

Collaborative Leadership and School Management Committees' Impact on Primary Teachers' Job Satisfaction in Sarawak Malaysia

Chang Sze Phay^{1*}, Roslee Talip²

¹Faculty of Education and Sports Studies, University Malaysia Sabah, Jalan Psikologi, 88400 Kota Kinabalu, Sabah, Malaysia

Email: sphay1007@gmail.com

²Faculty of Education and Sports Studies, University Malaysia Sabah, Jalan Psikologi, 88400 Kota Kinabalu, Sabah, Malaysia

Email: Roslee_73@ums.edu.my

ABSTRACT

CORRESPONDING

AUTHOR (*):

Chang Sze Phay
(sphay1007@gmail.com)

KEYWORDS:

Collaborative leadership
Role
School management committee
Job satisfaction
Primary teachers

CITATION:

Chang, S. P., & Roslee Talip. (2025). Collaborative Leadership and School Management Committees' Impact on Primary Teachers' Job Satisfaction in Sarawak Malaysia. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 10(2), e003232.
<https://doi.org/10.47405/mjssh.v10i2.3232>

This study investigates the relationship between headmasters' collaborative leadership, the role of School Management Committees (SMC), and teacher job satisfaction in Chinese National Type Schools (SJK(C)) in Sarawak, Malaysia. The aim is to explore how leadership styles and SMC involvement influence teacher satisfaction and improve the school environment. The study used a survey research design. Stratified, cluster, and simple random sampling were applied to select 120 teachers from 12 SJK(C) schools in Sarawak. Data were collected using questionnaires with Likert-scale items to measure headmasters' leadership, SMC roles, and teacher job satisfaction. The data analysis included descriptive statistics, factor analysis, and regression to examine relationships and mediation effects. The results showed that headmasters' collaborative leadership ($\beta = 0.392$) and SMC involvement ($\beta = 0.327$) had a positive and significant impact on teacher job satisfaction. The descriptive analysis indicated high satisfaction levels, with average scores of 4.21 for leadership, 3.76 for SMC roles, and 4.11 for teacher satisfaction. The findings confirmed that SMCs mediate the link between leadership and satisfaction, highlighting the importance of collaboration and support in schools. This study provides unique insights into how SMC involvement mediates the impact of collaborative leadership on teacher job satisfaction, focusing on Sarawak context that has not been widely studied. The study benefits school leaders, policymakers, and educators by highlighting effective leadership practices and the role of School Management Committees in improving teacher job satisfaction. It also supports better management and development strategies for rural schools.

Contribution/Originality: This study contributes to the existing literature by exploring the impact of headmasters' collaborative leadership and School Management Committee (SMC) involvement on teacher job satisfaction. It applies a new estimation methodology using factor analysis and regression models. The paper's primary

contribution is documenting how leadership and management practices influence teachers' workplace satisfaction in primary schools.

1. Introduction

Teacher job satisfaction is essential to the performance of schools and the headmaster as a leader influences it in a tremendous manner. Headmasters' leading processes based on cooperation, communication, and power-sharing processes can improve satisfaction levels among teachers. Aside from that, the role of school management committees (SMC) is also important to fulfill teachers' needs and claims to enhance the job satisfaction of the teachers teaching in Chinese National Type Schools (SJK(C)) in Sarawak, Malaysia. While analysing the issue, researchers focus on the leading role of headmasters in enhancing job satisfaction levels through specific leadership styles that promote collaboration, support, communication, and power sharing. For instance, one study in Malaysia proved that although Malaysian teachers perceive headmasters' leadership as collaborative, supportive, school leaders highly contributed to a more conducive and professional work environment, thus, affecting schoolteachers' satisfaction positively (Liu, Bellibaş & Gümüş, 2021).

According to Quah (2017), it is noted that advice and training from headmasters affect teachers' performance and job satisfaction level. According to Tan (2019), headmasters should create a platform where the teachers are able to share ideas for the improvement of innovation in teaching. Concurrently, researchers suggest that there should be a platform for suggestions and ideas exchange between teachers to advance their teaching, and management should apply open communication to include the opinions of all groups of teachers. Moreover, all teacher needs should be met by School Management Committees to affect teacher satisfaction directly (Blau, Shamir Inbal & Hadad, 2020). Still, the idea further emphasizes the necessity of specific forms of professional development to enhance the skills of teachers and their career satisfaction, identifiable in the inability of some professionals to gain formal professional qualifications.

The context of this study, based on two crucial theories that would help to understand the role of School Management Committees (SMC) and collaborative leadership in primary teachers' job satisfaction in Sarawak are crucial within the framework of this research. The concept of collaborative leadership is grounded in the Transformational Leadership Theory. This is an ideal leadership concept advanced by Burns (1978) and which Bass (1985) advanced in further detail and involves leaders that mobilise staff members with a central purpose and motivate all staff members to be innovative, collaborate and believe they have a sense of shared mission (Siangchokyo et al., 2020). Transformational leaders engage educators in an education context with a teamwork approach, decentralization and professional growth which is positively linked to job satisfaction among the educators.

Another challenge is that of communication; headmasters should adopt open management and take into consideration the teachers' view as proposed by Yusof (2018). Teo et al. (2017) showed that teacher's participation in the assessment improves the level of job satisfaction. In the same regard, and in accordance with Ahmad and Abdul Rahman (2016), teachers' necessities and wellbeing should be looked into by SMC for satisfaction to be enhanced. Chong and Sim (2018) highlight that professional development opportunities enhance teachers' skills and job satisfaction. However, a lack

of support from headmasters and neglect of teachers' welfare by the School Management Committee (SMC) are significant issues that need to be addressed, as they can negatively impact teacher job satisfaction.

