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LEADERSHIP BEHAVIOUR ON JOB SATISFACTION IN MALAYSIAN NATIONAL SECONDARY SCHOOLS: MOTIVATION AND HYGIENE SATISFACTION

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ABSTRACT

Inter-relationship between the principal and his/her teachers is vital in ensuring the success in school performance. Principal leadership behaviour is attributed to teachers' job satisfaction thus may directly or indirectly, influence the achievement of school when striving for a goal or vision. The present study aims to determine the influence of principals' leadership behaviour on teachers' job satisfaction from the perception of a group of selected secondary schools teacher. Quantitative approach was used and questionnaires were distributed to 301 teachers for data collection. Descriptive and inferential analyses were used to analyse the data collected. Two instruments were utilized namely, (1) Leadership Behaviour Questionnaire and; (2) Teacher Job Satisfaction Questionnaire. The findings indicate that there is a significant correlation between principal leadership with teacher job satisfaction. This study also reports that the supportive and achievement-oriented leadership style influence teachers' job satisfaction and contributed it to 30.7%. Our findings indicate that supportive leadership contributed more to the teachers' job satisfaction compared to the achievement-oriented leadership style. This study confirms the importance of leadership behaviour on teachers' job satisfaction. Generally, supportive and achievement-oriented leadership are the primary contributors to the satisfaction of the subordinate.

Keywords: Leadership Behaviour, Job Satisfaction, Motivation Satisfaction, Hygiene Satisfaction, Education, Malaysia

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INTRODUCTION

Studies of causal relationship between leadership behaviour and job satisfaction have been reported in different fields such as business, military, government, education etc. (Leithwood & McAdie, 2007; Hulpia & Rossell, 2009; Biggerstaff, 2012; Ashwini & Prahallada, 2016). However, there is still lack of research regarding the influence of leadership behaviour towards the factor of teacher job satisfaction from the aspects of motivation and hygiene.

Generally, a leader is an important character in dealing directly or indirectly with individuals, developing the relation with them, inspiring and persuading them to work as a team towards the success of a goal and vision of an organization. Leaders must show integrity, vision, courage, compassion, involvement and be ethical. In addition, leaders should be capable in understanding how an individual feel, what motivates them and how to influence individuals in the achievement of organizational goals (Samuel, 2005; Malik, 2013).

Different leaders carry different management skills, behaviour and communication styles in leading the team and striving towards a predetermined goal. According to Robbins and Judge (2014), leadership is a process of influencing the activities of an individual or an organized team towards the achievement of organization goals and objectives. In school, the principal is an important person whom as a leader, need to lead the teachers to work as a team to provide a better learning spaces and environment for students. In short, the principal is the leader of the school. Different principals possess different leadership styles and behaviour.

Principal leadership behaviours emphasise both the academic excellence and teachers' job satisfaction (Baba, 2015). Notably, teacher also plays an important role in helping the school to achieve its goals. In school, the principal and teachers work as team to achieve certain goals. The school will not operate as a proper learning environment without the teamwork between the principal and teachers. Therefore, teacher job satisfaction is important to ensure the commitment of teachers towards their school productivity (Anderson, 2004; Nyenyembe et al., 2016). Indeed, leadership is always perceived as a significant determinant of employee work satisfaction and also organizational effectiveness (Malik, 2013).

To further understand the impact of principal leadership, this study aimed to investigate the influence of principal leadership behaviour on teacher job satisfaction in national secondary schools in Selangor, Malaysia.

Principal Leadership Behaviour and Teacher Job Satisfaction

Job is an important part of our daily lives. Yet, due to the competitive nature of the profession environment, most people spend their time for job-related work purpose resulting in ignoring the stressors that are silently influencing their work and life (Ahsan et al., 2009). Management style used by the head of school will directly or indirectly influence the level of teachers' stress (Tahseen, 2010). Job satisfaction reflects to which extent an individual likes their job. Previous study reported those employees who are satisfied with their job are expected to be less stressed and less absent for work. They tend to make positive contributions and are willing to stay with the organization longer (Kamali Cheshmen Jalal et al., 2016). Research indicated that organizations with satisfied employees are more productive compared with the organizations with unsatisfied employees (Hellrigel & Slocum, 2011).



