



UNIVERSITI PUTRA MALAYSIA

***LEADERSHIP STYLES, ORGANIZATIONAL COMMITMENT AND JOB
SATISFACTION AMONG CO-CURRICULAR TEACHERS IN
SECONDARY SCHOOLS IN MALAYSIA***

NORHAILY ABDUL HALIM

FPP 2021 31



**LEADERSHIP STYLES, ORGANIZATIONAL COMMITMENT AND JOB
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SCHOOLS IN MALAYSIA**

By

NORHAILY ABDUL HALIM

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
Malaysia, in Fulfilment of the Requirements for the Degree of
Doctor of Philosophy**

August 2019

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Abstract of the thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement of the degree of Doctor of Philosophy

LEADERSHIP STYLES, ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION AMONG CO-CURRICULAR TEACHERS IN SECONDARY SCHOOLS IN MALAYSIA

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August 2019

Chairman : Associate Professor Ramli bin Basri, PhD
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This study was conducted to explore the different leadership styles of Senior Assistants of Co-curricular and the level of co-curricular teachers' organizational commitment and job satisfaction. Besides, the study aimed to identify the relationship between Senior Assistants of Co-curricular leadership styles and co-curricular teachers' job satisfaction and organizational commitment. In addition, it examined the role of job satisfaction as mediators of the relationship.

The study utilized proportional stratified random sampling method and the respondents are 381 co-curricular teachers. The instruments are the Multifactor Leadership Questionnaire (MLQ 5X Short Form) by Bass and Avolio (1995), the Organizational Commitment Questionnaire (OCQ) by Meyer and Allen (1997) and the Job Satisfaction Survey (JSS) by Spector (1994). Data obtained were analyzed using descriptive statistics, Product moment correlation coefficient, Pearson r and the Structural Equation Modeling (SEM).

The results of the study showed that Senior Assistants of Co-curricular exhibited transformational and transactional leadership styles at a high level while passive avoidant leadership was exhibited at a low level. The findings of the study showed that the level of job satisfaction and organizational commitment of co-curricular teachers are moderate. The result of correlation analysis indicated that there was a positive but weak relationship between transformational leadership and organizational commitment. The findings showed that there was a positive but weak relationship between transactional leadership and organizational commitment. Meanwhile, passive avoidant leadership was found to have no relationship with organizational commitment.

The study also revealed that there was a positive and strong relationship between both transformational and transactional leadership with job satisfaction. However, the relationship between passive avoidant leadership and job satisfaction was reported as a negative and weak relationship. The study also exhibited that there was a positive relationship between job satisfaction and organizational commitment. The result of SEM analysis indicated that job satisfaction is a mediator in the relationship between transformational, transactional and passive avoidant leadership with organizational commitment and the mediation is a full mediation.

Findings can be used to improve school administrators' general strategies. Senior Assistants of Co-curricular in particular and other school administrators in general should be trained to be transformational and transactional leaders. Senior Assistants of Co-curricular in regular secondary schools in Malaysia should strive to bend the recognition of transactional leadership behaviour and hike up the recognition of transformational leadership to enhance job satisfaction and organizational commitment among co-curricular teachers. Besides, the Ministry of Education should pay greater attention to co-curricular teachers' job satisfaction since job satisfaction fully mediates the relationship between leadership and organizational commitment. Thus, the leadership styles of Senior Assistance of Co-curricular is important to ensure co-curricular teachers commitment to the schools.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**GAYA KEPIMPINAN, KOMITMEN ORGANISASI DAN KEPUASAN KERJA
DALAM KALANGAN GURU KOKURIKULUM DI SEKOLAH MENENGAH
HARIAN DI MALAYSIA**

Oleh

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Kajian ini dijalankan untuk mengkaji gaya kepimpinan Penolong Kanan Kokurikulum dan tahap komitmen organisasi serta tahap kepuasan kerja di kalangan guru-guru kokurikulum. Disamping itu, kajian ini berhasrat untuk mengenal pasti hubungan antara gaya kepimpinan Penolong Kanan Kokurikulum dengan kepuasan kerja dan komitmen organisasi guru-guru kokurikulum. Selain itu, kajian ini turut mengkaji peranan kepuasan kerja sebagai pengantara di dalam hubungan antara gaya kepimpinan dengan komitmen organisasi.

Kaedah persampelan rawak berstrata mengikut kadar telah digunakan dan 381 responden telah terpilih. Instrumen yang digunakan ialah *The Multifactor Leadership Questionnaire (5X Short Form)* oleh Bass dan Avolio (1995), *The Organizational Commitment Questionnaire (OCQ)* oleh Meyer dan Allen (1997) dan *The Job Satisfaction Survey (JSS)* oleh Spector (1994). Data kajian yang diperoleh dianalisis menggunakan statistik diskriptif, analisis korelasi, dan kaedah *Structural Equation Modelling (SEM)*.

