

# The Level of Job Performance, Job Satisfaction, Personality Traits and Leadership Behaviors That Influence the Performance of the Physical Education Teachers at the Secondary Schools in Selangor

\*Abdullah Khalid<sup>1</sup>, Azlan<sup>1</sup> and Zarizi<sup>1</sup>

<sup>1</sup>Universiti Teknologi MARA Selangor (UiTM), Puncak Alam, Selangor, Malaysia.

\*E-mail: [abdullahkhal@yahoo.com](mailto:abdullahkhal@yahoo.com)

Received: 17<sup>th</sup> October, 2022

Accepted for publication: 11<sup>th</sup> November, 2022

Published: 27<sup>th</sup> December, 2022

## Abstract

This article is designed to enhance understanding about how job characteristics motivate physical education teachers. This is an important area of research because Ministry of Education Malaysia invest so much time and money into the creation and development of their physical education teachers and it is important to understand how the work they do relates to their motivation. We applied the organizational behavior concepts of the Job Characteristics Model developed by Hackman and Oldham (1975) to physical education teachers in order to better understand the work of physical education teachers and raise awareness of this important gap in the literature. Our hope is that the proposed research agenda will spark interest in and contribute to the legitimacy of physical education as a field of research.

Keywords: job performance, job satisfactions, personality traits, leadership, behaviors

---

## Introduction

Education has always been one of the top priorities in Malaysia as it strives to achieve the status of a developed nation by Vision 2020. The Malaysian government has invested a considerable portion of its annual expenditure on education in terms of infrastructures and human resources development. With globalization and advanced technological developments, Malaysia aims to remain in the forefront in tandem with the current developments. Implementation of the Vision 2020 for the teachers must start with quality teacher or high-performance teacher, one of the most and significant cost for improving Malaysia education is training the teachers. Improving the efficiency and competency of teachers in Malaysia are important to ensure successful teacher training programs as well as to ensure that those who wants to work as teacher are interested to join the field of teaching. In addition to this, we must also ensure that the

competent and proficient student's teacher enrolled for the teacher training program. (Teachers Metter Report: Attraction, developing and retaining effective teachers (OECD 2010).

Ministry of Education has promoted the modern concept of education, namely the gifted and whole children programmed. The National Education Policy (NPE) has adapted this new education style and one of the programs is adopted in Physical Education as part of the school program. The ministry requires high quality or high performing teachers in the field of Physical Education.

At the moment, even the professional knowledge and great skills of physical education (PE) teachers may be inadequate to teach and educate effectively (Arrighi & Young, 1987). The Ministry also designs and develops curricular, syllabuses and examinations for all schools. Furthermore, there are 16 State Education departments that are responsible for carrying out the implementation of educational policies and plans established at the federal level. Based on the feedback provided to the central Agency, the State Education Department also co-ordinates, monitors and implements national education programmers, projects and activities at district level. In 1982, District Education offices (PPD) were set up in every state in order to have more effective management control over the schools and serves as an effective link between the schools and the State Education Department (JPN). The preparation of PE education inputs whether in its physical or non-physical form for the improvement of education excellence will give a lesser impact if the management and education leadership fail to implement them effectively.

This study, focuses on physical education teacher or commonly known as PE teachers. PE teachers are teachers who are responsible for the education at secondary and primary school students in physical activity and games. Specifically, it is a standard subject in schools all over the world in which students receive lesson in physical exercise in order to promote a good and healthy lifestyle. In Malaysia, physical education is a designated school program taught to all students' age groups as required (6-18 years old age from Index book Bahagian Perancangan dan Penyelidikan Dasar Pendidikan August 2016 KPM). There are 38,502(PE teachers, Data from BPPD KPM 31 August 2017) PE teachers who were posted around Malaysian schools. Only 19,000 (PE teachers, Data from BPPD KPM 31 August 2017) of them still teach physical education subject across the Malaysian schools. There are 12,318(PE teachers, Data from BPPD KPM 31 August 2017) female PE teachers who do not teach the physical education subject any more. All the data shows that PE teachers do not seem to be of much important profession in the Malaysian school's system. Their job performance is highly important in achieving the education goals and objectives in general and schooling organization in particular.

Job performance has been characterized as an employee's incentive who has complete their task over a period of time (Motowidlo, Borman, and Schmidt, 1997). This definition, although fairly in technical, incorporates thoughts that are worth to breaking down: first, performance is a way of conduct, or, clearly expressed, what individual do at work, and second, is an employee's behavior increasing the value of the organization. For instance, an employee's behavior may be perceived as helping or hindering the organization, however the after effect of the employee's behavior are seldom measured to their value is essentially expected. Teaching then was deemed the most attractive profession as they worked half a day, five days a week and less burdensome. Today the scenario is different in Malaysia. PE teachers complain about having so much administrative work that they have little time to devote to teaching in the classroom and field. Most of them have to stay back daily for meetings, co-curricular activities, practice for competitions or to finish marking and writing reports (Laporan Kajian Tugas Dan Tanggung Jawab, MOE 2016). They are now expected to keep abreast of technological advancements, especially in information and communications technology and incorporate them into the classroom and field which puts pressure especially for PE teachers who are non-IT savvy. Job satisfaction is the PE teachers' individual's pleasurable or positive emotional state or how content PE teachers' individual is resulting from the appraisal of his or her own work experience.