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Job satisfaction represents an employee's evaluation of job and work context (McShane and Von Glinow, 2016). According to Dawis (2004), job satisfaction could be changed by time and situations. It is an appraisal of the perceived job styles, working climate, and emotional experiences, hence an attitude to the specific aspects of job. Malik (2013) also agreed that an individual may be satisfied with certain aspects but dissatisfied with others in the same work (Malik, 2013).

In previous studies, personal performance for a teacher was considered to be the most satisfying aspect of teaching. Other factors which were found to contribute to overall satisfaction include; (1) sufficient resources; (2) educational facilities; (3) regulation of the school; (4) school administration; and (4) teaching curriculum (Chaplain, 1995; Steyn & Kamper, 2006; Harlow, 2008). The most satisfying facet of a teacher's job is in helping students and working with peers (Harlow, 2008). Additionally, other intrinsic factors that influence strongly an individual job satisfaction are achievement, responsibility, growth, advancement, and recognition (Williams & Lankford, 2003; Foor & Cano, 2011; Matsuoka, 2015; Tran, 2015).

Several studies supported the effect of principal's leadership behaviours on teachers' job satisfaction (Dinham & Scott, 1998; Bogler, 2001; Griffith, 2004; Nguni et al., 2006; Cerit, 2009). Studies proved that the principal's leadership behaviour is one of the positive factors that have a direct correlation with teachers' job satisfaction (Bogler, 2001). Considerable research has been carried out on the influence and impact of principal's leadership behaviour on teachers' job satisfaction (Griffith, 2004; Stockard & Lehman, 2004; Cerit, 2009). Furthermore, studies also indicated that principal's decision-making style influences teachers' job satisfaction. Principal who encourages teachers to be involved in decision-making, positively influences on teachers' involvement and commitment to their teaching duties and classes (Bogler, 2001; Hui et al., 2013).

While most studies was carried out in the level of primary schools in Malaysia, studies in secondary schools have been relatively lacking (Zaki, 2008; Yusof, 2011; Hassan & Suandi, 2012; Ahmad, 2014).

Path-Goal Theory of Leadership

Path-Goal theory of leadership (House, 1971) is the most influential contingency approach (Robbins et al., 2005; Hickman, 2015). Silverthorne (2001) indicated that leaders play a role in providing a clear direction and always supporting subordinates in achieving the goals set by either individual or organization. Path-goal theory enhances employees' performance and satisfaction by focusing on motivation. This theory advises that different leadership have different influence on subordinates' motivation (Northouse, 2013). Path-goal theory highlights the match between leader behaviour and employees' characteristics. It explains how a leader can provide support to subordinates on the path to goals by using different behaviour based on subordinates' needs and work situations in which subordinates are operating (Northouse, 2013).

According to Hickman (2015), leaders may not only use varying behaviours with different subordinates but also different behaviours with the same subordinates in different situations. Different leadership behaviours will increase the acceptance level of leader, level of satisfaction, and motivation to high performance. Based on situational factors, Path-Goal theory proposes a four-styles of leader behaviours: (1) directive leadership; (2) supportive leadership; (3) participative leadership; and (4) achievement-oriented leadership.

Directive leader tells the subordinates what they need to do and what their tasks are. The leaders will set specific standards of achievement and define the rules and regulations (Daft, 2015). This style of leadership is applicable when the task is complex, authority is solid and delivers job satisfaction (Lussier & Achua, 2015). However, leaders with supportive leadership are more concerned about subordinates' well-being and their intrinsic needs. They are friendly and will attend to the needs of subordinates (Daft, 2015).



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Supportive leadership is suitable in monitoring a simple task, where formal authority is weak, and the team does not provide job satisfaction (Lussier & Achua, 2015).

A participative leader always discusses with subordinates, collects subordinates or team members suggestion, opinions, and integrates before making decisions (Daft, 2015). Participation of leader is requested when task is complex, authority is either weak or strong, and satisfaction is either high or low (Lussier & Achua, 2015). For the achievement-oriented leadership, the leader will set clear goals for subordinates (Daft, 2015). This leadership establishes a high standard of excellence and obtains continuous improvement. They show a high degree of confidence in subordinates (Daft, 2015).

