

Principal Teacher Transformation Leadership and Teacher Job Satisfaction of Transformation 25 Schools in Jasin District Melaka

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Abstract

Effective leadership is the basis of the administrator's style and practice in leading and influencing his subordinates towards organizational excellence. The purpose of this study is to identify the relationship between the head teacher's transformational leadership practices and the job satisfaction of 25 transformational school teachers in Jasin district. A total of 254 teachers were selected as study respondents. The design of this study uses a survey method and the instrument used is a questionnaire. The study data was tested using descriptive statistics involving frequency, percentage, mean score and standard deviation. Correlation test used to analyze the relationship between the head teacher's transformational leadership practices and the level of teacher job satisfaction. Data was analyzed using Statistical Package Social Science (SPSS) software. The results of this study found that transformational leadership is at a high level (mean=4.46, s.p=0.468) and the mean for teacher job satisfaction is also high (m=4.47, s.p=0.521). The Correlation Test shows that there is a strong and significant relationship between the level of transformational leadership practices of head teachers and the level of teacher job satisfaction ($r=0.689$, $p<0.01$). This study can be a guide for head teachers to identify the problems faced and find suitable methods to solve the problem of low teacher job satisfaction. This study can be a reference for the district education office (PPD) and the State Education Department (JPN) to produce head teachers who have transformational leadership. This study can be a support for PPD or JPN to guide head teachers to adapt to the transformational leadership style. In conclusion, the head teacher as a school leader should play the role of head of the organization in order to increase the job satisfaction of teachers in the school organization.

Introduction

Education plays a very important role in leading the economic growth and development of a country. The Malaysian Ministry of Education (KPM) states that the future of a country can be predicted through the teaching and learning system applied in the classroom. In the face of today's current economic globalization, people who are knowledgeable, highly skilled and

have superior competence are the determinants of a country's success. Apart from that, education is also the foundation of nation building and strengthening unity. Through education as well, an individual has the opportunity to improve living standards, forge success and further contribute to the country (KPM, 2013). In order to achieve the status of a developed country, Malaysia needs to prepare the young generation to face the world full of challenges in the 21st century.

In order to ensure the effectiveness and sustainability of the transformation of the Malaysian education system, each party involved must understand the important role they play and the benefits they will enjoy. The desired transformation is broad and rapid and requires a long time to show its effectiveness. Therefore, based on the need to build the abilities and capabilities of the national education system, the Ministry has organized a transformation that has been and will be implemented in three waves. First wave (2013-2015)

Change the system by giving support to teachers and emphasis on core skills; The second wave (2016-2020): Accelerating the increase of system progress; and now we are in the third wave which is moving towards excellence with increased operations. At the beginning of Wave 3, all schools, teachers and principals/headmasters have to demonstrate performance above the minimum standard. Therefore, the Ministry will focus on improving operations to foster a leadership culture among colleagues for the development of professional excellence (KPM, 2013).

Through the PPPM, the MoE has identified eleven changes that need to be made to produce changes in the education system that all Malaysians desire. Each shift needs to impact at least one of the five outcomes of the system, namely access, quality, equity, unity, and efficiency. The quality of school leadership is the second most important school-based factor, after teacher quality, in determining student success. Therefore, in the fifth shift of PPPM, MoE has ensured that high-performing leadership is placed in every school. With this, the head teacher's leadership that focuses on the needs of teachers is very suitable to be practiced to improve school performance.

Head teachers as school administrators should have a flexible and open thinking style in line with the organizational environment they lead. This is to create a consistent level of high potential teacher work performance. The headmaster as a leader is also a "role model" to the organization in the school should show characteristics that can be followed and respected such as accepting the views of the teachers, ensuring that decisions are made accurately based on authentic sources and creating a comfortable and happy work environment in the school. The head teacher's leadership practice should be appropriate based on two important factors, namely the environment and the individual being led (Rashid & Hamzah, 2020)

Transformational leadership is basically related to changing the way organizations work by involving a two-way interaction process, that is, leaders and followers (Kamarudin & Saad, 2017). With this, school administrators are able to design a suitable transformation for teachers, staff and students to achieve the school's goals. Transformational leadership is the best practice of headteacher leadership in increasing teacher commitment and subsequently school performance (Karupiah & Hamzah, 2021).

Every head teacher needs to emphasize the dimensions of ideal influence, intellectual stimulation, inspirational motivation and individual consideration that can foster teacher commitment and the achievement of school goals. This is important because the success of students depends on the commitment of teachers and the best leadership practices of the principal. Many studies have proven that the four dimensions provide a great impact in the practice of transformational leadership (Noraazian & Khalip, 2016; Normianti et al., 2019; Talib et al., 2019; Lailana & Hermawan, 2017; Mohamad and Abdul Wahab, 2019).

