

The influence of perception of school principal's leadership on teachers' job satisfaction in the interior of Sabah, Malaysia: a case study in Beaufort

Men Ye Chong · Kasim Mansur · Yew Joe Ho

Received: 13 August 2014 / Revised: 13 November 2014 / Accepted: 2 December 2014
© Korean Social Science Research Council 2014

Abstract This study investigates the relationship between teachers' perceptions of the school principal's leadership and their job satisfaction in Beaufort, a multiethnic semirural area in the interior of Sabah, Malaysia. Results of the research showed that there is a significant positive relationship between the perceived leadership of the school principal and job satisfaction among the teaching staff, and the relationship is not influenced by the demographic attributes of the study participants. The results accentuate the importance of developing the leadership of principals in public schools to enhance the commitment and job satisfaction of the teaching staff, which indirectly affects the overall performance of schools and students.

Keywords Job satisfaction · Leadership · Principals' leadership

Introduction

The education system in Malaysia is almost entirely publicly owned. According to the Ministry of Education Malaysia (2013), out of the 7,937 primary schools in the country, 7,743 (97.56 %) of these schools were operated by the Ministry of Education, 86 (1.08 %) operated under other government agencies, and only 108 (1.36 %) were privately operated. At the secondary level, 2,340 (82.74 %) were operating under the Ministry of Education, 219 (7.74 %) operated under other government agencies, 269 (9.51 %) were privately operated.

M. Y. Chong · K. Mansur
Faculty of Business, Economics and Accountancy, Universiti Malaysia Sabah, Kota Kinabalu,
Malaysia

Y. J. Ho (✉)
Labuan Faculty of International Finance, Universiti Malaysia Sabah, Labuan, Federal Territory,
Malaysia
e-mail: yao_zhu@hotmail.com

The uniformity of school type in Malaysia translates to homogeneity in pay scales and promotion criteria. To an extent, the organizational structure of every school is almost identical, based on the directive of the Ministry of Education Malaysia, which thus limits the viable factors to be used for job satisfaction evaluation among school teachers. Nevertheless, one prominent factor stands out—teachers' postings. From the total of 7,743 publicly owned primary schools, 5,643 (72.87 %) were located in rural areas, and out of 2,340 publicly owned secondary schools, 1,175 (50.21 %) were located in rural areas.

Teachers serving the public sector in Malaysia are allowed to nominate their preferred choices of posting location, but they do not have ultimate say in the final decision. It has been a common dilemma for newly appointed teachers to either take up the offer by the ministry to relocate into interior areas or give up their career as a teacher in the public sector, as chances for favorable appeal for transfer to urban areas are very low. Those who are queued in the waiting list could take years to be finally granted a transfer. Some of the well-documented problems encountered by teachers stationed in rural and interior areas, which include marriage breakup and demotivation, can be found in the official press statement by a Malaysian Member of Parliament (Segaran 2006) and research by Rahman et al. (1993).

The homogeneity of the schools allowed for omission of the typical factors influencing job satisfaction such as salary, promotional opportunity, and working environment. Given this, this research begins with the assumption that the leadership of school principals plays a crucial role in motivating teachers posted in rural or interior areas in Malaysia. The objectives of this paper therefore are twofold: (1) to identify the nexus between teachers' perception of principals' leadership and their level of job satisfaction, moderated by length of teaching service; and (2) to examine if demographic attributes influence the level of job satisfaction.

The perception of workers toward an organization is very important as it has a direct impact on their level of job satisfaction. When the level of negative perception increases, the level of job satisfaction will decrease (Abraham 2000; Eaton 2000; Johnson and O'Leary-Kelly 2003; Polatcan and Titrek 2014). As proposed, this research is built on two main tenets: leadership and job satisfaction. Davis and Gardner (2004) contributed an early study in this area by examining how the element of leadership (or lack of) affects the level of cynicism toward an organization. Tokgoz and Yılmaz (2008) also concluded that leadership is important to curb organizational cynicism and increase job satisfaction among workers.

Definitions of leadership are wide-ranging and no one definition is adequate to be universally applied (Yukl 2012). Arnold (2007) noted that as of 1985, the definition of leadership in the academic literature had exceeded 350 variations. Amongst others, Yukl (2012) described leadership as "a social influence process whereby intentional influence is exerted by one person (or group) over other people (or groups) to structure the activities and relationships in a group or organization." Lezotte and McKee (2006) on the same line noted that leadership in varying degree is embraced in all organizations to achieve organizational objectives. Beare et al. (1989) more specifically in the context of educational organizations noted that one of the quintessential characteristics of exceptional schools is leadership, and further noted that quality in education comes naturally with the existence and development of high-quality leadership in schools.