Teacher Job Satisfaction

Motivation-hygiene theory (Herzberg, 1959) and Maslow's hierarchy of needs (Maslow, 1954) are the most frequently cited psychological approaches to studying job satisfaction (Lester, 1982). Maslow's (1954) hierarchy of needs presents satisfaction in terms of needs fulfilment. Meanwhile, according to Herzberg et al. (1959), motivation-hygiene theory explains the factors that influence job satisfaction which focuses on work environment and tasks. According to Lester (1982), these theories are suitable for an educational study. Therefore, Lester (1982) used these two theories to provide a system to support the conceptual foundation for developing an instrument namely, Teacher Job Satisfaction Questionnaire (TJSQ).

Herzberg's Theory has important implications for employee and management areas. It states that in order to increase employees' performance and achieve their needs and satisfaction, principals in schools must provide job factors related to ten satisfiers that can be divided by two groups: (1) motivation factors which include achievement, recognition, work itself, responsibility, and advancement; (2) hygiene factors which include interpersonal relations, administration, supervision, salary, working conditions.

There are inter-relations between Herzberg's two factors and Maslow's hierarchy of needs in satisfaction of individual life. Figure 1, shows that the Herzberg's hygiene factor contributes to the three basic level of human satisfaction in the hierarchy of needs: (1) individual physiological needs; (2) safety and security; and (3) belonging and love. However, the highest level of human needs influenced by motivation factors is individual esteem and self-actualization.



Figure 1. Herzberg's Two Factors and Maslow's Hierarchy of Needs

PRESENT STUDY

This study attempted to determine the influence of principal leadership behaviour on teachers' job satisfaction. The main objectives in this study are:

- 1) to determine the correlation between principal leadership behaviour and teachers' job satisfaction in the secondary schools located in Selangor;
- 2) to investigate which of the principal leadership behaviour are the significant predictors of teachers' job satisfaction in the secondary schools located in Selangor;
- 3) to identify the shared and unique contributions of the significant predictors of teachers' job satisfaction in the secondary schools located in Selangor.

The study analysed the impact of leadership behaviour not only towards overall satisfaction but also on the aspect of motivation and hygiene separately to provide further information to justify the importance of leadership behaviour in secondary schools. Figure 2 shows the conceptual framework of the study. Leadership behaviour plays a role as independent variable and measure by four dimensions: (1) directive; (2) supportive; (3) participative; and, (4) achievement-oriented. While, job satisfaction as dependent variable in this study are measured by two dimensions namely, motivation factor and hygiene factor.



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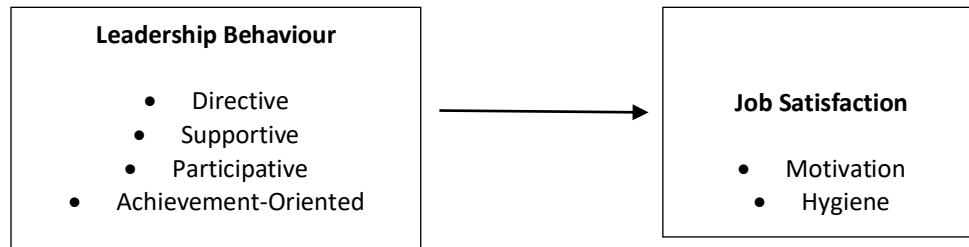


Figure 2. Conceptual framework of the study

The conceptual framework was supported by three main theories namely, Path-Goal theory of leadership (House, 1971); Motivation-hygiene theory (Herzberg, 1959); and, Maslow's hierarchy of needs (Maslow, 1954). First, Path-Goal theory emphasizes the match between leader behaviour and subordinates characteristics along with work settings. Leadership behaviour will enhance employees' performance and satisfaction. Second, two theories covered job satisfaction that was Motivation-hygiene theory and Maslow's hierarchy of needs. These three theories were used to create the dimensions of the Leadership Behaviour Questionnaire and Teacher Job Satisfaction Questionnaire that was used in this study.