The satisfaction is attained by PE teachers' individuals from accomplishing tasks and performing at high level. Besides job satisfaction, the second factor which has been found to significantly influence job individual performance is PE teachers' personality traits refers to the unique expression of the characteristics of an individual. Each one of us falls into a type, based on our dominant characteristics but we can also have the traits of others. One's personality is complex combination of qualities that makes one unique and gives one his individual identity. It involves in each case and analyses combination of qualities and attributes that characteristic the individual person-personality result from an individual combination of attributes qualities and behavior pattern (Scott, 1978). At the school level, it becomes the responsibility of the school head/principals to oversee the management of schools and to lead within applicable education policies. Because they operate within policy framework it is therefore reasonable to examine the effectiveness of their educational leadership behavior practices in promoting a fair and social justice in their schools. PE teachers have their own perceptions of the principals and perceived unfairness of principals may encourage PE teachers to reject managerial decisions. The aim of this research to examine the level of job performance, job satisfaction, personality traits and leadership behaviors that influence the performance of the physical education teachers at the secondary schools in Selangor.

### *Problem Statement*

A report by Pemantauan Jemaah Nazir, Kementerian Pendidikan Malaysia (2010) involving 36 schools and 68 teachers in nine states (34.2% physical education option, 66.7% non-physical education option), it showed that PE teachers' job performance to be 58% at the average level and 20% were weak. It was also found that 65.3% of the PE teachers surveyed could state the objectives explicitly, only 49.5% of non-option teachers were able to teach according to the teaching progression (primary schools, 49.8%), 46.2% of them could detect and correct students' weaknesses, 56.6% of them could provide feedback to students and only 47.2% of them did self-evaluation on their strengths and weaknesses. The report also revealed startling information whereby PE teachers taught sports skills that were not found in the syllabus and they also did not prepare PE lessons (Laporan Pemantauan Jemaah Nazir, Kementerian Pendidikan Malaysia 2010). This research aims to study the job performance, job satisfaction, personality traits, leadership behaviors among PE teachers at the secondary schools in Selangor based on few models and theories that influence their job performance. The aim of this research is to examine the level of job performance, job satisfactions, personality traits and leadership behaviors among physical education teachers at the secondary schools in Selangor. Significant importance this research to other researchers and professionals in the Malaysian physical education system as it is directly concerned with improving the teaching performance of physical education. The findings of this study would greatly benefit the Ministry of Education including the school leaders and PE teachers. Used as the guideline for relevant parties such as Ministry of Education in planning more effective strategies, approaches and programs for PE teachers.

### *Conceptual framework*

The conceptual framework is based on various factors and how these factors may affect each other and lead to job performance. The objectives of the study are to find out whether job performance is influenced by these factors. The indirect factors are gender that include male and female, age can divide into four category age 20 to 30, 31 to 40, 41 to 50 and 51 to 60, this the age that still in the services of government office include teachers, education level, diploma first degree, master and PhD, teaching experience from less than 3 years, 3 to 6 years, 7-10 years and more than 10 years Main subject taught physical education, religion, language and other academic subject include mathematic. These factors might have influence on their job satisfaction 1. Pay 2. Promotion 3. Co Worker 4. Supervision 5. Fringe Benefit 6. Natural of Work Place 7. Contingent Reward 8. Communication 9 Operation Condition, personality traits Agreeableness 2. Openness 3. Conscientiousness 4. Extroversion 5. Neuroticism and leadership behavior 1. Initiating 2. Consideration 3. Laissez-Faire 4. Democratic 5. Autocratic 6. Relationship 7. Participative 8. Work oriented. These three dimensions will be analyzed whether they will finally lead to job performance and how much is each contribute to it. There are many studies that showed these factors lead to job performance of physical education teachers in Selangor State, this study will add to the collections of results of similar studies. Theoretically, its statistical relationship exists between independent and dependent variable, the proposed outcome would establish suggesting some guidelines on job performance and policy implication pertaining to variable under study.

### **Research design**

This study employed a quantitative research design, the researcher will incorporate two types of data collection which are a descriptive survey and interview in order to obtain and support the true portrayal or explanation of the human characteristics such as behaviors, perceptions, beliefs and knowledge of a specific group, situation or people. A descriptive survey method is a common research technique that has been designed to summarize the statistical data and correlation studies. Moreover, it is also mostly employed to look into the relationships between two variables and to examine their implications for any cause-and-effect variables (Frankel & Wallen, 2010). Research framework was constructed based on literature review and the main research objective which is the influence of job satisfaction, personality traits and leadership behaviour and emotional on job performance. This study is to determine the relationship between job satisfaction, personality traits, and leadership behavior with job performance among physical education teachers in Selangor state's secondary schools.

Job satisfaction, personality traits and leadership behavior perceived by the Selangor state secondary school teachers are the independent variables (IV), while the physical education teachers' job performance is the dependent variable (DV). The Individual Work Performance Survey (IWP) that was used to measure this dependent variable was adapted from a survey that was designed by Linda Koopmans (2012). There are four aspects of sub-scales in the questionnaire which consists of "task performance" "contextual performance" "adaptive performance" and "counterproductive work behavior". The scores for some questionnaire items that will be semantically negated had been reversed. In the context of this study, the dependent variable is the physical education teachers' job performance while the independent variables are job satisfaction, personality traits and leadership behavior. Four sets of instruments will be adopted in this study. Spector's Job Satisfaction Survey was in Section B (the independent variable), while The Big Five Inventory was used in Section C (the independent variable). In Section D we

used the leadership behavior (the independent variable) description questionnaire from the Ohio State Leadership Studies. In Section E we utilized the Linda Koopmans Individual Work Performance (the dependent variable). All the four questionnaires represented the four big items (independent and dependent variable). Subsequently, six questions in Section A are employed to gather the respondent's demographic profile, if the instrument that got the negative element will be read and converted to different scales.

