HEADMASTERS' REINFORCEMENT BEHAVIOR AND TEACHERS' PERFORMANCE

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INTRODUCTION

Organizational effectiveness represents the fundamental challenges to practice in school administration. It has been argued that school effects (internal factors) determine school outcome (Edmonds, 1979; Purkey & Smith, 1983). Although there are various internal factors that contribute to school effectiveness, the main variables identified are the employment of quality teachers, teachers' participation and satisfaction, principal leadership and involvement, a culture of academic achievement, positive relations with the central school administration, and high parental involvement (Zigarelli, 1996). In fact, teachers' quality and the school's firm leadership are cited to have a significant impact on students' achievement (Hoy & Miskel, 2001; Mortimore, 1995, Mahmood, 1989).

School effectiveness has always been the central issue in the Malaysian education system as the sector consumes approximately 33% of the national budget in the year 2005. Quality education could be ensured if the schools produce desirable student outcome. However, of late, the government views seriously the effectiveness of schools especially the primary schools. Primary schools are the biggest internal stakeholder of the Ministry of Education with 3.2 million school children and 154, 834 teachers in 7,217 primary schools ("Perutusan Tahun Baru Y.B. Menteri Pelajaran," 2006). As 80% of the schools in the country are primary schools, it is an important strategic concern to improve the effectiveness of these schools. Moreover, primary education in Malaysia also forms the foundation for other levels of education. It is imperative that school leadership in these primary schools plays a pivotal role in enhancing teachers' performance for it has a significant impact on the academic achievements of students.

The business issue the study will address is the effectiveness of national primary schools. There are various indicators such as the poor performance of students of primary schools in public examinations. For example, in 2002 the percentage of students who failed in all subjects in Primary School Achievement Test in the national schools was 6.5% (22,699 students) while the Chinese national type school was 2.8% (2,807 students). This trend was similarly seen in the years 2003 and 2004. In the year 2003, students who scored straight 5A's in national schools were 6.8% and 7.2% in Chinese national type schools (School Exam Syndicate, 2004). The students' performance was generally poor in subjects such as English, Mathematics and Science. Students' achievements in these two subjects were lower in rural schools compared to urban schools (Syuhada, 2005). It is a threat for the primary schools as currently 80% of the schools are located in rural areas. Moreover out of this, 1,453 are under-enrolled schools with less than 150 students ("*Perutusan Tahun Baru Y.B. Menteri Pelajaran*," 2006).

This brings about the management issue that surrounds the effectiveness of primary school, which is the performance of the teachers. Teachers influence students' achievement directly, and the teachers are influenced by their school leadership. It has also been shown empirically that schools that make a difference in students' learning are led by headmasters who make a significant and measurable contribution to the effectiveness of teachers and in the learning of pupils in their charge (Hallinger & Heck, 1998). The quality of teachers varies when they are attached to schools. The difference could be attributed to various factors, but the central one is the working environment. The principal, who provides the leadership necessary in managing the teachers' performance, largely manages the working environment. Teachers' performance can be enhanced if the school leaders provide teacher evaluation, feedback, coaching, goal setting and remediation (Heneman & Milanowski, 2004).

Based on the above argument, the research issue of this study is to examine the impact of these reinforcement behaviors on teachers' performance. When teachers are not informed whether they are doing poorly or doing well, uncertainty will surround their performance. This will contribute to negative outcomes such as reduced satisfaction, increase in office politics and lack of commitment. Leadership plays a pivotal role in managing teachers' performance by providing the proper response (Podsakoff, Barman, Todor and Grover, 1982; 1985). To extend the theory, Hinkin and Schriesheim (2004) examined the link between subordinates' performance and the supervisor's non-response behavior or omission. According to them, employees need performance related feedback but the managers might be unwilling or lack the ability to satisfy these needs. The absence of response or feedback will possibly reinforce undesired behavior and affect the feelings of the subordinates' and result in confusion and dissatisfaction. In achieving the above objective, specific question that the study will address is whether there are any significant relationships between headmasters' reinforcement behavior and teachers' performance.

Reinforcement Behavior And Teachers Performance

The use of reinforcement will shape behavior. Proposed by Skinner (1969), it dictates that a stimulus will create a response and its consequences will elicit other responses or future behaviors. Consequences arise in the outer environment. Therefore, the environment holds the key to most of the changes that occur in the way a person behaves. The second major notion of Skinnerian psychology is the concept of contingency, which refers to the proposition that a reward can only occur if some act precedes it. The environment operates on a contingency basis (Carpenter, 1974).

The consequences that influence further action fall into three classes. The first is associated with the phenomenon of positive reinforcement. Any act that leads to a reward or a pleasant experience (positive consequences) will increase the rate of enactment of the act. The second is negative consequence, which is unpleasant, harmful, or threatening, and it stimulates action toward removing it and, this behavior is called negative reinforcement. In the same category, another behavior that is used to control behavior is punishment, which is an aversive stimulus that follows an act. The third class refers to many acts that produce neutral results which are neither reward nor punishment. However, if an act has been consistently followed by a reward in the past, the absence of such reward at some point in time will result in frustration and the act will grow less and less frequent and will eventually be extinguished (Skinner, 1969).