Leadership is perceived as a group function that occurs when two or more persons interact, and thus a leader would intentionally seek to influence the behavior of others through communication (Owens 2004). Scott and Brennan (2003) defined leadership capability as the combination of attributes, qualities, skills, and knowledge that enable a

person to deliver results of a high standard in a given context and role. According to Huber (2004), school leadership is described as firm and purposeful action and the sharing of responsibilities, involvement, and knowledge in a teaching and learning setup. Good leadership is imperative for the holistic development of schools over the long term. Therefore, the leadership of a school is considered as a crucial mediator to the development of an educational organization toward teaching and learning excellence (Politis 2001).

Blasé and Blasé (1999) and Crum and Sherman (2008) proposed that a school principal's work behavior and leadership has a direct effect on the teaching performance of staff, because good school leadership would increase the motivation, satisfaction, self-esteem, and work efficiency of teaching staff and improve student achievement. In addition, good school leadership also instills a sense of security and feeling of support among teaching staff. Griffith (2004) concurred that a principal's leadership has indirect effects on the job satisfaction of teaching staff, and his finding implied that the leadership factor in a school should not be taken lightly, as it has a direct effect on the turnover of school staff (negative) and the overall school performance (positive).

Methodology

The scope of the study is primarily focused on the teaching staffs (teachers) from four selected public secondary schools in Beaufort, which is a semirural area in the interior of Sabah, Malaysia. The research supposes that the motivational factor may carry greater weight for teaching staff in interior areas than in urban areas due to various challenges and inconveniences staff in rural areas encounter in their daily lives. The population of students—which exceeds 40 pupils in the Grade A public secondary schools in Beaufort—and the populations of academic and nonacademic staff are the main criteria for the school sampling selection. Public secondary schools in Beaufort were chosen because no similar research has been conducted in the interior of Sabah thus far. The main aim of this research is to investigate the influence of the teachers' perception of the leadership of the principal on their job satisfaction in selected public secondary schools in Beaufort.

The instrument used for the case study was based on the School Leadership Capability Framework (SLCF), which was developed by the New South Wales (NSW), Australia, Department of Education and Training in collaboration with the NSW Secondary Principals' Council and the NSW Primary Principals' Association based on Scott and Brennan's (2003) research. The concept of an effective principal in the context of NSW public education is described as "(1) delivery of effective and innovative programs and whole school organization; (2) high level involvement of students, parents and the community in the life of the school; (3) positive perceptions of staff, peers and district superintendent as to the leadership practices of the principals; (4) commitment to the professional growth and development of self and others" (Scott 2003).

The dependent variable, job satisfaction, is defined as a function of the perceived relationship between what one wants from one's job and what one perceives is offered (Friedman and Farber 1992; Lund 2003). According to Scott and Dinham (2003), the factors affecting job satisfaction could be multifarious, such as environmental, psychological, and demographical. Shann (1998), in a similar vein, found that school administrative routines, student and school performance, student behavior and handling student discipline, compensation, and workload influence the job satisfaction of teachers and are cited as some of the most common reasons for leaving the profession. Strong administrative support and knowledge leadership, good student behavior, a positive school

atmosphere, and high teacher autonomy were identified as the ideal working conditions that are associated with high teacher satisfaction according to Zembylas and Papanastasiou (2004). Bolger (2001) on the other hand suggested that the teachers' perception of occupational prestige, self-esteem, autonomy at work, and professional self-development contribute the most to job satisfaction. On top of that, intrinsic aspects of teaching such as personal development and work recognition also promote job satisfaction. The study implied that effective leadership by a school principal with vision and concerted efforts to promote the qualities noted above in the working environment for teaching staff would prove beneficial in the long run.

In line with the reviewed literature, this research aims to investigate teachers' perception of principals' leadership and teachers' job satisfaction in public secondary schools in Beaufort, Sabah. The instrument used for the case study is the SLCF. Five interrelated domains and three higher order leadership skills are encapsulated in the SLCF. The SLCF framework allows the research to examine the five important domains of school leadership—educational, personal, strategic, organizational, and interpersonal—which constitute the independent variables of the study. The moderating variable is the length of service (in years) of the teachers.