The qualitative data gathering instrument were establish with the aim to more insight regarding the variable under study as well triangulate and verify the quantitative datasets. The qualitative method was employed and design using the semi-structure interview. A total of 289 secondary physical education teachers cluster randomly selected respondents from the 1,317 respective populations in Selangor secondary school are involved in this study. The questionnaire distributed to six types of secondary schools in the state. This is to ensure that the data collected encompasses the Selangor secondary schools' physical education teachers who come from various demographic backgrounds and dynamism. A reliability test was conducted using the Statistical Package for Social Science (SPSS) Version 23.0 The overall internal consistency value or Cronbach's Alpha among the items for the instruments was 0.931 The Cronbach's Alpha coefficient value was .889 for Spector's Job Satisfaction scale and .828 for personality traits scale. The Cronbach's Alpha for Kloopman IWP is the 0.825 and the Ohio Leadership Behaviors value was 0.801, the overall internal scale value for the instruments merely met the requirement of 0.70 minimum Cronbach's Alpha Value for reliability in social science study (Nunnally, 1978). While the Susan Kloopman Job Performance scale was average. The level of job performance, job satisfaction, personality traits and leadership behaviors that influence the performance of the physical education teachers at the secondary schools in Selangor Accordingly, the degree of levels on job performance was identified as low, moderate and high. Then, three arbitrary levels will be generated to summarize the total scores for both dependent and independent variables. The values are obtained by dividing the maximum scale into three aforementioned categories above according to the same proportions. Table 1 and 2 summaries for statistical and level of scales can find below:

Table 1.: Summary for Statistical Analysis

No	Objective	Statistical Analysis
1	What is the level of job performance, job satisfaction, personality traits and leadership behaviors that influence the performance of the physical education teachers at the secondary schools in Selangor?	Descriptive: Mean & Standard Deviation

Table 2: Levels Scales of Each Variable

	Variables	Levels of Scale
1	Job satisfaction (Independent Variable)	0.00 – 1.66 = Low 1.67 – 3.32 = Moderate 3.33 – 5.00 = High
2	Personality Traits (Independent Variable)	0.00 – 1.66 = Low 1.67 – 3.32 = Moderate 3.33 – 5.00 = High
3	Leadership Behaviours (Independent Variable)	0.00 – 1.66 = Low 1.67 – 3.32 = Moderate 3.33 – 5.00 = High
4	Job Performance (Dependent Variable)	0.00 – 1.66 = Low 1.67 – 3.32 = Moderate 3.33 – 5.00 = High

The aim of the research to determine the level of (a) job performance, (b) job satisfactions, (c) personality traits and (d) leadership behaviors among Physical Education teachers at the secondary schools in Selangor.

Table 2.0 displays the levels of individual work performance as perceived by among the secondaryschool PE teachers in the state of Selangor. The Levels of job performance among PE Secondary School Teachers.

Table 2.0: The Levels of job performance among PE Secondary School Teachers

Level	Frequency (n=289)	Percentage %
Low (less than 1.66)	- 173	- 59.9
Moderate (1.67- 3.34) High (more than 3.35)	116	40.1
<b>Total</b>	<b>289</b>	<b>100</b>

The findings revealed that majority of them, that is, 59.9% (173) perceived that the level of work performance was moderate and 40.1% (116) perceived that their level work performance was high. On the other hand, only none respondents perceived a low level of work performance. Further analysis was carried out to determine mean and standard deviation scores of each component of work performance as shown in Table 2.1.

Table 2.1 The job performance Components' Scores of PE Secondary School Teachers

Job performance	Mean	Std deviation
Task Performance	3.4195	.51588
Contextual Performance	3.4348	.56241
Adaptive Performance	3.4271	.63893
Counterproductive behavior	2.6522	.62462

**Mean score indicator:** less than 1.66 (Low), 1.67 – 3.34 (Moderate) and more than 3.35 (High)

Table 2.1 displays the mean and standard deviation scores of individual work performance components. The mean scores are arranged in descending order and the result shows that the mean scores of all components range from 3.434 to 2.653, which indicates that the scores are between moderate to low. The result indicates that task, contextual and adaptive performance have moderate mean score respectively where (mean= 3.419, SD=0.5158; m= 3.434, SD= 0.652; m= 3.427, SD=0.638). However, the counterproductive behavior has the lowest mean score (m= 2.653, SD= 0.624). The majority of respondents acquired moderate (173) and high level (116) of job performance, this happen because the PE teachers actually feel their job performance is the best there have done during a year. This finding suggests that on the whole respondents was satisfied with their job performance as a PE teacher's. In addition, the job performance component scores the higher mean (m= 3.434, SD= 0.652) is the contextual performance.

Table 2.2 showed the levels of job satisfaction among as perceived by the PE teachers The Levels of job satisfaction among PE Secondary School Teachers.

Table 2.2: The Levels of job satisfaction among PE Secondary School Teachers

Level	Frequency(n=289)	Percentage %
Low (less than 1.66) Moderate (1.67- 3.34) High (more than 3.34)	- 130 159	- 4 4 9 55.1
<b>Total</b>	<b>289</b>	<b>100</b>

The result revealed that 55.1% (159) of the respondents perceived high level of job satisfaction. Meanwhile, about 44.9% (130) of the respondents perceived moderate level of job satisfaction. However, none of the respondents were not satisfied with their job. Further analysis was performed to determine the mean and standard deviation scores of each component of job satisfaction as shown in table 4.3.4. Further analysis was carried out to examine the nine facets of job satisfaction. In seeking the possible causes of general satisfaction, this study assessed the means on individual items of the general satisfaction measure with the intention of identifying the significance of each item. Spector (1997) categorized job satisfaction into nine subscales. Table 2.4. below showed the level of job satisfaction according to Spector's (1997) nine facets of job satisfaction.