To extend the theory Hinkin and Schrisheim (2004), developed the Leader Omission and Extinction Scales. This scale is based on transactional leadership behavior (based upon reward and punishment) a subset of Multifactor Leadership Theory (Bass, 1990) and Leader Reward and Punishment Questionnaire (Podsakoff and Skov, 1982).This could be explained by using the Taxonomy of Leader Response Behavior-Subordinates Performance Effects shown in Table 1.1.

Table 1.1 :
Taxonomy of Leader Response Behavior-Subordinates Performance Effects

	Leader Response Behavior		
Subordinate's Behavior	Positive Reinforcement	Punishment	Omission (No reaction displayed)
Good Performance	Increases likelihood of future good Good Performance	Decreases likelihood of future good Good Performance	Decreases likelihood of future good Good Performance (OG)
Poor Performance	Increases likelihood future	Decreases likelihood future	Uncertain effect on future
	Poor Performance	Poor Performance	Poor Performance (OP)

(Source: Hinkin & Schrisheim. 2005)

Positive reinforcement for a subordinate's good performance will increase the likelihood of future good performance. However, the same positive reinforcement for poor performance will increase the likelihood of future poor performance. As for a leader's response, leader's punishment behavior for subordinates' good performance will decrease the likelihood of future good performance but decrease the likelihood of poor performance if punishment is given to poor performance. If no reaction (omission) is displayed for good performance, it would decrease the likelihood of future good performance and the effect is not certain for poor performance. So, the leader's response behavior can be identified as follows:

1. **Omission in response to good performance:**
   Managers do not respond to what a subordinate perceives to be his/her good performance

2. **Omission in response to poor performance:**
   Managers do not respond to what a subordinate perceives to be his/her poor performance

3. **Contingent reward behavior:**
   Managers do respond to subordinate's good performance

4. **Contingent punishment behavior:**
   Managers do respond to subordinate's poor performance.

Leadership Reinforcement Behaviors

Leadership behavior has been chosen as the independent variable in this study. There are many definitions given for leadership, but the most comprehensive definition was the one given by Yukl (1998). Leadership is defined broadly as a special process in which a member of a group or organization influences the interpretation of internal and external events, the choice of goals or desired outcomes, organization of work activities, individual, motivation and abilities, power relations, and shared orientations. The Multifactor Leadership Theory that originated from Burns in the 1980s is the most widely cited comprehensive theory of leadership that encompasses a range of leaders' behaviors (Bass, 1990). In this theory, the leadership is conceptualized within behavioral domains from non-leadership (laissez-faire), to transactional (based upon reward and punishment) to transformational leadership (based upon attributed and behavioral charisma). Transactional leaders recognize what followers want from work and try to provide them with rewards and promise rewards for effort. Transactional leadership is a form of contingent reinforcement. The reinforcement takes the form of a leader's promise and reward or threats and disciplinary actions, contingent on the follower's performance.

Transactional leadership which is based on reinforcement theory is still relevant and important because it can explain much of what happens in many situations. Bass (1990) argued that transactional leadership is the necessary precondition for transformational leadership to be effective as it provides direction and focus. The lack of such leadership behavior would result in confusion and ambiguity from the use of transformational behaviors. This was further supported by Hallinger and Heck (1998) who argued that instructional leadership which focuses on transactional leadership is the first-order effect, and the precondition for transformational leadership to take place in schools. In addition, transactional leadership processes are both commonplace in leader-subordinate interactions and have shown to have significant relationships with a whole host of relevant dependent variables.

In organizational settings, the effect of contingent reinforcement was studied by Podsakoff, Barman, Todor and Grover (1982), and Podsakoff, Todor and Skov (1982). Their findings showed that there is a positive relationship between leader contingent reward behavior and performance and satisfaction. There is also a negative relationship between leader noncontingent punishment behavior and satisfaction. Similarly, there is also a significant negative relationship between non-contingent reward and subordinates' satisfaction with moderating effect of performance. Contingent reinforcement also has a strong effect on group dynamics. The study by Podsakoff and Todor (1985) revealed that group cohesiveness, drive, and group productivity were positively related to leader contingent reward behavior. Contingent punishment behavior by the leader had significant positive effect on group productivity, whilst leader non-contingent punishment behavior was negatively related to group drive. Finally, the leader non-contingent reward behavior was negatively related to group drive, cohesiveness, and group productivity.

Non-reinforcement behavior was also studied based on this classical reinforcement theory. Non-reinforcement is the intentional withholding of a reward to extinguish a behavior. Such with holding of intentional and unintentional reward, referred to as omission, may eventually extinguish desired behavior. According to Hinkin and Schrisheim (2004) although non-response behavior is commonly practiced, studies related to it in an organizational context did not receive sufficient attention from scholars. Based on the researcher's knowledge, there is only one study by Hinkin and Schzisheim (2004) that examined such behavior and its relationship with subordinates' role clarity, satisfaction and effectiveness in a hospitality industry. The results revealed that the omission for good

performance had moderate, direct and negative relationship with effectiveness, satisfaction, and role clarity. Omission for poor performance has a small negative relationship with satisfaction, and role clarity. These important dimensions of classic operant conditioning have been ignored in research even though it could bring potential harm to subordinates' performance and organizational effectiveness.