A total of 160 questionnaires were distributed in four out of a total of seven national secondary schools in Beaufort, Sabah. The selection of schools was determined by convenience, as permission from each school was required for the survey to be administered. This study attempted to cover all seven national secondary schools in Beaufort but was only able to survey four, as three schools did not grant permission. Participants were selected through random sampling. An important contribution of this research to the existing literature is that it is the first such study to be conducted in the interior of Beaufort, Sabah.

The relationships between the means of three demographic variables—respondents' age, gender, and length of teaching service—and teachers' perception of the principals' knowledge leadership and teachers' job satisfaction are examined in ANOVA tests. The items in the instrument were quantified using a 6-point Likert scale, with a higher number indicating higher agreement. The survey contained 55 questions: five questions in Section A (demographic background), 30 questions in Section B (perception of principal's leadership) and 20 questions in Section C (teacher's job satisfaction). Random sampling at the time of questionnaire distribution was used to select the participants, who were teachers in selected public secondary schools in Beaufort. The factor analysis of this research is based on Scott and Brennan's (2003) framework and the teachers' job satisfaction framework developed by Spector (1997). New factors identified are named accordingly. The

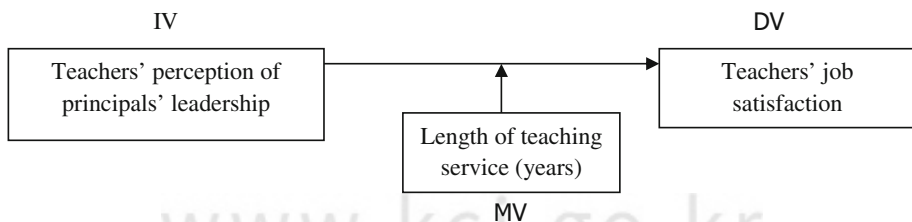


Fig. 1 Research framework

framework has been modified to incorporate other demographic items in the research instrument. The theoretical framework for this study is depicted in Fig. 1.

Polatcan and Titrek (2014) noted that factors that influence the level of negativity (cynicism) or positivity toward an organization could be affected by demographic characteristics such as age, gender, marital status, education level, income level, and length of service. A number of studies (see Bernerth et al. 2007; Bommer et al. 2007; Tokgoz and Yilmaz 2008) have specifically emphasized that age or phase of work life could influence workers' perceptions of, outlook on, and expectations of their job.

Therefore, this research uses the length of teaching service of respondents as the mediating variable for the regression analysis; the respondents' age is included in the analysis in another section. The research assumes that length of service is also an indication of acclimatization to the rural environment and the gradual acceptance of the undesirable posting.

Results of research

A total of 140 complete answered questionnaires out of 160 distributed were collected from the respondents in this study. The gender distribution of the completed surveys consisted of 52 male and 88 female teachers. The majority of the respondents came from two ethnic groups: Malay (61.4 %) and Chinese (5.7 %). The other 32.9 % of respondents came from other various aboriginal ethnicities of Sabah such as Kadazan, Dusun, and Bajau. Analysis of data collected from the survey showed a high Cronbach's alpha value of 0.921 with a standardized item alpha of 0.929 for the reliability test. The high Kaiser–Meyer–Olkin (KMO) measurement of sampling adequacy indicated the data are useful for factor analysis. Six components or factors were identified with factor analysis for the perception of principals' leadership section in the questionnaire. The categorization of the components was based on the specification of Scott and Brennan's framework (2003), as previously explained. The six components derived from the research are interpersonal, personal, organizational, educational, strategic, and tolerance.

Table 1 shows that 35 respondents were in the age range of 21–30 years old, 50 respondents in the range of 31–40 years old, 33 respondents in the range of 41–50 years old, and 22 respondents in the range of 51 years old and above. The frequency distribution shows that most respondents were in the range of 31–40 years old. Five categories were used for teachers' years of service. The results show that 18.6 % ($N = 26$) of the respondents are in the range of 0–5 years of service, 21.4 % ($N = 30$) are in the range of 6–10 years of service, 26.4 % ($N = 37$) are in the range of 11–15 years of service, 20.0 % ($N = 28$) in the range of 16–20 years of service, and 13.6 % ($N = 19$) are in the range of 21 years and above of service.

