

## THE RELATIONSHIP BETWEEN HEADMASTERS' TRANSFORMATIONAL LEADERSHIP AND TEACHERS' JOB SATISFACTION IN IMPLEMENTING TEACHING AND LEARNING AT HOME

BY

DEEPA A/P VALLU @ BALAN<sup>1\*</sup>, JAMALULLAIL ABDUL WAHAB<sup>2</sup>

<sup>1,2</sup>Faculty of Education, Universiti Kebangsaan Malaysia (UKM), Malaysia.



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**Corresponding author:**

**DEEPA A/P VALLU @  
BALAN1**

### Abstract

Headmasters' transformational leadership practices can positively impact teachers' job satisfaction in the implementation of teaching and learning from home. This study aims to ascertain the degree of transformational leadership methods used by headmasters, the degree of job satisfaction among teachers during at-home teaching and learning and the link between these factors. This study followed the quantitative survey research design, and the survey questionnaires were distributed online through 'Google forms'. This study involved 128 teachers from 10 rural-based Tamil Schools in Seremban district, Negeri Sembilan, Malaysia. Data were collected using a questionnaire adapted from Multifactor Leadership Questionnaire (MLQ) and MLQ-Form 5. The Statistical Package for Social Science (SPSS) version 26.0 was used to analyse the data using descriptive and inferential statistics. The study found a high level of transformational leadership among the headmasters of rural-based Tamil Schools in Seremban, Malaysia. Furthermore, the teachers involved showed high job satisfaction in implementing teaching and learning from home. The study also found a significant relationship between transformational leadership practices and teachers' job satisfaction in implementing teaching and learning from home. The study's findings can help stakeholders improve headmasters' transformational leadership quality and teachers' job satisfaction in implementing teaching and learning from home to create an efficient, effective, and positive school environment.

**Keywords:** Transformational leadership, Headmasters, Teachers' Job Satisfaction in implementing teaching and learning from home, rural Tamil Schools

### 1.1.Introduction

The COVID-19 pandemic has affected the socioeconomic and educational systems worldwide (Lekhranj Rampal, 2020). This has brought changes to the way that instruction is conducted by teachers worldwide (Reimers & Schleicher, 2020). The integration of digital technology into education has increased over the last few years (Hafiza, Khalid, and Jamalullail, 2021). The lockdown due to Covid-19 led to school closures that affected 1.2 billion students and teachers across educational institutions in around 144 countries (UNESCO, 2020). As a result, digital teaching became an alternative to face-to-face teaching during the lockdowns. In Malaysia, approximately 5 million school students and 1.2 million university students, including 130,000 international students, have

been affected by the closure of all educational institutions (Jafri Malin et al., 2020). Educators are instructed to continue conducting lessons at home during the lockdown. The sudden implementation of teaching and learning at home has changed how teachers and students communicate and interact worldwide. (Bozkurt et al., 2020; Rapanta et al., 2020; Tejedor et al., 2021). Implementing teaching and learning at home is difficult because teachers must adapt various teaching and learning methods to guarantee their effectiveness. Teaching and learning at home have become necessary for teachers during the COVID-19 pandemic when face-to-face learning cannot be implemented. The change in the teaching and learning methods has had a profound effect on teachers and students.

Teaching and learning at home have changed how teachers communicate and interact with students. Previous studies by Bozkurt et al. (2020), Rapanta et al. (2020), and Tejedor et al., (2021) found that these changes affected the effectiveness of teaching and learning at home. The situation becomes more serious when the headmasters and teachers are not competent in teaching and learning at home (Nur Hanisah & Mohd Isa, 2021; Siti Nurbaizura and Nurfaradilla, 2020). In this regard, for teaching and learning at home to be successful, teachers must possess adequate knowledge, competence, abilities, and attitudes to conduct online lessons. (Tamilnullai & Salini, 2021). In this regard, challenges in implementing teaching and learning at home include the lack of teachers' knowledge, access to materials and facilities, and limited professional development opportunities (Mustafa et al. 2021). In addition, the lack of support from headmasters and colleagues hinders effective teaching and learning at home (Rasmitadila et al., 2020).