Table 2.4: The job satisfaction Components' Scores of PE Secondary School Teachers

Job satisfaction components	Mean	Std deviation
Salary	3.1332	.75461
Promotions	3.4764	.70841
Supervision	3.5130	.68342
Fringe Benefits	3.7682	.71009
Contingent Rewards	3.3763	.61277
Operating Conditions	3.3968	.78384
Relationship with Co-workers	3.7197	.67936
Nature of work	3.4729	.81136
Communication	3.3610	.76629

**Mean score indicator:** less than 1.66 (Low), 1.67 – 3.34 (Moderate) and more than 3.35 (High)

Table 2.4. displays the mean and standard deviation scores of each component of job satisfaction. The mean scores are arranged in descending order and the result shows that the mean scores of all the components range from 3.768 to 3.133, which indicates that the scores were between high to moderate. The result depicts that out of 9 components of job satisfaction, 3 components such as fringe benefits, relationship with co-workers, and supervisions were found to have high mean scores. The result also indicates that fringe benefits mean score (mean=3.767, SD=0.7100) was higher than relationship with coworkers' fringe benefits mean score (mean=3.71, SD=0.679) and supervisions mean score (mean=3.513, SD=0.683). On the other hands, the result indicates that salary, promotion, rewards, operating conditions, nature of work and communication were perceived to have moderate mean scores respectively where (mean= 3.122 , SD=0.764; m= 3.476, SD= .7084; m= 3.376, SD= 0.612, m= 3.396, SD= 0.783; m=3.472, SD= 0.811 and m=3.361; SD=0.766).As illustrated in Table 2.1, with 130 (44.9%) PE teachers moderate and 159 (55.1%) PE teachers high, for the overall result of the respondents' job satisfaction shows that in general, the respondents were highly satisfied with their job.

Table 3: The nature of personality traits of PE Secondary School Teachers

Personality traits	Mean	Std deviation
Agreeableness	3.0506	.38722
Openness	3.0454	.31657
Conscientiousness	3.1554	.52206
Extroversion	3.4883	.50669
Neuroticism	3.2690	.41019

**Mean score indicator:** less than 1.66 (Low), 1.67 – 3.34 (Moderate) and more than 3.35 (High)

Table 3, reports the mean and standard deviation scores of respondents for five personality traits domains. The mean scores for each domain were arranged in descending order as perceived by PE secondary school teachers in Selangor district. The results show that the respondents perceived that they acquired high level of extraversion personality traits where the mean scores show m=3.488, SD= 0.5066. The data show that the other four personality traits domains namely, agreeableness, openness, conscientiousness and neuroticism indicate moderate mean scores respectively (mean=3.05, SD=0.387; mean=3.04, SD=0.316; mean=3.155, SD=0.522; and mean=3.26, SD= 0.410.). Overall, respondents in this study represented a moderate and high mean for the five personality traits profile. The higher mean is extroversion =3.488, SD= 0.5066.

Table 4 The nature of leadership behavior of the superior as perceived by the PE Secondary School Teachers

Leadership behavior	Mean	Std deviation
Consideration	3.4296	.59516
Production	3.2782	.77216
Participative	3.6315	.56212
Relationship	3.2775	.60880
Autocratic	3.3616	.62940

Democratic	3.4784	.59015
Laissez-Faire	3.3123	.92140
Initiating	3.5190	.52069

**Mean score indicator:** less than 1.66 (Low), 1.67 – 3.34 (Moderate) and more than 3.35 (High)

Table 4 reports the mean and standard deviation scores of respondents for 8 (eight) leadership domains of the superior as perceived by the PE teachers in the district of Selangor. The mean scores for each domain were arranged in descending order to rank the levels of leadership behavior. Results show that out of 8 domains, respondents perceived 5 leadership domains have high mean scores. The highest among these 5 (five) domains was Participative leadership behavior, where  $m= 3.63$ ,  $SD=0.562$ . This is followed by initiating ( $m=3.51$ ,  $SD=0.520$ ); Democratic ( $m= 3.47$ ,  $SD= 0.590$ ); Consideration ( $m=3.42$ ,  $SD=0.595$ ) and Autocratic ( $m=3.36$ ,  $SD=0.62$ ). The data show that the other 3 (three) leadership behavior domains namely, production, relationship and laissez faire, indicate moderate mean scores respectively (mean= 3.27,  $SD=0.772$ ; mean=3.27,  $SD=0.608$ ; mean=3.31,  $SD=0.921$ ).

## Discussion and Conclusion

Findings showed that the respondents perceived their level of job performance as moderate to high. The component of the instrument that is analyzed to perceive the level of job performance included the respondents view on their contextual performance, their support and their involvement in the organization. Although PE teachers recorded almost 50 to 68 hours spent on their job, working beyond their job requirement, the level of job performance is still high. In short, all the respondents believed they are dedicated to their job and the organization, hence indicate their level of performance as such. The instrument used to measure job satisfaction consists of nine facets that are salary, promotions, supervision, fringe benefits, contingent rewards, operating conditions, relationship with co-workers, nature of work and communication. The results showed that the respondents are very satisfied with the fringe benefits, their relationship with co-workers and the amount of supervision they received. They are however, moderately satisfied with the other components such as promotions, contingent rewards, operating conditions, the nature of work, communication and salary.