Dapatan kajian menunjukkan Penolong Kanan Kokurikulum mengamalkan gaya kepimpinan transformasional dan transaksional pada tahap yang tinggi manakala gaya kepimpinan *passive avoidant* diamalkan pada tahap yang rendah. Kajian juga mendapati tahap kepuasan kerja serta tahap komitmen organisasi guru-guru kokurikulum adalah pada tahap sederhana. Keputusan analisis korelasi menunjukkan terdapat hubungan yang positif tetapi lemah antara kepimpinan transformasional dan komitmen organisasi. Kajian juga mendapati hubungan yang positif tetapi lemah antara kepimpinan transaksional dan komitmen organisasi. Selanjutnya, dapatan kajian

menunjukkan tiada hubungan antara kepimpinan *passive avoidant* dan komitmen organisasi. Kajian juga menunjukkan terdapat hubungan yang positif dan kuat antara kedua-dua kepimpinan transformasional dan transaksional dengan kepuasan kerja. Walaubagaimana pun, hubungan antara kepimpinan *passive avoidant* dan kepuasan kerja dilaporkan sebagai hubungan yang negatif dan lemah. Kajian ini juga menunjukkan terdapat hubungan yang positif dan kuat antara kepuasan kerja dan komitmen organisasi. Keputusan analisis SEM menunjukkan kepuasan kerja sebagai pengantara dalam hubungan antara kepimpinan transformasional, transaksional dan *passive avoidant* dengan komitmen organisasi dimana ianya adalah pengantara penuh.

Kajian ini mencadangkan program pembangunan professionalism yang berterusan berkaitan kepimpinan transformasional dan kepimpinan transaksional diberikan kepada Penolong Kanan Kokurikulum untuk meningkatkan lagi tahap kepuasan kerja dan tahap komitmen organisasi di kalangan guru-guru kokurikulum. Disamping itu, Kementerian Pendidikan Malaysia perlu memberi lebih perhatian kepada tahap kepuasan kerja guru-guru kokurikulum kerana dapatan kajian menunjukkan kepuasan kerja sebagai pengantara penuh dalam hubungan antara kepimpinan dan komitmen organisasi.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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LIST OF ABBREVIATIONS

AVE	Average Variance Extracted
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CR	Construct Reliability
CMIN/DF	Minimum Discrepancy / Degrees of Freedom
JSS	Job Satisfaction Survey
MLQ	Multifactor Leadership Questionnaire
NFI	Normed Fit Index
OCQ	Organizational Commitment Questionnaire
RMSEA	Root Mean Square Error of Approximation
SEM	Structural Equation Modelling
TLI	Tucker Lewis Index

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Education is the cornerstone and pillar of a country's development. In ensuring that the education system functions effectively, the Ministry of Education has taken the step of drawing up the Education Development Master Plan (PIPP) 2006-2013 and the Education Development Plan (2013-2025). In this plan, the first strategic thrust focuses on nation building through education. However, the focus of nation building is not new. According to The Professional Circular No.1/1985, the role and responsibility of schools are to produce human capital that are able to contribute towards a life that is harmonious, united, tolerance and well discipline. In addition, The Professional Circular No. 1/1986 and The Professional Circular No.1/1989 stated that students' involvement in co-curricular activity is compulsory. The serious attention given to co-curricular is reflected in the Education Act 1996, Section 18, Act 550, which stated that the implementation of co-curricular activity in school is compulsory and that failure or refusal to implement co-curricular activity is an offence punishable to a fine of not more than Ringgit Malaysia five thousand or a jail term of not more than three months or both.

The activities students are involved in after school hours are referred to as co-curricular activities. The word "co" means together or sharing a job responsibility. Aply, co-curricular activities which are outside and beyond the curriculum are complementary to the process of teaching and learning in the classroom that will help prepare and mould students to a holistic individual. Co-curricular activity is describe by A.Samad and Idris (2017) as a group planned activities more advanced than teaching and learning in the classroom that provide students the opportunity to strengthen and practice the knowledge, skills and values acquired in the classroom. Thus, co-curricular activities are activities that are educational but non-academic in nature which are carried out after the formal teaching hours has ended.

In Malaysia, The Malaysian Education Curriculum Regulation 1997 interprets co-curricular activities to mean any planned activities extended from the classroom teaching and learning process that provide pupils with the opportunity to enhance, reinforce and practice the knowledge, skills and values learned in the classroom. Under the provision of the Malaysian Education Curriculum Regulation 1997 and the Professional Circular 2/2007, co-curricular activities comprise of participation in sports and games, societies and clubs, uniformed bodies, and such other activities as determined by the Minister. According to the Ministry of Education (2009), the objectives of co-curricular activities among others are to instill awareness towards the religion and God,

to develop students physically, mentally and emotionally, to strengthen relation and ties among students in schools and among schools, to develop and enhance discipline in students and to create a school culture that is attractive and fun.

Co-curricular activities have long been presence in Malaysian education system- even before the 1956 Education Ordinance that called for co-curricular activities to be carried out formally. According to the Malaysian Scout Movement Portal, the establishment of the Boy Scouts first started in Penang Free School in 1915, the Victoria Institution in 1910, the Malay College Kuala Kangsar in 1926, the Sultan Ismail College in 1927 and the Sultan Abu Bakar College in 1928.

Even though co-curricular activities have been in the education system for a long time, the success in building the nation state through co-curricular activities is far from being achieved. The indiscipline and disruptive behaviours of students are a concern to schools, parents and the society. According to Shamsuddin, Bahauddin and Abd. Aziz (2012), it has been reported in the media that crime involving students in Malaysia had increased in the first eight months in the year 2004 with 141 violent cases and 668 property crime cases. Shamsuddin, Bahauddin and Abd. Aziz (2012) further added that based on Statistic from the Royal Malaysian Police, in the year 2010, the number of crime cases reported was 5,165 crime committed by teenagers and out of this, 3,218 cases were committed by school children.

