

THE ROLES OF PATERNALISTIC LEADERSHIP IN
STRATEGIC INTERNAL COMMUNICATION

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LIST OF ABBREVIATION

| | |
|--------|--|
| PL | Paternalistic Leadership |
| AL | Authoritarian Leadership |
| BL | Benevolent Leadership |
| ML | Moral Leadership |
| CIHSs | Chinese Independence High Schools |
| UCSCAM | United Chinese School Committees Association of Malaysia |
| UEC | Unified Examination Certificate |
| UTAR | Universiti Tunku Abdul Rahman |

ABSTRACT

Paternalistic leadership (PL) is understudied in South-Eastern countries, particularly Malaysia, an Islamic country, and yet not many research findings have looked into its potential implications in educational settings. Therefore, this study explored the relationship between school principals' paternalistic leadership and communication competence on teachers' job satisfaction and communication satisfaction as well as teachers' commitment. The enhancement of leadership roles and communication skills had eventually lead to changes in the ways teachers work and dedicate their commitment to the school. This research has been conducted using quantitative methodology. It was based on a case study of nine Chinese Independence High Schools (CIHSs) in Perak. Data were collected using questionnaires which were distributed randomly to obtain responses from teachers in the nine CIHSs in Perak. This study found that the three PL sub-dimensions had different effects on communication satisfaction and job satisfaction among school teachers. Authoritarian leadership had a negative impact on both job and communication satisfaction, but moral leadership had a favorable impact on communication satisfaction among teachers. Meanwhile, school teachers' commitment was significantly influenced by both communication and job satisfaction. Based on the results derived in this study, it has been determined that there is a need for existing school principals of CIHSs in Perak to shift their approach to paternalistic leadership and develop effective communication strategies for more effective outcomes that apply to their school structure and nature. Implications for school principals to effectively manage and maintain their school teachers by exposing them to the fundamental understanding of how teachers were affected by paternalistic leadership and leadership communication competency are also discussed.

CHAPTER 1

INTRODUCTION

The first chapter provides an overview of the issue, namely that existing school principals' leadership and communication skills have not demonstrated dependability in addressing the causes of teacher shortages and their possible implications. According to studies by Harris and Jones (2018), Western leadership frameworks such as transactional and transformational leadership styles have been continued to be practiced in the educational leadership field for a long time. These studies typically emphasize the positive elements of leadership styles while ignoring the negative aspects. Moreover, with the advent of innovations and their numerous advantages as well as the different demands, the introduction of various leadership behaviors and effective communication skills has become a necessity to improve employees' performances and increase their commitment. Thus, school principals who are unaware that their prevailing leadership style(s) and communication are inefficient as well as unproductive are inspired to seek other leadership alternatives. School principals might indeed soon realize that embracing a leadership style, such as paternalistic leadership and having strong communication skills, enhances teachers' satisfaction and commitment, which then increasing student achievement and school sustainable growth. This chapter also discussed the background of the study and problem statement, as well as the research objective, significance, nature, and conceptual framework.

1.1 Background of Study

In today's real world, employees of an organization have become valuable assets that contribute to the success of its organization as nowadays all businesses are increasingly competitive. This is because that employee satisfaction such as job satisfaction and communication satisfaction influences employees' attitudes and behaviors in terms of productively achieving organizational goals. In a broader perspective, employees' satisfaction is said to be one of the key determinants of an organization's success. Leading individuals with different attributes to blend into one common aim and achieve success within the organization will only be possible if the leaders motivate and lead the employees with proper communication as well as the right leadership approach (Tekin, 2019). Leadership styles were operationalized as a leader's capacity and traits to engage individuals toward a shared aim. Leaders' effect on followers is grounded in social exchange and role theories; there is a relationship between both individuals with particular expected behaviours, and the differing expectations may determine followers' job engagement and communication satisfaction. According to research by Ekmen and Okcu (2021), a leader is someone who does not overlook the people with whom he or she works while exhibiting managerial abilities consistent with organizational goals. A leader is also someone who takes the very first step to guide and influence other people's thoughts-opinions-actions to reach an organizational aim. While leadership is a process that involves communication between leaders and followers to obtain an agreement on what needs to be done efficiently to achieve common goals (Luthra & Dahiya, 2015). From this point of view, it can be seen that successful leadership and effective communication are interrelated in which considered important factors that lead an organization to meet strategic objectives for greater performance. For the past six decades, many researchers have enthusiastically delved into

the aspect of educational leadership due to the undisputable significance of leadership's impact on employees in an organization (Gumus et.al., 2018; Hallinger & Kovacevic, 2019).

As we are now on our progress of technological revolution (The Fourth Industrial Revolution), the fundamental of educational leadership plays a vital role in every educational institution and career for its functional through the analysis and evaluation of the different aspects such as different cultures, beliefs and values, characteristics, and evolution of trends as well as challenges. Furthermore, since the 2000s, studies have extensively argued that effective leadership practices are inextricably linked to cultural settings (Liu, 2017; Walker & Qian, 2018). The discussion on the implementation of educational leadership which focuses on school principals in various cultural contexts has received a lot of attention in the literature, especially in the Chinese community (Pan et al., 2017; Truong & Hallinger, 2017). Due to this reason, many studies had begun to focus on non-Western contexts and discovered that paternalistic leadership has indeed captured much attention which strikes the balance between strong authority and moral integrity. Thus, the performance of an educational institution now can no longer merely rely on the allotment of tangible resources, but more importantly on the human resources such as competent leaders (school principals) to work on relationship development with their employees (school teachers) (Masa'deh et al., 2014). Moreover, it is also stated that human resource is considered to have great importance for organizations as the social culture of the working place have changed to become more people-oriented and dynamic (Banfield & Kay, 2012). Therefore, it is undeniable that different leadership styles would as well bring different impacts on educational institutions especially in the context of CIHSs in Malaysia.

As in the global context, according to Ju (2018), the successful fundamental of competitive advantage built for all types of organizations is mainly contributed by the effectiveness of leadership. Thus, if an academic institution seeks to attain a competitive benefit, it is a must to focus

on academic employees. In addition, educational organizations are complex institutions with limited resources, hence engaged and highly committed employees need to be employed for organization development (Aboramadan et al., 2020). Based on research by Riaz and Haider (2010), also stated that competent leadership plays a vital role in the greater performance of business organizations. This is because an effective leader is a role model to his or her employees also known as followers by guiding them when they face challenges or encounter problems, and at the same time, strengthening strategic supremacy for continuous growth (Chu & Lai, 2011; Odumeru & Ifeanyi, 2013). Therefore, it can be assumed that the school institutions would be the same if the right leadership pattern is applied and it will determine the successful growth of CIHSs as the school principals and its administration team members are effective and efficient enough to manage the teachers in a way that led to great satisfaction and enable deference of authority (Thien et al., 2021).

A school principal is a leader who executes duties by appointment, is in control of the school development, and also acts as the administrator who obtains power from a legal authority, social powers (employees and surrounding environment), and technical powers (administration skills and knowledge) (Yalçinkaya et al., 2021). Not only that, but school principals should also own specific skills and quality characteristics such as leadership and communication skills, caring for the well-being and development of the students and employees as well as respect for others (Abdallah & Forawi, 2017). They need to be task-oriented, change-oriented, and relationship-oriented (Abdallah & Forawi, 2017). The above perspectives, it has demonstrated the unique position of a school principal who acts upon various roles and bears more than one responsibility can either spur the progress of school development or destroy it. Researchers also tend to believe that school principals' leadership practices can have an impact on teachers' work experiences and lifestyles (Hussain et al., 2017; Kars & Inandi, 2018). Principals' leadership behaviors are inextricably linked to teachers' self-motivation to achieve greater aims (Mehdinezhad & Mansouri, 2016), which may have a long-

term impact on teachers' overall work productivity and organizational commitment. Therefore, the school principal needs to work closely with its administration team to empower the school vision and effectively communicate it to the teachers through the right leadership style. In line with effective leadership, communication effectiveness has always been a part of the leadership process to increase competencies and enhance mutual understanding between both parties. Most definitions of leadership do not consider communication to be a necessary component of leadership, which is the view we adopt in current study. Leadership, on the other hand, is embodied via communication processes, according to communication scholars: leadership entails a process of engagement and interaction" (Barge and Hirokawa, 1989). Communication skills influence not only employees' satisfaction in the way they communicate with leaders, but also employee contentment with their work (Wikaningrum, et al., 2018). Moreover, today's business studies are increasingly emphasizing the importance of leaders who are skilled communicators. As young employees with greater knowledge and skills in the use of high operational technologies dominate change in the contemporary working environment, the workplace must be balanced with negotiating leaders (Madlock, 2008). Thus, it is worth to be emphasize in educational studies as well. Therefore, the school principal cannot be a one-man show and should be able to use its specific communication skills and good characteristics simultaneously to motivate teachers to flow together with the administration team and achieve the organizational goals.

In recent years, there were a small number of researchers began to focus on follower-centric perspectives in their leadership literature rather than mainly emphasizing the importance of leaders and their characteristics, behaviors as well as influencing strategies on followers' attitudes (Foti et al., 2017; Thoroughgood & Sawyer, 2018). Research from Lin and Sun (2018) stated that followers are active members that enhance leadership effectiveness and relationship rather than just act as passive recipients of leaders' influence. Therefore, educational employees (school teachers) which

consider active members of the school organization would mostly determine the types of leadership styles that should be applied and then lead to the efficiency of leadership (school principals). Organization employees will analyze and evaluate a potential leader's attitude and behaviors as well as make a comparison with their favorite leadership influence. In other words, the more suit and relevant they discover between the potential leader's behaviors and their favorite leadership behaviors, the more presumably they will acknowledge the potential leader as their true leader. In this research, an assumption that the educational employees of a school organization might also be the same and thus it is important to conduct research regarding followers' perspectives towards one of the eminent leadership styles so-called paternalism of a superior (school principals) in the educational organizations, especially in the Chinese education context in Malaysia. As in China, there are a lot of organizations such as businesses and academic institutions that widely adopted paternalistic leadership (Farh & Cheng, 2000; Aycan, 2006), in which Chinese culture is often portrayed as treating others with respect, group-oriented, and pursuing virtue (Tian & Sanchez, 2017), stressing the importance of moral distinctions based on kindness and obedience to authority (Bedi, 2019). Not only that, but evidence also suggests that paternalistic leadership has greater validity than western leadership theory in Chinese contexts and that it may predict and explain behavior at both the individual and collective levels (Ren et al., 2012). Therefore, the leadership influence of school principals who demonstrate paternalism would bring an impact on teachers' work performance and lives (Hussain et al., 2017; Kars et al., 2018; Rana et al., 2016) as it has been found to have great linkage to teacher's sense of self-efficacy (Mehdinezhad & Mansouri, 2016), which could lead to a resilient impact on teachers' overall work satisfaction and their commitment towards the organization. Before that, according to the research by Lin and Sun (2018), also indicates that there are significant implications in terms of the familiarity and intimate relationship between the real superior's leadership style and the employee's ideal leadership style. This once

again proves that the paternalism concept would be an ideal leadership behavior to be fitted in educational institutions like CIHSs which involve strong Chinese cultural background. On this line of reasoning, the importance of forming and applying the right leadership style in the Chinese school context would be as significant as it would determine the effectiveness of leaders in CIHSs which will then enhance the contribution of employees' positive outcome.

Upon the facts above, it can be strongly said that paternalistic leadership would be the best suit to be applied in the educational setting as it involves both strong discipline and authority with paternal benevolence and morality. From this perspective, leaders who adopted paternalistic behavior with strong competent communication in schools can be assumed to be among the main factors that bring a positive impact on teachers' satisfaction and commitment. Hence, the current research has been focus on the aspects of teachers' job satisfaction and communication satisfaction which subsequently affect their commitment to students through the adoption of a paternalistic leadership approach and competent communication of school principals.

1.2 Research Context and Statement of Problem

Chinese language education is of fundamental importance for the Malaysian Chinese community as it is considered a way of extending and preserving the Chinese culture and values as well as a symbol of the Malaysian Chinese common identity (Ng & Lee, 2018). The encounter by the Chinese educationists on the matter of CIHSs to be acknowledged as part of the national education system has been occurring since the pre-independence era and supported by Chinese chambers and associations as well as the Chinese language media ((Ng & Lee, 2018). CIHSs are private nonprofit institutions mainly governed by The United Chinese School Committees Association of Malaysia (UCSCAM) which is also known as Dong Jiao Zong and functions to coordinate the curriculum for usage in the schools and also the standardized examinations called

Unified Examination Certificate (UEC) (Lim, 2017). Despite this, the schools are independent of each other and have the freedom to manage their matters. Being private schools, CIHSs are self-funded (Chok & Oo, 2020) and do not receive any subsidies from the Malaysian government, the financial expenses are partially capitalized from students' school fees and fundraising activities among the Chinese communities (Lim, 2017). Hence, the Chinese communities have often set high expectations of student academic performance in the CIHSs (Raman & Tan, 2015).

Teachers are appointed through individual school management as CIHSs are not governed by any main system or authority, therefore school management is based on the individual school leadership team and superior. Whereas the school leaders in the management are appointed by the school superior (the principal) and the principal is appointed by the board of directors (stakeholders) of the school which plays the role of school governor (Raman & Tan, 2015). Due to the above mentioned situation, leadership systems in CIHSs have always been seen as lacking and inconsistent in terms of effective communication as well as management structures. Asian employees, for example, expect clear instructions and guidance from their leaders (Evelyn, 2020), which is a key trait of paternalistic leadership that school leaders should have and be qualified for.

Given the circumstances above, the CIHSs principals and teachers strive to enhance not only teaching and learning but also leadership management as well as develop communication competency in addition to establishing a conducive learning and working environment in schools (Thien et al., 2021). Due to a lack of manpower and financial support, most CIHSs school superiors and administrators are yet not fully developed with quality training skills in terms of leadership management and communication competence. According to Wedekind and Buthelezi (2016), the challenges of weak relationship management between leaders and teachers have exposed team dynamics to issues and exacerbated major human resource issues such as shortage of qualified

teachers which will bring an impact on pedagogical quality. Therefore, it is no doubt that leadership competence is emphasized as a focus of this research.

In relation to the issue above, CIHSs often have a shortage of teachers (Chok & Oo, 2020) due to many teachers leaving their job for reasons such as poor income, poor management support, and specifically the inefficiency of relationship bondage as well as poor leadership performance of their principal or frequent change of school principals (Raman & Tan, 2015). This issue has been brought up ever since the demand for enrolment in CIHSs increased in the year 2017, especially in cities (Lim, 2017), and concurrently grappled with the issue of teacher shortage in all Chinese schools (Aruno et.al, 2020; *Malaysia's Chinese Schools Grapple with Teacher Shortage*, 2017). It cannot be denied that teacher and staff shortages are a recurring issue in vernacular schools and a source of frustration for Chinese education reformers (*Malaysia's Chinese Schools Grapple with Teacher Shortage*, 2017).