Lan et al (2019) explained that job satisfaction is seeing as the degree to which employees strive to achieve positive results related to it through positive attitudes and effective orientation. In this context, teacher job satisfaction determined and influenced by several variables, such as internal and external school factors, environment, appreciation policy, leadership style, and others (Elmazi, 2018). In order to maximize teachers' satisfaction in carrying out their duties, head teachers need to apply an effective and appropriate leadership style (Omar & Hamzah, 2020). This is because, when teachers' job satisfaction increases, they easily accept positive changes and these changes will have a positive impact on teacher and school performance.

Problem Statement

Nowadays, teacher job satisfaction has become a hot issue and is often discussed among the stakeholders of the national education system. Teachers claim that the increasing workload is the main cause of decreased job satisfaction. Teachers not only have to carry out essential tasks in the classroom but also have to spend time completing clerical work on or off the line (Cheng & Nor, 2020). The workload has caused teacher satisfaction to decrease and feel tired and stressed (Zuhaili & Ramlee, 2017).

In the meantime, there is a new phenomenon where teachers are applying to retire earlier than the mandatory retirement age as a result of the increased workload and high expectations for teachers which causes job dissatisfaction among teachers (Ishak & Rusman, 2018). A recent article published by the daily news stated that more than 10,000 teachers have reportedly made the choice to retire early each year in recent years (Nas, 2022). The figure is much higher than the one issued by the Ministry of Education and Culture on November 9, 2021, which is a total of 4,360 optional retirement applications made by teachers starting in January of the same year. This issue is very surprising when the trend of teachers retiring early is increasing from year to year (Nas, 2022). In 2015, a total of 2,777 teachers chose to retire early, while the following year, 2016, the number increased to 3,591.

This trend becomes more worrying when the figure continues to increase to 4,360 early retirement applications in 2021 which is equivalent to 1.06 percent of the total number of teachers (Nas, 2022). Apart from the extreme workload with the introduction of various new systems, one of the main reasons why teachers choose to retire early is when teachers have to endure fraud by doing non-transparent evaluations just to get beautiful data for the school. In addition to early retirement, the article also states that teachers tend to change professions because the education system is increasingly destroying the joy of teaching and the teachers receive less support and recognition in the organization (Nas, 2022).

The issue of teacher dissatisfaction is closely related to the leadership practices practiced by school leaders, namely head teachers or principals. Weakness in administrator leadership is the main cause of teachers being burdened with pressure. Among the weaknesses are the head teacher's leadership style which is autocratic, favoritism, practicing one-way communication, lack of interaction with teachers, lack of capacity management and unfair distribution of work (Hua & Nordin, 2020).

The implementation of Ts25 in schools is a challenge for teachers because implementation requires technological skills as well as high knowledge to implement teaching methods. The implementation of Ts25 is a challenge for teachers to implement the concept of the Ts25 transformation program that has been prepared by KPM. This implementation has put pressure on teachers to improve their technology skills as well as understand the MoE's requirements in implementing Ts25 in schools. In relation to that, this study empirically looked at the relationship between transformational leadership of primary school teachers and teacher job satisfaction in Ts25 schools in the Jasin district of Melaka. In the implementation of Ts25 in schools, the wisdom of school leaders plays an important role in transforming the implementation method in schools so that teachers can realize the implementation of Ts25 successfully.

Therefore, it is important to identify the level of transformational leadership practices among head teachers in T25 Schools in Jasin Melaka District so that any weaknesses and deficiencies can be improved. In addition, this study will also be able to determine the level of satisfaction of the teachers at the T25 National School in Jasin Melaka District because this kind of study has not yet been carried out in this district. As a result of this study, school administrators will be able to find out the relationship between transformational leadership practices among head teachers and the level of satisfaction of teachers at National School Ts25 in the Jasin District of Melaka and further improve each dimension of transformational leadership and elements of job satisfaction that have a score value that is low.

Literature Research

The information in this section describes the survey and analysis of past studies that are focused within the country only. Information from these past studies will be synthesized to see the extent of the research on the topic of the study done by researchers in the country. In order to ensure that this study is in line with the passage of time and produces the latest findings, only studies from the past five years will be reviewed. Apart from that, in order to meet the objectives and problems of this study, only studies involving teachers in Primary Schools in Malaysia will be reviewed. In addition, this section will also look at and examine models, theories, concepts and analysis from past studies related to this study.

Transformational Leadership Theory is widely used in studies involving the level of teacher leadership. This theory was founded by James McGregor Burns in 1978 and developed by Bass in 1985 (Vijian & Wahab, 2020). Transformational leadership as defined by Burns is a process where leaders and followers help and support each other in order to increase the level of moral values and motivation among them to a higher level (Vijian & Wahab, 2020).

