

THE INFLUENCE OF PERSONAL  
CHARACTERISTICS AND ORGANIZATIONAL  
POLITICS ON CAREER SUCCESS OF SCHOOL  
PRINCIPALS IN MALAYSIA

By

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Thesis Submitted to the Othman Yeop Abdullah  
Graduate School of Business, Universiti Utara Malaysia,  
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## ABSTRAK

Banyak faktor telah dikenalpasti sebagai prediktor kejayaan kerjaya, tetapi tiada bukti yang konklusif tentang kaitan antara politik organisasi dengan faktor ini. Tujuan utama kajian ini adalah untuk mengkaji pengaruh ciri-ciri personal dan politik organisasi ke atas kejayaan kerjaya intrinsik (kepuasan kerjaya dan kepuasan hidup) dan kejayaan kerjaya ekstrinsik (pencapaian gaji dan bilangan kenaikan pangkat) pengetua sekolah dalam konteks sekolah menengah kerajaan di Malaysia. Secara khusus, kajian ini menyelidiki sejauh mana, empat set prediktor: modal insan, ciri-ciri keperibadian politik, kemahiran politik, dan kelakuan politik terhadap kejayaan kerjaya pengetua sekolah di sekolah menengah. Selain daripada itu, kajian ini juga mengkaji pengaruh persepsi politik organisasi sebagai moderator dalam hubungan antara ciri-ciri personal dan kejayaan kerjaya. Penyelidikan ini melibatkan analisis kuantitatif persepsi sendiri pengetua sekolah tentang modal insan, keperibadian politik, kemahiran politik, perilaku politik, politik organisasi, dan kejayaan kerjaya. Penyelidik menggunakan kaedah kaji selidik dengan menggunakan data dikumpul daripada 600 pengetua sekolah menengah. Tahap respon sampel adalah 53 peratus, dan saiz sampel yang boleh digunakan 312 responden. Data dianalisis dengan menggunakan analisis statistik deskriptif, analisis faktor, analisis korelasi dan analisis regresi. Keputusan kajian menunjukkan bahawa pengetua sekolah berpendapat tahap politik organisasi di sekolah menengah di Malaysia adalah sederhana. Lima penemuan utama dari kajian ini adalah sebagai berikut: (1) faktor modal insan adalah mempunyai korelasi positif dan signifikan dengan kejayaan kerjaya ekstrinsik. (2) Personaliti politik mempunyai korelasi positif dan signifikan dengan kejayaan kerjaya intrinsik. (3) Kemahiran politik mempunyai korelasi positif dan signifikan dengan kejayaan kerjaya intrinsik. (4) Perilaku politik organisasi tidak mempunyai korelasi yang signifikan dengan kejayaan kerjaya intrinsik dan ekstrinsik. (5) Persepsi politik organisasi mempunyai pengaruh moderator ke atas hubungan antara kemahiran politik dan pencapaian gaji. Secara keseluruhannya penemuan kajian ini tidak memberikan bukti kuat untuk menyokong bahawa politik organisasi mempunyai pengaruh kuat terhadap kejayaan kerjaya pengetua sekolah. Di samping itu, kajian juga menunjukkan kejayaan kerjaya ekstrinsik seorang pengetua sekolah tidak dipengaruhi oleh politik organisasi, tetapi kejayaan kerjaya intrinsik dipengaruhi oleh politik organisasi. Penyelidikan ini juga menegaskan bahawa terdapat perbezaan profil pembolehubah yang berkaitan dengan kejayaan kerjaya intrinsik dan ekstrinsik. Mengenai analisis moderator, penyelidikan ini mendapati sedikit bukti untuk persepsi organisasi politik sebagai moderator antara ciri-ciri peribadi dan kejayaan kerjaya. Penemuan kajian ini telah memberikan pengetahuan dan pemahaman tentang kejayaan kerjaya dari perspektif politik.

Keputusan kajian ini dapat menyumbangkan kepada pengurusan perancangan kerjaya organisasi dan dapat membantu individu untuk menguruskan kerjayanya. Akhir sekali, tesis ini membincangkan implikasi kajian ini terhadap teori dan amalan, keterbatasan kajian, dan cadangan untuk kajian masa depan.

## **ABSTRACT**

Many factors have been identified as predictors of career success, but there is inconclusive evidence in relation of organizational politics to these factors. The primary purpose of this research is to examine the influence of personal characteristics and organizational politics on school principal's intrinsic career success (career and life satisfaction) and extrinsic career success (salary attainment and number of promotion) in the context of public secondary school organizations. Specifically, this research investigated the degree to which four sets of predictor's variables: human capital, political personality traits, political skill, political behavior, perception of politics influence career success of school principals. In addition, the study also examined the moderating influence of organizational politics perception on the relationship between individual attributes and career success. This study involves a quantitative analysis of school principals' self perception of their human capital, political personality traits, political skill, political behavior, perception of politics and career success. The data was obtained through mail survey method from 600 school principals. The response rate for the sample was 53 percent, resulting in a usable sample size of 312 participants. The data were analyzed by using descriptive statistics analysis, normality test, exploratory factor analyses, correlation analyses and regression analyses. Results of the study showed that school principals perceived the level of organizational politics in public secondary school in Malaysia is moderate. Five major findings of this study are as follows: (1) Human capital factors were positively and significantly influence extrinsic career success. (2) Political Personality traits were positively and significantly influence intrinsic career success factor. (3) Political skills were positively and significantly influence intrinsic career success. (4) Organizational politics behaviors were not significantly influence intrinsic and extrinsic career success. (5) The perception of organizational politics had a moderating influence on the relationship between networking political skill and salary attainment. Overall, the findings were not strong evidence to support that organizational politics has a strong influence on the career success of school principals. After all, extrinsic career success of a school principal was not influenced by organizational politics, but intrinsic career success was influenced by organizational politics. This study also confirms that there are difference profiles of variables related to extrinsic and intrinsic career success. Therefore, this study found little evidence for organization politics perceptions as moderator the personal characteristics and career success relationship. This study finding has

contributed to current knowledge and understanding of career success from political perspective. The results thus serve to improve organizational career planning management and can help individuals to manage their career. Finally, the thesis discusses the implications of the study to theory and practice, limitations, and recommendations for future research.

## ACKNOWLEDGMENTS

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*In the name of ALLAH, the Beneficent, the Merciful  
Praise be to Allah, Lord of the Worlds*

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## LIST OF ABBREVIATIONS

POP - Perceptions of Organizational Politics

SCCT - Social Cognition Career Theory

SLT - Social learning theory

SCT - Social cognitive theory

LMX - Leader Member Exchange

MOE - Ministry of Education

SED - State Education Departments

DEO - District Education Office

MRS - Malaysian Remuneration System

# CHAPTER 1

## INTRODUCTION

This introductory chapter provides the research direction and the scope of this thesis. First, this chapter describes the context and the background of the study. The objectives of this section are to provide a general background of the Malaysian education system, provide a brief overview of a school principal's role and career development, and briefly discuss the studies that have been done on educational leadership in Malaysia. The following sections explain the problem statement, the research question, the purpose and the objective, the significance of the study, and definitions of the terms. Finally, a brief description of the scope, the limitations of the study, and the organization of the thesis are presented.

### 1.1 BACKGROUND OF THE STUDY

As stated in its Vision 2020 policy statement, the government of Malaysia has a vision for the country to become a fully developed and industrialized country in terms of economic development, social justice, spiritual, moral, and ethical strength by 2020 (Mahathir Mohamad, 1998). In Malaysia, education plays a vital role in this vision since education represents the most significant element toward achieving the status of a developed nation. Therefore, education has become the main responsibility of the federal government. The government of Malaysia and the Malaysian society

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have high expectations of schools' outcomes and of the people who lead and manage them (Husein Mahmood,1993).

**Comment [RE5]:** Source, if any?

Schools play a significant role in the growth and development of students and in preparing them to play a productive role in society and in the work force. This role lies with the Ministry of Education and it is shouldered by the teachers who are working in educational institutions. These teachers are led by either headmasters or school principals.

The national educational system in Malaysia has been shaped greatly by government national policy. First, it is influenced by the National Education Philosophy (Appendix J). Second, Vision 2020, the most influential policy statement in Malaysia, also influences the educational system in Malaysia. In line with this government call, the Malaysia Ministry of Education (MOE) developed a mission (Appendix J) that stated that Malaysia wants “to achieve a world-class quality education system which will realize the full potential of the individual and fulfill the aspiration of the Malaysian nation” (Ministry of Education, 2005, p. 3).

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### **1.1.1 The Malaysian National Educational System**

According to the Malaysia Education Act (1996), the Malaysian National Education System under the government education institution encompasses education beginning at the pre-school level and extending to higher education (see Appendix I). The formal education system in Malaysia involves a 1-6-3-2-2 pattern. The numbers in this pattern represent the number of years that children spend in pre-school, primary, lower secondary, upper secondary, and pre-university levels, respectively (Malaysia, Ministry of Education, 2005).

**Comment [RE9]:** Source?

The first school level is Pre-School Education, where the aim is to provide education programs for pupils aged 4 to 6 years. The second school level is Primary Education, which involves schooling for six years and consists of national schools or national-type schools. The third school level is Secondary Education. The Secondary Education level consists of lower secondary education, upper secondary education, and pre-university education. Students spend three, two, and two years, respectively, in each stage. The types of schools in upper secondary education includes academic schools, technical schools, religious national schools, fully residential schools, special education schools, and sports schools. The final school level in Malaysia is Post-Secondary Education, which prepares the students who have completed lower and upper secondary education for entry into an institution of higher learning.

The Ministry of Education practices the centralized administrative system. The administrative structure is organized at four hierarchical levels: the national level, the state level, the district level, and the. The institutions representing these levels are the Ministry of Education (MOE), the State Education Departments (SED), the District Education Offices (DEO), and the schools. The functions of each level of the organization are clearly defined by the Ministry of Education. Major national policies and objectives are formulated at the national level while tactical and operational objectives are determined by school leaders (Ministry of Education, 2001).

At the federal level, the MOE is responsible for the implementation of education policy and the administration of the entire school education system. The heads of the ministry are the Minister, assisted by the Secretary

Comment [RE10]: By whom?

General of Education, who is responsible for all administrative affairs and the Director General of Education who is responsible for all professional matters. The implementation of the educational policies and planning set at the federal level is carried out by the SEDs. At the state level, the State Director of Education is the administrative head through whom the Ministry of Education operates. The state director implements the government's education policy and performs administrative functions. At the district level, the District Education Officer is the chief administrator in charge of the administrative functions and is responsible for the proper management of all of the schools in the district.

The Malaysian educational administration at the school level is managed by a school headmaster at the primary education level and by a principal at the secondary education level. These people are the administrative and instructional leaders in the school and they work directly under the supervision of the District Education Officer and the State Education Department. A Senior Assistant assists the Principal/Headmaster in daily administrative and instructional activities.

In 2008, the number of government-assisted primary schools was 7,644 and the number of secondary schools was 2,181. The number of teachers was 369,928 and the numbers of pupil was 5,464,751 (Ministry of Education, 2008). Only a few teachers rise to the school principal rank.

**Comment [RE11]:** Consider presenting this information in a table.

This data revealed that the school leader is the most important and influential individual in the Malaysian school system in implementing the National Educational Policy. Therefore, there is a critical need to understand the factors that facilitate the career success of school leaders better.

However, this study only focuses on school principals' career successes as educational leaders at the secondary school level.

### 1.1.2 The Roles of School Principals in Malaysia

The third level of education in Malaysia is Secondary Education, which consists of lower secondary education and upper secondary education and which is led by a school principal. The Malaysian nation and its society place high expectation on schools led by principals to produce knowledgeable, morally outstanding, and highly-skilled citizens. In order to do so, school principals are expected to lead their schools effectively.

... The **School** principal is the most important and influential individual in any school. ... it is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teacher and the degree of concern for what student may or may not become. ... if a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their **ability**; one can almost always point to the principal's Leadership as the key to success. (Sergiovanni, 1987, p. 83).

**Comment [RE12]:** Add in "the" or "The" if it is present in the original text.

**Comment [RE13]:** Is there a semicolon or a comma after "ability" in the original text?

The Ministry of Education (1982) suggested that school principals must be:

.... efficient and have a lot of time to organize learning activities in school. They must **maintain** school supervision with an **effective** method, act as expert negotiator, adviser and co-coordinator for teaching programs and learning in school, and need more time involved in professional activity for teacher and student , and **don't** only work as administrator that confined in room and instruction **letters**. (Ministry of Education, Malaysia, 1982, p. 6).

**Comment [RE14]:** Are some words missing here such as "They must" or "He must"?

**Comment [RE15]:** Add an "an" here if it is present in the original text.

**Comment [RE16]:** This is grammatically incorrect but leave as is if it is copied exactly from the original text. It should read something like "and must not only work as an administrator who is confined to a room and to instruction letters . . ."

A school principal is the most important person in a school since he or she serves as leader, administrator, and manager. The role of the principal as a leader in the school has become dramatically more **complex** since 1990s, progressing from the role of the school manager to instructional leader and to transformational leader (Hallinger & Heck, 1996). In the role of

**Comment [RE17]:** Add in a timeframe here "since xxxx"



the administrator-manager of a school, a school principal manages finance and accounts, the non-teaching staff, teachers, the educational program, student services, and the physical facilities (Ministry of Education, Malaysia, 1982). Indeed, the school principal's major role is to provide instructional leadership that emphasizes and monitors student achievement using best practice teaching pedagogy. In general, the role of the principal is to:

**Comment [RE18]:** This means "the science or practice of teaching." Is that what you mean here?

... coordinate, direct, and support the work of others by defining objectives, evaluating performance, providing organizational resources, building a supportive psychological climate, running interference with parents, planning, scheduling, bookkeeping, resolving teacher conflicts, defusing student insurrections, placating the central office, and otherwise helping to make things go. (Sergiovanni, Burlingame, Coombs & Thurston, 1992, p.60)

Consistent with the National Education Philosophy, Vision 2020, and the education mission statement, the Malaysian education system requires an ideal school leader to develop a contribution to the process of achieving the status of a fully developed country by the year 2020. They should have an ideal quality of the educational leaders as proposed by Ibrahim Ahmad Bajunid (1994).

**Comment [RE19]:** First names are often not included in the main body of sentences so consider omitting at least the middle name of this author.

... are expected to be self-confident leaders, with competence, a sense of belongingness, and self-worth. Their thirst for knowledge will allow them to cross intellectual boundaries and acquire new languages for interdisciplinary and cross-disciplinary discussions ... leadership actions are based on principles of justice, equality and other democratic ideals ... managers knowledgeable in economics, finance and the law, with a deep pragmatic grasp of today's new realities, technological competences, research orientations, high moral and ethical principles, effective communication skills, competence as curriculum and instructional leaders and with the abilities to be management counselors. The new generation of managers must have the capacity to analyze and synthesize and recapture the sense of history while being able to anticipate future changes. They are also expected to be culturally refined, with the will, drive, and passion for excellence. (Ibrahim Ahmad Bajunid, 1994, p. 12)

**Comment [RE20]:** First names are often not included in the main body of sentences so consider omitting at least the middle name of this author.

The success of the Malaysian school system at the secondary level greatly depends on the effectiveness of principals to manage a school (Husein Mahmood, 1993). Therefore, understanding the predictors of school principal career success as educational leaders at secondary school is critical in the Malaysian education system.

### **1.1.3 Malaysian School Principals' Career Path**

Careers in the teaching profession have two career paths. The first path involves teaching and the second path is a managerial career path. The structure of the education organization indicates that only a minority of teachers have the opportunity to make it to the top managerial positions. Therefore, the majority of teachers in Malaysia are involved in the teaching and learning process at their school. The major career path to a principalship is through a series of posts in a school such as head of a subject panel or a senior assistant teacher (administration, student affairs, and co-curricular activities). The teacher who becomes a principal normally is an excellent senior assistant teacher of the school. The second career path involves the school principals being appointed from a district office, the State Education Department, a teacher training college, or other divisions and institutions within the Ministry of Education.

Researchers have shown that leadership in education is important for school effectiveness and school performance. On the contrary, recruiting principals, the preparation of principals, and the selection of principals is sometimes a disorganized process which is not fully understood and which sometimes overlooks the most capable candidates (e.g. Leithwood, 1994; Ibrahim Ahmad, Abdul Wahab, Bakhtiar Mansur & Kandasami, 1996).

In Malaysia, decisions on a promotion to a managerial post as school principal is accomplished by the Human Resource Division, Ministry of Education. The selection and the placement of principals by the Human Resource Division, Ministry of Education, are made from a proposition list of candidates compiled by the State Education Department. The selection criteria for school principals are mostly based on their seniority in the profession, annual performance appraisal ratings, pass competency level assessment, managerial abilities and support from the head of the department. However, since many candidates have comparable academic qualifications, good performance scores, and similar numbers of years in service, the same level of seniority, the selection and placement system becomes the big issue in school system. For example, a candidate had her/his name appear on the list to be promoted without undergoing the process of job applying and the formal process of interviewing (Ibrahim Bajunid, 1994). The candidate was informed of his/her promotion to the school to which he/she was appointed by Human Resource Section, Ministry of Education. This results in a system where the average age of principals on their first appointment is around 49 years (Andi Audryanah Md. Noor. 2007; Azlin Norhaini Mansor, 2006; Lim Bee Lee, 2003; Mohd Kassim Mohd Ibrahim, 2003; Mohd Suhaimi Mohamed Ali, 2004). However, these individuals face compulsory retirement at age 58.

Most of the principals had not received any specific training before being appointed as principals (Ibrahim Bajunid, 1994). They performed their role based more on experience and intuition in their previous job than on systematic managerial and leadership training. However, school principals

**Comment [RE21]:** Should this be "the head of the department"? It doesn't make sense as is. Change throughout your document by using find and replace (find "head department" and replace with the correct phrase).

**Comment [RE22]:** Source?

**Comment [RE23]:** Source?

**Comment [RE24]:** Change to "Recently" if appropriate.

**Comment [RE25]:** Either add in "who participated in this study" or indicate where this information came from.

have to attend short in-service training courses run by the Ministry of Education, Malaysia. The training preparation of educational administrators in Malaysia takes place as an informal procedure after a principal is appointed. The appointed individual's administrative and management experience is accumulated through the years leading up to his or her appointment as principal.

Generally, in some countries like Cyprus, Switzerland, and Turkey, a study showed that the selection of a school principal appears to be an informal process that is not characterized by modern personnel methods (Holdaway, 1999). In these countries, the selection of a school principal is usually a result of selection from the teaching rank and the favor of education central office (Holdaway, 1999). The complex process of the selection of principals has become an issue for school organizations for many years. To date, there is some variation across countries in the way that school principals are appointed.

In Australia and New Zealand (Coleman, Low, Bush, & Chew, 1996), school principals usually rise gradually from the position of classroom teacher. They move up the ranks to principal via a middle manager position such as head of a department or curriculum co-coordinator and still teach for a part of the week. These individuals normally have a first degree or a master's degree. Formal administrator training takes place after a school principal is appointed to the position.

In contrast, in the USA (Levine, 2005) and Singapore (Bush, 1998), school principals normally have a qualification in educational administration and decide to pursue an administrative career position quite early on in their

career. Qualifications are the route to the principal position in these two countries.

In the United Kingdom, the National Professional Qualification for Headship (NPQH) is a mandatory qualification that prepares experienced teachers for the role of headship in a school (Bush, 1998).

#### 1.1.4 The Job Promotion of School Principals

A school principal's job could be linked to career achievement and the career success of a teacher in school management due to the top level position of the job in the school organizational structure. Principals earn a larger income than teachers do and the principal job comes with increasing recognition, legitimate power, a good promotion prospect in education management, and respect from others (Thody, Papanoum, Johansson, & Pashiardis, 2007). However, there is little room for a teacher to be promoted as a school principal in education administration.

There are two categories of teacher who serves in the Ministry of Education in Malaysian education system: (a) the graduate teacher and (b) non graduate teacher. Teachers in Malaysian schools who serve in primary schools, secondary schools, training institutes, teacher education institutes, and matriculation colleges are eligible for promotion as a school principal by the Ministry of Education.

For the graduate teacher who serves in the Ministry of Education of Malaysia, there are three methods of job promotion: First, through time-based promotion, starting from salary grade DG44 to DG48. For promotion through the time-based method, it started from DG41, DG44, and up to DG48 as maximum grade. As prerequisite to attain the Grade 48 level, teachers

**Comment [RE26]:** Add this one in as I am not sure what it is. 😊

**Comment [RE27]:** What do these grades mean? Consider adding in a table showing the salary range according to each grade.

must have at least 20 years of service in teaching. The second method of job promotion is through excellent principals and excellent teacher's position. Promotion opportunities for an excellent school principal are from grade DG 48 up to grade JUSA C. For an excellent teacher, promoting starts from the salary grade DG44 up to a maximum JUSA C grade. Finally, the third method of job promotion is through a managerial job post at the PPD (district officer) level, state department level, and the ministry level. Teachers can be promoted from grade salary DG44 to the highest post of Director General of Education. All of the candidates for the promotion have to take and pass the Competency Level Appraisal Test, before qualified for promotion.

**Comment [RE28]:** The meaning of this is unclear. Perhaps you mean "postings"?

The salary level for school principals in Malaysia starts from the salary grade DG 48 and it extends up to the salary grade JUSA C. In 2009, the job posts for school principals was 20 posts for JUSA C, 435 posts for DG54, 400 posts for DG52, and 1180 for DG48 (Ministry of Education, 2009).

**Comment [RE29]:** The third method of job promotion is?

School principals in the Malaysian education system must follow pay and promotion procedures and policies according to the Malaysian Government since education is considered a civil service. The Malaysian Government introduced a New Remuneration Scheme (NRS) in 1992 to replace the Cabinet Scheme as an effort to encourage members of the civil service to be more productive and efficient. Under this scheme, promotion and pay are based on an individual's job performance. After ten years of implementation, a revised scheme called the Malaysian Remuneration System (MRS) was implemented in 2002. According to MRS, promotion and pay is based on the assessment of job performance and on the results of the competencies examinations. MRS is a matrix pay scheme. As a result, the

**Comment [RE30]:** How many for DG48?

employees either can move horizontally or diagonally in the same salary scale or can move to a higher salary grade (pay increase and promotion). Through MRS, the promotion opportunities for a school principal are from a minimum of grade DG 48 up to a maximum of grade JUSA C.

#### 1.1.5 Research on school Principals in Malaysia

The study of school leadership in Malaysia primarily focuses on the leadership of school principals. In Malaysian educational literature, a large amount of research has extensively focused on the leadership roles, behaviors, attitudes, styles, and traits of principals in an effort to determine effective school principal leadership. Under the approval of the Malaysia Ministry of Education, various graduate level studies in Malaysian universities have pointed to the following aspects of a school principal:

1. Instructional leadership (e.g. Nasirah Muin, 2000; Ishak Sin, 2001; Abdullah Ismail, 2001; Baharom Mohamad, 2004; Mohd. Suhaimi Mohamed Ali, 2004; Andi Audryanah Md Nor, 2007);
2. Transformational leadership behavior (e.g. Hanafi Kamal, 1980; Ishak Sin, 2001);
3. Leadership styles (e.g. Faridah Mohd Fauzi, 2000; Noredah Samsudin, 2002; Mohd Kassim Mohd Ibrahim, 2003; Lim Bee Lee, 2003);
4. Leadership training (e.g. Mohd. Zairi Husain, 2007);
5. Psychological states such as stress, burnout (e.g. Nur Anuar Abdul Muthalib, 2003), self efficacy, and emotional intelligence (e.g. Noraini Abdullah Sani, 2009)

**Comment [RE31]:** The numbering style was changed according to APA guidelines. 1., 2., 3., etc. are used in front of paragraphs in a list (like here) while (a), (b), (c), etc. are used in a series/list that appears within a sentence.

6. Management practices (e.g. Azlin Norhaini Mansor, 2006; Zaiton Md. Noor, 2001; Harun Hassan, 2009).

While career development research has received significant attention in management studies and has been an important focus in the literature, research on school management in Malaysia has not concentrated on career development in a school setting. In educational management literature, the study of effective schools has dominated much of the educational research. Only a few studies have examined the career development of a teacher as school principal. Thus, this study intends to explore career development in a school organization, especially to examine the major factors that influence the career success of school principals in Malaysia. This study will fill a gap in the literature by focusing on the career success of principals with an emphasis on the influence of personal attributes on career.

#### **1.1.6 The issues of School Principals' Career in Malaysia**

In Malaysia, the selection and placement of principals accomplished by Human Resource Division, Ministry of Education always not fully understood. This would made the selection process becomes political, and has a bad effect to Malaysian education systems (Ibrahim Ahmad, 1994). Thus, the managerial concerns focused on in this study are the factors influencing the career success of the school principals. A review of the literature revealed that many factors contributing to career success could be categorized as individual differences and the structure of organizations. In fact, organizational political factors are one of the factors that influence the career success but not much focus has been placed on this context. Kahl (1980) reported that there is a political aspect in the school administrator selection.



However, there were very few studies on organizational politics in school settings even though researchers have recognized the importance of individual political behaviors in organizations for years.

According to Pfeffer (1989), the organizational politics aspect may be an important and overlooked perspective in understanding career success. As a public organization, a school provides a unique setting to the study of organizational politics. Each school organization is involved in the implementation of a public policy that is usually driven by power struggles and politics (Vigoda-Gadot, 2000b). Thus, this study tested the factors that influence the career success of school principals in Malaysia.

An underlying premise of this study is to view the school as a socio-political arena where individuals or special interest groups compete for resources and power. Mintzberg (1985) proposed that performance, effectiveness, and career success in an organization are determined less by intelligence, personality, skill, and attitude and more by social skill and political behavior. Therefore, the way to get ahead in an organizational career is to build social and political competence because schools are very complex political arenas. In sum, from an organizational political perspective, two questions will guide this research:

1. To what extent do the personal attributes of school principals influence their career success?
2. Is the perceptions of organizational politics influence a school principal's career success?

## 1.2 STATEMENT OF THE PROBLEM

Career success has been a popular research topic that has received much attention in career management literature since the late 1950s (Greenhouse, Parasuraman, & Wormley, 1990; Kirchmeyer, 1998; Lau & Pang, 2000; Nabi, 1999, 2001, 2003). A large amount of literature has investigated work outcomes, managerial advances, career attainment, career effectiveness, career advancement, career planning, career paths, and career satisfaction. The question why some people are more successful in their careers than others is among the prevalent and interesting issues in this previous research.

Comprehensive models of career success have been proposed and these models have included individual attributes and organizational variables as the predictors of career success (Nabi, 1999; Ng, et. al. 2005). Earlier studies have investigated the determinants of career success and have revealed that different factors influence career success within an organization (e.g. Wayne, Liden, Kraimer, & Graf, 1999; Wiggins & Bowman, 2000; Williams, 2007; Wolf & Moser, 2009). In brief, most researchers have conceptualized career success to comprise extrinsic (objective) and intrinsic (subjective) career success (e.g. Aryee, Chay, & Tan, 1994; Judge & Bretz, 1994; Gattiker & Larwood, 1986; Nabi, 1999). Some researchers assessed objective career success by extrinsic outcomes such as job title, annual income, or promotion rate (Gattiker & Larwood, 1986). Other researchers paid attention to the subjective perspectives of career success such as one's own beliefs, interests, and values about career and life (Boudreau, Boswell,

Comment [RE32]: Sources?

& Judge, 2001). These researchers felt that a person's own perspective of success is important to consider because people who have achieved success in the objective sense may not actually feel successful or proud of their achievements (Boudreau et al., 2001). The intrinsic outcomes of career success (subjective career success) depend on a person's evaluation of their own internal perspective of success and encompass one's feelings of accomplishment and satisfaction with one's career (Judge, Cable, Boudreau, & Bretz, 1995).

Since related, objective, and subjective career success is conceptually distinct, they have different determinants (Judge & Bretz, 1994; Nabi, 1999). For example, Nabi (1999) found that education achievement was a predictor of objective career success but not of subjective career success. Nabi (1999) also found that work centrality was a predictor of subjective career success but not of objective career success. Therefore, this study examined both intrinsic and extrinsic career success in an effort to understand why an individual is successful as a school principal.

An examination of the relevant literature shows that three approaches of study have been identified to explain career success predictors. Researchers have organized the determinants of career success into three different approaches. The first approach focuses on individual variables including demographic, human capital, and individual factors for achieving career success. Several studies found that demographic variables explain significantly more variance in career success. One of the consistent findings is that age (Gattiker & Larwood, 1986; Judge et al., 1995; Greenhouse & Parasuraman, 1993), marriage, race, gender, and physical height (Judge &

**Comment [RE33]:** Should this be "Greenhouse" as listed previously? If so, change all spelling throughout document.

Cable, 2004) influence individual career success. Earlier studies found that human capital such as level of educational, educational content (Judge et al., 1995; Melamed, 1995; Aryee et al., 1994), educational institution (Sheridan, Slocum & Buda, 1997), organizational experience, and job tenure (Judge, Higgins, Thoresen, & Barrick, 1999) influence career success. A study by Whitely et al. (1991) concluded that individual motivation factors were influential in predicting career success. The results from several studies found that indicators of motivation such as the time spent at work (Cox & Cooper, 1989), ambition or the desire to get ahead (Howard & Bray, 1988), and work centrality or the degree of importance that working is to an individual (Whitely et al., 1991) positively relates to career success. Other studies showed that individual characteristics such as personality, general mental ability, dispositional traits (Judge et al., 1999; Bozionelos, 2004b), intelligence, emotions (Poon, 2004a), and interpersonal relationships (Ferris, Perrewe, Anthony & Gilmore, 2000) significantly influence career success.

The second approach of career success studies focuses on organizational factors that are prerequisites for success in an organization. This approach suggests that certain structural characteristics of an organization help individuals attain career success while others hinder this process. Pfeffer (1981) proposed that organizational variables such as organization size, organizational success, organization image, organizational status, industry sector, perceived organizational support, training opportunities, and region have significant influences on career success.

The third approach of the career success studies focuses on the behavioral approach. This approach assumes that individuals have control

over their career choice and that they enact career plans and tactics that contribute to their career success. Career achievement and career success is a function of career strategies and career planning. Research shows that individual behavior such as career impatience, willingness to relocate, perceived marketability (Eddleston, Baldrige, & Veiga, 2004), mentoring (Bozionelos, 2004a), and political behavior (Zanzi, Arthur, & Shamir, 1991; Judge & Bretz, 1994) have significant influences on career success.

In order to understand the factors that influence a school principal's career success, it is useful to review theories that underpin the previous career success studies. This research study used the following five theories as a guideline: (a) the human capital theory, (b) the social learning theory and John Holland's career typology theory, (c) the social influence theory, (d) the political theory of leadership, and (e) the Social Cognition Career Theory.

First, the human capital theory (Becker, 1993) stated that everyone has an asset or capital in terms of education, experience, skills, and personal characteristics that they bring to the job. Individuals make rational choices about investing time, effort, and money to further their education, training, and experience. The greater the amount and effectiveness of the human capital one has should produce greater prospects of career success. Thus, this study examined the influence of human capital dimensions on career success.

Second, the social learning theories (Bandura, 1986) and the John Holland's Career Typology theory proposed that there are links between personality and career success. Bandura proposed that social learning theories view that people learn new behavior through reinforcement or

punishment or through the observation of social factors in their environment.

Comment [RE34]: Source?

Social learning suggests that a combination of environmental (social) and psychological factors influence behavior. If people observe positive, desired outcomes in the observed behavior, they are likely to model, imitate, and adopt the behavior (Bandura, 1986). John Holland's Career Typology stated that individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction (Holland, 1996). An individual's personality is a primary factor in career choice. To be successful and satisfied in one's career, it is necessary to choose an occupation that is congruent with one's personality. The studies focusing on the relationship of personality and career success have been limited and inconsistent. Thus, Machiavellianism and the Need for power personality trait have been chosen to be examined in this study because earlier studies (Christie & Geis, 1970; Hunter, Boster, & Gerbing, 1982; Vredenburg & Maurer, 1984; Ferris, Fedor, Chachere, & Pondy, 1989) suggested that these personality traits are associated with organizational politics perceptions and behaviors. Thus, this study examined the influence of personality trait dimensions on career success.