Research by Lee & Leeves (2015) indicated a clear preference of both students and parents for CIHSs over national secondary institutions. Not only that, studies by Low (2015) and Siah et al. (2018) also realize that CIHSs are popular these days. Studies were conducted to investigate students' perceptions of their study options at CIHSs as well as variables influencing parents' school choices. Similarly, both findings found that highly committed teachers and chances to be attached to the Chinese language, values, and cultures were the primary reasons for choosing CIHSs over national schools (Low, 2015; Siah et al. 2018). This is a favorable indicator in terms of overall CIHS growth, but it does not appear to be good news for CIHS teachers, since their duties and responsibilities, as well as workloads, would become increasingly larger and more demanding if the issue of teacher shortage is not addressed.

In a study conducted in Malaysia among academic staff by Charles et al. (2020), Generation Y employees were found to particularly enjoy a collaborative relationship with their leaders, while

still favoring traditional values such as having a polite relationship with authority. This reveals that specific leadership style(s) needed to be adjusted and applied from time to time as time changes. Other than facing difficulties in hiring teachers, CIHSs also face challenges in recruiting competent school principals that can take lead and manage the schools due to retirement and lack of ability as well as related experiences (Chok & Oo, 2020). According to the guidelines from the Dong Jiao Zong Higher Learning Centre, CIHS principals are bound to take on greater responsibility and deal with different jobs in scenarios. Principals who have been accustomed to leading through direct commands from the top are advised to devote more attention to teacher professional development and develop positive relationships with teachers (Walker & Qian, 2018; Zheng et al., 2019). Therefore, the recruitment of competent school principals is becoming even more difficult and demanding. Besides that, according to the literature, the majority of school leadership studies in the Chinese community typically concentrate on the research of school leadership indicators such as instructional leadership, trust, and self-efficacy among high school teachers (Ma & Marion, 2019; Zheng et.al., 2019) rather than a specific leadership style which consists of multidimensional objects such as strong authority, benevolence, and morality as well as the variable of communication competency simultaneously.

Therefore, based on all the above-mentioned issues, it has demonstrated the need to conduct a study to specifically focus on both paternalistic leadership style and communication competency which both had proven to be important determinants that bring great influences on employees' satisfaction. Hence, this research contributes in emphasizing the urge for a change of an effective leadership approach and communication to school superiors as well as administrators for the development of the school and teachers in the future.

1.3 Research Questions and Research Objectives

Therefore, in this study, there are specific variables used as the constructs of this research which include both independent variables: school principal's paternalistic leadership and school principal's communication competence; and dependent variables: teachers' job satisfaction, teachers' communication satisfaction as well as teachers' commitment.

Research Questions

The research questions are as below:

RQ1: Is there a significant relationship between school principal's paternalistic leadership dimensions (i.e. authoritarian, benevolent, moral) and communication competence on communication satisfaction among school teachers?

RQ2: Is there a significant relationship between school principal's paternalistic leadership dimensions (i.e. authoritarian, benevolent, moral) and communication competence on job satisfaction among school teachers?

RQ3: Is there a significant relationship between communication satisfaction and job satisfaction on teachers' commitment among school teachers?

Research Objectives

The research objectives are as below:

RO1: To examine the relationship between school principal's paternalistic leadership dimensions (i.e. authoritarian, benevolent, moral) and communication competence on communication satisfaction among school teachers.

RO2: To determine the relationship between school principal's paternalistic leadership dimensions (i.e. authoritarian, benevolent, moral) and communication competence on job satisfaction among school teachers.

RO3: To explore the relationship between communication satisfaction and job satisfaction on teachers' commitment among school teachers.

1.4 Significance of the Study

Theoretically, this research has contributed in filling the gap whereby the paternalism concept has not yet been applied in any of the educational contexts in Malaysia as Malaysia is a multi-race country with diverse cultural backgrounds. Moreover, paternalistic leadership is most potent in countries that demonstrate a higher level of collectivist culture and power distance (Aycan, 2008) which Malaysia yet does not fully belong to this category. Therefore, it makes this study worthier and impactful if CIHSs in Malaysia are capable to apply the paternalistic approach as CIHSs are a community that is characterized by high collectivism and deference to authority. Although school leadership in Malaysia is culturally and contextually specific, little is known about the extent how which paternalistic leadership is associated with both job satisfaction and communication satisfaction of teachers as well as teachers' commitment in the Malaysia CIHSs context (Shi et al., 2020; Singh & Ryhal, 2020; Ulutürk & Tayfun, 2019, Ekmen & Okcu, 2021). Furthermore, the majority of the leading research in the past was conducted in western countries while non-western countries remain to lack an understanding of the different leadership concepts (Ju, 2018).

Another important point worth noting is that other than China, Malaysia is the only country that has a complete Chinese education system (Xu & Xu, 2017). This worth the effort as the research

focuses on the Chinese education system in an Islamic country that emphasizes plurality which relevant stakeholders might lack understanding and are full of curiosity. In addition, variables of paternalistic leadership and communication competence with employee satisfaction have never been studied simultaneously among educational employees. With the above concern in mind, the current study attempts to fill these gaps and improve our understanding by investigating the role of paternalistic leadership and leaders' communication competence on teachers' job and communication satisfaction as well as their commitment to the educational context.

Practically, this study provides an opportunity for CIHSs stakeholders to promote a practicable leadership framework that enhance not only the efficiency of a school superior but also the development of the teachers as well as the effectiveness of the school as an overall serve the high expectations of the Chinese community that placed high hopes and confidence unto CIHSs education system. The outcome of this research is that the feasible leadership framework enables not only the school superior (principal) but also the United Chinese School Committees Association of Malaysia (UCSCAM) to move forward together with their leadership team members to efficiently manage and retain school teachers, thus lead to greater development of the school environment and even transform Chinese educational system in Malaysia. Besides, this research also contributes to enhancing the confidence of the CIHSs Board of Directors as well the external investors who supported and invested money in the schools' operation to continue funding. Thus, through an effective leadership application, the CIHSs can increase their sustainability and promote longevity.

Researching on the paternalistic leadership approach in the CIHSs provide empirical evidence to enable the future school to enhance its effectiveness and take initiative to improve as well as prepare future school superiors especially principals in CIHSs Malaysia for greater development by adopting the right and suitable leadership style. At the same time, it can be a

reference guide for the existing CIHSs to determine whether school principals should restructure or strategize their leadership style and management system to enable them to demonstrate efficiency in addressing problems, resolving conflicts quickly as well as the need to change the direction of the school for better improvement. On the other hand, the findings of this research would provide a clearer picture to CIHSs school principals on the importance of taking teacher's job and communication satisfaction as well as teachers' commitment into consideration as the focus elements for the effectiveness of school operations. In fact, through this understanding, a thorough action plan can be implemented to nurture a good relationship between the superior (school principal) and subordinates (school teachers) and promote a positive organizational culture as well as maturing both parties for the good sake of the school future development. The findings of this study have great significance since the research focused on the impact of school principals' paternalistic leadership on teachers' satisfaction and commitment which highlights the Malaysian Chinese culture and structures that benefit the larger group of researchers of educational context.

CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to review the relevant literature and research on the effects of school administrators' paternalistic leadership and communication competency on teachers' communication satisfaction, job satisfaction, and commitment. The chapter begins by discussing the operational definitions of each construct, its underlying context, and the relationship between the independent and dependent variables, and then moves on to the construction of hypotheses based on past research.

2.1 Operational Definitions

There are numerous definitions for each construct, and this section provides the various definitions of the construct studied, based on previous studies, and the researcher's explanation of the operational definition for each construct in this research.

2.1.1 Paternalistic Leadership

Paternalistic leadership defined as a leadership style that combines both strong discipline and authority with paternal benevolence and morality which is not common in Western countries (Farh & Cheng, 2000). A high-power distance and being collectivistic would be the characteristics of Chinese culture which then reveals the rigid hierarchical relationship between school principals and teachers (Hofstede et al., 2010). In other words, it means that teachers are bound to comply

with their school principals due to principal's authority has been naturally accepted. At the same time, paternalistic leaders' emphasis on responsibilities and loyalty fits well within collectivistic communities, especially in Chinese Asian society. This social culture has required school principals to practice benevolent and moral behavior toward teachers (Shi et al., 2020). In other words, school principals operate as second fathers by caring for their employees in the same way that a parent does (Tang, 2019). In exchange, the leader receives his employees' entire trust and allegiance with strict adherence to organization policies. Employees are expected to become completely dedicated to what the leader values and will not seek to work alone. From this point of view, employees' and leaders' relationships would become exceptionally strong. Due to their strong devotion and faith, employees are expected to remain with a company for a longer period (Tian & Sanchez, 2017). With the above justifications, Malaysia which was discovered to be a country that encouraged high levels of benevolence and integrity (aspects of benevolent paternalism) in order to be efficient among employees had said to be a suit for this paternal type of leadership. Hence, the paternalistic leadership approach, which is regarded to be related to teacher satisfaction and even affects teachers' commitment, is discussed in this study.

The traditions of respecting authority and nurturing harmonious relationship are the natural characteristics of Chinese culture which applies not only in business contexts but also in school contexts (Walker & Qian, 2018). School principals need to care about their teachers' work and personal lives by establishing as well as maintaining good rapport with teachers to build a peaceful environment (Yin & Zheng, 2018). Furthermore, both school leaders and teachers will regard each other like family not only within the workplace but also outside of it (Tang, 2019). Paternalistic leadership styles have a favorable impact on the organizational sense of belonging and employees' sentiments of organizational commitment (Rehman & Afsar, 2012; Goncu et al., 2014; Mete & Serin, 2015). There are a few organizational studies that have examined the association between

paternalistic leadership and employee job satisfaction as well as commitment, most of them have examined the different impacts using the multidimensional of paternalistic leadership (authoritarian, benevolent, morality) on organizational variables (Zhang et al., 2015, Shi et al., 2020).

The paternalistic leadership multidimensional model is used in this investigation. Farh and Cheng (2000) define authoritarianism as leader actions that exert absolute power and dominance over employees and expect unquestioning compliance from them. Employees are supposed to show their reliance on and adherence to their superiors. Benevolent relates to leadership actions that demonstrate customized, holistic concern for the intellectual, personal, and family well-being of employees. Employees will feel grateful and obligated to repay the leader. Moral leadership practices reflect personal integrity, self-discipline, altruism, and a role model for employees, resulting in respect for and engaging loyalty to the leader.

2.1.2 Communication Competence

Communication competence refers to communicative leaders who involve themselves in continuously communicating with their members or employees and at the same time, are also good communicators who develop effectiveness in disseminating messages (Johansson et al., 2014). Good communication skills are regarded as one of the most important elements of leadership in an organization (Luthra & Dahiya, 2015). According to the research by Rosengren (2000), “communication is a process of organizing the messages to create meaning”, while leadership refers to “as a continuous engagement between superiors and subordinates in which involves interpersonal communication that can be perceived of as doing the job of a leader” (Jablin, 2004). Another definition from Hackman and Johnson (2018), states that “leadership is a process of human communication that changes the behavior of others to achieve shared aims and needs of the organization”, as the researchers emphasize that effective leadership communication is derived

from competent interpersonal communication skills. Poor interpersonal communication skills may lead to miscommunication, thus resulting in poor relationships in the workplace (Ruben & Gigliotti, 2016). Thus, it cannot be denied that leaders who communicate effectively about their goals are more likely to win the trust of their workforce, which in turn affects communication satisfaction between leadership and employees.

As in research by Spitzberg and Cupach (1989), effective communication leaders are leaders who have a high ability in adapting to an environment, can co-operate with people under different situations, learn new communicative techniques, and have good relationships with others in an organization. All of these are the basic concept of communication competence which involves the elements of motivation, skills, and knowledge that are said to be key traits of a successful leader. One of the studies in the educational context by Manoela and Cecilia (2013) has come to an agreement that effective communication is made possible only when there is good interpersonal communication between the school leadership and teachers in which will eventually boost the school performance.

2.1.3 Communication Satisfaction

Communication satisfaction refers to the personal satisfaction that derives from successful communication with one another (Downs & Adrian, 2004). This literature review stated that an employee is more willing to commit to completing their job requirements and demands from superiors as well as contribute more efforts to an organization's success once they are well communicated by their leaders (Sadia et al., 2017). Similarly, a study from Novie and Doreen (2020), also indicates that good internal communication helps to create positive-driven and committed staff, which leads to better management outcomes. Moreover, many academics have

also investigated the critical significance of communication satisfaction in gaining competitive advantages in organizational development (Pongton & Suntrayuth, 2019).

As in the school setting, educator satisfaction has a direct impact on their job performance (Demirtas, 2010). It promotes successful communication by allowing students to better understand and interact with their peers in school which contributes to the enhancement of healthy relationships between educators and students (Ali & Haider, 2012). Thus, this will have led to the satisfaction of educators in both job and communication. With the above justifications, it can be assumed that school leadership who communicates efficiently will increase employees' satisfaction and enhance the desire of school teachers to go the extra mile for greater organizational performance.

A literature review on organizational development by Chen et al. (2006) reveals that employees' satisfaction with the organizational communication application has been neglected. In other words, it can be described as the employees' desire to be well-informed and communicated on job-related matters, information about leadership decision-making, and a platform to voice out their complaints as well as an opportunity to evaluate their superiors have always been important elements to be concentrate on. There is limited research done on the association between organizational communication and employees' commitment as well as communication satisfaction (Ammari et al., 2017).

2..1.4 Job Satisfaction

The idea of putting job satisfaction as a determinant in research has gained popularity from many researchers due to its significant effects on both individual and organizational-related outcomes. According to the research by Sunaryo and Suyono (2013), job satisfaction defines as the behavior response from the employee towards their job. From another researcher's point of view, job satisfaction refers to the delightful or positive mental state derived from the assessment of one's

job or work experiences (Locke, 1976). According to Suker et al. (2016), employee satisfaction drives employee commitment to the organization as well as employee performance and overall effectiveness; it is also substantially associated with the organization's success. In the educational context, job satisfaction has become an important discussion in most educational institutions, since it affects the organizational success and productivity, especially in the overall growth of both school leaders and teachers' personalities (Singh & Ryhal, 2020).

According to Dehaloo (2011), most teachers are found to be not satisfied with their workloads and the different responsibilities that had been given to them. Thus, in this case, the enhancement of job satisfaction can be done by increasing the teachers' quality of relationships within the organization, especially with the leaders. Based on the previous studies, it can come to the prediction that the level of teacher's job satisfaction increases when school leadership behavior changes from transactional to transformational (Aydin et al., 2013), thus this can be concluded that there is a significant relationship between leadership style and job satisfaction which lead to employees' organizational commitment. In many academic institutions, teachers tend to stay longer in that particular school due to their satisfaction in the teaching career and there is nothing to do with any teaching-related responsibilities (A. Manalo et al., 2020). As a result, earlier research that evaluated employees' organizational commitment as a significant organizational outcome and an important key indicator that affects the efficacy of school development is worth repeating in the context of a CIHSs setting.

2.1.5 Teachers' Commitment

Teacher commitment is defined as teachers' sense of belonging to their profession, professional groups, and schools, as well as colleagues, parents, and students (Lee et al., 2011). Committed teachers are more likely to perform the duties that their job entails well and to develop

a positive teacher-student connection under professional ethics (Aroona Hashmi, 2021). Committed employees will experience a sense of belonging in the organization they work in, as they feel happy to be a part of and able to understand the organization's goals in a delightful way (Novie & Doreen, 2020). In other words, individuals who are more committed are perceived to be the most satisfied. This same goes for teachers who are also an employee of educational organizations.