Moreover, stable internet access and access and ownership of gadgets, especially in rural areas, are paramount to increasing the efficiency of teaching and learning at home. (Muhammad Izzat, 2021). There is still a gap in internet access, bandwidth, and speed in urban and rural areas in Malaysia (Luqman Arif, 2020). This can be seen when teachers and students living outside the city, especially in rural areas, face problems in accessing fast internet access. Poor internet access affects home teaching and learning, making it difficult for teachers to run classes synchronously or in real-time using Google Meet, Zoom, Cisco Webex, and other applications (Muhammad Izzat, 2021). This barrier reduces the efficiency of the process as internet connectivity is a requisite for teaching and learning. Digital poverty has also become one of the constraints in implementing teaching and learning at home, where digital poverty among students in rural areas is higher than among students in urban areas (Department of Statistics Malaysia, 2020). Constraints from the above problems cause teachers to be stressed, lose confidence, and lose enthusiasm and motivation in implementing teaching and learning at home. When teachers' motivation is low, it will indirectly impact teachers' job satisfaction (Noor Syaheerah & Tajul, 2021). Job satisfaction is a measuring tool in determining the success of a school. Teachers' job satisfaction in implementing teaching and learning at home is important in determining the effectiveness of teaching and learning at home.

Leadership style can affect employees' attitudes, behaviours, and presumptions linked to cultivating the ideal mindset to achieve its goals and objectives. (Walsh & Arnold, 2020). Leadership is defined as the leadership of a headmaster and the teachers in administering and leading the school as an effective organisation to meet the needs of society and the country (Muzzafar Malek, Jamalullail, 2020). Therefore, headmasters need to practice an appropriate leadership style to ensure that the teaching and learning process can run effectively and smoothly and provide job satisfaction to teachers. Leaders who practice transformational leadership can encourage teachers to be innovative and creative (Alzoraiki et al., 2018), increase teachers' job satisfaction (Fiaz et al., 2017) and productivity at work (Ladan et al., 2017; Le Ba et

al., 2018). In addition, transformational leaders will establish interpersonal relationships with subordinates, engage in two-way communication, and provide attention to individuals based on their needs and talents (Windlinger et al., 2019).

Meanwhile, a study by Niko Sudibjo & Alex M Manihuruk (2022) discovered that the highest predictor of teachers' job satisfaction is organisational support, while happiness at work is the most crucial predictor of teachers' mental health. Thus, headmasters' transformational leadership practices can guarantee teachers' job satisfaction in implementing teaching and learning at home. This study aims to identify headmasters' practice of transformational leadership and its relationship with teachers' job satisfaction in implementing teaching and learning at home. This is because headmasters' leadership practices can determine performance and success (Karacabey, Bellibaş, & Adams, 2020). Strong leadership will increase teachers' trust in the headmasters, and subsequently, the teachers will commit to giving their best to their schools (Andriani et al., 2018).

Despite being a new norm, many teachers and students in rural schools are affected by implementing teaching and learning at home. Internet access is one of the constraints teachers face when implementing teaching and learning at home due to the difference in internet distribution between urban and rural areas, which is 70% in urban and 30% in rural areas. (Luqman, 2020). This shows that internet access in rural schools is not the same as in urban schools. Accordingly, internet access has become a challenge for teachers in rural areas compared to urban areas in implementing teaching and learning at home. Thus, this study aims to identify the level of headmasters' transformational leadership practices and how it affects teachers' job satisfaction in implementing teaching and learning at home in rural Tamil Schools. The findings can be used by stakeholders like the Malaysian Education Ministry, training division, District Education Office, and State Education Department to increase teachers' job satisfaction in implementing teaching and learning at home in rural-based Tamil schools. The findings are also expected to help achieve the Sustainable Development Goals (SDG) through the fourth Goal of Education Quality which is based on the No child left behind policy and bring attention to providing quality education for all students,

### 1.2. Purpose and Objectives of the study

This study explores headmasters' practises of transformational leadership and its relationship with teachers' job satisfaction in implementing teaching and learning at home in rural Tamil schools in the Seremban region. The research objectives are as follows,

- i) Determine the degree of transformational leadership practices among headmasters of rural Tamil schools in Seremban, Malaysia
- ii) Determine teachers' job satisfaction in implementing teaching and learning at home in rural Tamil schools in Seremban, Malaysia.
- iii) Determine the relationship between headmasters' transformational leadership practices and the teachers' job satisfaction in implementing teaching and learning at home in rural Tamil schools in Seremban, Malaysia.

