Level Of Job Satisfaction Among National Primary School Teacher Leaders

Rozita Rahmat

Fakulti Sains Sosial dan Kemanusiaan
Universiti Teknologi Malaysia
rozita.r@graduate.utm.my

This study aims to identify the level of job satisfaction among primary school teacher leaders in national schools. The research employs a descriptive quantitative method using an online questionnaire (Google Form) based on a Likert scale. The questionnaire is adapted from the Minnesota Satisfaction Questionnaire (MSQ) by Weiss, Dawis, England, and Lofquist (1967), consisting of 25 items representing five dimensions of the Teacher Job Satisfaction Model by Zainuddin and Zahari (2010). The respondents comprise 420 teacher leaders as a sample from 60 national primary schools in Malaysia. Data analysis was conducted using the Statistical Package for Social Science (SPSS) version 23.0. The findings reveal that the highest dimension of job satisfaction among teacher leaders is Promotion, with a mean score of 4.35 and a standard deviation of 0.897. There are two dimensions with the lowest mean score, which are Workload and Work Environment, both with a mean of 4.29. However, Workload has a standard deviation of 0.880, while Work Environment has a standard deviation of 0.895. The implications of this study are expected to guide the Ministry of Education Malaysia (KPM) in formulating and implementing various initiatives to ensure that job satisfaction among teacher leaders remains at a very good and consistent level, which will indirectly produce more potential teacher leaders as excellent school leadership figures.

Keywords: Job satisfaction, teacher leaders, workload, work environment, school leadership, promotion, colleagues.

1. Introduction

The increase in responsibilities due to changes in education policy is seen as a challenge that leads to dissatisfaction among teachers, resulting in lower commitment and dedication to their tasks. Consequently, teachers face issues related to job responsibilities, internal conflicts, work pressure, and role confusion (Siti Zafirah Farhana & Mohd Izham, 2020). Teacher leaders are not exempt from role conflicts, as they sometimes find themselves entangled in organizational politics between school management and teachers. From the management's perspective, teacher leaders are expected to ensure the continuity of school policies, while teachers believe that their leaders should safeguard their welfare (Teh, Faridah, Jamilah, Rusli, Hong & Kalidass, 2020). Additionally, the burden of teaching responsibilities and time constraints also hinder the realization of teacher leaders' roles (Farchi & Tubin, 2019).

Schools require a solid level of job satisfaction among teachers to ensure educational quality and realize national aspirations, as a school's excellence is closely related to teachers' job satisfaction (Ung & Sabariah, 2017). Various factors can influence job satisfaction, including interest and work pressure. Work performed with passion can lead to job satisfaction, while work under pressure can contribute to dissatisfaction (Shawal Sahid and Farhanah Nabila, 2022). According to the study by Nurjannah and Abdul Said (2018), high job satisfaction among teachers encourages them to perform their duties with commitment, whereas the opposite situation leads to dissatisfaction and a decline in work inclination, resulting in demotivation and feelings of discontent regarding heavy workloads.

2. Literature Review

According to Afaq, Sajid, and Arshad (2017), teacher job satisfaction is influenced by a conducive school environment that supports work and the administrative aspects provided to teachers. This finding is supported by Kartini, Aida Hanim, and Norasmah (2022), who state that a suitable working environment contributes to job satisfaction. Raja Nurmunira and Mohamed Yusoff (2021) indicate that the aspect of promotion is the highest contributor to teachers' job satisfaction. Teacher satisfaction is also seen to be affected by the appreciation and respect given by their principals through two-way communication between teachers and administrators (Afaq et al., 2017).

Smetackova et al. (2019) state that the dimension of colleagues is the most significant factor for teachers to achieve high job satisfaction, as dissatisfaction can arise from colleagues' actions, such as absenteeism or transfer to other locations. Mansor and Esa (2009) explain that teachers' job satisfaction also involves supervision and personal relationships, where supervision refers to the feelings an employee has towards their supervisor. Based on the dimension of supervision, three aspects are considered indicators of teachers' satisfaction regarding evaluations by their principals: the personal relationship between the supervisor and employee, technical methods, and the leadership style practiced by the supervisor.