Comment [RE35]: Source?

Third, the social influence theory (Levy, Collins, & Nail, 1998) stated that individuals use their social influence to achieve their desired career outcome such as roles, assignments, and rewards. Many researchers have argued that the ability to influence people is critical to managerial effectiveness and is the essence of leadership (Yukl, Guinan, & Sottolano, 1995). Mintzberg (1983) argued that social skill and networking ability is needed to navigate successfully through organizations. Thus, the best way to

survive and succeed in a political environment is political skill and behavior (Perewe & Nelson, 2004). Ferris, Frink, Bhawuk, Zhou and Gilmore (1996) argued that politics can take on a variety of different forms and that the very nature of political games, arenas, and behavior is not well specified, more implicit than explicit, and not widely communicated in a formal sense and yet it is certainly critical to success in organizations. Therefore, this study examined the influence of political skill on the career success of school principals.

**Comment [RE36]:** List all authors here if less than six and list subsequent references to this publication as "Ferris, second author, et al., 1996" (don't use the "a")

Fourth, the political theory of leadership (Ammeter, Douglas, Gardner, Hochwarter, & Ferris, 2002) proposed antecedents, consequences, mediators, and moderators of leader political behavior. However, this theory has not been tested empirically. In this theory, Ammeter et al. suggested that interpersonal qualities (social capital, cognition, political will, and personality) affect a leader's political behavior and affect the important individual-level outcomes of the leader (leader effectiveness, performance evaluation, promotion, and reputation). Furthermore, according to Ammeter et al. (2002) leaders who exhibit political behavior will increase their organizational power, heighten their interpersonal reputation, and receive greater organizational rewards. This theory is in line with Pfeffer (1989) who suggested that a political focus might be an important perspective in understanding career success. Thus, the political actors seek favors from the powerful individuals in the organization or attempt to influence others on the outcomes that are advantageous for themselves and disadvantageous to others (Pfeffer, 1989). Political behavior has been shown to affect many human resources outcomes significantly (Judge & Bretz, 1994; Gilmore & Ferris, 1989; Wayne

**Comment [RE37]:** Do you mean "proposed specific antecedents, . . ." here?

**Comment [RE38]:** Source?

**Comment [RE39]:** Source(s)?

& Kacmar, 1991; Cropanzo, Howes, Grandy, & Toth, 1997; Zivnusca, Kacmar, Witt, Carlson & Bratton, 2004). For example, past research has shown that political influence behavior affects selection outcomes (Baron & Kenny, 1986; Gilmore & Ferris, 1989), performance ratings issued by supervisors (Ferris & Judge, 1991; Kipnis & Schmidt, 1988; Wayne & Ferris, 1990; Wayne & Kacmar, 1991), assessments of promotability (Thacker & Wayne, 1995), career progression (Judge & Bretz, 1994) and salary increases (Kipnis & Schmidt, 1988). Since these outcomes are related to career achievement, it seems reasonable to examine the direct relationship between political behavior and career success in this study.

Fifth, the Social Cognition Career Theory (SCCT) proposed by Lent, Brown, and Hackett (1994) is based on Bandura's social cognitive theory. The SCCT focuses on the connection of self-efficacy, outcome expectations, and personal goals that influence an individual's career. As suggested in SCCT, this study recognizes the importance of individual factors and contextual factors in determining a school principals' career success. Individuals choose to enter career fields that will maintain their self-efficacy and where they can expect continuing success. In sum, based on SCCT, the theoretical framework of this study will categorize individual factors such as human capital, personality traits, political skill, and political behavior and will categorize contextual factors such as organizational politics perceptions.

An analysis of the existing literature indicates that most career success studies have been conducted in Western countries and that they focus on executives and managers in business and in the private sector (e.g. Korman, Wittig-Berman, & Lang, 1981; Gattiker, & Larwood, 1986; Dreher & Bretz,



1991; Bretz & Judge, 1994; Judge et al., 1995; Kirchmeyer, 1998; Lau, & Shaffer, 1999; Nabi, 2003; Boudreau et al., 2001; Bozionelos, 2004b; Kirchmeyer, 2007; Ballout, 2007; Byrne, Dik, & Chiaburu, 2008; Abele & Spurk, 2009). A few studies examined issues related to career success in the public sector (e.g. Vigoda-Gadot, 1998; 2000a; 2000b) and were conducted in Asian regions (e.g. Siu & Tam, 1995; Burke, Divinagracia, & Mamo, 1998; Poon, 2004a; Bozionelos & Wang, 2007).

The studies about school principals' career development are limited and knowledge regarding career success in school organizations is lacking. Equally important, there is a need to examine career success in the context of the Malaysian work environment because most of the research on career success has been conducted in Western countries. Therefore, there is a need to examine managerial career success in the context of public sector education in the Malaysia. The primary issues that merit investigation are if promotion occurs because of seniority, experience, and performance and if there are organizational political factors in the selection of a school principal because of the limited job postings.

In conclusion, knowledge of the factors that contribute to a school principal's career success is lacking in the literature. Thus, this study will attempt to fill in the knowledge gap. As previously stated, the factors that have made some teachers more successful in their managerial careers than others are the central and interesting issues in this study. The organizational politics perspective characterizes organizations as political arenas. To date, research on organizational politics is becoming the focus of empirical studies in organizational behavior (e.g. Ahearn, Ferris, Hochwarter, Douglas, &

**Comment [RE40]:** List alphabetically if you are following APA strictly.

Ammeter, 2004; Douglas & Ammeter, 2004; Kolodinsky, Hochwarter, & Ferris, 2004; Ferris, Treadway, et al., 2005; Harris, Kacmar, Zivnuska, & Shaw, 2007; Todd, Harris, Harris, & Wheeler, 2009).

**Comment [RE41]:** Use et al. here since there are more than 6 authors. This reference and all subsequent references to this source should be "Ferris, Treadway, et al., 2005" since there is another publication by Ferris and others in 2005 that is used in this paper.

Earlier, Ferris and Judge (1991) argued that, scientifically and practically, the effect of political behavior on career success represents an important area of study. Based on theory and past research, different types of factors are hypothesized to affect career success differentially. Comprehensive models in the previous studies have pinpointed a number of individual and organizational factors as the predictors of career success. In order to interpret the effects of the factors developed from past research on career success properly, four individual characteristics of the school principal factors have been adopted as the predictors of career success: (a) human capital, (b) personality traits, (c) political skill, and (d) political behavior. The results of this study will provide direct support for the role of organizational politics in predicting career success. Although there has been an increased interest in the career success study, the research on career success from an organizational politics perspective has still been limited.

### 1.3 RESEARCH QUESTIONS

The development of the research questions for this study based on the literature review arose in response to the following question: "To what extent do individual characteristics and level of organizational politics influence career success in the context of the school organization in Malaysia?" Based on the discussions in the problem statement, this study argues that individual characteristics and organizational politics factors may be significant factors in

predicting the career success of a school principal. Therefore, this study will determine the answer to the following two main research questions:

**Research Question I:** To what extent do the personal characteristics of school principals influence their career success? The specific research questions for this study are:

1. To what extent does human capital contribute to a school principal's career success?
2. To what extent does a political personality trait contribute to a school principal's career success?
3. To what extent does political skill contribute to a school principal's career success?
4. To what extent does political behavior contribute to a school principal's career success?

**Research Question II:** Is the relationship between a school principal's personal characteristics and career success moderated by the perception of organizational politics? The specific research questions for this study are:

1. Is there a moderating effect of the perception of organizational politics in the relationship between a school principal's political personality traits and career success?
2. Is there a moderating effect of the perception of organizational politics in the relationship between a school principal's political skill and career success?
3. Is there a moderating effect of the perception of organizational politics in the relationship between a school principal's political behavior and career success?

**Comment [RE42]:** This is significantly different than the second research question you identified previously. Choose one or the other and then make sure that each time you give the question it is identical to the one you choose.

#### **1.4 RESEARCH OBJECTIVE**

The primary objectives of this study are to increase the understanding of the existing concept of career development that explains how principals in schools achieve and develop their career. The fundamental argument guiding this study is that career success is not determined only by individual characteristics such as demographics, personality, skill, and behavior but that organizational politics also plays a critical role. Organizations were characterized as political arenas (exemplified by using politics as the way things get done). The results of this study will provide direct support for the role of organizational politics in predicting career success.

Based on the research questions, two major research objectives have been set. The objectives are:

1. The first major objective is to investigate the influence of school principals personal attributes on career success from the self-perspective of school principals in the context of the Malaysian school organization. In particular, the present research is designed to address the following objectives:
  - a) To determine the effects of human capital on school principals' career success.
  - b) To determine the effects of political personality traits on school principals' career success.
  - c) To determine the effects of political skill on school principals' career success.
  - d) To determine the effects of political behavior on school principals' career success.

2. The second major objective is to examine if the relationship between school principals' personal characteristics and school principals' career success is moderated by the level of organizational politics. In particular, the present research is designed to address the following objectives:

- a) To examine the moderating effects of an organizational politics perception on the relationship between school principals' personality traits and career success.
- b) To examine the moderating effects of an organizational politics perception on the relationship between school principals' political skill and career success.
- c) To examine the moderating effects of an organizational politics perception on the relationship between school principals' political behavior and career success.

In sum, the purpose of this study is to fill in the knowledge gap by learning more about the factors that contribute to the career success of principals in the context of Malaysian schools from an organizational political perspective.

### **1.5 SIGNIFICANCE OF THE STUDY**

This research study contributes to the literature in a number of ways. First, the research extends the literature by exploring the personal characteristics determinants of career success from an organizational political perspective. In brief, the thesis contributes to the career research of Malaysian school principals. To date, little research has examined the

predictors of the career success of individuals working in school organization in the area of management. This research is considered important and relevant for both theoretical and practical perspectives at the individual level, the organizational level, and the human resource specialist level. If effective leadership is a critical factor for an effective school, it is essential that school principals selections are well understood. Understanding the factors that influence career success is a topic that interests a school organization researcher in order to effectively select and develop high-potential teachers to become school leaders. Given the importance of careers to individuals and school organizations, there is a need to examine the significant factors that influence career success. Empirical studies have addressed this issue by identifying personal variables related to career success in various organizations. The variables include employees' individual attributes such as demographics, human capital, motivation, behaviors, personality, skill, and mentoring. Given that many predictors of career success have been identified, it is important for the further theory development of career success or career achievement to determine the extent of the impact of individual attributes and organizational politics as predictors on the career success of the school principal.

Second, although this research focuses on school principals, it is also beneficial and useful for human resource practice. Past research has noted that human resources activities such as personnel selection, performance evaluations, promotions, and compensation have a political aspect. Vigoda (2000a) suggested that organizational politics might have a greater importance in public organizations than in other organizations. Thus, the

findings of this study provide implications for the promotion system of school principals as they become leaders in their schools. By identifying the current status of managerial practices from political perspectives in schools, principal training programs can better respond to the needs of both pre-service and in-service school leaders. This study will add another dimension to educators' constructions of understanding the school principals' career.

Third, this study has the potential to add new knowledge to the field of organizational politics in school organizations and an understanding of the organizational politics construct and its correlation to other factors in the work setting. The findings will encourage administrators, policy makers, and policy implementers in school organizations to consider organizational politics when they appraise employees' performances and recommend them for promotion. This research study recommends that they be aware of both the positive and negative impacts of organizational politics on individuals and processes in the workplace. In summary, these studies examine the relative influence of human capital, personality, skill, and political behavior on a school principal's career success.

Finally, this research study also provides foundations for further investigations on managerial career success in the context of non-Western cultures. Career success may be diverse in different social and cultural contexts since success is a value laden and socially constructed concept. Most career studies in the literature were conducted by Western researchers in a Western cultural context and research in the Eastern cultural context is lacking. This makes the generalizability of the previous findings restricted.

Thus, this study provides evidence of the Western studies extended to the Eastern cultural context.

## 1.6 DEFINITION OF THE TERMS

The following terms are defined for purposes of clarity within this study:

**Career** is “an employee’s sequence of experiences and roles in work over time” (Arthur, Hall, & Lawrence, 1989. p. 8).

**Career success** is “the positive psychological outcomes one has accumulated as a result of experiences during the span of working life” (Judge et al., 1995. p. 486)

**Career satisfaction** is individual satisfaction with the rate of progress toward achieving career goals and is based on the accumulated work experiences that span the course of an individual’s work life (Seibert, Kraimer, & Crant, 2001)

**Human capital** is the cumulative educational, personal, and professional experiences that might enhance an employee’s value to an employer (Becker, 1993).

**Life satisfaction** is individual satisfaction with one’s work life.

**Machiavellianism personality** is an individual who is using various manipulative tactics toward others to satisfy his or her goals (Johns, 1992).

**Need for power personality** is a basic individual’s desire to exert influence on the behavior or emotions of someone else (Liebert & Spiegler, 1990).

**Organizational politics (OP)** is a social influence behavior that is strategically designed to maximize short-term or long-term self-interest in an organization (Ferris, Russ, & Fandt, 1989).

**Comment [RE43]:** Are any of these definitions or parts of these definitions quoted verbatim from the sources? If so, mark the quoted parts with quotation marks and add page numbers to the citations.



**Political behavior** is “the exercise of tactical influence by individuals which is strategically goal directed, rational, conscious, and intended to promote self-interest, either at the expense of or in support of others interests” (Valle & Perrewe, 2000, p. 361).

**Comment [RE44]:** Where does the quote end?

**Political leadership** refers to leadership influence through dealing with conflict among different groups and interests for scarce resources. Political leaders are good negotiators who spend much of their time networking, creating coalitions, building a power base, and negotiating compromise (Ammeter et al., 2002).

**Comment [RE45]:** Add a page number to this citation since this is a quote.

**Political skill** is an interpersonal style construct that combines social perceptiveness or astuteness with the capacity to adjust one's behavior to different and changing situational demands in a manner that inspires trust and confidence and that genuine and effectively influences and controls the responses of others (Ferris, Witt, & Hochwarter 2001).

**Political personality traits** are dispositions in which formal and informal power is used to control and/or to manipulate others (Christie & Geis, 1970).

**Proactive leader political behavior** refers to actions the leader assertively undertakes in response to a perceived opportunity to influence a target and secure desired outcome (Ammeter et al., 2002).

**Number of promotions** is the number of job appointments received during the entire course of one's career in the education organization. Promotions in this study include (a) lateral or horizontal promotions (job level); (b) change in offices (organizations/institution); and (c) significant changes in job scope or responsibility (Seibert et al., 2001).

**Reactive political behavior** refers to actions the individual assertively undertakes in response to a perceived threat in order to minimize the adverse consequences (Ammeter et al., 2002).

**The school principal** is the chief administrator in a secondary school appointed by the Malaysia Ministry of Education that works with others to provide direction and to exert influence on persons in order to achieve the school's goals (Mahmood, 1993).

### 1.7 LIMITATIONS OF THE STUDY

Regarding the limitations of this study, a number of assumptions had to be made in order to attain the research objectives. The boundaries or limitations on the study are:

1. The data were collected from a sampling of government secondary school principals in Malaysia from November 2007 until December 2007. In that year, 2,035 schools were listed within the Malaysian government education system. Thus, there were 2,035 principals occupying the job responsible for the leadership and management of school operations in 2007. The sample for this study consisted of 600 of these public school principals. The generality of the results is limited by the characteristics of the school principals from which the data obtained.
2. This study uses self-reported data for all of the variables under investigation. Obtaining data from others' perspectives may increase confidence in the results. As a result, this thesis has made

**Comment [RE46]:** I'm not sure what you mean here. ☹ "Investigate" or "explore"?

assumptions that the respondents answered the questionnaire truthfully and honestly.

3. The number of variables included in this study was kept as a manageable set. The literature recognizes that other potential variables may have impact on career success (e.g. Eddleston et al., 2004; Ng, Eby, Sorensen, & Feldman, 2005; Ballout, 2007; Rasdi, Ismail, & Uli, 2009). However, this study only focuses on individual factors as determinants of career success.

## **1.8 ORGANIZATION OF THE THESIS**

In summary, this study aims to determine the factors that influence the career success of school principals from the political perspective. This thesis is divided into five chapters and is organized in the following manner.

**Chapter 1: Introduction.** This chapter discussed the background of the study and provided an overview of the Malaysian Education System in terms of the philosophy of education, mission statement, educational objective, and the client of charter. Additionally, school principals' roles, career stages, career paths, and promotions in a teaching career were analyzed. Chapter 1 also briefly described the educational leadership research and school management research in Malaysia. The chapter included the statement of the research problem to show that the study fills a knowledge gap and a discussion regarding the contribution of organizational politics to the career success of a leader. Finally, this chapter contained a discussion of the significant effect of this study to human resource practices and to management theory.

**Chapter 2: Review of the Literature.** This chapter discusses the literature review on past research findings and theories that are relevant to the concepts of career success and organizational politics. Chapter 2 contains a brief discussion of the career success concept, theories relating to career success, its determinants, and the linkage between career and organizational politics factors. Based on this literature review, the study develops a theoretical framework and research hypotheses.

**Chapter 3: Research Framework and Methodology.** This chapter discusses the theoretical framework of the study and the hypotheses for the empirical testing of present research. The chapter also describes in detail the methodology employed for data collection and analysis in this study, which includes the research design, data collection procedures, questionnaire development, pilot test, and statistical analysis techniques.

**Chapter 4: Analysis and Findings.** This chapter presents the major results of the research study. First, this chapter describes the preliminary data analyses involved in the response rate, the constructs validity, and the reliability followed by the reports of the empirical findings of the study. Next, Chapter 4 describes the demographic profiles of respondents and the school profiles, a descriptive statistic of variables, and the testing of the hypothesis belonging to the research questions.

**Chapter 5: Discussion, Conclusion, and Recommendations.** This final chapter discusses the research findings and conclusions. Chapter 5 also contains the recommendations for future research directions and identifies the contributions and implications of the research findings for education management in Malaysia.

## 1.9 SUMMARY

In summary, this chapter laid the foundation for the thesis by stating overview of the Malaysian education system in terms of the philosophy of education, mission statement, educational objective, and the client of charter. It also briefly described the educational leadership research in Malaysia. Additionally, school principals' roles, career stages, career paths, and promotions in a teaching career were analyzed. This chapter also discussed the problem statement to show the significant gap in career research, especially in the Malaysian school systems; research questions and the objectives of the research; justifications for the research; definition of term used; and scope of this study. This study proposes the organizational political approach in studying career success. The next chapter reviews the relevant literature in career success that was carried out to identify the research problems and research gap. In addition, there is a brief literature review on organizational politics and its relationship to career success.

**Comment [RE47]:** Consider eliminating this section since you already summarized the chapter and explained what Chapter 2 is about in the previous section (most theses conclude Chapter 1 with the organization of the thesis section).

# CHAPTER 2

## LITERATURE REVIEW

### CAREER SUCCESS AND ORGANIZATIONAL POLITICS

#### 2.1 INTRODUCTION

The aim of this chapter is to review the existing theoretical and empirical literature that analyzes the factors that influence careers. The review seeks to find and show the progression of literature in career success from an organizational politics approach. This review has been conducted to provide the background knowledge essential for this research and to try to identify the gaps in the literature that require further research. Furthermore, this literature review also attempts to conceptualize, find, and show the progression of studies in the area organizational politics and to identify the antecedents and impact of organizations politics.

**Comment [RE48]:** Consider moving to the beginning of the section.

This chapter contains four major sections. The first section provides a review of the definitions and the existing theoretical premises underlying career success. The second section discusses the dimensionality of career success. The individual factors that influence career success are discussed in the third section. The fourth and final section briefly discusses the concept of organizational politics and its relationship to career success.

## 2.2 CONCEPTUALIZING OF CAREER SUCCESS

A review of the literature revealed that, over time, career research has become a popular focus of management research. The topic of career is of great interest to both the individual and the management of an organization. Researchers have examined this topic from many different perspectives. For example, career success, career commitment, career plateau, career outcome, career attainment, career effectiveness, career advancement, career planning, career path, and career satisfaction have been studied. Career represents a person's entire life in a work setting and is a primary factor in determining his or her overall quality of life. Thus, the topic of career merits much study.

### 2.2.1 Meaning of Career

The meanings of the term career are sometimes diverse. Hall (1976) suggested four distinct meanings of career by synthesizing definitions from different disciplines in the literature. First, career can mean advancements in jobs. Second, career can mean profession. Third, career can indicate a life-long sequence of jobs, and, finally, career can mean life-long sequences of role-related experiences (Hall, 1976). In this study, career is defined as an evolving sequence of a person's work experiences over time (Arthur et al., 1989; Poon, 2004a).

**Comment [RE49]:** Include a page number here since you are quoting from this author.

In order to understand the role of career, Driver (1994) proposed the model of organizational career development. In this model, career development is categorized into four types:

1. Steady state career: a career choice that is made once in a lifetime that results in a lifetime commitment to an occupation.

2. Linear career: a career activity that continues throughout life as individuals move up through an occupation.
3. Spiral career: a career choice that evolves through a series of occupations.
4. Transitory career: a career choice that is almost continuous with the individual changing organizations and jobs (Driver, 1994).

Based on this concept, it can be concluded that the teaching profession in Malaysian public schools is a steady state and linear career where the career choice is made once in an individual's lifetime and where this choice continues throughout his or her life. Therefore, this study has used the Life Satisfaction Scale as one indicator of career success.

**Comment [RE50]:** Explain what this is or state where you will explain it.

### **2.2.2 School Principal's Career Stage and Development**

Career development is an ongoing process by which individuals progress through a series of stages. The structure of a school principal's career path indicates that only a minority of teachers have the opportunity to make it to the top. Before a school principal is promoted to the job, he or she has to undergo the teaching career stage. Some researchers have suggested a career stage for a teaching career based from non-educational fields. For instance, Huberman (1993) proposed that a school teacher's career stage consists of:

1. Career entry: a stage when the beginning teacher focuses very much on surviving the early classroom experiences and explores the new experience of being a real teacher.



2. Stabilization; a stage involving a commitment to teaching as a career in which teachers become more comfortable with their professional self-concepts and have greater expectations.
3. Diversification and change; a stage in which teachers have mastered their classroom's management and teaching and are more active professionally.
4. Stocktaking and interrogations: a mid-career stage in which self-doubts could lead to a sense of lack of control.
5. Serenity and affective distance: a time when teachers distance themselves from the students and have considerable control over their work with an economical expenditure of effort.
6. Conservatism: a stage related to the conviction that there has been a decline in the standards of student behavior and related to conservative views of teaching practices.
7. Disengagement: a period in which teachers begin cognitive and behavioral withdrawal from the work of teaching.

The majority of school teachers have undergone the teaching career stage to the end of their career. However, some of them have been promoted to the position of principal. After a teacher has been appointed as a school principal, he or she has to go through a new career stage as a school principal. Oplatka (2004) proposed a series of career stages for a school principal.

1. Induction stage: a stage in which a new principal is socialized into a school and has to confront issues such as achieving acceptance, learning organizational culture, and developing self confidence.

**Comment [RE51]:** Did you thoroughly reword this list from the original source? If so, good. If not, format it as a block quotation, ensure that it is quoted verbatim, and also provide a page number or reword it carefully.

**Comment [RE52]:** See previous comment about rewording the list.

2. Establishment stage: during this stage, a school principal feels controlled, competent, and confident to manage the school and experiences a transition from an ideal to a realistic view of school reality and the management role.
3. Maintenance and renewal stage: a stage in which some school principals experience low opportunities for professional growth, feel stagnation, lose enthusiasm, and experience disenchantment. Others may express a high level of self-fulfillment, job satisfaction, and self-renewal.
4. Disenchantment stage: a stage in which long-serving principals feel trapped and stagnated in a post with no hope for promotion.

The accumulation of subjective and objective achievements arising from these work experiences along the career stage is one's career success (Judge et al., 1999). For the purpose of this study, the term "career success" will be used to show that individuals have attained subjective and objective career success in an organization.

### **2.2.3 Definition of Career Success**

The concept of career success is increasingly becoming a popular research topic in the field of management. Career success is a way for individuals to fulfill their needs for achievement and power. Generally, research on career success benefits both individuals and organizations (Aryee et al., 1994). At the individual level, career success refers to the acquisition of materialistic advancement, power, and satisfaction (Judge et al., 1995). A knowledge of career success helps individuals to develop appropriate strategies for career development (Aryee et al., 1994). At the

organizational level, a knowledge of the relationship between individual difference and career success helps human resource managers design effective career systems (Aryee et al., 1994).

Career success is conceptualized as an outcome in terms of the objective and subjective elements of achievement through an individual's career experiences (Nabi, 1999; 2001; 2003). Career success often involves a promotion in organizational hierarchy, a rise in salary, an increase in power, a broad job responsibility, and a feeling of satisfaction with the career. In particular, career success has been defined as "the real or the perceived positive psychological out-comes and work related achievements one has accumulated as a result of one's work experiences" (Judge et al., 1995. p. 486; Seibert, Crant, & Kraimer, 2001. p. 846). Similarly, Melamed (1995, p. 217) defined career success as "the subjective and objective aspects of achievement and progress of an individual through an organization or occupation." However, career success is an evaluative concept where the judgments of career success depend on who does the judging (Judge et al., 1995). There is no single measure of career success. Therefore, there are different indicators for different jobs.

Table 2.1 shows the career success indicators for individuals that have been used in the previous studies. Consistent with recent studies, career success has been constructed into objective and subjective dimensions (Judge & Bretz, 1994; Judge et al., 1999; Nabi, 1999; Pachulicz, Schmitt, & Kuljanin, 2008).

**Comment [RE53]:** I assume the quote starts here?

**Comment [RE54]:** Clarify which source this quote is from and add in the page number.

**Comment [RE55]:** If you mean "Seibert, Kraimer, & Crant, 2001" here, change to "Seibert et al., 2001"

Career success can be subdivided into two different components (Bozionelos, 2003; Judge et al., 1999) in terms of external or extrinsic components. For example, an employee's objective salary progression, the number of promotions, and the internal or intrinsic components (the employee's job, career, and life satisfaction levels). Researchers have agreed that, in order to investigate career success, both dimensions of career success should be studied together (Nabi, 1999; Poon, 2004). Thus, this study measures career success using monthly income, the number of promotions, career satisfaction, and life satisfaction. These indicators of career success have been widely used in previous research (Gattiker & Larwood, 1988; Judge et al., 1995; Lau & Shaffer, 1999).

Table 2.1  
*Career Success Indicators*

Career success indicators	Authors (year)
Job success Interpersonal success Life success Financial success Hierarchical success	Gattiker & Larwood (1988)
Job and career satisfaction Compensation Number of promotions	Judge et al. (1995)
Remuneration / promotion Employability Work satisfaction Career satisfaction Life satisfaction	Boudreau et al. (1999)
Promotion and pay Result in career	Seibert et al. (2001)
Income; Achievement Career satisfaction Social status Reputation Recognition	Lau & Shaffer (1999)

**Comment [RE56]:** Consider omitting the numbered list from this column (it does not seem to serve any particular purpose). Also, consider reversing the columns (putting the indicators first and the authors last).

Table 2.1 (continue)

Salary Number of promotions Career satisfaction	Ng et al. (2005)
Salary Number of promotions Career satisfaction	Byrne, Dik, & Chiaburu (2008)
Monthly salary Hierarchical status Career satisfaction	Abele & Spurk (2009)
Total compensation Total promotions Career satisfaction Life satisfaction	Todd et al. (2009)

A literature review revealed that, over time, three approaches to studying career success have been identified. These three approaches are: (a) the individual perspective, (b) the structural perspective, and (c) the behavioral perspective (Aryee et al., 1994).

The individual approach focuses on individual variables such as human capital, socio demographic status, stable individual differences, and motivational factors. The individual variables approach states that the individual is the one who develops their own human capital and, therefore, maximizes their education and skill investments for achieving success in their career (Nabi, 1996).

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The structural approach is based on the management theory of the firm and vacancy models and it suggests that organizational factors such as organizational size and internal promotional practices are prerequisites for successful individual careers in organizations (Nabi, 1996).

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The behavioral approach assumes that career achievement is a function of certain career strategies including political influence, behavior, and organizational sponsorship (Nabi, 1996).

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This study uses the individual difference approach to explain the career success of an individual. Previous research showed that individual differences play an important role in career success (Nabi, 1996; Judge et al. (1995); Seibert et al. (2001); Abele & Spurk (2009). An examination of the individual determinants of career success may help researchers better understand why certain individuals are more successful than others are.

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#### 2.2.4 Underlying Theories of Career Success Studies

Several theories serve as the theoretical basis underpinning the study of career success. However, many of the past research studies investigated career success using variables without considering the theoretically based variables (Judge et al., 1999; Boudreau et al., 2001). The most common theory specifically addressing career success in the literature is the human capital theory (Becker, 1993). The human capital theory dominates the management literature of career success (e.g. Seibert & Kraimer, 2001; Judge et al., 1995; Aryee et al., 1994; Melamed, 1995; Fang, Zikic, & Novicevic, 2009). This theory hypothesizes that everyone differs in the amount and quality of human asset or capital in terms of education, experience, skill, and personal characteristics that they bring to the job. The amount and effectiveness of the human capital one has and expends on the job is the main determinant of career success. The human capital theory proposes that employees make rational choices regarding investments in their own human capital. This theory argues that individuals make rational

choices regarding whether or not they want to invest more time, effort, and money in education, training, and experience (Becker, 1993). Their investment in these human capitals influences their work performance and, subsequently, influences the organization rewards. Melamed (1995) classified this asset into three types: (a) relevant to the job (e.g. education, experience, mental ability); (b) partially relevant depending on the nature of the job (e.g. personality); and (c) not relevant to the job at all (e.g. race, marital status, physical appearance).

In addition, some researchers use the Career Congruence Theory by Holland (1997) as their theoretical basis. Holland stated that individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction. Therefore, an individual's personality and his or her vocational choice are related (Holland, 1997). To be successful and satisfied in one's career, it is necessary to choose an occupation that is congruent with one's personality (Holland, 1997). Vocational satisfaction and achievement depend on the congruence between personality and environment factors (Holland, 1997). Holland's theory has provided a basis for linking personality and vocational behavior and it is based on three assumptions.

The first assumption is that persons can be categorized under six different personality types and environments: (a) Realistic types (involves tangible or physical activities), (b) Investigative types (involves activities requiring thinking, organizing, and understanding), (c) Artistic types (involves self-expression or artistic creation), (d) Social types (involves interpersonal activities), (e) Enterprising types (involves verbal activities to influence others

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or to attain power and status), and (f) Conventional types (involves rule-regulated activities). This is called the RIASEC model (Holland, 1997).

The second assumption is that people search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles (Holland, 1997).

**Comment [RE63]:** Enclose in quotation marks if a quote and add page number.

The third assumption of Holland's theory is that behavior is determined by an interaction between personality and environment (Holland, 1997).

**Comment [RE64]:** If this is a quote, follow the instructions in the previous comment. :-)

With regard to the career stage, a few researchers have used Super's theory as a theoretical basis (Super, 1953). Super's theory of Vocational Choice proposed four career development stages: (a) exploration, (b) establishment, (c) maintenance, and (d) disengagement. Each stage is marked by distinctive attitudes, motivations, and behaviors that occur in sequence over career development. Super later suggested that career stages are not tied to chronological age and that recycling across stages is normal.

In the same way, according to classical models of career stages such as Hall's (1976), individuals evolve in their careers through a series of steps: (a) trial and exploration (until about age 25), (b) growth and establishment (until the 40s), then maintenance, and (c) decline (after the 50s) (Super, 1953). According to Hall (1976) career stages are generally linked closely to biological age. Each stage is characterized by a set of tasks and roles and is distinct in terms of its associated needs, motivations, attitudes, and behaviors (satisfaction, performance, and involvement). Previous research by Byrne et al. (2008) proposed that career stages moderate the relationship between

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predictors and career outcomes. Generally, the relationship between leadership behaviors and career outcome vary as a function of career stage.