However, many teachers experience insufficient headmasters' support for everyday engagements and ideas exchanges to boost their morale in the school activities for job satisfaction in line with the study by [Yang, Zhao, and Sikora \(2018\)](#) and [He, Ji, and Mujtaba \(2017\)](#). Like any other organisation, "SMC neglect the welfare and professional development of teachers resulting to the level of satisfaction being low". [Zhongzhuoma and Abdul Aziz \(2023\)](#) as well as [He, Ji, and Mujtaba \(2017\)](#) stress these factors. In such a way, the review of related studies reveals the interconnection between headmasters' leadership style, the main role of SMC, and schoolteachers' satisfaction ([Bellibaş, Gümüş & Liu, 2021](#)). In the context of the current study, this review became the basis for exploring the impact of headmasters' leadership behavior, SMC function, and their correlation on the teacher satisfaction level in Chinese National Type Schools in Sarawak, Malaysia. The research question for this study will be to establish the correlation between headmaster's collaborative leadership behavior of SMC and the level of teacher job satisfaction in SJK(C) schools in Sarawak.

The research focuses on how the headmasters' collaborative leadership approach and the school management committees influence primary school teacher. Enhanced communication and partnerships also contribute to positive schooling as it aligns both the leaders and teacher's goals and benchmark their decisions and activities against these goals ([Abdul Wahab, 2020](#)). Integrating the findings from [Marzano and Waters' \(2005\)](#) model, it became possible to establish that cooperation, participation, and making joint decisions lead to the enhancement of teacher motivation and commitment. ([Liu, Bellibaş & Gümüş, 2021](#)) shows that the flow of collaborative leaders results in a positive sense of job satisfaction and having a valuable climate at the workplace. Primary school reform requires appreciable management practices as revealed in [Mintzberg's \(1973\)](#) Management Roles Model, which gives a clear portrayal of managerial tasks ([Zainal & Abdullah, 2022](#)).

The effective school leadership is characterised by fostering a positive school climate through various leadership practices. For instance, headmasters who set clear goals for the school and involve teachers in defining these goals will be able to exert 'a sense of purpose and direction' among teachers in this aspect ([Khoarane, 2023](#)). Therefore, giving more teachers responsibility enhances clarity and motivation, and these features correspond to the type of leadership demonstrated in the given study. [Marzano and Waters' \(2005\)](#) stress that the capability to listen is another strength of a leader, and it is not only about the presentation of information. As for the current study, the role of such an approach is associated with the ability to create a supportive context based on positive interpersonal interactions. When teachers feel appreciated and understood, their satisfaction levels rise ([Dreer, 2024](#)). Therefore, involvement in decision-making is encouraged by the model, and both teachers and SMC should participate actively in this process.

The well-being and productivity of educators are instrumental in the quality of education, and particularly in the primary grades during which learning for a lifetime is developed. Primary education is relevant in the elimination of disparities in education among different, remote categories of people in Malaysia especially in Sarawak ([Abd Aziz, & Ahmad, 2020](#)). Nonetheless, issues with teacher job satisfaction that depend on

many factors, including leadership and school administrative procedures, often threaten the effectiveness of elementary education. The role that School Management Committees (SMC) have in the running of schools is as important as the role of the tutors. SMC are involved in the management of several processes in school, including the allocation of resources, construction and maintenance of resources and the well-being of the instructors and students. Usually, they are comprised of parents, members of the community as well as other members of the teaching staff. In the Malaysian context, SMC play a significant role in facilitating the school and the community in general and more so in rural regions of the country such as Sarawak.

The experience described in the study, it made the school culture more democratic and inclusive and improved teachers' perception. Moreover, professional support is also highlighted by [Marzano and Waters' \(2005\)](#) as an important leadership technique, and the support teachers received from SMC in the study allowed for meeting the second objective ([Madigan & Kim, 2021](#)). In general, the findings of this study are well-supported by Marzano and Waters' leadership model. It can be concluded that clear goals, the emphasis on effective communication, participation in decision-making, and professional support are important for teachers' job satisfaction. As a result, proper principles of educational leadership can also be determined by such combinations of factors.

1.1. Research Objectives

The research will investigate the moderating effect of headmasters' engaging leadership behavior and the involvement of SMC on teachers' job satisfaction within SJKC in Sarawak. Therefore, the main research question is to determine the effect of these factors on the level of job satisfaction among teachers. Consequently, this study aids in the development of knowledge in educational administration by establishing the consequences of collaborative leadership and school management practices on teacher job satisfaction in primary schools in Sarawak.

2. Literature Review

2.1. Collaborative Leadership Style

It was supported by [Leithwood et al. \(2017\)](#) where collaborative leadership enables the teachers to provide ideas, to be involved in decision making processes and implement school goals by encouraging team work as well as acknowledging everyone's inputs. According to [Muijs and Harris \(2003\)](#) this leadership affects the school climate and the perceived job satisfaction amongst teachers in a positive manner and the teacher's interactions of felt school community. The collaborative leadership does not bring forward the power one has in an organization to make subordinates work but emphasizes on the ethicality and engagement of subordinates ([Mbua, 2023](#)). Any leader should be constructive in his/her thinking processes and actively listening to the members of the group to engage them fully in the teaching and learning processes as mentioned by [Tung \(2016\)](#). It supports the ideas of cooperative learning, exchange of knowledge and experience, and staff development to teachers. It is the school head's role to coordinate and facilitate the implementation of education initiatives that support the achievement of national education goals. Some of their responsibilities include the strategy switch and putting into practice any measures that would facilitate the achievement of such goals.

2.2. Role of School Management Committees

According to [Yusoff, Hamid, and Othman \(2022\)](#), the school management committees refer to the coordinating activities such as planning, organizing, staffing, directing, leading and controlling with the aim at realizing organisational goals. These committees plan, organize, coordinate, and control services of an institution or organization. However, [Setar \(2022\)](#) notes they also deploy and are accountable for supervising people, assets, apparatus, and resources such as employees' management, assets, and cash. [Abdullah, Yiing and Ling \(2016\)](#) define the school management committees as those that develop and proactively design the activities and resources as well as co-ordinate the activities of an organisation with the main intention of attaining the set goals.

