Job Satisfaction, Responsibilities, and Colleague Relationship are Catalyst to Educational Transformation

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Abstract Educational transformation is a major agenda in efforts to improve the education level in Malaysia. The 21st century education era requires leaders to play a meaningful role in leading, guiding and encouraging school children under their leadership. In managing schools, it is evident that the Principals and Headmasters (PGB) are faced with various issues and challenges which sometimes are burdensome to other school stakeholders. Despite the great deal of responsibility, the level of job satisfaction and good relationship amongst staff would help solve the problems of the administrators. Thus, this study aims to identify the extent of PGBs' confidence to transform education by looking at responsibilities, job satisfaction and colleague relationship. A total of 212 PGB had been selected as respondents and data analyzed using SPSS version 23 for descriptive analysis, while AMOS 22 is used for advanced statistical *Structural Equation Modelling*. The finding shows that the value of *goodness of fit* model of PGB educational transformation is pretty good with reading *chisquare/df* =2.277, *CFI* =.966, p=0.00 and RMSEA = .078. The relations among responsibilities, job satisfaction and relationship with colleagues directly contributed 43% (R2=.43) to PGB's confidence to transform education at school. This means that the transformation is apparent in spite of the various issues and challenges. It is hoped that this PGBs' confidence level will continue to increase as Malaysia's education system needs to undergo a transformational shift in line with the country's vision.

Keywords Transformation, Leadership, Governance, Quality

1. Introduction

The 21st Century Education has been implemented at school level throughout the country since 2013 in line with the implementation of the Malaysian Education Development Plan (PPPM, 2013-2025). This education pattern is the main focus of the Ministry of Education Malaysia (MOE) to ensure that every educator is qualified as well as capable of producing excellent students. The desire to produce quality teachers and students with good values and character requires an educational pattern. Therefore, leaders need to have a critical, analytical and comprehensive thinking capability. One of the factors that help towards excellence is when one reaches the level of pleasure and satisfaction in working. Several studies have been conducted on the level of job satisfaction associated with the success of an organization. Among them are Workplace Environment and Administrative Styles (Karim, 2008) or Management Styles in the Education System (Huda *et. al.*, 2004). A leader needs to have a sense of responsibility and high self-esteem to carry out transformation in their respective organizations as they are the key to change. Since education is a very important aspect in a person's life, this should be taken seriously. Education leaders have a heavy responsibility in delivering education to the school community. They should always strive to master new knowledge, introduce new technologies and new techniques to be used in daily tasks to lead educators and shape students' excellence.

In reality, education contributes to the national development, but it needs to be designed and implemented systematically. Therefore, the education system in Malaysia should be strategically planned to produce the best for everyone (Zainudin, 2010). Good planning should be realized by leaders in any organization, including at the school level where the head of department plays a key role in leading the organization. Then, the responsibility is channelled to the middle leaders in the administrative affairs and eventually to educators to mould students in accordance with the intended direction.

In an effort to uphold the education organization, the administrators are faced with various issues including satisfaction and job comfort as well as a conducive environment. The responsibility of the school leaders, PGB is not 'a bed of roses'. If PGB feels uncomfortable at any point during administering the school, it will likely lead to failure to carry out the best responsibility. The implication will not only result in a less condusive ecosystems to all school community, but the impact on student's excellence will also be affected (Zalina, 1997). Thus, every educator is responsible for their role so that the aim for excellence based on mission and vision will come true.

2. Problem Statement

PGB's often focuses on school excellence through key areas of academic achievement (Mohd Anuar *et. al.*, 2011). However, the field of extra curriculum and character should be given the same weight as character value is the basis for future students' excellence. Education changes through the delivery of knowledge between the 20th century and the 21st century teaching approach should have arrived at the stage of practiced culture. This is because of the significant changes in knowledge delivery techniques in developed countries such as Finland, United Kingdom and other European countries in line with the pattern of the

millennium generation thought. Therefore, the overall transformation in all areas needs to be emphasized so that education in Malaysia today is able to compete and at same level with those countries. The Malaysian government through the Ministry of Education Malaysia is aware of the need for this action. Thus, the Malaysian Education Development Plan (2013-2025) (PPPM) is a guide for educators to move fast taking into account the current needs and the future.

The transformation of education through the administration of PGB has become one of the ways to accelerate the changing of school ecosystems to become more mature and excellent. PGB is responsible for shaping quality teachers (Azlin Mansor, 2006) and moulding students with admirable values. To enable them to play an effective role, PGB's work satisfaction is also a catalyst factor in changing the overall quality of the school. According to Mayer (1992), the commitment shown by the administrator refers to the governing attitudes and responsibilities in an organization. Therefore, besides fulfilling the existing responsibilities, the sense of job satisfaction should be emphasized because without the feeling of satisfaction in carrying out a good job, the intended transformation is difficult to happen naturally. Feeling confident of making a transformation when leading the school will be more meaningful and successful if PGB can combine several factors such as working satisfaction, improving relationship with school community, focusing on responsibilities, being positive, willing to bear the burden of duty, and always cheering up the surroundings (Zainudin Awang, *et. al.*, 2010).