Another theoretical basis that has been used to explain career success is the mobility theory. Turner (1960) proposed the career mobility theory to explain the promotion system in a career. There are two systems of upward mobility (job promotions) in an organization: contest mobility and sponsored mobility (Turner, 1960). The contest mobility system needs people to compete for upward mobility. This perspective argues that an individual still has the chance to win the competition in the end by devoting time and energy (Turner, 1960). According to the contest-mobility promotion, the investments in human capital should result in increased rewards, salary, and promotion. In contrast, sponsor-mobility systems permit only those who have been chosen by the powerful to get upward mobility (Turner, 1960). This perspective suggests that special attention was given to those who have a high potential and provided sponsoring activities to help them win the competition. Ng et al. (2005) suggested that this mobility theory is useful in understanding employees' career success.

With regard to the relationship between personality and career success, some researchers have used the social learning theory (SLT) as their theoretical basis. The SLT suggests that people learn new behaviors through reinforcement or punishment or through the observation of social factors in their environment. It also proposes a combination of environmental (social) and psychological factors that influence behavior. If people observe positive, desired outcomes in an observed behavior, they are likely to model, imitate, and adopt the behavior (Bandura, 1977). Based on the social learning theory

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**Comment [RE67]:** Source(s)?

by Bandura (1977), Lau and Shaffer (1999) suggested that certain personality traits have an influence on career success even in incongruent situations because people can actively learn and modify their personality or behavior. Personality attribute characteristics in terms of high expectations or beliefs to acquire preferred career outcomes are postulated to be the determinants of career success.

**Comment [RE68]:** This needs rewording to make sense.

Another theory addressing career success is the Social Cognition Career Theory (SCCT) proposed by Lent, Brown, and Hackett (1994). The SCCT was extended in 2000 based on Bandura's social cognitive theory (Bandura, 1986). The social cognitive theory (SCT) stemmed from the social learning theory. SCT asserts that human behavior is uniquely determined by dynamic, reciprocal interaction among three factors: (a) personal attributes, (b) behavior, and (c) environment (Bandura, 1977). Self-efficacy can influence what individuals do with the knowledge and skills they possess. Although the SCCT theory takes Bandura's SCT and connects it to career related choices, plans, performance behaviors, and explorations, the SCCT focuses on the connection of self-efficacy, outcome expectations, and personal goals that influence an individual's career choice. According to Lent et al., the SCCT posits that the cognitive-personal variables of self-efficacy beliefs, career outcome expectations, and career goals (intentions, plan, or aspiration to engage in a particular career direction) are key mechanisms in career development. Career choice is influenced by the beliefs the individual develops and is refined through four major sources: (a) personal performance accomplishments, (b) vicarious learning, (c) social persuasion, and (d) physiological states and reactions. As a result, one is likely to

**Comment [RE69]:** Do you mean expanded here? "Expended" means "used up"

**Comment [RE70]:** Source? Lent et al.?

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develop goals that involve his or her continuing involvement in that activity (Lent, Brown, & Hackett, 1994).

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The SCCT outlines the three interlocking processes by career interest, career relevant choice and actions, and levels of career performance attainment. Two aspects of career attainment are: (a) the level of individual attainment in their work tasks (e.g. promotion, salary) and (b) the degree to which they persist at a particular work activity (e.g. job satisfaction). There are feedback loops between performance attainment and learning experience. Hence, SCCT provides a useful model for understanding the phenomenon of individual career success (Maimunah Ismail & Jegak Uli, 2009).

Comment [RE73]: Source(s)?

Previously, Roziah Mohd Rasdi, et al. (2009) developed a theoretical framework for measuring public sector managers' career success using SCCT. They proposed four factors (individual, organizational, managerial competencies, and the person-environment fit) that predict the potential of managers' career success. Furthermore, Abele and Spurk's longitudinal study (2009) supported the SCCT theory in explaining career success. They found that occupational self-efficacy and career advancement goals had an impact on objective and subjective career attainments seven years later (Abele & Spurk, 2009).

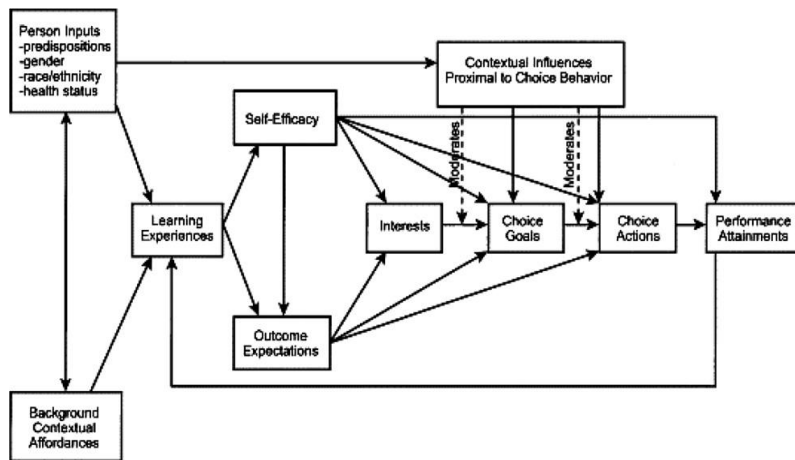


Figure 2.1. Flow chart of the social cognitive career theory (SCCT). Adopted from "Toward a unifying social cognitive theory of career and academic interest, choice, and performance". By R.W. Lent, S. D. Brown., & G. Hackett. (1994). *Journal of Vocational Behavior*, 45 |p. 93.

**Comment [RE74]:** Add title of publication in quotation marks (if an article) or in italics (if a book) here.

**Comment [RE75]:** Add in the journal name and issue and page number or publication information from the book and the page number.

For an explanation on why political skill influences career outcome, some researchers (Levy, 2003; Todd et al., 2009) used the social influence theory. Social influence is an effort by an individual or group to change the attitudes, behaviors, or beliefs of others (Levy, 2003). It occurs when an individual's thoughts or actions are affected by other people intentionally or unintentionally. As a result, the changed person perceives themselves in relationship to the influencer, other people, and society in general (Levy, 2003). In addition, according to Levy (2003), individuals use their certain social influence behaviors to achieve a desired positive career outcome. Individuals will influence others to attain this such as through desired roles, assignments, and rewards (e.g. compensation, performance appraisal, and promotions). Individuals who are high in political skill will better understand the interactions in the organization and will use that understanding to

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influence others. Todd et al., (2009) used the social influence theory to explain the relationship between political skill and career success.

**Comment [RE77]:** Source?

The political theory of leadership could be used as a theoretical basis for studying career success from political perspective. Ammeter et al. (2002) proposed a political theory of leadership, which specifies that interpersonal qualities (e.g. social capital, cognition, political will, and personality) affects the political behavior utilized by a leader and affects the important individual-level outcomes of the leader such as leader effectiveness, performance evaluation, promotion, and, reputation. Specifically, a leaders' political behavior will increase his or her organizational power, heighten his or her interpersonal reputation, and earn him or her greater organizational rewards. This political theory will be tested in this study.

### 2.3 INDICATORS OF CAREER SUCCESS

As previously stated, the organizational researcher has considered career success as a combination of extrinsic and intrinsic dimensions (Judge & Bretz, 1994; Judge et al., 1995; Seibert, et al., 2001). This subjective-objective career dimension expresses these two dimensions as unique, empirically distinct constructs, which are moderately correlated and often influenced by different factors (Judge & Bretz, 1994; Arthur, Hall, & Lawrence, 2005; Ng et al., 2005). Besides that, Nabi (1999) suggested a typology of career success. An individual's career success has been classified into four types: (a) winners (high objective and high subjective career success; (b) subjective winners (low objective and high subjective career success); (c) victims of success (high objective and low subjective

**Comment [RE78]:** If you mean "Seibert, Kraimer, & Crant, 2001" here (are the names mixed up?), change to "Seibert et al., 2001". If you are referring to a different publication by these authors in this year with the authors listed in this order instead of in the "Seibert, Kraimer . . ." order, follow the guidelines I explained in regard to Ferris and Judge about listing the second author (you will need to go back and change all "Seibert et al., 2001" citations to "Seibert, Kraimer, et al., 2001" first).

**Comment [RE79]:** List all authors here if there are less than six.

career success); and (d) frustrated employees (low objective and low subjective career success) (Nabi, 1999, p.221). Previous studies have showed that there were possibilities of influencing the directions between objective and subjective career success. Most frequently, it is assumed that objective success has a positive influence on subjective success since it seems that individuals interpret their subjective success based on their objective attainment in their career (Judge et al., 1995; Judge et al., 1999; Ng et al., 2005).

**Comment [RE80]:** Show if this list is quoted verbatim.

### **2.3.1 Extrinsic Career Success**

Extrinsic career outcomes are the objectively observable or external perspective career achievements of an individual in life. The analysis of existing literature indicates that extrinsic career success has been measured in terms of salary, pay, total compensation, salary growth, managerial level, and promotion advancements (Melamed, 1995; Todd et al., 2009).

#### **2.3.1.1 Promotion**

As a career success indicator, a promotion is defined as any increase in level and job responsibilities or job scope in an individual's career (Seibert et al., 2001). Promotion often indicates an upward mobility in an organizational hierarchy and it is perceived as a sign of success in career. The number of promotions an individual receives can be viewed as a measure of his or her effectiveness and can be influenced by subjective evaluations.

**Comment [RE81]:** Source of definition? Quoted from the source?

There are two systems of promotions in an organization: (a) contest mobility and (b) sponsored mobility (Ng et al., 2005). The contest mobility perspective suggests that individuals get ahead in organizations based on their own abilities and contributions to the organizations. People compete

with each other in an open and fair contest for advancement. On the other hand, the sponsored-mobility perspective suggests that the elites in an organization pay special attention to those members who have a high potential and provide sponsoring activities to help them win the competition.

In Malaysia, the school principal post is a promotional post for senior teachers. According to the rules and policy by the education ministry, the selection and placement of school principals is based mostly on their qualifications, seniority, performance appraisal ratings (merit), and supported by head of department. Thus, the promotion should be influenced by the contest mobility system. Teachers need to compete in a fair and open environment. If the environment is politically high, the sponsored mobility system will influence the system of promotion.

**Comment [RE82]:** Remember to change the wording here (see previous comment about "head department")

#### **2.3.1.2 Income**

Some researchers have used income as an extrinsic career success indicator. This indicator includes monthly income, yearly income, salary level, total compensation (Judge et al., 1995; Seibert, et al., 2001; Poon, 2004a; Todd et al., 2009), salary progression, and salary grade (Dreher & Ash, 1990). In line with the work of previous researchers, one of the indicators of extrinsic career success used in this study was salary attainment. This indicator shows the current monthly salary grade attained by the respondents.

#### **2.3.2 Intrinsic Career Success**

Intrinsic career success has been defined as an individual's subjective feelings or internal evaluation of accomplishment and the personal satisfaction an individual derives from his or her career (Judge et al., 1995;

Seibert et al., 2001). This personal satisfaction is based partially on objective indicators. Based on this definition, one's subjective indicator of career success is measured by the individual's self-report of career satisfaction, job satisfaction, and life satisfaction (Erdogan, Kraimer, & Liden, 2004; Ng et al., 2005; Seibert et al., 2001; Todd et al., 2009). A person's own perspective of life satisfaction and career satisfaction is important in career research because people who have achieved much in their objective career success in an organization may not actually feel successful or proud of their achievement. This study will conceptualize intrinsic or subjective career success (feelings of accomplishment and satisfaction with one's career) to comprise both life satisfaction and career satisfaction.

#### **2.3.2.1 Career and Job Satisfaction**

Career satisfaction is one of the constructs that was measured as subjective career success in previous research. It measures the extent to which individuals believe their career progress is consistent with their own goals, values, and preferences (Seibert et al., 2001). Whereas job satisfaction indicates a satisfaction with the current position of employment, career satisfaction refers to a broader satisfaction with one's career outcome. Career satisfaction is often measured using the career satisfaction scale developed by Greenhaus, Parasuraman, and Wormley (1990). For example, of the 20 studies measuring career satisfaction in the review article referred to above, 14 studies used the career satisfaction scale (Arthur et al., 2005).

#### **2.3.2.2 Life Satisfaction**

Some researchers have looked at levels of life satisfaction among professionals as an indicator for career success (e.g. Todd et al., 2009). Life

**Comment [RE83]:** Should this be "Parasuraman" or is "Parasuran" correct? Change all occurrences to the correct spelling using find and replace.



satisfaction is one of the subjective career success indicators which measures the overall satisfaction of a person with life in terms of life is in ideal state; or feel excellent in life; and how much an individual would change if life was to be start again. Career represents the person's entire life in work and is a primary factor in determining the overall quality of an individual's life. Therefore, it is important to study life satisfaction as an indicator for career success because a job plays a key role in a person's life.

Comment [RE84]: This needs rewording

## 2.4 PREDICTORS OF CAREER SUCCESS

An examination of the relevant literature shows that several factors influence individual career success. Understanding the factors that predict career success is a topic that interests both individuals and organizations. Organizations have an interest in identifying the factors that predict career success in order to effectively select and develop high-potential employees to work in their organization. Given the importance of careers to individuals and organizations, there is a need to examine the factors that influence career success. Empirical studies have addressed this issue by identifying the variables that are related to career success. Given that many predictors of career success have been identified, it is important for further theory development to determine the relative importance of different predictors. Ng et al. (2005) commented that more research has to be done for a "larger, more heterogeneous set of predictors in future research" and to "improve our understanding of objective and subjective career success" (p. 399). Comprehensive models of career success have included a number of individual and organizational variables as the factors that influence career

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success. For example, Ng et al. identified 26 variables and combined them into four factors that they used as predictors (human capital, organizational sponsorship, socio-economic status, and stable individual differences).

Several categories of the determinants of career success emerged in the literature. In sum, the determinants of career success could be identified and organized into two different major categorizations: (a) individual attributes and (b) organizational structure. Many models of career success propose that individual factors play important roles in achieving success (Eddleston et al., 2004; Judge et al., 1995; Kirchmeyer, 1998; Seibert et al., 1999; Tharenou et al., 1994). Thus, the purpose of the following literature review is to examine the individual attributes of leaders that have been used in the previous studies.

**Comment [RE86]:** Only use et al. here if there are more than six authors. Otherwise, list all of them since this is the first citation of this source.

The scientific studies of leadership in organization literature began by concentrating on a leader's trait study approach. This trait approach theory concluded that individuals are born with or without the trait for leadership. It was assumed that there were distinctive physical and psychological characteristics of leaders to which the leader behavior can be attributed. Numerous leadership studies have associated leader traits characteristics such as physical appearance, personality, ability, skill, and biographical (age, gender, marital status) factors with leader effectiveness and organizational outcomes (House & Aditya, 1997). Hence, an individual difference approach is the focus of this study.

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This research is in line with the suggestion by Judge et al. (2004) that individual attributes exert a stronger influence on career success compared to other factors. Thus, this study uses a trait study approach that

concentrates on four personal characteristics of individual difference including (a) human capital, (b) personality traits, (c) skill, and (d) behavior. These individual characteristics are expected to influence the career success and the organizational politics of leaders in organization. Therefore, this research only examines socio-demographic background, human capital, career motivation, personality traits, attitude, behavioral style, and interpersonal style as career success predictors.

#### **2.4.1 Socio-Demographic Variables.**

Early career research typically linked socio-demographic factors to career success (Ng et al., 2005). Socio-demographic predictors include demographic and social background such as age, gender, race, and marital status. These studies have found that age (Judge et al., 1995; Greenhouse & Parasuraman, 1993); race; gender; family (Kirchmeyer, 2007); and physical height (Judge & Cable, 2004) significantly influence the career success of an individual.

A number of studies showed that the link between age and career has provided only inconclusive results but several researchers have observed a negative relationship between age and job. For instance, Melamed (1995) suggested that socio demographics such as race, marital status, and social class were the determinants of objective career success and that the impact of these factors is different between men and women. Ng et al. (2005) supported many of Judge et al. (1995) findings that males, older and married, were related to extrinsic career success in terms of job compensation. Kirchmeyer (1998) investigated gender differences in managerial career success and found that individual determinants such as gender roles (i.e.

masculine, feminine) are predictors of career success. A study by Windsor and Auyeung (2006) found that gender and number of dependent children affected the management advancement of female accountants significantly, particularly mothers. In contrast, the managerial advancement of fathers was more positive and occurred more quickly than that of their female counterparts (Windsor & Auyeung, 2006). A previous study by Mayrhofer, Meyer, Schiffinger, and Schmidt (2007) reported a negative relationship between family responsibilities and objective and subjective career success via work centrality. Kirchmeyer (2007) showed the impact of family structure and priority on career outcomes was felt at the entry, early, and middle career stages. These earlier findings imply that socio-demographic background has a significant influence on the career success of an individual.

#### **2.4.2 Human Capital Attributes**

Human capital refers to an individual's educational, personal, and professional experiences and his or her knowledge and abilities developed through formal training and education, which aim to update and renew an individual's capabilities (Ng et al., 2005). The human capital model posits that individuals with more human capital are more productive and more attractive from the viewpoint of potential employers (Nabi, 1999). Based on the human capital theory, workers who are more educated have more options in their career because they have increased their human capital investment.

It is expected that there is an association between human capital and their career success. Human capital is examined frequently as a predictor of objective and subjective career success. In the literature, it showed that the strongest predictors of extrinsic career success are human capital including

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educational attainment and work experience (Judge et al., 1995). In the literature, several variables have been stated as the indicators of an individual's human capital. For instance, Ng et al. noted that human capital comprises of the number hours worked, work centrality (job involvement); job tenure, organizational tenure, work experience (number of years worked); willingness to transfer, international work experience, education level, career planning, political knowledge and skill, and social capital. These results also are consistent with suggestions that human capital influences career success. For example, researchers have reported that level of education (Tremblay & Roger, 1993), educational content (Judge et al., 1995; Melamed, 1995; Aryee et al., 1994); educational institution (Sheridan et al., 1997); cognitive ability (Dreher & Bretz, 1991); organizational experience, international experience, and job tenure (Judge et al., 1999) influence career success.

Based on the human capital theory, workers who are more educated have more options because they have increased their human capital investment. In fact, research has shown educational attainment to be related positively to managerial advancement (Tharenou, et al., 1994), salary progression (Judge & Bretz, 1994), and assessments of promotability (Sheridan et al., 1997). A second factor that can influence career mobility is education level. An insufficient education level can block vertical progression and restrict the possibilities of moving into a different position (Becker, 1993). The effects of education on mobility will be felt throughout an individual's entire career. However, this influence tends to decrease with time (London & Stumpf, 1983). Thus, education may serve as a requirement for entry into a

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number of management positions. Previous research has shown educational attainment to be related positively to individual and organizational outcome such as managerial advancement (Tharenou et al., 1994), salary progression (Bretz & Judge, 1994), and assessments of promotability (Sheridan et al., 1997).

In particular, past research indicates that job tenure and organizational tenure are related positively to career outcomes (Judge & Bretz, 1994). The argument is that individuals with longer job and organizational tenure may have developed expertise in their positions and may have obtained valuable firm-specific experiences. Job and organization tenure also are viewed as investments in human capital. Prior research indicates that job tenure and organization tenure are positively related to career outcomes (e.g. Judge & Bretz, 1994; Judge et al., 1995). This is because individuals with longer job and organization tenure may have developed expertise in their positions and obtained valuable firm-specific experiences. Seniority within the same firm generally represents the most formal and most obvious criterion of mobility for employees. For managers, the years of experience within the firm are often considered informally and one would expect seniority to improve the chances for advancement. Studies of career plateau show that individuals who have reached a plateau have significantly more seniority than other individuals do. However, it was found that the greater the time spent working for the same firm, and thus the greater experience or loyalty to this firm, the lower the chances for promotion were (Hall, 1985).

Finally, training provided by the employer is another form of investment that can enhance an individual's human capital. Tharenou et al. (1994) found

that training and developmental opportunities positively related to managerial level and salary. This is consistent with the contest mobility promotion theory, which suggests that the organization rewards individuals who possess higher levels of human capital (i.e., employees who have higher educational levels, longer job and organizational tenure, and more training). In contrast, Burke et al. (1998) found that neither individual demographic nor training and development activities accounted for significant amounts of the explained variance to career satisfaction. In summary, the previous research reported in the literature supported the argument that human capital has a significant influence on the career success of an individual.

### 2.4.3 Career Motivation

Career motivation refers to the motivation associated with decisions and behaviors related to one's career **success** (Ng et al. 2005). According to the expectancy-valence theory of motivation (Vroom, 1964), people are motivated to put forth effort if they expect that the effort will lead to good performance and that the effort will be instrumental in attaining valued outcomes. According to Vroom, the expectancy-valence theory applied to work settings suggests that employees will put forth more effort in performing their job tasks if they believe that the good performance will result in both intrinsic and extrinsic **rewards**. Researchers have tested the expectancy-valence theory by examining such variables as the number of hours worked and work centrality to represent effort and expected salary and promotions to represent desired **outcomes** (Nabi, 1999; Ng et al. 2005). Whitely et al. (1991) measured work motivation by three variables: (a) the average number of hours worked per week, (b) expected future income, and (c) work

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centrality. In their study, two of the motivational variables (average hours worked per week and expected future income) were related positively to extrinsic career success. Similarly, other research has found hours worked per week to be related positively to dimensions of extrinsic career success (Judge & Bretz, 1994; Bretz & Judge, 1994). Judge et al. (1995) found that a number of motivational variables were related to compensation including ambition, evenings worked per month, hours worked per week, hours of work desired, and work centrality. Several studies found that indicators of motivation such as time spent at work (Cox & Cooper, 1989), ambition, or desire to get ahead (Howard & Bray, 1988), work centrality, or the degree of importance working to the identity of an individual (Whitely et al., 1991) positively related to career success.

Based on the prior research and work motivation theory (Judge et al., 1995), three key variables of the motivational component that are important to career success under a contest-mobility system are (a) hours worked per week, (b) ambition or desire for upward mobility, and (c) career planning. These three variables will positively predict salary progression and will be related to the assessment of promotability. That is, an employee's motivation is rewarded by the organization in terms of salary increases and is viewed positively by the supervisor and thus his or her assessment of the employee's promotability is affected (Judge et al., 1995). In addition, the hours worked per week and career planning will be related positively to an employee's perceptions of career satisfaction motivation (Judge et al., 1995). Furthermore, Day and Allen (2004) found that career motivation correlated positively with mentoring, salary, performance, and career satisfaction. In



summary, the previous research reported in the literature supports the argument that motivational factors have a significant influence on the career success of an individual.

#### 2.4.4 Personality Traits

Personality is a stable cognitive and behavioral pattern over time and across situations and is made up of various traits (Bonzionelos, 2004). Therefore, it is reasonable to expect that personality influences personal values and attitudes and, hence, relates to career outcome. In the literature, the effects of individual personality on career outcome have been studied extensively (Nabi, 1999, 2001, 2003; Bonzionelos, 2004). Seibert, Crant, and Kraimer (1999) suggested that there is strong theoretical rationale to suggest that personality variables should be included in models of career success. Individual characteristics such as personality traits and general mental ability (Judge et al., 1999); intelligence emotional (Poon, 2004a); and interpersonal relationships (Ferris et al., 2000) have been shown to influence career success.

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Researchers taking a dispositional approach in research have emphasized the influence of a disposition trait on job attitudes and other career behaviors. There have been inconsistent findings in the personality and career success literature. For example, Judge, et al. (1999) longitudinal study demonstrated that personality traits had a significant influence in both dimensions of career success. Seibert et al. (2001) found that proactive personality was not correlated significantly with salary progression or promotions but that it provided evidence of indirect relationships through behavioral and cognitive variables. However, their longitudinal study showed

**Comment [RE95]:** Change to Judge et al. if you mean the study by Judge, Higgins, Thoresen, and Barrick here. If you are referring to a different study, you will need to change all Judge et al., 1999, citations to list the second authors' names in order to differentiate between the two publications by Judge and others in 1999. (One would be Judge, Higgins, et al., 1999, and the other would be Judge, Thoresen, & Barrick, 1999)

that a proactive personality is significantly related to career satisfaction (Seibert et al., 2001). Past research showed a significant relationship between the Big Five personality dimensions and career satisfaction (Boudreau et al., 2001; Seibert & Kraimer, 2001; Sutin, Costa, Miech, & Eaton, 2009).

Prior researchers have proven that personality traits influence organizational behaviors including job satisfaction, work attitudes, trust, job performance, and wages. Personality traits variables such as the “big five” or the Five Factor Model personality (Judge et al., 1999; Witt, Kacmar, Carlson, & Zivnuska, 2002; Sutin et al. 2009), Machiavellianism, the Need for power (Ferris, Fedor, et al., 1989), locus of control, Self-esteem, leader member exchange (LMX), personality type and role ambiguity (Kacmar, Carlson, & Bratton, 2004) have been investigated intensely in organizational behavior research. The most relevant personality traits variables related to organizational politics were the Machiavellian personality trait, the Need for power personality trait, self-monitoring, and locus of control (Vredenburg & Maurer, 1984; Valle, 1995). Indeed, Ferris, Russ, et al. (1989) suggested that Machiavellianism personality trait and the Need for power personality trait affect organizational politics. These personality traits are associated with politics and power in an organization. Therefore, the political personality constructs that were investigated in this research were Machiavellianism and the Need for power personality traits. These two personalities will be considered as political personality traits dimensions, which are related to influence and power in organizations.

#### **2.4.4.1 The Machiavellianism Personality Trait**

A Machiavellianism personality is referred to a stable, individual negative character that includes manipulating others for personal performance and success. This type of personality is correlated positively with perceptions of organizational politics and is often against other people's self-interest (O'Connor and Morrison, 2001). Machiavellianism is the term derived from Niccolo Machiavelli who wrote *The Prince* in 1532 where the methods for manipulation and gain of powers were detailed and explained. Machiavelli's perspectives are well known as "In the actions of men...from which there is no appeal, the end justifies the mean" (Machiavelli, 1531) and the belief that unethical behavior is acceptable, even necessary, if it helps attain goals or protects a job position. Modern scholars have adopted the perspective of Machiavelli to examine and understand the political dynamics in organizations (Hochwater, Kacmar, & Witt, 2000). Machiavellian type individuals are described as manipulative and as having little care for the feelings or wellbeing of others. They try to control others by using many influence tactics. The literature suggests that Machiavellian attributes are relatively stable and that they develop before adulthood (Christie & Geis, 1970). Mixed results were found in the study about the relationship between Machiavellianism personality and career outcomes. For instance, Christie and Geis (1970) and Wakefield (2008) found no relationship between Machiavellianism and socioeconomic success but Valle (1995) found that the Machiavellianism personality was positively related to politics perceptions and political behaviors. Researchers have studied the presence of the Machiavellian traits in various occupations such as bankers (Siu & Tam,

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1995) and lawyers (Valentine & Fleischman, 2003) but very few have examined the Machiavellianism personality trait among teachers.

#### **2.4.4.2 The Need for Power Personality Trait**

Power is viewed as an individual's ability (real or perceived) to influence others or to have power over others. The Need for power (Npow) personality is a stable individual's basic desire to influence and lead others to control an environment (Ammeter et al., 2002, p. 720). This personality trait is based on the need theory of motivation developed by McClelland's Trichotomy of Needs (achievement, affiliation, and power). The Need for power refers to "the desire to obtain scarce resources or control over activities within an organization" (McClelland, 1985, p. 35). According to this theory, one way through which influence over others can be accomplished is by creating bases of power (e.g. referent, expert) (McClelland, 1985). Thus, it is expected that individuals with a high need for power will engage in self-focused ingratiation tactics in order to develop sufficient bases of power that will enable them to maximize control over their environments (Ralston, Giacalone, & Terpstra, 1994).

Research has demonstrated that employees high in the need of power tend to be high performers in supervisory positions and tend to be rated as having good leadership abilities (Steers & Black, 1994). Research also suggests that an individual's need for power is positively associated with organizational politics. Kumar and Beyerlein (1991) found a significant positive correlation between the need for power and political activity. Kirchmeyer (1990) observed that the need for power was positively

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associated with self-reported levels of political activity among female managers.

#### **2.4.5 Attitude, Ability, and Belief Factors**

Some studies have showed significant relationships between an individual's attitude, ability, belief, and career success (Dreher & Bretz, 1991; Judge et al., 1995; Orpen, 1998; Poon 2004a; Abele & Wiese, 2008). For example, Gould and Penley (1984) suggested that planning career goals will lead to the implementation of career goals, which, in turn, will lead to the attainment of career goals. These efforts, in turn, lead to a higher career performance and a higher career involvement. In addition, Gould and Penley (1984) found that career planning was related positively to salary and career involvement.

Aryee et al. (1994) and Wayne et al. (1999) found that career planning was positively associated with self-referent career success. Orpen (1998) reported that a careerist attitude (pursuing advancement through image management, social relationships, and personal manipulation) has a relationship with career success in terms of salary growth. A study by Poon (2004a) showed that career commitment predicted objective career success in the form of salary level and that it predicted subjective career success in the form of career satisfaction. The study also showed that emotional intelligence (emotion perception) has a moderating influence in the prediction of career success (Poon, 2004a). Ng et al. (2005) found that career planning appeared to be related to both objective career success (as indicated by salary and promotions) and self-referent subjective success (as indicated by career satisfaction). In addition, Abele and Wiese (2008) found that career

planning was linked directly to objective and subjective career success. Meanwhile, Kim, Mone, and Kim (2008) reported that Korean employees' self-efficacy correlated positively with salary. In addition, Abele and Spurk (2009) found that occupational self-efficacy and career personal goals measured at career entry had a positive impact on salary and status three years later and a positive impact on salary change and career satisfaction seven years later.

Several studies found that an individual's cognitive ability affects career success. This ability will affect one's acquisition of job related knowledge and skills and, thus, it will influence job performance and career success. For example, a study by Dreher and Bretz (1991) found that cognitive ability significantly influences job level attainment and career success. Judge et al. (1995) and Melamed (1995) also found that mental ability affects job performance and career success.

#### **2.4.6 Behavioral Factors**

Career behaviors are the actions that individuals take to achieve their career goals. The behavioral approach assumes that individuals have a certain control over their career choice and advancement and can therefore assess their career prospects and enact appropriate career plans and tactics that contribute to career success (Greenhaus & Parasuram, 1993). Research shows that individual behavior such as career impatience, a willingness to relocate and perceived marketability (Eddleston et al., 2004), and political behaviors (Zanzi et al., 1991; Judge & Bretz, 1994; Valle, 1995) have a significant influence on career success. In particular, Judge and Bretz (1994) conducted the first study of the influence of political behavior on career

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success. The study found that some political influence behaviors have a positive relationship with extrinsic and intrinsic career satisfaction (Judge & Bretz, 1994). The finding indicated that ingratiation behavior positively predicted extrinsic career success and intrinsic career success (Judge & Bretz, 1994). Individuals who used ingratiation behaviors toward their supervisors more often reported a higher level of job satisfaction (Judge & Bretz, 1994).

Individuals have some control over their career by enacting a career plan and tactics. They cannot rely passively on organizational career systems. Gould and Penley (1984) suggest that employees use both interpersonal and intrapersonal career strategies since such behavioral strategies (self-nomination and networking) can help them receive favorable performance evaluations. They found a link between the use of such strategies and a manager's salary progression (Gould & Penley, 1984). Their study was consistent with Nabi (2003) who found that self-nomination and networking behavior mediated the relationship between career prospects and career success.

Career management behaviors are the actions that individuals take to achieve their career goals. These behaviors occur when individuals choose to intervene in their career situation in such a way that the individual acts in a desired direction. These behaviors are referred as career enhancing strategies (Nabi, 2003) and career goal-directed activities (Lent et al., 1994). These behaviors include career exploration and planning, skills development, networking, and promoting one's achievements (Nabi, 2000, 2003; Orpen, 1994).

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Poon (2004b) has examined the effects of employee's perceptions of political motives in a performance appraisal on their job satisfaction and their intention to quit. The results showed that, when an employee perceived the performance ratings to be manipulated because of raters' personal biases and the raters' intent to punish subordinates, they expressed a reduced job satisfaction that, in turn, led to greater intentions to quit their jobs (Poon, 2004b).

