

Teachers' perceptions of authentic leadership and job satisfaction: A pilot study

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Abstract

The role of teachers is becoming more complicated and complex to implement any educational changes. Teachers' workload is one factor contributing to teachers feeling dissatisfied with their jobs and unable to devote carrying out their duties as educators. In order to accomplish school goals, school leaders must ensure that their employees have a high degree of satisfaction. Therefore, it is crucial for leaders to recognize that authentic leadership, which offers a true and value-based kind of leadership, can positively influence teachers' job satisfaction. The purpose of this pilot study was to determine the validity and reliability of the instrument used to measure teachers' perceptions of the principal's authentic leadership style and job satisfaction. Data from 40 teachers in a secondary school who participated in an online survey were analysed. Based on the analysis conducted, the Alpha values indicated that the instrument meets the validity and reliability measures and is ready to be used.

Keywords: authentic leadership, job satisfaction, teachers, principals

I. Introduction

Teachers play a crucial role in implementing educational change. However, it is apparent that their current obligations in schools are not solely academic, but also comprise non-academic responsibilities. Teachers' workloads are an element that adds to their dissatisfaction with their jobs and inability to fully devote themselves to their responsibilities as educators [1], [2].

The roles and responsibilities of school leaders also have become more complex with the continuous reform taking place in education systems [3]. Today's school leaders should be dynamic and responsive to the current changes so that they can manage them more effectively. Leadership is seen as vital to help improve teachers' overall performance, including their values, beliefs, skills, motivation, and knowledge [4]. Therefore, school leaders should ensure a conducive and positive working environment, so that teachers will increase their commitment to their work, and in turn, enhance the quality of educational institutions.

II. BACKGROUND

[2] reported that the level of job satisfaction of physical education teachers in Perak is at a moderate level in the aspects of workplace conditions, salary, and allowances, promotion opportunities, and supervision of senior officers. This is also supported by [1], where their study showed that the level of job satisfaction among secondary school teachers is only moderately high. According to these results, it is critical that this issue be highlighted because it would affect students' achievement and in turn the overall quality of education in Malaysia.

Authentic leadership is critical for school improvement in today's tough educational environment. [5] claim that authentic leadership of school leaders is positively related to teachers' attitudes and behaviours, which help in increasing the success of change in schools.

Therefore, it is crucial for school leaders to demonstrate authenticity in their leadership practices, as they can influence parents, teachers, students, and other stakeholders in embracing changes. Moreover, by encouraging collaboration and providing a good atmosphere for their teachers to adapt to change, school leaders can more effectively promote authentic leadership [3]. Prior research focused on instructional leadership, distributed leadership, transformational leadership, and teacher leadership, according to a comprehensive analysis of numerous leadership model studies in educational research across the time span of 1980 to 2014 [6]. Despite the abundance of material on authentic leadership, the number of studies on the subject remains modest. Therefore, this study explores authentic leadership in order to provide novel insights into the leadership field, so that school leaders are more aware of the optimal leadership strategies for improving schools.

[7] and [8] concurred that leaders must allocate importance to job satisfaction [9], [10] to have good attitudes. Nevertheless, research on authentic leadership and its impact on employee behaviours and attitudes remains to be lacking in the literature [11]. As a result, it is uncertain how certain aspects are connected to teachers' behaviour, such as how job satisfaction might be associated with authentic leadership. Thus, it is important to ensure in examining the relationship between authentic leadership and teachers' job satisfaction, the instrument used must be valid and reliable. Therefore, this research aims to determine the validity and reliability of the instrument used to measure teachers' perceptions of the principal's authentic leadership style and job satisfaction.

III. LITERATURE REVIEW

A. The Job Satisfaction Concept

Job satisfaction has increasingly garnered great interest in recent studies, and it continues to do so to date. Multiple descriptions of the concept have been presented in related studies. There are, nevertheless, some parallels between the standardized definitions. As per Locke (1969) in [12], job satisfaction is a sense of joy, contentment, and fulfillment that emerges from doing what you like. Job satisfaction, according to [13], is a feeling that emerges from the notion that one's job meets one's psychological and material needs. Job satisfaction, as per [14], is a measurement of one's feelings about various aspects of one's job. Employee views of job content, which give employee value, determine job happiness, according to [15]. Furthermore, [16], claim that job satisfaction is defined as an emotional response to an individual's task in relation to the social and physical circumstances of the workplace. Job satisfaction and dissatisfaction are also impacted by the nature of the work and what people expect from it. Job satisfaction is marked by a positive and affirming attitude, while job unhappiness is marked by a cynical and critical attitude [17]. As a result, as per the definitions presented, individuals' and workers' enjoyment of working is associated with receiving routine work evaluations. Uncertain work expectations and outcomes, on the other hand, may have a negative impact on job satisfaction [18].