According to a study by Norani and Ruzilayati (2011) aimed at identifying factors affecting job satisfaction among technical teachers in Johor Bahru, the factor of colleagues was found to be the most influential on job satisfaction, surpassing other factors such as workload, work environment, and student discipline. This finding aligns with that of Norhazwani and Jamalullail (2017), which indicates that teachers' satisfaction is at a moderate level, with high satisfaction noted in the dimension of colleagues. However, teachers at Sekolah Menengah Kebangsaan in Bangsar zone currently report moderate satisfaction levels regarding salary, promotion opportunities, supervision, and working conditions. A study by Anjilus, Talip, and Singh (2019) found that the job satisfaction of Form Six academic teachers is influenced by factors related to colleague support, job responsibilities, salary, promotion, and work procedures. Furthermore, job satisfaction contributes to the effectiveness of teacher leadership quality, encouraging them to remain in service until the end of their tenure (Fatimah, 2014).

High levels of leadership are a motivating factor for teachers who are skilled and professional in their work. A school administrator's leadership practices usually influence teachers' job satisfaction through their self-evaluations (Aziz, Ahmad Zamri & Ghazali, 2018). According to Sapora and Justina (2010), ineffective leadership styles contribute to low job satisfaction, while effective leadership styles enhance job satisfaction. Previous studies have shown that teachers' job satisfaction has a significant relationship with the workload they bear (Mohd Faiz, 2019; Lia & Ruslin, 2018; Ruhana & Venel, 2013). Both local and international research have demonstrated that teacher leaders burdened with various roles and tasks experience emotional stress and negative psychological effects (National Association of Head Teacher (NAHT), 2019; Mohd Faizal, Hamidah & Ghazali, 2018; Maqsood, Sohail, Qureshi & Kausar, 2017).

3. Problem Statement of the Study

The study finds that many teacher leaders in Malaysia opt for early retirement and mandatory retirement each year (Public Service Department (JPA), 2018; Aziz et al., 2018). The high demand for early retirement poses a risk to the Ministry of Education (KPM) as it faces the potential loss of experienced and skilled teacher leaders in their respective fields (JPA, 2018). Additionally, educational policy planning has been disrupted due to the increasing trend of teachers applying for early retirement (Mat Zaid, Yusof & Awang, 2022).

According to the study by Nur Hamizah and Tajul Arifin (2021), this action is taken due to the alarming work pressure among teachers. Currently, teachers are burdened with numerous side tasks in addition to their primary responsibilities (Aziz et al., 2018). The

National Association of Head Teachers (NAHT, 2019) indicates that the desire for early retirement among teacher leaders is driven by role conflicts arising from juggling multiple responsibilities simultaneously and a sense of job dissatisfaction, even among committed teachers. The increasing pressure on teachers leads to decreased motivation and burnout in their careers (Lo & Faridah, 2020). Rosnah and Siti (2018) express concern that this high workload may result in teachers losing their enjoyment in work and commitment as educators. Emotional exhaustion and work pressure among teacher leaders are closely linked to factors influencing teachers' job satisfaction, which must be addressed (Saffardin & Mydin, 2019).

Objectives of the Study
The objectives of this study are as follows:
1. To identify the level of job satisfaction among primary school teacher leaders based on the dimension of Workload.
2. To identify the level of job satisfaction among primary school teacher leaders based on the dimension of Work Environment.
3. To identify the level of job satisfaction among primary school teacher leaders based on the dimension of Principal Leadership.
4. To identify the level of job satisfaction among primary school teacher leaders based on the dimension of Promotion.
5. To identify the level of job satisfaction among primary school teacher leaders based on the dimension of Colleagues.

Research Questions
Based on the objectives above, five research questions have been formulated to help address the study's problems:
1. What is the level of job satisfaction among primary school teacher leaders based on the dimension of Workload?
2. What is the level of job satisfaction among primary school teacher leaders based on the dimension of Work Environment?
3. What is the level of job satisfaction among primary school teacher leaders based on the dimension of Principal Leadership?
4. What is the level of job satisfaction among primary school teacher leaders based on the dimension of Promotion?
5. What is the level of job satisfaction among primary school teacher leaders based on the dimension of Colleagues?