Two previous studies by Kacmar, Bozeman, Carlson, and Anthony (1999) and Witt (1998) offered empirical support for the direct relationship between organizational politics and job performance. Kacmar et al. (1999) measured job performance as a self-rated evaluation and Witt (1998) examined employee performance as rated by supervisors. Both of these studies found evidence for a negative relationship between organizational politics and performance. As Pfeffer (1989) noted, politics is important in career success and research has shown that promotions represent the most political decision made in organizations (Ferris & Judge, 1991). The opportunity for promotion or advancement has been found to be related positively to organizational politics (Ferris & Buckley, 1990). Research indicates the positive effects of political influence behavior on personnel selection, performance appraisals, and pay increases and that political influence behavior resulted in a greater career success (Judge & Bretz, 1994). Seibert et al. (2001) found that political knowledge had a positive relationship with salary growth, the number of promotions, and career satisfaction.



#### 2.4.7 Interpersonal Style (Social and Political Skill)

The critical skill for success as a leader in organization is interpersonal styles. Leaders in an organization should have a set of interpersonal abilities to enable them to reach higher levels of personal and career success through the appropriate selection and execution of political behaviors (Ferris et al., 2000). Empirical research in management has linked social capital dimensions such as social skills and political skills with various organizational outcomes such as job mobility (Kilduff & Day, 1994), leadership ability (Flauto, 1999), general mental ability, and job performance (Ferris et al., 2001). In particular, Bozionelos (2003) suggested that employees with strong social networks perceive their careers to be more successful than employees who do not have strong social networks do.

Social skill has been defined as reflecting interpersonal perceptiveness and the capacity to adjust one's behavior to different and changing situations and to effectively influence and control the responses of others (Ferris et al., 2001). Ferris et al. (2001) defined

. . . social intelligence, emotional intelligence, practical and successful intelligence, sociopolitical intelligence, social skill, political skill, interpersonal acumen, self-monitoring, social competence, ego resiliency, and functional flexibility as reflections of the category of social effectiveness, which is currently regarded as critically important to success in jobs and careers, and for leaders (p. 1076).

Ferris et al. (2001) found that job performance was the highest for individuals who possessed higher levels of both general mental ability and social skill.

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The researchers also suggested that social skill was more strongly related to performance than general mental ability (Ferris et al., 2001).

Leader political skill is an interpersonal style construct where leaders engage in networking and in interpersonal influence strategies (Ammeter et al. 2002). It has been argued that political skill is one of the important competencies leaders can possess, contributing to effectiveness in organizations (Pfeffer, 1981). Political skills are a unique leadership construct because they articulate the necessity of social influence in a work setting and those who do not possess political skill are at a major risk of career derailment. Ferris, Treadway, et al. (2005) developed and examined the conceptualization and the measurement of the political skill construct and provide validation evidence for a political skill inventory (PSI). They suggested a multidimensional political skill. These dimensions are: (a) social astuteness (sensitivity to others; a high degree of self-awareness), (b) interpersonal influence (flexibility behavior), (c) networking ability (develop friendships and build strong, beneficial alliances and coalitions), and (d) apparent sincerity (integrity, authenticity, sincerity, and genuineness) (Ferris, Treadway, et al., 2005). It was found from this study that political skill is positively correlated to personality and interpersonal traits (self-monitoring, politically perceptive, and possessing emotional intelligence) and that political skill is significantly and negatively related to trait anxiety. Political skill also significantly predicted job performance and the subordinate evaluation of leader effectiveness.

Political skill is the ability to understand others' work effectively and to use such knowledge to influence others to act in ways that enhance one's

personal and organizational objectives (Ferris et al., 2000). Spencer and Spencer (1993) argued that the cognitive ability of managers is not enough for success and suggested that political skill is vital for superior performers. A number of researchers have reported that political skill was related to career outcome. Earlier studies showed that leader political skill was a significant contribution to women's career advancement (Mainiero, 1994); a predictor of team performance in a nonprofit organization (Ahearn et al., 2004); and had a significant positive effect on leader effectiveness ratings (Douglas & Ammeter, 2004).

**Comment [RE104]:** I am guessing here – change phrase to what the source says. 😊

Various studies have examined political skill in organizations. Kolodinsky et al. (2004) demonstrated that political skill has an inverted U-shaped nonlinear relationship with job satisfaction and a U-shaped relationship with job tension. The research findings show that leaders who possess a moderate amount of political skill experience less job tension and greater job satisfaction. Perrewé et al. (2005) showed the moderating effects of political skill on role overload and job strain (tension, anxiety, dissatisfaction).

A research study also shows that employees who are able to build effective networks, influence others interpersonally, appear sincere in their approaches, and excel in social astuteness are more satisfied in their careers and in life than are those who are less politically skilled (Ferris, Treadway, et al., 2005). Kaplan (2008) showed that political skill influences an individual's choice of career and affects the satisfaction and the career success of an individual. The results show that leader political skill significantly predicted leader effectiveness ratings. Harris et al. (2007) reported that employees who

were high in political skill were seen as better performers when engaging in influence tactics compared to those who were low in political skill. Treadway, Ferris, Duke, Adams, and Thatcher (2007) suggested that employees high in political skill are expected to use influence tactics aimed at others that improve employment career outcomes more effectively. Breland, Treadway, Duke, and Adams (2007) demonstrated that individuals who are high in political skills perceive themselves as being more successful in their career.

A number of researchers have reported that political skill influences career success. The results from the Ferris et al. (2008) study showed that political skill influences income, hierarchical position, and career satisfaction. Todd et al. (2009) revealed that political skill dimensions are significantly related to total promotions, career satisfaction, life satisfaction, and perceived external job mobility but are not significantly related to total compensation. The dimension that had the strongest associations was networking ability, which was related positively and significantly to all five outcome variables: (a) total compensation, (b) total promotions, (c) career satisfaction, (d) life satisfaction, and (e) perceived external mobility (Todd et al., 2009). Wolff and Moser (2009) also showed that networking was related to concurrent salary, the growth rate of salary, and career satisfaction. In summary, previous research studies have shown that political skill is related to the career success of an individual.

## **2.5 ORGANIZATIONAL POLITICS AND CAREER SUCCESS**

Politics is often regarded as a fact in an organization. The phenomenon of organizational politics has becoming the focus of empirical research in the area of management. This phenomenon in modern organizations has been shown to have an important effect for individuals, groups, and other stakeholders. Indeed, past research in career literature has limited its focus on the effect of human capital, motivational, organizational structure, and individuals' differences on career success.

Although many definitions have been proposed, politics can be defined as “the processes, the actions, and the behaviors through which potential power is utilized and realized” (Pfeffer, 1992, p. 30). In the past, Pfeffer (1989) suggested a study to use the political perspective approach research to understand career success in organizations and suggested political skill as a necessary competency for effectiveness in an organization. In addition, Mintzberg (1983, 1985) suggested that performance, effectiveness, and career success are determined less by intelligence and hard work and more by social astuteness, positioning, and perceptiveness. Hence, the way to get ahead in a career is to build social and political competence. To date, the relationship between organizational politics and career outcome has received limited empirical study. Earlier studies have shown political factors to be related to career outcome (Kipnis & Schmidt, 1988; Pfeffer, 1989; Zanzi et al., 1991; Judge & Bretz, 1994; Seibert et al., 2001; Todd et al., 2009). Very few empirical studies focused on political knowledge and career outcome in the Malaysian context. For instance, there were studies of the effects of organizational commitment (Poon, 2004a) and performance appraisal (Poon,

2004b) on career outcome and on the outcome of organizational politics (Poon, 2003; 2004c).

Politics plays an important role in organizational policies and likely influences several important work-related attitudes and behaviors. According to Kacmar and Baron (1999), the political activities in organizations have four elements in common. First, political activities are not considered part of an individual's job and is not sanctioned by the organization (Kacmar & Baron, 1999). Second, self-serving activities lead to desired outcomes for the individual, perhaps at the expense of others and the organization (Kacmar & Baron, 1999). Third, the real motivations behind the behaviors are often hidden from others (Kacmar & Baron, 1999). Fourth, political behaviors tend to occur in competitive environments with unclear rules about how resources and outcomes are allocated (Kacmar & Baron, 1999).

Comment [RE105]: Should this be "and"?

According to Vigoda, Vinarski, and Ben-Zion (2003), politics in the workplace, its nature, antecedent, and impact on work outcomes has become a stimulating field of study for the management scientist. Organizational politics is often considered dysfunctional to an organization because it has the potential to disrupt the organization's efficiency and effectiveness (Kacmar et al., 1999). In addition, it can have detrimental effects on employees. A workplace that is widespread with politics is stressful to work in, is not conducive for promoting positive job attitudes, and is likely to have a high employee turnover.

Vigoda (2000a) stated that organizational politics can be more destructive for public administration than for private organizations. The importance of organizational politics lies in its potential consequences and its

effect on work outcomes (Vigoda, 2000a). Thus, politics often interferes with the normal organizational processes such as promotions and rewards (Vigoda, 2000a).

### **2.5.1 Definitions of Organizational Politics**

Organizational scientists have offered many different definitions in attempts to conceptualize organizational politics. Their definitions consist of combination elements: formal and informal, sanctioned and non-sanctioned, self-interest and non-self interest, and a focus on the use of power and influence. For example, Pfeffer (1981, pp. 4-5) viewed organizational politics as “those activities carried out by people to acquire, enhance, and use power and other resources to obtain their preferred outcomes in a situation where there is uncertainty or disagreement.” Mintzberg (1983, p. 172) described organizational politics as “individual or group behavior that is informal, parochial, typically divisive, and above all, in the technical sense, illegitimate – sanctioned neither by formal authority, accepted ideology, nor certified expertise.” This individual action is beyond the parameters of accepted organizational behavior. Mintzberg described organizations as “political arenas” and suggested four forms of the political arena in an organization: confrontation, shaky alliance, politicized organization, and complete political arena. Mintzberg also identified thirteen political games that are played to counter resistance, build a power base, defeat a rival, or change the organization. Pfeffer (1989) suggested that organizational politics are activities within organizations to acquire, develop, and use power and her resources to obtain preferred outcomes in a situation in which there is uncertainty or disagreement about choices. Ferris, Russ, et al. (1989) defined

organizational politics as social influence behavior that is strategically designed to maximize short-term or long-term self-interest. Similarly, according to Drory (1993), organizational politics refers to behaviors that occur on an informal basis within an organization and involves intentional acts of influence that are designed to protect or enhance an individual's professional career when conflicting courses of action are possible. Furthermore, Kacmar and Baron (1999) stated that organizational politics involves "actions by individuals, which are directed toward the goal of furthering their own self-interests without regard for the well-being of others or their organization" (p. 3). Vigoda (2000b) concluded that organizational politics is correlated with personal struggles, conflicts, influential activities, inequity and unfairness, which result from the strong ambitions or aspirations of those who hold power in the workplace.

In this present study, organizational politics will refer to the individual influence actions, perceptions, and behavior at the individual level, which are directed to furthering self-interest, are informal, and are not prohibited by the organization.

### **2.5.2 Organizational Politics Perception and Behavior Theories**

In this section, the theoretical basis for explaining the organizational politics phenomena in organizations is discussed. A number of different models have been developed to explain organizational politics. Ferris, Russ, et al. (1989) proposed the most popular model, a model of organizational politics based on the antecedents and the consequences of perceptions of political activity within organizations (Figure 2.2). According to Ferris, Russ, et al. (1989), the perceptions of organizational politics (POP) are influenced



by organizational factors, job/work environment factors, and personal factors, which, in turn, influence individual and organizational outcomes such as organizational withdrawal, job anxiety, job involvement, and job satisfaction. The relationship between the perception of organizational politics and outcome were predicted to be moderated by the level of control or understanding an individual has about organizational processes (Ferris, Russ, et al., 1989).

According to this model, the organizational influence consists of four factors: (a) centralization, (b) formalization, (c) hierarchical level, and (d) span of control (Ferris, Russ, et al., 1989). Centralization, hierarchical level, and span of control have a direct positive relationship but formalization has a negative relationship with perceived organizational politics (Ferris, Russ, et al., 1989). Job/work environmental influence factors, job autonomy, job variety, feedback, and advance opportunity have a negative relationship with organizational politics level (Ferris, Russ, et al., 1989). Women, older age workers, those with a Machiavellianism personality, and high self-monitor view the work environment more politically (Ferris, Russ, et al., 1989). The potential outcomes of organizational politics include organizational withdrawal from an organization in form of absenteeism or employee turnover (Ferris, Russ, et al., 1989). Job anxiety, job involvement, and job satisfaction may increase when the level of politics is high (Ferris, Russ, et al., 1989). The Ferris, Russ, et al. (1989) model has been empirically supported (Ferris & Kacmar, 1992; Ferris, Frink, et al., 1996; Valle & Perrewewe, 2000)

**Comment [RE106]:** Do you mean “older age workers”?

**Comment [RE107]:** Should this be “self-monitoring” or is there such a thing as a “self-monitor personality”? In either case, explain what this means either here or, even better, when you first mention it above.

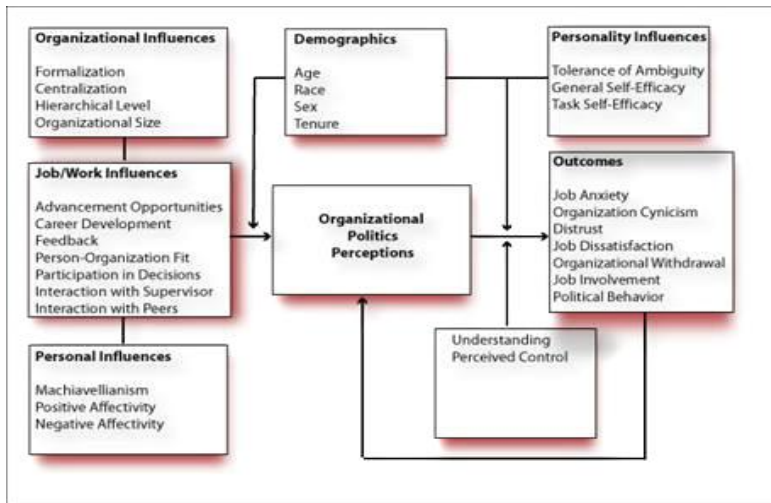


Figure 2.2. Model of organizational politics perceptions Adopted from "Politics in organizations" by G.R., Ferris, G.S., Russ, & P.M., Fandt, (1989). In R.A. Giacalone and P. Rosenfeld (Eds.), *Impression management in Organization*. Newbury Park, CA: sage, pp.154.

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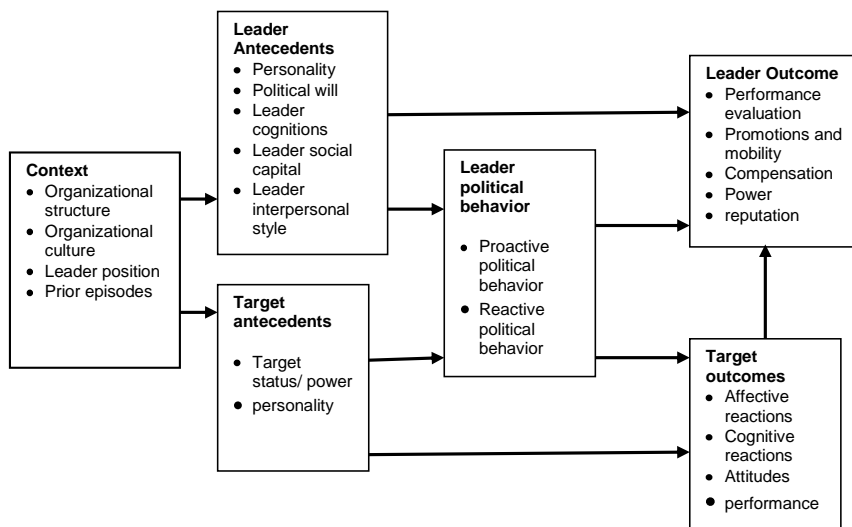
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House and Aditya (1997) argued that the study of the political nature of organizations and, particularly, the study of the political nature of leadership in organizations has not been given much attention from researchers. In response to such limitations and the lack of understanding of political processes in organizations and leadership, Ammeter et al. (2002) proposed a political theory of leadership that consists of three components: (a) antecedents of leader political behavior; (b) leader political behavior; and (c) consequences political behavior (see Figure 2.3) to guide and stimulate interest research in this area. However, this theory has not been tested empirically to date. Ammeter et al. suggested that interpersonal qualities (social capital, cognition, political will and personality) affect the leader political behavior utilized by a leader and affect the important individual-level

outcomes of the leader (leader effectiveness, performance evaluation, promotion, and, reputation). Specifically, leaders who are skilled in political behavior will increase organizational power, heighten their interpersonal reputation, and earn greater organizational rewards (Ammeter et al., 2002). The model also suggested that the status, power, and personality attributes of subordinates also affect a leader's political behavior and subordinate outcomes (Ammeter et al., 2002).

It is also suggested by Ammeter et al. that leader cognitions (general mental ability) are expected to affect the particular influence tactics that a leader chooses. The attributes of the target (demographic characteristics, status and power differences with the leader, and target personality attributes) are argued to play a key role in shaping the political behavior of the leader and the target's reactions to the leader's political behavior. Target attitudes and performance are under which leader behavior will have a positive or negative impact on these important outcomes. This model also incorporated the element of time by recognizing that prior episodes of a leader's political behavior serve as contextual input into a current episode.

**Comment [RE110]:** Who suggested this?  
Ammeter et al.?



**Figure 2.3.** The political model of leadership. Adopted from “Toward a political theory of leadership” by A. P. Ammeter, C., Douglas, W. L., Gardner, W. A., Hochwarter, & G. R., Ferris, (2002). *Leadership Quarterly*, 13, p.754

**Comment [RE111]:** Some of the bullets in the figure are larger than others ☺

The social influence theory (Levy, 2003) is another theory that was used to understand why organizational politics influences career outcomes. The social influence theory, which is one of the most studied theories in social psychology, suggests that certain influence behaviors are undertaken by employees with the goal of producing positive outcomes (e.g. compensation, performance appraisals, and promotion) (Levy, 2003). In the social influence framework, there are four main types of influence distinctions: (a) level of cognitive processing (conscious or unconscious), (b) perceived intentionality (intentional or unintentional), (c) relative social status (high, low, peer, or orthogonal), and (d) direction of change (positive, negative) (Levy, 2003). The social influence theory leads researchers to believe that those individuals who possess political behavior skills are better

able to influence others to achieve desired outcomes and goals than are those who do not possess political behavior skills (Judge & Bretz, 1994).

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Apart from the theory of political leadership behavior, the motivational theory has been suggested to explain the leadership behavior. Smith and Andrews (1989) suggested that the role theory and the expectancy theory are most appropriate theories that have deepened the understanding of how conditions shape leader behavior in organization.

First, the role theory suggests that organizational members accomplish their work through enacting roles. Individuals learn their roles and they learn how to enact these roles successfully through a series of interactions and exchanges with others in the organization (Smith & Andrews, 1989). The role theory has been used in the past to explain the influence of ingratiation on several organizational outcomes such as leader-member exchange and performance ratings (Wayne, Liden, Graf, & Ferris, 1997).

Second, the expectancy theory suggests that people make behavioral choices that are calculated to allow them to achieve desired outcomes (Vroom, 1964). Employees will be more motivated to adjust their behavior to earn a valuable ('high-valence') reward than they will to earn a less valuable reward ('low-valence'). A key component of the expectancy theory is the way in which individuals perceive their environment. Individuals are motivated to perform (exert effort) when they perceive that their performance will lead to positive consequences (rewards) that are attainable and valuable (have a high valence). Further, obtaining this reward will lead to a second outcome, which is a larger, more valued reward. When employees believe that exerting some degree of effort will pay off by allowing them to reach some level of

performance, they will form expectancy and will be more motivated to exert that effort. The expectancy theory noted that expectations affect an employee's motivation, perceptions, and performance in the workplace significantly. Because the presence of organizational politics is related to high levels of uncertainty and ambiguous reward structures, in a highly political environment employees may not have the confidence that hard work will lead to high levels of performance, that good performance will be recognized, or that valuable rewards will be distributed (Dulebohn & Ferris, 1999).

Comment [RE113]: Sources?

### **2.5.3 Organizational Politics Dimensions**

The organizational politics construct has been investigated from a number of different approaches and at various levels of analysis. Prior research has focused on two main areas. One area that researchers have empirically examined is employees' perceptions of organizational politics (POP) while the other area is political behaviors (influence tactics).

#### ***2.5.3.1 Perceptions of the Organizational Politics (POP) Perspective***

The perception of organizational politics includes subjective self-perceptions about the level of power and influence used by other organizational members to gain advantages and to secure their interests in conflicting situations. In other words, this perspective involves the individual's subjective evaluation of observed situations (organizational policies) or behaviors (co-workers and supervisors) as being political. The perceptions of politics (POP) were suggested by Ferris and Kacmar (1992) as a good measure of the general political atmosphere in organizations and an important dimension of individuals' perception of their work environment. Individuals react to the situation and behavior based on these perceptions.

Ferris, Russ, et al. (1989) identified two characteristics of organizational politics that affect its relationships with employee attitudes and behaviors. First, the perceptions of organizational politics are more important than reality (Ferris, Russ, et al., 1989). The second characteristic is that organizational politics may be interpreted as being either beneficial or damaging to an individual's wellbeing (Ferris, Russ, et al., 1989).

Cropanzano, Howes, Grandy, and Toth (1997) suggested that, for many individuals, organizational politics are perceived as a threat to their wellbeing and result in a variety of negative affective reactions such as increased job anxiety and reduced job satisfaction (Kacmar & Baron, 1999). However, some individuals may perceive organizational politics as an opportunity to advance their self-interests, which may result in positive affective reactions (Ferris, Frink, et al., 1996). Thus, organizational politics perceptions are likely to result in differing responses to organizational policies and practices depending on whether politics are viewed as an opportunity or as a threat.

Organizational policies and practices that are viewed as highly political can provide situations of potential opportunity as well as of potential threats (Ferris, Frink, et al., 1996). Ferris, Russ et al. (1989) proposed that understanding and control factors that may shape the opportunity or the threat perception status of organizational politics. Understanding refers to the knowledge concerning how and why things happen in the organizational environment (Kumar & Thibodeaux, 1990). When understanding is low, organizational politics are likely to be perceived as a threat because employees will not be able to insulate themselves from negative consequences (Ferris, Russ et al., 1989). However, employees who

**Comment [RE114]:** Ferris, Russ, et al., 1989 or Ferris, Fedor, et al., 1989? ©

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**Comment [RE116]:** Ferris, Russ, et al., 1989 or Ferris, Fedor, et al., 1989? ©

understand the politics of their organizations may be able to position themselves to take advantage of potential opportunities, resulting in less negative affective reactions. The second factor that may influence whether individuals interpret organizational politics as opportunities or threats is control. Control is the extent to which individuals have the ability to exercise influence over their organizational environment. Individuals who feel a high level of control within their organization will likely expect less aversive outcomes than those who feel that they have little control (Ferris, Russ et al. (1989). For employees who perceive high levels of organizational politics and feel that they have little control over these organizational processes, organizational politics likely would be perceived as a threat (Ferris, Russ et al. (1989). However, if employees feel that they have control over organizational processes, organizational politics will be perceived as an opportunity to promote their self-interests. Control was a moderator of the relationships between organizational politics perceptions and job anxiety, job satisfaction, and satisfaction with supervisor (Ferris, Frink, et al., 1996).

**Comment [RE117]:** Source?

**Comment [RE118]:** Ferris, Russ, et al., 1989 or Ferris, Fedor, et al., 1989? ☺

**Comment [RE119]:** Ferris, Russ, et al., 1989 or Ferris, Fedor, et al., 1989? ☺

**Comment [RE120]:** Ferris, Russ, et al., 1989 or Ferris, Fedor, et al., 1989? ☺

Ferris and Kacmar (1992) tested the model of organizational politics proposed by Ferris, Frink, et al. (1989) in two different studies. In the first study, Ferris and Kacmar found that feedback, job autonomy, skill variety, and opportunity for promotion correlated with perceptions of organizational politics. Additionally, they found that age, sex, or supervisory status did not correlate positively with perceptions of politics (Ferris & Kacmar, 1992). In the second study, Ferris and Kacmar found that relationship with supervisor, work group cohesion, and opportunity for promotion all were statistically



significant for predicting negative relationships with organizational politics perceptions.

A study by Parker, Dipboye, and Jackson (1995) also suggested that employee perceptions of the organization as political were associated with lower levels of overall satisfaction; believing that the organization does not value high work standards, challenging work, and integrity; evaluations of senior management as ineffective; perceiving that the organization does not support innovation; and, believing that employees are not loyal to the organization. Ferris, Frink, Bhawuk et al. (1996) reported that understanding moderated the relationships between the perceptions of organizational politics and the employee reactions of job anxiety and job satisfaction significantly.

**Comment [RE121]:** List at least 2 authors and eliminate the "a" here.

The perceptions of organizational politics (POP) have been researched extensively and have been shown to be related to antecedents (personal factors, situational factors) and important outcomes (psychological outcomes, attitudinal outcomes, and behavioral outcomes). Organizational politics perceptions have been found to be related to a negative work outcome such as decreased job involvement, reduced job satisfaction, increased intent to turnover and anxiety (e.g. Cropanzano et al., 1997) and reduced satisfaction with supervisor (e.g. Ferris, Frink, et al., 1996). The study by Vigoda (1998) found that participation in decision-making and organizational commitment was correlated positively with organizational politics. Weak to moderate correlations were found between organizational politics and perceptions of organizational politics and between organizational politics and actual employees' performances.

In another study, Vigoda (2000a) showed that perceptions of organizational politics are a good mediator between job congruence and job performance. Job congruence showed a negative relationship with the perception of organizational politics. Vigoda (2000b), in another study, showed that the perception of organizational politics was found to have a negative relationship with job attitudes, a positive relationship with intention to leave the organization (exit), and a stronger positive relationship with negligent behavior (neglect). Vigoda (2000b) suggested that public personnel will tend to react to workplace politics with negligent behavior rather than by leaving. A weak negative relationship was found between the perception of organizational politics and employees' performance (Vigoda, 2000b).

**Comment [RE122]:** State who suggested this (e.g. "Vigoda (2000a) suggested")

Hochwarter, Witt, and Kacmar (2000) indicated that the conscientiousness personality was related to job performance among workers perceiving average to high levels of organizational politics but was unrelated to performance among workers perceiving low levels of organizational politics. Moreover, the perceptions of organizational politics were negatively related to job performance only among workers with average to low levels of conscientiousness (Hochwarter et al., 2000).

Vigoda (2001) reported a comparative analysis of reactions to organizational politics in Israel and Britain. No differences were found between the employees' levels of politics perception in the two samples and, generally, the perceptions of organizational politics affected British employees more strongly than Israeli employees (Vigoda, 2001). The British employees responded with higher intentions of exit and neglect and lower levels of loyalty, job satisfaction, and met expectations (Vigoda, 2001).

O'Connor and Morrison (2001) studied both situational and dispositional predictors of perceptions of organizational politics. They found that job autonomy, formalization, and organizational climate were negatively correlated with perceptions of political activity (O'Connor & Morrison, 2001). Male and female employees were more likely to perceive their organization as political if they (a) occupied lower hierarchical levels within the organization, (b) saw themselves as possessing low levels of job autonomy, (c) believed the workplace was low in formalization, and (d) negatively evaluated the climate of their organization (O'Connor & Morrison, 2001).

Vigoda and Cohen (2002) explored a longitudinal design to address the assumption that influence tactics and perceptions of organizational politics are related. Influence tactics, which represent actual organizational politics, are argued to be an important predictor of perception(s) of political scale (POPS).

Vigoda et al. (2003) conducted two separate studies among public sector employees in Israel and examined the relationship between organizational image, perceptions of politics, and an additional set of job related variables (i.e. job satisfaction, organizational commitment, and job autonomy). The findings revealed that the perceptions of politics function as antecedents of satisfaction and commitment that have an impact on organizational image (Vigoda et al., 2003).

In sum, most of the studies accepted the Ferris et al. theoretical framework and showed its usefulness for the understanding of organizational politics.

Some organizational politics studies were carried out in Malaysia (e.g. Poon, 2003; 2004b; 2004c; Rusinah, Sabariah, Suhaimi, & Ramayah, 2003). Poon (2003) studied the antecedents and consequences of perceptions or organizational politics. The participants in the study were 208 full-time working adults from multiple organizations who enrolled as part-time graduates in two large public universities in Malaysia (Poon, 2003). The findings of the research study showed that job ambiguity, a scarcity of resources, and a lack of a trust climate in an organization were found to influence the perception of organizational politics and, in turn, the perception of organizational politics affects psychological and attitudinal consequences in the form of job stress, job satisfaction, and turnover intention (Poon, 2003).

Rusinah et al. (2003) studied the perceptions of organizational politics of employees in one of the government's higher education institutions in Malaysia. From the findings, it showed that the management practices dimension was correlated positively and significantly with perceptions of organizational politics (Rusinah et al., 2003). Employees in the government higher education institution are often concerned about office politics and believe that an ideal work setting would be free from political behavior. The finding that management practices positively predicts the perception of organizational politics is consistent with the predictions of theoretical models of perceptions of organizational politics and with the findings of past research relating these variables. Finally, this study found that the factors associated with the perceptions of organizational politics in the government higher education institution was working experience, years of working in the present

organization, group behavior towards the organization, expectation towards achievement, job challenges, the employees' contribution to the organization, the strength of self-image, and management practices (Rusinah et al., 2003).

Poon (2004b) examined the effects of employee's perceptions of political motives in a performance appraisal on their job satisfaction and intention to quit. The results of this study showed that, when employee perceived performance ratings to be manipulated because of the rater's personal bias and intent to punish subordinates, they expressed reduced job satisfaction that, in turn, led to a greater intention to quit their jobs (Poon, 2004b). In conclusion, this study proposed that the political environment would have a moderating effect on the relationship between personal attributes and career success (Poon, 2004b).

#### **2.5.3.2 Political Behavior Perspective**

Organizational politics refers to behaviors that are designed to foster self-interest and that are adopted without regard to or the expense of organizational goals (Mintzberg, 1983, 1985). Examples of this behavior in an organization include lobbying higher-up for promotions and better job assignments, bypassing the chain of command, going through improper channels, and joining cliques to promote one's own self-interest. In the same way, political behavior, according to Ferris, Russ, et al. (1989) is a non-sanctioned behavior (deviate from norms) which may be harmful to the organizational goals or to the interests of others in the organization and which may be assumed self-serving in nature. Furthermore, Valle and Perrewe (2000, p. 361) suggested that political behavior is "the exercise of tactical influence by individuals which is strategically goal directed, rational,

**Comment [RE123]:** Consider changing to "adopted"

conscious and intended to promote self- interest, either at the expense of or in support of others” interests. The goal of influence tactics is to change the attitudes, beliefs, and behavior of another individual (Castro, Douglas, Hochwarter, Ferris, & Frink, 2003).

In sum, political behavior is basically assumed as influencing behavior that an individual, a group, or an organization uses to attempt to influence others’ behaviors or attitudes about a matter which is important and desired.

Various typologies of political behavior have been proposed and they have received research support. For example, Kipnis, Schmidt, and Wilkinson (1980) proposed eight influence tactics: assertiveness, ingratiation, rationality, sanctions, exchange, upward appeals, blocking, and coalitions. In the same way, other researchers noted that suggested influence tactics include rational persuasion, apprising, inspirational appeals, consultation, exchange, collaboration, personal appeals, ingratiation, legitimating tactics, pressure, and coalition tactics (Yukl et al., 1995). However, most of the researchers classified political behaviors or influence tactics into two dimensions. For example, Tedeschi and Melburg (1984) suggested two dimensions of influence tactics; defensive behavior (need to defend against threat) and assertive behavior (need to take advantage or opportunity). In addition, Godfrey, Jones, and Lord (1986) classified political behavior into ingratiation behavior and self-promotion behaviors. Similarly, Zanzi and O’Neil (2001) classified influence behavior into sanctioned political tactics (represented by the use of expertise, super-ordinate goals, networking, coalition building, persuasion, and image building), and non-sanctioned political tactics (represented by intimidation and innuendoes, manipulation,

co-optation, control of information, using surrogates, organizational placement, and blaming or attacking others).