Table 1 Respondents' age distribution

Age range (years)	Frequency	Percentage (%)
21–30	35	25.0
31–40	50	35.7
41–50	33	23.6
51 and above	22	15.7
Total	140	100.0

Table 2 Mean by gender of job satisfaction and perception of principals' leadership

	Gender	<i>N</i>	Mean	Std. deviation	Std. error mean
Job Satisfaction	Male	52	4.3135	0.44304	0.06144
	Female	88	4.2574	0.41339	0.04407
Leadership Perception	Male	52	3.7731	0.46320	0.06423
	Female	88	3.8803	0.46553	0.04963

Table 2 illustrates that the mean job satisfaction of male teachers is higher (4.3135) than the mean job satisfaction of female respondents (4.2574), indicating that male teachers are slightly more satisfied with their jobs than female counterparts. Nevertheless, the mean of female teachers' perception of the principal's leadership is slightly higher (3.8803) than the mean of male teachers' perception (3.7731). However, these differences were not statistically significant based on the result of Levene's test and *T* test (Table 3), which suggests that there is no significant difference between genders regarding job satisfaction and perception of principals' leadership.

Table 4 shows the demographic variables of respondent age corresponding to the mean of job satisfaction. The mean of job satisfaction for each age category is in the range of 4.2239–4.3122. The result shows that job satisfaction of respondents is highest at the age of 31 years old (4.3122) and decreases gradually toward the age of 51 years old and above. Table 5 shows that the result of ANOVA testing of the relationship between respondents' age and the job satisfaction dependent variable was more than 0.05 (*F* value = 0.251, *p* value = 0.860), indicating that there is no significant difference in the level of job satisfaction across the age groups.

Table 6 shows the descriptive statistic of length of service corresponding to the level of job satisfaction. The results suggest that the level of satisfaction is high at the beginning of the teacher's career, decreasing at the midpoint, and increasing again at the end. The teachers who were at the beginning of their career at the time of the survey had higher job satisfaction (4.4115) than those with more years in service. Nevertheless, the difference is not significant statistically (*p* value = 0.462 and *F* value = 0.907, as shown in the ANOVA test in Table 7). Therefore, it can be concluded that the tested demographic attributes did not significantly affect the respondents' level of job satisfaction.

The demographic variables of the respondents' age and period of service were tested with the independent variable of teachers' perception of the principal's leadership in a two-

Table 3 Levene's test for equality of variances and independent sample *T* test

	Levene's test for equality of variances		<i>T</i> test for equality of mean		
	<i>F</i>	Sig.	<i>t</i>	Df	Sig. (2-tail)
Job satisfaction					
Equal variances assumed	0.006	0.936	0.755	138	0.452
Equal variances not assumed			0.755	1.013E2	0.460
Leadership					
Equal variances assumed	0.01	0.970	-1.424	138	0.157
Equal variances not assumed			-1.418	1.057E2	0.159

Table 4 Age and job satisfaction

Age	<i>N</i>	Mean	Std. deviation	Std. error	Minimum	Maximum
21–30	35	4.2600	0.30191	0.05103	3.55	4.75
31–40	49	4.3122	0.45029	0.06433	3.00	5.15
41–50	33	4.2848	0.49631	0.08640	2.55	5.00
51+	23	4.2239	0.43324	0.09034	3.50	4.95
Total	140	4.2782	0.42393	0.03583	2.55	5.15

Table 5 ANOVA table for respondents' age toward job satisfaction

	Sum of squares	df	Mean square	<i>F</i>	Sig.
Between groups	0.138	3	0.046	0.251	0.860
Within groups	24.843	136	0.0183		
Total	24.981	139			

Table 6 Length of service and job satisfaction

Length of service (years)	<i>N</i>	Mean	Std. deviation	Std. error	Minimum	Maximum
1–5	26	4.4115	0.34534	0.06773	3.65	4.95
6–10	30	4.2133	0.47885	0.08743	3.00	5.15
11–15	37	4.2730	0.47472	0.07804	2.55	5.00
16–20	28	4.2304	0.35312	0.06673	3.55	4.90
21 and above	19	4.2789	0.42273	0.09698	3.05	4.90