The theoretical framework of the study is based on Herzberg's Two-Factor Theory (Frederick Herzberg, 1959), which influences the Teacher Job Satisfaction Model by Zainuddin and Zahari (2010). According to Herzberg's Two-Factor Theory, the researcher outlines five dimensions of teacher job satisfaction adapted from the Zainuddin Awang and Zahari Ismail model (2010).
These dimensions include:
1. Workload
2. Work Environment
3. Principal Leadership
4. Promotion
5. Colleagues
The first, second, third, and fifth dimensions represent hygiene factors according to Herzberg's theory. Hygiene factors are those that can lead to dissatisfaction if not adequately addressed, thereby creating a baseline level of satisfaction. The fourth dimension, Promotion, represents a motivator factor, which contributes to higher levels of job satisfaction and fulfillment among teachers.

The first dimension, Workload, refers to employees' feelings towards their work, including a sense of responsibility, enjoyment, and pride in assigned tasks (Spector, 1985). This factor is crucial because the nature of the work itself should act as a catalyst for motivation and influence employee performance.

The second dimension, Work Environment, suggests that a comfortable environment can encourage subordinates to work and achieve job satisfaction. According to Kartini et al. (2022), a conducive school environment supports various tasks and administrative aspects provided to teachers, which influences their job satisfaction (Afaq et al., 2017).

The third dimension, Principal Leadership, is a hygiene factor in Herzberg's Two-Factor Theory (1959). Norzhaahirah and Jamalullail (2022) state that personal relationships with the principal, the supervisory methods employed, and the management style used in leading the educational organization are closely related to teachers' job satisfaction. Job satisfaction can be enhanced when principals show positive concern for their subordinate teachers through effective communication and a conducive workplace climate (Norzhaahirah & Jamalullail, 2022).

The fourth dimension, Promotion, is noted as a significant contributor to teacher job satisfaction. Raja Nurmunira and Mohamed Yusoff (2021) emphasize that opportunities for promotion are paramount for job satisfaction. Teachers who receive encouragement and support from their principals for career development tend to display a more positive attitude towards their work (Azmira & Mohd Izham, 2019). According to Fareez Ashraf (2020), opportunities for advancement are critical for employees.

Lastly, the fifth dimension, Colleagues, pertains to employees working within the same organizational structure (Fareez Ashraf, 2020) or in similar positions (Dunn and Stephens, 1972). Interactions with colleagues occur daily and are essential for enhancing organizational productivity. However, social interactions among colleagues can also lead to various issues, such as dissatisfaction and work-related stress (Mohamad Fuad et al., 2015). Appropriate social interactions can enhance job satisfaction within the work climate (Herzberg, 1959).

4. Methodology of the Study

The design of this study is descriptive and quantitative. Data collection for this quantitative study was conducted using an online questionnaire (Google Form) involving 420 teacher leaders as the study sample. The selected samples represent 60 national primary schools across various zones and states in Malaysia.

A total of 20 items were used to measure Teacher Leaders' Job Satisfaction, utilizing the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England, and Lofquist (1967). All instruments were modified to align with the Malaysian education system and the requirements of the study. The five key dimensions were derived from the Teacher Job Satisfaction Model by Zainuddin and Zahari (2010), which correspond to five of the 20 dimensions in the MSQ containing 25 items: 5 items for Workload, 5 items for Work Environment, 5 items for Principal Leadership, 5 items for Promotion, and 5 items for Colleagues, all aimed at measuring the level of job satisfaction among teacher leaders.

Findings of the Study

The findings of the study are based on the perspectives of 420 teacher leaders representing 60 national primary schools in Malaysia to identify the level of job satisfaction among them. The online questionnaire (Google Form) used a Likert scale and consisted of 20 items

adapted from the Teacher Job Satisfaction Model by Zainuddin and Zahari (2010), representing the five dimensions: Workload, Work Environment, Principal Leadership, Promotion, and Colleagues. Data were analyzed using the Statistical Package for Social Science (SPSS) version 23.0.