There are two reasons to value educators' engagement. First, it is an internal factor that stems from teachers' increasing need for greater responsibility, flexibility, and difficulty in their profession as their educational standards have increased (Park, 2005). Second, it is an external influence emanating from the reformation, which seeks exacting quality and accountability, both of which rely on teachers' voluntary commitment (Park, 2005). Therefore, there is a need to appreciate teacher commitment on multiple levels. Most notions of employee commitment have focused on the organization as a whole (Park, 2005). However, teachers' commitment has deep ties to a variety of objects, including the commitment to their school, commitment to the teaching profession, and commitment to students (Zheng et al., 2020).

Teachers who are dedicated to a school hold firm convictions in the school's values and mission and are more likely to stay at the school (Meyer et al., 2019). Teachers' dedication to their careers is a positive affective attachment to their work (Park, 2005). In other words, it reflects a person's level of satisfaction and recognition as a teacher (Razak et al., 2010). According to Park (2005) and Lee et al. (2011), teachers' dedication to and responsibility for student learning and behavior is characterized as teachers' commitment toward students. The above definitions of the multidimensional construct of teachers' commitment, it has revealed that teachers' commitment is definitely an important factor not to be overlooked in determining the effectiveness of a school.

The idea of teachers' commitment developed from previous studies (Frelin & Fransson, 2017; Somech & Bogler, 2002; Meyer et al., 2019) that relate the three objects: school-profession-

students has indeed perceived that teachers' commitment continues to be a strong behavioral response among employees. This literature review has shown that teachers' commitment has the potential to assume organizational-related outcomes such as job performance and organizational behavior enhancement as well as turnover reduction. Teachers, for example, can be dedicated to their profession and their students even if they are not committed to the organization (Frelin & Fransson, 2017). When a teacher is dissatisfied with the principal or the school's aims, he or she may have a poor commitment to the school (Somech & Bogler, 2002; Meyer et al., 2019).

2.2 Past Researches

2.2.1 Relationship between Paternalistic Leadership Dimension (Authoritarian, Benevolent and Moral) on Communication Satisfaction

Authoritarian leadership is a classic command-based leadership style that emphasizes retaining strong power over employees (Wu et al., 2012). Autocratic leaders usually make decisions based on their views and judgments, and they rarely accept suggestions from followers. According to this viewpoint, there is little or no involvement from group members in which leaders make all decisions and regulate all work procedures; whereas group members are hardly trusted with decisions or crucial jobs (Chukwusa, 2019). In other words, it can only be interpreted as one-way communication, i.e. top-to-down communication. This leadership style which is characterized by one-way communication channels, reveals that authoritarian leaders are rarely attentive to feedback and that employees have little control and power to voice out. It eventually ended with the dissatisfaction of the employees with their job due to leaders' communication incompetence.

This leadership style might be successful and produce good outcomes at first only when used for tasks that must be finished quickly, with reliant companions in volatile task forces. However, Cherry (2015) suggested that if this style of leadership conduct is used continuously without taking

into account the level of human resources and the requirement for associate freedom, it becomes a limiting element in the organization's success. As a result, a proposal that authoritarian leadership in school settings will hurt teachers' communication satisfaction has been developed. The following hypothesis was developed:

Hypothesis 1A: School principals' authoritarian leadership is negatively associated with communication satisfaction among school teachers.

For the dimension of benevolent leadership, it is likely to elicit a positive response from an employee since it demonstrates concern for the employee's well-being (Wu et al., 2012). Thus, individual contentment with various areas of communication inside an organization is also vital for organizational communication satisfaction as good communication between leaders and their followers can make a favorable impact and enhance perceptions of the leaders' performance (Wikaningrum et.al, 2018). Therefore, those school principals that communicate with school teachers in an effective communication style can definitely meet the teachers' interpersonal demands.

As in research by Wikaningrum et al. (2018), the primary characteristics of the relationship-oriented leadership style demonstrated the leaders' behaviors such as having trust and credibility, behaving friendly and caring, and as well striving to understand the employees' personal or family difficulties in which is also a part of the benevolent behaviors had shown a positive association between relationship-oriented leadership with communication satisfaction. Not only that, according to Mikkelsen et al. (2015), it has discovered that relationship-oriented leadership style and communication competency were both significant variables that predicted job satisfaction. Based on the results of previous studies, the following hypothesis was developed:

Hypothesis 1B: School principals' benevolent leadership is positively associated with communication satisfaction among school teachers.

In the aspect of moral leadership, it is distinguished by the leader's sincerity, which includes conscience and selflessness (Unler & Kilic, 2019). Based on Wu et al. (2012), moral leadership emphasizes actions such as personal values and self-discipline, selflessness, and being a role model. It is one of the most important characteristics of a Chinese leader in order to become good communicators and acquire the respect and willingness of school teachers to dedicate loyalty to them. From this perspective, it can be assumed that this leadership dimension would be well-fitted into the CIHSs setting, due to its familiar Chinese cultural phenomenon. A place under the ruler of moral leadership usually holds high expectations from followers towards the moral conduct of the leaders as an example to follow. Therefore, school principals who guide teachers ethically, by communicating fairly, accepting responsibility for every words spoken, and being an example in all areas would be an advantage to establish greater bondage.

A study by Bass and Riggio (2006) stated one of the key components of transformational leadership: is an idealized influence which refers to a leader that becomes an ideal model for their followers who adore, respect, trust, and imitate them, also portrayed as the same key characteristics in moral leadership. At the same time, there is empirical evidence demonstrating that transformational leadership is significantly associated with communication satisfaction (Aydogmus et al., 2018; Terek et al., 2015; Uluturk & Tayfun, 2019; Men, 2014). From this point of view, an assumption that moral leadership is positively correlated with communication satisfaction can be made. Thus, based on the previous studies, the following hypothesis was developed:

Hypothesis 1C: School principals' moral leadership is positively associated with communication satisfaction among school teachers.

2.2.2 Relationship between Paternalistic Leadership Dimension (Authoritarian, Benevolent and Moral) on Job Satisfaction

Many studies have been undertaken since the 1950s to investigate how leaders' practices affect the level of job contentment of employees, and this research has shown that leadership style is a core part of job satisfaction (Hina Munir & Iqbal Zafar, 2018). Based on certain studies, authoritarian leadership is disliked by employees and is negatively correlated to employee job satisfaction and loyalty to the organization if it applies as a single approach (Shi et al., 2020). According to research by Farh et al. (2006) and Zheng et al. (2020), authoritarian practices may cause teachers to suppress their feelings and have a detrimental impact on teacher commitment to their career and organizational commitment particularly in this new era.

From the above view, it can be assumed that authoritarian leadership would be the least effective in school settings as education field is more towards the trial and error approach which emphasizes more on learning from mistakes. Thus, this concept is a total opposite with the authoritarian leadership which has only little rooms for error. As a result, a proposal that authoritarian leadership in school settings will hurt teachers' job satisfaction has been developed. The following hypothesis was developed:

Hypothesis 2A: School principals' authoritarian leadership is negatively associated with job satisfaction among school teachers.

While in the aspect of benevolent leadership, it denotes as a leader who is concerned about the well-being of his or her employees and establishes a close interaction with them (Unler & Kilic, 2019) which, in turn, makes the employees feel delightful and comfortable. With the concern and care from leaders, benevolent behaviors of the leader assume to have a favorable effect on employees' job satisfaction and dedication, which may result in greater performance. As in the

school context, for both teachers and schools to achieve organizational goals, teachers' job satisfaction would be an important factor that determines its effectiveness (Ekmen & Okçu, 2021). When teachers are satisfied with their capacity, they will eventually aim toward maximum work efficiency.

To the above, no doubt that specific leadership style(s) of the school principals plays a vital role in affecting teachers' job satisfaction. In a study by Bedi (2019), it was discovered that benevolent leadership was positively correlated with job satisfaction, employee engagement, and continuance commitment. Besides that, teachers' effective job performance and job satisfaction are significantly influenced by the positive leadership styles of school administrators (Nigama et.al., 2018) and thus the benevolent behaviors under the paternalistic leadership style require a leader that helps, protects, and guides its employees would aid to increase job satisfaction and passion of employees to commit in educational organizations (Berkovich & Eyal, 2017; Zheng et al., 2018; Ekmen & Okçu, 2021). Hence, the hypothesis below was developed:

Hypothesis 2B: School principals' benevolent leadership is positively associated with job satisfaction among school teachers.

For the aspect of moral leadership, Therefore, as a response to the leader's moral behavior, employees are likely to identify the leader's values and replicate the leader's moral conduct, yet increase job performance (Shi et al., 2020). Several researchers have found a significant association between moral leadership and employees' continued engagement, contentment with the leader, organizational commitment, and job satisfaction (Afsar et al., 2014; Bedi, 2019). According to the perspectives of the participants in the studies above, discovered that moral leaders at school were more productive than benevolent and authoritarian leaders. This leadership style which based on ethical principles such as integrity and honesty plays an important role in developing the satisfaction

of teachers as to earn their respect. Once leaders are being acknowledged and gained respects, teachers will naturally come into that sense of belonging to the school, thus they feel satisfy with their job.

In addition, a study by Bass and Riggio (2006) stated one of the key components of transformational leadership: is an idealized influence which refers to a leader that becomes an ideal model for their followers who adore, respect, trust, and imitate them, also portrayed as the same key characteristics in moral leadership also demonstrates a significant association with job satisfaction (Aydogmus et al., 2018; Terek et al., 2015; Uluturk & Tayfun, 2019; Men, 2014). From this point of view, an assumption that moral leadership is positively correlated with job satisfaction can be made. Thus, based on the previous studies, the following hypothesis was developed:

Hypothesis 2C: School principals' moral leadership is positively associated with job satisfaction among school teachers.

2.2.3. Relationship between Communication Competence on Communication Satisfaction

Communicative leaders who are seen as competent communicators are due to their effective communication to define what is important to reach a specific purpose while offering direction that fulfills organizational goals and establishes a positive viewpoint in followers (Steele & Plenty, 2014). Thus, the interpersonal communication and leadership behavior used to manage conflicts, enforce teamwork, hold meetings, and encourage changes towards enhancing the effectiveness of an organizational performance must consist of certain, clear and direct communication.

The competency of leadership in interpersonal communication can be seen in their ability to communicate with employees verbally and nonverbally such how they disseminate messages, and ways of listening and giving feedback (Robbins & Hunsaker, 2003). Previous research also discovered a link between an administrator's communication competency and an employee's

contentment with their leader (Pongton & Suntrayuth, 2019). On the other hand, there is one study by Madlock (2008) also found that leadership communication competence had a significant impact on communication satisfaction. Focusing on point of views in the above literatures, it has a common perspective that employee job performance will as well increase once they can effectively understand and interact with the leaders which led by their inner satisfaction the communication process.

Given the above, communication competence is considered as one of the most important factor in the educational context that lead to the communication satisfaction of the teachers which will eventually determine the effectiveness of the school. Therefore, a hypothesis as below was made:

Hypothesis 3: School principals' communication competence is positively associated with teachers' communication satisfaction.

2.2.4. Relationship between Communication Competence on Job Satisfaction

On the other hand, there is one study by Madlock (2008) found that leadership communication competence had a significant impact on job satisfaction. Apparently, as in the new era, the ways of communication have evolved from the traditional approach to the cultural approach which focuses more on humans rather than the organization (human-oriented). Consequently, the literature review recommends that effective organizational communication needed to be developed in which employees' satisfaction is well met under good communication practices and at the same time, organizational goals can be achieved (Uluturk & Tayfun, 2019). This is also in line with one of the previous research by Mikkelson et al. (2015) which stated that relational leadership style and communication competence are significant determinants of job satisfaction. The study by Siburian

(2013), discovered an important association that is readily apparent between interpersonal communication of instructors and job satisfaction among high school teachers. In addition, according to Terek et al. (2015), excellent communication and leadership have a major and significant impact on teachers' job satisfaction and school principals are meant to perform important roles within the social workforce (Berkovich & Eyal, 2017). Hence, based on the previous research, the following hypothesis was developed:

Hypothesis 4: School principals' communication competence is positively associated with teachers' job satisfaction.

2.2.5. Relationship between Communication Satisfaction on Teachers' Commitment

According to Keyton (2005), it stated that leaders play an important role in the organizational communication process as one of their duties is to create, maintain, and change the organization towards better development by enhancing effective communication with its employees. Leaders are the ones who provide a bigger picture of the organization's philosophy and create good organizational culture (Ammari et al., 2017) that motivates employees' commitment to move forward together through satisfying communication. Individual pleasure is felt when one successfully communicates with another individual (Pongton & Suntrayuth, 2019), and this proved good communication has a significant impact. With this in mind, employees can react to the messages that are being communicated by the leaders, and respond accordingly to the information they received more voluntarily. Therefore, one of the consequences related with such behavior would be employees' organizational commitment. Although it seems difficult for leaders to manage employees' organization, this is the reason why communication strategies come into the scene as it plays a significant role in increasing employees' commitment levels.

According to Downs et al. (1995), few studies have proven there is a significant relationship between communication satisfaction and employees' organizational commitment. Few researchers also have done their studies in relating the concept of communication satisfaction with leadership style and organizational commitment but not in the educational context (Madlock, 2008; Engin & Akgöz, 2013). There have been few studies that have also focused on communication satisfaction and employee commitment (Terek et al., 2015). As in educational settings like CIHSs, the teachers' employment expectations always seem to extend beyond classroom teaching activities to the extent that they might often confront difficulties understanding the responsibilities of their jobs. For instance, some teachers would be requested to perform a few roles and tasks at the same time such as they are designers of learning activities and materials, administrators, researchers, assessors, classroom teachers, and subject specialists. As a result, school teachers of different roles and with overloaded tasks will eventually feel the burden and even more hesitant to commit to their teaching, students, and profession, when communication made is ineffective. Therefore, it is as seen necessary for a competent teacher's supervisory to communicate in such a way that role ambiguity and confusion can be reduced or avoided. Thus, it is undeniable that it is important to conduct this research to examine its relationship in the educational context. Hence, from the results of previous studies above, the following hypothesis was assumed:

Hypothesis 5: There is a significant relationship between teachers' communication satisfaction and teachers' commitment.

2.2.6. Relationship between Job Satisfaction on Teachers' Commitment

Among the key factors of education organizational outcomes, teachers' job satisfaction and organizational commitment have been reported as crucial determinant which brings different

impacts on teachers' attitudes towards work (Dou et al., 2016). Likewise, the research by Nir (2002) and Park (2005), also stated that teachers' job satisfaction and commitment have frequently been cited as significant predictors of student academic progress and school improvement, thus this study chooses job satisfaction and teacher commitment as attitudinal outcomes of professional development for teachers.