METHODOLOGY

Research Design

This study applied non-experimental quantitative research design with a quantitative approach. Survey was used for data collection which included two sets of questionnaires: (1) Leader Behaviour Questionnaire; and, (2) Teacher Job Satisfaction Questionnaire. The location for this study was in Hulu Langat, Selangor with a total of 33 secondary schools involved.

Ten respondents were randomly selected from each secondary school. Researcher then explained to all respondents the purpose of the study and the confidentiality of respondents during the questionnaire session. A total of 330 questionnaires were distributed, of which 301 questionnaires were completed without any missing data. The data collected was then analysed using descriptive and inferential analysis methods, which included correlation and regression.

Participants

The participants of this study consisted of 301 teachers, aged between 25 - 41 years old, of which 271 (90%) were females and 30 (10%) were males. Two hundred and fifty-six (85%) were Bachelor degree holder, 42 (14%) Master degree holder and 3 (1%) were PhD graduates. A total of 113 (37.5%) teachers in secondary schools had served more than 21 years; 115 respondents have served between 20 - 11 years; and 66 respondents had served for less than 10 years period. Only 7 teachers had less than one year experience.



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Instrumentation

Two sets of instruments were used in the questionnaire which measured six aspects for two variables.

- *Leader Behaviour Questionnaire (LBQ)*

Leader Behaviour Questionnaire created by House (1971) was applied in this study to investigate the teachers' perception about their principals' leadership behaviour in four aspects: (1) directive, (2) supportive, (3) participative and (4) achievement-oriented. There were a total of 20 items measured by 5 points Likert-Scale: strong disagree; disagree; neutral; agree; strongly agree.

- *Teacher Job Satisfaction Questionnaire (TJSQ)*

To understand teachers' job satisfaction, the questionnaire developed by Lester (1982) - Teacher Job Satisfaction Questionnaire (TJSQ) – was applied. The TJSQ was divided to two factors: (1) Motivation Factor and (2) Hygiene Factor. This instrument included 66 items (37 items positive; 29 items negative). According to Lester (1982), the motivation factor is measured by four aspects: (1) responsibility; (2) work itself; (3) advancement and (4) recognition; while, the hygiene factor involved five aspects: (1) supervision; (2) colleagues; (3) working condition; (4) pay; and (5) security. Five points Likert-Scale was used to measure this instrument: strong disagree; disagree; neutral; agree; strongly agree.

Rasch Analysis: Validity and Reliability

Rasch was analysed using the software Winsteps (version 3.73) to establish the reliability and validity of the research questionnaires. The important output tables of the Rasch analysis that are relevant on this study are the Summary Statistics, Rating (partial) Credit Scale and Item Dimensionality.

Summary Statistics

Table 1, summarized the fit and reliability indices for the Rasch analysis of Leader Behaviour Questionnaire and Teacher Job Satisfaction Questionnaire. The summary statistics provided the fit statistics that shows the overall quality of the questionnaires. Analysis revealed that the item reliability scores ($>.67$), item separation scores (>3), item INFIT mean square values (value 1), and Cronbach alpha ($>.70$) fulfilled the requirement of reliability and fit indices (Fisher, 2007).



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Table 1
Summary Statistics

Measured	INFIT MNSQ	Separation	Person Reliability	Cronbach Alpha
LBQ				
Person	1.07	2.15	0.82	0.87
Item	1.01	6.48	0.98	
TJSQ				
Person	1.06	3.45	0.92	0.94
Item	1.01	9.06	0.99	

Note: LBQ=Leader behaviour Questionnaire; TJSQ = Teacher Job Satisfaction Questionnaire; INFIT MNSQ = Infinit Mean Square

Rating (Partial) Credit Scale

The Rating Scale and the partial Credit Scale were used to determine the probability of participants that are well distributed within the rating (Andrich, 1978). Table 2. indicated that the Andrich Threshold shows a cascading increase in value from negative to positive. This indicated that respondents could consistently discriminate between response options and understand the differences in the multiple choices.