According to Ku Mohd Razali, Hisham@Dalham, Badrol Hisham, and Basir (2018) to develop the personality of every teenager in line with the National Education Philosophy, the effectiveness of co-curricular is important. The Co-Curricular Management Guide Book for Primary and Secondary Schools by the Ministry of Education stated that it is the duty of Senior Assistant of Co-curricular to ensure smooth administration and increase involvement of pupils and teachers in co-curricular to achieve Vision 2020. According to Hassan and Hussin (2018), school administrators and teachers play an important role in co-curricular implementation and if teachers are not committed, the co-curricular objectives will not be met. Commitment has been found to have a relationship with productivity, turnover and employees willingness to help coworkers (Ahmad & Marinah, 2013). Nurharani, Norshidah and Afni (2013) stated that teachers' organizational commitment is crucial to schools because committed teachers are willing to put in the extra effort to help school achieve its vision and goals. Similarly, Siti Fairuz, Norshidah, Afni Anida and Norsiah (2013) is in agreement, that school's objectives will not be achieved if teachers carried out their duties with little interest and with no serious effort.

This means that the success of co-curricular in schools is based on teachers' commitment because commitment motivates people to go the extra miles in ensuring goals are achieved (Ahmad & Marinah, 2013). Fatima, Ahmad and Asvir (2011) stated that the more committed employees are to their organizations, the less likely they are to resign and be absent. Therefore, employees with high level of organizational commitment are crucial to any organizations because employees with utmost organizational commitment would lead to great performance and effectiveness (Rehman, Shareef, Mahmood & Ishaque, 2012).

Organizational commitment is a psychological frame of mind that motivates people to put in effort towards achieving certain goals (Ahmad & Marinah, 2013; and Ahmad, Yunus, Norwani & Musa, 2012). According to Dunn, Dastoor and Sims (2012), organizational commitment is the degree of an employee's identification with the work place. However, Meyer and Allen (1991) conceptualized organizational commitment into three approaches which are affective, continuance and normative. Affective commitment will result in better job satisfaction, enhance performance, better behaviours and reduce turnover rates while normative commitment will create sense of obligation among employees (Meyer & Allen, 1997). Meyer and Allen (1997) further stated that continuance commitment will be able to keep employees to perform as required.

Besides co-curricular teachers' organizational commitment, the right leadership is needed to inspire and motivate teachers because the success of co-curricular in a school is attributed to leadership (Don, Raman, Hussin & Kasim, 2016). In Malaysian schools, Senior Assistants of Co-curricular assist the principal in managing co-curricular in schools (Zainuddin, Daud & Mohd Nor, 2016). The Senior Assistants of Co-curricular are education officers appointed to the post by the Director-general of Education. Senior Assistants of Co-curricular are responsible in ensuring co-curricular objectives are achieved, policies are implemented, supervise co-curricular activity as well as manage financial matters regarding co-curricular. Senior Assistants of Co-curricular work closely and interact directly with co-curricular teachers to ensure co-curricular vision and mission are achieved. For this reason, it is necessary that Senior Assistants of Co-curricular have the right leadership styles.

However, in the Malaysian co-curricular context, this is far from true. The School Inspectorate and Quality Assurance Report in the Secondary School Management Handbook (2003) stated that problems in the implementation of co-curricular in schools stem from leadership. This finding is further supported by the Ministry of Education (2009) that found Senior Assistants of Co-curricular lack the skill needed to be effective leaders. Padzil, Fooi, and Basri (2017) stated that the appointment of Senior Assistants of Co-curricular in Malaysia, which is based on seniority and duration of service, does not

guarantee that they have the appropriate leadership styles to lead the school's co-curricular.

According to Bass (1990b), considerable leaders are able to provide high level of job satisfaction to subordinates and improve their work performance. Studies on the relationship between leadership styles and job satisfaction have been reported in many different fields such as banking, health care, and education (Fatima et al., 2011; Abd Rahman, Mohd Nazir, Haris, Abdul Ghafar, & Tan, 2013; Jalal, Khawaja, Nik Kamariah, Fosa, Muhd Yahya, & Ahmad Sazali, 2012). Randeree and Chaudhry (2012) in a study in United Arab Emirates (UAE) found that leadership styles influenced not only employees' job satisfaction but also organizational commitment.

According to Nguni, Slegers and Denessen (2006) and Ismail and Daud (2014), teachers who are happy are dedicated. Teachers with high level of job satisfaction do not mind spending extra time and effort for the schools (Ahmad et al., 2012) and are more effective (Jabnoun & Chan, 2001). Numerous studies have documented positive association between leadership and job satisfaction (Aydin, Sarier & Uysal, 2013; Hui, Jenatabadi, Noor Azina & Che Wan Jasimah, 2013; Ros Intan Safinas, Ramlee, Ariff & Hairunnisa, 2012; Riaz & Haider, 2010; Chin, 2007; Korkmaz, 2007; Nguni et al., 2006; and Bogler, 2001). Although the concerns about employees' job satisfaction is high in Malaysia, empirical research is lacking (Ismail & Daud, 2014).

In addition, Yang (2012) in his study found that job satisfaction as a mediator in the relationship between transformational leadership and organizational commitment. Similarly, Nguni et al., (2006) also found that the relationship between leadership and teachers' organizational commitment to be partially mediated by job satisfaction.

This means that, in order to achieve the objective of the nation to produce quality human capital, every co-curricular teachers need to have high level of organizational commitment. It has also been reported that leadership styles and job satisfaction influenced organizational commitment. Sun (2004) reported that a good relationship with leaders will increase teachers' feeling of enjoyment which in turn will heightens teachers' desire to put extra effort while a bad relationship will decrease the teachers' commitment level to the school. Therefore, the researcher feels that it is important that organizational commitment and job satisfaction of co-curricular teachers as well as Senior Assistant of Co-curricular leadership styles be examined.