### 1.3. Research hypothesis

The hypothesis of this study is as follows:

Ho - There is no relationship between headmasters' transformational leadership practices and teachers' job satisfaction in implementing teaching and learning at home in rural Tamil schools in Seremban, Malaysia.

## 2.0. Literature review

Previous studies have found that transformational leadership effectively increases teachers' job satisfaction (Kaushalya et al., 2020, Windy et al., 2019, Tor Xin Yuan & Bity Salwana, 2021, Gobinathan & Jamalul Lail, 2020, Fadhlah et al., 2019). There is growing research on headmasters' transformational leadership practices and teachers' job satisfaction, particularly during the Covid-19 pandemic. Lina et al. 2021 involved 252 teachers in TS25 schools in Kuching, Sarawak. The study reported that headmasters demonstrated high transformational leadership practices during the pandemic, which could be linked to higher teachers' job satisfaction. The finding proved there was a strong relationship between the headmasters' transformational leadership and teachers' job satisfaction during the pandemic.

Another study by Hoh and Azlin (2021) involved 102 teachers from 10 Chinese Schools in Kuala Selangor and found that headmasters' transformational leadership practices can impact teachers' job satisfaction during the pandemic. Meanwhile, Adrienne's (2022) study on 291 primary school teachers from the Klang district found that headmasters' transformational leadership level and teachers' job satisfaction were at a moderate level during the pandemic. The findings of this study demonstrated a significant relationship between headmasters' transformational leadership and teachers' work satisfaction throughout the epidemic. Another similar study was by Fauziah and colleagues (2022), which aimed to identify leadership styles and teachers' job satisfaction while conducting online learning. Their study was conducted among 102 teachers in Penang. Findings found that teachers' job satisfaction and transformational leadership style were at a high level, followed by laissez-faire and transactional leadership styles.

### 2.1. Definitions and concepts

#### 2.1.1. Transformational leadership

Transformational leadership prioritises mutual collaboration between leaders and subordinates to increase their motivation and enthusiasm. (Burns, 1978). According to Burns, leaders practice transformational leadership because this concept emphasises the interaction between leaders and employees, which is necessary to improve motivation and passion. According to Koehler and Pankowski (1997), transformational leadership is a change process inspiring and empowering subordinates to reach higher levels by improving themselves and streamlining organisational processes. (p. 16). The transformational leadership models presented by Burns (1978) and Bass (1985) comprise four dimensions- ideal influence, inspirational motivation, intellectually stimulating, and individual consideration.

#### 2.1.2. Teachers' Job Satisfaction.

Job satisfaction refers to an individual's emotion, reaction or feeling towards their job (Vasugi et al. 2021). McAllister et al.

(2017) stated that job satisfaction is an individual's emotional state, where their work experience causes a happy or positive emotional state. It is an important element in the lives of all employees. Past studies like Herzberg (1959), McGregor (1960), and Maslow (1970) highlighted that job satisfaction is a critical human need that should be achieved to gain self-perfection. Job satisfaction can be measured based on the difference between one's expectations, needs, and values and his perception of reality (Pawirosumarto et al., 2017 Juhji et al., 2022). Moreover, studies like Homyamyen, Kulachai, and Phuangthuean (2017) asserted that job satisfaction is crucial for teachers in improving their skills and ensuring effective teaching and learning. Job satisfaction is also closely related to psychological aspects because it is interconnected with work motivation and related to effort, effectiveness, and teachers' satisfaction (Faridah, 2017). Thus, teachers' job satisfaction can influence school performance and is an important indicator of teachers' well-being (Hasan, 2017) and Mihat et al. (2020).