Dimention 1: WORKLOAD	Min	SD	Level
1. I am able to endure a busy work environment at all times.	4.31	0.909	
2. The tasks assigned to me are based on my abilities.	4.24	0.917	
3. The responsibilities given are based on the status of the position I hold.	4.10	0.985	High
4. I carry out instructions with an open heart.	4.25	0.925	
5. I am able to do things that do not contradict my conscience.	4.21	0.980	
Total Everage	**4.29**	**0.880**	**High**

Based on the table, the overall mean for the dimension of **Workload** is 4.29, indicating a high level of job satisfaction. The item within the **Workload** dimension with the highest mean is "I am able to cope with a busy work environment at all times" (M=4.31). Conversely, the item that recorded the lowest mean in this dimension is "The responsibilities assigned are based on the status of the position held" (M=4.10). Overall, these findings suggest that teachers agree that the level of job satisfaction among teacher leaders regarding the aspect of **Workload** while performing their duties is high.

Dimention 2: WORK ENVIRONMENT	Min	SD	Level
6. I am satisfied with the facilities provided at the school.	4.25	0.946	
7. I am satisfied with the policies practiced by the school administration.	4.16	0.989	
8. I have the opportunity to use my own methods in completing tasks.	4.17	0.953	High
9. I feel that being at school is conducive.	4.21	0.942	
10. I am happy with the environment at the workplace.	4.20	0.970	
Total Everage	**4.29**	**0.895**	**High**

Based on the table, the overall mean for the dimension of **Work Environment** is 4.29, indicating a high level of job satisfaction. The item within the **Work Environment** dimension with the highest mean is "I am satisfied with the facilities provided at the school" (M=4.25). Conversely, the item that recorded the lowest mean in this dimension is "I am satisfied with the policies implemented by the school administration" (M=4.16). Overall, these findings suggest that teachers agree that the level of job satisfaction among teacher leaders regarding the aspect of **Work Environment** while performing their duties is high.

Dimention 3: PRINCIPAL LEADERSHIP	Min	SD	Level
11. I am satisfied with the supervision by the Headmaster.	4.33	0.910	
12. I am trusted by the Headmaster to carry out tasks in my own way.	4.21	0.949	
13. I am satisfied with the Headmaster's competence in making decisions.	4.14	0.967	High
14. I believe the Headmaster's leadership can enhance the teaching profession.	4.24	0.906	
15. I am trusted by the Headmaster to make decisions.	4.22	0.939	
Total Everage	**4.31**	**0.899**	**High**

Based on the table, the overall mean for the dimension of **Principal Leadership** is 4.31, indicating a high level of job satisfaction. The item within the **Principal Leadership** dimension with the highest mean is "I am satisfied with the supervision by the Principal"

(M=4.33). Conversely, the item that recorded the lowest mean in this dimension is "I am satisfied with the Principal's efficiency in making judgments" (M=4.14). Overall, these findings suggest that teachers agree that the level of job satisfaction among teacher leaders regarding the aspect of **Principal Leadership** while performing their duties is high.

Dimention 4: PROMOTION	Min	SD	Level
16. Every achievement of teachers is recognized by the school administration.	4.32	0.922	
17. I have the opportunity to advance myself in my teaching career.	4.25	0.948	High
18. I am motivated to advance myself in my career.	4.14	0.972	
19. I am satisfied with the promotions I receive.	4.26	0.867	
20. I am always given opportunities for promotion.	4.24	0.979	
Total Everage	**4.35**	**0.897**	**High**

Based on the table, the overall mean for the dimension of **Promotion** is 4.35, indicating a high level of job satisfaction. The item within the **Promotion** dimension with the highest mean is "Every achievement by teachers is recognized by the school" (M=4.32). Conversely, the item that recorded the lowest mean in this dimension is "I am motivated to advance in my career" (M=4.14). Overall, these findings suggest that teachers agree that the level of job satisfaction among teacher leaders regarding the aspect of **Promotion** while performing their duties is high.