The instrument used to examine the personality traits of the PE secondary school teachers in the state of Selangor consists of questions on personality traits that were researched and considered as the five domain traits of a teacher. PE teachers seem to see themselves as extrovert and chose being open (openness) as the least trait that they have. Extroversion personality is the main trait of being a PE teacher as it represented energetic, optimistic, friendly, spontaneous, like challenges and highly motivated, (Maltby et al., 2007; Robbins and Judge, 2007) sociable, gregarious, assertive and talkative (Harris and Flemming, 2005). Other traits that they deemed to have been neuroticism, conscientiousness and agreeableness. None of the traits chosen were below moderate. The last variable to be discussed in the first objective is the level of leadership behavior of the superior as perceived by the PE Secondary School teachers. Most of the PE teachers acknowledged their superior participation in their programs and daily work. They also admitted their superior often initiate ideas on tasks given to them. Although they thought their superior is democratic and does not possess Laissez-Faire behavior, they still felt that their superior is not very productive. But still, none of the leadership behavior was voted less than moderate. This shows that the PE Secondary School teachers encounter no or minimal complication with their superior in carrying out their duties. The study intends to examine the influence of perceived personality traits, job satisfaction and leadership behavior on job performance. However, due to some limitations, the findings could not be generalized to teachers in primary schools, full residential schools and private schools. As a result, the following conclusion was drawn based on those limitations.

1. The levels of overall personality traits, job satisfaction score and leadership behavior component were moderate and high among secondary school PE teachers in Selangor state.
2. The levels of overall job performance score and its domains were high among secondary school PE teachers in Selangor state.

The goal and objectives, the Key Performance Index (KPI) of PE teachers in schools should be set clear to them, as well as the outcome of their efforts. The objectives should be able to be transparent thus achievement can be seen clearly. For example, let the KPI of PE teachers is to reduce the percentage of obesity in schools rather than from the students' examination achievements. When obesity managed to be controlled, reduce or eliminate, the success of programs run by PE teachers are transparent enough and be able to acknowledged and celebrated. This will open doors of promotions and contingent rewards that will further provide positive impact towards the teachers' job performance. PE teachers often felt insignificant in schools' achievement, but a transparent KPI such as this will recognize the importance of PE teachers in the school. The study found that PE teachers should also be included in Teacher Development Program continuously. As pedagogy of teaching changes through time to cope with new developing generations, new ideas and concepts must be introduced to teachers from time to time. This will keep the teachers abreast with new findings and become relevant in the world of education. It is also hope that

findings of this study could in some ways assist the human resource manager in selecting, hiring and placing teachers. This is especially since nowadays personality traits and psychological test are carried out as part of the teachers' hiring process.

## References

- Alexander, J.A., Liechtenstein, R.O., & Hellmann, E. (1998). A causal model of voluntary turn-over among nursing personnel in long term psychiatric setting. *Research in Nursing and Health*. 21(5). 415-427
- Ali, N.M.B.M, Taib, M.R, Jaafar, H, Salleh, W.A.R.M& Omar, M.N. (2015) Principals Instructions Leadership and Teacher Commitment in Three Mara Junior Sciences Collage (MJsc) In Pahang, Malaysia. *Social Science and Behavioral Sciences*, 19((2010). 18481853. <http://doi/10/016/J.Sbspro.2015.04. S12>.
- Anderson, S., Lethwood, K. & Strass T (2010) Leading Data Use in School: Organization Condition and Practice of the School and District Level. *Leadership and Policy in School*. P (3). 292-327
- Antonakis, J., Schriesheim, C. A., Donovan, J. A., Gopalakrishna-Pillai, K., Pellegrini, E. K., & Rossomme, J. L. (2004). Methods for studying leadership. In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership* (pp. 48-70). Thousand Oaks: SAGE Publications
- Afful, Broni, A (2012) Relationship Between Motivation and Job Performance at the University of Mines and Technology, Takrwa, Ghana. *Creative Education* 3(3).303-313
- Ashraf, G and Suhaida, Abdul Kadir (2012). A review on model of organization Effectiveness: A look of Cameron's Model in Higher Education International Education Study. Retrieved from <http:// dx.doi.org/10.5539/ies.v5n2p 80>.
- A. S. SanthapparajSyed S. Alam (2005) Journal: job satisfactions: *Journal of Social Sciences* ISSN/EISSN: 15493652 Year: 2005. Volume: 1. Issue: 2. Pages: 72-76S.
- Arnold and Feldman (1986) defined job satisfaction. Trait Names: A Psycho-lexical Study. *Psychology Monographs*. 47(211), 171-220.
- Ashkanasy, N., Wilderom, C., & Peterson, M. (Eds.). (2000). *Handbook of Organizational Culture and Climate*. Thousand Oaks, CA: Sage. Schein, E.H. Organizational culture and leadership Jossey-Bass, San Francisco, 1985.
- Azuraida, S., & Oliver, R. (2016). Elementary school leaders' perceptions of their roles in managing school curriculum: A case study. *Educational Research and Reviews*. 11(18). 1785- 1789. Bahagian Pengurusan Sekolah Harian. (2013). Pemilihan pengetua cemerlang. Retrieved from <http://web.moe.gov.my/bpsh/index.php?option=com.content &view=article& id=75&itemad 91320>
- Azman Ismail, Lucy Loh Ching Sceng, Mohd Nae'im Ajis, Nor Faizzah Dollah & Ali Boerhaneddin (2009) Relationship Between Supervisor Role and Job Performance in Workplace Training Program. Retrieved from [http://ahale.feaa.uaic.ro/anale/respurce/20\\_Moi\\_azharpdf](http://ahale.feaa.uaic.ro/anale/respurce/20_Moi_azharpdf)
- Barrick, M.R., Stewart, J.L., & Piotrowski, M. (2002). Personality and job performance: test of the mediating effects of motivation among sales representatives. *Journal of Applied Psychology*. Feb, 87(1), 43-51.
- Bathma, F.C & Roodl G (2012) Work Based Identity and Work engagement as Potential at ace dents of Task Performance and Turnover Intention. Unravelling a Complex Relationship. *South America Journal of industrial Psychology*. 38(1). 1-17
- Beer, A., & Brooks, C. (2011). Information quality in personality judgment: The value of personal disclosure. *Journal of Research*
- Bolarin, T.A. (1993). Late payment of teachers' salary as it affects the quality of education in Lagos state primary schools: A socio-psychological perspective. *Journal of National Association of Education Teachers*. 6(1). 11-15.
- Brown, J., & Sheppard, B. (1997). Teacher librarians in learning organizations. Paper Presented at the Annual Conference of the International Association of School Librarianship, Canada. August 25-30
- Borman, D. R. Ilgen, & R. J. Klimoski (Eds.), *Handbook of psychology* (Vol. 12, pp. 255–276). Hoboken, NJ: Wiley
- Barrick, M.R., & Mount, M.K. (2000). The Big Five personality dimensions and job performance: A Meta-Analysis. *Personnel Psychology*. 41, 2-50.
- Barrick, M.R., & Mount, M.K. (1993). Autonomy as a moderator of the relationships between the Big Five personality dimensions and job performance. *Journal of Applied Psychology*. 78, 111-118.
- Bandura, A. (1971). *Social Learning Theory*. General Learning Press, Morristown, NJ.
- Benet-Martinez, V., & John, O. P. (1998). Los Cinco Grandes: Across cultures and ethnic groups: Multitrait-multimethod analyses of the Big Five in Spanish and English. *Journal of Personality and Social Psychology*. 75. 729–750.
- Barrick, M.R. & Mount, K.M. (2005). Yes, Personality Matters: Moving on to More Important Matters. *Human Performance*. 18(4). pp. 359–372.
- Campbell. J.P. Mchenry, J.J& Wise L.L(1990). Modeling Job Performance in a Population of Job Personal Psychology. 43. 313-34
- Cronbach, L.J., Glaser, G.C., Nanda, H. & Rajaratnam, N. (1972). *The dependability of behavioral measurements: Theory*