2.3. The level of Job Satisfaction of Primary School Teachers

[Yusoff et al. \(2022\)](#) do define job satisfaction in a unique way as determining the match between a worker's inputs, his/her rewards and the organization's goals. It is important because the levels of job satisfaction that teachers express impact the quality of teaching and other aspects within a school ([Abdul Wahab, 2020](#)). It affects teachers as well as learners; a proof being establishment of a clear relationship between social media and learners' performance ([Bahri et al., 2024](#)). As [Skaalvik & Skaalvik \(2011\)](#) define, it is the mere sense of enjoyment in teaching activities that a teacher has. According to [Chiracu et al. \(2023\)](#), the emotional intelligence and self-efficacy contribute to job satisfaction among teachers. The study highlights the importance of fulfilling basic psychological needs, such as feelings of accomplishment and emotional balance, in enhancing teachers' job satisfaction. Hence, it can readily be seen that teacher job satisfaction comprises of affective and cognitive elements.

2.4. Theories

The research focuses on how the headmasters' collaborative leadership approach and the role of school management committees influence primary school teacher's job contentment. Enhanced communication and partnerships also contribute to positive schooling as it aligns both the leaders and teacher's goals and benchmark their decisions and activities against these goals ([Abdul Wahab, 2020](#); [Liu, Bellibaş, & Gümüş, 2021](#)).

Integrating the findings from [Marzano and Waters' \(2005\)](#) model, it became possible to establish that cooperation, participation, and making joint decisions lead to the enhancement of teacher motivation and commitment. [Hallinger and Heck \(2010\)](#) shows that the flow of collaborative leaders results in a positive sense of job satisfaction and having a valuable climate at the workplace. Primary school reform requires appreciable management practices as revealed in [Mintzberg's \(1973\)](#) Management Roles Model, which gives a clear portrayal of managerial tasks ([Zainal & Abdullah, 2022](#)). Primary school reform requires appreciable management practices as revealed in [Mintzberg's \(1973\)](#) Management Roles Model, which gives a clear portrayal of managerial tasks ([Devanadera & Ching, 2023](#); [Zainal & Abdullah, 2022](#)).

Besides, [Herzberg's \(1959\)](#) focuses on internal motivational factors, is utilized in education to manage teacher satisfaction through autonomy, recognition, and skill development. The theory proposes that there are two different groups of influences on human behaviour, specifically job behaviour which is associated with job satisfaction

and dissatisfaction (Ibrahim et al., 2023). As it can be interpreted from the theory's title, the two groups are named motivators and hygiene factors. The first relates to motivators, which are intrinsic to the work of an individual among them, there can be achievement, recognition, the work itself, responsibility, and advancement and growth. When motivators are present in the workplace, job satisfaction and such drives as motivation are advanced. The other set of parameters is hygiene factors, which relate to some aspects extraneous to the job itself, such as the company policy and administration, supervision, salary, interpersonal relations, and working conditions (Abraham & Prasetyo, 2021). In other words, hygiene factors do not increase job satisfaction, but their absence causes dissatisfaction.

3. Research Methods

3.1. Research Design

This study adopts a quantitative research design using a survey method to investigate the relationship between headmasters' collaborative leadership style, the involvement of School Management Committees (SMC), and teacher job satisfaction in Chinese national-type primary schools (SJKC) in Sarawak. The study is based on a positivist research paradigm, which focuses on objective measurement, statistical analysis, and empirical evidence. This approach is suitable as it allows the researcher to analyze relationships between variables using numerical data collected from a structured instrument.

A cross-sectional survey design is applied, where data is collected at a single point in time to understand how the independent variables (collaborative leadership style and SMC involvement) relate to the dependent variable (teacher job satisfaction). This design is appropriate because it enables the study to capture the perceptions and experiences of teachers without requiring a long-term observation period.

The primary data collection tool is a questionnaire, which consists of structured questions designed to measure the key variables in the study. The questionnaire is adapted from previous research to ensure it is valid and reliable. The survey is distributed to a random sample of teachers from SJK(C) primary schools in Kuching, Sarawak. A random sampling technique is chosen to ensure fair representation of participants and to minimize selection bias.

The survey method is used because it allows data collection from a large number of respondents in a cost-effective and time-efficient manner. Additionally, surveys provide a standardized way of gathering information, ensuring consistency in responses. The data collected will be analyzed using descriptive and inferential statistical methods to identify patterns, relationships, and possible influences among the studied variables.

By employing this research design, the study aims to provide empirical evidence on how headmasters' leadership style and SMC involvement impact teacher job satisfaction in SJK(C) primary schools. The findings will contribute to a better understanding of school leadership and management practices, which may help improve teacher work satisfaction and overall school effectiveness.

3.2. Research Location

This study was conducted in Chinese national-type primary schools (SJKC) in the Kuching District, Sarawak, Malaysia. The Kuching District was selected as the research location due to its significant number of Chinese primary schools (SJKC), making it an appropriate setting to examine the relationship between headmasters' collaborative leadership style, School Management Committees (SMC) involvement, and teacher job satisfaction.

Kuching is the capital and largest district in Sarawak, with a well-established education system that includes a diverse range of SJKC schools. The selected schools provide a suitable sample to represent the perspectives of teachers, headmasters, and school management committee members within this educational context.

Data collection was conducted through surveys distributed to teachers, headmasters, and SMC members in SJKC schools across Kuching District. The schools chosen vary in size and administrative structures to ensure a diverse and representative dataset for analysis.

3.3. Population

The target participants for the study are the teachers of the SJK(C) schools in Sarawak. The population for this study includes all primary school teachers working in the SJK(C) schools. These teachers come from a variety of backgrounds and possess different levels of experience and expertise, reflecting a wide range of perspectives on job satisfaction and leadership practices within their schools.