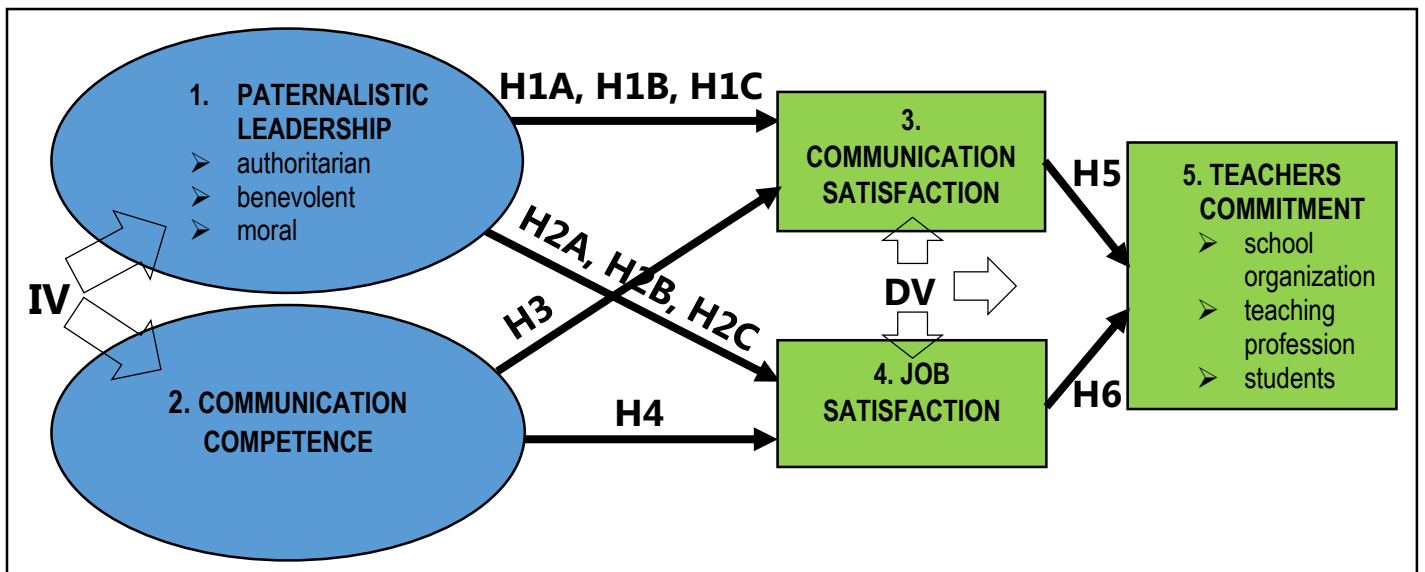
A study researched by Aban et al. (2019), indicates that job satisfaction has positively related to organizational commitment as the results further elaborate on job satisfaction factors such as good working environment, interpersonal relationships, and job promotions affect positively on teachers' organizational commitment. Another past research also has proven communication satisfaction had been found to affect the employee's level of job satisfaction and commitment which shows there is empirical evidence of a strong positive association between employee views on different aspects of communication, job satisfaction, and organizational commitment within the organization (Sadia et al., 2017). Not only that, but a few previous studies also have revealed that job satisfaction has a considerable impact on organizational commitment (Bayarçelik & Findikli, 2016; Lambert et al., 2019). Similarly, other scholars also have demonstrated the same findings (Beshlideh et al., 2018; Hazriyanto & Ibrahim, 2019; Musringudin et al., 2017; Soomro & Shah, 2019). This is also in line with the result of a study conducted by Srivastava (2013) which also indicates that job satisfaction is positively related to organizational commitment. Hence, increasing job satisfaction is required to develop employees' commitment to the organization. Based on the results from the previous studies, the following hypothesis was developed:

Hypothesis 6: Teachers' job satisfaction is positively related to teachers' commitment.

2.3 Conceptual Model

A conceptual model depicts the underlying linkage between theory and the factors being assessed. The importance of defining variables and their linkages leads to the development of empirical tests to examine such associations (Bettis et al., 2014). This conceptual model examined paternalistic leadership principles and communication competency that induced positive characteristics in which teachers' behavioral responses contributed to higher teachers' work and communication satisfaction as well as increased teachers' commitment. Figure 1 below illustrates the model's focus on the relationship between five variables:

Figure 1: The conceptualized relationship between independent and dependent variables



CHAPTER 3

METHODOLOGY

In the previous two chapters, relevant literature reviews are provided to justify the importance of this study to the field of educational leadership and define the gap that exists in the studies between school principals' paternalistic leadership and communication competence on job satisfaction, and communication satisfaction, and teachers' commitment among school teachers. In this chapter, this study is to address the research design that described the method used in conducting the research and testing the hypotheses. The research context, method, and design as well as sampling technique, together with the instrumentation, population, data collection, data analysis, and ethical considerations are included in this chapter to describe on how the data is obtained and analyzed.

3.1 Research Context

The purpose of the current research study is to examine the relationship between paternalistic leadership and communication competence on teachers' job satisfaction, communication satisfaction and teachers' commitment in nine CIHSs in Perak. This study uses a self-administered survey questionnaire for data collection. After the exclusion of school administrators and part-timers, a total of 380 school teachers who are currently working for the nine CIHSs in Perak are eligible to participate in the survey. This survey was conducted simultaneously in nine CIHSs in Perak after obtaining approvals from the various school administrators, and the

respective Head of Academic Department was requested to assist in the survey administration process. A set of teachers' name lists and personal emails were then provided. This survey was conducted online using a set of questionnaires created in Google Form and a link sent to teachers' emails. Participants were requested to answer the questionnaire with their school principal in mind to generate more accurate results. The questionnaire was conducted in both English and Chinese languages. The English version of the questionnaire has been added Chinese translations as the targeted participants were mainly from Chinese schools background. There were two bilingual academic professionals (school teachers) assisted in the questionnaire translations and for validation purpose. This survey was conducted in the month of early October 2022 and participants were given a total of 3 to 4 weeks to complete the questionnaire via email.

3.2 Method

A quantitative research method is one of the empirical research studies types that explains social or human matters through numerical data, evaluate and analyzes using statistical methods to decide whether the application of a theory or model is suitable to be used to predict a fact of the situation (Yilmaz, 2013). This method allows researchers to explain human behaviors by focusing on the measurements and analysis of causal linkage between variables in a theoretical framework (Arghode, 2012). By using the quantitative research method, a measurable and reliable evaluated fact can be acquired by researchers through large and representative samples (Thamhain, 2014). Quantitative research generates numerical data (Ingham-Broomfield, 2015) from variable measurement scales that measure the related outcomes. This quantitative research approach is suited for this study since it allows for broad, non-abstract, and generalizable conclusions while still allowing the results to be reported in a precise and concise approach. This method is also

appropriate to be used in this study to apply a Likert-scales type survey measurement to measure participants' views as well as analyze and evaluate a universal pattern of reactions based on the closed-ended statements. Thus, survey questionnaire was used in conducting this quantitative study, to sum up the frequency of phenomenon of school teachers' points of view and behaviors (Rowley, 2014). The demographic characteristics were analyzed using nominal scale frequency distributions to generate the percentage of responses for different specific categories such as sex, age, income level, education level, and years of teaching. All of this information were utilized to generate a demographic profile of responders in the first section of the survey questionnaire.

3.3 Survey instrument and validation

After a thorough review of previous studies (literature) on paternalistic leadership, communication competence, communication satisfaction, job satisfaction, and teachers' commitment, the survey instrument (questionnaire) was completely adapted. To create a bilingual questionnaire, the questionnaire was translated into Chinese based on the English version. To cater to respondents who are only familiar with the Chinese language, a Chinese version of the questionnaire was required. Before deploying it with large samples, a pilot study with a sample size of (n=38) administrative and part-time school teachers from two CIHSs in Perak was conducted to ensure the instrument's reliability and validity (Tabachnick and Fidell, 2007), as well as to revise the questionnaire's questions, particularly the Chinese translations. The questions were then revised in response to their feedback in order to improve the clarity of the Chinese translations in the questionnaire, and they were also validated by two Chinese Language school teachers. According to a research by Hertzog (2008), 25 respondents per group should probably be taken as the lower sample size threshold for instrumentation-related goals and yet 35-40 respondents per group would

be desirable when estimating test-retest reliability. The reliability (internal consistency) among the items for each scales for this study were assessed through Cronbach's alpha reliability. As a result, the internal consistency for each scales were reported; 0.83 for "Paternalistic Leadership Style (Authoritarian)", 0.94 for "Paternalistic Leadership Style (Benevolence)", 0.95 for "Paternalistic Leadership Style (Morality)", 0.94 for "Communication Competence "; 0.95 for "Communication Satisfaction", 0.69 for "Job Satisfaction"; 0.70 for "Teachers' Commitment", which were good. This could be fairly confident that the exact population value would be 0.70 or higher as based on Hertzog (2008), with 35-40 respondents per group and an estimated value of 0.70 in a pilot study. Existing literature recommends that a pilot study sample should be 10% of the sample expected for the larger research project (Connelly, 2008). Thus, sample sizes ranging from 10 to 40 respondents per group are sufficient for purposes such as assessing the adequacy of instrumentation or providing statistical assumptions for a larger study. The results above showed that all five factors had acceptable reliability coefficients ranged from 0.69 to 0.95. In consequence, a reliable and valid questionnaire launched for collecting a large number of samples.

3.4 Measurements

For the data analysis of this study, this study has adopted the 5-point agree-disagree Likert scales survey instrument to determine the significance of a relationship between two independent variables: paternalistic leadership style, communication competence and the three dependent variables: job satisfaction, communication satisfaction, teachers' commitment. Survey methodology is appropriate to be used to produce numerical data and descriptions of the related aspects of the study population (Stern et al., 2014). The measurements scales for each variable are as stated below:

3.4.1 Paternalistic Leadership (multidimensional)

The 15-item Paternalistic Leadership Scale adapted from Cheng et al. (2014) contains three subscales: Authoritarian Leadership (AL, five items), Benevolent Leadership (BL, five items), and Moral Leadership (ML, five items) will be used to measure the relationship between paternalistic leadership and employees in the organization context (Shi et al., 2020). The schools' teachers will be rating each item on a 5-point Likert scale ranging from "not at all" to "frequently." This scale demonstrated strong internal reliability and construct validity (Cheng et al., 2000, 2004), and it was one of the most extensively accepted and utilized PL indicators (Mansur et al., 2017; Bedi, 2019). The PL scale has been utilized and validated in Chinese contexts (Lee et al., 2011; Cheng et al., 2014; Yin and Zheng, 2018). The findings showed that all three components had adequate reliability coefficients, with Cronbach's alpha coefficients of AL = 0.76, BL = 0.79, and ML = 0.89. (Shi et al., 2020).

3.4.2 Communication Competence (unidimensional)

Communication Competence will be measured using the Communicator Competence 12-items Scale developed by Monge and colleagues (1982). This scale aims to measure the communication competence of leaders in the organization (Uluturk & Tayfun, 2019). The reliability and validity of this scale were assessed by looking at Cronbach's alpha and the Composite reliability coefficients, both of which above 0.80, with a value of 0.94 indicating that the measures are extremely reliable (Uluturk & Tayfun, 2019). Prior reliability for the Communication Competence scale was 0.85 (Monge et al., 1982, p. 131), whereas Berman and Hellweg (1989, p. 111) reported Cronbach's alpha of 0.90. and 0.93 in a study by Steele and Plenty (2015).

3.4.3 Communication Satisfaction (unidimensional)

The Interpersonal Communication Satisfaction Inventory developed by Hecht (1978) will be used in this study to measure employees' perspectives about communication practices within the organization, group and interpersonal. The reliability for the initial 19-item version of the scale was 0.97 (Hecht, 1978, p. 261), while previous research by Madlock (2008c, p. 93) found a Cronbach's alpha of 0.91 as well as Steele and Plenty (2015) reported a Cronbach's alpha of 0.93. This scale has demonstrated strong reliability and validity.

3.4.4 Job Satisfaction (unidimensional)

Job satisfaction will be measured using the Overall Job Satisfaction Scale developed by Brayfield and Rothe (1951). Although, the original Brayfield-Rothe Job Satisfaction Scale consists of 18 items, yet there is a shorter version of the Short Index of Job Satisfaction 5-item (SIJS) will be used in this study (Sinval & Maroco, 2020). This scale aims to measure the extent to which employees are satisfied and happy with their current job. In terms of internal consistency evidence, this shortened five-item of Job Satisfaction Scale version provided good internal consistency evidence (Cronbach's alpha = 0.89) (Judge et al., 2000). Another study revealed similar data (Cronbach's alpha = 0.82 to 0.83) (Judge et al., 2000). In a study of multi-occupational employees from Portugal and Brazil, the SIJS also demonstrated a promising fit to data (Sinval & Maroco, 2020). The SIJS has been recognized as a regularly used instrument of job satisfaction in research reported in top journals owing to its high validity evidence (Rafferty & Griffin, 2009).

3.4.5 Teacher Commitment (multidimensional)

Park developed the 11-item Teachers' Commitment Scale (2005). There are three components to the scale: teacher commitment to school organization (TCO, three items), teacher commitment to the teaching profession (TCP, four items), and teacher commitment to students (TCS, four items). Each item was assessed on a five-point scale ranging from "1 = strongly disagree" to "5 = strongly agree". Its goodness of fit was evaluated using confirmatory factor analysis. It proved that the teachers' commitment assessment model was developed correctly, and so the three dimensions were employed as meaningful variables for teacher commitment, with Cronbach's alpha values of 0.69 for TCS, 0.78 for TCO and 0.72 for TCP (Park, 2005).

3.5 Population and Sampling Frame

The survey participants for this research study are school teachers employed in the nine CIHSs in Perak. In a probability sample design, there are five forms of sampling methods; simple random, stratified random, systematic random, cluster, and multi-stage systematic (Taherdoost, 2016). For this study, simple random sampling was selected because it has high external validity or generalizability as compared to some other sampling methods (Taherdoost, 2016). This type of sampling technique is a fair method to choose a sample. As each member of the population has an equal probability of inclusion in the sample (Taherdoost, 2016). This method of sampling provides the probability that this sample is representative of a population.

The sampling frame of this study was participants derived from the nine CIHSs (Perak) population of 380 school teachers. The key reason for choosing nine CIHSs in Perak is due to three aspects: cultural, geographical area and organizational development. CIHSs, which have traditionally been well-known for their strong Chinese cultural preservation and efforts in pushing

for opportunity to be excellence, appear to be in need of reformation. Thus, the current study which adopted the Paternalistic Leadership concept would be fitted in CIHSs because this leadership style is extensively used in Chinese schools in China and has been shown to be effective for school development. In terms of geographical location and school's growth, each CIHS in Perak appears to have a smaller population than CIHSs in urban cities, implying that their leadership structure and school organizations are comparatively lacking and ineffectual in comparison to CIHSs in urban cities. Additionally, CIHSs frequently encountered organizational changes, restructuring, and transformation, which allowed us with a great opportunity to examine the relationship between the studied variables.

The total population of 380 had already excluded school teachers that involves in the school administration and management team as well as the part-timers. The minimum requirement of school teachers needed to participate in this survey were based on the calculation that produced results at a 95% confidence interval with a margin of error of ± 5 by using the formula $n = N / 1 + Ne^2$. The minimum number of respondents in this survey is 195. The calculation is illustrated in Table 1 below.

Table 1: Sample Size Formula by Yamane (1967)

$$n = N / 1 + Ne^2$$

$$n = 380 / 1 + 380(0.05)^2$$

$$n = 380 / 1 + 380(0.0025)$$

$$n = 380 / 1 + 0.95$$

$$n = 380 / 1.95$$

$$n = 195$$

The main aim of this sample size calculation is to optimize the value of information obtained from school teachers who participate in this survey (Rose & Bliemer, 2013).