#### 2.1.3. Concept of Teaching and learning at home

Teaching and learning at home comprise using a web-based platform that uses tools and software applications in the learning process (Cassidy, 2016) to see and hear other students from a distance. (Stefan Hrastinski, 2019). Online teaching and learning practices are not something new in Malaysia. It was initiated by Universiti Sains Malaysia (USM) in 1971, offering a distance learning course (Anuar & Ali 2020). Most public universities in Malaysia used online learning starting from the 1990s to follow the technology-based innovation measures proposed by USM. However, teaching and learning at home started gaining traction in Malaysia's Malaysian education sector when it was introduced as an alternative to face-to-face learning during the Movement Control Order (MCO). According to UNICEF Global Head of Education (WHO 2020) Robert Jenkins, MCO enforced to stop the spread of Covid-19 forced all the closure education institutions throughout Malaysia. Subsequently, the Education Ministry has issued guidelines for teaching and learning at home during the MCO. Teachers can plan and conduct lessons from home online, offline and off-site.

(Malaysian Education Ministry, 2021). Teachers can choose any mode based on suitability and students' needs. Online teaching and learning can be employed when sufficient internet connectivity and technology allow students to study in real-time. In contrast, offline teaching and learning occur when students can access devices like computers, laptops, tablets, and smartphones without an internet connection. In the meantime, off-site learning takes happens on-site in locations like community centres or temporary evacuation centres during a crisis or epidemic (Malaysian Education Ministry, 2021)

#### 2.1.4. Conceptual framework of the study

This study examines the relationship between the headmasters' transformational leadership, the independent variable, and teachers' job satisfaction in implementing teaching and learning at home, the dependent variable. The headmasters' transformational leadership includes the dimensions of intellectually stimulating, inspirational motivation, ideal influence, and individual consideration. The measurements of headmasters' transformational

leadership are based on the Transformational Leadership Theory Model by Burns (1978), Bass (1985), Slocum, and Hellriegel (2007). Herzberg's two-factor model was used to measure teachers' job satisfaction levels while implementing teaching and learning at home based on effort, effectiveness, and satisfaction. Figure 1 shows this study's conceptual framework.

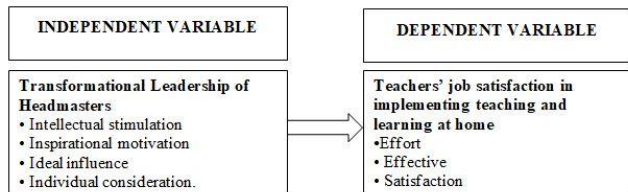


Figure 1: The conceptual framework of the study. Source: conceptual framework adapted from Burns Model (1978), Bass (1985) Slocum and Hellriegel's (2007) Transformational Leadership Theory Model, and Herzberg's two-factor model.

### 3.0. Methodology

This study is a quantitative survey that analyses data using descriptive and inferential statistics. The study population consisted of 139 teachers from 10 rural-based Tamil schools in the district of Seremban. According to Krejcie and Morgan (1970), the number of samples involved should be at least 102 for a population of 139. Therefore, 128 teachers were selected using simple random sampling.

A survey questionnaire was distributed through the Google Forms platform. The instrument consists of three (3) parts: demographics, transformational leadership practices of headmasters' and teachers' job satisfaction in implementing teaching and learning at home. Part A is focused on the demographic of teachers (6 items). Part B is based on the MLQ 'multi-factor leadership questionnaire' by Avolio and Bass (2004), which focuses on questions that measure headmasters' transformational leadership practices (19 items). Part C is based on the MLQ-Form 5 in Bass (1985) and adapted by Mahani (2012) and Faridah (2017). Part C focuses on the level of job satisfaction of teachers implementing teaching and learning at home (14 items). The link to the survey questionnaire was distributed through messaging apps like WhatsApp and Telegram.--

A pilot study was conducted on the instrument and involved 35 teachers from two rural Tamil schools who were not involved in the actual study to measure the reliability of the tested questionnaires: Multifactor Leadership Questionnaire (MLQ) and MLQ (Multi-Factor Leadership Questionnaire Form 5X-Rater). The Cronbach's Alpha value for the pilot questionnaire on headmasters' transformational leadership practice was 0.991, and teachers' job satisfaction in implementing teaching and learning at home was 0.915. This result shows has high reliability and can be used for research.