Teachers' Performance

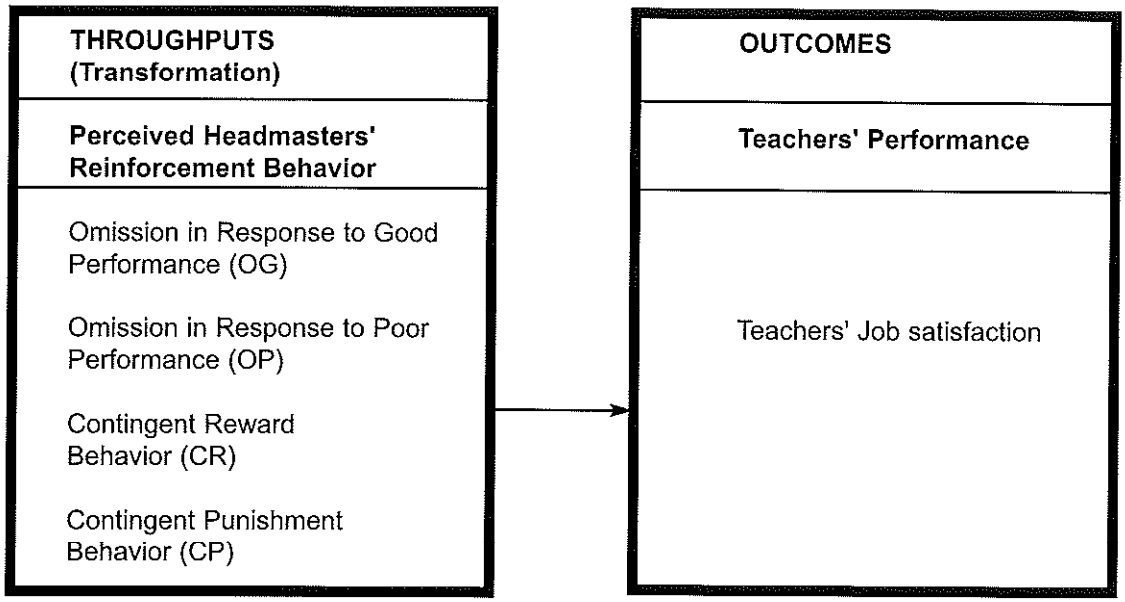
Job Satisfaction

The dependent variable of this study is teachers' job satisfaction. The operational definition for job satisfaction is an individual's positive affective evaluation of the target environment; the result of an individual's requirements being fulfilled by the target environment; a pleasant affective state; the individual's appraisal of the extent to which his/her requirements are fulfilled by the environment (Lofquist & Dawis, 1991). As an organizational effectiveness criterion, job satisfaction is considered as an outcome indicator for teachers in an educational setting. Job satisfaction measures whether teachers are happy, behave positively, and productively. It also indicates good treatment (Hoy & Miskel, 2001). Teachers' job satisfaction needs attention because satisfied teachers will enhance the quality of their teaching, which in turn enhance students' outcome. Concentration on teaching and learning is the primary purpose of school and various studies have proven its strong positive correlation with students' achievement (Mortimore, 1995).

There are various factors that contribute to teachers' job satisfaction. This could be explained by using the Situational Model of Job Satisfaction. In this model, task, employee and work organization characteristics are antecedent to job satisfaction (Agho, Price, and Mueller, 1992). The work organization characteristics axe centralization, leadership, feedback and communication. There is empirical evidence that supports the high degree of centralization in the organizational structure contributing to lower teacher satisfaction (Ratsoy, 1973). In the study carried out by Holdaway (1978) factors that contribute most to overall teacher dissatisfaction were related to attitudes of society and parents, administration and policies, and physical conditions such as class size and preparation time. In another study, Evans and Johnson, (1990) found that principal's leadership behaviors were significantly related to job-related stress among teachers but had a small and negative relationship to teachers' job satisfaction.

This study adopts the open system perspective, throughput-output research because teachers' job satisfaction is influenced by leadership behavior (Hoy & Miskel, 2001; Agho, Price, & Meuller, 1993; Koh, Steers, & Terbog, 1995; Edmonds, 1979, Purkey & Smith, 1983). The research framework developed in Figure 1.2 describes the relationship between perceived headmaster's reinforcement behavior and teachers' performance (job satisfaction).

FIGURE 1.2:
Research Framework



Hypotheses

Based on Maslow's theory of needs, the primary premise is that teachers are satisfied when their needs - both tangible and intangible - are met. It is likely that the happiest teachers are those who are doing exactly what they like, fulfilling their own needs. If certain performance on the part of the teacher brings about the reaction of the leader in any form that goes towards the fulfillment of the teacher's needs this would enhance the teachers' satisfaction. In return, these teachers will also exert effort to satisfy the needs of others. Thus the Contingent Reward (CR) and Contingent Punishment (CP) that fall within these categories will reinforce the teachers' actions to bring about CR while negating those actions that bring about CP. Thus, a leader needs to exercise CR to encourage certain desired behaviors from teachers, whilst exercising CP to discourage undesired behaviors of the teachers. CP/CR will fulfill the needs of teachers and consequently contribute to job satisfaction.