- of generalizability for scores and profiles*. New York: Wiley.
- Cattell, Raymond B., Cattell, & Heather E. P. (1995). Personality structure and the new fifth edition of the 16PF. *Educational and Psychological Measurement*. 55(6). 926-937.
- Chatzoglou, P.D., Vraimaki, E., Komsiou, E., Polychrou, E., & Diamantidis, A.D. (2011). Factors Affecting Accountants' Job Satisfaction and Turnover Intentions: A Structural Equation Model. 8th International Conference on Enterprise Systems, Accounting and Logistics (8th ICESAL 2011). 11-12 July 2011. Thassos Island, Greece.
- Cordeiro. P. A & Cunnijhan, W.G (2013). *Education Leaderships, a Bridge to Improve Practice* (5th ed). Boston; Pearson Education. Inc.
- Costa, Jr P.T., R, and Eaton W. W. (2009). Personality and Career Success: Concurrent and Longitudinal Relations. *Eur J Pers*. 2009 March 1; 23(2): 71–84.
- Chicago: Rand McNally. Maslow, A. H. (1943). A theory of human motivation. *Psychological review*. 370-396
- Costa, Jr P.T., Jr, & Mc Crae, R. R (1992). Revised Neo personality Inventory (meo-PI. R) and Neo Five Factors Inventory (NEO-FFI) professional manual. Odesse FL.PAR.
- Cresswell, J.W. & Clark, V.L.P. (2007). *Designing and conducting mixed methods research*. London: SAGA Publications. Inc.
- Cresswell, J.W (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup>. ed.). London: Pearson.
- Cresswell, J.W. (2014). *Research Design quantitative, qualitative and mixed method approach (4th ed.)*. Lincorn: Sage Publication.
- Demirta'u, Z. (2010). *Teacher's Job Satisfaction Level Procedure Social& Behavioral Science*. 9. 1069-1073 doi: 10.1016/J.sbspro.2010.12.287
- Dweck, C.S. (1999). *Self-theories: Their role in Motivation, Personality, and Development*. Philadelphia, PA: Psychology Press
- Furnham A., Petrides K. V., Jackson C. J, Cotter T. (2002). Do personality factors predict job satisfaction? *Personality and individual differences*. 33. 1325-1342.
- Furnham A., Petrides K. V., Ysaousis I., Pappas K., Garrod D. (2005). A cross-cultural investigation into the relationships between personality traits and work values. *Journal of Psychology*. Vol. 139. 5-33.
- Ferrett, S. K. (1994). *Positive attitudes at work*. New York: McGraw-Hill
- Faridah Karim, (1999). The development of single trait personality theories. *Personality and Individual Differences*. 11. 923-9.
- George, S., & Weimerskirch, A. (1994). *Total quality management: Strategies and techniques proven at today's most successful companies*. Wiley: New York.
- George, W.R. (1990). Internal marketing and organizational behavior: A partnership in developing customer-conscious employees at every level. *Journal of Business Research*. 20. 63– 70.
- Gosling, S.D., Rentfrow, P. J., & Swann Jr., W. B. (2003). A very brief measure of the Big-Five personality domains. *Journal of Research in Personality*. 37. 504–528.
- Graham, A.T (2015). Academic Staff Performance and Workload in Higher Education in The UK: The Conceptual Dichotomy. *Journal Of Education and Teaching International*. 50(1). 25-37
- Guthrie, J.P., Coate, C.J., & Schwoerer, C.E. (1998). Career management strategies: the role of personality. *Journal of Managerial Psychology*. 13(5/6). 371-86.
- Gu. X. (2016). *Teacher Job Satisfaction in Public School the Relationship to the Years of Teaching Experience. Elementary Education and Reading Theses*. Paper 1
- Goodin, R. E. (2003). *Democratic Accountability: The Third Sector and All*. Boston: Hauser Center for Nonprofit Organizations, Harvard University.
- Hall,P.Q West. J (2011) Potential Predators of Student Teaching Performance Considering Emotional Intelligence. *Issues in Education Research*. 21(2). 145-161
- Herzberg F., Mausner B., Synderman B. (1959). *The motivation to work*. NY: Wiley.
- Hulin, C. (1971). Individual differences and job enrichment: the case against general treatments. In M. J., New perspectives in job enrichment (pp. 159-191). NY: Van Nostrand Rheinhold.
- Hulin, C. L., & Judge, T. A. (2003). Job attitudes: A theoretical and empirical review. In W. C. Staw, B. M., Bell, N. E., & Clausen, J. A. (1986). The dispositional approach to job attitudes: A lifetime longitudinal test. *Administrative Science Quarterly*. 31. 56–77.
- Ita, Lizawati& Ana & Krisyanto (2014) Pengaruh Gaya Kepemimpinan Transformasional Terhadap Effective Oganisasi Melalui Pengambilan Keputusan. *Journal Ilmu Monojemen University Negara Surabaya*. Vol 2. No 4. Retrieved <http://www.jpurnal.unes.ac.id/idexphp/jim/artical/view/11156>.
- Ivana, J (2014). Relationship between the School Principal Leadership Style and teachers Job Satisfaction in Serbia. *Journal Economy*. 10(1). 43-57