Email invitations with survey links were distributed to teachers at nine CIHSs in Perak. The questionnaire, which was in the form of an online survey, enabled respondents to stay anonymous; as a result, no individual follow-up was possible because respondents' completion of the survey was to remain confidential. 199 completed questionnaires were returned. Because the online survey used a forced-answer approach, there were no incomplete questions. Respondents were restricted from moving on to the next questions if they did not answer a specific question. Following the screening and cleaning of the data for outliers, no cases were eliminated, yielding a total of 199 questionnaires as useable data sets.

The list of nine CHISs in Perak that participated in the survey are as follows:

1. Nan Hwa High School (Tanjung Malim)
2. Pei Yuan High School (Kampar)
3. Poi Lam High School (Ipoh)
4. Yuk Ching High School (Pantai Remis)
5. Yuk Choy High School (Ipoh)
6. San Min High School (Teluk Intan)
7. Shen Jai High School (Ipoh)
8. Hua Lian High School (Taiping)
9. Chung Hwa High School (Kuala Kangsar)

3.6 Data Collection Procedures

Using Google Form, a well-known and widely used research tool, an online survey was constructed. Thus, assistance was sought from the CIHSs to distribute the survey link. Following approval, an email was sent by the researcher to the school teachers in nine CIHSs to disseminate the survey link based on the name lists provided by the corresponding CIHSs Head of Academic Department. This survey was conducted and completed in a specific time frame which was within a total of 3 – 4 weeks in October, beginning on the 1st October 2022 (Saturday) and ends on 30th October 2022 (Sunday). As at the end of October, there were 5 days of school holidays (Deepavali), thus school teachers eventually have more leisure time to focus on answering the questionnaire. Lastly, follow-up emails in between weeks were done to remind the school teachers to complete the survey questionnaires regardless whether they have completed or not.

3.7 Data Analysis Plan

Analysis and summarization were conducted using descriptive statistics on the data collected from the survey response of the participants. The mean and standard deviation of each variable were reported. The Statistical Package for Social Sciences (SPSS) software, Version 23.0 was used to perform the statistical analysis and ordinal scale data management. The nature of the different variables and research questions as well as the past literature reviews has been used to guide this research study to determine which statistical analysis would be most suitable to apply. The independent variables in this study are school principals' paternalistic leadership styles and communication competence whereas the dependent variables are teachers' communication satisfaction, job satisfaction, and teachers' commitment. The objective of this data analysis is to examine the relationship between each of the two independent variables: paternalistic leadership

(i.e.: authoritarian, benevolence, morality), communication competence and three dependent variables: communication and job satisfaction as well as teachers' commitment. By using the multiple linear regression analysis, several independent variables can be used to predict the dependent variable (Green & Salkind, 2013). This study uses multiple regression analysis to determine the predictability of the standard variables from the independent variables.

3.8 Ethical Considerations

This study involves human participants, thus permission to conduct this survey was obtained from Universiti Tunku Abdul Rahman (Kampar). Prior to emailing the survey link to the school teachers, approval was obtained from appropriate CIHSs in Perak. The teachers from CIHSs who were to form the study population were obtained from respective CIHSs Head of Academic Department where their contact details were not publicly available on official websites. The participants were provided with a consent online form via email before participating in this study to be informed of the relevant topics such as the purpose, advantages, risks, and methods of the study as well as to be assured of their anonymity and confidentiality throughout the whole study. Hence, submission of the questionnaire was regarded agreement for inclusion in the study. They could also choose to withdraw from participating in the survey at any moment. On the other hand, this can reduce the chances of participants withdrawing from participating the study and affecting the sample size.

CHAPTER 4

RESEARCH FINDINGS

This chapter discusses the main study's findings. Current study examines the relationship between paternalistic leadership styles (authoritarianism, benevolence, morality) and teachers' communication satisfaction, job satisfaction, and teachers' commitment. The chapter begins with a description of the respondent' demographic characteristics, descriptive statistics and a reliability test. The statistical test and multiple regression results were then used to investigate the study's ten hypotheses. Finally, the chapter summarizes the data analysis, which serves as the foundation for discussion in the following chapter.

4.1 Demographic Profile Analysis

This study involved a sample of 380 respondents from nine Chinese Independence High Schools (CIHSs) in Perak. According to the sample size calculation by Yamane (1967), the minimum sample size required in this study is 195 respondents. 199 complete questionnaires were returned. Based on the research by Wu et al. (2022), an average response rate of an online survey in the education-related field is 44% which consider as reasonable and acceptable. Therefore, the response rate of this survey study is 52.37% which is in the category of a good response rate that enable quality data to be generated for measurement. As illustrate in Table 2, 84 respondents were male (42.2%) and 115 were female (57.8%). There were four age groups, which were 20-29 years consisting 45 respondents (22.6%), 30-39 years consisting 98 respondents (49.2%), 40-49 years

consisting 37 respondents (18.6%) and 50 years and above consisting 19 respondents (9.5%). In terms of level of education, most respondents were at degree level, with 156 of the respondents (78.4%), followed by master level with 39 respondents (19.6%) and diploma level with the fewest, at 4 respondents (2.0%). Most respondents have more than 9 years' experience, with 78 respondents out of the 199 respondents (39.2%), followed by 3 to 6 years with 71 respondents (35.7%) and 7 to 9 years with 50 respondents (25.1%). Further than the respondent's teaching experience, the research also focused at the number of years the respondents has been working in the current school. Most of the respondents spent 3 to 6 years in the current school, with a frequency of 77 respondents (38.7%), followed by more than 9 years with 65 respondents (32.7%) and lastly, there are 57 respondents who have been with the current school for 7 to 9 years (28.6%). This section explains that number of years of services may be experience accumulated from other schools, where teachers with more than 9 years teaching experience may just have joined the current school for few years. Monthly income ranges from RM1,800 to RM3,800 with the highest frequency at 164 respondents (82.4%), followed by RM3,801 to RM5,800 with 32 respondents (16.1%) and only 3 respondents have a monthly income less than RM1,800 (1.5%). By comparing the level of education and working experience with the monthly income, it can be seen that most of the respondents do not earn an income more than RM3,800, despite of their master level of education and being an experienced teacher.

Table 2

Socio-demographic characteristics of nine CIHSs teachers in Perak.

| Variables | Frequency (N=199) | Percent | |
|-----------|-------------------|---------|------|
| Gender | Male | 84 | 42.2 |
| | Female | 115 | 57.8 |
| Age | 20 – 29 | 45 | 22.6 |
| | 30 – 39 | 98 | 49.2 |
| | 40 – 49 | 37 | 18.6 |
| | 50 and above | 19 | 9.5 |

| | | | |
|-----------------------------|--------------------|-----|------|
| Level of Education | Diploma | 4 | 2.0 |
| | Degree | 156 | 78.4 |
| | Master | 39 | 19.6 |
| Teaching Experience (years) | 3 – 6 | 71 | 35.7 |
| | 7 – 9 | 50 | 25.1 |
| | >9 | 78 | 39.2 |
| Years of Service (years) | 3 – 6 | 77 | 38.7 |
| | 7 – 9 | 57 | 28.6 |
| | >9 | 65 | 32.7 |
| Monthly Income | Less than RM1,800 | 3 | 1.5 |
| | RM1,800 to RM3,800 | 164 | 82.4 |
| | RM3,801 to RM5,800 | 32 | 16.1 |
| Intention to quit job | Yes | 137 | 68.8 |
| | No | 62 | 31.2 |

4.2 Reliability Test Analysis

The reliability and construct validity of the five variables were examined. The results above showed that all five factors had acceptable reliability coefficients, and their Cronbach's alpha coefficients ranged from 0.81 to 0.97 (refer Table 3). As a result of the calculation, the Cronbach's alpha internal consistency coefficient was 0.85 for "Paternalistic Leadership Style (Authoritarian)", 0.96 for "Paternalistic Leadership Style (Benevolent)", 0.95 for "Paternalistic Leadership Style (Moral)", 0.96 for "Communication Competence "; 0.97 for "Communication Satisfaction", 0.81 for "Job Satisfaction"; 0.88 for "Teachers' Commitment". In order to evaluate internal consistency reliability of a scale, Nunnally and Bernstein (1994, p. 265) suggested that a value of .70 or higher for Cronbach's alpha demonstrates satisfactory reliability. Moreover, the value of the reliability analysis which interpreted based on the strength using Rule of Thumb also demonstrated 0.7 to <0.8 as good, 0.8 to <0.9 as very good and 0.9> as excellent (Hair et al., 2016). Therefore, the calculated internal consistency coefficients in this study show that the reliability of these five variables were quite high. Hence, all factors met the threshold value.

Table 3

Descriptive statistics and Cronbach's alpha.

| Variables | Cronbach's Alpha | No. Items |
|-----------|------------------|-----------|
| PLS: | | |
| PLSa | 0.85 | 5 |
| PLSb | 0.96 | 5 |
| PLSm | 0.95 | 5 |
| CC | 0.96 | 12 |
| CS | 0.97 | 19 |
| JS | 0.81 | 5 |
| TC | 0.88 | 11 |

***PLSa = paternalistic leadership style (authoritarian); PLSb = paternalistic leadership style (benevolent); PLSm = paternalistic leadership style (moral); CC = communication competence; CS = communication satisfaction; JS = job satisfaction; TC = teachers' commitment*

4.3 Multiple Regression Analysis

4.3.1 Hypotheses for Relationship between Paternalistic Leadership Dimensions (i.e. authoritarian, benevolent, moral) and Communication Competence on Communication Satisfaction

RO1: To examine the relationship between school principal's paternalistic leadership dimensions (i.e. authoritarian, benevolent, moral) and communication competence on communication satisfaction among school teachers.

RQ1: Is there a significant relationship between school principal's paternalistic leadership dimensions (i.e. authoritarian, benevolent, moral) and communication competence on communication satisfaction among school teachers?

Hypothesis 1A: School principals' authoritarian leadership is negatively associated with communication satisfaction among school teachers.

Hypothesis 1B: School principals' benevolent leadership is positively associated with communication satisfaction among school teachers.

Hypothesis 1C: School principals' moral leadership is positively associated with communication satisfaction among school teachers.

Hypothesis 3: School principals' communication competence is positively associated with teachers' communication satisfaction.

Multiple regression analysis was used to test if the paternalistic leadership (i.e. authoritarian, benevolent, moral) and communication competence significantly predict communication satisfaction. The results of the regression analysis indicated that the four predictors explained 86.7% of the variance ($R^2 = .867$, $F(4, 317.36) = .000$, $p < .001$). Among all the factors, communication competence factor is significant with the highest beta value ($\beta = .784$, $p < .001$). Therefore, communication competence is the most important factor to influence communication satisfaction. The second significant factor is moral leadership ($\beta = .105$, $p < .05$), and lastly is the authoritarian leadership factor with the beta value of ($\beta = -.070$, $p < .05$). Hence, the alternative hypotheses for H1A, H1C and H3 are accepted.

While for benevolent leadership factor with the beta value of ($\beta = .072$, $p > .05$) have reported insignificant results. Thus, the alternative hypotheses for H1B is rejected.

Table 4

Multiple regression analysis for contributing predictors on communication satisfaction

| Variables | Beta (β) | t-value | Significance |
|---------------------------|------------------|---------|--------------|
| Paternalistic Leadership: | | | |
| Authoritarian | -0.070 | -2.542 | .012* |
| Benevolent | 0.072 | 1.508 | .133 |
| Moral | 0.105 | 2.218 | .028* |
| Communication competence | 0.784 | 17.406 | .000*** |

| | |
|-------------------------|--------|
| R ² | 0.867 |
| Adjusted R ² | 0.865 |
| F | 317.36 |
| Sig | .000 |

p < .001***, *p* < .05*

4.3.2 Hypotheses for Relationship between Paternalistic Leadership Dimensions (i.e. authoritarian, benevolent, moral) and Communication Competence on Job Satisfaction

RO2: To determine the relationship between school principal's paternalistic leadership dimensions (i.e. authoritarian, benevolent, moral) and communication competence on job satisfaction among school teachers.

RQ2: Is there a significant relationship between school principal's paternalistic leadership dimensions (i.e. authoritarian, benevolent, moral) and communication competence on job satisfaction among school teachers?

Hypothesis 2A: School principals' authoritarian leadership is negatively associated with job satisfaction among school teachers.

Hypothesis 2B: School principals' benevolent leadership is positively associated with job satisfaction among school teachers.

Hypothesis 2C: School principals' moral leadership is positively associated with job satisfaction among school teachers.

Hypothesis 4: School principals' communication competence is positively associated with teachers' job satisfaction.

Multiple regression analysis was used to test if the paternalistic leadership (i.e. authoritarian, benevolent, moral) and communication competence significantly predict job satisfaction. The results of the regression analysis in Table 5 indicated that the four predictors explained 60.8% of

the variance ($R^2 = .608$, $F(4, 75.10) = .000$, $p < .001$). Among all the factors, communication competence factor is significant with the highest beta value ($\beta = .665$, $p < .001$). Therefore, communication competence is the most important factor to influence job satisfaction. The second significant factor is authoritarian leadership factor with the beta value of ($\beta = .094$, $p < .05$). Hence, the alternative hypotheses for H2A and H4 are accepted.

While for benevolent leadership factor with the beta value of ($\beta = .127$, $p > .05$) and moral leadership factor with the beta value of ($\beta = .019$, $p > .05$) have reported insignificant results. Thus, the alternative hypotheses for H2B and H2C are rejected.

Table 5

Multiple regression analysis for contributing predictors on job satisfaction

| Variables | Beta (β) | t-value | Significance |
|---------------------------|------------------|---------|--------------|
| Paternalistic Leadership: | | | |
| Authoritarian | 0.094 | 2.003 | .047* |
| Benevolent | 0.127 | 1.549 | .123 |
| Moral | 0.019 | 0.230 | .818 |
| Communication competence | 0.665 | 8.590 | .000*** |
| R^2 | 0.608 | | |
| Adjusted R^2 | 0.600 | | |
| F | 75.10 | | |
| Sig | .000 | | |

$p < .001$ ***, $p < .05$ *

4.3.3 Hypotheses for Relationship between Communication Satisfaction and Job Satisfaction on Teachers' Commitment

RO3: To explore the relationship between communication satisfaction and job satisfaction on teachers' commitment among school teachers.

RQ3: Is there a significant relationship between communication satisfaction and job satisfaction on teachers' commitment among school teachers?

Hypothesis 5: There is a significant relationship between teachers' communication satisfaction and teachers' commitment.

Hypothesis 6: Teachers' job satisfaction is positively related to teachers' commitment.

Multiple regression analysis was used to test if the communication satisfaction and job satisfaction significantly predict teachers' commitment. The results of the regression analysis in Table 6 indicated that the two predictors explained 70.6% of the variance ($R^2 = .706$, $F(2, 235.27) = .000$, $p < .001$). Among both factors, job satisfaction factor is significant with the highest beta value ($\beta = .477$, $p < .001$). Therefore, job satisfaction is the most important factor to influence teachers' commitment. The second significant factor is communication satisfaction factor with the beta value of ($\beta = .416$, $p < .001$). Hence, the alternative hypotheses for H5 and H6 are accepted.