1.2 Problem Statement

Organizational commitment has attracted the interest on many researchers because it is a good predictor of organizational outcomes (Fatima et al., 2011) and can influence the quality of education development (Bo, 2013). Nurharani et al. (2013) and Nazari, Basri, Lope Pihie and Idris (2012) stated that highly committed teachers are willing to put in extra effort and can involve themselves unconditionally to help schools achieve their goals. Likewise, Siti Fairuz et al. (2013) believed that school's objectives could not be achieved if teachers carried out their duties with little interest and no serious effort.

However, organizational commitment research have mostly been carried out in non-educational setting (Sun & Leithwood, 2012 & Ahmad et al, 2012); in Western countries (Mosadeghrad & Ferdosi, 2013) and is relatively few with teachers in Asian schools (Joolideh & Yeshodhara, 2009). In Malaysia, organizational commitment has been investigated among headmasters (Ahmad et al., 2012); principals (Abdul Razaq, Mohamad Johdi, Mohd Mahzan, & Nazifah, 2013); and teachers (Siti Fairuz et al., 2013 and Mee Ling, 2012). In the field of co-curricular, there have been research on principals' role (Mohd Hamzah & Ayob, 2015); co-curricular teachers' competency (Husain, Yaakob, & Abdul Razak, 2015, Hassan & Hussin, 2018); and students' involvement in co-curricular activities (Don et al., 2016). A review of the literature indicated that research on co-curricular teachers' organizational commitment is lacking. Co-curricular teachers' commitment was researched by Che Omar, Husin, Muniandy and Dollah (2012).

In order to achieve Malaysian educational goals which is to produce quality human capital, every co-curricular teacher need to have high level of organizational commitment. Past research have found that there is a relationship between leadership styles and organizational commitment (Abdulkadir, Ali & Raqia, 2017; Bo, 2013; Aghashashi, Davarpanah, Rosmini, & Majid, 2013; and Khasawneh, Omari, Abu-Tineh, 2012) as well as job satisfaction and organizational commitment (Demirtas, 2015; Cherabin, Pour, Azimi, Qadimi, Shalmani, Ashouridavaji, & Cherabin, 2013; Akomolafe & Olatomide, 2013; and Anari, 2012). In Malaysian education context, research have been conducted to examine the relationship between leadership and organizational commitment (Nurharani et al., 2013; Mohammed Sani, Ghavifekr, Siti, Saedah, & Mohd Ibrahim, 2014) and the relationship between job satisfaction and organizational commitment (Ismail & Daud, 2014).

Nevertheless, Yang (2012) reported that empirical studies in which these variables-leadership styles, job satisfaction, and organizational commitment-are explored simultaneously have been given little attention (Mosadeghrad & Ferdosi, 2013; and Omidifar, 2013). Besides that Dunn et al. (2012) reported

that a study among teachers on the role of job satisfaction as a mediator between leadership and organizational commitment was missing.

Based on the findings of past studies, further studies have to be carried out to explain and fill the gap of previous research. Therefore, the aim of this research is to determine the relationship between leadership styles, organizational commitment and job satisfaction in secondary schools in Malaysia based on teachers' perception.

1.3 Purpose of the Study

The main objective of this study is to determine the relationship between Senior Assistants of Co-curriculars' leadership styles with co-curricular teachers' organizational commitment and job satisfaction.

1.4 Research Objectives

The specific research objectives are:

1. To determine the level of transformational, transactional and passive avoidant leadership styles of Senior Assistants of Co-curricularin secondary schools in Malaysia.
2. To determine the level of organizational commitment in co-curricular teachers in secondary schools in Malaysia.
3. To determine the level of job satisfaction among co-curricular teachers insecondary schools in Malaysia.
4. To determine the relationship between Senior Assistants of Co-curricular leadership styles and co-curricularteachers' organizational commitment in secondary schools in Malaysia.
5. To determine the relationship between Senior Assistants of Co-curricular leadership styles and co-curricularteachers' job satisfaction in secondary schools in Malaysia.
6. To determine the relationship between co-curricularteachers' job satisfaction and their organizational commitment in secondary schools in Malaysia.
7. To determine whether job satisfaction is a mediator in the relationship between Senior Assistants of Co-curricular leadership styles and co-curricular teachers' organizational commitment in secondary schools in Malaysia.

1.5 Research Questions.

This study addresses the following research questions:

1. What is the level of transformational, transactional and passive avoidant leadership styles practiced by Senior Assistants of Co-curricular in secondary schools in Malaysia?
2. What is the level of organizational commitment in co-curricular teachers in secondary schools in Malaysia?
3. What is the level of job satisfaction among teachers involved in co-curricular in secondary schools in Malaysia?
4. Is there a relationship between Senior Assistants of Co-curricular leadership styles and teachers' organizational commitment level in secondary schools in Malaysia?
5. Is there a relationship between Senior Assistants of Co-curricular leadership styles and teachers' job satisfaction level in secondary schools?
6. Is there a relationship between co-curricular teachers' job satisfaction level and their organizational commitment level in secondary schools in Malaysia?
7. Is job satisfaction a mediator in the relationship between leadership styles of Senior Assistants of Co-curricular and co-curricular teachers' organizational commitment in secondary school?