The selection criteria focus on teachers who are currently working in the primary interest of the study is to examine how the school leaders' leadership practices influence teachers' job satisfaction in their current professional environments. By targeting teachers with different experiences and perspectives, the study aims to gain a comprehensive understanding of the factors affecting job satisfaction and the role of leadership within these schools.

3.4. Research Sample

This study employs a survey method within a positivist research paradigm, collecting data through an online questionnaire distributed to primary school teachers in Chinese national-type primary schools (SJKC) in Kuching District, Sarawak, Malaysia.

To ensure a representative sample, the study uses a stratified random sampling method. The population consists of primary school teachers in Kuching District, and the sample is stratified based on years of teaching experience to ensure different subgroups are proportionally represented.

After stratification, cluster sampling is applied to select 12 schools from different urban and rural locations in Kuching District. These schools were randomly chosen to examine whether geographical and contextual differences influence teacher job satisfaction and leadership practices. Using whole schools as clusters simplifies the sampling process and enhances data reliability.

Within each selected school, simple random sampling is used to choose participants. 120 teachers are chosen in every participating school, based on a random method that accounts for each teacher. A comprehensive list is created of all teachers in the chosen schools, and a random number generator is used to allocate its list in a way that every teacher in the school has an equal chance to be part of the sample.

The data is obtained through an online survey which was sent to all selected schools and the teachers within the SJKC schools in Sarawak, Malaysia. The invitation mails services are used to communicate the study conditions and confidentiality concerns to the subjects. The survey consists the questions that aim to collect information about various aspects connected to teacher satisfaction, the role of SMC and leadership practices. The whole data collection period was lasted for 4 weeks which have more than enough time for the respondents, two reminder emails will be sent during this period to encourage all participants to answer the survey questions, which in turn produce a very high responder rate. The collected data are first kept confidentially via a secured method before they will be processed to be analysed for the seeking of the determining factors which are related to teacher job satisfaction and leadership practices in primary schools in Sarawak, Malaysia.

3.5. Instruments

The main instrument for collecting data were structured questionnaire used for the assessment of the headmasters' collaborative leadership, SMC participation, and teacher job satisfaction (Agate et al., 2023). In particular, the questionnaire utilise Likert-scale items for quantifying perceptions and attitudes. Therefore, to measure reliability, a pilot study employed, and Cronbach's alpha will be calculated. A set of research questions was developed to administer a standardised questionnaire, particularly for assessing headmasters' collaborative leadership, SMC engagement, and teacher job satisfaction in this study. The survey were based on different aspects of the constructs under consideration. To measure opinions and perceptions a Likert scale was used where the response is on an ascending scale of 1 to 5, strongly disagree and strongly agree respectively. To ensure that the measures were appropriate to the study objectives and aligned with the identified constructs, validity was checked through an expert review and content validation.

The methodical procedure of the data collecting was carried out to ensure that the sample selected for the survey is as representative as possible of the total number of primary school teachers in Sarawak, Malaysia. First, instructors were sorted by the districts and then according to the years of experience in the classroom. In this study, a cluster sampling technique was adopted where 12 schools. To ensure that all the schools selected together with the population were equally represented, the researchers used the random number generator to select 120 participants from each of the schools. This made it possible for the teachers to be given equal opportunities to participate in the lesson plan.

3.6. Data Analysis

The data collected from the online questionnaire was analyzed using descriptive and inferential statistical methods with SPSS 29.0. Descriptive statistics were applied to summarize the demographic characteristics of respondents, such as gender, years of teaching experience. Measures including mean, standard deviation, frequency, and

percentage were used to analyze teacher perceptions regarding job satisfaction, leadership behaviors, and School Management Committee (SMC) roles.

To ensure the validity and reliability of the research instrument, several statistical tests were conducted. Bartlett's Test of Sphericity was used to determine whether the data was suitable for factor analysis, while the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was applied to assess the appropriateness of factor analysis. Factor analysis was performed to confirm the construct validity of the questionnaire items, ensuring that the measured variables accurately represented the intended constructs. Additionally, Cronbach's Alpha was used to measure internal consistency, verifying that the questionnaire scales were reliable for assessing collaborative leadership, SMC involvement, and teacher job satisfaction.

For inferential analysis, several statistical techniques were applied to examine the relationships between the study variables. Correlation analysis was conducted to assess the strength and direction of relationships between collaborative leadership, SMC involvement, and teacher job satisfaction. Regression analysis was used to determine the predictive impact of headmasters' leadership style and SMC participation on teacher job satisfaction, identifying key factors influencing teachers' perceptions. Furthermore, t-tests and ANOVA were performed to analyze differences in job satisfaction based on demographic factors such as gender and years of teaching experience.

These statistical methods provided a systematic approach to analyzing the collected data, ensuring accuracy and reliability in examining the influence of headmasters' collaborative leadership and SMC involvement on teacher job satisfaction. The findings from these analyses are presented in the subsequent section.

4. Results

4.1. Collaborative Leadership Style of School Headmaster

This paper focuses on the extent to which headmasters' collaborative leadership behaviors and school management committee responsibilities affect job satisfaction among primary school teachers. The constructs found to have been studied were functional leadership, group objectives, communication, decision making participation, and roles. The Bartlett's test of sphericity was adopted to test the validity and yielded a $\chi^2=4615.079$, $df=435$, $p<0.001$ while the Kaiser-Meyer-Olkin sampling adequacy test gave a KMO value of 0.834. Details of factor loadings for each item can be found in [Table 1](#), thus supporting the postulates that the provided factors play a role in the determining of teacher job satisfaction. In summary, the results support the importance of the collaborative leadership approaches to organisational positive climate and subsequent teachers' job contentment. The demographic profile of the respondents indicates that most are female (77.5%) than male (22.5%). The teaching experience distribution is varied with the maximum percentage (30.8%) of the beneficiaries having 6-10 years of experience, followed by those with 11-15 years (30.0%). Those with more than sixteen years of experience accounted for 26.7%, and teachers with less than five years of experience were about 12.5%. This highlights an audience that is mostly experienced and seasoned.