This study also uses the theory of job satisfaction introduced by Frederick Herzberg in 1959 which is Herzberg's 1959 Two Factor Theory (Minn & Hamid, 2020). According to this theory, the existence of motivator factors will increase the level of job satisfaction but will not affect

it if there is no such factor. On the other hand, if the hygiene factor does not exist, it will cause the level of job satisfaction to decrease but will not increase the level of job satisfaction with its presence (Howell & Hamid, 2020). The hygiene factor is divided into several elements such as management and administrative policies, interpersonal relationships or with colleagues, supervision or monitoring, working conditions, salary and status while the motivator factor is divided into elements of self-development or advancement, promotion opportunities, recognition, achievements and the job themselves (Howell & Hamid, 2020; Rashid & Hamzah, 2020).

In 2013, the Malaysian Ministry of Education developed the Malaysian Education Development Plan 2013 – 2025 (PPPM) to achieve three main objectives which are to understand the current performance and challenges of the Malaysian education system, create a clear vision and aspirations for each student and the education system and outline the transformation of the system comprehensive education includes important changes in the Ministry. All parties, especially educational institutions, need to join hands in achieving the goals and aspirations of the MoE. Therefore, school leaders such as Headmasters and Principals need to change their leadership style and devise new strategies to keep up with the development of science and technology today to realize the noble aspirations of PPPM (KPM 2013)

When it involves changing the leadership style and system, the transformational leadership style is a style that is recognized as the most appropriate style to practice (Chieng & Norazah 2020). According to Bass in Yee and Nor (2020), leaders who practice a transformational leadership style will always be ready to face change by providing a clear and exciting vision. They also have a clear purpose in leading the organization towards change, and are always ready to face new possibilities.

In Malaysia, various studies have been conducted to examine the transformational leadership practices of Headmasters in leading and administering the education system in schools. Cheng and Nor (2020) have studied the level of transformational leadership practices of Head Teachers in Chinese National Type Schools (SJKC) throughout the State of Terengganu. This study involving 144 teachers from 10 SJKC in Terengganu shows that the dimensions of charismatic, intrinsic motivation, stimulation and individual consideration are at a high level. Of the four dimensions, the intrinsic motivation dimension has recorded the highest mean value while the individual consideration dimension has shown the lowest mean score. This is an indication that motivation is an important domain in headteacher leadership. Leaders who can increase the intrinsic motivation of employees are found to be able to have a significant effect in terms of fostering employee enthusiasm to achieve organizational goals. The low dimension of individual consideration suggests that the Head Teacher needs to be more attentive to the problems faced by teachers and other school staff.

Ting and Wahab (2020) have conducted a study to identify the level of transformational leadership practices of Principals at SJKC in the state of Perlis. A total of 132 people from 10 SJKC in Perlis answered the questionnaire in this study. Overall, the head teacher's transformational leadership practices at SJKC in the state of Perlis were found to be at a high level. Like the study by Cheng and Nor (2020), this study shows that the inspirational motivation dimension is the dimension that achieves the highest mean score. However, this

study shows that the dimension of intellectual stimulation has the lowest mean score. It seems that researchers in Malaysia like to conduct transformational leadership studies at SJKC. This includes a study by Hui and Mansor (2020) who also conducted a study on 278 teachers from 13 schools in SJKC in the Petaling Perdana district, Selangor. The results of the study show that the teachers at SJKC Petaling Perdana District practice a high level of transformational leadership. This shows that the Headmaster at the school involved successfully led his employees in navigating the tide of change in the education system. This study also shows that the principal of SJKC Petaling Perdana has practiced transformational leadership well, especially in stimulating motivation as a leader in the school. However, the head teacher's role in building intellectual stimulation can still be improved by providing assistance or suggesting various new ways to complete tasks at school. Indirectly, head teachers can build the intellectual stimulation of teachers and help teachers develop positive thoughts.

Another study at SJKC regarding transformational practices was conducted by Hern and Hussin (2020) involving 50 teachers at 2 SJKC in Gua Musang District. In this study, they excluded Headmasters from the respondents to avoid bias. The findings of this study are also in line with other studies where the level of transformational leadership style of SJKC principals in Gua Musang district is at a high level. However, in this study, the dimension of intellectual stimulation has a high mean score while the dimension of individual consideration shows a low mean value. A study by Yee and Mohd Nor (2020), at SJKC Seremban District also produced the same findings where the level of transformational leadership in 6 SJKCs in this District is at a high level.