Contingent reward (CR) provided by a headmaster will influence the teachers' job satisfaction. By doing so the leader provides a reinforcing stimulus that will increase the occurrence of the teacher's action, which consequently satisfies him/her. Teachers need stimulus such as monetary or non-monetary incentives to produce quality teaching. Teachers who receive rewards in terms of a praise, excellent service award or internal promotion from headmasters will be happy and probably repeat behaviors that will subsequently bring about such rewards. If a behavior of a teacher is not reinforced by a reward from the headmaster, the behavior will not likely be repeated in the future. Similarly, the contingent punishment (CP) provided by a headmaster will also affect a teachers' satisfaction. This aversive stimulus will bring about unpleasant or painful experiences to the teacher. By reprimanding a teacher, sending a show cause letter, or providing a poor performance appraisal, the headmaster will decrease the teacher's undesired behavior. Such response provides useful information to teachers regarding the acceptable or appropriate behavior in schools. When the teachers could see the relationship between their behavior and its consequences, it can be positively received and lead to behavior modification.

Responses either CP/CR is a feedback displayed or information that signals to the subordinates their performance level. It is the informing role of the action that reinforces good actions whilst diminishing bad actions on the part of the teacher. When there is an absence feedback (omission), then there is no information or no signal and it will create uncertainty and ambiguity among teachers to either repeat or negate the actions (whether good or bad). Highly motivated (and therefore those who are performing well) teachers are driven by feedback and this omission in response will only de-motivate them resulting in subsequent loss in satisfaction. However, for poor performers, usually associated with less motivated teachers, the omission will probably not have any effect on their satisfaction level, as they are not driven by feedback.

Frequently headmasters also do perform the non-response behavior or omission in response to teacher's good performance (OG). Compared to contingent reward or punishment, such non-response behavior will bring about an opposite effect by decreasing the teacher's satisfaction. This happens because the teachers feel that what they are doing is basically unimportant or not being appreciated. He/She will feel unhappy because the headmaster has overlooked the contributions he/she has have made. If other teachers received the same praise even though they were performing poorly, the teacher might find little reason to be happy with the headmaster or the school. This will be related to teachers' turnover and withdrawal. Teachers need support and expect headmasters to keep them informed as to whether they contribute to the success of the school or not. They need the concern and recognition that will motivate them and build a team of happy teachers. Personal notes, letters of recommendation, and employee newsletters are some of the feedback desired by teachers from their headmasters.

Omission in response also occurs when a leader gives a poor performance appraisal to teachers at the end of the year. This is compounded when the teachers do not know that they have performed poorly thereby reducing satisfaction. This is because the teacher is not given an opportunity to correct his /her behavior. When teachers are performing poorly and left alone, they will feel unhappy and are confused. However, this effect of omission in response to poor performance (OP) is difficult to predict because the undesired behavior is likely to be under the control of reinforcements administered by someone other than the supervisor such as the State Education Department or the Ministry of Education. Thus, the teachers' poor performance may be continued, even if at a reduced rate. The above argument indicates that the teachers' job satisfaction could decrease because headmasters do not respond to their good or poor performance. Previous studies in different organization settings have also provided support for the above arguments (Podsakoff, Barman, Todor & Grover, 1982; Podsakoff, Todor & Skov, 1982; Hinkin & Schrisheim, 2004; 2005). Based on the above argument and discussions, the study intends to test the following hypotheses (Table 1.2)

Items	Statement of Hypotheses
H1	**Headmaster's reinforcement behavior is related to teachers' job satisfaction.**
H1a	*Headmaster's contingent reward behavior has a positive relationship with teachers' intrinsic and extrinsic job satisfaction.*
H1b	*Headmaster's contingent punishment behavior has a positive relationship with teachers' intrinsic and extrinsic job satisfaction*
H1c	*Headmaster's omission in response to good performance is negatively related to teachers' intrinsic and extrinsic job satisfaction*
H1d	*Headmaster's omission in response to poor performance (OP) is negatively related to teachers' intrinsic and extrinsic job satisfaction*

Table 1.2:
Hypotheses

METHODOLOGY

Correlational research methodology is used in this study to clarify the relationships between headmaster's response behavior (independent variable) and teachers' jab satisfaction.

Measures

There are two variables to be measured in this study namely leadership response behavior (predictor variable), and teachers' job satisfaction (criterion variable). All the scales were adopted or adapted from previous studies done. The study uses a new construct called omission, which is the non-response behavior of leaders to subordinates performance developed by Hinkin & Schrisheim (2004). The second instrument used to measure teachers' job satisfaction is the Minnesota Satisfaction Questionnaire (MSQ) (Weiss, Dawis, Lofquist, & England, 1967) which is divided into intrinsic and extrinsic satisfaction (Table 1.3).