The source of job satisfaction could be described by a two-factor Motivation Theory model that includes motivation-based and hygiene components [19]. Unhappiness was exacerbated by factors related to hygiene. Motivational variables, on the other hand, were found as factors that supported satisfaction [20]. Remuneration, peer relationships, supervision, unique partnerships,

subordinate relationships, personal life security, organisational policy and administration, status, and working conditions are extrinsic hygiene variables. When hygiene variables exist, they help lower job dissatisfaction but do not necessarily improve job satisfaction.

When hygienic components are missing, on the other hand, job discontent develops. Additionally, responsibility, achievement, acknowledgment, progress, recognition, and the work itself, are all examples of motivators. These factors promote long-term job happiness, whereas their absence leads to discontent. To summarise, leaders should not focus solely on hygiene issues in order to improve employee job happiness. To improve job happiness, they should improve motivational factors as well. They must optimise the six intrinsic motivator levels, while simultaneously minimising unhappiness, by ensuring hygiene aspects are in place to ensure long-term job satisfaction [20], [12].

The notion of teacher satisfaction has been identified in a variety of ways. Teacher satisfaction, as per [21], denotes teachers' feelings of joy as a positive judgement of their employment, and its circumstances (school). Teacher job satisfaction expresses an emotional response to the work situation, which is impacted by a number of factors, such as salary, the job itself, supervision, promotion, workplace conditions, as well as teamwork [22]. Several characteristics have been identified in studies on teacher satisfaction. To begin with, teacher satisfaction often bridges the gap between what instructors want, and what the work offers [23]. Teachers' attitudes and affective responses are deemed significant aspects of their satisfaction. In other words, the higher the job satisfaction level, the more positive the teachers' attitudes. On the other hand, the higher the level of work discontent, the more negative instructors' attitudes are [24], [25]. Second, job satisfaction among teachers is among many indications of the good teaching that can influence students' performance [26], [27]. Moreover, job satisfaction has been shown to lower the desire to get out of the job, as well as emotional tiredness, burnout, and stress.

Prior research has associated job satisfaction with a variety of context-specific implications. To begin with, work satisfaction influenced teaching methods [28], [29], [30], [27]. Second, job satisfaction influenced the decision to pursue teaching as a vocation [31]. Next, teachers who felt linked to their teaching responsibilities had reduced burnout rates [24], [30]. Fourth, teachers' job satisfaction was influenced by the working environment in schools and teacher characteristics [30], [32], [33],[34]. School working circumstances, teachers' workloads, teacher cooperation, and student discipline all influenced job satisfaction, according to research that focused on school conditions and personal traits. Teachers' job happiness was also influenced by school culture and teacher stress [21]. Finally, satisfied instructors were more committed to their jobs and less likely to leave, particularly during periods of significant teacher turnover [21].

B. The Authentic Leadership Concept

Authentic leadership is a multifaceted notion that draws upon previous positive psychology research to integrate transformational, ethics, positive organisational behaviour, and ethical leadership [35], [36]. Additionally, [37] looked at work-related behaviours linked to authentic leadership traits beyond what ethical leadership and prior transformational provide in China, Kenya, and the United States. According to their research, self-awareness (identifying oneself), relational transparency (being one's true self in social relationships), internalised moral viewpoint (high moral values), and balanced processing (being balanced in judgments and

treating others) are all significantly and positively correlated with four dimensions of transformational leadership and ethical leadership.

[37] also discussed the four true leadership aspects. The leaders' ability and developed followers to gain an enhanced grasp of how they view themselves through self-reflection and feedback from others, including the influence of how their particular actions may impact others, as well as the capability to employ reflective reasoning, is referred to as self-awareness. Authentic leaders are truthful to themselves and others in their interactions [36]. As a result, when individuals have self-awareness, they are less likely to feel defensive while interacting with others, and they are more aware of their own identities, strengths, and flaws [38]. In the meantime, relational transparency denotes the acceptance of one's thoughts and opinions, as well as enabling others to match the transparency. To guarantee that their followers trust them over time, authentic leaders do not lie or hide information. Instead, they show sincere concern for others, which builds connection and trust with the leader; they also inhibit incorrect emotions such as denials, misstatements, as well as puffery [37]. Here, the second notion is balanced processing, which necessitates leaders' desire to make fair and objective decisions, which comprises seeking out and listening to others who hold opposing viewpoints. They formulate and maintain acceptably and unbiased practice through a fair and balanced social process [39], [9], [37]. Finally, internalised moral judgement describes leaders as possessing ethical views, being self-motivated, self-controlled, and devoted to keeping morally consistent in their ideas and behaviours, regardless of the desired outcome [35]. This entails remaining self-disciplined and resisting being influenced by organisational, political, or cultural expectations [37].