Table 2
Rating (Partial) Credit Scale

Rating (5- point Likert Scale of Questionnaire)	Andrich Threshold	
	LBQ	TJSQ
1	none	None
2	-1.26	-1.54
3	-.95	-.75
4	.28	.40
5	1.93	1.89

Note. LBQ=Leader behaviour Questionnaire; TJSQ = Teacher Job Satisfaction Questionnaire

Item Dimensionality

One of the requirements for Rasch Modelling is to determine whether the items were uni-dimensional to prove the evidence of internal consistencies (Alagumalai et al., 2005; Curtis & Boman, 2007). Uni-dimensionality of data as concept of order involves item and person placement along a single line of inquiry. Based on the logic of order, Rasch performs a logarithm transformation on the person and item data, converting ordinal data to interval data and displays estimate on a logic scale.

Table 3, showed the Raw variance result for item dimensionality test (LBQ: 34.9%; TJSQ: 36.7%) holds up uni-dimensionality empirically. This variability measurement fulfils the minimum requirement of uni-dimensionality, which is 20%. Variability measurement above 40% better establishes the concept of uni-dimensionality. In



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supporting of this diversity is the Unexplained Variance (<15%) which forms the basis of several indicators of a good instrument.

Table 3
Item Dimensionality

Standardized Residual variance	Empirical	
	LBQ	TJSQ
Raw Variance Explained	34.9	36.7
Raw variances Unexplained		
1 st Contrast	12.7	7.6
2 nd Contrast	7.2	5.8
3 rd Contrast	6.3	3.2
4 th Contrast	4.9	2.8
5 th Contrast	4.1	2.3

Note. LBQ=Leader behaviour Questionnaire; TJSQ =Teacher Job Satisfaction Questionnaire

Analyses

SPSS version 21.0 was used to analyse the research data. Inferential data analysis involved Pearson correlation analysis and multi-regression analysis. Pearson correlation analysis was conducted to describe the relationship between the variables and the aspects; however regression analysis was used to determine the predictor and also reported the overall contribution of independent variables to dependents variables.

RESULT

The results of this study are reported according to the research objectives:

Correlational Analysis

Objective 1: To determine the correlation between the principal leadership behaviour and teacher's job satisfaction in Selangor secondary schools.

Pearson product-moment correlation test was used to determine the relationship between the principals' leadership behaviour (directive; supportive; participative; achievement-oriented) and teacher's job satisfaction (motivation; hygiene) in total value and individual aspects. As presented in Table 4, there is a significant positive correlation ($r=.529$; $p<0.01$) between the total value of principal leadership behaviour and teacher's job satisfaction in Selangor secondary schools. According to *Guilford's rule of thumb* (Guilford, 1956), the level of correlation between 0.50 - 0.69 indicated moderate or marked correlation.



Table 4

Correlation between Variables (Total Value)

		1	2
1	Leadership Behaviour	-	-
2	Job Satisfaction	.529**	-

**correlation is significant at the 0.01 level (2-tailed)

Pearson correlation analysis was continually carried out to investigate the relationship between the individual aspects of the variables. The correlation across sources was within 0.306 - 0.495. All correlation was statistically positively significant as shown in Table 5. The strength of correlation between each aspect was low. The highest correlation was between supportive and hygiene ($r=.495$; $p<0.01$), while the lowest was between participative and motivation ($r=.306$; $p<0.01$).

Table 5

Correlation between Variables (Individual Aspects)

		Motivation	Hygiene
1	Directive	.405**	.340**
2	Supportive	.370**	.495**
3	Participative	.306**	.410**
4	Achievement-Oriented	.434**	.403**

**correlation is significant at the 0.01 level (2-tailed)

Multi-Regression Analysis

Objective 2: To investigate which of the principal leadership behaviour are the significant predictors of teacher's job satisfaction in Selangor secondary schools.

Multiple regression analysis (stepwise) was used to investigate which of the principal leadership behaviour (directive; supportive; participative; achievement-oriented) influence on teacher's job satisfaction. A statistically significant prediction of teachers' job satisfaction (motivation; hygiene) was observed. There were three findings (models) reported as tabulated in Table 6.