1.6 Research Hypotheses

Based on past literature and findings from previous research as reviewed in Chapter 2, the research hypotheses were formulated. Overall, there are 10 main hypotheses formed for this research.

- H1: There is a positive relationship between Senior Assistants of Co-curricular transformational leadership style and co-curricular teachers' organizational commitment level.
- H2: There is a positive relationship between Senior Assistants of Co-curricular transactional leadership style and co-curricular teachers' organizational commitment level.

- H3: There is a negative relationship between Senior Assistants of Co-curricular passive avoidant leadership style and co-curricular teachers' organizational commitment level.
- H4: There is a positive relationship between Senior Assistants of Co-curricular transformational leadership style and co-curricular teachers' job satisfaction level.
- H5: There is a positive relationship between Senior Assistants of Co-curricular transactional leadership style and co-curricular teachers' job satisfaction level.
- H6: There is a negative relationship between Senior Assistants of Co-curricular passive avoidant leadership style and co-curricular teachers' job satisfaction level.
- H7: There is a positive relationship between co-curricular teachers' job satisfaction and organizational commitment.
- H8: Job satisfaction is a mediator in the relationship between Senior Assistants of Co-curricular transformational leadership style and co-curricular teachers' organizational commitment.
- H9: Job satisfaction is a mediator in the relationship between Senior Assistants of Co-curricular transactional leadership style and co-curricular teachers' organizational commitment.
- H10: Job satisfaction is a mediator in the relationship between Senior Assistants of Co-curricular passive avoidant leadership style and organizational commitment.

1.7 Significance of the study

The study of the relationship between leadership styles and job satisfaction with organizational commitment is important for several reasons:

To develop the nation human capital in a holistic and integrated manner, in line with the National Education Philosophy, the effectiveness of the co-curricular program in schools is important. However, the success in building the nation state through co-curricular is far from being successful as the nation is plague with issues of morality, crimes and social problems among teenagers. According to Hassan and Hussin (2018), school administrators and teachers play an important role in co-curricular implementation and teachers' organizational commitment is crucial to schools because committed teachers are willing to put in the extra effort to help school achieve its vision and goals (Nurharani et al., 2013). Therefore, this research is significant as it is an effort to give insights on the scenario of co-curricular teachers' organizational commitment and its antecedent variables. With this knowledge, efforts could be

made to increase teachers' organizational commitment level to ensure co-curricular objectives are achieved. Policy makers and school leaders should take necessary measures to provide intrinsic and extrinsic job reward to make teachers highly satisfied and committed.

Besides that, this study will contribute to the existing body of knowledge by adding information on leadership styles, job satisfaction and organizational commitment in secondary schools in Malaysia as the deficiencies of knowledge on these variables in Malaysia is obvious (Mee Ling, 2012). Since majority of empirical evidence on teachers' organizational commitment, school leadership styles and teachers' job satisfaction have mostly come from the West, this study offers meaningful findings in the realm of education from a non-Western society and culture.

In addition, the results have practical implication. Given the importance of cultivating the right commitment-affective commitment-school administrators including Senior Assistant of Co-curricular should foster positive working environment that will make teachers happy which later develop into affective commitment. Affective commitment involves a sense of emotional and voluntary attachment to the schools. The Ministry of Education has always advocated for better commitment among the teachers towards their schools. With high level of affective commitment, the teachers have strong and emotional attachment to the schools which led them to be willing to sacrifice their time and efforts for the benefits of the school. It is hoped that findings from this study will draw attention to the importance of cultivating affective commitment among teachers.

The study provides information on leadership styles of Senior Assistants of Co-curricular in secondary schools in Malaysia. With the information from this research, it is important for Senior Assistant of Co-curricular to understand the effects of their leadership styles on teachers' organizational commitment and job satisfaction. Therefore, professional development courses for Senior Assistants of Co-curricular should be planned and organized to promote, train and guide Senior Assistants of Co-curricular to exhibit the leadership styles that can increase organizational commitment levels of co-curricular teachers. With high level of organizational commitment among co-curricular teachers, the success of the Malaysian education system to build the nation state through co-curricular can be achieved.

The findings from this research is important in the education field especially in relation to Senior Assistant of Co-curricular. Information from this research can be used by future researchers to broaden the research scope from a different perspective. Thus, this research contribute to existing knowledge about Senior Assistants of Co-curricular and co-curricular teachers in Malaysia.

1.8 Assumptions of the study

The assumption to be considered in carrying out this research is respondents in this research understand the survey instrument and have the ability to self-report and respond objectively. The second assumption is that all the instruments used (MLQ, JSS and OCQ) are applicable to co-curricular teachers in Malaysia. Finally, it is assumed that teachers as respondents are honest when providing answers to complete the survey.

1.9 Scope and limitation of the study

This research focuses on Senior Assistants of Co-curricular leadership styles and co-curricular teachers' organizational commitment and job satisfaction in regular secondary schools in Malaysia. Leadership styles employed might differ from that of the Principals, Senior Assistants of Students Affairs and Senior Assistants of Curriculum. Thus, findings from this study can only be generalized to Senior Assistants of Co-curricular and co-curricular teachers in regular secondary schools in Malaysia.

Correspondingly, this research investigated selected variables as suggested by previous research and the literature. The variables examined are leadership (transformational, transactional and passive avoidant) as independent variables, organizational commitment as dependent variable and job satisfaction as the mediator variable.