In terms of a political tactic strategy, Wayne and Ferris (1990) classified political tactics according to the influence behavior of supervisor-focused and job-focused influence tactics. In the same way, political behavior tactics can be classified either to proactive leader political behaviors (proactively promote self-interest strategy) or to reactive leader political behaviors (defensively protect self-interest strategy) (Kipnis et al., 1980; Valle & Perrewé, 2000). Proactive leader political behaviors consist of those actions the leader assertively undertakes in response to a perceived opportunity to influence a target and to secure desired outcomes for one or more collective bodies he/she represents. Proactive behaviors include responses such as assertiveness, ingratiation, coalitions, rationality, sanctions, blocking, upward appeals, and exchanges of benefits (see Table 2.2).

Table 2.2  
*Definitions of Proactive Political Behavior Tactics*

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*Assertiveness*: using a forceful manner to get what one wants

*Ingratiation*: using behaviors designed to increase the target's liking of oneself or to make oneself appear friendly in order to get what one wants

*Rationality*: using data and information to make a logical argument supporting one's request

*Sanctions*: using punishment or the threat of punishment to gain compliance

*Exchange*: making an explicit offer to do something for another in exchange for their doing what one wants

*Upward appeals*: relying on the chain of command, calling in superiors to help get one's way

*Blocking*: attempting to stop the target from carrying out some action by impeding their progress

*Coalitions*: mobilizing others to help in persuading the target individual

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*Note.* Adapted from "Intra-organizational influence tactics: explorations in getting one's way" by Kipnis et al., (1980). *Journal of Applied Psychology*, 65, p. 442.

In contrast to the proactive tactics, reactive leader political behaviors tactics (see Table 2.5) are used to protect the actor's interests. Reactive leaders political behaviors include avoiding actions (such as by playing dumb, over-conforming, smoothing, and passing the buck), avoiding blame (such as justifying, playing safe, or scapegoating), and avoiding change (resisting change and protecting turf) (Ashforth & Lee, 1990). In line with the work of previous literature, this study proposed that individuals engage in either proactive or reactive behaviors or in both in order to achieve their goals in an organization.



Table 2.3  
*Definition of Reactive Political Behavior Tactics*

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<i>Over conforming:</i>	individual rigidly adheres to guidelines and policies
<i>Passing the buck:</i>	foists responsibility for a task on another individual
<i>Playing dumb:</i>	attempts to avoid an unwanted task by falsely pleading ignorance
<i>Depersonalizing:</i>	avoids unwanted demands
<i>Smoothing:</i>	to make the individual look continuously busy
<i>Stalling:</i>	appears supportive publicly while doing little
<i>Buffing:</i>	documenting activities to project an image of competence
<i>Playing Safe:</i>	avoids situations that may reflect unfavorably for given on him
<i>Justifying:</i>	after the fact attempt to minimize one's responsibility
<i>Scapegoat:</i>	assigning blame to an external agent
<i>Misrepresenting:</i>	avoiding blame by manipulating information
<i>Escalating commitment:</i>	continuing action that is none effectual
<i>Resisting change:</i>	consistently refusing to consider new possibilities
<i>Protecting turf:</i>	defending the task domain against the encroachment of others

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*Note.* Adapted from "Defensive behavior in organizations: a preliminary model", by Ashforth & Lee. (1990). *Human Relations*, 43, 626.

The previous research studies on political behavior have focused on interpersonal influence behavior on human resources management systems and decisions (Ferris & Judge, 1991), selection and employment interview decisions (Gilmore & Ferris, 1989), the performance evaluation process and outcomes by supervisors and by subordinates, impression management tactics (Ferris, Frink, et al., 1996), and the career progression and success

**Comment [RE124]:** Add in full source information (title, author, year, journal info/publisher info, page number).

process (Judge & Bretz, 1994; Ferris, Fedor, & King, 1994). Various studies found that influence tactics play an important role in a work environment and are related significantly to important organizational outcomes such as job performance (e.g. Kipnis & Schmidt, 1988; Wayne & Kacmar, 1991), assessments of promotability (Thacker & Wayne, 1995), and salary increases (Kipnis & Schmidt, 1988). For example, Vigoda and Cohen (2002) conducted a research study to test the effect of political behavior on work outcomes and found that political behavior was related to actual performance, job satisfaction, organizational commitment, and participation in decisions in the work.

Similarly, Chu (1998) studied the influence tactics used by school principals and found that school principals use the rationalization tactic to influence teachers more than any of the other tactics from both the principals' and the teachers' perspectives. In the same way, Valle and Perrewé (2000) suggested that political behavior makes the negative effect of the perceptions of politics on outcomes worse.

In summary, few studies have related the organizational politics behavior and career outcome. Much of the literature has focused on perceptions of politics in organizations, particularly antecedents and effects.

#### **2.5.4 Antecedents to Organizational Politics**

Many antecedents of organizational politics have been examined in the literature. Organizational politics scholars propose that several factors influence organizational politics. In general, the proposed antecedents of organizational politics have been categorized into personal factors (e.g. demographic factors, personality characteristics, attitudes, needs, and

values) and situational factors. Situational factors include factors at the job level such as skill variety, job autonomy, and feedback (Ferris & Kacmar, 1992); factors at the organization level such as centralization, formalization, and hierarchical level (Ferris, Frink, et al., 1996); the advancement opportunities factor (Parker et al., 1995); and the organizational climate factor (O'Connor & Morrison, 2001). Personal antecedents that have found empirical support include demographic variables such as age and gender. Previous studies also show that demographics variables include gender, race, age, and educational level (e.g. Ferris, Frink, et al., 1996).

Ferris and Kacmar (1992) found that age, sex, or supervisory status did not correlate positively with perceptions of politics. Previous studies also showed that personality characteristics variables such as Machiavellianism, self-monitoring, locus of control, and a need of power personality have significant effects on organizational politics perceptions and behaviors (O'Connor & Morrison, 2001; Valle & Perrewe, 2000).

Many previous research studies have examined the antecedents of perceptions of politics and political behavior and have suggested that structural factors, environment factors, and personal factors influence organizational politics. They found that organizational structural factors such as centralized structure, formalization, hierarchical level, span of control, job characteristics, opportunity for promotion, and advancement have a significant relationship to organizational politics (Ferris et al., 1989). Other antecedents that have been studied to date include leader-member exchange (LMX), co-worker cooperation, role conflict (Andrew & Kacmar, 2001), and spatial distance (Aryee, Chen, & Budhwar, 2004).

**Comment [RE125]:** Should this be "effects on"?

**Comment [RE126]:** Clarify which Ferris et al., 1989 and 1996 you are referring to here by adding in second authors' names.

The research on organizational behavior has examined the influence of situational variables on organizational politics. Among the variables are perceived power, task objectives, direction of influence (Yukl et al., 1995), organizational context, role clarity, exchange quality (Wayne & Ferris, 1990), personnel selection, performance evaluation, goal setting, reward allocation, mobility, advancement, and managerial decision making (Ferris, Russ, et al., 1989), degree of ambiguity (Ferris, Fedor et al., 1989); spatial distance (Ferris et al., 1991), job autonomy (Ferris & Kacmar, 1992), hierarchical level (Ferris, Frink et al., 1996); and formalization (O'Connor & Morrison, 2001). The situational antecedents of organizational politics that have found empirical support include centralization, formalization, and hierarchical level (Ferris, Frink et al., 1996), job autonomy, and feedback (Ferris & Kacmar, 1992), advancement opportunities (Parker et al., 1995), and organizational climate (O'Connor & Morrison, 2001).

**Comment [RE127]:** Ferris, Russ, et al., 1989 or Ferris, Fedor, et al., 1989?

**Comment [RE128]:** Ferris, Frink, et al., 1996 or the other one?

**Comment [RE129]:** Ferris, Frink, et al., 1996 or the other one?

### 2.5.5 Outcomes of Organizational Politics

Researchers have intensely examined the outcome variables of organizational politics in organizations (Thacker, 1995; Valle, 1997; Vigoda, 2002; Hochwarter, Kacmar, Perrewe, & Johnson, 2003; Higgins, Judge, & Ferris, 2003; Treadway et al., 2004). Previous studies showed that organizational politics have both beneficial effects and detrimental effects. Ammeter et al. (2002) proposed a political theory of leadership that specifies the consequences of the leader's political behavior on leader effectiveness. According to Ammeter et al., a leader's organizational politics behavior influences his or her self-interest outcome including performance evaluation,

promotion and mobility, compensation, and power and leader reputation. However, to date, this theory has not been empirically tested.

Organizational politics perceptions are proposed to have detrimental consequences on psychological outcomes, attitudinal outcomes, and behavioral outcomes. Empirical research has supported that perceived politics in organization have significant outcomes such as increased job stress (Ferris et al., 1994; Ferris, Fedor, et al 1996); lower levels of organizational commitment (Wilson, 1995; Witt, 1998); reduced job satisfaction; increased job anxiety; increased intention for job turnover; emotional and physical burnout (Cropanzano et al., 1997); increased withdrawal; and decreased employee performance (Kacmar & Baron, 1999). Research also shows that organizational politics influences job attitudes (Drory, 1993); political behavior (Harrell-Cook, Ferris, & Dulebohn, 1999); neglectful behavior (Vigoda, 2000a), supervisor-rated performance (Witt, 1998); organizational citizenship behavior (Vigoda, 2000b); and company performance (Zahra, 1987). In contrast, some empirical studies showed that organizational politics have beneficial effects such as the opportunity to advance self-interest, a high performance rating by supervisor (Zivnusca, Kacmar, Witt, Carlson & Bratton, 2004; Wayne & Kacmar, 1991), and increased objective and subjective career success (Judge & Bretz, 1994).

Some researchers have investigated the moderator variables between organizational politics and outcomes relationship. Factors such as control (Ferris, Frink et al., 1996) and understanding (Kacmar et al., 1999) have been forwarded as antidotes that can moderate the relationship between perceived organizational politics and its consequences. Variables such as

**Comment [RE130]:** Did you mean "Ferris, et al., 1996" here? If so, add in second author's name and omit the "a"

**Comment [RE131]:** Ferris, Frink, et al., 1996 or the other one?

organizational status (Drory, 1993), goal congruence (Witt, 1998), organizational commitment (Hochwarter, Perrewe, Ferris, & Guercio, 1999), participation in decision making (Witt, Andrews, & Kacmar, 2000), political behaviors (Harrell-Cook et al., 1999; Valle & Perrewe, 2000), teamwork (Valle and Witt, 2001), burnout (Huang, Chuang, & Lin, 2003), positive affect(emotions) (Castro et al., 2003) and job self-efficacy (Valle, Kacmar, & Zivnuska, 2003) have been found to moderate the relationship between the perceptions of organizational politics and various organizational outcomes. The focus of this present study is to examine whether organizational politics indirectly influences the career outcomes of school principals.

### 2.5.6 Organizational Politics as a Moderator

Some studies have focused on organizational politics as indirectly influencing the organizational outcomes. The perceptions of organizational politics as situational variables act as moderators of the predictors-organizational outcomes relationship. Previous researchers have reported that organizational politics act as a moderator variable (Harrell-Cook et al., 1999; Harris, James, & Boonthanom, 2005; Hochwarter et al., 2000; Hochwarter, James, Johnson, & Ferris, 2004; Kacmar, Bachrach, Harris, & Zivnuska, 2010; Zhang & Lee, 2010). The interaction of organization politics and personal attributes is likely to provide greater insight into the prediction of career success.

**Comment [RE132]:** Burnout is a negative variable - does it belong in this list?

**Comment [RE133]:** Specify what this means if possible (what kind of positive effect?)

**Comment [RE134]:** Should this be “produces moderators”?

**Comment [RE135]:** Remember to organize lists of authors within parentheses in alphabetical order - I did this one for you.

## **2.6 SUMMARY**

This chapter described the concept of career success through a search of research literature. The factors that influence career success were discussed in detail. The theories underpinning the previous career success studies have been presented. Because this study used an organizational politics perspective approach, the organizational politics factor was discussed with detail and became the major focus of the study. Although a lot of researchers have studied the determinants of managerial careers success, little is known about the determinants of a school principal's managerial career success from the organizational politics perspective. The next chapter will explain the research theoretical framework and the methodology of the study.

## **CHAPTER 3**

### **THE RESEARCH FRAMEWORK AND METHODOLOGY**

#### **3.1 INTRODUCTION**

The objectives of this chapter are to explain the research theoretical framework and the methodology of this research study. The development of the theoretical framework for this study is based upon the gaps identified in the literature, particularly those related to understanding the predictors of career success.

First, this chapter describes the development of the theoretical model and the hypothesis that guides the rest of the study. Next, this chapter discusses the methodology utilized in conducting the study. In the methodology section, the research design including the research approach, populations, the sampling method, and the sample size of the study is described. Third, the data collection procedure is discussed and, fourth, the questionnaire design is discussed. Finally, this chapter describes the statistical techniques analyses method that was used in the study.

#### **3.2 THEORETICAL FRAMEWORK FOR THE STUDY**

This study proposed that four independent variables influence career success. These variables were based on the following theories and model: (a) the social cognitive career theory (SCCT) theory developed by Lent et al. (1994, 1996); (b) the political theory of leadership developed by Ammeter et



al. (2002); and (c) the perception of organizational politics model developed by Ferris, Russ, et al. (1989).

The SCCT theorizes that individual-related factors, in terms of social cognitive variables and person inputs, determine career interest, choice, and performance. By using the SCCT framework, individual characteristics and organizational factors have been used as predictors of career success. Individual and organizational factors have been previously proposed as two approaches to the career success construct (e.g. Judge et al., 1995; Ballout, 2007). This study recognizes the importance of individual differences in terms of human capital, personality traits, skill, behavior, and contextual factors at the organizational politics level. Drawing from SCCT, the theoretical framework of this study is based on three theoretical concepts: (a) school principals' career success, (b) principals' personal characteristics, and (c) organizational politics perception. This theoretical framework suggests that individual personal characteristics will influence an individual's intrinsic and extrinsic career success. The framework also proposes that the relationship between individual personal characteristics and career success is moderated by the political environment of the organizations. Thus, the criterion variable of this study is career success while the principal's personal characteristics are predictors' variables and organizational politics perceptions are moderator variables.

**Comment [RE136]:** Should this be "are"?

In brief, the theoretical model for this study consists of independent variables (personal characteristics), moderator variables (perceptions of organizational politics), and one main dependent variable (career success). Figure 3.1 shows the details of the theoretical framework of the study. The

dependent variables of career success consist of two indicators: (a) extrinsic career success and (b) intrinsic career success. The school principal's individual personal characteristics for human capital is represented by tenure, education, and training. His or her political personality traits are represented by two indicators: (a) Machiavellianism and (b) the Need for power. A principal's political skill is represented by three variables: (a) networking, (b) social astuteness and (c) interpersonal relationships. A principal's organizational politics behavior is represented by (a) proactive political behavior and (b) reactive political behavior.

The model outlined in Figure 3.1 proposes that the personal characteristics variables will influence the career success of principals and that organizational political perceptions will moderate the relationship between personal characteristics and career success.

### **3.2.1 Dependent Variables: Career Success**

The school principals' career success is the dependent variable of the study and is defined as the positive psychological and work related outcomes one has accumulated as a consequent of experiences through the period of his or her working life (Judge et al., 1995, p. 486). Career success is a multidimensional construct comprised of both extrinsic and intrinsic dimensions. Therefore, in this study, career success is measured using both objective and subjective indicators.

**Comment [RE137]:** Is this a quote?

#### **3.2.1.1 Extrinsic Career Success**

Extrinsic career success is the objective outcome of career success that was measured by two variables (a) the number of promotions and (b) the salary attainment of the school principals. "Promotion" in this study is defined

as a change in job scope or responsibilities. In this study, the number of promotions was measured using one question developed by the researcher. The respondents were asked to provide the total number of promotions that they had received in their career to date. Salary attainment was defined as the school principals' remuneration in terms of monthly salary. Salary was measured by a self-reported current salary grade, which was later transformed into the Ringgit Malaysia (RM) **currency**, based on a scale from the Ministry of Education..

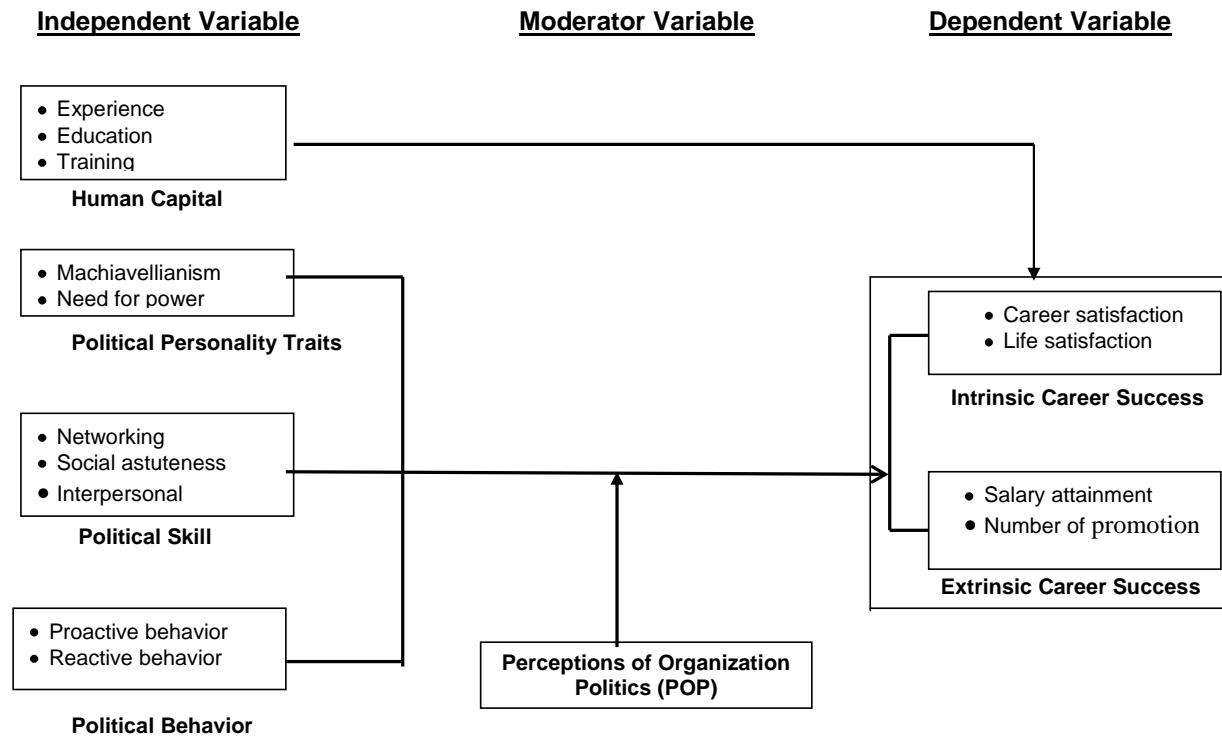
**Comment [RE138]:** Based on what? A scale from the Ministry of Education perhaps?

### **3.2.1.2 Intrinsic Career Success**

Intrinsic career success is a subjective indicator of accomplishment and satisfaction about career and life. It refers to an individual's evaluation of their career progress, accomplishments, and anticipated outcomes relative to their own goals and aspirations (Seibert & Kraimer, 2001). In this study, intrinsic career success was manifested by career satisfaction and life satisfaction. Respondents indicated their agreement with statements that are intended to obtain career satisfaction and life satisfaction level on a 1 (strongly disagree) to 5 (strongly agree) scale.

**i) Career satisfaction** refers to individual satisfaction with one's rate of progress toward achieving one's career goals and it is based on the accumulated work experiences that span the course of one's work life. It measures the extent to which individuals believe their career progress is consistent with their own goals, values, and preference (Seibert et al., 2001; Erdogan, Kraimer, & Liden, 2004). This study measured career satisfaction using a 5-item index career satisfaction scale developed by Greenhaus et al. (1990).

**ii) Life satisfaction** refers to individual satisfaction with one's work life. Life satisfaction was measured by the Satisfaction with Life Scale, a 9-item measure of life (Diener, Emmons, Larsen, & Griffin, 1985). The statements included: (1) in most ways my life is close to ideal; (2) the conditions of my life are excellent; (3) I am satisfied with my life; (4) so far I have gotten the important things I want in life; and (5) if I could live my life over, I would change almost nothing.



**Figure 3.1** The theoretical framework used for this study.

### **3.2.2 Independent Variables: School Principals' Personal characteristics.**

Personal influences have been found to affect individual career success. Personal characteristics dimensions were independent variables in the study. The four independent variables involved in this study were human capital, political personality traits, political skills, and political behavior.

#### **3.2.2.1 Human Capital**

Human capital is an individual's educational, personal, and professional experiences (Becker, 1964). Consistent with prior research, the human capital of the school principal consists of educational level, career tenure, and the number of formal training courses attended. In this study, education level was measured on a scale of formal education attained starting from the diploma level up to doctoral degree. Education attainment was measured as the highest level of education achieved. Career tenure or experience was measured as the total school principal's experience in the teaching profession in years and the number of schools that they have served. Formal training was measured by the number of times the respondent attended formal training courses of at least a three-month duration.

#### **3.2.2.2 Political Personality Traits**

Political personality traits refer to the dynamic and organized set of characteristics of a person that uniquely influences his/her cognitions, motivations, and behaviors that are used to control and/or manipulate others (Christie & Geis, 1970). For this research study, Machiavellianism and the Need for power personality trait were employed because these personalities are related significantly to organizational politics. The term "Machiavellianism

personality” refers to an individual who manipulates others for his/her own purposes. The term “Need for power personality” refers to the basic desire to influence and lead others to control a person’s own environment.

### **3.2.2.3 Political Skill**

Political skill refers to the ability to understand others at work effectively and to use such knowledge to influence others to act in ways that enhance one’s personal and/or organizational objectives. It has been suggested that political skill as an important predictor of subjective career success (Ferris, Davidson, & Perrewe, 2005)

### **3.2.2.4 Political Behavior**

Political behavior refers to the exercise of tactical influence by leaders, which is strategically goal directed, rational, conscious, and intended to promote self-interest either at the expense of or in support of others’ interests (Valle & Perrewe, 2000). Political behavior consists of two categories: Proactive and reactive political behavior strategy.

*i) The proactive political behavior strategy* consists of tactics the individual assertively undertakes in response to a perceived opportunity to influence a target audience and secure desired outcomes.

*ii) The reactive political behavior strategy* consists of tactics the individual uses to protect the actor’s interests. These tactics encompass a wide array of defensive impression management tactics including explanation, disclaimers, self-handicapping, restitution, pro-social behaviors, excuses, and apologies.

Comment [RE139]: A target audience?

### 3.2.3 Moderating Variable: School Principals' Organizational Politics Perceptions (Pop)

The Social Cognitive Career Theory (SCCT) suggests that the individual and the organization environmental factors will influence career outcomes (Lent et al., 1994; 1996). In addition, it suggests that the impacts of organizational related factors on an organization career are significant. Thus, this study takes the approach that the effects of personal attributes on career success should consider the effect of organizational politics as an environment factor.

The school principal's organizational politics perception (POP) is the self-perception of the principals about the level of political activities in the education organization. Particularly, this study examines the moderator effects of POP on personal attributes and on the career success relationship. The underlying logic behind this idea is that a political environment in an organization is expected to have an influence on the factors that determine career success. In other words, the perceptions of organization politics refers to the subjective perceptions about the level of power and influence used by organizational members to gain advantages and to secure their interests in conflicting situations (Ferris & Kacmar, 1992).

The much of previous study have examined the direct impact that political perceptions have on various outcomes and numerous studies have investigated POP as a moderator (Hochwarter, Kacmar, & Witt, 2000; Hochwarter et al., 2004; Harris et al., 2005). In the present study, the organizational politics perception acts as a moderating variable that explains the career success of school principals. It is expected that the relationship

**Comment [RE140]:** Either this should be "and" or the last phrase should be "have not investigated"

**Comment [RE141]:** Are these accidentally reversed? If so, this should be "Hochwarter et al., 2000."



between the predictor and the criterion variable is dependent on the level of POP.

### **3.3 RESEARCH HYPOTHESES**

The proposed theoretical model for this study represents and attempts to examine the predictors of the career success empirically. Based on the existing theories, the literature review, the theoretical framework, and the research question, nine hypotheses in alternate forms are proposed. According to Hypotheses 1-8, individual personal characteristics in terms of human capital, personality traits, political skill, and political behavior have an impact on career success. The moderating effect of organizational political perceptions on the hypothesized relationships of independent variables and dependent variable are examined in Hypothesis 9.

#### **3.3.1 The influence of personal characteristics on the career success of school principals.**

Eight research hypotheses were formulated:

*H1:* A school principal's human capital (experience, education, and training) significantly predicts the school principal's intrinsic career success (career satisfaction, life satisfaction).

H1a: Career experience is a predictor of career satisfaction

H1b: Educational level is a predictor of career satisfaction

H1c: Number of training courses is a predictor of career satisfaction

H1d: Career experience is a predictor of life satisfaction

H1e: Educational level is a predictor of life satisfaction

H1f: Number of training courses is a predictor of life satisfaction

- H2:* A school principal's human capital (experience, education, and training) significantly predicts the school principal's extrinsic career success (salary attainment, the number of promotions).
- H2a: Career experience is a predictor of salary attainment
- H2b: Educational level is a predictor of salary attainment
- H2c: Number of training courses is a predictor of salary attainment
- H2d: Career experience is a predictor of the number of promotions
- H2e: Educational level is a predictor of the number of promotions
- H2f: Number of training courses is a predictor of the number of promotions
- H3:* A school principal's political personality trait (Machiavellianism or Need for power) significantly predicts the school principal's intrinsic career success (career satisfaction, life satisfaction)
- H3a: The Machiavellianism trait is a predictor of career satisfaction
- H3b: The Need for power trait is a predictor of career satisfaction
- H3c: The Machiavellianism trait is a predictor of life satisfaction
- H3d: The Need for power trait is a predictor of life satisfaction
- H4:* A school principal's political personality trait (Machiavellianism, Need for power) significantly predicts the school principal's extrinsic career success (salary attainment, the number of promotions)
- H4a: The Machiavellianism trait is a predictor of salary attainment
- H4b: Educational level is a predictor of salary attainment
- H4c: The Machiavellianism trait is a predictor of the number of promotions
- H4d: Career experience is a predictor of the number of promotions

- H5:* A school principal's political skill (Networking, Social astuteness, Interpersonal) significantly predicts the school principal's intrinsic career success (career satisfaction, life satisfaction)
- H5a: Interpersonal skill is a predictor of career satisfaction
- H5b: Networking skill is a predictor of career satisfaction
- H5c: Social astuteness is a predictor of career satisfaction
- H5d: Interpersonal skill is a predictor of life satisfaction
- H5e: Networking skill is a predictor of life satisfaction
- H5f: Social astuteness is a predictor of life satisfaction
- H6:* A school principal's political skill (Networking, Social astuteness, Interpersonal) significantly predicts the school principal's extrinsic career success (salary attainment, the number of promotions)
- H6a: Interpersonal skill is a predictor of salary attainment
- H6b: Networking skill is a predictor of salary attainment
- H6c: Social astuteness is a predictor of salary attainment
- H6d: Interpersonal skill is a predictor of the number of promotions
- H6e: Networking skill is a predictor of the number of promotions
- H6f: Social astuteness is a predictor of the number of promotions
- H7:* A school principal's political behavior (reactive political behavior, proactive political behavior) significantly predicts the school principal's intrinsic career success (career satisfaction, life satisfaction)
- H7a: Proactive behavior is a predictor of career satisfaction
- H7b: Reactive behavior is a predictor of career satisfaction
- H7c: Proactive behavior is a predictor of life satisfaction
- H7d: Reactive behavior is a predictor of life satisfaction

*H8:* A school principal's political behavior (Reactive political behavior, Proactive political behavior) significantly predicts the school principal's extrinsic career success (salary attainment, the number of promotions)

H8a: Proactive behavior is a predictor of salary attainment

H8b: Reactive behavior is a predictor of salary attainment

H8c: Reactive behavior is a predictor of the number of promotions

H8d: Reactive behavior is a predictor of the number of promotions

### **3.3.2 The Moderating Effect of the Perception of Organizational Politics on the Relationship between the Personal Characteristics and the Career Success of School Principals**

This study hypothesized the moderating effect of the perception of organizational politics on the relationship between personal characteristics and career success (H9a to H9f):

*H9:* A school principal's organizational politics perceptions have a moderating effect on the relationship between the personal characteristics (political skill, political personality, and political behavior) and the career success (extrinsic, intrinsic) of the school principal.

H9a: Organizational politics perceptions have a moderating effect on the relationship between the political personality traits (Machiavellianism, Need for power) and the intrinsic career success (career satisfaction, life satisfaction) of school principals.

H9b: Organizational politics perceptions have a moderating effect on the relationship between the political personality traits (Machiavellianism, Need for power) and the extrinsic career

**Comment [RE142]:** Should this be "on"? If so, change it throughout your thesis by finding and replacing the phrases.

success (salary attainment, the number of promotions) of school principals.

H9c: Organizational politics perceptions have a moderating effect on the relationship between the political skill (networking skill, social astuteness, and interpersonal skill) and the intrinsic career success (career satisfaction, life satisfaction) of school principals.

H9d: Organizational politics perceptions have a moderating effect on the relationship between the political skill (networking skill, social astuteness, and interpersonal skill) and the extrinsic career success (salary attainment, the number of promotions) of school principals.

H9e: Organizational politics perceptions have a moderating effect on the relationship between the political behavior (reactive political behavior, proactive political behavior) and the intrinsic career success (career satisfaction, life satisfaction) of school principals.

H9f: Organizational politics perceptions have a moderating effect on the relationship between the political behavior (reactive political behavior, proactive political behavior) and the extrinsic career success (salary attainment, the number of promotions) of school principals.

The design of the research methodology employed in examining these hypothesized relationships and the procedure in which the data was processed through statistical analysis are presented in the following section.

### 3.4 THE RESEARCH DESIGN

The research design is an overall plan on how a research study is to be completed through the operational variables that can be measured, sampled, and collected for testing the hypotheses (Sekaran, 2000). A research design will answer the research questions (Sekaran, 2000). Previous researchers have used various research design methodologies but most of them used a research survey design or a combination of survey design and case study.

#### 3.4.1 Research Approach

This research study adopted the cross-sectional quantitative study approach with a survey questionnaire as the main instrument for data collection. A survey is a technique in which information is gathered from a sample of people using a questionnaire. The survey questionnaire design was regarded as the most appropriate design to measure the perceptions of the respondents in this study. The survey research involved data collection from a sample study and generalized to predict the population.

Comment [RE143]: This does not make sense ☹

This study design tends to be in the mainstream of management and social research (e.g. Zikmund, 1991; Hair, Bush, & Ortinau, 2003). The primary sources of data for this study were collected from school principals as respondents. All of the data of this study was collected through the mail survey method.

The mail survey method was chosen for several reasons. First, the mail survey method is best suited to collect data because it covered a large sample in Malaysia at a reasonable cost. Second, this method is commonly used in similar kinds of research, is relatively easy to design, and can incorporate many questions. Third, self-administered questionnaires can

eliminate interviewer bias. They are relatively objective and can be analyzed statistically.

The survey questionnaire used in this study was selected from an established measuring instrument. The original instrument was translated into the Malay language and it was then back translated into English. A pretest was conducted to assess and validate the scales used in this research. In this study, a convenient sample of school principals in Alor Setar, Malaysia was pilot tested to improve the validity and the clarity of the questionnaires.

### 3.4.2 Population

Malaysian educational administration at the secondary school level is managed by a principal. They are top managers and senior level managers in school management level but, typically, are middle management level in the Malaysian educational organization hierarchy. The positions enable them to move higher up on the educational managerial career ladder. Thus, the population utilized in this study consists of school principals who serve in public secondary schools in Malaysia. At the time the study was conducted (2007), the total population was 2,035 school principals in Malaysia. All of the public schools were under the administration of the Malaysia Education Ministry and served 132,492 students (Malaysia Department of Statistics, 2007). A list of these schools and the school addresses were obtained from the Malaysia Ministry of Education's on-line web page published by the Education Planning Research and Development, Malaysia Ministry of Education. This list is divided according to the 15 states in Malaysia.