Table 7 ANOVA table for respondents' length of service toward job satisfaction

	Sum of squares	df	Mean square	<i>F</i>	Sig.
Between groups	0.654	4	0.163	0.907	0.462
Within groups	24.327	135	0.180		
Total	24.981	139			

way ANOVA test. The results are shown in Tables 8 and 9. The Levene's test result showed that the homogeneity of variance assumption has not been violated. The significant value is 0.110 ($p > 0.05$), whereby neither the respondents' age nor period of teaching service significantly influenced the respondents' perception of the knowledge leadership of their principal. The ANOVA result shows that there is a significant interaction effect ($p = 0.02$, $p < 0.05$) between the respondents' age*period of teaching service and their perception of the principal's leadership. In short, the influence of the age of the respondents on their perception of the principal's leadership does depend on their length of service. The results show that there are no significant differences between the effects of the demographic variables of age and period of service on the teachers' job satisfaction. There is also no significant interaction effect of age with length of service. These results are

Table 8 Two-way ANOVA table for respondents' length of service toward job satisfaction

	Sum of squares	df	Mean square	<i>F</i>	Sig.
Corrected model	9.006	18	0.500	2.050	0.012
Intercept	1,197.346	1	1,197.346	4.907E3	0.000
Age	1.165	3	0.388	1.591	0.195
Years in service	1.779	4	0.445	1.822	0.129
Age*years	5.846	11	0.531	2.178	0.020
Error	29.527	121	0.244		
Total	2,230.791	140			
Corrected total	24.981	139			

Table 9 Two-way ANOVA table for respondents' length of service toward teachers' perception of principal's leadership

	Sum of squares	df	Mean square	<i>F</i>	Sig.
Corrected model	3.212	18	0.178	0.992	0.474
Intercept	1,417.027	1	1.417E3	7,876.186	0.000
Age	0.453	3	0.151	0.839	0.475
Years in service	1.130	4	0.282	1.570	0.187
Age*years	1.835	11	0.167	0.927	0.517
Error	21.769	121	0.180		
Total	2,587.418	140			
Corrected total	24.981	139			

consistent with the study conducted by Crossman and Harris (2006), which found no significant differences across three demographic variables—age, gender, and length of teaching service—for teachers' job satisfaction in the United Kingdom.

An examination of the *T* values indicates that a principal's knowledge leadership can be used to predict the level of job satisfaction of teachers. The independent variable knowledge leadership has a *p* value of less than 0.05, indicating that it has a significant effect on the dependent variable of teachers' job satisfaction. In short, there is a significant positive relationship between the teachers' perception of the principal's leadership and their job satisfaction. The coefficient value of the independent variable is 0.548, with a constant coefficient of 2.175.

$$\text{Therefore the linear regression model is } Y = 2.175 + 0.548X_1, \quad (1)$$

where, *Y* = dependent variable of job satisfaction; *X*₁ = independent variable of principal's knowledge leadership.

A hierarchical regression was tested on the moderating variable (length of teaching service) for the model of the relationship between the teachers' perception of the principal's leadership (independent variable) and the teachers' job satisfaction (dependent variable). The result shows that teachers' perception of the principal's leadership contributes 35.8 % of the variance explained in the model and is a statistically significant predictor. However, the moderating variable of length of service does not significantly contribute to

Table 10 Model summary of the moderating effect of length of service

Model	<i>R</i>	<i>R</i> squared	Adjusted <i>R</i> squared	Std. error of the estimate	Change statistics				
					<i>R</i> squared change	<i>F</i> change	df1	df2	Sig. <i>F</i> change
1	0.602	0.362	0.358	0.3398	0.362	78.351	1	138	0.0001
2	0.610	0.373	0.364	0.3382	0.011	2.299	1	137	0.132
3	0.612	0.374	0.360	0.3390	0.002	0.339	1	136	0.561

1. Predictor: Teachers' perception of principal's leadership
2. Predictor: Teachers' perception of principal's leadership, length of service
3. Predictor: Teachers' perception of principal's leadership, length of service, Teachers' perception of principal's leadership*length of service

Table 11 Coefficients of moderating variable of length of service

Model		Coefficients		Coefficients	<i>t</i>	Sig.
		B	Std. error			
1	(Constant)	2.175	0.239		9.090	0.0001
	Leadership	0.548	0.062	0.602	8.852	0.0001
2	(Constant)	2.259	0.245		9.239	0.0001
	Leadership	0.551	0.062	0.605	8.940	0.0001
	Length of service	-0.033	0.022	-0.103	-1.516	0.132
3	(Constant)	2.625	0.673		3.898	0.0001
	Leadership	0.456	0.174	0.501	2.619	0.010
	Length of service	-0.147	0.196	-0.451	-0.749	0.455
	Leadership*length of service	0.029	0.050	0.369	0.583	0.561

Dependent variable: job satisfaction

the model (*R*-squared change statistic = 0.373 and sig. *F* value = 0.132, as shown in Table 10).