Table 1.3 :
Summary of Dimensions Studied and Sources of Measures

Variables/ Dimensions No.	Item	Total	Source	Cronbach's Alpha
Predictor Variable			Podsakoff, Todor & Skov	
Leadership Reinforcement Behavior	01-16	16	(1982)	
Contingent Reward Behavior				
Contingent Punishment Behavior			Podsakoff, Todor & Skov	.84
Omission in response to good performance			(1989)	.90
Omission in response to poor performance			Hi nkin & Schrisheim (2004)	.82
Criterion Variable				
Job Satisfaction	17 - 37	20	Minnesota Satisfaction	
General satisfaction			Questionnaire (MSQ)	.90
Intrinsic Satisfaction			(1967)	.80
Extrinsic Satisfaction				.80
			(Lofquist & Dawis, 1991)	

Sample

The unit of analysis is the teacher, and from the population of teachers in Penang, the samples were drawn and to which the findings of the study is generalized. Complete data were obtained from 203 teachers from 51 primary national and national type schools in Penang. The profile of the sample is provided in Table 1.4

Table 1.4
Demographic Profile of Teachers

Demographic Variable	Category		Teachers (n=203) Frequency	Percentage
Gender	Male		46	22.7
	Female		157	77.3
Educational level	College & Certificate		172	84.7
	Degree and above		31	15.3
Headmaster (s) gender	Male		91	44.8
	Female		112	55.2
Duration reporting to the present	Less than 3 years		120	59.1
headmaster (s)	More than 3 years		83	40.9
Position held previously	Classroom teacher		28	13.8
	Subject head		145	71.4
	Senior assistant		30	14.8
Position hold presently	Classroom teacher		41	20.2
	Subject head		130	64.0
	Senior assistant		32	15.8
Subjects taught	Malay Language		52	25.6
	English Language		50	24.6
	Mathematics		53	26.1
	Science		48	23.6
School type	National schools		109	53.7
	National type schools (Chinese)		62	30.5
	National type schools (Tamil)		32	15.8
School location	Urban		103	50.7
	Rural		100	49.3
School size	Small		59	29.1
	Big		144	70.9
Teacher's profile (n = 203)	**M**	**SD**	**Minimum**	**Maximum**
Age (in years)	37.49	7.49	23	58
Teaching experience (in years)	13.68	7.18	1	36
Teaching present school (in years)	7.67	5.02	1	21

Analytical Procedures

Multiple regressions are generally used to explore the pattern of relationship between one continuous criterion variable and a number of predictor variables (Hair, Anderson, Tatham, & Black, 1998). Hierarchical multiple regression was employed in this study, since there was a need to control for some confounding variables. In other words, this analysis will be useful in exploring on how much of the variance of each dimension of teachers' performance (job satisfaction) was explained by the set of leadership response behavior after controlling seven demographic variables, namely, gender, educational level, position held presently, teaching experience in present school, school location, school type, and school size.

In the present study, four sets of hierarchical multiple regression were conducted separately for the criterion variable, job satisfaction (satisfaction with work, satisfaction with school, satisfaction with job freedom, and satisfaction with job activity). These analyses were carried out in two steps. In Step 1, the demographic variables were entered as control variables. After removing the influence of the control variables, the predictor variables were entered in Step 2 to examine their unique contributions to the criterion variable. A significant change in R2 after Step 2 would show the existence of a relationship between the independent and the dependent variables. A higher R2 indicates stronger relationship between the variables. Significant standardized coefficients (beta) would be an indication of whether the relationship was positive or negative.

Result

After factor analysis done, the dimensions and the item loadings are different compared to past studies. This study appeared to have dimensionalized Leadership Response Behavior items in a much simpler manner than previous study. However, Job Satisfaction items loaded in different dimension (Table 1.5). The items did not group according to the dimensions of Minnesota Satisfaction Questionnaire (MSQ) (1967). The items in each factor loaded similar to core job dimensions developed by Hackman and Oldham, (1975) which are skill variety, task identity, task significance, autonomy (feelings of responsibility) and feedback (knowledge of result). Based on these new dimensions, the hypotheses also were restated accordingly.

Table 1.5 :

Summary of Factor Analysis Results for the Study Variable

Variables	No. of items Retaine d	No. of items dropped	Factor Loadings	Total variance explained (%)	Cronbach's alpha
Leadership Response Behavior				67.3	
Contingent Reward	4		0.74-0.82		0.87
Omission in Response to	8		0.41-0.73	51.8	0.91
Performance	4		0.62-0.72		
Contingent Punishment					0.71
Job Satisfaction				64.6	
Satisfaction with Work	8	1	0.57-0.81		0.88
Satisfaction with School	4		0.58-0.88		0.87
Satisfaction with Job Freedom	5		0.58-0.78	55.6	0.79
Satisfaction with Job Activity	2		0.72-0.74		0.60

*Note: N= 203, ***p <.01;*

After hierarchical multiple regression, the results indicated that one predictor; contingent punishment (ß =0.15, p<0.10) has significant positive relationship with teachers' satisfaction with work (Table 1.6). The **LANOVA** table shows that the model as whole was significant (F = 2.21, p< .05). The R2 of .10 implies that after partialling out the control variables, the predictor variables only explained 4% of the satisfaction with work. Amongst the demographic variables, gender significantly predicted satisfaction with work. The male teachers are more satisfied than the female teachers. In terms of type of school and teachers' satisfaction with work, national type primary school teachers are more satisfied than national school teachers. Teachers in big schools are more satisfied with work than teachers in small schools.