One limitation to this study is in its data collection method which is self-reported. In a self-reported measure there is the possibility that respondent might interpret the meanings of questions differently although care has been taken to ensure ambiguous words and meaning were made clear to every respondent Creswell (2012). The concern is at the lack of possibility to confirm responses by respondents. To minimize this issue, tested and confirmed instruments from previous research was used to eliminate the potential ambiguity of items (Podsakoff, MacKenzie, Lee & Podsakoff, 2003). In addition, respondents were informed that their responses are anonymous and that they should therefore provide honest answers. Lastly, the dependent variables are located after the independent variables in the questionnaire, thus avoiding the influence of consistency artifacts (Salancik & Pfeffer, 1977). This allowed respondents to feel that they are not being judge and consequently provide honest answers that are not influenced by speculation about the research objectives (Podsakoff et al., 2003).

Another limitation for this research is the instrument. All three instruments used for this study are standardized instruments developed in Western countries. While all three instruments have been used widely and have been translated

into many languages, the existence of language barriers cannot be ignored. These instruments might not accurately measure the underlying leadership practices, organizational commitment and job satisfaction embedded within the Malaysian secondary schools. In addition, even though the instruments are well recognized, there is a possibility that instruments translated from one language to another may lose precise meaning of the original words during the translation process. Therefore, for this study the technique of back to back translation was utilized to translate the instruments into the Malay Language. Besides, However, another concerned is the appropriateness of the instrument for Malaysian culture. Despite this methodological concern, recent cross-cultural studies, nevertheless, demonstrated that the MLQ had a cross-cultural validity (Avolio & Bass, 2004).

1.10 Operational Definition

1.10.1 Leadership Styles

Leadership styles are leaders' behaviors or manners in providing directions, implementing plans and motivating people (Cunningham & Cordeiro, 2006). In this study, leadership styles is defined as the behaviour and actions of Senior Assistants of Co-curricular in secondary schools in leading the administration and implementation of co-curricular in secondary school to achieve goals as hoped by the Ministry of Education. To measure the leadership styles of Senior Assistants of Co-curricular in regular secondary school, the instrument MLQ 5X Short Form (Avolio & Bass, 1995) was used. This instrument measures transformational, transactional, and passive-avoidant leadership (Avolio & Bass, 2004).

1.10.2 Transformational leadership Styles

Transformational leaders refers to the concept of confident, charismatic, and caring leaders who put the organization's need ahead of their individual needs and make followers do more than they are expected (Avolio & Bass, 2004). In this study, the five dimensions of transformational leadership (idealized attribute, idealized behavior, inspirational motivation, intellectual stimulation and individualized consideration) were measured with MLQ 5X Short Form (Avolio & Bass, 1995) which included 20 items. The definition for each transformational leadership dimension is defined as follows:

(a) Idealized attributes: Idealized attributes refer to leaders who put the organization above own needs, make employees feel proud of having them as their leaders, acts in ways employees respect and display a sense of being in charge and confidence (Avolio & Bass, 2004). To measure idealized attributes, this research used 4 items in the MLQ 5X Short Form by (Avolio & Bass, 1995)

which measured the frequency in which Senior Assistants of Co-curricular build trust, inspire power and pride, and go beyond their own individual interest.

(b) Idealized behaviour: Idealized behaviors are when leaders express their visions and principles; have clear directions; contemplate the impact of each decision and promote a sense of collective mission (Avolio & Bass, 2004). In this research, idealized behavior was measured with 4 items in the MLQ 5X ShortForm (Avolio & Bass, 1995) that measured the frequency in which Senior Assistants of Co-curricular acts with integrity, talks about own values and beliefs, focuses on the desirable vision and considers the moral and ethical consequences of his or her action.

(c) Inspirational motivation: Inspirational motivation is when leaders convey the right vision, attract commitment, energize workers, and establish high standards of excellence (Kreitner & Kinicki, 2013). In measuring inspirational motivation, this research used 4 items in MLQ 5X Short (Avolio & Bass, 1995) which measured the frequency in which Senior Assistants of Co-curricular behaved in ways that motivates co-curricular teachers by providing meaning and challenge to their task.

(d) Intellectual stimulation: Intellectual stimulation is when leaders encourage employees to seek new and creative solution to organizational problems (Kreitner & Kinicki, 2013). In this research, intellectual stimulation was measured with 4 items from MLQ 5X Short (Avolio & Bass, 1995) that measured the frequency in which Senior Assistants of Co-curricular encourages co-curricular teachers to be innovative and creative by questioning assumptions, reframing problems and approaching old situation in new ways.

(e) Individual consideration: Individual consideration is when leaders focus on employees' need for success and growth; recognized individuals' differences in terms of needs and desire and create new learning opportunities (Avolio & Bass, 2004). In this research, individual consideration was measured with 4 items from MLQ 5X Short (Avolio & Bass, 1995) that measures the frequency in which Senior Assistants of Co-curricular spends time coaching and mentoring co-curricular teachers and considers each individual has different needs, abilities and aspirations.

1.10.3 Transactional Leadership Styles

In transactional leadership, the leader and the followers agreed that good deeds will be rewarded and bad deed will be punished (Avolio & Bass, 2004). In this study, transactional leadership is operationalized in dimensions which are contingent reward and management-by-exception (Avolio & Bass, 2004). For this study, transactional leadership was measured using MLQ 5X Short Form

(Avolio & Bass, 1995) which included 8 items. The definition of each transactional dimension is defined as follows:

(a) Contingent reward: Contingent reward leadership makes clear expectations and offers recognition when goals are achieved (Avolio & Bass, 2004). In this research, 4 items from MLQ 5X Short (Avolio & Bass, 1995) were used to measure the frequency Senior Assistants of Co-curricular rewards co-curricular teachers for achievement.