Dimention: COLLEAGUES	Min	Sisihan Piawai	Tahap
21. I have a good relationship with my colleagues.	4.34	0.911	Tinggi
22. I am comfortable with the way my colleagues collaborate with each other.	4.23	0.959	Tinggi
23. I feel valued by my colleagues.	4.20	0.921	Tinggi
24. My opinions are heard by my colleagues.	4.26	0.932	Tinggi
25. My views are considered by my colleagues.	4.24	0.964	Tinggi
Purata keseluruhan	**4.32**	**0.900**	**Tinggi**

ased on the table, the overall mean for the dimension of **Colleagues** is 4.32, indicating a high level of job satisfaction. The item within the **Colleagues** dimension with the highest mean is "Every achievement by teachers is recognized by the school" (M=4.32). Conversely, the item that recorded the lowest mean in this dimension is "I feel valued by my colleagues" (M=4.20). Overall, these findings suggest that teachers agree that the level of job satisfaction among teacher leaders regarding the aspect of **Colleagues** while performing their duties is high.

5. Discussion

The findings of this study indicate that teachers agree they can adapt to a busy work environment, with a mean score of 4.31. Although there are slight deficiencies in the alignment between responsibility and job status (M=4.10), the overall satisfaction level in this dimension is high (M=4.29). Similarly, satisfaction with the school environment is also high, where school facilities received the highest rating (M=4.25), but administrative policies received a lower rating (M=4.16), indicating room for improvement.

Teachers value the supervision and leadership provided by the school principals (M=4.31), particularly regarding the support given (M=4.33). However, the aspect of competence in making considerations shows the lowest mean score (M=4.14). The findings also reveal that satisfaction with career advancement opportunities is high (M=4.35), where recognition of teachers' achievements received the best rating (M=4.34). Nevertheless, individual motivation to advance in their careers recorded a lower score (M=4.14).

Positive relationships among colleagues also contribute to job satisfaction. Appreciation for cooperation received the highest mean (M=4.34), but feelings of being valued by colleagues received a lower rating (M=4.20). In conclusion, this study finds that the job satisfaction level of teacher leaders is high based on five main dimensions, although there are several aspects that could be improved. These findings do not align with those of Norhazwani and Jamalullail (2017), who stated that teachers' job satisfaction is at a moderate level. The findings indicate that the dimension of career advancement is the highest contributor to job satisfaction among teachers, supporting the results of Raja Nurmunira and Mohamed Yusoff (2021). Conversely, this study does not support the findings of Norhazwani and Jamalullail (2017) and Smetackova et al. (2019), which indicated that the dimension of colleagues is the highest contributor to job satisfaction.

6. Summary

The success of a school is closely related to the job satisfaction of its teachers (Tor & Bity Salwana, 2021). Research by Ibrahim and Khairuddin (2017) suggests that increasing job satisfaction among teachers is a key indicator in producing quality educators. High job satisfaction is also strongly correlated with teachers' work performance and their contributions to the school organization. As noted by Norhazwani and Jamalullail (2017), a satisfying work environment is essential for motivating teachers to be more productive and to embrace changes positively, thus enhancing the performance and excellence of the school (Nurul Husna & Jamalullail, 2021).

According to the study by Nur Hamizah and Tajul Arifin (2021), high job satisfaction can prevent burnout among teachers. In contrast, a lack of job satisfaction can lead to low performance and various issues such as absenteeism and stress (Mat Zaid et al., 2022). These findings support the view of Ibrahim and Khairuddin (2017) that increasing job satisfaction will help in job retention and ultimately produce quality teachers. Measures to enhance job satisfaction, such as incentives, career advancement opportunities, effective supervision, and a positive working environment, are essential (Jtan Jass Minn & Aida Hanim, 2020; Law Xian Hern & Muhammad Hussin, 2020). Moreover, a comfortable working environment also influences teachers' interest in carrying out their duties (Tamil Vaani & Aida Hanim, 2020). Overall, this study shows that the job satisfaction level of teacher leaders is high, despite several aspects requiring improvement. These results reflect a positive working climate and support the well-being of teacher leaders in fulfilling their responsibilities.