3. Research Objectives

i. Measuring the correlation between the four constructs (Responsibility, Job Satisfaction, Relationship with Colleague and Confidence in Transforming) implemented by the Principal / Headmaster (PGB) in administering the school.
ii. Measuring the level of constructs that contributes to the Principal/Headmaster (PGB) confidence in transforming education in schools.
iii. Measuring the level of confidence of the Principal/Headmaster (PGB) in transforming education in schools.

4. Method of Study

4.1. Research Design

The nature of this study is in quantitative descriptive and correlative. This method is aimed at obtaining the facts by using objective measurements and statistical analysis of numerical data to clarify what is happening (Yin, 2003). There are two parts of the questionnaires: Part A consists of 10 items related to the information and respondents' background while Section B covers four (4) constructs that include, i) 10 items related to PGB's responsibilities; ii) 9 items related to work satisfaction level; iii) 10 items related to the employees; and iv) 9 items related to PGB's confidence in carry out transformation task. The questionnaire was used the interval level by selecting *Likert* scale (1-as "strongly agree" to 10-as "strongly disagree") to facilitate respondent's choice in making a more accurate assessment (Likert, 1932).

All 38 items of the study from the four constructs showed the total credibility value at alpha Cronbach 0.918 (pilot test) and 0.937 (actual study), as well as explained the strength of the items in each construct. According to Hair, *et. al.*, (2006) the minimum reliability value applicable is 0.60. Thus, this study carried out the same value as the reliability index and found that the questionnaire was considered to be higher than 0.915 and 0.952. Table 1 shows the value of each construct tested during pilot test and actual study.

Table 1. Value of reliability and quantity of items in every construct

Construct	***Number of Items***	***Alpha Cronbach (Pilot Test)***	***Alpha Cronbach (Actual Study)***
Responsibility	10 items	0.911	0.939
Job satisfaction	09 items	0.865	0.915
Relationship with colleagues	10 items	0.952	0.952
Transformation	09 items	0.944	0.945
TOTAL	38 items	0.918	0.937

4.2. Analysis Methods of the Study

Statistical analysis for social science (SPSS) (Pallant, J., 2010) version 23 is used for demographic analysis. AMOS 22 analysis is also used for structural measurements with advanced statistical *Structural Equation Modelling* (SEM) divided into three levels. The first stage is the analysis of data Exploratory Factor Analysis (EFA) (Hair *et. al.*, 2010; Zainudin, 2012) or there are researchers using the Principle Component Analysis (PCA) (Hair, *et. al.*, 2006). This analysis was aimed at assessing the psychometric instruments characteristics based on question construction in a variable. This technique is also used to obtain new validity and reliability for each sample.

The second stage is known as Confirmatory Factorial Analysis (CFA) which aims to see the correlation between the variables used. In addition, this factor analysis will also determine the suitability and validity of the item to measure the variables and subsequently to test the covariance structure in each variable. This analysis will occasionally result in data reduction and items to produce more significant data (Hair, *et. al.*, 2010). CFA will eventually produce a measurement model. In the third stage, the SEM analysis is aimed to test how far the constructs contained in the measurement model achieved fitness indexes.

The third stage of the analysis will help researchers to assess the characteristics of psychometric instrument of question formulation in independent variables through constructs of responsibility, job satisfaction, and relationships with colleagues. While the dependent variable involves the 'Transformation' construct. All scales used will be validated before proceeding with the subsequent analysis.

4.3. Population Sample Study

Respondents of this study consist of Principals and Headmasters who are currently working in schools in the Federal Territory of Kuala Lumpur. It selects simple random sampling to avoid bias data collection (Shaver and Norton, 1980). A total of 230 Principals and Headmasters agreed to answer the questionnaire in this study. However, only 212 (92.1%) of the completed questionnaires were filled by the respondents and were used as a sample of the study.

This study has gone through the normal data collecting process. In the early stage, pilot test was conducted to 58 selected Principals and Headmasters to respond to the questionnaire. The purpose is to identify their level of understanding of the questions raised. After conducting the fine-tuning of the questions, the researcher has obtained PGB's approval to become a respondent. Respondents were given a week to answer the questionnaire.

5. Analysis of Findings

The data were analyzed in two ways: i) descriptive analysis involving frequency and percentage to explain; a) respondents' demographic profile; and b) data of academic qualification level, and PGB's experience; and ii) analysis of *EFA*, *CFA* and *SEM* to identify whether the relationship between variables exists.

5.1. Description of Respondents

a) Based on the respondents' demographic profile, it showed that 98 PGBs (46.2%) were male and 114 PGBs (53.8%) were female. Of the total, the division in terms of race showed 185 PGBs (87.3%) are Malays, 19 PGBs (9.0%) are Chinese and 8 PGBs (3.8%) are Indians. Generally, most of the respondents (PGBs) are over 41 years old, with a total of 206 people, a very high percentage of 97.2%. This proves that the post of PGB is indeed held by those who have served long and have vast experience in the education system (Table 2). This view is supported by Clark and colleagues (2009), which states that PGB will be more effective in carrying out their responsibilities if they are more experienced in the field.

b) Changes in the education era and the importance of learning are seen when 104 (49.1%) of all respondents have Bachelor's Degree, while 48 (22.6%) have higher qualifications, namely Master's Degree. A total of 17 (8.0%) PGB holders have Diploma and 43 (20.3%) have graduated with the Malaysian Higher School Certificate (STPM) and Malaysian School Certificate (SPM). Of the total respondents, 46 (21.7%) had first degree and eight (3.8%) had a Master's Degree in education, while 54 respondents (25.5%) had Diploma in Education and the remaining 104 (49.1%) had a Certificate of Teaching.