The result also supported one highly significant relationship between contingent reward and satisfaction with school (ß =0.51, p<0.01). The resultant model (F = 14.91, p<0.01) explained 36 percent of the variance in satisfaction with school (Table 1.6). One of the control variables, school size, was found to have a positive impact on satisfaction with school. Teachers in big schools are more satisfied with the school than the teachers who are teaching in small schools.

Table 1.6 :
Hierarchical Regression Results: The Relationships between Headmaster's Reinforcement Behavior and Teachers' Job Satisfaction

Criterion Variable	(N= 201) Satisfaction With Work		(N= 201) Satisfaction With School		(N=201) Satisfaction With Job Freedom		(N= 195) Satisfaction With Job Activity	
	Std. Beta (Model 1)	Std. Beta (Model 2)	Std. Beta (Model 1)	Std. Beta (Model 2)	Std. Beta (Model 1)	Std. Beta (Model 2)	Std. Beta (Model 1)	Std. Beta (Model 2)
Control Variable								
Gender	-0.15**	-0.12*	-0.04	0.02	-0.04	-0.01	-0.06	-0.06
Education Level	-0.09	-0.08	-0.05	-0.03	-0.14**	-0.14**	-0.18**	-0.18**
Teaching Experience	-0.05	-0.05	-0.01	-0.00	0.02	0.03	0.12	0.11
Position	-0.05	-0.05	-0.01	0.02	0.00	0.03	0.00	-0.02
School Type	0.18**	0.18**	0.00	0.02	-0.06	-0.04	0.08	0.06
School Location	-0.09	-0.08	0.05	0.03	-0.00	-0.02	-0.02	0.01
School Size	0.13	0.09	0.28***	0.21***	0.20***	0.16**	0.03	0.01
Predictor Variable								
Contingent Reward		0.10		0.51***		0.36***		0.22**
Omission for Performance		0.00		0.11		0.08		-24**
Contingent Punishment		0.15*		.04		-.01		.26***
R^2	0.06	0.10	0.08	0.44	0.08	0.25	0.05	0.14
Adjusted R^2	0.03	0.06	0.05	0.41	0.04	0.21	0.02	0.09
F	1.83*	2.21**	2.51**	14.91***	2.32**	6.21***	1.43	3.06***

*Note: ***p <.01; **p < .05; *p <.10 Gender (0: male, 1: female); Education Level (0: Certificate level, 1: Degree); Teaching experience in present school (0: less 3 years, 1: more than 3 years); Present position (0: classroom teacher, 1: middle management); School type (0: National school, 1: National type); School Location (0: urban, 1: rural), School Size (0: Small, 1: Big)*

The model for satisfaction with job freedom was found significant (F = 6.21, p< 0.01) (Table 1.6). Two control variables had significant impact on satisfaction with job freedom, which are the teachers' educational level and school size. Teachers' who have lower academic qualification such as certificate are more satisfied with job freedom than teachers' who have higher academic qualification such as degree. Teachers in big schools are more satisfied with job freedom than the teachers who are teaching in small schools. The R2 value indicates that the predictor variables accounted for 17 per cent of the total variance in satisfaction with job freedom. Contingent reward was found to make this statistically significant contribution to the variance explained. (ß=0.3 6, p < 0.0 1).

The initial regression indicates the model for satisfaction with activity is significant (F = 3.06, p<0.01) (Table 1.6). The resultant model explained 0z.09 per cent of the variance in satisfaction with job activity. One of the control variable education levels was found to have an impact on the criterion variable, which is teachers' educational level. Teachers who have lower academic qualification such as certificate are more satisfied with job activity than teachers' who have higher academic qualification such as degree. The results also supported significant relationship between contingent reward (ß =0.22, p<0.O5), omission in response to performance (ß =-0.24, p<0.05} and contingent punishment (ß =0.26, p<0.01) and satisfaction with job activity. The negative impact of omission on satisfaction with job activity means that the higher the omission in response to performance, the lower the satisfaction with job activity and vice-versa. A summary of the hypotheses testing results is given in Table 1.7

Table 1.7 :
Summary of Restated Hypotheses Testing Results

Items	Statement of Hypotheses	Remark
HI	**Headmaster's reinforcement behavior is related to teachers' job satisfaction.**	**Partially supported**
Hla	Headmaster's contingent reward behavior has a positive relationship with teachers' satisfaction with work, school, job freedom and job activity.	*Partially supported -for satisfaction with school, satisfaction with job freedom and satisfaction with job activity Partially supported -for satisfaction with job activity Partially supported -for satisfaction with work and satisfaction with job activity*
Hlb	Headmaster's omission in response to performance is negatively related to teachers' satisfaction with work, school, job freedom and job activity.	
Hlc	Headmaster's contingent punishment behavior has a positive relationship with teachers' satisfaction with work, school, job freedom and job activity.	