References

1. Afaq, A., Sajid, M. A., & Arshad, A. (2017). Examining The Impact of Servant Leadership on Teachers Job Satisfaction. *Journal Economic Literature, 1031-1047.*
2. Anjilus, W., Talip, R., & Singh, S. S. B. (2019). Hubungan Gaya Kepemimpinan Transformasi Dengan Kepuasan Kerja Guru Akademik Tingkatan Enam. Labuan E-Journal of Muamalat and Society, 13, 1-14.
3. Aziz. T., Ahmad Zamri. M., & Ghazali. D. (2018). Amalan kepimpinan transformasional Guru Besar dan hubungannya terhadap kepuasan kerja guru sekolah daerah Miri. Prosiding Seminar Antarabangsa Isu-Isu Pendidikan (ISPEN). Anjuran Fakulti Pendidikan, Universiti Malaya, 5 Julai 2018, 2-22.
4. Azmira Ali, & Mohd Izham Mohd Hamzah. (2019). Amalan Kepimpinan Multidimensi Pengetua. Dan Hubungan Dengan Kepuasan Kerja Guru Sekolah Menengah Di Daerah Melaka Tengah. International Journal of Modern Trends in Social Sciences, 2(7), 38–50. Retrieved fromhttp://www.ijmtss.com/PDF/IJMTSS-2019-07-03-05.pdf.
5. Farchi, T., & Tubin, D. (2019). Middle leaders in successful and less successful schools. School Leadership and Management, 39(3–4), 372–390.

6. Fareez Ashraf Mahzan (2020). Tahap Kepuasan Kerja Pensyarah Di Kolej Profesional Mara (KPM). ICOFEA 2020 Conference Proceeding. eISBN 978-967-14616-7-9

7. Fatimah Affendi (2014). Tahap Kepuasan Kerja dan Komitmen Organisasi Dalam Kalangan Guru Kolej Vokasional: Pendekatan Structural Equation Model. Masters Thesis, Universiti Tun Hussein Onn Malaysia.

8. Herzberg, F. (1959). The Motivation to Work (2nd ed.). New York: John Wiley & Sons

9. Ibrahim M. & Khairuddin A. (2017). Tingkah Laku Kepimpinan Transformasi Pengetua, Komitmen Organisasi Sekolah dan Efikasi Kendiri Guru Terhadap Kepuasan Kerja dalam Kalangan Guru-Guru Sekolah Menengah Pendalaman Sabah. Seminar Kebangsaan Majlis Dekan Pendidikan Universiti Awam 2017, hlm 13-21.

10. Jabatan Perkhidmatan Awam. (2018). Bahagian Pasca Perkhidmatan. Dimuat turun daripada portal jpapencen.gov.my.

11. Jass Minn & Aida Hanim A. Hamid (2020). Kepimpinan Instruksional Guru Besar dan Hubungannya Dengan Kepuasan Kerja Guru SJKC Daerah Kuantan, Pahang. International Conference Of Future Educations And Advances (ICOFEA) 2020.

12. Kartini Mohd Yusoff, Aida Hanim A. Hamid & Norasmah Othman (2022). Hubungan Amalan Kepimpinan Transformasional Guru Besar dan Kepuasan Kerja Guru Sekolah Transformasi 25 di Daerah Jerantut. Jurnal Dunia Pendidikan e-ISSN: 2682-826X | Vol. 3, No. 4, 388-402. Fakulti Pendidikan, Universiti Kebangsaan Malaysia.

13. Law, X.H., & Muhammad Hussin (2020). Hubungan Antara Tahap Gaya Kepimpinan Transformasi Guru Besar Dengan Tahap Kepuasan Guru Di SJKC di Daerah Gua Musang. Proceeding Of The International Conference Of Future Education And Advances (ICOFEA) 2020, 93-99

14. Lia Indah Ahmad & Ruslin Amir. (2018). Tekanan dan Kepuasan Kerja Dalam Kalangan Guru Sekolah Menengah Daerah Pasir Gudang. E-Prosiding Persidangan Antarabangsa Sains Sosial dan Kemanusiaan. Kolej Universiti Islam Antarabangsa Selangor.