Table 2. Summary of respondents' demografic data

Demografic	Respondent	Frequency	Percentage
Gender	Male	98	46.2
	Female	114	53.8
	Total	212	100.0
Race	Malay	185	87.3
	Chinese	19	9.00
	Indian	08	3.80
	Others	00	0.00
	Total	212	100.0
Age	31-35 years	04	1.90
	36-41 years	02	0.90
	40 above	206	97.2
	Total	212	100.0

A total of 191 respondents (90.6%) were educators who had been teachers between 16 and over 21 years. While 20 respondents (9.4%) had been educators between 6-15 years. Nevertheless, the distribution of administrators with experience leading a school was almost balanced. Respondents with over 10 years of administrative experience are 65 (30.7%), while 86 respondents (40.6%) are experienced administrators between 6-10 years. A total of 61 respondents (28.8%) have experience less than five years of school administration. Table 3 shows the formulation of the qualifications and experience of the respondents administering their respective schools.

Given the size of the Federal Territory of Kuala Lumpur which is small, the ability of the respondents to move from home to school is less than 25 kilometres one way. There was a one-way distance from home to school for 41 respondents (19.3%) ranging from 1-5 km only while 52 respondents (24.5%) live between 6-10 km from school. However, it is found that 119 respondents (56.1%) live more than 10 kilometres away from the school. Although distance factors are not an issue for administrators, other issue such as traffic congestion in the city is the probable reason for a longer time to get to the location.

Table 3. Summary of respondents' qualification and experience

	Respondent	Frequency	Percentage
Academic Qualification	SPM/STPM	43	20.3
	Diploma	17	8.0
	Degree	104	49.1
	Masters	48	22.6
	Total	212	100.0
Professional Qualification	Certificate in Education	104	49.1
	Diploma in Education	54	25.5
	Degree in Education	46	21.7
	Masters in Education	08	3.8
	Total	212	100.0
Experience as Teacher	6-10 years	11	5.2
	11-15 years	09	4.2
	16-20 years	01	0.5
	21 years or more	191	90.1
	Total	212	100.0
Experience as Administrator	1- 5 years	61	28.8
	6-10 years	86	40.6
	11 years or more	65	30.7
	Total	212	100.0
Distance to school	1-5 km	41	19.3
	6-10 km	52	24.5
	More than 10 km	119	56.1
	TOTAL	212	100.0

5.2. Analysis of EFA, CFA and SEM

5.2.1. Exploratory Factor Analysis (EFA)

Based on the sample size (n = 212) it is found that all items have multiple load factor values ranging from 0.24 to 0.95. However, when the statistical analysis of the *Exploratory Factor Analysis* (EFA) is conducted, the results obtained have changed as this analysis yields the strength of each item and its position in the construct. This analysis is also intended to reduce the data through data collection process collected. The loading value of 0.50 or more is considered significant while values greater than 0.70 are considered to be highly compatible and have a clear structure (Hair, *et. al.,* 2006). Figure 1 shows the loading value of 38 items and the correlation between constructs that have not gone through data cleaning process.

During the analysis, any item having a loading value of less than 0.50 was dropped from the construct resulting in good data. Researchers take the stand by using items that meet the features proposed by Hair, *et. al.,* (2010) and Zainudin (2012). As recommended by Zainudin (2012), despite the high loading factor value, Bartlett's, KMO and Communality test values need to be taken into account to ensure the data is good and can be tested. Therefore, all the items in these four constructs need to go through the test and the process of data cleaning through an EFA analysis can be carried out as follows:

5.2.1.1. Construct of PGB's Responsibilities Administering School

One of the key assumptions assessed in this EFA analysis is to test corelation (multicollinearity) of items. There are 10 items tested in the construct of 'PGB's responsibility administering the school'. *Bartlett's test* shows statistically that the item is significant with the values of $\chi 2$ (45) = 1985.509 and p= .000. The resulting *Kaiser-Meyer-Olkin* (KMO) values are above .600 (.893), while the *Measure of Sampling Adequacy* (MSA) values for each item exceeds .60.

The next step is to assess the communality that should exceed the reading .60. During the test on rotated component matrix, factorial complexity occurs on one item (C4). This causes researchers to drop the item from the construct even if the KMO value is high. The same EFA process is executed once again and has resulted in a KMO = .895 with *Bartlett's test* showing statistically that the item was significant with values $\chi 2$ (36) = 1934.017 and p=.000. So, only nine (9) items were carried for further analysis.

Table 4 shows the EFA analysis for the constructs of 'PGB's Responsibilities Administering School'. This construct yields only one implied dimension based on *eigenvalues* data greater than 1.0. This finding also explains that the dimension is capable of explaining more than 72.73% of the nine (9) items contained in the whole construct.