Since it is linked to gaining trust and respect from followers, authentic leadership is theoretically connected to the authenticity via attributes notion, such as, trust [37], [40] and integrity [41], [35] [42]. Moreover, when leaders gain their followers' trust, they can also positively impact work-related outcomes, such as job satisfaction [37], [43], [44], [12], work engagement [45], [46], [12], [47], and commitment [15], [48], [49], [50]. As a result, if followers' psychological states are improved and the organisational environment and behaviour are favourable, followers are more likely to thrive.

Finally, behavioural leadership develops greater moral position, self-awareness, transparency in working interactions, and balanced information processing between followers and leaders, thus leading to optimal self-development. Consequently, unfavourable factors may be managed and minimised [51]. Followers earn trust and credibility by demonstrating a real commitment and desire to serve, as well as by encouraging introspection and growth and enabling more effective leadership on their own. Furthermore, authentic leaders must have a high moral character, inspire followers to relate with them and provide guidance to potential followers on all job results.

C. Authentic Leadership and Job Satisfaction

Job satisfaction is understood as a mental situation in which an individual experiences either joy or dissatisfaction with a specific job [52]. [53] introduced Herzberg's Two-Factor Motivation Theory, wherein he concluded to have hygiene and motivational factors. Teachers' job satisfaction was explained by [27] as "teachers' affective reactions to their teaching roles or work." [54] stated that teachers' job satisfaction is an important aspect, as it is related to working

behaviour outcomes such as efficiency and productivity. Teachers who are satisfied with their jobs will be motivated to work more effectively. A number of research in the literature have found a direct association involving authentic leadership and job happiness, with comparable results [35], [37], [12], [44]. The amount of job satisfaction is determined by authentic leadership, a vital element in teacher professional development [44], [55]. [35], for example, proposed that authentic leadership should be related to job satisfaction. [35], [37], and [12] identified a statistically significant association between authentic leadership and job satisfaction in prior work. Authentic leadership plays a crucial role in providing a positive working environment; thus, the more the leaders are viewed as authentic, the higher the job satisfaction [55], [44]. Furthermore, [41] concluded that when authentic leaders show their true selves to their followers, it encourages and improves satisfaction in their jobs. Besides that, [56] suggested that when followers feel that leaders treat them with authenticity, honour, and consideration, they tend to perform their work in a more satisfying condition.

These discoveries are consistent with prior research by [15], who found that it is critical to stress the relevance factor, such as leader authenticity. They claim that as individual followers' trust in the leader grows, so will work satisfaction. Authentic leadership, according to [51], takes the form of behavioural leadership, which fosters greater moral viewpoint, working relationships transparency involving leaders and followers, self-awareness, and balanced information processing, allowing for healthy self-development. Furthermore, chances for career training and progress, teacher participation in decision-making, as well as enhanced working circumstances, are all factors that aid teachers in improving job satisfaction, and, as a result, reduce emotional stress. Moreover, [57] discovered that authentic management leadership had a favourable relationship with job satisfaction in a cross-sectional study employing survey data from 1,118 nurses to evaluate the association between job satisfaction and unit managers' authentic leadership.

Furthermore, these findings are in line with prior research, which recommends that the leader's management style can boost job satisfaction. Similarly, tourism enterprise research in Spain reported that considerable levels of true leadership on all four subscales (balanced processing, relational transparency, self-awareness, as well as internalised moral attitude) are sufficient to boost job satisfaction among outsourced employees and hotel personnel [43]. Apart from the requirement for self-awareness, a significant difference was reported between outsourced and internal staff. Internal hotel staff members, on the other hand, operate differently than outsourced employees, since the boss has access to knowledge about their strengths and weaknesses. Moreover, [58] investigated several leadership styles of multiple school principals and teacher job satisfaction to determine which type would function optimally in a school context. They came to the conclusion that teachers' job happiness is significantly influenced by administrators' leadership approaches. As a result, in order to boost teacher job satisfaction, school principals should employ an appropriate leadership style.