15. Lo Tzu Hui & Faridah Mydin Kutty. (2020). Hubungan Antara Efikasi Kendiri, Personaliti Proaktif, Motivasi Intrinsik Dengan Prestasi Kerja Guru Di Daerah Port Dickson Negeri Sembilan. International Conference Of Future Education And Advances (ICOFEA) 2020. 693-698.

16. Mansor, R., & Esa, A. (2009). Hubungan Gaya Kepimpinan Guru Besar Dengan Kepuasan Kerja Guru Di Tiga Buah Sekolah Rendah Di Seremban. Seminar Kebangsaan Pengurusan Pendidikan PKPGB (pp. 1-9). Malaysia: Fakulti Pendidikan Teknikal, Universiti Tun Hussein Onn.

17. Maqsood, H., Sohail, T., Quraishi, U., & Kauser, T. (2017). Work-Family Conflict, Job Stress and Job Satisfaction Among Teachers. International Journal of Arts and Social sciences, 1(4).

18. Mat Jusoh, M., Ismail, S. N., & Abdullah, A. S. (2020). Efikasi Kendiri Guru Sebagai Mediator Terhadap Hubungan Antara Iklim Sekolah Dan Komitmen Guru. Practitioner Research, 2, 137–162. https://doi.org/10.32890/pr2020.2.8

19. Mat Zaid, M. Z., Yusof, M. R., & Awang, M. A. (2022). Model Pengukuran Kepimpinan Autentik Dan Kepuasan Kerja Guru Sekolah Rendah Pinggir Bandar. International Journal of Education, Psychology and Counseling, 7 (46), 215-235.

20. Mohd Faizal Hassan, Hamidah Sulaiman & Ghazali Darusalam. (2018). Pengaruh Faktor Terpilih Terhadap Stres Peranan Dalam Kalangan Guru Sekolah Kebangsaan Di Daerah Jerantut, Pahang. Prosiding Seminar Kebangsaan Majlis Dekan Pendidikan Universiti Awam.

21. National Association of Head Teacher (NAHT). (2019). About Time: Life As a Middle Leader. Muat turun daripada: https://www.naht.org.uk/_resources/assets/attachment/full/0/94279.pdf