Table 4. Eigenvalues and percentage of variance for construct 'PGB's responsibilities administering school'

Initial Eigenvalues			
Component	**Total**	***% of Variance***	***Cumulative %***
1	6.546	72.730	72.730
Total Variance Explained: 72.730%			

5.2.1.2 Construct of PGB's Job Satisfaction in Managing School

There are 09 items in the 'PGB's Job Satisfaction in Managing School' construct. *Bartlett's test* shows statistically that the item is significant with the value of $\chi 2$ (36) = 1666.261 and the value of p=.000. The resulting *Kaiser-Meyer-Olkin* (KMO) values are above .600 (.856), while *Measure of Sampling Adequacy* (MSA) values for each item also exceeded .60. When the values of *Bartlett's* and KMO meet the requirements of the test, the next step is to evaluate the communality that should exceed the reading .60. During the test on the rotated component matrix, factorial complexity occurs on three items (H2, H3, H6). This causes researchers to drop the item from the construct even when the KMO value is high. The same EFA process is executed once again and has resulted in a KMO = .846 with *Bartlett's test* showing statistically that the item was significant with the values of $\chi 2$ (15) = 1094.073 and

p=.000. So, only six (6) items were carried for analysis at the next level.

Table 5 shows the EFA analysis for the construct of 'PGB's Work Satisfaction when Administering School. This construct also produces only one implied dimension based on *eigenvalues* data greater than 1.0. This finding also explains that the dimension is able to explain more than 72.384% of the six (6) items in the whole construct.

Table 5. Eigenvalues and percentage of variance for 'PGB's job satisfaction' construct

Initial Eigenvalues			
Component	**Total**	***% of Variance***	***Cumulative %***
1	4.343	72.384	72.384
Total Variance Explained: 72.384%			

5.2.1.3. Construct of PGB's Relationship with Colleagues

There are 10 items in the 'PGB's relationship with Colleagues' construct. *Bartlett's test* shows statistically that the item is significant with the value of $\chi 2$ (46) = 2230.385 and with the value of p=.000. The *Kaiser-Meyer-Olkin* (KMO) values produced are above .600 (.865), while *Measure of Sampling Adequacy* (MSA) values for each item exceeds .60. The value of communality also exceeds the .60 reading. During the test on the rotated component matrix, there was no complexity factor occurring on all items. This leads researchers to use all 10 items to be analyzed on the next level.

Table 6 shows an EFA analysis of the 'PGB's Relationship with Colleagues' construct. This construct also produces only one implied dimension based on *eigenvalues* data greater than 1.0. This finding also explains that the dimension is capable of explaining more than 70.302% of the ten (10) items found in the whole construct.

Table 6. Eigenvalues and percentage of variance of 'PGB's relationship with colleagues' construct

Initial Eigenvalues			
Component	**Total**	***% of Variance***	***Cumulative %***
1	7.030	70.302	70.302
Total Variance Explained: 70.302%			

5.2.1.4. PGB's Confidence in Implementing Transformation Construct

There are 09 items in the 'PGB's Confidence in Implementing Transformation' construct. *Bartlett's* test shows statistically that the item is significant with the value of $\chi 2$ (36) = 1999.63 and with the value of p=.000. The *Kaiser-Meyer-Olkin* (KMO) values produced are above .600 (.867), while the *Measure of Sampling Adequacy* (MSA) values for each item exceeds .60. The value of communality also exceeds the .60 reading. During the test on the rotated component matrix, the factorial complexity occurs on six items (K2, K5, K6, K7, K8, K9). This caused researchers to drop the item from the construct even if the KMO value is high. The same EFA process is executed once again and has resulted in a KMO = .873 with Bartlett's test showing that the item was significant with the values of $\chi 2$ (38) = 1775.436 and p=.000. Therefore, only three (3) items will be carried for the next analysis.

Table 7 shows the EFA analysis for the construction of the 'PGBs' Confidence in Implementing Transformation' construct. This construct also produces only one implied dimension based on *eigenvalues* data greater than 1.0. This finding also explains that the dimension can explain more than 81.42% of the three (3) items in the whole construct.

Table 7. Eigenvalues and percentage of variance for 'PGB's confidence in implementing transformation' construct

Initial Eigenvalues			
Component	**Total**	***% of Variance***	***Cumulative %***
1	2.765	92.164	92.164
Total Variance Explained: 92.164%			

In conclusion, although the value of the KMO obtained is greater than .60 and the MSA value for each item is greater than .60, the possibility of an item to be dropped can occur. This is because the test on the rotated component matrix will determine the item in one or multiple dimensions. This finding will cause the number of items to decrease even though the higher the MSA value, the meaning of each variable can be predicted exactly as well as meeting the recommended criteria. Finally, after the EFA analysis process, the total item decreased to 28 items (Table 8).