They also stated that the practice of this leadership style is able to create a positive culture in the school and the opposite is to make the teachers aware that the performance of the school is the responsibility of every teacher in the school. Likewise with a study by Chieng and Norazah (2020) who found that the principal of SJKC Bangsar Zone Kuala Lumpur practices transformational leadership at a high level. This study involving 291 teachers who teach at SJKC Bangsar Zone, Kuala Lumpur shows that the charismatic dimension has the highest mean score followed by the dimension of motivation and intellectual stimulation. While the lowest mean score is the dimension of individual consideration.

Rashind and Hamzah (2020) have made a survey of past studies related to the level of transformational leadership among Head Teachers. In this survey, they found that the majority of studies showed high transformational leadership practices. However, there is a study that shows a moderate level of practice, which is a study by Vijian and Wahab (2020) found that the mean score of the transformational leadership practice level of head teachers in Kajang Zone Tamil Type schools is at a medium-high level. As a result of the survey, they concluded that Headmasters need to practice transformational leadership of headmasters in order to achieve the 5th shift of PPPM (2013-that is to ensure high performance leadership in every school. In addition, the headmaster's transformational leadership practice is important and has a relationship with teacher job satisfaction.

So many studies have been carried out especially in Malaysia to identify the level of job satisfaction of teachers in schools. Yeu and Norazah (2020) conducted a study to identify the level of job satisfaction of 217 Chinese National Type School (SJKC) teachers in Manjung District, Perak. In this study, they examined five dimensions of job satisfaction, namely salary,

promotion opportunities, supervision, colleagues and the job itself. Overall, this study shows that teacher job satisfaction is at a high level with the element of colleagues being at the highest level. This shows that the teachers at SJKC Manjung support each other in carrying out tasks and if their friends need help or assistance. However, the teachers at SJKC Manjung are less satisfied with the promotion opportunities. This shows that the Ministry of Education and Culture should re-evaluate the path of teacher promotion so that teacher job satisfaction can be maintained and motivate teachers in their work. Cheng and Nor (2020) also studied the five dimensions of job satisfaction but slightly different compared to the study by Yeu and Norazah (2020) where they did not study the work dimension itself but studied the supervision dimension. 144 teachers have answered the distributed survey questions and the results of the study show that the overall job satisfaction of teachers in 10 SJKC in Terengganu State is at a high level. In this study, the supervision dimension showed the highest score value which means that the teachers feel comfortable with the supervision of school administrators. Supervision in a correct and effective way improves weaknesses in the teaching and learning process. However, just as studied by Yeu and Norazah (2020), this study also shows that teachers are less satisfied with promotion opportunities. However, their dissatisfaction was not so severe that they still continued their essential tasks.

A study by Ting and Wahab (2020) shows that the intrinsic factor overcomes the teacher job satisfaction factor in SJKC Negeri Perlis. This shows that the teachers in 10 SJKC in Perlis State are less satisfied with elements such as their salary, workplace conditions, safety and welfare of work and supervision. This finding is in line with the findings of a study by Yee and Nor (2020), where the motivational satisfaction factor is slightly higher than the hygiene factor among SJKC teachers in the Seremban District. However, a study by Verney and Wahab (2020) at Baling Sik District SJKC showed the opposite finding. The findings of their study show that the level of satisfaction for external factors is higher compared to internal factors.

As a result of this study, they found that good relationships with colleagues can increase teacher job satisfaction in schools. This is evident because the aspect of relationships with colleagues has brought the highest mean earnings compared to other aspects. While the aspect of the type or pattern of work has brought the lowest mean earnings, so have the aspects of supervision, salary and recognition. This shows that the teachers go through the same work routine every day and they are not satisfied with the salary they receive and their opportunity to be rewarded for promotion.

Teachers at SJKC in Petaling Perdana district, Selangor are also satisfied with interpersonal relationships, self-achievement and their responsibilities at school. This is as proven in a study conducted by Hui and Mansor (2020) who examined the level of job satisfaction of 278 teachers from 13 SJKC in Petaling Perdana District, Selangor. This study only examines three elements of job satisfaction and the element of achievement gets a low score compared to other elements. This means, the teachers feel that the tasks given are less intellectually challenging and not enough to develop their careers. The findings of the study by Law and Muhammad (2020) at SJKC in the Gua Musang district of Kelantan state are quite interesting. This is because, although the overall level of job satisfaction is high, there are two elements that show moderate scores, namely salary and promotion opportunities.

This finding shows that the teachers feel that the salary they receive is not commensurate with the workload they carry. This situation is compounded by the increasing cost of living and the teachers are not allowed to earn extra income. The same goes for promotion opportunities, where teachers are not satisfied with the promotion period being too long and positions such as senior assistants are very limited. A study by Minn and Hamid (2020) at SJKC Kuantan District, Pahang also shows a similar trend. Although the overall level of teacher satisfaction is high, the salary element still shows the lowest score compared to the elements of work, supervision, colleagues and promotion opportunities. Compared to the studies discussed above so far, the study by Hon and Alias (2020) has studied more than five elements of job satisfaction.