Table 10 shows that the perception of principal's leadership variable is significant (significance value = 0.0001) in the basic model, but the model becomes not significant (significance value = 0.132) when length of teaching service is entered into the equation as another independent variable. The last model, with two dependent variables and a moderating variable, also is also not significant, with a *p* value of 0.561. Therefore it can be concluded that the variable of length of teaching service is not a significant moderator for the research model on the relationship between the perceived knowledge leadership of the principal and the job satisfaction of teachers (Table 11).

Discussion

The importance of enhancing leadership among school principals in the Malaysian education system could never be overemphasized, as the country has been encountering problems in keeping teaching staff motivated, particularly those stationed in interior areas with limited facilities and infrastructure. The findings in this study show that there is a

positive relationship between teachers' job satisfaction and the perceived knowledge leadership of the school principal. The significant relationship is not influenced by the three tested demographic attributes, which is a pleasant finding because it implies that educational system policymakers would not be required to customize programs or incentives according to teacher demographics. It is noteworthy that the complex fabric of Malaysian society, which consists of multiple ethnicities and cultures, has not been an easy environment for policymakers to formulate the right balance to meet the needs of each diverse group.

Through this study, education authorities can have a better understanding of the importance of cultivating good leadership in schools, as leadership has a direct influence on the quality of teaching staff performance, which in turn affects the learning outcomes and performance of the students. By stationing better qualified school principals in interior areas, enhancing the opportunity for lifelong learning (i.e., scholarships for further education), and expanding the involvement of teaching staff in decision making through the concept of shared leadership, the retention of teaching staff in interior areas would be improved. Training programs and seminars that emphasize improving knowledge leadership should also be conducted frequently for teachers in the interior areas to enhance their knowledge and prepare them for eventual promotion to principalship.

Since the research was conducted in a semirural interior area, shortcomings are inevitable. One of the limitations of this research is the sample size. The limited number of selected public secondary school teachers in this study is due to the small population of each school in Beaufort, Sabah. The study relies on the perception of teachers with respect to principals' leadership. Reliance on a single source may bias the reported relationship. It is suggested that findings from this research be cross-validated with larger, hierarchical samples in the future.

Conclusions

The results obtained fulfilled all the objectives of the research. Although some of the results were insignificant, the implications of these negative findings are well received, as discussed earlier (the non-significance of demographic differences in affecting the overall model, for example). The research identified six factors affecting teachers' perceptions of the principals' leadership, which is by and large consistent with the five-factor finding by Scott and Brennan (2003). This study found a positive relationship between perception of principals' leadership and job satisfaction. The length of teachers' service did not have a moderating effect on the relationship between perception of the principals' leadership and teachers' job satisfaction. In short, a principal's leadership has a direct influence on teachers' job satisfaction. This overall result indicates the need for more effort by the education authority to develop the leadership of principals in public schools, especially in the interior areas in Malaysia in general and in the state of Sabah specifically, to improve the job satisfaction of teaching staff and improve the performance of these remote schools over the long term.

In terms of policy, the research reaffirms that leadership is one of the most important factors for the development of the human capital of a country, which in turn helps promote the country's economic growth. An organization that has a highly regarded leadership could positively affect the working environment and result in higher job satisfaction among its employees. Over the decades, one of the largest public budget allocations of the Malaysian government has always been channeled toward the development of the

educational sector. Factors such as the quality of teaching facilities, academic staff, and school administration staff are the main external factors that indirectly affect student performance in schools. The leadership of school principals therefore plays an important role in ensuring the quality of the management and the commitment of the teaching staff, which have an indirect impact on the academic performance of students.