IV. METHOD

This quantitative study employed a cross-sectional, descriptive-correlational research design to examine the association involving teachers' perception of authentic leadership with job satisfaction. This study employs a quantitative research approach since it is capable of answering

the research questions, which are appropriate for the study's vast population. Additionally, the questionnaire was utilised to collect data from teachers to explore the link between the predefined constructs. According to [59], it is an ideal method to gain information and gather people's opinions and attitudes towards a certain topic.

The questionnaire utilised consists of three parts. Part A comprises the demographic information of the teachers. Part B measures teachers' perceptions of authentic leadership by employing the 16-item scale established by [37], which comprises the four dimensions of relational transparency, leader's self-awareness, balanced processing as well as internalised moral perspective. Finally, Part C measures teachers' job satisfaction with a 20-item scale adapted from the Job Satisfaction Survey (JSS) by [60]. On a five-point Likert scale, all replies were recorded (1 for strongly disagree and 5 for strongly agree). The validation procedure was carried out by involving three experts in the field of Educational Administration to ensure the instrument's validity. The instrument's reliability was also tested through a pilot test and exploratory factor analysis (EFA).

A pilot test was carried out to test the internal consistency of the instrument [61]. It also has the purpose of testing respondents' understanding and suitability of the questions in the predefined questionnaire. The pilot test was performed on 40 teachers from a school in Selangor, which has similar characteristics to the investigated schools. The questionnaire was distributed online to 40 teachers, and data were analysed using the Statistical Package for Social Science (SPSS) software to perform a Cronbach Alpha reliability test. [62] suggested that a Cronbach's Alpha value of over 0.90 is categorized as very high reliability, 0.80 to 0.90 as highly reliable, and 0.7 to 0.79 as reliable.

EFA was also performed to determine the uniqueness of each of the constructs. EFA analysis is an essential foundation for strengthening construct development [63]. The primary function of EFA is to identify whether the items are appropriate, to modify problematic items, or to identify those items which cannot be included, and to be able to track the relationship between items according to the classification of the variables. Therefore, EFA is suitable to be used as a method of data identification or reduction [64]. According to [63], EFA could be performed when the researcher has a group of logical items that can help to form a concept and does not have a theoretical model that has been firmly established. Therefore, EFA was implemented on all items involving all two inventories, as the researcher made additional items to suit the context of the study. The researcher analysed the data using SPSS Statistics 22. In this study, principal component analysis with orthogonal varimax rotation was utilized to determine the minimum number of factors required for prediction. The principal component analysis of the orthogonal varimax rotation method was chosen because it is the most popular and provides the best factor structure as compared to related methods [64], [65].

V. FINDINGS

The instrument for measuring teachers' perceptions of authentic leadership comprises 16 items with four sub-constructs, which are self-awareness (4 items), relational/ transparency (5 items),

internalized moral perspective (4 items), and balanced processing (3 items). A total of sixteen items (B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, and B16) were maintained for the instrument. Each item that met the criteria remained when the weighting factor was >0.50 , or if the item was more than two factors [64], [66]. Based on the principal axis factor analysis (PAFA) analysis, all 16 items were maintained.

Table 1. Exploratory Factor Analysis for Authentic Leadership

Item	Reliability Value (<i>Alpha Cronbach</i>)	1	2	3	4
1.	My principal says exactly what he or she means.				.666
2.	My principal admits mistakes when they are made.	.698			
3.	My principal encourages everyone to speak their mind.		.764		
4.	My principal tells you the hard truth.				.732
5.	My principal displays emotions exactly in line with feelings.				.867
6.	My principal demonstrates beliefs that are consistent with actions.		.808		
7.	My principal makes decisions based on his or her core values.		.643		
8.	My principal asks you to take positions that support your core values.		.791		
9.	My principal makes difficult decisions based on high standards of ethical conduct.		.798		
10.	My principal solicits views that challenge his or her deeply held positions.			.643	
11.	My principal analyzes relevant data before coming to a decision.			.721	
12.	My principal listens carefully to different points of view before coming to conclusions.			.674	
13.	My principal seeks feedback to improve interactions with others.	.799			
14.	My principal accurately describes how others view his or her capabilities.	.855			
15.	My principal knows when it is time to re-evaluate his or her position on important issues.	.811			
16.	My principal shows he or she understands how specific actions impact others.	.815			

Meanwhile, for job satisfaction, the instrument used has 20 items with two sub-constructs. A total of twenty items (C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C17, C18, C19, and C20) were maintained for the instrument. Each item that meets the criteria remained when the weighting factor was >0.50 , or if the item was more than two factors [64], [66]. Based on the principal axis factor analysis (PAFA) analysis, all 20 items were maintained.