Table 8. Reliability and number of items under each construct

Construct	***Number of Items***	***Alpha Cronbach***
Responsibility	09	0.939
Job Satisfaction	06	0.915
Relationship with Colleagues	10	0.952
Educational Transformation	03	0.945
TOTAL	28 items	0.937

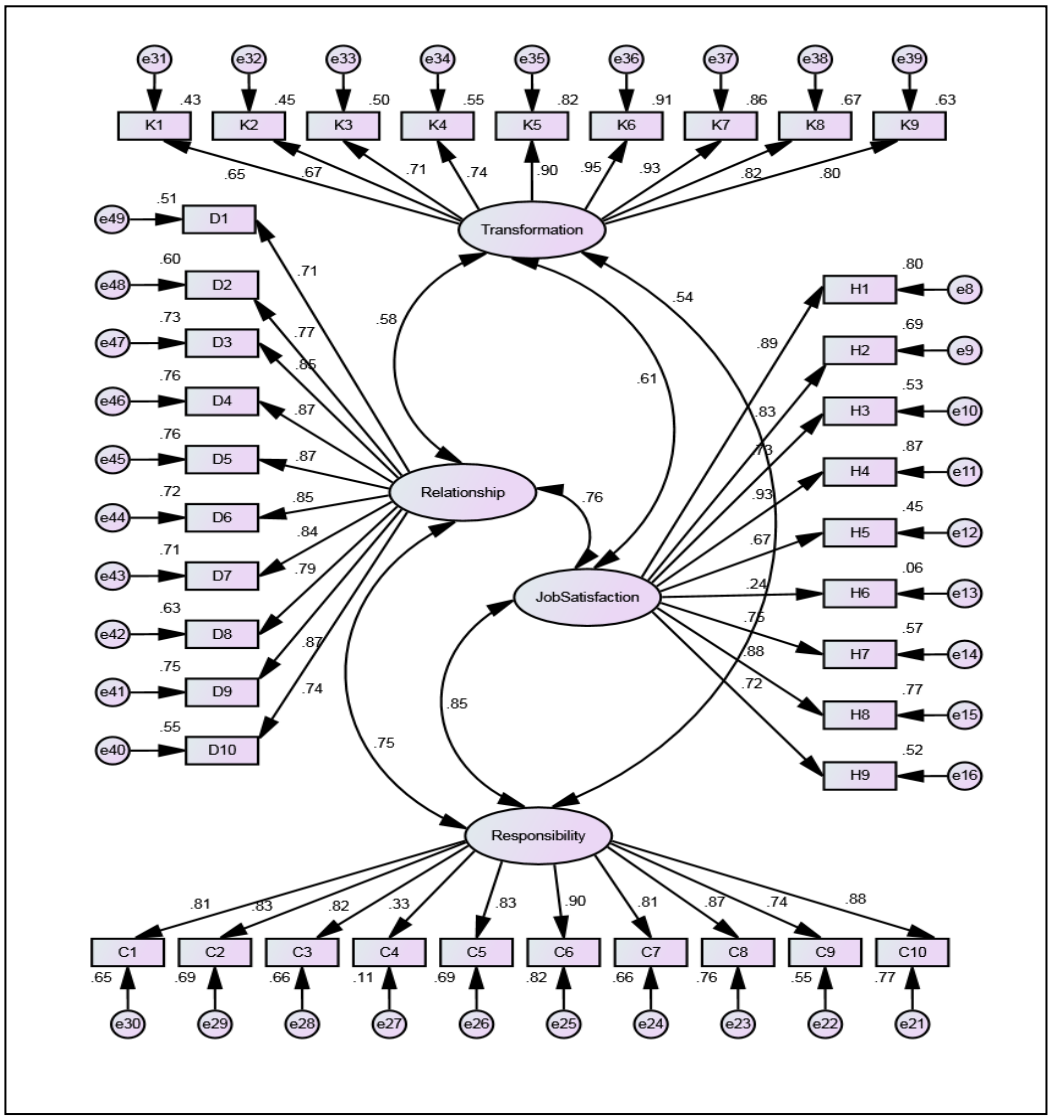

Figure 1. Loading factor value and correlation between construct

5.2.2. Confirmatory Factor Analysis (CFA) with the Measurement Model

CFA is used to confirm the construct after the EFA process. This method is intended to test the suitability and validity of the proposed measurement model after the findings that the relationship of all four constructs is strong with a high alpha Cronbach value. Next, the CFA is also used to explore items where significant modifications need to be made before the whole construct is incorporated into a structural model (Hair, *et al.*, 2006).

On the whole, the constructs (Responsibilities, Employment Satisfaction, Colleagues Relations and Educational Transformation) used in this study have resulted in an implied dimension, thus the CFA is used to verify. The construct validity is measured to determine to what extent the item produced really represents the construct generated. CFA analysis is run using the AMOS version 23 software. Each model is considered fit when the

index reading level reaches the recommended level (Hair, *et. al.*, 2006).

Since all constructs have one dimension, then this construct is in the form of first order and the method of combining all the constructs has been done. This combined method is a highly recommended method of measuring the measurement model using CFA simultaneously (Zainudin, 2012). A total of 28 items out of four variable constructs have reached alpha Cronbach above 0.90 with correlation value between constructs less than 0.85. Figure 2 shows an analysis to measure the standardized *hypothesized Measurement Model* that combines all four constructs after undergoing the EFA analysis process.