References

- Abraham, R. (2000). Organizational cynicism: Bases and consequences. *Genetic, Social, and General Psychology Monographs*, 126(3), 269–292.
- Arnold, S. R. (2007). Student performance and leadership practices of selected elementary school principals: A cohort study. Doctoral dissertation. Retrieved from ProQuest Dissertations and Theses database.
- Beare, H., Caldwell, B., & Millikan, R. (1989). *Creating an excellent school: Some new management techniques*. London: Routledge.
- Bernerth, J. B., Armenakis, A. A., Feild, H. S., & Walker, H. J. (2007). Justice, cynicism, and commitment: A study of important organizational change variables. *The Journal of Applied Behavioral Science*, 43(3), 303–326.
- Blasé, J., & Blasé, J. (1999). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38(2), 130–141.
- Bolger, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*, 37(5), 662–683.
- Bommer, W. H., Rich, G. A., & Rubin, R. S. (2007). Changing attitudes about change: Longitudinal effects of transformational leader behavior on employee cynicism about organizational change. *The Journal of Organizational Behavior*, 26, 733–753.
- Crossman, A., & Harris, P. (2006). Job satisfaction of secondary school teachers. *Journal of Educational Management Administration and Leadership*, 34(1), 29–46.
- Crum, K. S., & Sherman, W. H. (2008). Facilitating high achievement: High school principals' reflections on their successful leadership practices. *Journal of Educational Administration*, 46(5), 562–580.
- Davis, W. D., & Gardner, W. L. (2004). Perceptions of politics and organizational cynicism: An attributional and leader-member exchange perspective. *The Leadership Quarterly*, 15, 439–465.
- Eaton, J. A. (2000). *A social motivation approach to organizational cynicism (Master of Arts Dissertation)*. Toronto: Faculty of Graduate Studies, York University.
- Friedman, I. A., & Farber, B. A. (1992). Professional self-concept as a predictor of teacher burnout. *Journal of Educational Research*, 86, 28–35.
- Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover and school performance. *Journal of Educational Administration*, 42(3), 333–356.
- Huber, S. G. (2004). School leadership and leadership development: Adjusting leadership theories and development programs to values and the core purpose of school. *Journal of Educational Administration*, 42(6), 669–684.
- Johnson, J. L., & O'Leary-Kelly, A. M. (2003). The effects of psychological contract breach and organizational cynicism: Not all social exchange violations are created equal. *Journal of Organizational Behavior*, 24(5), 627–647.
- Lezotte, L., & McKee, K. (2006). *Stepping up: Leading the charge to improve our schools*. Okemos, Michigan: Effective Schools Products, Ltd.
- Lund, D. B. (2003). Organizational culture and job satisfaction. *Journal of Business and Industrial Marketing*, 18(3), 219–236.
- Ministry of Education Malaysia. (2013). *Quick facts 2013: Malaysian educational statistics*. Putrajaya: Educational Planning and Research Division, Ministry of Education Malaysia.
- Owens, R. O. (2004). *Organizational behavior in education: Adaptive leadership and school reform* (8th ed.). Boston: Pearson Press.
- Polatcan, M., & Titrek, O. (2014). The relationship between leadership behaviors of school principals and their organizational cynicism attitudes. *Procedia: Social and Behavioral Sciences*, 141, 1291–1303.
- Politis, J. D. (2001). The relationship of various leadership styles to knowledge management. *Leadership and Organization Development Journal*, 22(8), 354–364.
- Rahman, A. A., Mokhtar, S., & Halimi, F. (1993). Teachers in rural primary schools: A study of their perceptions on teacher preparation, school environment and parental involvement. *Pertanika Journal Social Science & Humanities*, 1(1), 27–40.

- Scott, G. (2003). *Learning principals: Leadership and capability research*. New South Wales: Department of Education and Training.
- Scott, G., & Brennan, K. (2003). Leadership principals: Learning capability and learning research. *National Conference: Thinking About Tomorrow 2003*. September 30. Sydney Convention Centre, Australia.
- Scott, C., & Dinham, S. (2003). The development of scales to measure teacher and school occupational satisfaction. *Journal of Educational Administration*, 19(3), 287–308.
- Segaran, M. K. (2006). Teacher postings & transfers—Without breaking up married families. (Press statement). Retrieved from: <http://dapmalaysia.org/english/2006/june06/bul/bul3024.htm>.
- Shann, M. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *The Journal of Educational Research*, 92, 67–73.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes and consequences*. London: Sage.
- Tokgoz, N., & Yılmaz, H. (2008). Organizational cynicism: A practice in hotel managements in Eskişehir and Alanya. *Anadolu University Journal of Social Sciences*, 8(2), 238–305.
- Yukl, G. A. (2012). *Leadership in organizations* (8th ed.). New Jersey: Prentice Hall.
- Zembylas, M., & Papanastasiou, E. (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*, 42(3), 357–374.