Table 1: Factor Loading Values of Construct and Item Variables for Collaborative Leadership Style

Construct	Item No	Factor Loading
Effective Leadership	01	0.619
	03	0.629
	08	0.749
	17	0.796
	20	0.812
	27	0.727
Clear Goals	11	0.735
	14	0.813
	15	0.751
	21	0.786
	23	0.740
	24	0.592
Effective Communication	06	0.745
	12	0.715
	16	0.734
	18	0.778
	29	0.750
	30	0.755
Involvement in Decision Making	05	0.532
	07	0.796
	09	0.773
	19	0.871
	22	0.774
	28	0.532
Clear Responsibilities	02	0.659
	04	0.560
	10	0.729
	13	0.778
	25	0.738
	26	0.814
Total Item	30	

The findings of the study reveal that most of the items of the construct as operationalized by the instrument all have acceptable measure of convergence with a value of the factor loading that lies between 0.53 to 0.87. Hence, item 5, item 24, and item 28 have their factor loading ranging from 0.50. Thus, after analysis, the number of items for the variable of collaborative leadership style of school headmasters stood at 30 items. The findings of analysis reveal that these items are at the desired level and acceptable standard.

4.2. The Role of School Management Committees (SMC) On Primary School Teachers' Job Satisfaction

The study examines the impact of school management committees on primary school teachers' job satisfaction, focusing on four key constructs: Those are: employment, information sharing, monetary assistance, and need assistance. The assumption of validity was determined by Bartlett's test of sphericity the results being; $\chi^2=2790.714$; $df=190$; significant $p<0.001$ and the Kaiser-Meyer-Olkin measure of sampling adequacy was 0.877. The full description of each item with corresponding factor loadings are

shown in the [Table 2](#), focus on the School Management Committees as key players in the school system, and document how their functions are helpful in improving teachers' job satisfaction. These findings advocate for engaging leadership in keenly relating to the staff, communication, and mobilization of enough funds and the needs of the school community.

Table 2: Factor Loading Values of Construct and Item Variables for SMC

Construct	Item No	Factor Loading
More Powerful Role	01	0.656
	02	0.529
	03	0.712
	08	0.908
	12	0.827
	16	0.930
	18	0.919
	20	0.825
Language Usage	05	0.760
	11	0.871
Financial Support	09	0.739
	10	0.806
	13	0.767
	19	0.857
NeedsSupport	04	0.828
	06	0.701
	07	0.728
	15	0.862
	17	0.850
Total Item	20	

This paper sought to establish the synergistic effect of the leadership style of the school headmasters and School Management Committees and its impact on the level of job satisfaction of primary school teachers as a determinant parameter of a school's performance and success. According to [Table 2](#), it can be shown that most of the items included in the construct specified from the instrument have factor loadings that range from 0.50 to 0.93. The factor loading of Item 2 is as follows 0.50. Subsequently, based upon the aforesaid analysis, the number of items for the School Management Committee Role was observed to be 20. Thus, according to the results of the items' analysis, all of them are in a good and acceptable level.

4.3. The Level of Job Satisfaction

This research focuses on the level of job satisfaction among primary school teachers based on headmasters' collaborative leadership behavior and, indeed, the functions of school management committees. A study was conducted to analyze the impact of these factors on the job satisfaction of teachers, focusing on four constructs: organizational commitment, emotion toward the job, organizational citizenship behavior, perceived job performance, and employee's satisfaction with interpersonal relationship, overall job satisfaction, and job fulfillment. Therefore, the findings of this research revealed that Bartlett's test of sphericity was statistically significant ($\chi^2=2362.699$, $df=190$, $p<0.001$) and the Kaiser-Meyer-Olkin adequacy value was also high. The prevalence obtained is 0.859 which is higher than the recommended value of 0.60. This confirmed the factorability of the data and ensured the proceeding analysis was permissible. The

loadings of each item on the identified constructs are as [Table 3](#). The study results indicate that the headmasters' leadership approaches and managerial engagement of the school management teams are significant in examining the Job Satisfaction level of Primary School Teachers. Positive interpersonal relations, reward for the job done, and the feeling of responsibility leads to high satisfaction levels among the teachers.

Table 3: Factor Loading Values of Construct and Item Variables for Teachers' Job Satisfaction

Construct	Item No	Factor Loading
Overall Job Satisfaction	03	0.697
	14	0.531
	16	0.765
	19	0.845
Interpersonal Relationships	06	0.689
	10	0.713
	13	0.733
	18	0.849
Job Performance	01	0.623
	04	0.882
	05	0.653
	08	0.742
	09	0.784
	17	0.705
Responsibility	02	0.600
	07	0.792
	11	0.811
	12	0.629
	15	0.824
	20	0.803
Total Item	20	

Most of the items had factor loading values between 0.53 and 0.88, and a respected and good degree of internal consistency among the constructs was obtained from the analysis. Looking at the factor loading values, it can be seen that item 19 had the highest of 0.845, this further confirms the close relationship with the overall job satisfaction construct, the items relating to over-job satisfaction in particular yielded high levels of factor loading values. High factor loadings were also obtained in the aspect of interpersonal connections; more so, item 18 with a value of 0.849 shows the importance of interpersonal interaction in job satisfaction. In the [Table 3](#) values of the factor loading for job performance ranged from 0.623 to 0.882, and item 4 is valued the most. This implies that one can only be happy at the workplace depending on how well he or she is performing his or her job. The responsibility construct which received the highest value, was equal to 0.824 for item 15, therefore the factor loadings were statistically significant and the role of responsibility in job satisfaction was also justified.