(b) Management by exception (Active): Management by exception (Active) is when leaders monitor errors and deviances made by employees that need to be corrected (Hoy & Miskel, 2013). To measure management by exception (active), this research used 4 items from MLQ 5X Short (Avolio & Bass, 1995) that measured the frequency Senior Assistants of Co-curricular monitors deviations, mistakes and errors made by co-curricular teachers and takes corrective actions as quickly as possible.

1.10.4 Passive-avoidant Leadership Styles

Passive-avoidant leaders avoid making agreement, do not make clear organization's expectations and do not provide specific objectives and standards to be fulfilled by the employees (Avolio & Bass, 2004). In this study, passive-avoidant leadership is operationalized in dimensions suggested by Avolio and Bass (2004) which are management by exception (passive) and laissez-faire which will be measured using MLQ 5X Short (Avolio & Bass, 1995) which included 8 items. The definition for each passive avoidant dimension is defined as follows:

(a) Management by exception (passive): Management by exception (passive) is when leaders take action only after being told of the mistakes and deviances made by employees (Bass, 1990b). In measuring management by exception (passive), this research used 4 items from MLQ 5X Short (Avolio & Bass, 1995) that measured the frequency in which Senior Assistants of Co-curricular fail to intervene until problems become serious and wait for things to go wrong before taking action.

(b) Laissez Faire: Laissez faire is when a leader provides the needed materials and then allows employees complete freedom of action (Bass, 1990b). To measure laissez faire, this research used 4 items from MLQ 5X Short (Avolio & Bass, 1995) that measured the frequency in which Senior Assistants of Co-curricular displays the behavior of absent when needed, avoiding making decision and avoiding getting involved when important issues arise.

1.10.5 Organizational Commitment

Organizational commitment is the level employees identify their commitment to the organization, accept organization's vision, the readiness to put in extra effort for the organization and the level employees choose to be with the organization (Newstrom,2011). In this study, organizational commitment refers to the degree co-curricular teachers felt attached to the school either emotionally, obligatory or simply because the school is the best option so far. In this study, organizational commitment was operationalized in dimensions affective, continuance and normative as suggested by Allen and Meyer (1990) which included 17 items in the instrument OCQ (Meyer & Allen,1997). The definition for each dimension in organizational commitment is defined as follows:

(a) Affective commitment: Affective commitment is where employees are emotionally attached to the organization, identify with and are involved in the organization and they stay with the organization because they want to do so (Allen & Meyer,1996). In this research, affective commitment is measured with 6 items from the instrument OCQ (Meyer & Allen, 1997) that measured the strength of co-curricular teachers' agreement to statements pertaining to their emotional attachment to, identification with and involvement in the school.

(b) Continuance commitment: Continuance commitment is when employees decided not to move to a new organization because they feel that it is not beneficial and it is a loss if they decided to leave the organization (Allen & Meyer, 1996). In this research, continuance commitment is measured by 5 items from OCQ (Meyer & Allen, 1997) that measured the strength of co-curricular teachers' agreement to statements pertaining to their feeling on the price they associate they have to bear for leaving the school to work in another school.

(c) Normative commitment: Normative commitment is the feeling where employees remain with the organization because they feel that they are in debted to do so (Allen & Meyer, 1996). In this research, normative commitment is measured by 6 items from OCQ (Meyer & Allen, 1996) that measured the strength of co-curricular teachers' agreement to statements regarding their feeling of obligation to continue to remain with the school.

1.10.6 Job Satisfaction

Job satisfaction refers to the level employees feel satisfied or not satisfied with their job as a whole and with certain factors of the job (Spector, 2008). In this study, the 9 dimensions of job satisfaction (pay, promotion, supervision, fringe benefits, contingent reward, operating procedures, co-worker, nature of work

and communication) were measured using the instrument Job Satisfaction Scales (Spector, 1997) which included 35 items. The definition for each job satisfaction dimension is defined as follows:

(a) Promotion: Obineli (2013) stated that promotion for teachers involves an increase in pay or increase in responsibilities. It is a situation where a worker changes his or her position in the career from the existing position to a position higher. In this research, promotion is measured with 4 items from the JSS (Spector, 1997) that measured respondents agreement to statements regarding promotion opportunities for co-curricular teachers.

(b) Supervision: Supervision is the act of overseeing someone or an activity to ensure that everything is in order. Supervision in the education context is an effort to improve teachers work patterns that directly affects the learning process through observation followed by consultation and discussion about the teaching and learning process so that teachers' performance can be maximized (Rosiandi, 2018). In this research, supervision means the supervisory behavior of Senior Assistants of Co-curricular and interpersonal relationships between Senior Assistants of Co-curricular and co-curricular teachers. To measure supervision, 4 items from the JSS (Spector, 1997) that measured respondents agreement to statements regarding supervision were used.

(c) Fringe Benefits: Fringe benefit is a collection of various benefits provided by an employer that has monetary value but does not affect basic wage rates. According to Sharma and Jaiswal (2018) fringe benefits are benefits given as a condition for employment or a post held and they not directly related to performance. In this research, fringe benefits mean pension, sick leave, employer's provided training, employer's scholarship for further studies and paid leave. In this research fringe benefits were measured using 4 items from the JSS (Spector, 1997) where respondents stated their degree of agreement to the fringe benefits statements.