Table 6

Multiple regression analysis for contributing predictors on teachers' commitment

| Variables | Beta (β) | t-value | Significance |
|----------------------------|------------------|---------|--------------|
| Communication satisfaction | 0.416 | 6.881 | .000*** |
| Job satisfaction | 0.477 | 7.878 | .000*** |
| R^2 | 0.706 | | |
| Adjusted R^2 | 0.703 | | |
| F | 235.27 | | |
| Sig | .000 | | |

$p < .001$ ***

4.3.4 Summary

Table 7: Summary of the hypotheses and test results

| | Hypothesis | Results |
|------------|---|----------------|
| H1A | School principals' authoritarian leadership is negatively associated with communication satisfaction among school teachers. | Accepted |
| H1B | School principals' benevolent leadership is positively associated with communication satisfaction among school teachers. | Rejected |
| H1C | School principals' moral leadership is positively associated with communication satisfaction among school teachers. | Accepted |
| H2A | School principals' authoritarian leadership is negatively associated with job satisfaction among school teachers. | Accepted |
| H2B | School principals' benevolent leadership is positively associated with job satisfaction among school teachers. | Rejected |
| H2C | School principals' moral leadership is positively associated with job satisfaction among school teachers. | Rejected |
| H3 | School principals' communication competence is positively associated with teachers' communication satisfaction. | Accepted |
| H4 | School principals' communication competence is positively associated with teachers' job satisfaction. | Accepted |
| H5 | There is a significant relationship between teachers' communication satisfaction and teachers' commitment. | Accepted |
| H6 | Teachers' job satisfaction is positively related to teachers' commitment. | Accepted |

CHAPTER FIVE

DISCUSSION AND CONCLUSION

The preceding chapter described the study's findings in terms of hypotheses examined. This chapter delves deeper into the findings. It integrates the issue to previous research in related areas, as stated in the literature review. This chapter includes a summary of the study objectives and research questions, followed by a discussion on the relevance of the research findings and their rationale.

5.1 Background

The current study has three primary objectives. The first two goals are to identify the direct relationship between the principal's paternalistic leadership style and communication competence on communication satisfaction and job satisfaction among school teachers. The third goal is to determine whether communication satisfaction and job satisfaction have a direct impact on teachers' commitment. The three objectives are described as follows:

1. Examine the relationship of principal's paternalistic leadership style and communication competency on communication satisfaction among school teachers in CIHSs Perak.
2. Examine the relationship of principal's paternalistic leadership style and communication competency on job satisfaction among school teachers in CIHSs Perak.
3. Examine the relationship of communication satisfaction and job satisfaction on teachers' commitment in CIHSs Perak.

To assess the study's hypotheses, multi-regression analysis was performed on the research data. The findings are discussed in the sections that follow.

5.2 Discussion of Findings

This section discusses the findings of the study in relation to the research aims and hypotheses.

5.2.1 Relationship between Paternalistic Leadership Dimensions (i.e. authoritarian, benevolent, moral) on Communication Satisfaction

5.2.1.1 Authoritarian leadership is significantly related to communication satisfaction

In this study, authoritarian leadership had a substantial negative relationship with communication satisfaction among school teachers. In other words, when principals displayed more authoritarian leadership characteristics, Chinese school teachers felt more dissatisfied with their communication. Previous educational studies have demonstrated that authoritarian leadership is clearly and persistently negatively associated with employees' attitudes, behaviors, and productivity (Cheng et al., 2002; Farh et al., 2008; Zheng et al., 2020). Farh and Cheng (2000) describe authoritarian as leader activities that exercise absolute power and dominance over employees and expect unquestioning submission. Employees are expected to demonstrate their reliance on and loyalty to their leaders. In other words, it emphasizes the importance of maintaining great influence over employees. This leadership style, defined by one-way communication channels, demonstrates that authoritarian leaders are rarely responsive to feedback and that employees have little power and authority to express themselves. It eventually resulted in employee discontent with their jobs as a result of leaders' communication inadequacy, creating distance as well as distrust between both employer and employees.

In the context of CIHSs in this study, the majority of the respondents were in the younger age groups (Generation Y or millennials), namely 49.2 percent in the 30-39 age group and 22.6 percent in the 20-29 age group. This makes up a total of 71.8 percent out of 199 respondents. Employees in Generation Y are thought to be less open to the typical 'command and control' leadership approach, which is a trait of authoritarianism (Williamson & Meyer-Looze, 2010). As a result, school teachers are more inclined to resist a highly regulated work environment, particularly in Chinese schools where traditional cultural values remain essentially intact despite rapid modernization. Hence, this has proven to be one of the reasons why many employees (68.8% = 137 out of 199 respondents) would intend to quit their job as school teachers in CIHSs if they got to have a better opportunity. Therefore, H1A school principals' paternalistic leadership (authoritarian) is negatively related to school teachers' communication satisfaction is fully accepted.

5.2.1.2 Benevolence leadership is not significantly related to communication satisfaction

The influence of the school principal's benevolent leadership on communication satisfaction among teachers was insignificant. These findings contradicted earlier research in corporate environments (Wu et al., 2012; Wikaningrum et al., 2018). One possible explanation is the measurement. One of the items of benevolent leadership is primarily concerned with principals' caring about teachers' personal preferences, such as "Principal in this school understands my preference enough to accommodate my requests." in which principal's concern and understanding about teacher's personal lives may not be directly associated with their communication-related issues; thus, there would be no significant relationship between benevolence leadership behaviors and teachers' communication satisfaction. Therefore, H1B school principals' paternalistic leadership (benevolent) is positively related to school teachers' communication satisfaction and is rejected.

5.2.1.3 Moral leadership is significantly related to communication satisfaction

Many researchers have attempted to link the concept of communication satisfaction with leadership style (Madlock, 2008), and thus the current study linked paternalistic leadership (moral) with communication satisfaction and discovered a significant positive relationship, which is consistent with previous literature (Terek et al., 2015; Uluturk & Tayfun, 2019; Men, 2014). Moral leadership demonstrates altruism, moral character, high standards of conduct, and authenticity (Hiller et al. 2019). Based on these findings, it appears that moral and ethical leaders have an impact on school teachers' communication satisfaction. This demonstrates that leaders' roles and ethical behavior, as indicated by their relationships and actions, are critical components in establishing the moral foundation for effective communication with their employees inside the organization. When subordinates recognize the presence of an ethical climate, employee satisfaction rises, resulting in less miscommunication. Furthermore, the current findings are consistent with the earlier study suggesting that transformational leadership, which exhibited the same essential qualities as moral leadership, impacts employees' communication satisfaction significantly (Terek et al., 2014). Along with this, school principals should be role models by displaying ethical behaviors and acceptable conduct to make fair and transparent judgments, as well as acting in honest and trustworthy ways when engaging with school teachers. The demonstration of such universal ethical values during the interaction of the school principal with the teachers can lead the teachers to behave similarly to the school principal.

In line with these findings, this present study confirmed that morality behaviors exhibited by leaders have a significant impact on increasing school teachers' communication satisfaction. Therefore, H1C school principals' paternalistic leadership (moral) is positively related to school teachers' communication satisfaction and is fully accepted.

5.2.2 Relationship between Paternalistic Leadership Dimensions (i.e. authoritarian, benevolent, moral) on Job Satisfaction

5.2.2.1 Authoritarian leadership is significantly related to job satisfaction

In this study, authoritarian leadership had a substantial negative relationship with job satisfaction among school teachers. In other words, when principals demonstrate more authoritarian leadership behaviors, Chinese school teachers felt more dissatisfied with their job. According to Shi et al. (2020), if used as a single approach, this form of leadership is despised by employees and is negatively connected with employee job satisfaction and loyalty to the organization. In line with the above, the authoritarian leadership in this current study was founded to be negatively related to school teachers' job satisfaction. With the emphasis from Dong Jiao Zong for CIHSs to embrace continuous quality improvement to guarantee policies and procedures are amended appropriately to maintain high-quality education and a suitable working environment, school teachers are meant to be permitted to contribute their creativity, new ideas, and feedback under the condition that a collaborative working interaction between leader and employees is established. Rather than thinking and interacting as a team, CIHS teachers were frequently directed on what to do. This leadership style would simply instill fear in school teachers, causing them to agree with what they were told, reducing their sense of belonging to the school. They controlled their emotions to comply. This finding was consistent with prior research by Farh et al. (2006) and Zheng et al (2020). As a result, it led to employment discontent among school teachers.

Based on the findings of this study on authoritarianism, as well as the literature, it is possible to conclude that authoritarianism alone is no longer an effective leadership style in managing school teachers. It is also apparent that Gen-Y school teachers, who will continue to occupy the mass workforce, are opposed to authoritarian leadership as a single method. Therefore, H2A school

principals' paternalistic leadership (authoritarian) is negatively related to school teachers' job satisfaction and is fully accepted.

5.2.2.2 Benevolent leadership is not significantly related to job satisfaction

The influence of the school principal's benevolent leadership on job satisfaction among teachers was insignificant. These findings contradicted earlier research in corporate environments (Bedi, 2019; Wikaningrum et al., 2018). One possible explanation could be historical societal influences. Chinese schools are notorious for exhibiting exploitative paternalism, particularly in nations with exceptionally large power distances such as China and Malaysia, where employees would never dispute the leader's authority in schools (Mansur et al., 2017). Exploitative leaders do not care about their people but instead focus on attaining organizational goals by using rewards and punishment to force employees to obey them. Because of this social construction, school teachers automatically agreed with the school's social environment and adhered to the customary norms or cultural values that had been established all along as part of their duty. This is supported by the Social Conformity Pressure Theory, which states that people conform because they want to be right and accepted by others (Mallinson & Hatemi, 2018).

Furthermore, school settings differ from corporate settings (Wong, 2003). Chinese ideology places a high value on human relationships (Farh and Cheng, 2000; Walker and Qian, 2018), and it is likely that school teachers, particularly experienced teachers, "would consider maintaining social equilibrium as part of their duty" (Chen et al., 2014). This supported by the Theory of Mean by Confucius stated that moral virtue is the appropriate location between two extremes rather than just solely act benevolent (Moore et al, 2018). More than half of the current study's respondents have more than six years of experience, with 128 respondents out of 199 (64.3%). They prefer to cling to old values since they were told to do so to believe in their worth and remain unchanging by

following the norm, even if it is no longer valid or appropriate. Thus, a leader's benevolent act makes no difference in influencing teachers' satisfaction. According to the Chinese rule of reciprocity, benevolence may elicit a high level of gratitude however it does not always result in increased job satisfaction (Shi et.al, 2020). As a result, they do not require a higher level of benevolent leadership to achieve higher levels of satisfaction in both job and communication. Therefore, H2B school principals' paternalistic leadership (benevolent) is positively related to school teachers' job satisfaction and is rejected.

5.2.2.3 Moral leadership is not significantly related to job satisfaction

However, contrary to popular belief, moral leadership has a negligible relation with job satisfaction. This suggests that school principals who demonstrate moral behavior have no substantial impact on the job satisfaction of school teachers. This finding contradicts earlier research indicating a positive influence of moral leadership on teacher outcomes (Shi et al., 2020; Afsar et al., 2014; Bedi, 2019). One of the key reasons could be the social environment of Chinese schools, which still adhere to old administration methods. As stated previously in the explanation of kindness leadership, school instructors are obligated to accept the hierarchical system and comply with leadership without inquiry as a sign of respect and loyalty. This social phenomenon, which stems from the root of authoritarianism, has long been practiced in Chinese schools. As a consequence, school teachers have intended to be followers rather than coworkers. With this said, leaders who display morality and integrity serve only to improve excellent communication rather than being a motivating factor that influences job satisfaction among school teachers.

Another reason could be a discrepancy in moral definitions among the school's leadership. Varied people with different backgrounds and perspectives lead to varying moral definitions, making it difficult for both principals and school teachers to evaluate whether something is ethically

right or immoral. Each individual has their own set of moral principles that they believe are morally correct. It is entirely dependent on the leader's capacity to influence employees based on the rules and structure established. However, if a leader's moral definition is not appropriate or ethically correct; based on authoritarian leadership, school teachers are expected to change themselves to conform with the school leaders. Furthermore, in a Chinese educational framework that places a high value on social bonds, it has always been the responsibility of school teachers to live up to the sacrificing spirit to guarantee a harmonious working environment rather than pursuing personal fulfillment.

One cause could be Malaysian cultural influences such as uncertainty avoidance. Malaysia has a slightly higher Uncertainty Avoidance Index (UAI) than China (Zhu et al., 2019). As a result, some Malaysian employees, particularly those with traditional beliefs, seek stability by implementing workplace standards, adhering to certain structures, and following regular procedures to reduce ambiguity. They would rather have explicit instructions than confusing oversight. This approach opposes moral leadership, which requires both leaders and employees to identify common ground to eliminate doubts and ambiguity. This explains why employees are cautious of leaders' ability when leaders solicit feedback from them as it gives the idea that the leader is inadequate in making a decision. Therefore, they tend to show a stronger level of devotion to their leaders. Based on the evidence stated above, higher degrees of moral leadership are not required for them to achieve better levels of job satisfaction. Hence, the hypothesis of H2C school principals' paternalistic leadership (moral) is positively related to school teachers' job satisfaction is rejected.

5.2.3 Relationship between Communication Competence on Communication Satisfaction

5.2.3.1 Communication competence is significantly related to communication satisfaction

According to the findings, communication competence has a significant positive relationship with communication satisfaction, which per previous research indicates that communication competence is a significant predictor of communication satisfaction (Mikkelson et al., 2015; Terek et al., 2015). Referring to the data, it is obvious that communication competency is necessary and applicable throughout the world, including Malaysia, where it has been shown to improve communication satisfaction among educational employees.

Leaders must be able to grasp varied scenarios and personal motivations, create and maintain excellent connections with individuals in the organization, and adapt new communicative tactics under different conditions (Spitzberg & Cupach, 1989) which proves that teachers' communication satisfaction can be met. As a result, in educational organizations where effective communication skills are required, would only then a healthy organizational culture and effective working relationships can be established with an emphasis on developing communicative leaders. Therefore, both H3 school principals' communication competence is positively associated with teachers' communication satisfaction and is fully accepted.

5.2.4 Relationship between Communication Competence on Job Satisfaction

5.2.4.1 Communication competence is significantly related to job satisfaction

Based on the findings, communication competence has a significant positive relationship with job satisfaction, which is in line with previous studies indicating that communication satisfaction is a significant predictor of job satisfaction (Pongton & Suntrayuth, 2019; Siburian, 2013; Berkovich & Eyal, 2017). Referring to the analysis, it is an undisputed fact that communication competency is a significant predictor to be applied universally, which has been shown to improve job satisfaction among educational employees. Leaders with strong

communication skills and competencies should set an example for their followers, motivate and inspire them, demonstrate teamwork, empower followers' innovation and creativity, suggest new initiatives to overcome old problems, and train them to improve their skills and capabilities (Bass & Riggio, 2006).

School teachers are shown to be more enthusiastic and devoted to their jobs as a result of positive interactions with school principals. The school principal is intended to be the unifier of his or her team members, who are known as school teachers; thus, the school principal must initiate communication efforts so that all individuals in the school can progress without too much inconsistency between both the school leader and employees. Based on this study, it is indisputable that school organizations with competent communicators as school principals are required to build a constructive work climate that enhances teachers' satisfaction and willingness to develop a sense of belonging towards the school, as it helps increase both school organization and teachers' engagement as well as performance. Therefore, H4 school principals' communication competence is positively associated with teachers' job satisfaction and is fully accepted.