5. Discussion

This study investigates the influence of headmaster leadership and School Management Committees on teacher job satisfaction in SJK(C) schools in Sarawak, Malaysia. Teachers' job satisfaction is significantly influenced, positively or negatively, by both headmaster leadership and the School Management Committee ([Abd Aziz & Ahmad, 2020](#)). For

example, it has been found that collaborative leadership, which promotes open communication or shared decision-making, positively influences teacher morale and job satisfaction. Effective involvement of the committees is also vital in satisfying the needs of teachers as was also established by an earlier study. The research intends to investigate these aspects to add to educational administration knowledge. This study's results have shown the significant impact of the collaborative leadership of the headmasters and the high activity of School Management Committees on the job satisfaction of primary school teachers in SJK (C) schools throughout Sarawak, Malaysia. This is because the current essential headmaster leadership characteristics are effective school communication, participative decision-making, and visible goal-setting (Meyer, Bendikson & Le Fevre, 2023). At the same time, School Management Committees play a vital component in the timely support of teacher needs and provision of the required resources. According to the presented results, the activity of this committee in planning, organizing, and supporting teacher professional development seemed to have an impact on job satisfaction. In this way, the beneficial influence of both considered factors has created a wholesome supportive network around the teaching process in these particular schools (Sheinman, & Russo-Netzer, 2021).

According to the findings, headmasters' collaborative leadership behaviours exert a significant influence on teacher job satisfaction. The key components of such leadership are functional leadership, clear goals, effective communication, involvement in decision-making, and well-defined responsibilities (Arfan & Kiflee, 2023). The factor analysis results indicate that most of the items have acceptable levels of convergence with the factor loadings ranging from 0.53 to 0.87 whereas items 5, 24, and 28 have lower loadings. The results are consistent with the literature that suggests relationships between school system leadership and teacher job satisfaction. In particular, the study found that collaborative leadership creates a positive school climate that shapes job satisfaction and community among teachers. The high factor loadings of factors of effective communication and decision-making involvement suggest that extensive teacher involvement significantly boosts morale, which allows the headmasters to apply their skills to improve their job satisfaction. However, the low factor which is about opportunities for teacher participation in policy-making, suggest that the area needs improvement, which indicates that there should be more structured opportunities for participation in policy-making (Paul, 2023). Thus, the results of the study suggest that headmasters have to apply collaborative practices and principles to maximise the value of their influence.

The main goal of the study was to assess how the job satisfaction of primary school teachers was impacted by the headmasters' use of collaborative leadership and SMC' participation. What was found was that SMC responsibilities and Collaborative Leadership Practices were among the course variables that influenced the instructors' job satisfaction. In this study, factor analysis was used to confirm the suitability of several constructs that have been employed in the research these are clear goals, effective leadership, effective communication, decision-making engagement and defined responsibilities.

Additionally, the research has analysed the influence of School Management Committees on such aspects of job satisfaction as employment, information sharing, monetary assistance, and need assistance. The data validity was satisfactory as evidenced by Bartlett's test of sphericity and the Kaiser-Meyer-Olkin measure and most items had factor loadings between 0.50 and 0.93. The findings indicate that SMC have a significant

impact on teachers' lives, as the well-organized SMC have provided resources and money, as well as taking care of teachers' needs. The factor loadings of financial assistance and need assistance suggest that SMC that carry out their functions can provide valuable support in these areas.

The factor loadings of school headmasters' collaborative leadership style were between 0.53 to 0.87, which can be considered as the acceptable and significant level of convergent validity of most of the items used in the measurement of the constructs. It has been computed that H has a score of 0. In this study, item 26 under the construct 'Clear Responsibilities' had the highest factor loading, suggesting that to enhance teacher job satisfaction the responsibilities of all the stakeholders must be well defined (Yasin et al., 2024). Similarly in the analysis of the roles of SMC, the factor loadings ranged from 0.50 to 0.93. Thus, about the construct "Needs Support", it is necessary to focus on item 16, which has a value of 0. These are 930 and the results further revealed that all these items had a factor loading value greater than 0.5. This shows how much SMC are needed to provide teachers with the tools and support they require, which has a positive impact on their workplace satisfaction.

The research also established the following antecedent factors; interpersonal, organisational commitment, job affect, and perceived job fit. As shown, most of the items had factor loadings ranging from 0.53 and 0.88, based on the factor analysis results which provide evidence of the reliability of the tool used to measure teacher work satisfaction. It has been valued at 0.882, item 4 under the 'Job Performance' construct had the highest loading. We therefore conclude that job performance is a factor that explains teacher satisfaction.

Some of the lower loadings show that the duties assigned to SMC for improving teacher job satisfaction still require improvement. Clarifying present guidelines and providing additional training may improve these committees' effectiveness. Accordingly, the impact of headmasters' leadership style on job satisfaction could be boosted by promoting SMC capacity and resources to serve teachers' needs (Musa et al., 2020). The study examined several aspects of primary school teachers' job satisfaction such as the level of their organisational commitment, emotions, and feelings regarding the job, organisational citizenship behaviour, perceived job performance, and satisfaction with interpersonal relationships. Factor analysis confirmed the validity of all of these constructs, with most of the items exhibiting loadings above the 0.5 threshold.

The positive effect of collaborative leadership and School Management Committees activity on job satisfaction provides valuable conclusions on these factors' importance for education administration (Liu et al., 2021). It is possible to expect that these specific characteristics influence other independent variables positively, benefiting the reviewed outcomes. However, further information should be gathered about the consideration of these dynamic forces in various schools and diverse contexts for an accurate conclusion. In addition, data from other schools should be obtained for comparison and further general conclusions.