- John, O. P., Donahue, E. M., & Kentle, R. L. (1991). *The Big Five Inventory--Versions 4a and 54*. Berkeley: University of California, Berkeley, Institute of Personality and Social Research.
- Jamal, M. (1997). Job stress, satisfaction and mental health: An empirical examination of self-employed and non-self-employed Canadians. *Journal of Small Business Management*. 35(4). 48- 57.
- John, O. P., & Srivastava, S. (1999). *The Big Five trait taxonomy: History, measurement, and theoretical perspectives*. In L. A. Pervin, & O. P. John (Eds.), *Handbook of personality: Theory and research*. (102–138). New York: Guilford Press
- Judge T., Helle, D. and Mount M.K. (2002). Five-factor model of personality and job satisfaction: a meta-analysis. *Journal of Applied Psychology*. Vol. 87. 530-541.
- Kearns, K. P. (1994). *The Strategic Management of Accountability in Nonprofit Organizations: An Analytical Framework*. Public Administration Review.
- Kerr S., Harlan A., Stogdill R. (1974). Preference for motivator and hygiene factors in a hypothetical interview situation. *Personnel Psychology*. 109-124.
- Khojasteh, M. (1993). Motivating the Private vs. Public Sector Managers. *Public Personnel Management*. 22(3). 391-401.
- Klassen. R.M, Chin, M.M. (2010). Effect on Teachers Self –Efficiency Job Satisfaction: Teachers Gender, Years of Services and Job Stress. *Journal of Education Psychology*. 102(3). 741-756
- Korman, A. (1971). *Industrial and organizational psychology*. Englewood Cliffs NJ: Prentice Hall.
- Kusluvan, S. (2003). Employee attitudes and behaviors and their roles for tourism and hospitality businesses, S. Kusluvan, Editor, *Managing employee attitudes and behaviors in the tourism and hospitality* (pp. 25–50). Nova Science Publishers, New York.
- Locke, E. (1969). What is job satisfaction? *Organizational behavior and human performance*. 4. 309-336.
- Locke, E. (1976). The nature and causes of job satisfaction. In M. Dunnette, *Handbook of industrial and organizational psychology* (pp. 1297-1349).
- Manzoor, Q.A, (2012). Impact of Employees Motivation on Organizational Effectiveness. *Business Management and Strategy*, 3(1), 1-12.
- McLeod S.A (2017) Quantitative vs Qualitative. Retrieved from [www.Simply psychology. Or/qualitative-quantitative.html](http://www.Simply psychology. Or/qualitative-quantitative.html).
- Miner, J.B., Ebrahimi, B., & Wachtel, J.M. (1995). How deficiency in management contributes to the United States' completeness problem and what can be done about it? *Human Resource Management*. Fall, 363.
- Ministry of Education Malaysia (2013) *Malaysia Education Blueprint 2013-2025 (Preschool to Post-Secondary School Education)*. [www.moe.gov.my](http://www.moe.gov.my)
- Maltgý et al (2007) Signaling In Vivo *Journal of Neuroscience*, 31 January 2007, 27(5):973-980
- Oshagbemi, T. (2000). How satisfied are academics with their primary tasks of teaching research and administration and management. *International Sustainable in Higher Education*, 1(2), 124 -136.
- Noraini Rusbadrol, Norashikin Mahmud & Lily Suriani Mohd Arif (2015). Association between Personality Traits and Job Performance among Secondary School Teachers. *International Academic Research Journal of Social Science*. 1(2). 1-6
- Norzan Mohd Noor and Poge, G, M (2010). *Writing Your Thesis*. London; Practice Hall
- Parsons E., Broadbridge A. (2006). Job motivation and satisfaction: Unpacking the key factors for charity shop managers. *Journal of Retailing and Consumer Services*.13. 121-131.
- Plaisant, O., Courtois, R., Re´veille`re, C., Mendelsohn, G. A. & John, O. P. (2010). Factor structure and internal reliability of the French Big Five Inventory (BFI-Fr). Convergent and discriminant validation with the NEO-PI-R. *Journal of Psychology*.168. 97–106.
- Pushpakumari, M.D. (2008). The impact of Job Satisfaction on Job Performance: An Empirical analysis, Retrieved from <http://202.11.2.113/SEBM/ronso/no9-1/8/PUSHPAKAMUMARI.pdf>
- Rainey H. G., Robert W. B. and Charles H. L. (1976). Comparing Public and Private Organizations. *Public Administration Review*. 36(2). 233-244.
- Rathman. S& Coelzer, E. P (2003) The Big Five Personality Dimension and Job Performance. *South America Journal of Industrial Psychology*. 29(1). (100-109)
- Rawls J.R., Nelson O. T. (1975). Characteristics Associated with Preferences for Certain Managerial Positions. *Psychological Reports*. 36. 911-918.
- Rawls, J. R., Ullrich R. A. and Nelson O. T. (1975). A Comparison of Managers Entering or Reentering the Profit and Nonprofit Sectors. 1975. *Academy of Management Journal*. 18(3). 616-623.
- Rothman, A.J., Kelly, K.M, Hertel, A., & Salovey P. (2003). Message frames and illness representations: Implications for interventions to promote and sustain healthy behavior. *The self- regulation of health and illness behavior*. 278-296.