Data analysis was done through Statistical Package for The Social Science software (SPSS Windows) version 26.0. Descriptive statistics, specifically mean, standard deviation, and percentages, were used to analyse the respondents' demographic data, headmasters' transformational leadership practices, and teachers'

job satisfaction in implementing teaching and learning from home. The Pearson correlation test was used to determine the relationship between headmasters' transformational leadership practices and teachers' job satisfaction in implementing teaching and learning from home. The items used a Five-Point Likert Scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). (Likert, 1932)

## 4.0. Findings of the Study

### 4.1. Demographic profile of respondents

This study involved 128 teachers from 10 rural Tamil Schools in Seremban, Negeri Sembilan, Malaysia. Most respondents are female, with 108 (84.4%) and only 20 (15.6%) male teachers. Regarding age, most teachers are between 41 and 50 years old, with a frequency of 54 people (42.2%). Based on teaching experience, the majority of teachers have 16 years to 25 years of experience, with a frequency of 58 people (45.3%). Most respondents were teachers who had served for 6 to 15 years, with a frequency of 61 people (47.7%). Based on the job grade, most respondents were from DG44 to DG48 job grades with a frequency of 89 people (69.5%). Regarding the highest academic qualifications, 93 respondents (72.7% obtained a Bachelor's Degree.

### 4.2. Headmasters' transformational leadership in rural-based Tamil schools in the district of Seremban

Overall, the analysis of all four dimensions of headmasters' transformational leadership shows that the mean score was at a very high level, mean of 4.48 to 4.61. The dimension of ideal influence (mean = 4.61, s.d = 0.529) is the highest compared to inspirational motivation (mean = 4.54, s.d. = 0.605), individual consideration (mean = 4.52, s.d. = 0.616) and intellectually stimulating (mean = 4.48, s.d. =0.646). The ideal influence means that headmasters lead by example, act confidently, share risks, and reinforce values through a high level of ethics through behaviour (Alzoraiki, Rahman, & Mutalib, 2018). Headmasters who lead with ideal influence can instil a sense of faith in all members of their organisation towards a better future (Berson & Oreg, 2016).

Table 1 shows that the overall average mean score for transformational leadership practice is (mean=4.54, s.d=0.564). This shows that most headmasters in rural Tamil schools in Seremban, Malaysia practice transformational leadership.

Table 1: Mean scores and levels of headmasters' transformational leadership practices

Dimension	Mean score	Standard Deviation	Interpretation
Dimension 1: Ideal Influence	4.61	.529	Very high
Dimension 2: Individual Consideration	4.52	.616	Very high



Dimension 3:			
Intellectual stimulating	4.48	.646	Very high
Dimension 4:			
Inspirational motivation	4.54	.605	Very high
<b>Overall Level of Headmasters' Transformational Leadership Practice</b>			
<b>Transformational Leadership Practice</b>	<b>4.54</b>	<b>.564</b>	<b>Very high</b>

**4.3. Teachers' Job Satisfaction in implementing teaching and learning from home in rural-based Tamil schools in the district of Seremban**

Overall, the effort dimension (mean=4.56, s.d=0.483) and the effective dimension (mean=4.56, s.d=0.495) have the highest mean score compared to the dimension of satisfaction (mean=4.25, s.d=0.677). Table 2 shows the overall average mean score for teachers' job satisfaction in implementing teaching and learning from home was (mean=4.45, s.d=0.483). This shows that teachers in rural-based Tamil schools in the district of Seremban have job satisfaction in implementing teaching and learning from home.

**Table 2: Mean scores and levels of teachers' job satisfaction in implementing teaching and learning from home**

Dimension	Mean	Standard Deviation	Interpretation
Dimension 1: Effort Dimension	4.56	.483	Very high
Dimension 2: Effective Dimension	4.56	.495	Very high
Dimension 3: Satisfaction Dimension	4.25	.677	High
<b>Overall Level of Teachers' Job Satisfaction in Implementing teaching and learning from home</b>			
<b>Job Satisfaction in Implementing teaching and learning from home</b>	<b>4.45</b>	<b>.483</b>	<b>Very high</b>

**4.4. The relationship between Headmasters' Transformational Leadership Practices and Teachers' Job Satisfaction in implementing teaching and learning from home in rural-based Tamil schools in the district of Seremban**