**Comment [RE144]:** This is confusing. They are top managers and senior level managers but then are suddenly are at the middle management level?

### 3.4.3 Sampling Method and Sample Size

Sampling involves a procedure that uses a portion of a population to make a conclusion regarding the whole population. The sampling technique used was probability sampling in which every member of population has a chance to be selected. The sample involved in this study was selected by a proportionate stratified random sampling procedure. Stratified sampling ensures that the sample is selected according to location (state) in the population. The stratified sampling method reduces the sampling error in such a way that identified subgroups within the population are represented in the sample in the same proportion as they exist in the population. The researcher first identifies the strata according to state and their actual representation in the population. Random sampling is then used to select subjects from each stratum until the number of subjects in that stratum is proportional to its frequency in the population (Sekaran, 2003).

Comment [RE145]: Source(s)?

The sample size for a population of 2,035 people is a minimum of 322 respondents (see Krejcie & Morgan, 1970, as cited in Sekaran, 2003). However, after consideration of the probability of non-response, a sample size of 600 school principals from the list of 2,035 schools in Malaysia was selected to ensure the number of respondents would be sufficient for further analysis. The sample size of 600 is 278 higher than the minimum sample size. Thus, the unit analysis for this study was the school principals. The sample respondents are representative of the population. The respondents were leaders of a school organization who were referred to as school principals throughout this study. Table 3.1 shows a summary of the number of participants for the study.



Table 3.1  
Sample Size

State	Number of school principals	Percent of population	Sample size
Perlis	14	0.7	5
Kedah	159	7.8	47
Pulau Pinang	109	5.4	33
Perak	213	10.5	63
Selangor	237	11.7	71
Negeri Sembilan	98	4.8	30
Melaka	66	3.2	20
Johor	236	11.6	70
Pahang	174	8.6	52
Terengganu	114	5.6	34
Kelantan	132	6.5	39
Sarawak	176	8.6	52
Sabah	204	10.0	60
Wilayah Persekutuan Kuala Lumpur	94	4.5	30
Wilayah Persekutuan Labuan	9	0.4	3
<b>Total</b>	<b>2035</b>	<b>100</b>	<b>600</b>

**Comment [RE146]:** Consider organizing the states alphabetically.

**Comment [RE147]:** Remove all horizontal and vertical lines in this table and others like it except for ones above and below the header row and the very bottom horizontal line (see APA guidelines on table format).

### 3.5 DATA COLLECTION PROCEDURE

#### 3.5.1 Questionnaire Design

This research study used a descriptive and correlation design. In this study, leadership political behavior and perception, career success, and leader characteristics were measured from the principal's self-perspective. The study questionnaires were developed based on previous studies by adopting and modifying scales developed by other investigators in career literature (Cristie & Geis, 1970; Kipnis et al., 1980; Cook, Hepworth, Wall, & Warr, 1981; Diener et al., 1985; Ashforth & Lee, 1990; Greenhaus et al., 1990; Ferris, Treadway, et al., 2005).

The questionnaire was developed in English originally and it needed to be translated into Malay to avoid miscommunication, misinterpretation, and to ensure that the participants were able to respond comfortably to the questions. First, the instrument was translated into the Malay language by a translator who had qualifications and a good understanding of both English and Malay. Later, the translated instrument was translated back into English by a different person with similar qualifications to ensure the essence of the questionnaire. Finally, the back translation version was compared with the original English version.

Discrepancies between the translations were found in translating certain words. The researcher rewrote these items and the corrected items were retranslated. Some adaptation of the wording from the original was done in order to better understanding of the questionnaire. Both instruments were reviewed and compared to verify the accuracy of the translation by two participants who were qualified in the English and Malay languages. The

**Comment [RE148]:** What a process!

participants decided to add the original English words inside parentheses on Malay version in order to help people grasp the exact meaning. Some of the translation problems were unavoidable due to the different grammar of the two languages. However, since all the participants in this study have high qualifications (at least undergraduate degrees), language is presumed not to have much effect on their ability to comprehend the test items.

Comment [RE149]: Good idea!

### **3.5.2 Pilot Tests and Survey Refinement of Questionnaire**

The development of instruments for all of the constructs in this study was carried out in three stages. First, the scales for each construct used in previous research were selected through a literature review. After the instruments' translation and cross translation were completed, a pre-test was performed. The pretest was designed to determine if there were item defects, if questions were clear and readable, and if answer choices were clear and readable. In order to validate the instrument in this study, content validity was established for items through specific feedback from eight independent reviewers who had at least 20 years of experience as school teachers and administrator experience. The independent reviewers involved academicians from an education management institute and experienced teachers who had master degrees. They were requested to complete the questionnaire and were asked to comment on the items, suggest changes, refine items, and state their understanding of each item.

After reviewing and repaired typing errors, the first draft of questionnaire consisting of 151 items was pilot-tested. A pilot test using a small sample of the target population consisting of fifteen school principals in the Kota Setar District during September 2007. The purpose was to assess the clarity of the

instructions and to refine the items in the questionnaire before the real data collection process began. The participants involved were asked to evaluate the questionnaire for clarity, comment on wording, sequencing, and timing. Any items that caused a lot of confusion were removed from the questionnaire. Apart from answering the questionnaire, the participants were also interviewed to evaluate their understanding of the question asked.

During the pilot test, the respondents stated their concern about the length of the questionnaire and stated that it should not take a long time to complete. All of the respondents said that questionnaire was understandable and they took between 30 and 40 minutes to complete the questionnaire. Due to the small sample size, an exploratory factor analysis was not conducted to analyze the factors of the constructs.

Based on the feedback and the suggestions from pilot test, 26 items were dropped from the questionnaire (Table 3.2). In addition, some changes were made in the substance of the survey items from the original survey. No serious problems with the questionnaire or with the procedures were uncovered by pilot study. Minor modifications were made to ensure the consistency of terms used. Only three items were reworded for clarity, i.e. "Enggan berganjak dengan pendapat sendiri (pendirian tetap)"; "meminta (demand)", and "bagus (good)".

Table 3.2  
*Items Dropped After Pretest*

Construct	Items dropped
Perceptions of Politics (6 items)	<ul style="list-style-type: none"> <li>• <i>You can get along here by being a good guy, regardless of the quality of your work</i></li> <li>• <i>It normally takes only a couple of months for a new employee to figure out who they should not cross around here</i></li> <li>• <i>When objective standards are not specified, it is common to see many people trying to define standards to meet their needs</i></li> <li>• <i>The old saying that the "squeaky wheel gets the grease" really works around here when resources are distributed</i></li> <li>• <i>People who are willing to voice their opinion seem to do "better" here than those who don't.</i></li> <li>• <i>Whereas a lot of what my supervisor does around here (e.g. communicates and gives feedback, etc.) appears to be directed at helping employees, it is actually intended to protect himself/herself.</i></li> </ul>
Political Personality Traits (5 items)	<ul style="list-style-type: none"> <li>• <i>It is safest to assume that all people have a vicious streak and it will come out when they are given a chance</i></li> <li>• <i>It is wiser to flatter important people</i></li> <li>• <i>People suffering from incurable diseases should have the choice of being put painlessly to death</i></li> <li>• <i>Most individuals forget more easily the death of their father than the loss of their property</i></li> <li>• <i>Barnum was very wrong when he said there's sucker born every minute</i></li> </ul>
Principal's Political Skill	<ul style="list-style-type: none"> <li>• <i>I find it easy to envision myself in the position of others</i></li> <li>• <i>In social situations, it is clear to me just what to say and do</i></li> <li>• <i>I am good at making myself visible with influential people in my organization.</i></li> <li>• <i>I am able to adjust my behavior and become the type of person dictated by any situation.</i></li> <li>• <i>I am very conscious of how I am perceived by others</i></li> <li>• <i>I usually try to find common ground with others</i></li> <li>• <i>I think a lot about how, as well as what, I say when presenting an idea to others.</i></li> <li>• <i>I size up situations before deciding how to present an idea to others.</i></li> <li>• <i>I size up situations before deciding how to present an idea to others.</i></li> <li>• <i>I listen carefully and attentively when people talk to me</i></li> <li>• <i>It is important that people believe I am sincere in what I say and do</i></li> <li>• <i>I try to show a genuine interest in other people</i></li> <li>• <i>I try to see others' points of view</i></li> <li>• <i>I try to find solutions to problems that incorporate others' views and opinions</i></li> <li>• <i>Sometimes I feel like an actor because I have to play different roles with different people</i></li> </ul>
<b>Total items</b>	<b>26</b>

A 5-point Likert scale was used for the final questionnaire. Through this process, the final instrument for data collection was produced with 11 items in sections A, 6 items in sections B, 25 items in section C, 33 items in section D, 20 items in section E, 16 items in section F, and 14 items in section G (Table 3.3). The complete questionnaire containing 125 items is presented in Appendix A (English language version) and Appendix B (Malay language version).

Table 3.3  
*Number of Items in Constructs Before/After Refinement*

<b>Construct</b>	<b>Number of items before refinement</b>	<b>Number of items after refinement</b>
Demographic/personal data (A)	11	11
School characteristics (B)	6	6
Principals' perceptions of politics (C)	31	25
Principals' political behavior (D)	33	33
Principals' personality traits (E)	25	20
Principals' political skill (F)	31	16
Principals' intrinsic career success (G)	14	14
<b>Total items</b>	<b>151</b>	<b>125</b>

### 3.5.3 Data Collection Procedures

In order to conduct this research study at Malaysian public schools, permission was obtained from the Ministry of Education and the various State Education Departments. A letter of application of the study for the approval to conduct this study was sought from the Education Planning and Research Development (EPRD), Ministry of Education, in September 2007. Following approval by the Ministry of Education to conduct the study (see Appendix C), letters were sent to the School Sector, Education State Director of each state explaining the nature of the study and informing them of the schools involved

in this study. After permission was granted by the State Education Departments (see Appendix D) at the end of September 2007, the questionnaires were mailed to every school principal identified through the sampling procedure. The sample was selected by a proportionate stratified random sampling procedure to ensure that the sample was selected according to state in the population.

The survey packets contained permission letters from the Malaysia Education Ministry and State Education Department, a cover letter addressed to the school principals, the questionnaire, and a self-addressed envelope with a stamp. Each respondent was identified using coding assigned to them but they were informed that the information obtained in the survey will be kept confidential and that only the researcher knew the number assigned to them. The cover letter (Appendix E) explained the purpose of the study, assurances of confidentiality, an explanation of the volunteer nature of the participation, procedures, and directions for completing the questionnaire, and directions for returning the questionnaire.

The Malay language version of the questionnaire was used in the data collection process since Malay is the official language of communication in the Malaysia civil service sector. The questionnaire was self-administered and required no direct intervention. In this study, 600 principals were selected using a systematic sampling method to answer the questionnaire. The mail questionnaire method was used in this study. After completing the survey within two weeks, the participants mailed them back to the researcher. The questionnaires were checked for incompleteness and were prepared for data analysis.

Initial mailings occurred in early November 2007. A follow up letter was sent to each school principal who had not yet responded one month after the initial mailing.

### **3.6 THE DESCRIPTION OF THE QUESTIONNAIRE**

The survey questionnaire developed in this study consisted of 13 pages containing 125 items and it was divided into seven sections. The questionnaire was posed in Bahasa Melayu (the Malay language). All measures except for individual and school demographic items were adopted from published literature. The layout of the questionnaire that was used in this study is explained below.

#### **Section A (Demographic/personal data)**

Section A asked about the school principals' demographic and human capital information. The demographic characteristics of the school principals were collected with single item questions for age, gender, and race. In addition, the participants were asked about the number of promotions that they had received and their salary grade level. The number of promotions and the salary grade are objective indicators of extrinsic career success. This section also asked about the human capital attributes of the respondents, which included experience, education, and training.

#### **Section B (School characteristics)**

Section B asked about school information in general. Particularly, information about the school's location, grade, number of employees, type of school, and year the school was established was gathered.



### **Section C: Measures of Moderating Variable (Perceptions of Politics)**

Section C asked about the school principals' perceptions of organizational politics (POP). POP was defined as the degree to which the respondents view their work environment as political.

### **Section D: Measures of Independent Variables (Political Behavior)**

Section D asked about school principals' Political Behaviors (influence tactics). It represented actual political behavior school principals' practice in the work environment. Respondents stated the frequency they practiced their political behavior.

### **Section E: Measures of Independent Variables (Political personality traits)**

Section E asked school principals about self-perceptions about their political personality traits as a principal at work. The participants were asked to indicate their personality based on Machiavellianism and the Need for power personality traits.

### **Section F: Measures of Independent Variables (Political skill)**

Section F asked about the political skill of the school principal. Political skill persons possess social competencies that include the ability to adjust behavior to the demands of a situation through their understanding and their influence on others at work.

**Comment [RE150]:** Should this be "on"?

### **Section G: Measures of Dependent Variables (Intrinsic career success)**

Section G asked about the principals' perceptions of their career success. The participants were asked to indicate their satisfaction with their own career and life. Intrinsic career success has been assessed as self-evaluations of school principals' career success. Career satisfaction and life

satisfaction are the subjective indicators of intrinsic career success.

The component parts of the questionnaire are described in Table 4.3.

Table 3.4  
*Operational Definitions of Variables*

Variable	Operational Definition	Items
Demographic Information	Demographic characteristics of the school principal collected in the survey include age, gender, and race	Section A: Item 1- 3
Salary Attainment	Current monthly salary grade	Section A: Item 4
Number of Promotions	Number of jobs appointed to during the entire course of their career in education organization	Section A: Item 10
Human Capital	Personal and professional experience, education, and training	Section A: Items 5- 9.
School Demographics	Information about school's location, grade, number of employees, type of school, and the year the school was founded	Section B: Item 1-6
Perceptions of Politics	The degree to which the respondents view their work environment as political and, therefore, as unjust and unfair	Section C: Item 1- 25
Political Behaviors	The exercise of tactical influence by individuals which is strategically goal directed, rational, conscious, and intended to promote self-interest either at the expense of or in support of others' interests	Section D: Item 1- 33
Machiavellianism Personality	An individual who uses various manipulative tactics toward others to satisfy his or her goals	Section E: Item 6- 20
Need for Power Personality	The basic individual's desire personality to exert influence on the behavior or emotions of someone else	Section E: Item 1- 5

Comment [RE151]: Consider showing as "Items 1-3"

Table 3.4 (Continue)

Variable	Operational Definition	Items
Political Skill	Capacity to adjust one's behavior to different and changing situational demands in a manner that inspires trust and confidence and that genuine and effectively influences and controls the responses of others	Section F: Item 1- 16
Intrinsic Career Satisfaction	Satisfaction with career and life towards goals for income level, advancement, and development skill	Section G: Item 1- 14

### 3.7 MEASUREMENTS

Eight measurement scales were used to measure the constructs of interest in the study. These scales measured career success, personality trait, political skill, political behavior, and the perception of organizational politics. The measurement scales were adapted from various established instruments. All of the original measurement scales in this study exhibited strong psychometric properties with Cronbach's alpha coefficients exceeding 0.7. In addition, measures designed to collect demographic information, school characteristics, and human capital information were used.

#### 3.7.1 Career Success

Career success in this study consisted of four indicators: namely the number of promotions, salary attainment, career, and life satisfaction. In order to measure individual career success, two items were used to measure extrinsic career success and 14 item scales were used.

**The number of promotions** was measured by asking the respondent for the number of jobs he or she had been appointed to during the entire

course of their career in education organization. Promotions in this study included (a) lateral or horizontal promotions (job level); (b) change in offices (organizations/institution); and (c) significant changes in job scope or responsibility (Seibert et al., 2001; Byrne et al., 2008; Todd et al., 2009). The list of job promotions included: Subject Senior Teacher, Co-curriculum Senior Assistant, Student's Senior Assistant, Senior Assistant, Assistant PPD (District Education Office), PP, KPP, KS at the State Education Department, PP and KPP at the Ministry of Education, Serve in Teachers Training College, Serve in Institution under the Ministry of Education.

**Salary attainment** was measured by asking for the current monthly salary grade of the principal for the year 2007. From the salary grade, the monthly salary could be deducted in form of total individual monthly pretax income in the year 2007. This measurement is in line with previous research (e.g. Melamed, 1996; Ng et al., 2005; Abele & Spurk, 2009).

**Career satisfaction** was measured by five items from the Career Satisfaction Scale (CSS) adapted from Greenhaus et al. (1990). Cronbach's alpha coefficient was 0.81. This scale taps a person's overall satisfaction with their career. This scale has been regarded as one of the mostly used measures in subjective career success (Abele & Spurk, 2009; Eby et al., 2003, Judge et al., 1995, 2004; Nabi, 2001, 2003). This measurement scale had also been used in the Malaysian context by some researchers (Poon, 2004a; Rasdi et al., 2009). The measure was developed to measure satisfaction with career and the extent to which an employee has made satisfactory progress towards goals for income level, advancement, and development skill.

**Comment [RE152]:** You can't use just "Rasdi et al." here because elsewhere you cite another work by Rasdi, Ismail, and others in 2009.

**Life satisfaction** was measured by the Satisfaction with Life Scale, a 9-item measure of life satisfaction (Diener et al., 1985). Cronbach's alpha coefficient was 0.79. This scale measures an individual's overall satisfaction with life. This scale has been used in many studies (Boudreau et al., 1999; Judge & Bretz, 1994; Todd et al., 2009).

### 3.7.2 Human Capital

The human capital attributes considered in this study consisted of personal and professional experience, education, and training. Tenure was operationalized as career experience (number of years in the teaching profession) and number of schools served. Education level was measured using five categories reflecting the level of education attained. The following categories were used: Diploma in Education, other diploma, bachelor's degree; master's degree; and doctoral degree. These categories were converted into a scale where the higher number represented a higher level of education attained.

Education level scale	Categories
1	Bachelor of Education degree
2	Bachelor's degree with Diploma in Education
3	Bachelor's degree with Diploma in Education and other diploma
4	Bachelor's degree and master's degree;
5	Bachelor's degree; master's degree; and doctoral degree

The level of training was measured by the number of times an individual had attended formal training courses of at least a three-month duration. This study is in line with prior operationalizations of human capital (e.g. Tharenou et al. 1994; Wayne et al., 1999),

### **3.7.3 Political Personality Traits**

**Machiavellianism** was measured using 15 items adapted from Mach IV developed by Christie and Geis, 1970 (as cited in Moss, 2005) and these items have been used in a variety of studies. The Machiavellianism personality is measured on a 5-point scale with 1 for strongly disagree and 5 for strongly agree. This scale demonstrated adequate internal consistency. Cronbach's alpha coefficient was 0.79 (Christie & Geis, 1970), 0.79 (Gable & Dangello, 1994), 0.73 (Valle & Perrewe, 2000), and 0.65 (Wakefield, 2008).

**Need for power** was measured by five items adapted from Cook et al. (1981). The Need for power personality was measured on a 5-point scale with 1 for never and 5 for always. The scale possess adequate internal consistency Cronbach's alpha; .74 (Kirchmeyer, 1990); .82 (Valle & Perrewe, 2000).

### **3.7.4 Political Skill**

Ferris, Treadway, et al. (2005) developed and validated a measure of political skill. The perceived levels of political skill for this study was measured using a 16-items ( $\alpha=.93$ ) Political Skill Inventory (PSI) from a modified version of Ferris, Treadway, et al. (2005). A 5-point Likert skill scoring format was used with strongly disagree (1) and strongly agree (5) as the end points. The reliabilities for each of the subscales of political skill ranged from 0.73 to 0.87 (Ferris, Treadway, et al., 2005)

### 3.7.5 Political Behavior

The self-reported use of political behavior was measured using proactive political behaviors adapted from Kipnis et al. (1980) and reactive political behaviors adapted from an instrument developed by Ashforth and Lee (1990). It composed of 33 items. Respondents indicated the frequency they engaged in political behavior on a 5-point scale with 1 for never and 5 for always.

### 3.7.6 Perceptions of Organizational Politics

The leader's perceptions of politics was measured using 25 items adapted from a Perceptions of Organizational Politics scale (POPS) originally developed by Ferris and Kacmar (1992). The original POPS consisted of 31 items. This measurement scale was used in the Malaysian context by some previous researchers (Poon, 2003, 2004c; Rusinah et al., 2003). POPS was defined as the degree to which the respondents view their work environment as political and, therefore, as unjust and unfair. POPS is designed to measure respondents' perceptions regarding their work environment as political. Responses to all of the items in this survey were recorded on 5-point Likert scales. The respondents were asked to report the degree to which they agreed with the items on a scale from 1 (strongly disagree) to 5 (strongly agree). Research suggests that the scale is reliable ( $\alpha=.91$ ) and valid (Ferris & Kacmar, 1992).

### 3.7.7 Control Variables

Past studies have found that gender has a significant effect on career success (Judge & Bretz, 1994; Aryee et al., 1994; Nabi, 1999) and there were different predictors of career success for male and female (Nabi, 2001).

**Comment [RE153]:** You haven't cited any work by Aryee et al. in 1996 yet so list all authors here if less than six or change 1996 to 1994 if that is the publication you mean.

Therefore, this variable was included as a control variable in this analysis. Gender was analyzed as a dichotomous variables (dummy coding 0= female, 1= male).

### **3.8 DATA ANALYTICAL APPROACH**

The survey data collected was analyzed using the *Statistical Package for Social Sciences (SPSS) Version 15*. An examination of the data for screening and cleaning was done. This involved: 1) checking for accuracy of data input; 2) checking missing value; 3) assessing normality and outliers; and 4) evaluating statistical assumptions for multivariate analysis. The statistical techniques adopted in this study were based on descriptive and inferential analysis. These techniques include exploratory factor analysis; reliability analysis; descriptive analysis (frequencies, percentages, mean, and standard deviations); correlations analysis, and multiple regression analysis. A 0.05 probability level and a 95% confidence level were the criteria for rejecting or failing to reject each null hypothesis.

#### **3.8.1 Descriptive Statistic**

The first stage of data analysis was composed of a descriptive analysis of the research. Descriptive statistics involve analysis of frequency, measures of central tendency, tabulation of distribution, and dispersion such as maximum, minimum, means, standard deviations. The frequency and percentage were used to analyze the returned questionnaire and to describe the respondents' and the schools' profiles.



### **3.8.2 Factor Analysis**

Exploratory factor analyses (EFA) were conducted to determine if there were factors structure of all scales for each version of the questionnaire and to explore if any significant modifications were needed. All factors with an eigenvalue of greater than one were considered useful factors. The factor loadings for the items were examined to determine whether any items needed to be dropped from the scales. In sum, the Items were dropped if they met the following three criteria:

1. The items loaded on their scales below 0.40,
2. Fit statistics for the priory factor structure improved after the items were removed, and
3. The reliability of the scale increased after the item was dropped. A new construct using factor analysis and a reliability test will be reported.

### **3.8.3 Reliability**

Reliability is the measure of the consistency of a particular instrument to measure a construct in the study. This refers to the capability of the instrument in producing consistent results if repeatedly tested. The more consistent the results given by the repeated measurements, the higher the reliability of the measurement. For this reason, several recommendations were adopted. Nunnally (1978) suggested that there are at least four methods of estimating the reliability coefficient: test-retest method (same set of measures is administered at two different times), alternative form (two equivalent scale administered at two different times to the same respondents), split-half method (the scale is divided into two set of items and

given to the same respondents), and internal consistency method (correlation between items and total score).

The Cronbach's alpha reliability coefficient was used to determine the reliability of the scales for the variables. In this study, the Cronbach's alphas coefficient for different constructs were computed using the factor analysis procedure in SPSS. This statistic measures the internal consistency of the instrument through an inter-item total correlation. A Cronbach's standardized alpha coefficient of at least 0.70 is sufficient (Nunnally, 1978) and a coefficient of 0.70 or above is desirable (Hair Anderson, Tathan, & Black, 1998). Item-to-total correlations of 0.40 or greater were used to decide which items would be retained in the further analysis using factor analysis. An alpha value of 0.7 to 0.8 is considered satisfactory for social science research but a Cronbach's standardized alpha coefficient between 0.50 to 0.60 is sufficient within an acceptable range (Hair et al., 1998).

**Comment [RE154]:** Should this be "Nunnally" as spelled above?

#### **3.8.4 Statistics Assumption**

Four assumptions of multiple regression analysis were tested in this study. First, this study tested the normality of the data gathered using a visual inspection of data plot (histogram and stem and leaf plot), skewness, kurtosis (Appendix L), and P-P plots. The second assumption is the linear relationship between the independent and independent variables using scatter plots of residuals (standardized residuals). The third assumption is the homoscedasticity of independent variables using a visual examination of a plot of the standardized residuals. The fourth assumption is the multicollinearity of independent variables detected by using the correlation matrix and squared multiple correlations.

### **3.8.5 Inferential Statistics**

Inferential statistics were used to infer from the data how independent variables might explain the variance in a dependent variable and draw conclusions regarding research objective one and two.

#### **3.8.5.1 Correlations**

The second stage of analysis tried to establish whether the relationship or correlations existed between the variables of the study. Bivariate correlations were computed as a preliminary check of the hypotheses. Zero-order correlations have been used to assess the relationships among school principals' personal attributes and career success. As a rule of thumb, multicollinearity may be a problem if a correlation is more than 0.90

#### **3.8.5.2 Hierarchical Regression**

Hierarchical multiple regression analysis (HMRA) tested the relationship between the predictors and the career success measure. HMRA was done to examine the effects of several independent variables on dependent variables. This analysis provided information on the relationship between a dependent variable and independent variables. It explained the degree to which a variation in a dependent variable was explained or accounted for by a set of predictors. F-tests were used to compute the significance of each added set of variables to explain them in R-square. In addition, the standardized beta coefficient across the predictors notified the relative strength and the importance of each predictor in relation to the dependent variable.

In this study, Hypothesis H1 to H8 was tested by multiple regressions analysis of the career success on human capital, personality traits, principal's

skill, and political behavior. Two sets of multiple hierarchical regressions were conducted for extrinsic career success and another set for intrinsic career success. The control variable (gender) was entered in the first step because the literature showed that gender is a significant predictor of managerial career success (Kirchmeyer, 1998). This was followed by predictor variables entered in the second step. R Square Change ( $\Delta R^2$ ) was used to determine whether a set of personal attributes profiles significantly predicted career success.

The final stage of analysis was to test the moderating effects or the interacting effects of organizational politics. A moderator is a variable that alters the direction or the strength of the relation between a predictor and outcome. A moderator is introduced when there are weak or inconsistent relations between a predictor and an outcome (Baron & Kenny, 1986). Moderated multiple regression (MMR) analysis was used to test Hypothesis H9 regarding the two-way organizational politics perception and the individual attributes interaction (Cohen & Cohen, 1983). These analyses were performed to detect main effects and interaction effects on personal attributes and perception of politics.

In the first steps (1), gender was entered as the control variable. Next (2), Independent Variables, was entered followed by (3) Moderator Variables. Two-way interactions of the predictor variables were entered at the final steps. Then it was decided whether a significant incremental portion of variance in career success occurred. The significance of interaction was determined by examining the significance of increment in variance ( $\Delta R^2$ ) that is explained by interaction terms. The significant interaction effects are

represented graphically following the procedures of Cohen and Cohen (1983).

Before forming interaction terms, predictor and moderator variables were standardized to reduce the potential problem of multicollinearity with interaction terms. The interaction of variables was graphically plotted using values one standard deviation below and above the mean for predictor and moderator variables. In all, four hierarchical multiple regression analyses were done in this moderating analysis.

**Comment [RE155]:** This sounds complex!

### **3.9 SUMMARY**

Based on the literature review, this chapter proposed four key personal factors that influence school principals' career success in Malaysia. In short, the overall aim of this study is to examine the relationship between personal attributes and career success in the context of the Malaysian school organization. This chapter described the conceptual framework developed for this study based on the social cognitive career theory and the political leadership theory. In addition, the factors that influence the career success were studied from the organizational political perspective approach. There are four sub-independent variables grouped under the individual personal attributes variables. Career success is a dependent variable consisting of two sub-dependent variables. The organizational politics perception was a moderator variable for the personal attributes and the career success relationship.

From the conceptual framework, nine hypotheses were presented as the key area of inquiry for this study. The next section of the chapter

described the research methodology that was employed to address the hypotheses and the research questions of the study. This section presented the methodology and the analytic strategy used to test hypotheses. A quantitative survey was designed to answer the research question.

The data were collected from a sample of 600 school principals in secondary schools using a survey instrument containing seven parts. The first part of the survey instrument was designed to collect demographic and information career information. The second part collected the school information. The other sections were designed for identifying individuals' personal attributes and career success constructs.

The instrument was translated into the Malay language and a series of revisions and a pilot study were done. To analyze the collected data, descriptive statistics and inferential statistics were conducted. In the next chapter, the analysis of the results and the findings of the study are presented.

# **CHAPTER 4**

## **DATA ANALYSIS AND RESEARCH FINDINGS**

### **4.1 INTRODUCTION**

The main objective of this chapter is to report and discuss the findings of the study. This chapter analyses the quantitative results obtained from the research survey in six sections. The first section describes the preliminary data analysis involving the response rate and the analysis non-response bias of the study followed by the validity and reliability. The second section describes the respondents' demographics and the school organizations' characteristics. Next, the third section describes the descriptive statistics analysis of the dependent and independent variables. The fourth section describes the correlation analyses of the relationships in this study. The final section discusses the results of the hypotheses testing of the research.

### **4.2 PRELIMINARY TEST RESULTS**

#### **4.2.1 Description of Response Rate**

The respondents of this study were comprised of school principals from all states in Malaysia. Surveys were given out using the mail method starting on November 1, 2007. All of the respondents were provided with a stamped envelope addressed to the researcher's home in which to return the survey. The respondents were given one month as a deadline by which to return the

surveys. For those who did not return the survey by this deadline, follow-up letters were sent to remind them to return the survey. In total, 600 questionnaires were distributed to 600 schools until December 31, 2007. Of these, 318 completed surveys were returned and were received by the researcher (a response rate of 53%).

After checking all of the returned surveys, six were determined unusable because they contained incomplete data for further analysis since these participants skipped some pages and since the school principals did not answer some of the questions. After eliminating these unusable surveys, the resulting usable sample size was 312 respondents (Table 4.1). The data showed that each of the states in Malaysia was represented in the final sample of the study. The response rate of 53% was satisfying and considered acceptable (a large enough sample size for this study).

To look into the reasons for non-response, further contact with the school principals who did not return the survey was made by telephone. Most of the unresponsive respondents who were contacted informed the researcher that they did not have the time to participate in this study. Previous studies showed that the response rates for Malaysian schools were 71% (Noraini Abdullah Sani, 2009) and 94% (Andi Audryanah Md. Noor, 2007). The response rate of only 53% for this study shows that many schools may have become flooded with requests for research. Thus, the survey sent to them was assumed to be too time consuming and as requiring additional work and, as such, many school principals did not respond to the survey.



Table 4.1  
*Response Rates by State*

State	Number of School Principals	Percent of Population	Sample Size	Usable Sample
Perlis	14	0.7	5	3
Kedah	159	7.8	47	35
Pulau Pinang	109	5.4	33	17
Perak	213	10.5	60	39
Selangor	237	11.7	60	36
Negeri Sembilan	98	4.8	30	18
Melaka	66	3.2	20	7
Johor	236	11.6	50	40
Pahang	174	8.6	50	32
Terengganu	114	5.6	34	16
Kelantan	132	6.5	39	11
Sarawak	176	8.6	52	26
Sabah	204	10.0	50	13
K. Lumpur	94	4.5	30	16
Labuan	9	0.4	3	2
<b>Total</b>	<b>2035</b>	<b>100</b>	<b>600</b>	<b>312</b>

**Comment [RE156]:** Again, consider listing states alphabetically (especially if you did so for the previous table that included the states).