They studied ten elements of job satisfaction which are five elements from each external and internal factor. The whole study shows that the level of job satisfaction of teachers in SJKC Kuala Selangor District is at a high level where the motivation factor is higher than the hygiene factor. Although high overall, the salary element still shows the lowest score. All the studies discussed above were carried out at SJKC. However, the study by Yvonne and Norazah (2020) is more extensive when they tested the job satisfaction level of 291 teachers from 24 National Primary Schools in Sandakan. They studied five elements of job satisfaction and found that overall the level of teacher job satisfaction was at a high level.

The findings of this study are slightly different where the promotion opportunity element shows the highest score while the work procedure element has the lowest. Teachers in Primary Schools in the Sandakan district are very satisfied with the promotion process in the district. Promotion gives teachers the opportunity to increase their basic salary and a decent salary is a factor in the teacher's efforts in the career. However, the teachers are less satisfied with the changes in the education system which greatly increase the workload of the teachers.

A study by Vijian and Wahab (2020) in three Tamil National Type Schools (SJKT) in the Kajang Zone shows that there is a moderately high relationship between transformational leadership and teacher job satisfaction. This study involved 86 teachers and showed that transformational leadership had less effect on their job satisfaction. In fact, the level of teacher job satisfaction and the practice of transformational leadership style by the Headmaster is also at a medium to high level.

However, a study by Yusoff et al (2022) showed different findings. They found that there is a strong relationship between the transformational leadership of the Principal and the level of teacher job satisfaction in 25 transformational schools in Jerantut district. This shows that 45 respondents agree that leadership practices can affect their level of job satisfaction. Studies related to the relationship between transformational leadership of head teachers and the level of teacher job satisfaction have been carried out in SJKC (Cheng & Nor, 2020; Ting & Wahab, 2020; Hui & Mansor, 2020; Hern & Hussin, 2020; Yee & Nor, 2020; Hua & Nordin, 2020). Of these six studies, studies by Hern and Hussin (2020); Cheng and Nor (2020) show the existence of a moderate relationship between the level of transformational leadership of head teachers and the level of teacher satisfaction.

Law and Muhammad (2020) studied the relationship between the two variables for 50 teachers in 2 SJKC in Gua Musang District and found that the value of the correlation coefficient between the two variables was moderate. However, the level of relationship between the two variables is still at a significant level. Likewise with a study by Ting and Wahab (2020) involving 132 teachers from 10 SJKC in the State of Perlis. They found that there is a moderate correlation between the relationship between the head teacher's transformational leadership practices and the job satisfaction of SJKC teachers in the state of Perlis. They further added that of the four dimensions of transformational leadership, the inspirational motivational dimension has the highest correlation with job satisfaction compared to the other dimensions.

The other studies each show that there is a strong relationship between the head teacher's transformational leadership style and teacher job satisfaction. Cheng and Nor (2020) found that the transformational leadership of Headmasters in 10 SJKCs in the State of Terengganu has a strong relationship with teacher job satisfaction. This is proven when 144 respondents have stated that a leadership style based on transformation can increase their job satisfaction. Likewise with the study by Hui and Mansor (2020) which shows a strong relationship ($r = 0.82$, $p < 0.05$) between the head teacher's transformational leadership and teacher job satisfaction. This study involved 278 respondents from 13 SJKC villages in Petaling Perdana District, Selangor. Yee and Nor (2020) also obtained a high correlation coefficient value ($r=0.775$) which proves that the level of relationship between the Principal's transformational leadership practices and the level of job satisfaction of SJKC Seremban District teachers is at a strong level. This shows that leadership practices by the Headmaster is one of the dominant factors in determining the level of job satisfaction of his subordinates. Chieng and Norazah (2020) conducted a slightly deeper study by examining the relationship between each dimension of transformational leadership and the level of job satisfaction among 291 teachers in SJK(C), Bangsar Zone, Kuala Lumpur. Overall, the relationship between the two variables is at a strong significant level ($r=0.802$). of the four dimensions of transformational leadership, the motivation dimension has a very strong relationship with teacher job satisfaction, followed by the charismatic dimension, intellectual stimulation and finally the individual consideration dimension which shows a moderate relationship value. This shows that Headmasters who often give encouragement and apply a high spirit of teamwork among teachers are able to inject enthusiasm and subsequently increase the level of job satisfaction of teachers.