Discussion

To address the research question, conclusions drawn from the findings on direct affects are presented now. Of the three dimensions of predictor variables studied, significant impacts on teachers' performance were found in terms job satisfaction. Headmaster's reinforcement behavior is related to teachers' job satisfaction. Headmaster's contingent reward behavior has a positive relationship with teachers' satisfaction with school, job freedom and job activity. This means that the more a contingent reward behavior is used by headmaster, the more satisfied are the teachers with their school, job freedom and job activity. This happens because the teachers receive clear information from the headmasters about the effectiveness of their performance. The contingent reward also provides substantial job freedom because with the reward, the teacher is clear on what is acceptable to the headmaster and able to schedule the work and experience responsibility for work outcome. It is also related to satisfaction with job activities because with the rewards the teachers' could experience and view the job activities as more meaningful.

This finding is in accordance with the studies done on the effect of contingent reinforcement by Podsakoff, Barman, Todor and Grover (1982), Podsakoff, Todor and Skov (1982) and Hinkin and Schrisheim (2004). Their findings show that there is a positive relationship between leader contingent reward behavior and satisfaction. Moreover, internal rewards such as verbal praise and emotional support require no financial resources and consequently, are totally contingent upon the headmaster (Schulz & Teddlie, 2001). A study by Scott, Cox and Dinham (1999) also supports that score of satisfaction factors, which are related to teaching in a specific school, namely, school leadership, decision-making, communication, the school's level of resources and its reputation in the community.

However, there is no significant relationship between a headmaster's contingent reward and teachers' satisfaction with work, which is related to task significance (Hackman & Oldham, 1975). No significant relationship is found between these aspects of teachers' satisfaction and headmasters' use of reward because satisfaction with job dimension such as task significance, autonomy, feedback, skill variety and task identity does not necessarily hold the same amount of benefit for everyone as they are intrinsic in nature. This task significance relates to the degree to which the job has a substantial impact on the lives of other people, whether in the immediate organization or in the external environment which affects the teacher's experienced meaningfulness of the work. Those who could not fulfill the self interested expectations of their subordinates can no longer be seriously seen as effective contingent-reward leaders. According to Bass (1990) managers may lack the necessary reward power required to deliver the necessary recommendation for pay increases. This insignificant relationship could happen because continued praise in front of associates may create considerable feelings of discomfort and defensive feelings. Too frequent a schedule of contingent praise may raise questions about the headmasters' motivation (Bass, 1990). According to a study done by Deci (1972) subordinate's expectation of an extrinsic reward (monetary reward) that is contingent on his or her performance may reduce the subordinate's intrinsic motivation to continue that performance. His study suggested that managers, who are interested in developing and enhancing intrinsic motivation in employees, should not concentrate on external control systems such as monetary rewards, which are linked directly to performance, but, rather, they should concentrate on structuring situations that are intrinsically interesting and then be interpersonally supportive and rewarding towards the person in the situation.

Headmasters' omission in response to performance is negatively related to teacher satisfaction with job activity. This means that the more headmasters use omission, the less satisfied are teachers with job activities, which is extrinsic in nature. Satisfaction with job activities relates to job dimension of skill variety which a job requires a variety of different activity in carrying out the work. Moreover, it also relates to task identity which the job requires a completion of the "whole" and identified piece of work. Job activities are more operational in nature and therefore within the ambition of the principal. This indicates that an absence of feedback and response will have an impact on teachers' satisfaction in undertaking activities related to their work.

However, there is also no significant relationship between headmaster's omission in response to performance and satisfaction with work, school and job freedom. This means that no response or the absence of systematic schedules of reinforcement could not have an impact on teachers' satisfaction. According to Bass (1990) schedules of reinforcement will systematically affect causal attributes. If one is rewarded only some of the time for good performance, one will tend to attribute the cause to effort or luck, rather than to ability. The insignificant findings could happen because teachers' satisfaction on these aspects is not influenced directly by the headmasters' omission in response. Satisfactions with work, school and job freedom are attributes which in many instances are not within the control of a principal and, therefore, may not be attributable to the principal but to the Ministry. Headmasters generally implement education policies after receiving directives from the federal government. Teachers' satisfaction on job freedom, work and school depends on other external stakeholders such as the Ministry of Education or State Education Department policies and regulations or even by the influence of parents in school affairs. External stakeholders have greater influence on teachers' satisfaction even though they did not receive response or feedback from headmasters. Besides that, satisfaction with work and school could also be influenced by other factors such as cooperation among team members or support from work group (Loher & Noe, 1985; and Eklund & Hallberg, 2000).