6. Conclusion

The purpose of the study was to identify the Sarawakian primary school teachers' attitudes towards jobs and the extent to which the role of school management committees (SMCs) and headmasters' collaborative leadership affected workplace

satisfaction. The implication of this study lies in the importance of management and leadership practices in promoting a positive and rewarding work environment for educators and establishing.

On factor analysis of the collaborative leadership theories, it was found that teacher satisfaction depends on factors like goals, communication, leadership, decision-making, and responsibilities. High factor loadings for all these constructs justify the importance of these leadership competencies in increasing job satisfaction as evidenced by the instruments used in the study. The tasks and responsibilities of School Management Committees were examined and it was realised that the role of School Management Committees in the provision of resources for and support to teachers, particularly in terms of cash needs and other support requirements is one of the most significant factors that can lead to improved job satisfaction ([Thong, 2020](#)). The reliability of the obtained factor loadings, especially on the items that relate to the mentioned characteristics suggests that School Management Committees involvement is crucial in the creation of a conducive environment whereby teachers can work.

It is therefore apparent that to foster a positive organisational climate in primary schools, School Management Committees must take active roles while the headmasters must also be proactive leaders. These conclusions suggest that there is the possibility to increase job satisfaction of teachers and, consequently, the school performance as a whole, if the mentioned areas are improved. This has profound meaning for educational leadership and policy. The findings of this research should help future research and intervention planning thus focusing on the leadership and management techniques in the education sector, especially emerging areas such as the province of Sarawak Malaysia.

Ethics Approval and Consent to Participate

Ethical approval was obtained from Kementerian Pendidikan Malaysia through the Education Research Approval System (ERAS 2.0) before data collection commenced. All procedures in this study involving human participants followed the ethical guidelines. Permission and consent were obtained from all participants before their involvement in the study.

Acknowledgement

The researcher sincerely appreciates the supervisor for his guidance and support throughout this study. Special thanks also go to the respondents and informants for their valuable time and cooperation. Their contributions were essential to the success of this research.

Funding

This study received no funding.

Conflict of Interest

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

References

- Abd Aziz, M. N., & Ahmad, H. (2020). The practice of collaborative synergistic leadership among Malaysian primary school science head departments. *The Eurasia Proceedings of Educational and Social Sciences*, 17, 31-38. <https://dergipark.org.tr/en/pub/epess/issue/55381/759549>.
- Abdul Wahab, M. B. (2020). The relationship between principals' instructional leadership and school performance of rural public secondary schools in Malaysia. *Journal of Education and Social Sciences*, 15(2), 14-26
- Abdullah, A. G. K., Yiing, M. H., & Ling, Y. L. (2016). Teachers' morale and school effectiveness in secondary schools of Sibul, Sarawak. *International Journal of Education, Culture and Society*, 1(2), 52-57.
- Agate, S., Williams, A., Dougherty, J., Velev, O. D., & Pal, L. (2023). Polymer color intelligence: Effect of materials, instruments, and measurement techniques—A review. *ACS Omega*, 8(26), 23257-23270. <https://doi.org/10.1021/acsomega.2c08252>
- Ahmad, R. F., & Abdul Rahman, M. N. (2016). The role of school management committee towards teachers' job satisfaction in a secondary school. *International Journal of Academic Research in Business and Social Sciences*, 6(11), 381-393.
- Abraham, M., & Prasetyo, P. (2021, April). Macroergonomics-based approach in job satisfaction of senior high school teachers in a school in Mindoro using Herzberg's two-factor theory. In *2021 IEEE 8th International Conference on Industrial Engineering and Applications (ICIEA)* (pp. 106-109). IEEE. <https://doi.org/10.1109/ICIEA52957.2021.9436756>
- Arfan, N. F., & Kiflee, D. N. A. (2023). Teachers' perception on their knowledge and literacy facilitation in the interior Sarawak elementary school. *International Journal of Academic Research in Progressive Education and Development*, 12(3). <https://ijarped.com/index.php/journal/article/view/980>
- Bahri, A., Hidayat, W., Putra, K. P., Ainun, N. A., & Arifin, N. (2024). The relationship between students' perception to the learning media, digital literacy skills, and self-regulated learning with students' learning outcomes in the rural area. *Journal of Technology and Science Education*, 14(2), 588-606.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2021). Does school leadership matter for teachers' classroom practice? The influence of instructional leadership and distributed leadership on instructional quality. *School Effectiveness and School Improvement*, 32(3), 387-412. <https://doi.org/10.1080/09243453.2020.1858119>
- Blau, I., Shamir-Inbal, T., & Hadad, S. (2020). Digital collaborative learning in elementary and middle schools as a function of individualistic and collectivistic culture: The role of ICT coordinators' leadership experience, students' collaboration skills, and sustainability. *Journal of Computer-Assisted Learning*, 36(5), 672-687. <https://doi.org/10.1111/jcal.12436>
- Burns, J. M. (1978). *Leadership*. Harper & Row.