Methodology

In this study, the researcher applied a quantitative research design by using the survey method. According to Creswell (2009) again, quantitative research is a way to test the objective of a theory by studying the relationship between several variables. This variable is something that can be measured using instruments so that the numerical data obtained can be analyzed using analysis procedures. As in this study, the researcher wants to examine the relationship between the four dimensions of transformational leadership and the level of teacher job satisfaction at Sekolah Kebangsaan Transformationasi (T25) in Jasin District, Melaka. The survey method is used in this study because this method is one of the best methods to measure opinions, attitudes, perceptions, beliefs, practices and orientations for a large population size (Creswell, 2012).

This study involves all T25 Primary Schools in Jasin District, Melaka. There are 38 schools that have been listed in the T25 program (Jasin District Education Office, 2022). In the 38 schools, 12 of them are Secondary Schools and the other 26 are Primary Schools. This study involves a population of 761 teachers currently serving in 26 T25 Primary Schools in Jasin District. Based on Krejcie and Morgan's (1970) sample selection table, the total sample involved in this study was 254 people.

This study applies the full use of questionnaire instruments as a measuring tool to obtain information and all the necessary data. The method of using a questionnaire was found to increase the validity and truthfulness of the respondents' responses to the stimulation of the questions given. The use of questionnaires aims to obtain information about facts, beliefs, feelings, wishes and so on. This method also takes a short time to complete as well as low cost and easy to manage (Karnan & Alias, 2020).

The survey form used in this study is divided into 3 parts, namely: Part A: Respondent Demographics; Part B: Transformational leadership practices of head teachers; and Part C: Teacher Job Satisfaction. The section aims to obtain information regarding the teacher's background such as gender, age, teaching experience, academic qualifications, and school category whether in the city or the countryside (Yusoff et al., 2022). Part B, on the other hand, contains 24 items that aim to collect data regarding the level of transformational leadership practices among Head Teachers at National School Ts25 Jasin District. The items in this questionnaire will be adapted from the Multifactor Leadership Questionnaire (MLQ) modified and applied by Yusoff et al (2022) in their study. Each item will be measured using a 5-point scale. Finally, section c contains 24 items regarding the level of teacher job satisfaction at Ts25 Primary School in Jasin District. The items in the questionnaire in this part C will combine items from the study conducted by Yusoff et al (2022) and Karnan and Alias (2020) who have modified and adapted Job Descriptive Index (JDI) formed by (Lester, 1987; Smith et al., 1969).

Before being distributed to the respondents, this set of questionnaires was referred to experts to ensure its validity and a pilot study was conducted to test its reliability. The data was then compiled and analyzed using the Statistical Package for Social Science (SPSS) application version 28. The use of APSS filling can avoid error elements when analyzing the data so that the calculations can be calculated accurately and correctly. The analyzed data are presented in the form of mean and standard deviation. The researcher will organize the results of the score in the form of a table according to the order of components and dimensions. The data obtained will then be analyzed descriptively and inferentially.

The researcher has implemented two types of analysis to test the hypothesis. The researcher has applied descriptive analysis to describe and explain the demographic characteristics of respondents related to gender, age, and teaching experience in a way that can provide meaning. It is also used to obtain the frequency, percentage and mean score of the data to find out the level of the Headmaster's transformational leadership style and the level of job satisfaction of the Teachers in Primary School Ts25 Jasin District. The mean study score of each element is categorized and divided into five levels as in the table below

Interpretation of the Mean Score of the Principal's Transformational Leadership Level and Teacher's Job Satisfaction Level

MIN SCORE	INTERPRETATION
1.00 – 1.89	Very low
1.90 – 2.69	Low
2.70 – 3.49	Moderate
3.50 – 4.20	High
4.30 – 5.00	Very high

Source: education planning and education policy division (2006)

Inferential analysis will be used to determine the relationship between the level of transformational leadership practices of head teachers and the level of teacher job satisfaction. The significance level that will be used for the study is 0.05 ($p < 0.05$). The results of the analysis will be shown in the value of the correlation coefficient r . The use of the strength level of the correlation coefficient value interpreted by Chua (2013) in this study as in the following table:

The strength level of the correlation coefficient value

MIN SCORE	INTERPRETATION
0.91 – 1.00	Very Strong
0.71 – 0.90	Strong
0.51 – 0.70	Moderate
0.31 – 0.50	Weak
0.10 – 0.30	Very weak
0.00	No correlation

Source: Chua (2014)

Findings

A total of 254 respondents were involved in this study consisting of 109 males and 145 females. Of the 254 people, 17 people are aged from 31 to 35 years old. 43 and 68 people aged from 36 to 40 years and 41 to 45 years old respectively. The largest number of respondents were between 46 and 50 years old, which is a total of 76 people while there were only 8 respondents who were 51 to 55 years old. A total of 30 respondents were completed by 42 people aged from 56 to 60 years old.