The Pearson correlation test was administered to identify the relationship between the two variables; the findings are shown in Table 3. It was found that there was a significant relationship between headmasters' transformational leadership practices and teachers' job satisfaction in implementing teaching and learning from home, the value of the Pearson correlation coefficient  $r = 0.544$  and  $sig = .000$ , ( $p < .05$ ). This shows that there is a positive relationship between the level of headmasters' transformational

leadership practice and teachers' job satisfaction in implementing teaching and learning from home with  $r = 0.544$  with a moderate value of 0.50 to 0.60. Therefore, the null hypothesis ( $H_0$ - There is no relationship between the headmasters' transformational leadership and teachers' job satisfaction in implementing teaching and learning at home in rural-based Tamil schools in Seremban, Malaysia) is rejected. This shows that there is a relationship between the headmasters' transformational leadership and teachers' job satisfaction in implementing teaching and learning from home in 10 rural Tamil schools in Seremban, Malaysia

**Table 3: The relationship between headmasters' transformational leadership practices and teachers' job satisfaction in implementing teaching and learning from home**

Variable	Transformational Leadership Level (R)		
	R	sig. (p)	Strength
Teachers' job satisfaction in implementing teaching and learning from home	0.544	0.00	Moderate

**5.0 Discussion**

**5.1 Transformational leadership practices**

Transformational leadership of headmasters in rural-based Tamil schools in the district of Seremban, Malaysia, was very high (mean=4.54, s.d=0.564). The dimension of ideal influence was the highest (min=4.61, s.d=0.529) compared to the dimension of individual consideration (mean=4.52, s.d=0.616), the dimension of inspirational motivation (mean=4.54, s.d=0.605) and the lowest dimension was intellectual stimulating (mean=4.48, s.d=0.646). This proves that headmasters in rural-based Tamil schools in the district of Seremban practice transformational leadership. The headmasters are always confident, give high hopes to teachers, dare to take risks, have a clear vision and mission in achieving the organisation's goals, and set an example that is good for their teachers.

This study's findings align with Bavani and Mohd Izham's (2022), which found that the level of headmasters' transformational leadership practices in Tamil schools in Kuala Lumpur was also reported to be very high (mean=4.45) before the pandemic. All the dimension scores of the headmasters' transformation practices from the aspect of ideal influence (mean = 4.43), inspirational motivation (mean = 4.42), intellectual stimulating (mean = 4.48), and individual consideration (mean = 4.46) were at a very high level. In addition, the findings of this study are supported by the study of Lina et al. 2021, where headmasters' transformational leadership practices were very high (mean = 4.25) in TS25 schools.

TS25 school headmasters were found to practice the dimension of ideal influence practice (mean = 4.38), followed by inspirational motivation (mean = 4.30), intellectual stimulation (mean = 4.23), and individual consideration (mean = 4.09). This proves that the dimension of ideal influence practice given by the headmasters positively impacts this study and the study of Lina et al. 2021. Next, the findings obtained in this study also have similarities with those of Hoh and Azlin (2021) in Kuala Selangor, who found that headmasters' transformational leadership in Chinese schools was at a high level during the pandemic (mean=4.30). This study's finding is also in line with Fauziah and colleagues (2022), who found that headmasters practised transformational leadership style (mean=4.08) compared to laissez-faire and transactional leadership styles during online learning.

The findings of this study differ from previous studies conducted by Gobinathan, and Jamalul Lail (2020), who found that headmasters' transformational leadership was at a medium level (mean = 3.71), the study by Anantha Raj and his colleagues (2016), who found that transformational leadership was at low level (mean = 2.59) before the pandemic, Adrience and Mohd Yusoff's study (2022) found that the headmasters' transformational leadership in the district of Klang was at a moderate level during the pandemic (mean = 3.24).

Transformational leadership is an essential and powerful tool for evoking positive change in education (Lina, 2021). Therefore, transformational leadership needs to be practised by headmasters to be able to lead based on the vision, in addition to delivering and implementing the vision as a team (Ladan et al., 2017), subsequently influencing teachers' behaviour and work productivity (Ladan et al. al., 2017; Le Ba, Lei, & Than Thanh, 2018; Yanfei et al., 2018).