5.2.5 Relationship between Communication Satisfaction on Teachers' Commitment

5.2.5.1 Communication satisfaction is significantly related to teachers' commitment

Communication satisfaction has a significant positive relationship with teachers' commitment in this study. This means that school teachers who have positive interactions with school leaders will be more committed to their jobs. The findings are consistent with prior research (Pongton & Suntrayuth, 2019; Downs et al., 1995; Terek et al., 2015), which found a positive relationship between communication satisfaction and teachers' commitment. According to Chen et al. (2006) and Ammari et al. (2017) research, employees' satisfaction with organizational

communication applications has been neglected, with little research done on the relationship between these two variables. As a result, the current study sought to determine the relationship between these factors in the educational setting.

According to the data above, school teachers are more inclined to commit to completing their job requirements and expectations from school leaders, as well as contribute more efforts to the success of the school organization, when their leaders communicate effectively with them. With this in mind, strong internal communication has proven to be crucial in developing positive-driven and devoted school teachers, resulting in improved management results and competitive advantages in school development. Therefore, H5 communication satisfaction among school teachers is significantly related to teachers' commitment is fully accepted.

5.2.6 Relationship between Job Satisfaction on Teachers' Commitment

5.2.6.1 Job satisfaction is significantly related to teachers' commitment

In this present study, job satisfaction has also been demonstrated to have a significant positive association with teachers' commitment. This means that school teachers who have satisfied and effective communication with school leaders influence improving teachers' commitment. This finding concurs with previous research, which found that teachers' job satisfaction and employee commitment are important determinants that influence teachers' attitudes toward work and generate a positive association (Srivastava, 2013; Dou et al., 2016; Nir, 2002; Park, 2005; Aban et al., 2019; Beshlideh et al., 2018; Hazriyanto & Ibrahim, 2019; Musringudin et al., 2017; Soomro & Shah, 2019). According to the findings of this study, CIHS teachers' commitment is influenced by their level of job satisfaction.

Due to their enthusiasm for their teaching job, school teachers tend to stay longer in a particular school. This also implies that school teachers have an affective attachment to their work as teachers, which is related to their identification and fulfillment as teachers. With this in mind, school organizations with higher levels of devoted teachers are thought to be able to keep their valued employees, lowering turnover rates. In other words, committed school teachers are perceived to be more valuable, productive, engaged, appreciate their work, and are less inclined to leave school organizations once their needs are met. From this perspective, teachers' commitment might be interpreted as a reflection of their level of job satisfaction. Therefore, it is undeniable that job satisfaction is significantly related to teachers' commitment. Hence, the current study confirmed that H6 school teachers' job satisfaction is positively related to teachers' commitment is fully accepted.

5.3 Conclusion

Leadership approaches that emerged in Anglo-American contexts, such as instructional leadership and transformational leadership, influenced the domain of school leadership (Hallinger, 2011; Walker and Qian, 2018). Leadership is becoming more important in both academics and corporates. Although research on the subject is extensive, understanding leadership and its relationship to communication skills remain elusive (Neufeld et al., 2010; Park et al., 2015). Traditional leadership approaches usually undervalue and overlook communication factors (Bryman et al., 2011). Leadership literature and several measures of leadership behavior demonstrate that effective communication is significantly related to leadership effectiveness (Choi et al., 2018; Yu & Ko, 2017). As a result, the focus of this research is on paternalistic leadership, a context-specific leadership style in Chinese contexts, as well as leadership communication ability.

It uses empirical research to investigate the effects of school principals' paternalistic leadership and effective communication on school teachers' satisfaction and how it affects school teachers' commitment. The findings revealed that authoritarian leadership hurt school teachers' communication and job satisfaction, but benevolent leadership had no significant impact. In terms of moral leadership, it has a positive relationship with school teachers' communication satisfaction but does not affect their job satisfaction. The relationship between communication competence and school teachers' communication and job satisfaction was shown to be significant and positive. Last but not least, there was a significant positive relationship between school teachers' communication and job satisfaction with school teachers' commitment. The results have some implications for strengthening the leadership skills of school principals, particularly in communal and hierarchical societies where paternalism is widespread (Aycan, 2006; Hofstede et al., 2010; Mansur et al., 2017).

5.4 Implications

5.4.1 Practical Implications

To begin, different elements of paternalistic leadership yield diverse organizational outcomes. According to Mansur et al. (2017), "rigorously evaluate the potential that combinations of the paternalistic leadership aspects may alter profoundly in different settings." According to the current findings, the school principal's authoritarian leadership hurts school teachers' communication and job satisfaction. Along with the impact of rapid industrial growth and modernization, significant changes in social norms and people's traditional beliefs have occurred (Wu et al., 2012). Human rights advocacy has become a popular pursuit among modern people, particularly Generation Y, sometimes known as millennials. In this view, authoritarian leadership that implies absolute control and power over school teachers may be destructive to their growth and

should be avoided to the greatest extent feasible. As a result, school principals should take into account the recommendations for initiatives such as promoting and granting professional autonomy to school teachers, as well as including them in decision-making (Zheng et al., 2019).

Second, the study discovered that moral leadership by school principals has a positive effect on communication satisfaction among school teachers. These findings may give insight into how school principals should use relevant leadership behaviors and good communication skills to improve school teachers' understanding and establish positive relationships by attaining mutual understanding to minimize miscommunication and conflicts. A good leader is usually a guiding light in Chinese culture. According to Walker and Qian (2018), "school principals in China are meant to be role models in a variety of ways, consistent with traditional Confucian ideals of high levels of leadership morality." As a result, personal characteristics such as selflessness, integrity, and honesty are important to leaders to become good communicators and acquire the respect and willingness of school teachers to dedicate loyalty to them. Nowadays, younger employees desire fairness and mutual interactions as a basis for their loyal commitments. As a result, school principals must guide teachers ethically, by communicating fairly, accepting responsibility for every word spoken, and being an example in all areas.

Third, the current findings indicate that the communication competency of the school principal has a considerable favorable impact on the communication and job satisfaction of school teachers. According to new research by Udin et al. (2019), communication skills are especially essential in shaping attitudes such as employee contentment, not simply when communicating with leaders but also when it comes to job satisfaction. This explains why school principals will be more satisfied with the communication levels demanded of them if they can be effective information conveyors, active listeners, and attentive to the interests and desires of their school teachers. Thus, it is undeniable that the current study confirmed that school principals should demonstrate effective

communication skills such as active listening, delegation, motivation, and positivity when interacting with school teachers to build a good rapport that allows both parties to move toward the school's goals.

Furthermore, both communication and job satisfaction was found to positively influence school teachers' commitment. According to the findings, when a school principal exhibits effective internal communication, school teachers are more likely to commit to fulfilling their job tasks and to invest greater efforts. In this regard, the school principal should design an effective communication plan, make use of available technology, collaborate closely with school teachers' representatives, and practice interpersonal communication skills. According to Dehaloo (2011), most teachers are dissatisfied with their workloads and the various obligations that have been assigned to them. Thus, school organizations should manage appropriately and equally to ensure that school teachers have a sense of belonging and are delighted to be a part of the school organization. In this way, they will be more thrilled to be a devoted teacher who has strong convictions about the values and missions of the school and will be more likely to stay longer at school. As overall, school teachers with higher job satisfaction that commits themselves wholeheartedly not only just bring advantages to schools' development but also students and their teaching profession.

5.4.2 Theoretical Implications

Even though both leadership style and communication are generally viewed as crucial factors that affect employee job satisfaction and communication satisfaction, very few studies have investigated the relationship between paternalistic leadership style and communication competence on job satisfaction, communication satisfaction, and teacher commitment in the context of CIHS teachers in Malaysia. According to a recent study by Jackson (2016), there is a significant gap in

the research on paternalism that has slipped under the radar despite its prominence in non-Western countries. Extensive research is required to comprehend the nature of paternalism and the consequences of this form of leadership. Furthermore, studies in Malaysia that include both paternalistic leadership and communication competence in a single study are scarce. Additionally, paternalistic leadership behaviors may contain culturally particular ideals that are inapplicable in different cultural settings (Cheng et al. 2004). While communication competency has been overlooked due to its relevance to leadership and is often viewed as a separate component of the leadership process, it frequently remains unclear and open for interpretation. Hence, this study fills the research gap by examining the impact of each dimension of paternalistic leadership style and communication competency on CIHS teachers' satisfaction and commitment in an Islamic country, Malaysia.

5.5 Limitations

The current study has certain limitations. One of the disadvantages is that the results may not be generalizable due to differences in cultural and national contexts. Because the dominating values of the participants in this current study may not be compatible with individuals in other nations, the conclusions of this study may or may not have the same consequences for school principals and teachers in different cultural backgrounds. Comprehensive research across industries and cultures other than high school education is required to ascertain many of the variables mentioned in this study. Furthermore, the participants in this study were CIHSs teachers from Perak, Malaysia. As a result, the results of this study may not be generally applicable to organizations in different domains or countries, particularly those with diverse cultural characteristics. This study is restricted to a single field or nation with well-known cultural elements. Future research might focus

on school teachers in diverse places, such as Chinese schools in two different regions or countries, to gain a more comprehensive understanding of their perceptions of paternalistic leadership and leadership communication competency.

Next, because this is a cross-sectional study, it can only provide a static insight. The causal relationship cannot be verified because the data were obtained from school teachers over a specific duration of time. A longitudinal strategy would have allowed the researcher to derive more accurate causal conclusions. As a result, only general conclusions or discussions of the subjects of interest could be formed.

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APPENDIX



Research Proposal

研究计划

Dear participants,

亲爱的参与者：

I am Chan Juan Yie, student from the Faculty of Arts and Social Science, UTAR and am currently doing Master in Strategic Communication. This is a survey about leadership styles and communication competency on teachers' job satisfaction, communication satisfaction, and commitment. The purpose of this study is to better understand the degree of job satisfaction and communication satisfaction among teachers in Perak's Chinese Independence High Schools (CIHSs); it will also explore the relation between leadership style and communication competency with job satisfaction and communication satisfaction as well as teachers' commitment. The questionnaire takes roughly 20 minutes to complete, and you are reminded to complete the survey questionnaire within 2 weeks (1st Oct to 14th Oct). The questionnaire is generated in both English and Chinese Language; you may choose your own preferred language. You are also reminded that participation in this questionnaire is entirely voluntary. Please be aware that the information you submit for this survey is strictly confidential, and only consolidated results will be published. Your response to this survey is greatly appreciated.

我是UTAR艺术与社会科学学院的学生：陈俊宇，目前正在攻读战略传播硕士学位。这是一项关于领导风格与沟通能力的影响对于教师工作满意度、沟通满意度和教师承诺的调查。这项研究的目的是为了更好地了解霹雳州华文独立中学（CIHSs）教师的工作满意度和沟通满意度；它还将探讨领导风格和沟通能力与工作满意度和沟通满意度以及教师承诺之间的关系。完成问卷大约需要20分钟，参与者尽可在两周内（从10月1日至14日）完成作答此问卷调查。问卷以中英文两种语言生成，参与者可以选择自己擅长的语言作答。请注意，参与本问卷完全是自愿的。您为本次调查提交的信息是严格保密，只会发布为综合结果。非常感谢您对本次调查的回复。

Section A: Demographic Information

A 部分：个人资料

Please complete the following details for the purposes of the study by ticking (√) in the box for the details that you find relevant.

请以打勾 (√) 的方式，完成填写以下资料作为本研究需求。

| | | | | | | | | |
|---|--------------------------|----------------------|--------------------------|-----------------------|--------------------------|----------------------|--------------------------|------------------|
| Gender 性别 : | <input type="checkbox"/> | Male 男 | <input type="checkbox"/> | Female 女 | | | | |
| Age 年龄 : | <input type="checkbox"/> | 20-29 | <input type="checkbox"/> | 30-39 | <input type="checkbox"/> | 40-49 | <input type="checkbox"/> | 50 and above 或以上 |
| Level of Education: 教育程度 | <input type="checkbox"/> | Diploma 文凭 | <input type="checkbox"/> | Degree 学士 | <input type="checkbox"/> | Master 硕士 | <input type="checkbox"/> | PhD 博士 |
| Teaching Experience (years): 教学经验 (年) | <input type="checkbox"/> | < 3 years 年 | <input type="checkbox"/> | 3-6 years 年 | <input type="checkbox"/> | 7-9 years 年 | <input type="checkbox"/> | > 9 years 年 |
| Year(s) of service (current school): 服务年限 (目前的学校) | <input type="checkbox"/> | < 3 years 年 | <input type="checkbox"/> | 3-6 years 年 | <input type="checkbox"/> | 7-9 years 年 | <input type="checkbox"/> | > 9 years 年 |
| Monthly Income: 月入 | <input type="checkbox"/> | Less than 少于 RM1,800 | <input type="checkbox"/> | RM 1,800 to 至 RM3,800 | <input type="checkbox"/> | RM3,801 to 至 RM5,800 | <input type="checkbox"/> | Above RM5,800 以上 |

Do you agree that leadership style(s) affect your satisfaction and commitment as a teacher?

您是否同意领导风格会影响您作为一位教师的满足感和承诺感?

| | | | | | | | | | |
|--------------------------|------------------------|--------------------------|------------------------|--------------------------|---------------|--------------------------|----------------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | Strongly Agree 非常同意 | <input type="checkbox"/> | Slightly Agree 稍微同意 | <input type="checkbox"/> | Neutral 普通 | <input type="checkbox"/> | Slightly Disagree 稍微不同意 | <input type="checkbox"/> | Strongly Disagree 非常不同意 |
|--------------------------|------------------------|--------------------------|------------------------|--------------------------|---------------|--------------------------|----------------------------|--------------------------|----------------------------|

Do you agree that communicative leadership is needed in your workplace?

您是否同意在您的工作场所是需要有良好沟通能力的领导?

| | | | | | | | | | |
|--------------------------|------------------------|--------------------------|------------------------|--------------------------|---------------|--------------------------|----------------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | Strongly Agree 非常同意 | <input type="checkbox"/> | Slightly Agree 稍微同意 | <input type="checkbox"/> | Neutral 普通 | <input type="checkbox"/> | Slightly Disagree 稍微不同意 | <input type="checkbox"/> | Strongly Disagree 非常不同意 |
|--------------------------|------------------------|--------------------------|------------------------|--------------------------|---------------|--------------------------|----------------------------|--------------------------|----------------------------|

How satisfied are you with your current communication with your leader(s)?

您对于目前与领导沟通的满意度如何?

Very Satisfied Satisfied Indifferent Dissatisfied Very Dissatisfied
非常满意 满意 一般 不满意 非常不满意

How satisfied are you with your current job as a teacher?

您对于您目前的教师工作的满意度如何?

Very Satisfied Satisfied Indifferent Dissatisfied Very Dissatisfied
非常满意 满意 一般 不满意 非常不满意

Do you have the intention to quit from your current job, if you got a better opportunity?

若您找到更好的机会, 您会打算辞去目前的工作吗?

Yes No
是 否

Section B: Paternalistic Leadership Style

B 部分：家长式领导模式

Several sorts of information are frequently related with a leader's leadership characteristics, as listed below. Please circle the relevant number at the right to indicate how frequently your school principal's leadership conduct influences you with the amount and/or quality of each type of information.