Table 2. Exploratory Factor Analysis for Teachers' Job Satisfaction

Item	Reliability Value (<i>Alpha Cronbach</i>)		
		1	2
1.	I am proud of the work done.	.677	
2.	I am happy with my work.	.805	
3.	I feel my job is not in vain.	.881	
4.	I love the things I do at work.	.701	
5.	I feel the school's goals are clear.	.706	
6.	I feel communication in my school is good.	.744	
7.	I always knew the situation going on at school.		.729
8.	I am clear with my field of work.	.830	
9.	I feel my work is appreciated.		.795
10.	I feel my efforts were rewarded as they deserved.		.695
11.	Many awards are given to the individuals who work here.		.827
12.	I feel valued.		.812
13.	I love working with co-workers.	.877	
14.	I enjoy spending time with my co-workers.	.835	
15.	I feel comfortable with friends at work.	.880	
16.	I work hard because the people around me are efficient with their work.	.627	
17.	I was given a workload according to my ability.		.716
18.	I can do a good job without being hindered by bureaucracy.		.771
19.	I feel the work procedures at school simplify my work affairs.		.763
20.	I was given a clerical job that suited my job.		.774

Table 3 shows the results of Cronbach's Alpha values for the pilot test. Reliability for Authentic Leadership is 0.941, while the reliability of Teacher Job Satisfaction is 0.970. Therefore, based on the reliability alpha values, the instrument has high reliability and can be carried out in the actual study.

Table 3: Reliability of Pilot Test

Variable	Cronbach's Alpha
Authentic Leadership	0.941
Job Satisfaction	0.970

VI. DISCUSSION

EFA was conducted to identify the components that exist in the set of questionnaires formed. According to [64], factor analysis is a unit of analysis achieving the formulation and reduction of data, the selection of enablers change, and the use of test results with other multivariate techniques, to meet the objectives set in the research. For the construct of authentic leadership and teacher job satisfaction, the researcher adapted the questionnaire from prior work. The researcher conducted EFA based on the recommendations by [66] and [67], who mentioned that if a researcher adapts an instrument that has been built by previous researchers and modifies the statements according to the current study, then the researcher needs to re-run the EFA procedure. This is because the current study area may differ from that of previous studies, or the study population differs from that of previous studies in terms of socio-economic status, race, type of location, and culture.

Therefore, it is possible that some items that were built before are no longer suitable for the current study, or there may also be a different item structure in the current study as compared to the structure in previous studies. Therefore, researchers need to take into account the Internal Reliability value for the current instrument, such as the Cronbach's Alpha value for the new one. In this study, EFA showed that the measured items were divided into four factors in the construct of Authentic Leadership, which are self-awareness, relational/transparency, internalized moral perspective, and balanced processing. Teacher's Job Satisfaction, which included 20 items, was also maintained for the instrument. Each item met the criteria if the weighting factor was > 0.50 , or if the item was less than two factors [64], [66]. Based on the principal axis factor analysis (PAFA), all items from both instruments were maintained.

The distribution involved the extracted items and items that have a weighting factor value (Factor Loading) that exceeds the limit minimum of 0.6, as suggested by [67]. Items that have a weighting factor of less than 0.60 should be set aside. The researcher accepted the view of [66], who mentioned that items that have a weighting factor value of 0.6 should be set aside because those items cannot contribute to the measurement of both the authentic leadership and teacher's job satisfaction constructs.

After the validity measurement was performed, the measurement of the reliability value (reliability) was also done on the items used in the study. This reliability can be seen in the obtained Cronbach's Alpha value (Table 3). The reliability of the instrument adopted in this

study exceeds the minimum limit value of 0.6. According to the views of [64], a Cronbach's Alpha value that can be adopted in the study must pass the minimum value limit of 0.6. The results for the reliability test met the requirements, and the instrument was considered valid for use in the actual study.

VII. CONCLUSION

The instrument used in this study measured teachers' perceptions of authentic leadership and job satisfaction in secondary schools. The instrument comprised two main constructs, and each construct had a different number of items to measure what should be measured. The instrument was tested for validity and reliability. The items in the instrument were adapted from [37] and [60]. The construct validity was endorsed by a panel of experts in the field of Educational Administration. A pilot study was conducted to identify the reliability of the items through Cronbach's Alpha values. Based on the analysis conducted, the Alpha values indicated that the instrument meets the validity and reliability measures and is ready to be used.

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