### 5.2 Teachers' job satisfaction in implementing teaching and learning from home

Based on the study's findings, teachers' job satisfaction in implementing teaching and learning from home in 10 rural-based Tamil schools in the district of Seremban is high (mean=4.45, s.d=0.483). The effort dimension (mean=4.56, s.d=0.483) and the effective dimension (mean=4.56, s.d=0.495) are the dimensions that have the highest mean score compared to the satisfaction dimension (mean=4.25, s.d=0.677). This shows that teachers in 10 rural-based Tamil schools in the district of Seremban have job satisfaction in implementing teaching and learning from home. The findings indicated that teachers think implementing teaching and learning from home becomes easier after learning the skills. The teachers have also successfully implemented and completed the planned activities for teaching and learning from home.

This study's findings align with Fauziah and colleagues (2022) study. The study found that teachers have high job satisfaction in handling online learning in Penang, with a mean value of 4.04. The study's findings align with Lina et al. 2021 during the Coronavirus pandemic, with a mean value (of mean=4.18). This shows that teachers have high job satisfaction during the pandemic.

The findings of this study differ from a previous study conducted by Adrience and Mohd Yusoff (2022), who found that teachers' job

satisfaction in Primary Schools in the district of Klang during the pandemic was at a moderate level (mean = 3.31). All dimension scores in teachers' job satisfaction that include colleagues (mean=3.55), workplace conditions (mean=3.16), salary (mean=3.34), the job itself (mean=3.20), opportunities for self-development (mean=3.34) and the headmasters' supervision (mean=3.23) were at a moderate level. This shows that teachers were less satisfied with their jobs, the supervision of their headmasters, the salary, and the opportunity to advance themselves during the pandemic.

Teachers' job satisfaction needs to be always emphasised. Optimising job satisfaction is crucial, as teachers are responsible for a school's performance. It is also an important indicator to ensure the well-being of teachers and students (Hasan, 2017) and Mihat et al. (2020). In this light, teachers' job satisfaction can affect students' development and performance because teachers with low job satisfaction might have disciplinary issues and be unable to deliver quality lessons to students (Tang & Aida, 2020).

### 5.3 The relationship between the transformational leadership practices of headmasters and the level of job satisfaction of teachers in implementing teaching and learning from home.

This study shows a significant relationship between headmasters' transformational leadership practice and the teachers' job satisfaction in implementing teaching and learning from home in 10 rural-based Tamil schools in the district of Seremban, with  $r = 0.544$ ,  $p < 0.001$ . The study found that the headmasters' transformational leadership practice influences teachers' job satisfaction in implementing teaching and learning from home. This shows that the teachers have reached a certain level of job satisfaction with the headmasters' transformational leadership practice. This is because transformational leadership emphasises humanitarian aspects and inspires and brings positive changes to teachers in implementing changes in education. Teaching and learning from home have become necessary for all educational institutions to ensure the continuity of education during the COVID-19 pandemic. Therefore, transformational leadership practised by headmasters can ensure that teachers' job satisfaction will always be high.

This study's findings align with Adrience and Mohd Yusoff's (2022) finding of a significant relationship between headmasters' transformational leadership and teachers' job satisfaction during the pandemic. In addition, the findings of this study corroborate the findings of Lina et al. 2021 and Hoh and Azlin (2021), which reported a significant positive relationship between headmasters' transformational leadership and teachers' job satisfaction during the pandemic.

Excellent headmasters can produce successful academic and co-curricular students and contribute to Cluster Schools and Smart Schools (Muzzafar Malek and Jamalullail, 2020). Therefore, headmasters need to adopt the dimensions of the transformational leadership model: the ideal influence, inspirational motivation, intellectual stimulation, and individual consideration to increase teachers' job satisfaction.

Changes in education are inevitable because education is a dynamic process that cannot be predicted. Therefore, headmasters should practice transformational leadership comprehensively and continuously to increase teachers' job satisfaction.