The Principal's Level of Transformational Leadership Practice

Dimension	N	Min	Standard (SD)	deviation	Level
Ideal Influence	254	4.55	0.497		Very Strong

Consideration is based on the individual	254	4.37	0.635	Very Strong
Intellectual Stimulation	254	4.50	0.464	Very Strong
Inspirational Motivation	254	4.43	0.452	Very Strong
Average		4.46	0.468	Very Strong

The table above shows the level of transformational leadership practices of head teachers at the T25 National School in Jasin District, Melaka. Overall, the level of the principal's transformational leadership practice at National School T25 Jasin District, Malacca is at a very high level with Min=4.46 and SP=0.468. The dimension of ideal influence is the dimension with the highest mean value (Mean=4.55, SP=0.497) followed by the dimension of intellectual stimulation (Mean=4.50, SP=0.464) and inspirational motivation (Mean=4.43, SP=0.452). The dimension of individual consideration is the dimension that shows the lowest mean value, Min=4.37, SP=0.367.

Tahap Kepuasan Kerja Guru

Element	N	Min	Standard deviation (SD)	Level
General job satisfaction	254	4.56	0.444	Very high
Interpersonal Relations	254	4.62	0.403	Very high
Work Achievement	254	4.41	0.696	Very high
Responsibility	254	4.56	0.678	Very high
Salary	254	4.40	0.498	Very high
Promotion	254	4.50	0.509	Very high
Reward	254	4.33	0.547	Very high
Management and Administration Policy	254	4.42	0.456	Very high
Supervision	254	4.40	0.462	Very high
Average		4.47	0.521	Very high

A total of nine elements of job satisfaction were tested in this study. Overall, the level of job satisfaction of the teachers at National School T25 Jasin Melaka District is at a very high level (Mean=4.47, SP=0.521). Of the Nine elements, interpersonal relationships show the highest mean value (Mean=4.62, SP 0.403) while the appreciation element shows the lowest mean value (Mean=4.33, SP=0.547). The element of job satisfaction in general and responsibility has the same mean value and is the second highest mean value which is Min=4.56 with a standard deviation of SP=0.444 and SP=0.678 respectively. Next followed by the element of promotion with a value of Min=4.50 and SP=0.509 and the element of management and administration policy with a value of Min=4.42 and SP=0.456. Finally, the elements of salary and supervision share the lowest mean value of 4.40 with SP=0.498 and SP=0.462.

The Relationship Between Transformational Leadership Practices With The Level Of Teacher Job Satisfaction

	M	SD	r-value	p-value
Transformational Leadership	4.46	0.468		
General Job Satisfaction	4.56	0.444	0.689**	0.00

The table above shows the extent of the relationship between the variables of transformational leadership and job satisfaction. The value of the correlation coefficient $r=0.689$ shows that the relationship between these two variables is at a moderate level. A significant level of less than 1 ($p=0.00$) indicates that there is a significant relationship

between the head teacher's transformational leadership and the level of teacher job satisfaction in T25 Primary School Jasin Melaka District.

Discussion

This study was conducted to identify; the level of the Headmaster's transformational leadership practice; the level of job satisfaction of the teachers; and the relationship between the two variables in Sekolah Transformasi 25 (T25) Jasin District, Melaka. In order to obtain the level of transformational leadership of the Headmaster and the level of job satisfaction among teachers, descriptive analysis using SPSS software was used. In order to obtain the type of relationship between these two variables, inferential analysis through the Pearson correlation test was used.

Overall, the findings of the study show that the level of transformational leadership practices of head teachers is at a very high level. This shows that the teachers strongly agree that the head teachers at T25 Jasin District Primary School have practiced transformational leadership practices at a very high level (mean=4.46, s.p=0.468). This finding is in line with a study by Yusoff et al (2022) who found that the level of transformational leadership practices of head teachers in transformation schools in Jerantut District is at a high level. In addition, this study also produced the same findings as studies that have been carried out in SJKC throughout Malaysia (Ting & Wahab, 2020; Cheng & Nor, 2020; Hui & Mansor, 2020; Hern & Hussin, 2020; Hua & Nor, 2020). However, the findings of this study are quite different compared to the study by Vijian and Wahab (2020) who found that the level of transformational leadership practices of school principals - Tamil Type schools in the Kajang Zone was at a moderately high level. Of the four elements studied, this study shows that the ideal influence element has a high mean value and this is in agreement with the study by (Chieng and Norazah, 2020). However, this finding is not in line with the findings by Ting and Wahab (2020); Cheng and Nor (2020); Hui and Mansor (2020) who found that the motivation dimension of inspiration is the dimension that achieves the highest mean score. The findings of this study show that the transformational leadership of the headmaster of transformational school 25 in Jasin is at a high level. This explains that the majority of head teachers practice leadership characteristics such as working hard, being enthusiastic, daring to take risks and always giving positive encouragement to their teachers. Therefore, transformational leadership needs to be applied in school organizations to improve school excellence.