Contingent punishment behavior by the leader has a significant positive effect on satisfaction with work and job activity. It means that the more the headmasters utilize contingent punishment the more satisfied are the teachers' with their work and job activity. This finding is in accordance with the studies done on the effect of contingent reinforcement by Podsakoff, Barman, Todor and Grover (1982), Podsakoff, Todor and Skov (1982) and Hinkin and Schrisheim (2004). However, irrespective of headmasters using contingent punishment, the teachers' satisfaction with school and job freedom remains the same. This could be because teachers' job freedom such as the chance for advancement, the pay and the amount of work, and satisfaction with school in terms of the way school policies are put into practice are determined by the Ministry of Education, Malaysian Remuneration System (*Sistem Saraan Malaysia*) and even federal government civil service policies. Due to the constraints imposed by tenure laws and teachers' union (National Union for Teaching Profession), headmasters may not have the ambit of utilizing fully contingent punishment or coercive power as much as administrators in other private organizations. Even though the headmasters use them, the teachers know that these are beyond the ambit of the headmaster and they know that these do not affect the benefits that they can get. Headmasters do not have the substantial authority and discretion to administer punishment to their teachers. According to Schulz and Teddlie (2001) teachers' compliance, via the use of coercive power, may rest more on the externalized, visible manifestation or overt behavior, rather than on any internalized acceptance or changed attitudes.

Implication

At the theoretical level, the present research has enriched the transactional leadership literature to some extent in the field of educational management. Specifically, the results have evidenced substantive relationship between headmasters' reinforcement behavior and teachers' performance, suggesting that reinforcement behavior does indeed influence teachers' performance. The study also provides evidence that non-reinforcement behavior of intentional withholding of a reward, which is called omission, may eventually extinguish desired behavior.

The study will be valuable in terms of practical significance. The contribution will be in the area of Human Resource Management, particularly the performance management of teacher with the primary focus on leadership behavior. The anticipated findings will contribute to practice because it will help headmasters or leaders on how to behave in terms of their response. The knowledge will serve as a guideline for the headmasters in national primary schools on the positive leadership response that will bring about changes in their school. Changes could be made if school leadership could play an important role in creating an empowering environment; one that is positive and motivating. Teacher motivation has strong association with both teacher job satisfaction and job stress.

From the practical perspective, this study also highlighted the relationship between teacher's demographic characteristics and their performance. Headmasters need to be aware that teachers' gender, educational level, school type, and school size does influence their teachers' performance in terms of satisfaction. Male teachers are more satisfied with work than the female teachers. This could happen because female teachers have more responsibilities as a teacher and home-maker. Added workload at school could hinder them to perform their duties well at home and this could cause them to be less satisfied with work.

Teachers from national type primary school are more satisfied with work than teachers from national school teachers. This could happen because the workload of teachers are more at national schools as State Education Department and Ministry of Education require the teachers to implement various programs to enhance their students' academic and non-academic achievement. National schools also offer more subjects to their students than national type primary schools even though they are non-examination subject.

Moreover, teachers in big schools are more satisfied with work, school and job freedom than teachers in small schools. This is possible as small schools have fewer teachers and they need to implement educational programs similar to big schools. Due to lack of manpower, expertise and resources, the teachers face enormous workload. This could have an impact on their satisfaction level. Teachers' who have lower academic qualification are more satisfied with job freedom and job activity than teachers' who have higher academic qualification. This happens because teachers with higher qualification expect better remuneration, autonomy, and variety in task as they feel that they are more qualified due to their educational background.

Furthermore, the findings of this study may provide information to the country's policy makers, especially the Ministry of Education (MOE). Institut Aminuddin Baki (National Institute of Educational Management & Leadership) under the flagship of MOE should provide training and consultation to headmasters in the area of school leadership and performance management, through their short term in service courses or even their long-term diploma courses such as the National Professional Qualification for Headship (NPQH). Moreover, the findings will create more awareness among the

headmasters of the importance in adhering to the Competency Standard for Malaysian School Principal developed by Institut Aminuddin Baki. As a guideline, the standards explicitly list the best practices that could be applied by school heads in managing their school. Among the best practices suggested were giving feedback and appreciation to individuals or teams for achieving organizational goals, employing the right strategy to enhance performance, employing shared leadership and so forth (*Standard Kompetensi Kepengetuaan Sekolah Malaysia*, 2006).

Conclusion

To a certain extent, the present study has achieved its intended objective. It could be concluded that headmasters' reinforcement behavior does have a significant relationship especially on teachers' job satisfaction. It can be reaffirmed that successful quality improvements begin at the top of the organizational hierarchy. Leadership plays a pivotal role in managing employees' performance by providing the proper response. Leaders must establish policies, practices and attitudes that demonstrate a long-term commitment to continuous improvement. When managers at all levels implement feedback mechanisms consistently, everyone will take them more seriously. Similarly, school leaders need to provide the stimulus to teachers by providing relevant feedback or responses to enhance job satisfaction. When teachers are not informed whether they are doing poorly or doing well, uncertainty will surround their performance. This will contribute to negative outcomes such as reduced satisfaction, increase in office politics and lack of commitment. The absence of response or feedback will possibly reinforce undesired behavior and affect subordinate's feelings and result in confusion and dissatisfaction. In quality-focused schools, the existence of regular performance feedback is never questioned and viewed as a critical part of the work. Teachers expect to get feedback and see it as the most valuable tool for improving their skills.

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