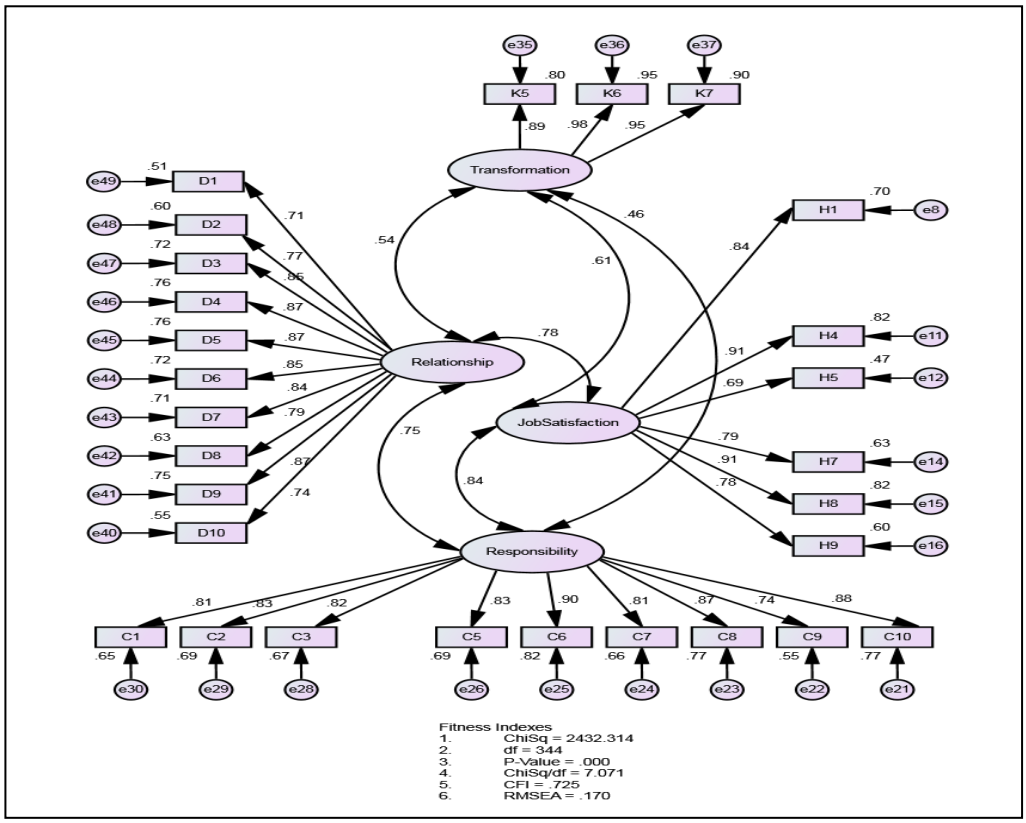

Figure 2. *Hypothesized Measurement Model*

The combination of these constructs indicates fitness indexes at Chisquare/df=7.071, CFI=.725, P=.000 and RMSEA=.170 values. It was found that all the compatibility indexes in each construct had not met the proposed criteria although the load factor value exceeds .50, Squared Multiple Correlation (SMC) exceeds .3 (Hair *et. al.,* 2006). Therefore, a revision of the model was performed and the combination through the free parameter estimate carried out to obtain a better covariance reading value. After the test was carried out repeatedly by eliminating item by item, the value of fitness index fit is better with Chisquare/df = 2.277, CFI = .966, P=.000 and RMSEA= .078. The result of the test explains that each item in each constructed test has its own strength and there is no item that is redundant that requires a combination through free parameter estimate except D4-D8, H1-H4 and C5-C8. After the combination of these two items, the value derived from the statistical standardized regression weight test is significant and meets the rules of thumb (Hair, *et. al.*,2006) because the validity of all constructs shows a correlation value of less than 0.85 (Figure 3).