22. Norani Mohd Noor & Ruzilayati Rameli. (2011). Mengenal Pasti Faktor-Faktor
23. Yang Mempengaruhi Kepuasan Kerja Dalam Kalangan Guru Teknikal Sekolah Menengah Teknik Daerah Johor Bahru. Journal of Science & Mathematics Education . pp. 1-9. (Unpublished).
24. Norhazwani Hassan & Jamalullail Abdul Wahab (2017). Kepuasan kerja dalam kalangan guru di sekolah menengah zon Bangsar. https://seminarserantau2017. files.wordpress.com/2017/09/48-norhazwanihassan.pdf
25. Norzhaahirah Abdullah & Jamalullail Abdul Wahab (2022). Amalan Kepimpinan Autokratik Pengetua Dan Hubungannya Dengan Kepuasan Kerja Guru Di Sekolah Menengah Daerah Jempol Negeri Sembilan. Universiti Kebangsaan Malaysia.
26. Nurjannah F.A. Kariming & Abdul Said Ambotang (2018). Hubungan iklim sekolah terhadap kepuasan kerja guru tingkatan 6 zon pantai timur Sabah. Jurnal Komunikasi Borneo 6: 53-64
27. Nurul Husna Ibrahim & Jamalullail Abdul Wahab (2021). Kepimpinan Transformasional Penolong Kanan Kokurikulum Dan Hubungannya Dengan Efikasi Guru. Malaysian Journal of Social Sciences and Humanities (MJSSH) 6 (2), 181 -96. https://doi.org/10.47405/mjssh.v6i2.677.
28. Nur Hamizah Zainudin & Tajul Arifin Muhamad (2021). Kepuasan Kerja dan Burnout Guru Pendidikan Jasmani di Daerah Langkawi. Malaysian Journal of Social Sciences and Humanities (MJSSH), Volume 6, Issue 5, (page 22 - 34), 2021.
29. Raja Nurmunira Raja Harman Shah, & Mohamed Yusoff Mohd Nor (2021). Amalan Kepimpinan Lestari Guru Besar dan Kepuasan Kerja Guru di Sekolah Kebangsaan Padang Jawa Shah Alam. Jurnal Dunia Pendidikan. e-ISSN: 2682-826X | Vol. 3, No. 1, 385-393, 2021
30. http://myjms.mohe.gov.my/index.php/jdpd
31. Saffardin, S. F., & Mydin, A. A. (2019). Pengaruh kepimpinan autentik di tadika swasta Pulau Pinang. Jurnal Kepimpinan Pendidikan, 6(3), 17–31.
32. Sapora Sipon & Justina Esther Gubud (2010). Gaya Kepimpinan Pengetua Dengan Kepuasan Kerja Guru. Prosiding Seminar Profesion Perguruan,USIM. Di Capai pada Julai 29, 2012 daripada http://ddms.usim.edu.my /handle/123456789/2689.
33. Shawal Sahid Hamid @ Hussain & Farhanah Nabila Zamri (2022). Pengaruh Persekitaran Terhadap Tekanan Kerja Guru Pusat Anak Genius Negara. International Journal of Social Policy and Society, 18, 61-82.
34. Siti Sufia Sururi & Bity Salwana Alias (2020). Hubungan Kepimpinan Transformasional Pemimpin Sekolah Dan Kepuasan Kerja Guru. ICOFEA 2020 Conference Proceeding eISBN 978-967-14616-7-9.
35. Siti Zafirah Farhana Zainol Rashid & Mohd Izham Mohd Hamzah (2020). Amalan Kepimpinan Transformasional Guru Besar Dan Hubungannya Dengan Kepuasan Kerja Guru Di Sekolah Rendah. International Conference Of Future Educations And Advances (ICOFEA) 2020.
36. Smetackova, I., Viktorova, I., Pavlas Martanova, V., Pachova, A., Francova, V., & Stech, S. (2019). Teachers between job satisfaction and burnout syndrome: What makes difference in Czech elementary schools. Frontiers in Psychology, 10(OCT), 1–8. https://doi.org/10.3389/fpsyg.2019.02287
37. Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. American Journal of Community Psychology, 13, 693-713.
38. Syed Kamaruzaman Syed Ali, Mohd Faithal Haji Hassan & Habib Mat Som (2017). Tekanan Dan Kepuasan Kerja Dalam Kalangan Guru Pendidikan Jasmani. Journal of Global Business and Social Entrepreneurship (GBSE) Vol. 1: no.1 (2017) page 122–135| gbse.com.my
39. Tamil Vaani A/P Ratnam & Aida Hanim A. Hamid (2020). Amalan Kepimpinan Transformasional Guru Besar dan Hubungannya dengan Kepuasan Kerja Guru di

Sekolah Kebangsaan. ICOFEA 2020 Conference Proceeding eISBN 978-967-14616-7-9

40. Teh Kim Peng, Faridah Mohamad, Jamilah Jaafar, Rusli Wahab, Hong Boon Ching & Kalidass a/l Machappan (2020). Kompetensi Pemimpin Pertengahan Bagi Alaf Revolusi Industri 4.0: Satu Kerangka Konseptual. Jurnal Pengurusan dan Kepimpinan Pendidikan 33(1).

41. Ung Koh Sieng & Sabariah Sharif (2017). Faktor-Faktor Kepuasan Kerja Dalam Kalangan Guru Di Sebuah Sekolah Jenis Kebangsaan Cina (SJKC) Daerah Kuala Penyu, Sabah. Fakulti Psikologi dan Pendidikan, Universiti Malaysia Sabah.

42. Weiss, D. J., D., R. V., England, G. W., &, & Lofquist, L. H. (1967). Manual for the

43. Minnesota Satisfaction Questionnaire (Minnesota Studies in Vocational Rehabilitation, No. 22).

44. Zainuddin Awang (2010). Modelling Job Satisfaction And Work Commitment Among

45. Zainuddin Awang (2010). Research Methodology for Business & Social Science.University Publication Centre (UPENA), UiTM.