- R. & Judge, T. (2003). On the heritability of job satisfaction: The mediating role of personality. *Journal of Applied Psychology*. 88. pp. 750–759.
- Ryckman, R.M. (1997). *Theories of Personality*. Brooks/Cole Publishing Company, London.
- Sekaran, U. (2004). *Research Method for Business: Skill Building Approach*. 4th ed. Singapore: John Wiley & Sons, Inc.
- Shamina.H. (2016). Relationship between Professional Autonomy and Work Performance of Teachers in high Education Institution- at a Glane. *International Journal in Management and Social Science*. 4(2). 463-471
- Snyder, M. & Ickes, W. (1985). *Personality and social behavior, in Lindzey. G. and Aronson, E. (Eds), Handbook of Social Psychology*, 3rd ed. 2. Random House. New York. NY. 883-947.
- Smola K. W., Sutton C. D. (2002). Generational differences: revisiting generational work values for the new millennium. *Journal of organizational Behavior*. 23. 363-382.
- Spector, P. E. (1997). *Job satisfaction: application, assessment, causes, and consequences*. CA: SAGE.
- Saleem, R., Mahmood, A., & Mahmood, A. (2010). Effect of Work Motivation on Job Satisfaction in Mobile Telecommunication Service Organizations of Pakistan. *International Journal of Business and Management*. 5(11). 213-222.
- Silverthorne, C.P. (1996). Motivation and management styles in the public and private sectors in Taiwan and a comparison with United States. *Journal of Applied Social Psychology*. 26(20). 1827-1837.
- Tajul Ariffin Nordin & (1992). *Pendidikan dan Wawasan 2020*. Kuala Lumpur: Arena Ilmu
- Tietjen M. A. and Myers R. A. (1998). Motivation and job satisfaction. *Management Decision*. 36/4. 226-231.
- Tellegen, A. (1991). Personality traits: Issues of definition, evidence, and assessment. In Thinking clearly about psychology: Essays in honor of Paul E. Meehl. In D. Cicchetti & W. M. Grove (Eds.). *Personality and psychopathology*. 2. 6–9. Minneapolis, MN, US: University of Minnesota Press.
- Walker J. R., Miller J. E. (2010). *Supervision in hospitality industry: Leading Human resources*. New Jersey: John Wiley & Sons, Inc.
- Warr P.B., Cook J., Wall T.D. (1979). Scales for the measurement of some work attitudes and aspects of psychological well-being. *Journal of Occupational Psychology*. Vol. 52. 129-148.
- Waters L., Waters C. (1972). An empirical test of five versions of the two-factor theory of job satisfaction. *Organizational behaviour and human performance*. 7. 18-24.
- Waters, Katie K. (2013). The Relationship btw Principal leadership style and Job Satisfaction as Perceived by Primary Teachers across NSW Independent School, Doctor of Philosophy thesis, Faculty of Education, University of Wolloongong. <http://ro.ouw.edu.ak/thesis/4077>
- Wernimont, P. (1966). Intrinsic and extrinsic factors in job satisfaction. *Journal of applied psychology*. 50. 41-50.
- Wright, B. E. (2001). Public-Sector Work Motivation: A Review of the Current Literature and a Revised Conceptual Model. *Journal of Public Administration Research and Theory*. 11(4). 559- 586.
- Weiss and Cropanzano. Personality, motivation and job satisfaction: Herzberg meets the Big Five. *Journal of Managerial Psychology*. 24. 765-779.
- Worsfold, P. (1989). A personality profile of the hotel manager. *International Journal of Hospitality Management*. 8(1). 51-62.
- Zikmund, W. G. (2003). *Business Research Method*. South Western, United States: Thomson