### 6.0 Implications and Recommendations

This study found that the headmasters in the 10 rural Tamil schools practice a high level of transformational leadership, which leads to higher teachers' job satisfaction in implementing teaching and learning at home. This shows that headmasters in the rural-Tamil schools in the Seremban district have practised transformational leadership, and this has contributed to the teachers' job satisfaction in implementing teaching and learning from home. The job satisfaction of teachers implementing teaching and learning at home was high even though their schools were located in rural areas. In this context, it is in line with the education policy where the gap between urban and rural areas is narrowing. Nevertheless, the study found that teachers' satisfaction with internet access and tools used in implementing online teaching in schools is lower than other items from the dimensions of effort and effectiveness. Therefore, it is hoped that stakeholders can take action to improve both aspects of internet access and equipment to increase teachers' job satisfaction in implementing teaching and learning online.

The findings indicate the link between the headmasters' transformational leadership practices and teachers' job satisfaction in implementing teaching and learning from home. This study can provide a true picture of headmasters' transformational leadership practices and teachers' job satisfaction in implementing teaching and learning from home in rural-based Tamil schools in the district of Seremban. This study plays a role in assisting headmasters in improving their knowledge and skills in transformational leadership practices to increase teachers' job satisfaction. The importance of this study is for all leaders in school organisations to be able to apply transformational leadership practices in school organisations. Headmasters and future headmasters can use these findings as a source and guide when managing their schools. This study is expected to give awareness to headmasters to always create opportunities to interact with their teachers, collaborate, and encourage critical and creative discussions with their teachers. Headmasters could plan for professional improvement programs in digital teaching practices to give their teachers confidence and motivation to continue the practice of digital teaching (Hafiza, Khalid, and Jamalullail, 2021).

This study has also contributed to empirical research on transformational leadership and teachers' job satisfaction in implementing teaching and learning from home. Therefore, it is hoped that the Malaysian Education Ministry, especially the training division, District Education Office, as well as the State Education Department, can continue training and seminars related to transformational leadership because the findings of the study show headmasters' transformational leadership in 10 rural-based Tamil schools in the district of Seremban was at a very high level. Malaysian Education Ministry, District Education Office, and State Education Department can also develop more relevant and

practical training for school leaders, middle leaders, and teachers facing educational challenges.

### 7.0 Limitations and Recommendations for Future Research

This study was only conducted in 10 rural-based Tamil schools in Seremban, Negeri Sembilan, Malaysia. Therefore, this study cannot represent all the primary schools throughout Seremban or Malaysia. Thus, it is suggested that further research can expand the location of the study so that it can involve more schools in Seremban and other states throughout Malaysia to produce a more comprehensive study. In addition, since this study only focuses on rural-based Tamil schools in the district of Seremban, it is suggested that future studies can be carried out in other Tamil schools located in urban areas, Chinese Schools, National schools, secondary schools or other educational institutions to be able to make a comparison between headmasters and principals' transformational leadership and teachers' job satisfaction in implementing teaching and learning from home. In addition, further research can use different approaches, such as qualitative or combined methods. This is because a qualitative approach through interviews can help to understand more deeply and collect in-depth data on headmasters' transformational leadership and its relationship with teachers' job satisfaction in implementing teaching and learning from home.

### 8.0. Conclusion

The findings showed that the headmasters' transformational leadership practices and teachers' job satisfaction in implementing teaching and learning from home are high. The study also found a significant relationship between the headmasters' transformational leadership and teachers' job satisfaction in 10 rural Tamil schools in Seremban, Negeri Sembilan, Malaysia. This demonstrates that transformational leadership should be practised in all Tamil schools and other schools to boost teachers' job satisfaction while adopting teaching and learning from home. The results of this study can help inspire headmasters to undertake transformational leadership in their schools, especially in rural areas, to enhance the effectiveness of teaching and learning from home and raise teacher job satisfaction. The findings are expected to benefit stakeholders such as the Malaysian Education Ministry, especially the training division, District Education Office, and the State Education Department in developing training, courses, workshops, and seminars related to transformational leadership for all headmasters and middle leaders. A transformational leader is someone who encourages his subordinates to find ways to develop knowledge and implement changes. This leadership style will help educators and school members to improve and innovate in the world of education. In addition, transformational leadership also helps educators find solutions to challenges and conflicts in educational organisations. Transformational leadership needs to be practised by all school leaders because this leadership practice emphasises humanitarian aspects, inspires, and brings positive changes to teachers in implementing change. Headmasters could use transformational leadership strategies to increase teachers' job

satisfaction and create an effective, efficient and positive school environment.

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