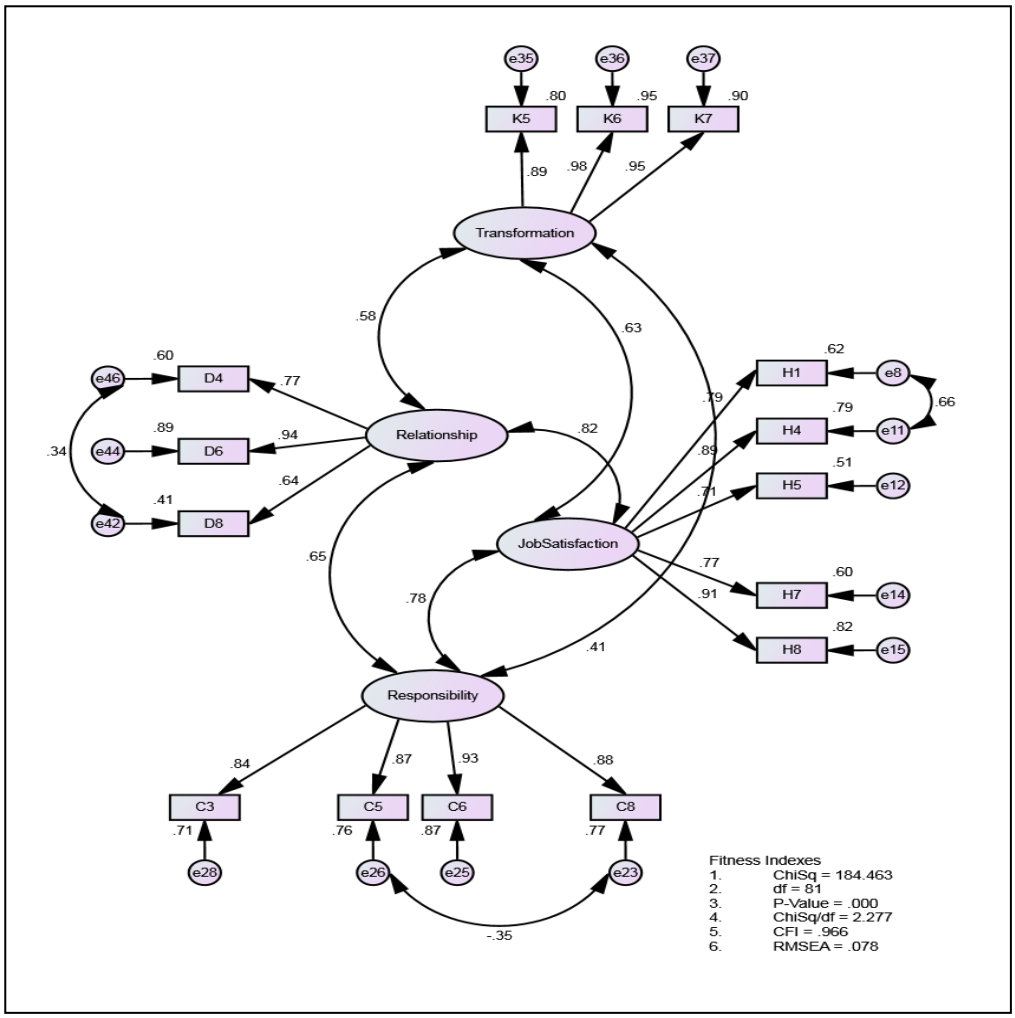

Figure 3. *Revised Measurement Model*

The correlation among all the constructs of Responsibility, Employment Satisfaction, Relationships with Colleagues and Educational Transformation is very good as proposed that is between *r*=.41 to *r*=.82. In conclusion, all constructs play their respective roles and contribute to PGB's confidence to step forward to transform education. Table 9 shows the standard error value (SE), critical ratio (CR) and p-value to support the study findings as well as meeting the objectives of the study.

Table 9. Value of *regression weights* for each items in the constructs *regression weights: (group number 1 - default model)*

			Estimate	S.E.	C.R.	P	Label
H4	<---	JobSatisfaction	1.049	.044	23.593	***	par_1
H5	<---	JobSatisfaction	.983	.089	11.028	***	par_2
H7	<---	JobSatisfaction	1.031	.084	12.248	***	par_3
H8	<---	JobSatisfaction	.984	.066	14.990	***	par_4
K5	<---	Transformation	.878	.035	25.301	***	par_5
K6	<---	Transformation	1.000				
K7	<---	Transformation	.905	.027	33.369	***	par_6
D8	<---	Relationship	.797	.079	10.130	***	par_7
D4	<---	Relationship	.837	.064	13.161	***	par_8
H1	<---	JobSatisfaction	1.000				
C8	<---	Workload	1.000				
C6	<---	Workload	1.170	.059	19.739	***	par_11
C5	<---	Workload	1.175	.077	15.258	***	par_12
C3	<---	Workload	.923	.057	16.315	***	par_13
D6	<---	Relationship	1.000				

5.2.3. Structural Equation Modelling Analysis (SEM)

In order to answer the final objective of the study, the *structural* model test involving the analysis of the independent variables (exogenous) with the dependent variable (endogenous) is carried out. Figure 4 is a *Structural Model* constructed to test the level of relationship between independent variable constructs to dependent variables. There are three exogenous constructs, 'Responsibility' construct has four items (C3, C5, C6 and C8), 'Job Satisfaction' construct has five items (H1, H4, H5, H7 and H8) and the 'Relationship with Colleagues' construct has three items (D4, D6 and D8). While the endogenous construct is the 'Transformation' construct has three items (K5, K6 and K7).

Based on *standardized regression weights* measuring *beta estimate* and *standard deviation* found that 'Relationships with Colleagues' construct contributed to PGB's confidence to implement 'Transformation' with reading β=0.20, while 'Job Satisfaction' construct contributed to PGB's confidence to implement 'Transformation' = 0.64. However, it is found that the 'Responsibility' construct does not contribute to PGB's confidence to implement 'Transformation' in their respective schools with reading β = -0.23.

Referring to the value of *Squared Multiple Correlations* (SMC) the 'Transformation' construct is R2 = 0.43 which means that all exogenous constructs have contributed a total of 43% to PGB's confidence to implement 'Transformation' through their governance at school. SMC values for each item are among the lowest values of R2 = 0.41 (D8) to the highest value of R2 = 0.96 (K6). All SMC values indicate that the contribution of each item in the construct is between 41.0% to 96.0% as well as explaining the contribution and strength of the items in their respective constructs.

