

Leadership Styles of Headmaster and Job Satisfaction: Research on Comparison of Headmasters and Headmistresses

Mohd Nor Jaafar Ph. D & Rafisah Osman Ph. D
School of Educational Studies and Mordern Lanquages
College of Arts and Sciences
University Utara
Kedah Darul Aman, Malaysia

Abstract

The purpose of this research is to see the differences of leadership styles between the headmasters and headmistress in six primary schools in Perlis and Kedah. The research was also conducted in order to identify the level of job satisfaction among teachers under the administration of headmasters and headmistresses. Aport from that, the research was to indentify the relationship of leadership styles in task structure dimension and consideration dimension with the job statisfaction of teacher. In the meantime, the study also focused on the distinction of teachers job satisfaction level based on demography factors such as gender, service catogery, age and teaching experience. The measurement tool used in this study was Leadership Behavior Description Questionnaire (LBDQ) formulated by Ohio State University and Minnesota Satisfaction Questionairre (MSQ). The sample involved in this study was 303 respondents from six primary schools in Perlis and Kedah. The research result was tested by using Statistical Package for Sosial Science (SPSS) version 12. The test applied in this research was t test, ANOVA and Pearson correlation. The research result has found out that the leadership styles between headmasters and headmistresses is similar in task structure dimension and consideration dimension as well as not having a significant distinction based on t test conducted. Beside that, the result also indicated that there was a significant difference of teachers job satisfaction level between the leadership of headmasters and headmistresses based on t test. Meanwhile, based on mean, the level of teachers job satisfaction is higher under the administration of headmasters than the headmistresses. The result also shown that the leadership style of consideration dimension has a significant and high relationship in the teachers job satisfaction level compared to task structure dimension when using Pearson correlation method. These both dimennsions have a positive and significant relationship. This means, when the leadership styles in these both dimensions are high, the teachers job satisfaction level is also increased. The result has shown that the both dimensions in leadership style are very essential in determing the teachers job satisfaction level. The headmasters/ headmistress who apply or practise his/ her leadership in certain situation wisely will result the increase of teachers job satisfaction level. Other than that, the research also found out that the teachers work satisfaction level has no significant relationship for teachers demography except for age. The research result has indicated that age influences the teachers job satisfaction. The category of age which 31 year old and above has a significant difference when using Post Hoc Tukey method.