几种信息经常与领导者的领导特征相关，如下所列。请在右侧圈出相关数字，以表明贵校校长的领导风格对您影响的频率是多少和/或每种信息的质量。

| No. 序号 | Items 项目 | 一点也不 Not at all | 一点点 A little bit | 有时 Sometimes | 经常 Often | 频繁地 Frequently |
|-----------|--|--------------------|---------------------|-----------------|-------------|-------------------|
| | <i>Principal in this school:</i> 这所学校的校长： | | | | | |
| 1. | Appears to be intimidating in front of teachers. 在老师面前显得很有威慑力。 | 1 | 2 | 3 | 4 | 5 |
| 2. | Brings me a lot of pressure when we work together. 当我们一起工作时，给我带来了很大的压力。 | 1 | 2 | 3 | 4 | 5 |
| 3. | Very strict with teachers. 对老师很严格。 | 1 | 2 | 3 | 4 | 5 |
| 4. | Scolds me when I fail expected target. 当我未能达到预期目标时会责骂我。 | 1 | 2 | 3 | 4 | 5 |
| 5. | Discipline me for violation of his/her principles. 当我违反他/她的原则时会对我进行惩罚。 | 1 | 2 | 3 | 4 | 5 |
| 6. | Often shows his/her concern about me. 经常表现出他/她对我的关心。 | 1 | 2 | 3 | 4 | 5 |
| 7. | Understands my preference enough to accommodate my personal requests. 足够了解我的喜好，以满足我的个人要求。 | 1 | 2 | 3 | 4 | 5 |

| No. 序号 | Items 项目 | 一点也不 Not at all | 一点点 A little bit | 有时 Sometimes | 经常 Often | 频繁地 Frequently |
|-----------|---|--------------------|---------------------|-----------------|-------------|-------------------|
| 8. | Encourages me when I encounter difficulties in work. 当我在工作中遇到困难时会鼓励我。 | 1 | 2 | 3 | 4 | 5 |
| 9. | Would try to understand the real cause of my unsatisfied performance. 当我表现不佳时，会尝试了解我表现不佳的真正原因。 | 1 | 2 | 3 | 4 | 5 |
| 10. | Trains and coached me when I lack required abilities at work. 当我缺乏工作所需的能力时，对我进行培训和指导。 | 1 | 2 | 3 | 4 | 5 |
| 11. | Is responsible on the job. 对工作负责。 | 1 | 2 | 3 | 4 | 5 |
| 12. | Takes responsibility on job and never shirks his/her duty. 对工作负责，从不推卸责任。 | 1 | 2 | 3 | 4 | 5 |
| 13. | Sets an example to me in all aspects. 在各个方面给我树立了榜样。 | 1 | 2 | 3 | 4 | 5 |
| 14. | Well self-disciplined before demanding upon others. 在对他人提出要求之前都具有良好的自律性。 | 1 | 2 | 3 | 4 | 5 |
| 15. | Leads, rather than follows, teachers to deal with difficult tasks. 当处理困难的任务时会引导，多过跟从。 | 1 | 2 | 3 | 4 | 5 |

Section C: Communication Competence

C 部分：沟通能力

The statements below describe the communication competency that a leader(s) should have when communicating and dealing with employees. Regarding your feelings toward the principal of your school, with whom you are now working, please circle one of the five possibilities for each item to indicate your level of agreement or disagreement.

以下陈述描述了领导者在与员工沟通和打交道时应具备的沟通能力。关于您对贵校校长的感受，请在每一项的五种可能性中选择一种，以表明您同意或不同意的程度。

| No. 序号 | Items 项目 | 非常不同意 Strongly Disagree | 稍微不同意 Slightly Disagree | 普通 Neutral | 稍微同意 Slightly Agree | 非常同意 Strongly Agree |
|-----------|--|----------------------------|----------------------------|---------------|------------------------|------------------------|
| | <i>Principal in this school:</i> 这所学校的校长： | | | | | |
| 1. | Has a good command of the language. 对语言有很好的掌握。 | 1 | 2 | 3 | 4 | 5 |
| 2. | Is sensitive to my needs of the moment. 很了解我当下的需求。 | 1 | 2 | 3 | 4 | 5 |
| 3. | Typically gets right to the point. 通常会直截了当。 | 1 | 2 | 3 | 4 | 5 |
| 4. | Pays attention to what I say to him or her. 注意我对他或她说的话。 | 1 | 2 | 3 | 4 | 5 |
| 5. | Deals with me effectively. 有效地与我打交道。 | 1 | 2 | 3 | 4 | 5 |
| 6. | Is a good listener. 是一个很好的倾听者。 | 1 | 2 | 3 | 4 | 5 |

| No. 序号 | Items 项目 | 非常不同意 Strongly Disagree | 稍微不同意 Slightly Disagree | 普通 Neutral | 稍微同意 Slightly Agree | 非常同意 Strongly Agree |
|-----------|---|----------------------------|----------------------------|---------------|------------------------|------------------------|
| 7. | Difficult to understand when communicating in written form. 以书面形式交流时难以理解。 | 1 | 2 | 3 | 4 | 5 |
| 8. | Expresses his or her ideas clearly. 能清楚地表达他或她的想法。 | 1 | 2 | 3 | 4 | 5 |
| 9. | Is difficult to understand when he or she speaks to me. 当他或她跟我说话时很难理解。 | 1 | 2 | 3 | 4 | 5 |
| 10. | Generally, says the right thing at the right time. 一般来说，在正确的时间说正确的话。 | 1 | 2 | 3 | 4 | 5 |
| 11. | Is easy to talk to. 很容易交谈。 | 1 | 2 | 3 | 4 | 5 |
| 12. | Usually responds to messages (memos, phone calls, messages, reports, etc) quickly. 通常能快速回应信息(备忘录、电话、讯息、报告等)。 | 1 | 2 | 3 | 4 | 5 |

Section D: Communication Satisfaction

D 部分：沟通满意度

The various sorts of information frequently connected with a person's satisfaction with workplace communication are listed below. Regarding your feelings toward the principal of your school, with whom you are now working, please indicate your response by circling the number that best describes how you feel about the statement.

以下列出了有关个人经常对工作场所的沟通满意度的各种资讯。关于您对贵校校长的感受，请圈出最能描述您感受的数字来表明您的反应对于下列陈述。

| No. 序号 | Items 项目 | 非常不同意 Strongly Disagree | 稍微不同意 Slightly Disagree | 普通 Neutral | 稍微同意 Slightly Agree | 非常同意 Strongly Agree |
|-----------|---|----------------------------|----------------------------|---------------|------------------------|------------------------|
| | <i>When communicating with my principal, I feel:</i> 与校长沟通时，我感到： | | | | | |
| 1. | He or she lets me know that I am communicating effectively. 他/她让我知道我正在有效地进行沟通。 | 1 | 2 | 3 | 4 | 5 |
| 2. | Nothing is ever accomplished. 没有什么是可以完成的。 | 1 | 2 | 3 | 4 | 5 |
| 3. | I would like to continue having conversations like ours. 我想持续保持像我们这样的对话方式。 | 1 | 2 | 3 | 4 | 5 |
| 4. | He or she genuinely wants to get to know me. 他或她真诚地想了解我。 | 1 | 2 | 3 | 4 | 5 |
| 5. | Very dissatisfied with our conversations. 对我们的谈话感到很不满意。 | 1 | 2 | 3 | 4 | 5 |

| No. 序号 No. 序 号 | Items 项目 Items 项目 | 非常不同意 Strongly Disagree | 稍微不同意 Slightly Disagree | 普通 Neutral | 稍微同意 Slightly Agree | 非常同意 Strongly Agree |
|----------------------------|---|----------------------------|----------------------------|---------------|------------------------|------------------------|
| 6 | Like I have something else to do. 好像我还有其他的事情要做一样。 | 1 | 2 | 3 | 4 | 5 |
| 16 | Conversations flow smoothly. I am able to present myself as I want him or her to view me. 谈话过程很顺畅。 | 1 | 2 | 3 | 4 | 5 |
| 17 | He or she changes the topic when his or her feelings are brought into the conversation. 我能以我希望他或她看到我的方式展示自己。 | 1 | 2 | 3 | 4 | 5 |
| 8 | He or she shows me that he or she understands what I say. 当他/她的感受被带入谈话时，他或她会改变话题。 他或她向我表明他或她能理解我所说的话。 | 1 | 2 | 3 | 4 | 5 |
| 18 9 | He or she frequently said things that add little to the conversation. Very satisfied with our conversations. 对我们的谈话感到非常满意。 他或她经常切入一些无益的对话。 | 1 | 2 | 3 | 4 | 5 |
| 10 | He or she expresses a lot of interest in what I have to say. | 1 | 2 | 3 | 4 | 5 |
| 19 | We often talk about things that I am not interested in. 他或她对我要说的话表现出极大的兴趣。 我们都经常谈论一些我不感兴趣的事情。 | 1 | 2 | 3 | 4 | 5 |
| 11 | I do not enjoy our conversations. 我不喜欢我们的谈话。 | 1 | 2 | 3 | 4 | 5 |
| 12 | He or she does not provide support for what he or she says. 他/她无法为他/她所说的话提供支撑。 | 1 | 2 | 3 | 4 | 5 |
| 13 | That I can talk about anything with him or her. 我可以和他或她谈论任何事情。 | 1 | 2 | 3 | 4 | 5 |
| 14 | That we each get to say what we want. 我们可以理解对方的想法。 | 1 | 2 | 3 | 4 | 5 |
| 15 | That we can laugh easily together. 我们可以很容易地一起笑。 | 1 | 2 | 3 | 4 | 5 |

Section E: Job Satisfaction

E 部分：工作满意度

This set of questions (Nos. 1–5) includes statements about job-related emotions. Please carefully read each statement and consider whether you have ever felt this way about your job. Please circle the number for each of the items listed below.

这组问题（第一至第五题）包括了工作相关情绪的陈述。请仔细阅读每条陈述，并思考您是否曾经对自己的工作有过这种感觉。请圈出下列每个项目的数字。

| No. 序号 | Items 项目 | 非常不同意 Strongly Disagree | 稍微不同意 Slightly Disagree | 普通 Neutral | 稍微同意 Slightly Agree | 非常同意 Strongly Agree |
|------------------|---|-----------------------------------|-----------------------------------|----------------------|-------------------------------|-------------------------------|
| 1. | I feel fairly satisfied with my present job. 我对我目前的工作感到相当满意。 | 1 | 2 | 3 | 4 | 5 |
| 2. | Most days I am enthusiastic about my work. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|--|---|---|---|---|---|
| | 大多数时候，我对我的工作充满热情。 | | | | | |
| 3. | Each day at work seems like it will never end. 每天的工作似乎永远不会结束。 | 1 | 2 | 3 | 4 | 5 |
| 4. | I find real enjoyment in my work. 我在工作中找到了真正的乐趣。 | 1 | 2 | 3 | 4 | 5 |
| 5. | I consider my job to be rather unpleasant. 我认为我的工作相当不愉快。 | 1 | 2 | 3 | 4 | 5 |

Section F: Teacher's Commitment

F 部分：教师承诺

The statements below indicate various attitudes that individuals may have towards the firm or organizations for which they work. Regarding your own feelings toward the educational organization for which you are now working, please circle one of the five possibilities for each item to indicate your level of agreement or disagreement.

以下陈述表明个人可能对他们工作的公司或组织持有的各种态度。以您自己对您现在工作的教育机构的感受，在每个项目的五种可能性中选择一种，以表明您同意或不同意的程度。

| No. 序号 | Items 项目 | 非常不同意 Strongly Disagree | 稍微不同意 Slightly Disagree | 普通 Neutral | 稍微同意 Slightly Agree | 非常同意 Strongly Agree |
|-----------|--|----------------------------|----------------------------|---------------|------------------------|------------------------|
| 1. | There is a great deal of cooperative effort among staff members. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|-------------------|--|------------------------------------|------------------------------------|-----------------------|--------------------------------|--------------------------------|
| | 职员之间有大量的合作精神。 | | | | | |
| 2. | There is broad agreement among the entire school faculty about the central mission of the school. 全体教职员对于学校的中心使命都已达成了广泛的共识。 | 1 | 2 | 3 | 4 | 5 |
| 3. | This school seems like a big family; everyone is so close and cordial. 这所学校就像一个大家庭；每个人都那么亲密和亲切。 | 1 | 2 | 3 | 4 | 5 |
| 4. | I usually look forward to each working day at this school. 我通常期待在这所学校的每个工作日。 | 1 | 2 | 3 | 4 | 5 |
| No. 序号 | Items 项目 | 非常不同意 Strongly Disagree | 稍微不同意 Slightly Disagree | 普通 Neutral | 稍微同意 Slightly Agree | 非常同意 Strongly Agree |
| 5. | I sometimes feel it is a waste of time to try to do my best as a teacher. 我有时觉得，作为一名教师，尽力而为是一种浪费时间的概念。 | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|-------------------|---------------------|----------------------------|-----------------------------|-------------------------|---------------------|---------------------------|
| No. 序号 | Items 项目 | 一点也不 Not at all | 一点点 A little bit | 有时 Sometimes | 经常 Often | 频繁地 Frequently |
|-------------------|---------------------|----------------------------|-----------------------------|-------------------------|---------------------|---------------------------|

| | | | | | | |
|-------------------------|--|--|--|--------------------------------------|--|---------------------------------------|
| 6. | How often do you feel satisfied with your teaching job? 您有多常对自己的教学工作感到满意? | 1 | 2 | 3 | 4 | 5 |
| No. 序号 | Items 项目 | 肯定会 Will certainly | 绝对会 Will definitely | 可能不会 Possibly won't | 绝对不会 Definitely won't | 肯定不会 Certainly won't |
| 7. | Suppose you could go back to college and start over again. In view of your knowledge, would you become a teacher? 假设你可以回到大学重新开始, 鉴于你的知识, 你会成为一名教师吗? | 1 | 2 | 3 | 4 | 5 |
| No. 序号 | Items 项目 | 非常不同意 Strongly Disagree | 稍微不同意 Slightly Disagree | 普通 Neutral | 稍微同意 Slightly Agree | 非常同意 Strongly Agree |
| 8. | If I try really hard, I can get through even to the most difficult or unmotivated students. 如果我真的很努力, 即使是面对最困难或没有动力的学生, 我也能坚持。 | 1 | 2 | 3 | 4 | 5 |
| 9. | I feel that it is part of my responsibility to keep students from dropping out of school. 我觉得防止学生辍学是我的责任之一。 | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|-----|--|----------|----------|----------|----------|----------|
| 10. | <p>If some students in my class are not doing well, I feel that I should change my approach to the subject.</p> <p>如果我班上的一些学生表现不佳，我觉得我应该改变我对这门学科的教学方法。</p> | 1 | 2 | 3 | 4 | 5 |
| 11. | <p>By trying a different teaching method, I can significantly affect a student's achievement.</p> <p>通过尝试不同的教学方法，我可以明显影响学生的成绩。</p> | 1 | 2 | 3 | 4 | 5 |

~ THE END ! ~

结束

THANK YOU FOR YOUR PRECIOUS TIME AND EFFORT!

感谢您抽插宝贵的时间参与此问卷调查