Table 6

Multiple Regression (Stepwise) on Principal Leadership Behaviour to Teachers' Job Satisfaction

Model 1: Aspects of leadership behaviour to motivation (individual aspect)						
Variable	B	β	t	Sig t	R ²	%
Achievement-Oriented	1.553	0.353	6.689	0.000	0.189	18.9
Supportive	0.750	0.260	4.913	0.000	0.249	6
Constant	46.155		16.130	0.000		
ANOVA	Sum of Square	df	Mean Square	F	Sig	
Regression	8410.02	2	4205.01	49.512	0.000	
Residual	25309.09	298	84.930			
Total	33719.10	300				
Model 2: Aspects of leadership behaviour to Hygiene (individual aspect)						
Variable	B	β	t	Sig t	R ²	%
Supportive	1.944	0.409	8.108	0.000	0.245	24.5
Achievement-Oriented	1.990	0.275	5.452	0.000	0.314	6.9
Constant	76.569		10.693	0.000		
ANOVA	Sum of Square	df	Mean Square	F	Sig	
Regression	28594.57	2	14297.29	68.147	0.000	
Residual	62520.64	298	209.81			
Total	91115.21	300				
Model 3: Aspects of leadership behaviour to job satisfaction (overall value)						
Variable	B	β	t	Sig t	R ²	%
Supportive	2.694	0.367	7.225	0.000	0.217	21.7
Achievement-Oriented	3.543	0.317	6.243	0.000	0.307	9.0
Constant	122.724		11.022	0.000		
ANOVA	Sum of Square	df	Mean Square	F	Sig	
Regression	67045.33	2	33522.667	66.091	0.000	
Residual	151152.33	298	507.223			
Total	218197.67	300				

Results of Model 1 shown in Table 6 indicated that from the four aspects of principal leadership behaviour, two, namely the achievement-oriented and supportive, were correlated and contributed significantly (24.9%) to the aspect of motivation factors on teachers' job satisfaction in the secondary schools studied. The domain predictor for motivation factors was achievement-oriented ($\beta=0.353$, $t=6.689$; $p=0.000$). The t-test result was significant ($p<0.001$) with $R^2 = 0.189$, indicating that the achievement-oriented leadership style contributed 18.9% of the variance on the motivation factors. From the standardized beta value result, when the achievement-oriented aspect increased one unit of standard deviation, motivation factors increased by 0.353 unit of standard deviation.



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The second predictor which contributed only 6% of the variance in motivation factors was supportive ($\beta=0.260$, $t=4.913$; $p=0.000$). Based on the F-test results for Model 1, there was a significant relationship between the two predictors with motivation factors [$F(2,298)=49.512$, $p<0.001$]. The multiple regression analysis results also showed that the combination of two predictors accounted for 24.9% of the variance in motivation factors.

For Model 2, results focused on which of the aspects of the principal leadership behaviour would significantly predict the aspect of hygiene factors on teacher job satisfaction. Table 6 showed that there were only two aspects of the principal leadership behaviour, namely the supportive and achievement-oriented significantly predicted to hygiene factors with the $R^2 = 0.314$. This means 31.4% of the variance on hygiene fact explained by leadership behaviour on the aspect of supportive and achievement-oriented. The dominant predictor for hygiene factors is supportive ($\beta=0.409$, $t=8.108$; $p=0.000$), followed by achievement-oriented ($\beta=0.275$, $t=5.452$; $p=0.000$). The increase of one unit of standard deviation on supportive behaviour would increase 0.409 unit of standard deviation on hygiene factors. Also, the increase of one unit standard deviation on achievement-oriented would increase 0.275 unit of standard deviation of motivation factor. For F-test, model 2 indicated that there was a significant relationship between the two predictors with hygiene factors [$F(2,298)=68.147$, $p<0.001$].

Model 3 showed the contribution of the aspects of leadership behaviour on overall teachers' job satisfaction. Table 6 reported that only two aspects that significantly predicted teachers' job satisfaction: supportive ($\beta=0.367$, $t=7.225$; $p=0.000$) and achievement-oriented ($\beta=0.317$, $t=6.243$; $p=0.000$). There was a significant relationship between the two predictors (supportive and achievement-oriented) with teachers' job satisfaction [$F(2,298)=66.091$, $p<0.001$]. Total 30.7% ($R^2=0.307$) of the variance of teachers' job satisfaction explained by supportive (21.7%) and achievement-oriented (9%), indicating that there were as many as 69.3% of the variance on teachers' job satisfaction were unable to be predicted by leadership behaviour as it may be caused by other variables (factors) that were not examined in this study.