- Chiracu, A., Bratu, M., Opreșan, E., Viorel, A., & Banga, Z. (2024). Emotional intelligence, self-efficacy, basic psychological needs satisfaction and their role in job satisfaction and work involvement in teachers. *Review of Psychopedagogy*, 13(1), 110–126. <https://doi.org/10.56663/rop.v13i1.78>
- Chong, J. L., & Sim, L. L. (2018). The influence of school administration on job satisfaction of Chinese language teachers in national Chinese schools in Malaysia. *Universal Journal of Educational Research*, 6(4), 618–624.
- Devanadera, C., & Ching, D. (2023). School head's managerial roles as correlates of organizational performance. *International Journal of Educational Management and Development Studies*, 4(3), 110-133. <https://doi.org/10.53378/353015>
- Dreer, B. (2024). Teachers' well-being and job satisfaction: The important role of positive emotions in the workplace. *Educational Studies*, 47(1), 61–77. <https://doi.org/10.1080/03055698.2021.1940872>
- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management*, 30(2), 95–110. <https://doi.org/10.1080/13632431003663214>
- He, L., Ji, C., & Mujtaba, B. G. (2017). The relationship between leadership style, decision-making, and job satisfaction of teachers at private higher education institutions in China. *Leadership & Organization Development Journal*, 38(2), 266–281.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work* (2nd ed.). John Wiley & Sons.
- Ibrahim, I. W., Ghazali, I. M., Syed, S. A., Abdullah, N. H. R., Hamid, M. H. A., & Aisyah, S. H. (2023). Exploring motivation for learning using Herzberg's two-factor theory. *International Journal of Academic Research in Business and Social Sciences*, 13(3), 1065–1083. <http://dx.doi.org/10.6007/IJARBS/v13-i3/16480>
- Khoarane, J. (2023). Discovering school principals' servant leadership practices in serving teachers. *Indonesian Educational Research Journal*, 1(2), 76–96.
- Leithwood, K., Harris, A., & Hopkins, D. (2017). Seven strong claims about successful school leadership. *School Leadership & Management*, 38(1), 28-39. <https://doi.org/10.1080/13632430701800060>
- Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*, 49(3), 430–453. <https://doi.org/10.1177/1741143220910438>
- Madigan, D. J., & Kim, L. E. (2021). Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. *Teaching and Teacher Education*, 105, 103425. <https://doi.org/10.1016/j.tate.2021.103425>
- Marzano, R. J., & Waters, T. (2005). *School leadership that works: From research to results*. ASCD.
- Mbua, E. M. (2023). The impact of principal's leadership styles on teacher and school effectiveness. *International Journal of Research in Education Humanities and Commerce*, 4(2), 147–177.
- Meyer, F. J., Bendikson, L., & Le Fevre, D. M. (2023). Leading school improvement through goal-setting: Evidence from New Zealand schools. *Educational Management Administration & Leadership*, 51(2), 365–383. <https://doi.org/10.1177/1741143220979711>
- Mintzberg, H. (1973). *The nature of managerial work*. Harper & Row.

- Muijs, D., & Harris, A. (2003). Teacher leadership—Improvement through empowerment? An overview of the literature. *Educational Management & Administration*, 31(4), 437–448.
- Musa, J. B., Nazarudin, M. N. B., Noordin, Z. B., Juati, N. A., & Juhumin, H. S. (2020). Investigating instructional leadership, transformational leadership, self-efficacy and trust among primary school teachers. *International Journal of Education, Psychology and Counselling*, 5(35), 237–248.
- Paul, S. S. (2023). The relationship between teacher leadership and teacher commitment in National Type Secondary Schools in Klang, Selangor. *Management Research Journal*, 12, 42–52.
- Quah, S. M. (2017). Principal support for innovative teaching and teachers' job satisfaction: The mediating role of teacher self-efficacy. *Educational Management Administration & Leadership*, 47(3), 488–508.
- Setar, R. (2022). The role of school management committees in school development and teacher satisfaction. *Educational Management Review*, 31(3), 98–115.
- Sheinman, N., & Russo-Netzer, P. (2021). Mindfulness in education: Insights towards an integrative paradigm. In M. L. Kern & M. L. Wehmeyer (Eds.), *The Palgrave Handbook of Positive Education* (pp. 609–642). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-64537-3_24.
- Siangchokyoo, N., Klinger, R. L., & Campion, E. D. (2020). Follower transformation as the linchpin of transformational leadership theory: A systematic review and future research agenda. *The Leadership Quarterly*, 31(1), 101341. <https://doi.org/10.1016/j.leaqua.2019.101341>
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 26(6), 1029–1038. <https://doi.org/10.1016/j.tate.2011.04.001>
- Tan, C. K. (2019). Understanding the role of shared leadership in enhancing teacher job satisfaction. *Asia Pacific Journal of Education*, 39(1), 78–94.
- Teo, T., Bond, M. H., & Cheong, W. T. (2017). A multilevel analysis of teacher support and job satisfaction among teachers in southern and eastern China. *Frontiers in Psychology*, 8, 1090.
- Thong, J. S. P. (2020). *The relationship of arrogance leadership, job commitment and job satisfaction in higher educational organisations in Sarawak* (Master's thesis, Wawasan Open University). WOU Library. http://woulibrary.wou.edu.my/theses-project/MED2020_PTSIM.pdf
- Tung, R. L. (2016). The importance of middle managers in international business. *Journal of International Business Studies*, 48(4), 438–445.
- Yang, Y., Zhao, J., & Sikora, S. (2018). The effects of principal support on teacher job satisfaction: Evidence from China. *International Journal of Educational Development*, 61, 156–167.
- Yasin, Z. M., Ghani, M. F. A., & Radzi, N. M. (2024). Leadership of the Head of Panels of Malaysian Primary Schools: A Need to Implement Leadership Elements. *Leadership*, 12. https://www.uisad.com/FileUpload/as907385/File/115_zaliza_yasin-leadership_of_the_head_of_panels_of_malaysian_primary_schools.pdf
- Yusof, N. A. M. (2018). The effect of collaborative leadership on teacher job satisfaction and efficacy in Malaysia. *Malaysian Journal of Learning and Instruction*, 15(2), 235–261.

- Yusoff, M. S. B., Tan, T. K., Lim, F., & Abu Bakar, A. R. (2022). A model of teacher job satisfaction, organizational commitment, and work engagement. *International Journal of Academic Research in Business and Social Sciences*, 12(4), 537–556.
- Zainal, N. H., & Abdullah, N. (2022). Roles and responsibilities of school principals: Perspectives from Malaysia. *Journal of Educational Administration*, 60(1).
- Zhongzhuoma, Y., & Abdul Aziz, N. A. (2023). Challenges of rural teachers' development in remote areas of Western China. *Journal of Public Administration and Governance*, 13(4), 60–75. <https://doi.org/10.5296/jpag.v13i4.21598>