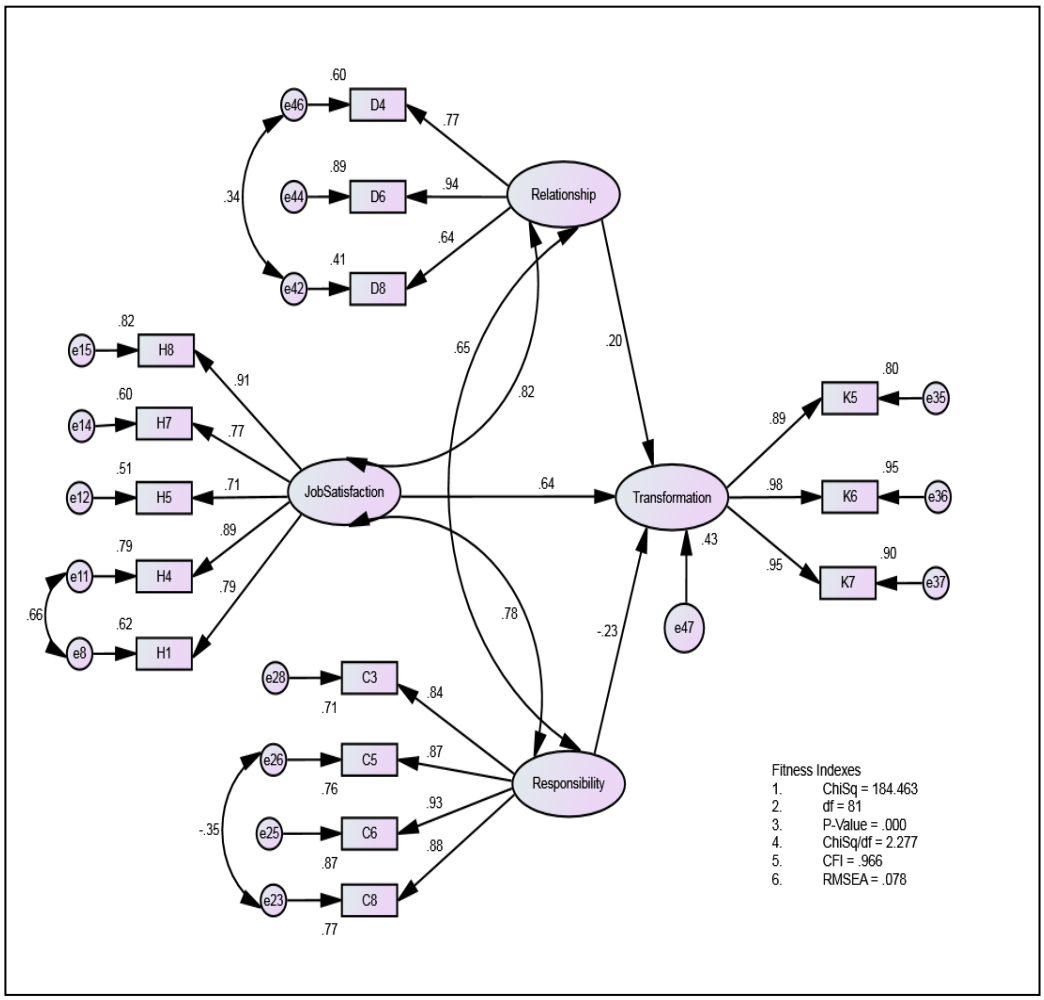

Figure 4. *Structural Model –*
PGB's Confidence in Carrying Out *Educational Transformation*

On the overall the value of the suitability index obtained in this structural model is good and achieves the desired level ie chisquare/df= 2.277, CFI= 0.966, p= 0.000 and RMSEA= 0.078. The two independent variable constructs (Relationships with Colleagues and Job Satisfaction) have played a causal relationship contributing their respective strengths to the dependent variables. The findings from the analysis was found that PGB's confidence in the transformation of education in schools is largely influenced by two main factors, namely the relationships with colleagues and the job satisfaction in their administrative capabilities. While the 'responsibility' factor in performing work in school was found to have not contributed to PGB's confidence in carrying out education transformation.

This means PGB's confidence to transform education in their governance is not because of their responsible for the tasks that are considered as daily routines, but good relationships with colleagues and job satisfaction are the external factors that can have an impact on the overall actions taken. These two factors make PGB's more confident in implementing transformations that can also inject the spirit of teachers to equally rise forward towards our national education excellence. The findings of this analysis also answer all the research objectives.

6. Summary

In conclusion, although most PGB's are over 40 years old (97.2%) and 71.3% of them have held this position for more than six years, the satisfaction of working and good relations between colleagues strongly encourage every action taken. PGB's action to transform education as intended by all citizens can be a reality with regard to various factors. Positive changes in leadership can change the success of school by practising good working culture, positive attitude, respecting colleagues, working together and putting some confident of their ability.

As a result, job satisfaction and good relationship of PGB's with the school community will indirectly create more future leaders based on integrity and unity. In addition, PGB's opportunities to get guidance from co-supervising colleagues in selected schools should also be seen as a catalyst for a shift towards school excellence. Thus, the District Transformation Program (DTP) conducted by the District Education Office (PPD) and the State Education Department (JPN) in line with the implementation of the Malaysian Education Development Plan should continue to support school leaders. It is proposed that a study on PGB's ability to conduct educational transformation consistently and continuously at the school level can be carried out in the future. This is to ensure continuity of school leadership be realized continuously in line with the government's aspiration through PPPM (2013-2025).

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