Objective 3: To identify the shared and unique contributions of the significant predictors of teacher's job satisfaction in Selangor secondary schools.

Table 7
Share and Unique Contribution on Teacher Job Satisfaction

Model	Predictors	Correlations	
		Partial	Part
Model 1 (Motivation Factors)	Achievement-oriented	.361	.336
	Supportive	.274	.247
Model 2 (Hygiene factors)	Supportive	.425	.389
	Achievement-oriented	.301	.262
Model 3 (Job Satisfaction)	Supportive	.386	.348
	Achievement-oriented	.340	.301



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Partial correlation coefficient (pr) is the correlation between the predictor and the criterion, with the variance shared with other predictors partialled out. The pr^2 indicates the proportion of residual variance in the criterion that is explained by predictor. For semi-partial correlation coefficient (sr), it refers to the correlation between predictor and the criterion with the variance shared with the other predictors partialled out of predictor. That means the sr^2 indicates the unique contribution to the total variance in the dependent variable explained by predictor.

As shown in Table 7, Model 1 indicated that the highest shared and unique contribution to motivation factors was achievement-oriented behaviour [shared: $(0.361)^2 = 13\%$; unique: $(0.336)^2 = 11.3\%$]. However, supportive behaviour contributed 7.5% to the total variance in motivation and 6.1% unique contribution to the total variance of motivation.

For Model 2 and Model 3, both model indicated that the highest shared and unique contribution to the dependent variables (Model 2: hygiene; model 3: job satisfaction) were supportive. In Model 2, Supportive shared and unique contribution towards hygiene were 18% and 15.1% respectively. However, in Model 3 supportive shared and unique contribution towards the overall teachers' job satisfaction was 14.9% and 12.1%, respectively. On the other hand, Achievement-oriented behaviour played a role as the second contributor to hygiene [Model 2= shared: $(0.301)^2 = 9\%$; unique: $(0.262)^2 = 6.9\%$] and teachers' job satisfaction [Model 3= shared: $(0.340)^2 = 11.6\%$; unique: $(0.301)^2 = 9\%$].

IMPLICATION OF THE FINDINGS

This study reported that there was significant positive correlation between principal leadership and teacher job satisfaction. The findings also indicated that the principal leadership behaviour was statistically significant in predicting teacher job satisfaction, thus supporting the literatures that leadership plays a role in employee satisfaction which emphasize the important of school management and leadership. In addition, the study contributed to a better understanding on the influence of supportive leadership behaviour and achievement-oriented leadership behaviour towards teacher job satisfaction in two different factors: hygiene factor and motivation factor. This in turn would help principals to refine their leadership behaviour to enhance school management and teacher development.

This study simultaneously provides information for the Ministry of Education in Malaysia regarding leadership behaviour at the secondary schools at Hulu Langat, Selangor. The findings can assist policy makers in planning the appropriate principal leadership training programme to develop effective leaders in schools. Furthermore, the report also reflects the needs of teacher on their job satisfaction. In general, a leader must understand the needs of the employee for the effective management and organization performance. Therefore, it is important for principal to understand teachers' needs.

From the theoretical point of view, our findings contribute to the Path-Goal theory, Motivation-hygiene theory and Maslow's hierarchy of needs. The results of regression analysis which reported: (1) achievement-oriented leadership behaviour contribute more to motivation factor in job satisfaction; and, (2) supportive leadership behaviour contribute more to hygiene factor in job satisfaction; are providing the linkage of these three theories.



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The instruments created from the three theories used in the study have been verified valid and suitable for Asian population research. As a conclusion, the findings show the significant of the theories and instruments to be used in Malaysian context.

DISCUSSION AND CONCLUSION

The aim of the study was to investigate the correlation and influence between the four dimensions of principal leadership behaviour (directive, participative, supportive and achievement-oriented) and two factors of teachers' job satisfaction namely, motivation factors and hygiene factors, from the perception of secondary school teachers in Hulu Langat, Selangor.