(d) Contingent Reward: Contingent reward is performance-based reward. Contingent rewards means the used of rewards or incentives for achievement of desired outcomes (Folakemi, Anthonia, and Dayo, 2016). In this research, 4 items from the JSS (Spector, 1997) were used to measure co-curricular teachers' agreement to statements regarding the way the school reward them for a job well done.

(e) Operating Procedures: Operating procedures comprise of procedures and requirements which also includes the nature of the job and the values of the organization that bounded employees when performing the job (Danish & Usman, 2010). Operating procedure was measured using 4 items of JSS (Spector, 1997) that measures co-curricular teachers' agreement to statements about procedures, clerical work and bureaucracy in co-curricular unit.

(f) Co-worker: Co-worker means the people who work together in a workplace setting and the relationship among them. In this research, co-worker refers to the relationship within the co-curricular teachers group and the quality of interaction. Co-curricular teachers' job satisfaction is measured with 4 items of JSS (Spector, 1997) that measures co-curricular teachers' agreement to statements about feelings when working with their co-workers.

(g) Nature of Work: Nature of work is the work or the job itself (Danish & Usman, 2010). To measure co-curricular teachers' satisfaction with their nature of work, 4 items from the JSS (Spector, 1997) were used which measures co-curricular teachers' agreement to statements about how they felt when carrying out their duties and responsibilities in co-curricular unit.

(h) Communication: Communication is the act of using words, signs, sounds and behavior to express and exchange info or ideas, thoughts or feelings. In this research, communication includes communication among co-curricular teachers and clear delivery of objectives and tasks in co-curricular.

(i) Pay: Pay is the annual income that may reflect acknowledgement of success or failure (Thekedam, 2010). Similarly, Luthans (2005) stated that pay reflects how the company regards employees' contribution to the organization. To measure co-curricular teachers' satisfaction with pay, 4 items from the JSS (Spector, 1997) were used which measures co-curricular teachers' agreement to statements about how they felt about the amount of pay they received as well as the rate for pay increment.

1.10.7 Senior Assistant of Co-curricular

Senior Assistant of Co-curricular is a teacher appointed by the Ministry of Education to supervise and manage all aspects of co-curricular management of the school (Abdul Rahim, 2004). In this research, Senior Assistants of Co-curricular refer to Senior Assistants of Co-curricular from secondary schools in Malaysia who have been holding the post for at least two years. In this research, the leadership styles of Senior Assistants of Co-curricular when managing the co-curricular unit and its relationship to co-curricular teachers' organizational commitment and job satisfaction are examined.

1.10.8 Co-curricular Teachers

Co-curricular teachers are teachers appointed by the school administrator to carry out the duty as teacher advisors either for Sports and Games Clubs, Uniform Bodies or Clubs and Societies (Abdul Rahim, 2004). Among the duties of co-curricular teachers are planning, organizing and evaluating co-

curricular activities. In this research, co-curricular teachers are teachers in secondary schools who are teacher advisors of a uniform body, a club or society or a sports and games club.

1.11 Summary

This chapter has discussed the background to the research problem that is of interest to the researcher which is organizational commitment among co-curricular teachers. The research examined the relationship between leadership and job satisfaction with organizational commitment as well as the role of job satisfaction as a mediator.

This chapter also explains the research objective and the significance of the research. Also presented in this chapter are the assumption of the study and its scope and limitation. In the final part of this chapter, the definition of terms were defined and discussed.

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BIODATA OF STUDENT

Norhaily Abdul Halim was born in a small town name Grik, Perak but was raised in the Royal Town, Kuala Kangsar Perak. She received her early education in Grik, Perak and obtained her secondary education at SMK Raja Perempuan Kelsom, Kuala Kangsar, Perak. She later furthered her studies at University of South Dakota, USA under the Ministry of Education scholarship majoring in English with a minor in Mathematics. Upon returning to Malaysia in 1991, she enrolled for a one-year programme with Universiti Kebangsaan Malaysia to obtain her Diploma in Education. In 1993, she started her teaching career in a secondary school, SMK Lembah Keramat, Kuala Lumpur. In the year 2003, she obtained her Master's degree in TESL from Universiti Putra Malaysia. Her Master of Science programme was funded by the Ministry of Education. After completing her master's programme, she worked with the English Language Teaching Centre (ELTC) training in-service English Language teachers. However, her service with the English Language Teaching Centre (ELTC) only lasted for a year. Her strong desire for teaching young learners and being involved in co-curricular activities brought her back teaching in a secondary school called SMK Hillcrest, Selangor. Her main interest is in testing and evaluation and she has had six years of experience as an examiner for a national level examination. Besides, she was greatly involved in planning and managing co-curricular activities in school. One of the greatest moment in her career was being a Cultural Coach for the grand opening ceremony of the Kuala Lumpur 1998 Commonwealth Games. After teaching for 16 years, she decided to pursue her doctoral degree at Universiti Putra Malaysia in the field of Educational Administration. She was once again lucky as she was offered by the Ministry of Education a paid leave to pursue her Doctoral degree. Her areas of study include leadership styles, organizational commitment and job satisfaction of teachers. She had the opportunity to present her research paper at The 5th International Conference on Educational Research and Practice ICERP in October 2019. In her service as a teacher since 1993, she has received the Excellence Service Award three times (1999, 2008 and 2019). She is currently holding an administrative post, as a Senior Assistant of Co-curricular in SMK Lembah Keramat.

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