A major concern with the mail survey method of data collection is the degree to which the validity of results may be influenced by the non-response bias. Therefore, an analysis of non-response bias was carried out to find out whether there is any difference between the responses of respondents and non-respondents. The late responders were used as the proxy non-response bias of the study. The responders were characterized as early if they returned the completed questionnaires within three weeks and as late responders after six weeks. For testing the respondent bias in this study, the

early and late respondents mean was compared using independent sample t tests. These analyses compared the initial 100 responses with the last 100 responses. Table 4.2 shows the mean differences between early and late respondents' variables. From the analysis, it was found that there were no mean differences between the early and late respondents in terms of the number of promotions, life satisfaction, political behavior, political skill, and the Need for power personality. However, there were differences between early and late responders in terms of age, salary attainment, career satisfaction, Machiavellianism personality, career experience, organizational political perceptions, and education level.

In sum, the late responders consisted of older principals with more career experience, higher education levels, higher salary levels, higher career satisfaction levels, and higher organizational politics perceptions. Thus, it was concluded that the respondent attributes varied with the stage of data collection in terms of age, salary, experience, education level, career satisfaction, and Machiavellianism personality. In sum, the non-respondents consisted of individuals who were older and more experienced and who had higher education levels, salary levels, career satisfaction levels, and organizational politics perceptions.

Table 4.2  
*Mean Differences between Early and Late Respondents*

Variables	Early Respondents means	Late Respondents means	F	t
Age	47.9	54.3	35.36	-26.05*
Career Experience	22.93	29.39	50.82	-28.07*
Education Level	2.48	2.26	21.55	2.48*
Number of Training Courses	1.96	2.05	3.21	-.73
Machiavellianism Personality	17.72	19.54	3.12	-3.03*
Need For Power Personality	16.15	16.42	2.56	-1.02
Proactive Political Behaviors	41.67	41.43	.11	.23
Reactive Political Behaviors	30.19	31.78	2.19	-1.66
Interpersonal Skill	16.56	16.78	.51	-.77
Networking Skill	10.55	10.43	.001	.37
Social Astuteness	11.37	11.53	4.43	-.67
Career Satisfaction	18.54	19.77	.001	-2.37*
Life Satisfaction	33.80	34.71	8.21	-1.32
Number of Promotions	3.72	3.51	1.41	1.45
Salary Attainment	5355.10	5893.78	62.47	-.7.11*
Perception of Politics	33.18	36.83	8.34	-3.72*

#### 4.2.2 The Assumptions of Regression Analysis

In order to draw conclusions confidently from regression analysis, the assumptions of the regression analysis were evaluated. All assumptions were examined through the output of regression analysis.

First, the normality of the univariate data was analyzed using the skewness and kurtosis values. The normality assessments of constructs in the data were based on the measurement of the skewness and kurtosis values. A criterion under normal distribution should have a skewness value below 2.0 and a kurtosis value below than 7.0 (Cohen & Cohen, 1983). The univariate data, as portrayed in Appendix J, were normally distributed as most of values between the acceptable ranges.

Second, the normality assumption was tested using a histogram and a normal P-P Plot of regression standardized residual for the dependent variable. As can be seen in Appendix K, the normality assumption for regression analysis was not violated.

After it was determined that the normality assumption was not violated, the second assumption was tested: the linear relationship between the independent and dependent variables using scatter plots of residuals (standardized residuals). The scatter plots of residuals indicated that there was a linear relationship between all dependent variables and independent variables.

**Comment [RE157]:** If this is the heteroscedasticity assumption mentioned below, state so here.

Next, the third assumption of multicollinearity of independent variables was detected by using the correlation matrix and squared multiple correlations. The correlation among the independent variables in this study did not exceed 0.70 (see Table 4.30). This suggested that there were no high correlations detected between predictors. Thus, multicollinearity was not a problem in this data (Nunnally, 1978).

In sum, after having tested the assumption of multiple regressions, this study indicated no violations of the assumptions of normality, heteroscedasticity or linearity, and no indication of multicollinearity.

#### **4.2.3 Construct Validity and Reliability**

This section presents the background information about the psychometric properties of the instrument in the study. The psychometric properties of the instrument used in this study were evaluated by construct validity and by a reliability test using exploratory factor analysis and Cronbach's alpha methods. The validity of the instrument in the survey refers

to the ability of an indicator to measure accurately the construct of the study (Hair et al., 1998). Reliability is the extent to which a set of two or more indicators are consistent in their measurement of a construct (Hair et al., 1998). Reliability and validity are separate but are closely related. All of the measures used in the present study were adapted from established scales. However, a reliability test and an exploratory factor analysis were conducted on the items of each scale to ensure the validity and reliability of the scale using Malaysian respondents. The reliability and validity of principals' organizational politics perceptions and behavior, political personality traits, political skill, and intrinsic career success were analyzed.

#### 4.2.3.1 Content Validity

The content validity or face validity could be judged by pre-testing the questionnaire and a pilot study was done in this study. The pretest was designed to determine if there were item defects, if the questions were clear and readable, and if the answer choices were clear, readable. In order to validate the instrument in this study, content validity was established for items using specific feedback from eight independent reviewers who were experienced as school administrators. After reviewing and repaired some typing errors, a pilot study of the questionnaire was conducted among 15 school principals in Kota Setar District. The purpose was to assess the clarity of instructions and to refine the items in questionnaire before the real data collection process began. The participants involved were asked to evaluate the questionnaire for clarity, comment on wordings, sequencing, and timing. The items that had confusing wording were removed from the questionnaire. Apart from answering the questionnaire, the pretest participants were also

**Comment [RE158]:** The information in this section was already stated previously. Consider eliminating it here or there in order to avoid being repetitive.

interviewed to evaluate their understanding of the questions asked. For the most part, the 15 school principals agreed that the questionnaire design, content, and clarity were quite good. Only minor spelling changes were made to the content.

#### **4.2.3.2 Construct Validity**

A construct validity analysis was performed using exploratory factor analysis. Factor analysis was used to identify the patterns among items in the construct. Construct validity is the extent to which a measure is related to other **measures** (Sekaran, 2003). It is expected that an item will relate to other items that measure the same constructs (convergent validity) but will differ from items which measure different constructs (discriminant validity). Both discriminate and convergent validity in this study are assessed by using the factor analysis procedure of SPSS.

**Comment [RE159]:** Source?

A confirmatory principal components factor analysis using a varimax rotation on the construct was carried out. The eigenvalue criterion indicated the amount of variation the factor represented in the independent variable. The scree test was a graphical representation showing the variance that the factors represented in the independent variables. In order to assess validity, factor loadings are obtained for each item. Factors are retained if the eigenvalue is greater than one. Items with loadings greater than or equal to 0.40 on the target construct were retained as long as the item did not produce cross-loading. The loading reflected the strength of the relationship between an item and a particular factor. The higher the loading, the better the representation the particular item had on the factor. Hair et al. (1998) recommended that factor loadings greater than 0.30 are the minimum

requirement, loadings of 0.40 are considered important; and loadings of 0.50 and greater are considered significant. Finally, the components were named to reflect the primary relationship of the variables.

### ***Factor Analysis for School Principals' Intrinsic Career Success***

Reliability analyses were conducted on the original 14 items and it was found that Cronbach's alpha was 0.91. This result revealed that there was no problem regarding the Cronbach's alpha reliability coefficients of the total scale. To determine the factor structure of the 14 items, a factor analysis was performed using the principal axis method and the oblique factor rotation. Table 4.3 shows the factor loading for intrinsic career success. A two-factor solution emerged that satisfied the eigenvalues exceeding 1.0. The eigenvalues ranged from 1.22 to 6.77 with 57.06% of the total variance explained (Appendix F5). The factor explaining most of the variance was Factor I consisted of 9 items, with 48.34% of the variance explained. Factor II consisting of 5 items explained 8.72%. The factors were labeled as follows:

1. Factor I was labeled as life satisfaction.
2. Factor II was labeled as career satisfaction.

**Comment [RE160]:** APA allows the % symbol to replace the word "percent" when "percent" is preceded by a number.

Table 4.3  
Factor Loading for Intrinsic Career Success

Items	Component	
	Life Satisfaction	Career Satisfaction
So far, I have gotten the important things I want in life.	.75	
The conditions of my life are excellent.	.75	
In most ways, my life is close to ideal.	.72	
I am satisfied with my life.	.64	
Overall, my career has been very successful.	.64	
I am in a position to do mostly work which I really like.	.62	
I am respected by my colleagues.	.59	
If I could live my life over, I would change almost nothing.	.49	
I am pleased with the promotions I have received so far.	.49	
I am satisfied with the progress I have made toward meeting my goals for advancement.		.83
I am satisfied with the success I have achieved in my career.		.81
I am satisfied with the progress I have made toward meeting my overall career goals.		.79
I am satisfied with progress I have made towards meeting my goals for development of new skill.		.74
I am satisfied with progress I have made towards income goals.		.73
<b>Eigenvalue</b>	6.77	1.22
<b>Variance (%)</b>	48.34	8.72
<b>(Total 57%)</b>		

**Comment [RE161]:** There should be a comma here. However, the only changes I made to the items were adding periods after them. The other changes that should be made I marked by comments in consideration of the fact that you probably cannot change the questions at this point since the survey was already sent out.

**Comment [RE162]:** This should be "pleased"

**Comment [RE163]:** This should be plural.

**Comment [RE164]:** This should be plural.

### Factor Analysis for School Principals' Political Behaviors

The literature review revealed that the political behavior construct consisted of the proactive political behaviors dimension and the reactive political behaviors dimension. First, reliability analyses were conducted on the original 33 political behavior items and it was found that Cronbach's alpha



was 0.88. This result revealed that there was no problem regarding the Cronbach's alpha reliability coefficients of the total scale.

To determine the factor structure of the each dimension, factor analysis was performed using the principal axis method and the varimax rotation. The result revealed that nine factors emerged with eigenvalues greater than 1.0. The eigenvalues ranged from 1.03 to 7.51 and these nine factors accounted for 61.0% of the total variance explained. The factor explaining most of the variance was Factor I with 22.7% of the variance explained while Factor II explained 10.8%. A further analysis of 33 items with a forced two-factor solution was used in an attempt to replicate the two dimensional factor solutions. The two factors model explains 33.5% of the total variance. However, four items were dropped from further analysis because of low factor loading (Table 4.4). The two factors solution derived for the selected 29 items explained 36% of the variance (see Table 4.5) with items loading between 0.41 to 0.78 (Appendix F2).

In this present study, the factors were labeled as follows:

1. Factor I was labeled as reactive political behavior
2. Factor II was labeled as proactive political behavior.

Table 4.4  
*Items Dropped*

<b>Items</b>	<b>Factor Loading</b>
<i>Changed the subject if I did not want to hear something</i>	.134
<i>Took things very personally</i>	.171
<i>Covered my butt to avoid trouble (Playing safe)</i>	.237
<i>Minimized the importance of an error</i>	.202

In brief, this study classified political behaviors into two dimensions, which was in line with the dimensions of political behaviors proposed by Ashforth and Lee (1990), Harrell-Cook et al. (1999), and Valle and Perrewé (2000).

Table 4.5  
Factor Loading for Political Behavior

Items	Component	
	Reactive political behavior	Proactive political behavior
<i>Reacted poorly to criticism.</i>	.78	
<i>Refused to admit when I was wrong.</i>	.73	
<i>Pretended to be busy.</i>	.72	
<i>Denied responsibility for a negative event.</i>	.68	
<i>Overreacted to situations.</i>	.66	
<i>Reminded the person of past favors that I did for them.</i>	.65	
<i>Became emotional when I was criticized.</i>	.64	
<i>Blamed external factors for negative events.</i>	.63	
<i>Made excuses for poor decisions.</i>	.63	
<i>Expressed my anger verbally.</i>	.55	
<i>Criticized others.</i>	.54	
<i>Denied that a problem existed when it did exist.</i>	.54	
<i>Resisted new ideas.</i>	.51	
<i>Used a forceful manner; I tried such things as demands, the setting of deadlines, and the expression of strong emotion.</i>	.50	
<i>Resisted change.</i>	.46	
<i>Did not budge from my point of view.</i>	.41	
<i>Mobilized other people in the organization to help me in influencing the person.</i>		.68
<i>Presented the person with information in support of my point of view.</i>		.67
<i>Acted in a friendly manner prior to asking for what I wanted.</i>		.62
<i>Obtained the support of my subordinates to back up my request.</i>		.62
<i>Explained the reasons for my request.</i>		.59
<i>Justified almost everything I did.</i>		.53
<i>Obtained the support of co-workers to back up my request.</i>		.53
<i>Used logic to convince the person.</i>		.51
<i>Made the person feel good about me before making my request.</i>		.47
<i>Made formal appeal to higher levels to back up my request.</i>		.47
<i>Acted very humbly to the person while making my request.</i>		.47
<i>Made excuses for my behavior.</i>		.44
<i>Relied on the chain of command on people higher up in the organization who have power over the person.</i>		.42
<b>Eigenvalue</b>	7.04	3.41
<b>Variance (%)</b>	24.29	11.75
<b>(Total variance 36.04%)</b>		

### **Factor Analysis for School Principals' Political Skill**

First, reliability analyses were conducted on the original 16 items and it was found that Cronbach's alpha was 0.89. This result revealed that there was no problem regarding the Cronbach's alpha reliability coefficients of the total scale. To determine the factor structure of the 16 items, a factor analysis was performed using the principal axis method and the oblique factor rotation. Items 6, 7, 8, 11, 12, and 13 were dropped from the instrument further analysis because of a loading problem (Table 4.6). Table 4.7 shows the loading factors for the political skill dimension. A three-factor solution emerged that satisfied the eigenvalues exceeding 1.0. The eigenvalues ranged from 1.120 to 4.000 with 63.41% of the total variance explained (Appendix F3).

Table 4.6  
*Items Dropped for Political Skill*

Items	Factor Loading	
<i>I am good at building relationships with influential people</i>	.530	.468
<i>I am good at sensing the hidden agendas of others.</i>	.400	.630
<i>I have developed a large network of colleagues and associates at work</i>	.408	.502
<i>I am good at getting people to like me.</i>	.513	.520
<i>I am good at using my network to make things happen at work.</i>	.573	.444
<i>I have good intuition or savvy about how to present myself to others.</i>	.482	.544

**Comment [RE165]:** The word "am" should be included before "savvy"

The factor explaining most of the variance was Factor I, which consisted of four items, with 39.99% of the variance explained. Factor II consisted of three items and explained 12.21%. Factor III consisted of three items and accounted for 11.20%. The factors were labeled as follows (Ferris, Treadway, et al., 2005):

**Comment [RE166]:** Change to either Ferris, Treadway, et al., 2005 or Ferris, Davidson, et al., 2005.

1. Factor I was labeled as interpersonal skill (the ability to adjust their behaviors to changing environmental demands).
2. Factor II was labeled as social astuteness (the ability to comprehend social interactions and accurately interpret their behavior).
3. Factor III was labeled as networking skill (the ability to develop friendship and build strong beneficial alliances and coalitions).

Table 4.7  
Loading Factors for the Political Skill

Items	Component		
	Interpersonal Skill	Social Astuteness	Networking skill
<i>I am able to communicate easily and effectively with others.</i>	.82		
<i>I am able to adjust my behavior and become the type of person dictated by any situation.</i>	.78		
<i>It is easy for me to develop good rapport with most people.</i>	.72		
<i>I understand people very well.</i>	.68		
<i>I pay close attention to people's facial expressions.</i>		.82	
<i>I am able to make people feel comfortable around me.</i>		.70	
<i>I always seem to instinctively know the right things to say to influence others.</i>		.68	
<i>I spend a lot of time at work developing connections with others.</i>			.81
<i>I spend a lot of time and effort at work networking with others.</i>			.71
<i>I know a lot of important people and am well connected.</i>			.70
<b>Eigenvalue</b>	4.00	1.22	1.12
<b>Variance (%)</b>	40.00	12.2	11.2
<b>(Total 63.41%)</b>			

### **Factor Analysis for School Principals' Political Personality Traits**

Based on the literature review, this present study proposed that political personality traits constructs consist of the Need for power personality and the Machiavellianism personality. For the Need for power personality, the results of this study revealed that two factors emerged with eigenvalues greater than 1.0. The eigenvalues ranged from 1.01 to 2.01 and these two factors accounted 60.3% of the total variance explained. The factor explaining most of the variance was Factor I consisting of four items, with 40.20% of the variance explained. Factor II consisted of one item and explained 20.12%. Although this solution generated two factors, only Factor 1 was interpreted according to one-dimensional construct. Thus, the next factor analysis was specified as a one-factor solution. A reanalysis of five items with specified one-factor solutions to produce the most interpretable factors with eigenvalues of 2.01 explains a 40.2% of the variance (Table 4.8). The item "I avoid trying to influence those around me to see things my way" was removed from the instrument. The factor loadings ranged from 0.61 to 0.76, which suggests that all of the items contributed to this one factor significantly (Appendix F4).

Table 4.8  
*Factor Loading for the Need for Power Personality*

<b>Items</b>	<b>Factor Loading</b>
<i>I find myself organizing and directing the activities of others.</i>	.76
<i>I strive to gain more control over events around me at work.</i>	.76
<i>I seek an active role in the leadership of a group.</i>	.66
<i>I strive to be "in command" when I am working in a group.</i>	.61
<b>Eigenvalue</b>	2.01
<b>Variance (%)</b>	40.20

For the Machiavellianism dimension, a three-factor solution emerged that satisfied the eigenvalues exceeding 1.0. The eigenvalues ranged from 1.15 to 3.09 with 43.9% of the total variance explained. The factor explaining most of the variance was Factor I, which consisted of four items with 28.16% of the variance explained. Although this solution generated seven factors, in the literature it has been suggested that Machiavellianism is a single construct (Christie & Geis, 1970; Gable & Topol, 1987; Moss, 2005; Panitz, 1989; Siu & Tam, 1995). Therefore, only Factor 1 was interpreted according to Christie & Geis (1970). Thus, the next factor analysis with a forced one-factor solution was performed.

**Comment [RE167]:** Source?

**Comment [RE168]:** Should this be "Christie" as above? If so, change all occurrences to the correct spelling using find and replace.

The results indicated that 15 items with specified one-factor solutions produced the most interpretable factors with an eigenvalue of 3.39 and explained 22.6% of the variance. Five items were dropped from further analysis because of factor loadings lower than or equal to 0.40. After items 6, 7, 15, 18, and 19 were dropped from the analysis, the results showed that 10 items explained 30% of variance. Item 12 was dropped from further analysis because of low factor loading (Table 4.9).

Table 4.9  
*Items Dropped from the Machiavellianism Personality*

Items	Factor Loading
<i>Never tell anyone the real reason you did something unless it is useful to do so.</i>	.094
<i>The best way to handle people is to tell them what they want to hear.</i>	.018
<i>Generally speaking, individual wants work hard unless they are forced to do so.</i>	.078
<i>Anyone who completely trusts anyone is asking for trouble.</i>	.249
<i>It possible to be good in all respects.</i>	.151
<i>There's a sucker born every minute.</i>	.180

**Comment [RE169]:** This should be "want"

**Comment [RE170]:** This should be plural.

**Comment [RE171]:** This should be "won't"

The one factor derived for the selected nine items explained 32.5% of the variance (Table 4.10). The factor loadings ranged from 0.45 to 0.70, which suggests that all of the items contributed to this one factor significantly (Appendix F4). In the literature, it has been suggested that Machiavellianism is a single construct (Christie & Geis, 1970; Hwang & Marsella, 1977). In line with these studies, the present study assumed that the Machiavellianism personality is a one-dimensional construct. However, some previous studies suggested that Machiavellianism is a multidimensional construct (Fraedrich, Ferrell, & Pride, 1989; Panitz 1989; Gable & Topol, 1987) and that it comprises three dimensions: manipulation, exploitation, and deviousness.

Table 4.10  
Factor Loading for the Machiavellianism Personality

Items	Factor Loading
<i>Honesty is the best policy in all cases.</i>	.70
<i>There is no excuse for lying to someone.</i>	.69
<i>Most people are basically good and kind.</i>	.65
<i>Most people who get ahead lead clean moral lives.</i>	.58
<i>One should take action only when sure it is morally right.</i>	.51
<i>It is wiser to flatter important people.</i>	.51
<i>Most individuals are brave.</i>	.46
<i>When you ask someone to do something for you, it is best to give the real reasons for wanting it.</i>	.45
<i>It hard to get ahead without cutting corners here and there.</i>	.45
<b>Eigenvalue</b>	2.93
<b>Variance (%)</b>	32.50

Comment [RE172]: The word "is" should be included here

#### **Factor Analysis for School Principals' Perceptions of Politics (POPS)**

An exploratory factor analysis was performed using the principal components analysis method and the varimax factor rotation to examine the factor structure of the 25 items perceptions of the politics scale. Seven

factors emerged with eigenvalues exceeding 1.0. The eigenvalues ranged from 1.07 to 5.03 with 55.6% of the total variance explained. The factor explaining most of the variance was Factor I with 20.1% of the variance explained. Although this solution generated seven factors, only Factor 1 was interpreted in this study according to Ferris and Kacmar (1992). Thus, the next factor analysis was specified as a one-factor solution. A reanalysis of 25 items with specified one-factor solutions produced the most interpretable factors with eigenvalues of 5.03 explaining 20.1% of the variance. The rules used to select the items for further analysis was a factor loading greater than or equal to 0.40. Nine items were dropped from further analysis because of low factor loadings. After items 2, 4, 5, 7, 13, 16, 17, 18, and 21 were dropped from the analysis because of loading problems, the results showed that 16 items explained 29.5% of variance. Items 15 and 9 were dropped from further analysis because of low and negative factor loadings (Table 4.11).

Table 4.12 shows the factor loading for perception of politics (POPS) items. The factor loadings ranged from 0.40 to 0.70, which suggests that all of the items contributed to this one factor significantly. Finally, the one factor derived for the selected 14 items explained 31.6% of the variance (Appendix F1). Other researchers used a similar instrument and reported that the number of items to measure POP were eight items (Vigoda-gadot, 2003); twelve items (Kacmar & Ferris, 1991; Poon, 2004c); and fifteen items (Kacmar & Carlson, 1997; Hochwarter et al., 1999).



Table 4.11  
*Items Dropped from POPS*

<b>Items</b>	<b>Factor Loading</b>
<i>There is no place for yes-men around here; good ideas are desired even when it means disagreeing with superiors.</i>	.053
<i>There are "cliques" or "in-groups" which hinder the effectiveness around here.</i>	.021
<i>You can usually get what you want around here if you know the right person to ask.</i>	.005
<i>Working hard was not enough to get ahead.</i>	.032
<i>Individuals who are able to come through in the times of crisis or uncertainty are the ones who get ahead.</i>	.054
<i>My coworkers help themselves.</i>	.123
<i>Overall, the rules and policies around here concerning promotion are specific and well defined.</i>	.045
<i>The rules and policies concerning promotion and pay are fair.</i>	.007
<i>The rules and policies concerning promotion and pay are fair.</i>	.049
<i>Connections with other departments are very helpful when it comes time to call in a favor.</i>	-.469
<i>Pay and promotion policies are generally communicated.</i>	.001

Several different factor structures have been proposed for perceptions of organizational politics in the literature. For example, Kacmar and Ferris (1991) found support for a model that consisted of five factors: (a) general political behavior, (b) go along to get ahead, (c) coworkers, (d) supervisors, and (e) pay and promotion policies. Ferris and Kacmar (1992) supported three dimensions of POPS. However, despite the fact that previous research reported multidimensions of the construct, other studies found that a one-dimensional model best fit their data (Nye & Witt, 1993; Harrell-Cook et al., 1999; Valle & Perrewe, 2000), and further analysis showed perceptions of politics as a one-dimension construct or an overall construct. For summary, the present study and previous findings support the use of the overall POPS composite construct in research. In brief, this study classified the perception of politics as a one-dimensional scale, which was in line with the Harrell-Cook et al. (1999) study and the Valle and Perrewe (2000) study.

Table 4.12  
Factor Loading for POPS

Item	Factor Loading
<i>There has always been an influential group in this department that no one ever crosses.</i>	.70
<i>Favoritism rather than merit determines who gets ahead around here.</i>	.68
<i>Managers in this organization often use the selection system to hire only people that can help them in their future or who see things the way they do.</i>	.66
<i>Telling others what they want to hear is sometimes better than telling the truth.</i>	.65
<i>The performance appraisals/ratings people receive from their supervisors reflect more of the supervisor's "own agenda".</i>	.62
<i>If a coworker offers to lend some assistance, it is because they expect to get something out of it.</i>	.59
<i>It is easier to remain quiet than to fight the system.</i>	.58
<i>Promotions generally go to top performers.</i>	.56
<i>People here usually don't speak up for fear of retaliation by others.</i>	.52
<i>Employees are encouraged to speak out frankly.</i>	.48
<i>As long as the actions of others don't directly affect me, I don't care what they do.</i>	.45
<i>Agreeing with powerful others is the best alternative in this organization.</i>	.45
<i>When it comes to pay raise and promotion decisions, policies are irrelevant.</i>	.43
<i>Rewards come only to those who work hard in this organization.</i>	.40
<b>Eigenvalue</b>	4.43
<b>Variance (%)</b>	31.60

#### 4.2.4 Reliability Analysis

An item analysis was conducted to determine the items that formed an internal consistent scale in this study and the items that were not consistent were eliminated. The Cronbach's alpha reliability coefficient was used to determine the reliability of the scales for the variables in this study. The Cronbach's alphas coefficient for the different constructs was computed using the factor analysis procedure in SPSS. This statistic measures the

**Comment [RE173]:** The factor analysis procedure or another procedure?

internal consistency of the instrument through an inter-item total correlation assessment. If alpha is greater or equal to 0.6, then the items are considered unidimension and could be combined in a scale. An alpha value of 0.7 to 0.8 is considered satisfactory for social science research but Cronbach's standardized alpha coefficient between 0.50 to 0.60 is sufficient within an acceptable range (Hair et al., 1998). Item-to-total correlations of 0.30 or greater were used to decide which items would be retained in the further analysis using factor analysis.

#### ***4.2.4.1 Reliability Test for Perceptions of Politics (POP)***

The analyses of this study show that the Cronbach's alpha for perceptions of organizational politics was 0.83 (Appendix G1). The reliability coefficient for perceptions of politics was satisfactory (Hair et al., 1998). The item-to-total correlation was greater than 0.33 and was considered satisfactory and acceptable for further analysis. Previous research has reported that the internal consistency reliability for perceptions of organizational politics were 0.74 (Ferris & Kacmar, 1992); 0.77 (Harrell-Cook et al., 1999); and 0.88 (Valle & Perrewe, 2000)

#### ***4.2.4.2 Reliability Test for Political Behavior***

The Cronbach's alpha for reactive political behavior was 0.89 and 0.79 for proactive political behavior (Appendix G2). The Cronbach's alpha for the reactive political behavior and proactive political behavior dimensions were within an acceptable range. Item-to-total correlations were greater than 0.40 and considered satisfactory and accepted for further analysis. Previous research has reported that the internal consistency reliability for proactive

behavior was 0.86 and it was 0.87 for reactive behavior (Valle & Perrewe, 2000).

#### **4.2.4.3 Reliability Test for Political Personality Traits**

Reliability analyses were conducted on nine items for the Machiavellianism personality and four items of the Need for power personality (Appendix G3). Cronbach's alpha for the nine items of Machiavellianism personality traits was 0.73. The Cronbach's alpha for Machiavellianism personality dimension was within an acceptable range. The Cronbach's alpha was 0.64 for the Need for power personality, which was sufficient and within an acceptable range (Hair et al., 1998). Item-to-total correlations were greater than 0.31 and were considered satisfactory and acceptable for further analysis. Previous research has reported that the internal consistency reliability for the Machiavellianism personality was 0.79 (Christie & Geis, 1970), 0.73 (Valle & Perrewe, 2000), and 0.65 (Wakefield, 2008). For the Need for power personality, the internal consistency reliability was 0.82 (Valle & Perrewe, 2000).

#### **4.2.4.4 Reliability Test for Political Skill**

The Cronbach's alpha for 16 items of political skill was 0.80 for Factor I (interpersonal skill), 0.69 for Factor II (social astuteness), and 0.68 for Factor III (networking skill) (see Appendix G4). The reliability coefficients for the political skill dimension were within an acceptable range. Item-to-total correlations were greater than 0.49 and were considered satisfactory and acceptable for further analysis. Previous research has reported that the internal consistency reliability for interpersonal skill was 0.86, 0.86 for networking skill, and 0.83 for social astuteness (Ferris et al., 2008).

#### **4.2.4.5 Reliability Test for Intrinsic Career Success**

Cronbach's alpha was conducted on 13 items of intrinsic career success and the internal consistency reliability for intrinsic career success was 0.85 for Factor I (life satisfaction), and 0.89 for Factor II (career satisfaction) (see Appendix G5). The results showed that the internal consistency of this two constructs was good and fell within the acceptable range. Item-to-total correlations were greater than 0.44 and were considered satisfactory and acceptable for further analysis.

#### **4.2.5 Summary of Constructs**

This section presents the reliability and the validity of the constructs using techniques of exploratory factor analysis and Cronbach's alpha reliability test. Six constructs consisting of 108 items were tested for reliability and validity. In sum, 28 items were rejected and were dropped from the constructs because of low and negative factor loading and due to low reliability. The items rejected have increased the validity and reliability of the constructs under investigations. The Cronbach's alpha reliability coefficients for the principals' self-reported of organizational politics perceptions and behaviors, personality traits, political skill, and intrinsic career success factors are shown in Table 4.9. The results showed that the reliability of the scale fell between 0.64 and 0.89 for all of the constructs in this study but that the majority of the scales had a reliability over 0.7.

The results of this study suggest that all of the constructs of the study possessed adequate internal consistency. Most of the scales also exhibit discriminant validity and convergent validity. It can be concluded that the instrument has good psychometric properties. All of the scales had an

adequate number of items to achieve content adequacy (at least three items) (Cook et al., 1989).

Table 4.13  
*Cronbach's Alpha Reliability Coefficients of Scale*

Construct	Name of Factor	Number of Items	Number of Items Dropped	Cronbach's Alpha
Organizational politics Level	Perceptions of Politics	14	11	.83
Political Behavior	Reactive Behavior	16	1	.89
	Proactive Behavior	13	3	.79
Personality	Machiavellianism	9	6	.73
	Need for Power	4	1	.64
Political Skill	Interpersonal Skill	4	2	.80
	Social Astuteness	3	2	.69
	Networking Skill	3	2	.68
Intrinsic Career Success	Life Satisfaction	8	-	.85
	Career Satisfaction	5	-	.89

#### 4.3 DESCRIPTION OF SAMPLE

##### 4.3.1 Characteristics of School Principals

Section A of the questionnaire was designed to gather information of the characteristics of the school principals. The profile for the school principals' sample used in this study is shown in Table 4.14. The analysis of the data showed that male and female respondents were nearly equally distributed. The gender composition of the sample was 55.4% male and 44.6% female. The school principals' ages' varied from 39 to 55 years and the majority of them were over 50 years old (85.6%). The mean age of the respondents was 51.4 years (SD=0.3). On average, the majority age of

appointees for the school principal (47.4%) job position was between 45 to 49 years old. Furthermore, 30.1% of the individuals appointed as principals were between 50 to 54 years old. This meant that 77.5% of school principals were appointed after 45 years old.

These numbers show that those who were appointed to the job position as school principal were at the midpoint of their career stage **the majority of a teacher in Malaysia**, and that most of them retired as school principals. This is due to the structure of the education organization where only a few teachers have the opportunity to make it to the top managerial position.

**Comment [RE174]:** I'm not sure what you mean here.

Regarding the ethnicity of the study participants, the majority (85.2%) was Malay followed by 10.6% Chinese, 1.3% Indian, and 2.9% other.

In terms of the respondent's academic qualifications, the majority of school principals (72.8%) reported having a bachelor's degree, 26.6% had a master's degree, and 0.6% had a doctorate degree. This information indicated that each of respondents had received at least an undergraduate degree.

The type of qualification received showed that majority of school principals came from the art and social science field (73.1%) whilst 26.9% were art majors. This showed that the respondents were well educated. The mean number of years served as a school principal (job tenure) was 4.60 years (SD= 3.84 years) with 64.9% of the principals holding that position for five years or less. The mean organizational tenure was 2.48 (SD= 1.69 years). The largest group of study participants (64.6%) indicated that they had less than five years of job experience as a principal. However, 7.7% indicated that they had more than 10 years of job experience.

