positive correlation but with the least value. This shows that the effect on autocratic leadership style is negative and insignificant. This shows that autocratic leadership style is least practiced in women's colleges in the Punjab region, because the majority of the principals use democratic leadership style to influence the job satisfaction of the teachers in the women's college.

The influence of the principal's autocratic leadership practices looks at its influence on teacher job satisfaction. Most of the teachers indicated that items regarding the principal's autocratic leadership in the questionnaire affected teacher job satisfaction. This is because excessive autocratic leadership is not liked by teachers. Teachers believe that principals must have positive personal qualities in order to be liked by teachers and subordinate staff. There were a few teachers who stated that the principal was a selfish person. In addition, dementia in teacher job satisfaction shows that teachers are very satisfied with their relationship with the principal, responsibilities as teachers, the workplace environment and also the workload received by teachers.

Implication of The Study

This study has proven that autocratic leadership practices practiced by principals are related to teacher job satisfaction in secondary schools. Therefore, this study has some implications for school management policies, training and practices. Implications for policy, the Malaysian Ministry of Education (KPM) needs to improve the method of hiring principals. This is because, hiring a principal who is really qualified only needs to go through the next stage in qualifying a teacher to be qualified to be a principal. Qualified principals must have a positive leadership style and be able to use their power as a principal according to the appropriate situation, time and place. Principals cannot manage school administration by just following their passions. In the dimension of the principal's leadership style, the aspect of the principal listening earnestly to my needs is at the lowest level. This is because the aspect in question is related to two-way communication between the principal and the principal must have and master communication techniques so that the teacher can feel accepted by the principal.

Next, the implications in terms of training, the Ministry of Education's training and development department needs to improve the system in hiring principals by empowering the National Professional Qualification for Educational Leaders (NPQEL) Program. The principals also need to be regularly given courses on the sciences of principalship including leadership aspects in the training program module. From the aspect of the training, according to this study, principals in the dimension of principals' administration methods, learning modules based on more effective principals' administration methods should be held. This is because, the principal needs to be skilled in all matters and affairs related to school administration and know the principles and vision,

Implications for practice and management in schools, principals and school administrators should be more creative and intelligent in improving and maintaining appropriate leadership styles in leading teachers and schools. Principals and administrators must be positive in all actions taken to attract teachers to always be dedicated in carrying out the duties and responsibilities of teachers in the school. In the dimensions of the workplace environment, teacher job satisfaction in working is closely related in this study. A positive workplace environment encourages teachers to always perform the tasks entrusted to them as best as possible. A conducive and complete workplace environment needs to be provided by the principal so that teachers can impart knowledge more smoothly to their students.

Further Study Recommendations

There are several suggestions that can be given for further study. First, further studies can be carried out more broadly and in-depth by further expanding the study population and sample. For example, this study on autocratic leadership style needs to involve all primary and secondary schools throughout Negeri Sembilan and also to other states. Next, a comparative study can also be conducted to compare the autocratic leadership style with the democratic leadership style on the job satisfaction of teachers in different locations. The scope of the study can be expended in another style leadership such as transformational leaderships among headmaster between teachers job satisfaction.

Summary

In conclusion, this study has examined the relationship between the principal's autocratic leadership style and teacher job satisfaction among secondary school teachers. Findings show that the level of the principal's autocratic leadership style is at a high level and the teacher's job satisfaction is at a high level. The findings of the study also prove that there is a strong

relationship between these two variables. This finding directly shows that the principal's autocratic leadership style is able to influence the job satisfaction of secondary school teachers. This study has also provided implications for policy, training and practice in school management. In terms of contributions,

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