To answer the second research question related to the level of teacher job satisfaction in the T25 School in Jasin District, Melaka, a descriptive analysis was conducted and found that the overall level of teacher job satisfaction was at a high level (mean= 4.47, s.p=0.521). This shows that teachers are satisfied with elements such as interpersonal relationships, work achievements, responsibilities, salaries, promotions, appreciation, management and administration policies and supervision in the schools where they serve. The findings of this study are also in line with most studies, the majority of which were conducted at SJKC (Yun & Nordin, 2020; Cheng & Nor, 2020; Ting & Wahab, 2020; Yee & Nor, 2020; Verney & Wahab, 2020; Hui & Mansor, 2020; Hern & Hussin, 2020; Minn & Hamid, 2020; Hon & Alias, 2020; Len & Nordin, 2020). However, these studies show different findings in terms of which elements show the highest and lowest mean scores. In this study, the interpersonal relationship element showed the highest mean value (Mean=4.62, SP 0.403) while the appreciation

element showed the lowest mean value (Mean=4.33, SP=0.547). A study by Yeu and Norazah (2020) shows that the element of colleagues is at the highest level while the element of promotion opportunities is at the lowest level. Cheng and Mohd Nor (2020) found that the supervision dimension showed the highest score value, but just as studied by Yun and Nordin (2020), this study also showed that teachers were less satisfied with promotion opportunities. Ting and Wahab (2020); Yee and Nor (2020) were of the same opinion where they found that the motivational satisfaction factor was slightly higher than the hygiene factor among teachers. However, a study by Verney and Wahab (2020) at Baling Sik District SJKC showed the opposite finding. The findings of their study show that the level of satisfaction for external factors is higher compared to internal factors. Teachers at SJKC in Petaling Perdana district, Selangor are also satisfied with interpersonal relationships, self-achievement and their responsibilities at school (Hui & Mansor, 2020; Hern & Hussin, 2020; Minn & Hamid, 2020; Hon & Alias (2020) found that teachers were less satisfied with the salaries they received and their opportunities to be promoted. But this finding contradicts the findings by Yvonne and Norazah (2020) who found that teachers are very satisfied with their salaries. Although the level of teacher job satisfaction is high, the elements that show the highest level are less consistent between the studies that have been conducted, This shows that the factors that affect teacher job satisfaction are different. Overall, the level of teacher job satisfaction has been successfully achieved by 25 transformation school teachers in Jasin district. The improvement of school performance not only starts from the work atmosphere, direction, mission and vision of the school but also the job satisfaction of teachers also develops the strengthening of school administration. Therefore, school leaders need to apply positive values to create teacher job satisfaction to the maximum level.

The findings of this study reject the first null hypothesis which states that there is no significant relationship between the head teacher's transformational leadership practices and the level of teacher job satisfaction in transformational school 25 in Jasin Melaka. This is because the results of the study show that the two variables have a significant and moderately high relationship ($r=0.689$; $p=0.00$). This finding is in line with the findings by Hern and Hussin (2020); Vijian and Wahab (2020) who also found that there is a moderate relationship between the two variables. While other studies (Yusoff et al., 2022; Cheng & Nor, 2020; Ting & Wahab, 2020; Yee & Nor, 2020; Hua & Nordin, 2020) show that there is a positive relationship which is strong between the head teacher's transformational leadership practice level and teacher job satisfaction. The results of this study show that the dimension of transformational leadership has a very strong influence on the element of job satisfaction. Thus, the head teacher as a practitioner of transformational leadership needs to fulfill all the transformational dimensions to increase the level of teacher job satisfaction

Conclusion and Suggestion

This study has found that the head teacher's transformational leadership level and teacher job satisfaction are at a high level. This study has explained that there is a significant relationship between the head teacher's transformational leadership and teacher job satisfaction at T25 School Jasin Melaka. This study can be a guide for head teachers to identify the problems faced and find suitable methods to solve the problem of low teacher job satisfaction. This study can also be a reference for the district education office (PPD) and the State Education Department (JPN) to produce head teachers who have transformational leadership. This study can be a support for PPD or JPN and IAB to guide head teachers to adapt

to the transformational leadership style. In conclusion, the head teacher as a school leader should play the role of head of the organization in order to increase the job satisfaction of teachers in the school organization. Teacher job satisfaction in the school not only affects the teacher's emotions but also impacts the teacher's achievement in the school. Headmasters need to establish a two-way positive relationship with teachers in order to reduce misunderstandings between administrators and implementers. Headmasters and teachers need to work together to create an excellent school organization in order to produce outstanding and competitive national leaders.

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