Correlation analysis in this study indicated that there was a positively moderate correlation between principal leadership behaviour and teachers' job satisfaction. The positive relationship is consistent with findings of the previous studies (Omeke Faith & Onah Kenneth, 2011; Biggerstaff, 2012; Karabina, 2016). The four dimensions of principal leadership behaviour reported to be statistically positive significant with the motivation factors and hygiene factors of the teacher job satisfaction. Study conducted by Wangai (2015) in the public secondary schools of Kenya also reported the same results, four principal leadership behaviour: directive, participative, supportive and achievement-oriented correlated positively to the teachers' job satisfaction.

According to Path-goal theory (House, 1971), a leader will implement different leadership styles in different situation to different individuals and an employee feels more comfortable and confident with the assistance from their leader. Teachers' perception of school leaders' behaviour reported positive correlation with teachers' job satisfaction and effectiveness (Waddell, 2010; Ladd 2011; Johnson, Akraft & Papay, 2012). According to Harman (2011), school leaders will present good performance when they have positive relationship with teacher.

This study also revealed that the supportive and achievement-oriented leadership styles may influence the job satisfaction and had contributed overall 30.7%, with supportive contribution heavier than the achievement-oriented leadership style. It showed the importance of supportive leadership behaviour among the teacher in secondary schools. Employees are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or critical towards subordinates. It is stressful for employees to work with a leader who has a hostile behaviour and is unsupportive (Wilkinson & Wagner, 1993). However, if subordinates are not capable of figuring out how to perform the work by themselves they will prefer a leader who will provide adequate guidance and instructions (Wexley & Yukl, 1984). Directive leadership and participative leadership were reported to have a significant relationship with job satisfaction but did not contribute to the impact of job satisfaction directly. The findings indicated that secondary schools teacher lean more towards supportive leadership behaviour but expecting a leader with achievement-oriented behaviour to guide them towards success.

Teachers plays an important role in successfulness of students' development not only in academic but also outside of the academic field, including personality, emotional and behavioural development. Job satisfaction can cause stress to teachers, and cause them become unable to focus in their daily teaching responsibility thus, may directly or indirectly influence the students' development. Job dissatisfaction will result in an individual not being able to be productive, thus affecting their efficiency in their work (Mansoor et al., 2011). When a teacher was not able to perform, academic performance of schools will be affected (Munir & Khalil, 2016).



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The academic achievement of schools has become the important criteria to measure principals' performance (Eren, 2014). Therefore, teachers' job satisfaction must be the main consideration for the principal.

Teachers' job satisfaction was correlated and influenced by the principal leadership style. Studies revealed that principals' leadership style employed by school directors had a profound impact on teachers' job satisfaction and school effectiveness and therefore, on the quality of education (Bogler, 2001). The leadership behaviours of enhancing high spirits among teachers, consulting teachers on important issues before going ahead, treating teacher as equals and putting teachers' suggestion into effect in the consideration dimension are foretelling of teachers' job satisfaction.

According to Malik (2013), Path-Goal theory describes that an effective leader will use each of the four types of leader behaviours in different situations. When a mission is non-routine and highly unstructured, directive leadership behaviour is required by subordinates. Subordinates believe that in this situation, clear directive instruction is needed to achieve certain goals. In participative leadership, subordinates are involved in decision making process where leader know that subordinates may have knowledge and solutions to solve the problems. On a separate note, to achieve a vision or goal of an organization, organization needs achievement-oriented behaviour leader to lead the team to strive forward (Malik, 2013).

The findings in this study confirmed the positive correlation between principal leadership style and teacher satisfaction. The researchers also reported the importance of supportive leadership and achievement-oriented leadership behaviours towards secondary school teachers' job satisfaction. For the total 30.7% contribution, the findings suggested that there might be other intervening variables that may have influences on the level of teachers' job satisfaction.

In conclusion, the principals need to prepare themselves with the best leadership practices to improve the school achievement (Orphanos & Orr, 2014). Teachers' perceptions of principals' leadership would impact teachers' performance and also teachers' professional learning (Liang, Liu, Wu, & Chao, 2015). The outcome of the study minimized the gap of research on leadership behaviour among the secondary school principals. It provided information to the policy maker or any related institutions the importance of supportive and achievement-oriented leadership behaviours towards the two factors of job satisfaction.



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