Table 4.14  
*Characteristics of the School Principals Sample in this Study (N=312)*

<b>Principal Characteristics</b>	<b>n</b>	<b>% of the Sample</b>
<b>GENDER</b>		
Male	176	56.4
Female	136	43.6
<b>AGE</b>		
Under 40	1	0.3
40 to 44	9	2.9
45 to 49	63	20.2
50 to 54	194	62.2
55 and over	45	14.4
<b>ETHNICITY</b>		
Malay	265	85.2
Chinese	33	10.6
Indian	4	1.3
Other	9	2.9
<b>AGE APPOINTED AS PRINCIPAL</b>		
Under 40	13	4.2
40 to 44	54	17.3
45 to 49	148	47.4
50 to 54	94	30.1
<b>HIGHEST DEGREE</b>		
Bachelor's	227	72.8
Master's	83	26.6
Doctorate	2	0.6
<b>MAJOR FIELD OF STUDY</b>		
Art	228	73.1
Science	84	26.9
<b>JOB EXPERIENCE (Years as Principal)</b>		
Under 5 years	201	64.6
5 to 9 years	78	25.1
10 to 14 years	25	8.0
15 to 19 years	4	1.3
Over 20 years	3	1.0



### 4.3.2 School Characteristics

Section B of the questionnaire was designed to gather background information about the schools demographic for the schools that participated in the study. The characteristics of the school that were examined included geographical area, location of school, type of school, grade of school, school size, total number of staff, and school age. The profile of the participating schools in this study is presented in Table 4.15.

The analysis of the data showed that, geographically, the schools that participated in this study represented each of the states in Malaysia. For Peninsular Malaysia, 33.3% of the schools were located in the North, 24.8% in the central region, 12.9% in the south, 18.9% on the east coast, and 13.2% in east Malaysia. These numbers indicate a fairly equitable distribution of schools according to geographical region. It also shows that 42.8% of the schools were from the urban school category.

It was found that all types of government schools were involved in this study. The majority of the school principals came from Day schools (82.0%), followed by Boarding schools (6.8%), and Technical schools (5.17%). All categories of school have representatives in this study.

In terms of school grades, 74% schools were categorized as A-grade schools and the remainder as B-grade schools. A further analysis showed that the majority of school (43.7%) had between 500 to 999 pupils' enrolled followed by 1000 to 1499 students (30.9%), 1500 to 1999 (12.2%), less than 500 (9.3%), and over 2000 (3.9%).

**Comment [RE175]:** Explain what A grade and B grade means.

The majority of the schools involved in this study (89.3%) were below 50 years old in terms of age. Only 10.7% had been operating more than 50 years.

The majority of the schools (63.2%) had between 50 to 99 staff members (administrator, teachers, and support staff). Only 25.1% employed more than 100 staff members.

In general, the schools involved in this study seemed varied in the distribution of their characteristics and covered the whole country of Malaysia. Therefore, the environments and cultures of the schools may be different.

Table 4.15  
*The Profile of Respondents' Schools*

School Characteristics	n	%
<b>State</b>		
Perlis	3	1.0
Kedah	35	11.3
P. Pinang	17	5.5
Perak	39	12.5
Selangor	36	11.6
N. Sembilan	18	5.8
Melaka	7	2.3
Johor	40	12.9
Pahang	32	10.3
Terangganu	16	5.1
Kelantan	11	3.5
Sarawak	26	8.4
Sabah	13	4.2
W.P. Labuan	2	.6
WP. K.L/Putrajaya	16	5.1
<b>Location of School</b>		
Urban	133	42.8
Rural	178	57.2

Comment [RE176]: List alphabetically?

Table 4.15 (continue)

<b>Type of School</b>		
Boarding School	21	6.8
Technical School	16	5.1
Religious School	10	3.2
Day School	255	82.0
Special School	3	1.0
State Premier School	5	1.6
Cluster School	1	0.3
<b>Grade of School</b>		
Grade A	230	74.0
Grade B	81	26.0
<b>Student Enrollments</b>		
Fewer than 500 students	29	9.3
500 to 999 students	136	43.7
1000 to 1499 students	96	30.9
1500 to 1999 students	38	12.2
Over 2000 students	12	3.9
<b>School Age</b>		
Under 25 years	142	46.3
26 to 50 years	132	43.0
51 to 75 years	21	6.8
76 to 100 years	12	3.9
<b>Number of School Staff (Admin, teachers)</b>		
Less than 50 people	36	11.6
50 to 99 people	196	63.2
100 to 149 people	73	23.5
Over 150 people	5	1.6

#### 4.4 DESCRIPTIVE ANALYSIS OF DEPENDENT VARIABLES

The responses to all of the items in this survey were recorded on a 5-point Likert scale. The respondents were asked to report the degree to which they agreed with the items on a scale from 1 (strongly disagree) to 5 (strongly agree). The interpretations for response score are as follows:

**Comment [RE177]:** Consider labeling this chart as a table.

Score	Score Level
1 to 1.99	Low
2 to 2.99	Moderate low
3 to 3.99	Moderate high
4 to 5	High

The standard deviations indicated the agreement among the respondents on the scales. The small standard deviation revealed that, overall, the respondents have a high agreement on the mean score while a high standard deviations score means otherwise.

#### **4.4.1 Intrinsic Career Success**

In brief, this study regarded that individual responses to the five items of career satisfaction and the eight items of life satisfaction reflected the level of the intrinsic career success of school principals. The means and standard deviations of the life satisfaction items are presented in Table 4.16. The results revealed that the mean score of the components of intrinsic career success for life satisfactions is 3.80 (SD=.08), a range from 2.89 to 4.15.

The mean score of the components of intrinsic career success for career satisfaction is 3.81 (SD=.38), a range from 3.72 to 3.92 (Table 4.17). In particular, this shows that level of career satisfaction as a teacher and the life satisfaction of school principals was moderately high with low standard deviations.

Table 4.16  
Means and Standard Deviations of Life Satisfaction

Items	Mean	SD
So far I have gotten the important things I want in life.	3.94	.76
The conditions of my life are excellent.	3.75	.80
In most ways my life is close to ideal I am satisfied with my life.	3.73	.80
Overall, my career has been very successful.	4.09	.69
I am in a position to do mostly work which I really like.	3.76	.86
I am respected by my colleagues.	3.95	.79
If I could live my life over, I would change almost nothing.	4.15	.60
I am please with the promotions I have received so far.	2.88	1.04
Total Life Satisfaction	3.98	.79
	3.80	.38

Table 4.17  
Means and Standard Deviations of Career Satisfaction

Items	Mean	SD
I am satisfied with the progress I have made toward meeting my goals for advancement.	3.72	.89
I am satisfied with the success I have achieved in my career.	3.88	.91
I am satisfied with the progress I have made toward meeting my overall career goal.	3.72	.89
I am satisfied with progress I have made towards meeting my goals for the development of new skill.	3.78	.87
I am satisfied with progress I have made towards income goals.	3.76	.86
Total Career Satisfaction	3.81	.08

**Comment [RE178]:** This should be "the development of new skills"

**Comment [RE179]:** This should be "income goals"

This study shows that the school principals who participated in this study were moderately high in their level of intrinsic career success. Overall, the school principals were moderately highly satisfied with their career and their life. In addition, it was found that the school principals' career satisfaction level was higher than their life satisfaction level.

#### **4.4.2 Extrinsic Career Success**

In this study, extrinsic career success was measured using the number of promotions received during career as a teacher and salary attainment as an indicator. The number of promotions in this study is defined as the number of jobs appointed during the entire course of their career in education organization. The promotion criteria include: (a) lateral or horizontal promotions (job level); (b) change in organizations or institution; and (c) significant changes in job scope or responsibility (Seibert et al., 2001). Table 4.18 shows that majority of respondents (70.2%) had received three or four promotions in their career experience in teaching. In brief, 35.5% of the respondent received three promotions, followed by four promotions (34.3%), two promotions (14.7%), five promotions (11.9%), six promotions (2.6%), and seven promotions (.6%). Thus, this study shows that the number of promotions (include job level; change in offices; and changes in job scope or responsibility) was very low.

Table 4.18  
*Number of Promotions in Career*

Number of Promotions	Frequency	Percent
2	46	14.7
3	112	35.9
4	107	34.3
5	37	11.9
6	8	2.6
7	2	.6

In terms of salary grade, the majority of the respondents (82.4%) were in the salary grade DG 48, 11.5% in attachment, grade DG 44, and only 6% were in a salary grade over DG 48 (Table 4.19). This study reveals that the career plateau of school principals in Malaysia happened at the salary grade DG48. This might be caused by the pyramid-shaped structure of education organizations where everyone's career reaches a point where fewer promotion opportunities are available. The school principals often reach a plateau in terms of salary attainment because of the structure of the organization rather than by limitations of their abilities and job performances. This is due to the limitation of higher grade salaries for the school principal post in the school organization. In this environment, organizational politics might have a significant role in the career success of school principals.

Comment [RE180]: What does this mean?

The salary attainments for school principals were measured as a monthly salary based on the salary level. In this study, the record showed that the majority of principals earned a monthly salary of RM 5777.12 (50.3%). The analysis of the data showed that, on average, school principals in Malaysia earned RM 5642.34 monthly (SD= RM 546.12). The range of the monthly salary for the school principal's job was RM 2373.70, with a

minimum of RM 4355.00 and a maximum of RM 6728.70. Therefore, there was a big difference in terms of salary attainment between school principals in Malaysia.

Table 4.19  
*Salary Grade of School Principals*

Salary Grade	Frequency	Percent
DG 44	36	11.5
DG 48	257	82.4
DG 52	16	5.1
DG 54	1	.3
SPECIAL GRADE C	2	.6

#### **4.5 DESCRIPTIVE ANALYSIS OF INDEPENDENT VARIABLES**

##### **4.5.1 Human Capital Characteristics of the School Principals**

The human capital characteristics for the school principals consisting of tenure (years and number of school), level of education, and number of training courses are shown in Tables 4.20 and 4.21.

##### **4.5.1.1 Tenure (Experience)**

The number of years the respondents had been in a teaching career and the number of school served were referred to as the experience or tenure of school principals. This study showed that the respondents represented a wide range of years of work experience in the teaching profession. Descriptive statistics found that the mean career experience as a teacher was 26.4 years (SD=3.0 years). The largest group of respondents (82.1%) indicated that they had 20 to 29 years of career experience in



teaching profession. The results also showed that the mean number of schools served was 4.1 (SD=2.1)

#### **4.5.1.2 Education Level**

The education level of the respondents was measured using a level of education scale that reflected the following categories: Diploma in Education, other diploma, bachelor's degree; master's degree; and doctoral degree. These categories were converted into a scale where the higher number represented a higher level of education attained. The lowest level of education scale was 1 (has bachelor degree with education) and the highest level of education scale was 5 (have diploma in education, other diploma, bachelor, master and doctoral degree). The mean level of education was 2.3 (SD=0.6).

#### **4.5.1.3 Number of Training Courses**

The number of training courses taken was measured by the number of times an individual had attended formal training courses in the teaching profession (courses having at least three-month duration). The majority of respondents attended only one formal training course (40.1%), followed by two training courses (15.1%), three training courses (2.8%) and four training courses (2.9%). The remainder, 37.2%, reported that they never attended any formal courses or training. The mean level number of training courses was 2.0 (SD=1.0)

This study indicates that the school principals have a high level of human capital with experience in their profession, a high level of education qualifications, some training, and are considered appropriate to hold careers in educational organization management.

**Comment [RE181]:** Should this be "educational organization management"?

Table 4.20  
*Means and Standard Deviations of Human Capital*

<b>Human Capital</b>	<b>Mean</b>	<b>SD</b>
Tenure-Teaching Experience	26.5	3.0
Tenure-Number of Schools	4.1	2.1
Number of Training Courses	2.0	1.0
Education Level	2.3	.6

Table 4.21  
*Human Capital Characteristics (N=312)*

<b>Characteristics</b>	<b>n</b>	<b>%</b>
<b>CAREER EXPERIENCE (Years in teaching)</b>		
Under 10 years	0	0
10 to 19 years	10	3.2
20 to 29 years	256	82.5
30 years and above	45	14.5
<b>SCHOOL EXPERIENCE (Number of schools)</b>		
1	18	5.8
2	46	14.7
3	76	24.4
4	71	22.8
5	37	11.9
6	25	8.0
7	18	5.8
8	11	3.5
9 and above	9	2.8
<b>EDUCATION LEVEL</b>		
1	2	.6
2	222	71.2
3	69	22.1
4	18	5.8
5	1	.3
<b>NUMBER OF TRAINING COURSES</b>		
No training	116	37.2
1	125	40.1
2	47	15.1
3	12	3.8
4	9	2.9
More than 4	3	1.0

#### 4.5.2 Political Personality Traits

The political personality traits for the school principals consisted of the Machiavellianism personality and the Need for power personality.

##### 4.5.2.1 Machiavellianism Personality

Table 4.22 summarizes the means and standard deviations for the Machiavellianism personality. The results showed that an overall mean score of the Machiavellianism personality was  $M=2.12$  ( $SD=.39$ ), a range extending from a low of 1.52 to a high of 2.91. This indicates that the level of Machiavellianism personality for school principal was moderately low and had low standard deviations.

Table 4.22  
*Means and Standard Deviations of the Machiavellianism Personality*

Items	Mean	SD
<i>Honesty is the best policy in all cases.</i>	1.52	.81
<i>There is no excuse for lying to someone.</i>	1.82	.93
<i>Most people are basically good and kind.</i>	2.23	.89
<i>Most people who get ahead have clean moral lives.</i>	2.05	.99
<i>One should take action only when sure it is morally right.</i>	2.23	.92
<i>It is wiser to flatter important people.</i>	2.07	1.04
<i>Most individuals are brave.</i>	2.91	.91
<i>When you ask someone to do something for you, it best to give the real reasons for wanting it..</i>	1.92	.80
<i>It hard to get ahead without cutting corners here and there.</i>	2.31	.97
Total Machiavellianism	2.12	.39

##### 4.5.2.2 Need for Power Personality

Table 4.23 summarizes the means and standard deviations of the Need for power personality. Overall, the mean score of Need for power personality was  $M=4.03$  ( $SD=.16$ ), a range extending from a low of 3.85 to a high of 4.23

and with low standard deviations. This indicates that the level of the Need for power personality was high. Thus, this study reveals that the mean score of the Need for power personality was higher than that of the Machiavellianism personality.

Table 4.23  
Means and Standard Deviations of Need for Power Personality

Items	Mean	SD
<i>I find myself organizing and directing the activities of others.</i>	4.05	.71
<i>I strive to gain more control over events around me at work.</i>	4.23	.61
<i>I seek an active role in the leadership of a group.</i>	3.97	.79
<i>I strive to be "in command" when I am working in a group.</i>	3.85	.86
Total Need For Power	4.03	.16

The longitudinal study demonstrates that personality traits are capable of predicting career success (Judge, 1999). This study focuses on personality traits from political perspectives. The research showed that Machiavellianism and the Need for power personality traits are related to organizational politics (Valle, 1995; Kirchmeyer, 1990). Therefore, only the Machiavellianism trait personality and Need for power personality trait were examined in this study. The results of this study indicated that the score for the Machiavellianism personality was moderately low but the score for the Need for power personality was moderately high among the school principals. In general, school principals participating in this study had relatively low Machiavellianism traits. Therefore, they are not Machiavellian-type individuals who manipulative and care little for the feelings or wellbeing of others, and who try to control using lots of influence tactics. However, since

they scored high in the Need for Power (Npow) personality, this study shows that they have a strong desire to influence and lead others and could control a person's own environment by creating bases of power (e.g. referent, expert). Thus, this study revealed that the school principals have strong desire to influence but that they are not manipulative in their personality.

#### **4.5.3 Principal's Political Skill**

As previously stated, this study regarded that there were three dimensions of political skill. The political skill set for school principals consisted of interpersonal skill, social astuteness skill, and social networking skill.

##### **4.5.3.1 Interpersonal skill**

The means, the minimum, the maximum, and the standard deviations for the interpersonal skill are shown in Table 4.24. The overall mean score of interpersonal skill was  $M=4.17$  ( $SD=.08$ ), a range extending from a low of 4.05 to a high of 4.22. This indicates that the level of interpersonal skill was high with low standard deviations.

Table 4.24  
*Means and Standard Deviations of the Interpersonal Skill*

<b>Items</b>	<b>Mean</b>	<b>SD</b>
<i>I am able to communicate easily and effectively with others.</i>	4.22	.64
<i>I am able to adjust my behavior and become the type of person dictated by any situation.</i>	4.20	.60
<i>It is easy for me to develop good rapport with most people.</i>	4.21	.64
<i>I understand people very well.</i>	4.05	.64
Total (Interpersonal skill)	4.17	.08

#### 4.5.3.2 Social Astuteness

The means and standard deviations for the social astuteness skill are shown in Table 5.25. Overall, the mean score of the social astuteness skill was  $M=3.46$  ( $SD=.20$ ), a range extending from a low of 3.30 to a high of 3.68. This indicates that the level of social astuteness skill was high with low standard deviations.

Table 4.25  
*Means and Standard Deviations of the Social Astuteness Skill*

Items	Mean	SD
<i>I pay close attention to people's facial expressions.</i>	3.83	.71
<i>I am able to make people feel comfortable around me.</i>	3.98	.66
<i>I always seem to instinctively know the right things to say to influence others.</i>	3.57	.81
Total (Social Astute Skill)	3.46	.20

#### 4.5.3.3 Social Networking Skill

The means, the minimum, the maximum, and the standard deviations for the social networking skill are shown in Table 4.26. Overall, the mean score of the networking skill was  $M= 3.80$  ( $SD=.20$ ), a range extending from a low of 3.57 to a high of 3.98. This indicates that the level of networking skill was high with low standard deviations. In summary, the mean score of the interpersonal skill was the highest ( $M=4.03$ ,  $SD=.31$ ), followed by the mean scores of the social astuteness skill ( $M=3.65$ ,  $SD=.34$ ) and the networking skill ( $M=3.54$ ,  $SD=.24$ ).

Table 4.26  
*Means and Standard Deviations of Networking Skill*

Items	Mean	SD
<i>I spend a lot of time at work developing connections with others.</i>	3.30	1.04
<i>I spend a lot of time and effort at work networking with others.</i>	3.68	.95
<i>I know a lot of important people and am well connected.</i>	3.38	.91
Total (Networking skill)	3.80	.20

The leader political skill is an interpersonal style construct where leaders engage in networking and interpersonal influence strategies (Ammeter et al., 2002). Political skills are a unique leadership construct because they articulate the necessity of social influence in a work setting. It has been argued that political skill is one of the important competencies leaders can possess, contributing to effectiveness in organizations (Pfeffer, 1981).

This study suggested a multidimensional measure of political skill. These dimensions are social astuteness skill (sensitivity to others), interpersonal influence skill (flexibility behavior), and networking ability skill (develops friendships and builds strong, beneficial alliances and coalitions). In summary, the study findings suggest that the level of the political skill of school principals in Malaysia were moderately high. Among the political dimensions, the score of Interpersonal skill was the highest followed by the social astuteness skill and the networking skill.

In conclusion, the school principals who have interpersonal skills showed that they have a high ability to adjust their behaviors and are flexible to the changing environmental demands in the education system. Thus, they have the ability to persuade others and the ability to have a powerful effect

on those with whom they work. They also have a high social astuteness skill, which refers to the ability to comprehend social interactions, be sensitive to others, maintain a high degree of self-awareness in social settings, and accurately interpret their and others behavior. The results from this study also show that school principals have a high networking skill, which refers to the ability to develop friendships and build strong beneficial alliances and coalitions with others at work. In conclusion, this study shows that political skills are important to persons in school principal positions.

#### **4.5.6 Political Behavior**

Each respondent used a 5-point Likert scale to rate the frequency with which they used proactive and reactive political behavior in conducting their work as a school principal. Their rating options were: 5 (very often), 4 (often), 3 (sometimes), 2 (rarely), and 1 (never). The political behavior dimension for the school principals consisted of reactive political behavior and proactive political behavior.

##### **4.5.6.1 Reactive Political Behavior**

The mean scores and standard deviations for reactive political behavior are shown in Table 4.27. The overall mean for reactive political behavior was ( $M=1.97$ ,  $SD=.44$ ), a range extending from 1.97 to 2.79. The results indicated that the respondents practiced moderately low reactive political behavior with low standard deviations.



Table 4.27  
*Means and Standard Deviations of Reactive Political Behavior*

	Mean	SD
<i>Reacted poorly to criticism.</i>	1.83	.71
<i>Refused to admit when I was wrong.</i>	1.64	.81
<i>Pretended to be busy.</i>	1.53	.70
<i>Denied responsibility for a negative event.</i>	1.52	.72
<i>Overreacted to situations.</i>	1.53	.65
<i>Reminded the person of past favors that I did for them.</i>	1.58	.69
<i>Became emotional when I was criticized.</i>	1.88	.75
<i>Blamed external factors for negative events.</i>	2.51	.86
<i>Made excuses for poor decisions.</i>	2.04	.91
<i>Expressed my anger verbally.</i>	2.40	.81
<i>Criticized others.</i>	2.34	.75
<i>Denied that a problem existed when it did exist.</i>	1.93	.82
<i>Resisted new ideas.</i>	1.72	.71
<i>Used a forceful manner; I tried such things as demands, the setting of deadlines, and the expression of strong emotion.</i>	2.79	.81
<i>Resisted change.</i>	1.63	.75
<i>Did not budge from my point of view.</i>	2.75	.86
Reactive Political Behavior	1.97	.44

#### **4.5.6.2 Proactive Political Behavior**

The mean scores and standard deviations for proactive political behavior are shown in Table 4.28. The results indicated that the respondents practiced moderately high reactive political behavior ( $M=3.04$ ,  $SD=.52$ ), ranging from 1.88 to 3.86 with low standard deviations. In sum, principals used proactive political behavior more frequently than reactive political behavior.

Table 4.28  
*Means and Standard Deviations of Proactive Political Behavior*

	Mean	SD
<i>Mobilized other people in the organization to help me in influencing the person.</i>	2.82	1.04
<i>Presented the person with information in support of my point of view.</i>	3.00	1.08
<i>Acted in a friendly manner prior to asking for what I wanted.</i>	3.10	1.15
<i>Obtained the support of my subordinates to back up my request.</i>	2.63	1.02
<i>Explained the reasons for my request.</i>	3.74	.98
<i>Justified almost everything I did.</i>	3.86	.93
<i>Obtained the support of co-workers to back up my request.</i>	2.63	1.02
<i>Used logic to convince the person.</i>	3.84	.89
<i>Made the person feel good about me before making my request.</i>	3.17	1.11
<i>Made formal appeal to higher levels to back up my request.</i>	2.86	1.11
<i>Acted very humbly to the person while making my request.</i>	3.09	1.02
<i>Made excuses for my behavior.</i>	2.66	1.04
<i>Relied on the chain of command- on people higher up in the organization who have power over the person.</i>	3.15	1.04
<b>Proactive Political Behavior</b>	<b>3.04</b>	<b>.52</b>

Political behavior is non-sanctioned behavior (deviate from norms) which may be harmful to organizational goals or to the interests of others in the organization (Ferris, Russ, et al., 1989). This behavior is strategically goal directed, rational, conscious, and intended to promote self- interest either at the expense of or in support of others (Valle & Perrewé, 2000). The goal of political behavior is to change the attitudes, beliefs, and behavior of another individual (Castro et al., 2003). This study classified political behavior either to proactive leader political behaviors (proactively promote self-interest strategy) or to reactive leader political behaviors (defensively protect self-interest strategy) (Kipnis et al., 1980; Valle & Perrewé, 2000).

Proactive leader political behaviors consist of those actions the leader assertively undertakes in response to a perceived opportunity to influence a target and to secure desired outcomes for one or more collective bodies he/she represents. Proactive behaviors include responses such as assertiveness, ingratiation, coalitions, rationality, sanctions, blocking, upward appeals, and exchanges of benefits.

The findings of this study show that principals used proactive political behavior more frequently than reactive political behaviors. Thus, school principals viewed their political environment more as an opportunity rather than as a threat. This study revealed that the school principals only practiced moderately low political behavior overall. It may be that the school organization is not a highly political environment organization and that political behavior may be more frequent at higher levels of the education organization. At lower levels of the education organization like in a school, formalization is high, individuals do not have access to all of information used by upper-management to make organization decisions, and thus political behavior is practiced less. This finding is in line with Mintzberg (1979) who reported that political activities are the weakest in very formalized organizations.

#### **4.6 DESCRIPTIVE ANALYSIS OF MODERATOR VARIABLE**

##### **Principals' Perception of Politics (POP)**

The perceptions of organization politics are subjective perceptions about the level of power and influence used by organizational members. The mean scores and standard deviations for the perception of politics are shown

in Table 4.29. The mean for the perceptions of organizational politics was 2.42 (SD=.47), a range extending from 1.61 to 2.95. This result indicates that the level of organizational politics in school organization was moderately low according to the school principals' perceptions and had relatively high standard deviations. Thus, the school organization is not a highly political environment based on the self-perceptions of the school principals in Malaysia.

Table 4.29  
Means and Standard Deviations of Perceptions of Politics

	Mean	SD
<i>There has always been an influential group in this department that no one ever crosses.</i>	2.57	1.12
<i>Favoritism rather than merit determines who gets ahead around here.</i>	2.15	1.12
<i>Managers in this organization often use the selection system to hire only people that can help them in their future or who see things the way they do.</i>	2.87	1.07
<i>Telling others what they want to hear is sometimes better than telling the truth.</i>	2.53	.96
<i>The performance appraisals/ratings people receive from their supervisors reflect more of the supervisor's "own agenda."</i>	2.69	1.04
<i>If a coworker offers to lend some assistance, it is because they expect to get something out of it.</i>	2.23	.73
<i>It is easier to remain quiet than to fight the system.</i>	3.19	1.05
<i>Promotions generally go to top performers.</i>	1.93	.94
<i>People here usually don't speak up for fear of retaliation by others.</i>	2.95	1.03
<i>Employees are encouraged to speak out frankly.</i>	1.61	.75
<i>Agreeing with powerful others is the best alternative in this organization.</i>	3.53	.97
<i>When it comes to pay raise and promotion decisions, policies are irrelevant.</i>	2.70	.90
<i>Rewards come only to those who work hard in this organization.</i>	2.30	1.02
POP	2.42	.47

**Comment [RE182]:** The spacing of these columns needs fixing (I tried but could not seem to line them up).

According to Mintzberg (1983), organization is characterized as a political arena and, to be effective, individuals need to engage in politics and be good at it. Politics is regarded as a neutral, necessary component of organizational functioning (Pfeffer, 1981). This study demonstrated that the level of organizational politics in the education organization in Malaysia from the school principals' perspective is moderately low. This indicated that the participants did not perceive their organization as being a highly politicized organization. Thus, the current findings suggest that the school organization in Malaysia is not a highly political organization where the political activities were low. The lower level of politics will have some positive effects on job related outcome such as low job stress, job anxiety, and job satisfaction.

A possible explanation for this result is that a school organization is a public organization and is not in a competitive environment. All of the policies are decided at the ministry levels. Furthermore, a school organization has a high degree of formalization and centralization and, thus, there should be a lower level of perceived politics in work environment.

Previous research done in public organizations reported that nurses (Ferris & Kacmar, 1992) and university staff (Ferris, Frink et al. 1996) perceived their organization not to be highly politicized. These results were consistent with the suggestions of the Ferris, Fedor et al. (1989) model of organizational politics, which suggests that a managerial hierarchical level is positively related to organizational politics perceptions. School principals are middle level managers in the education organization and, thus, perceive less political behavior than upper level managers do.

**Comment [RE183]:** Ferris, Frink, et al., 1996 or the other one?

**Comment [RE184]:** Ferris, Russ, et al., 1989 or Ferris, Fedor, et al., 1989?

#### 4.7 CORRELATIONS ANALYSIS

A correlation analysis was performed to assess the strength and direction of a linear relationship between the variables of the study. The correlation coefficients indicate the strength and the direction between two variables. The closer the coefficient is to either -1.0 or +1.0, the stronger the correlation between the variables.

This analysis was conducted on all of the variables in this study for two purposes. First, the variables were checked to examine the presence of multicollinearity. Second, this analysis was performed to explore the relationships between variables. The bivariate correlation procedure was subjected to a two-tailed test of significance at two difference levels: (a) highly significant ( $p= 0.01$  level) and (b) significant ( $p= 0.05$  level). In interpreting the strength of relationships between variables, the correlation coefficient is as follows:

Pearson's r	Indication
0.90 to 1.00	very high correlation
0.70 to 0.89	High correlation
0.40 to 0.69	Moderate correlation
0.20 to 0.39	Low correlation
0.00 to 0.19	very low correlation

**Comment [RE185]:** Consider labeling and numbering this chart as a table.

The Pearson's correlations matrix obtained for the fifteen variables in this study is shown in Table 4.30. The correlation coefficients for the variables ranged from 0.00 to 0.53. This indicates that the relationship between the variables of the study had a very low to moderate correlation. The correlation among the variables in this study did not exceed 0.70, thus there was no problem of multicollinearity.

#### **4.7.1 Correlations between Independent Variable (Personal characteristics)**

This study found that the independent variables were not strongly related to each other. Reactive political behavior was found to be moderately correlated to proactive political behavior. The political skill dimensions were found related each other. In addition, the political skill dimensions were weakly correlated or related (between 0.38 and 0.50), which was moderate high. The results of the study also revealed that there was no significant correlation between the Machiavellianism personality and the Need for power personality. These results support the premise that these variables are unique both conceptually and empirically.

##### ***4.7.1.1 Relationship between Personality Traits and Political Behavior***

The Machiavellianism personality was found correlated to proactive political behavior ( $r=0.15$ ,  $p<0.01$ ) and to reactive political behavior ( $r=0.53$ ,  $p<0.01$ ). The results also shows that the Need for power personality was correlated to proactive political behavior ( $r=0.35$ ,  $p<0.01$ ) but not to reactive behavior. In sum, this study shows that the Machiavellianism personality was correlated significantly to political behavior. The current finding replicate results from previous studies that show the relationship between the Machiavellianism personality and political behavior (Valle, 1995). Thus, the results suggest that high Machiavellian individuals are more likely to engage in political behavior and in manipulating people using any means they can to achieve their goals.

The results also show that the Need for power personality was correlated significantly to proactive political behavior but not to reactive political behavior. Thus, individuals with a high need for power will respond when a perceived opportunity arises in an organization. They will respond to a perceived opportunity or a perceived threat.

#### ***4.7.1.2 Relationship between Personality Traits and Political Skill***

There was no relationship between the Machiavellianism personality and any of the political skill dimensions. However, the results also showed that the Need for power personality was correlated to the interpersonal skill ( $r=0.41$ ,  $p<0.01$ ), the networking skill ( $r=0.45$ ,  $p<0.01$ ), and the social astuteness skill ( $r=0.43$ ,  $p<0.01$ ). Thus, the results suggest that individuals who have high needs for power are more likely to have high political skills.

#### ***4.7.1.3 Relationship between Human Capital and Personality Traits***

There was a relationship between Machiavellianism and the human capital dimension, experience ( $r=0.16$ ,  $p<0.01$ ), education level ( $r=0.13$ ,  $p<0.01$ ), and training ( $r=0.15$ ,  $p<0.01$ ). However, the results showed that a non-significant relationship existed between the Need for power and all human capital dimensions. Thus, the results suggest that school principals with a higher human capital are more likely to have a high Machiavellianism personality.

#### ***4.7.1.4 Relationship between Political Behavior and Political Skill***

Proactive political behavior was found related to all of the political skill dimensions in terms of interpersonal skill ( $r=0.24$ ,  $p<0.01$ ), networking skill ( $r=0.38$ ,  $p<0.01$ ), and social astuteness skill ( $r=0.35$ ,  $p<0.01$ ). Furthermore, reactive political behavior was found to be correlated significantly to



networking skill but not to interpersonal skill and social astuteness. Therefore, individuals who engage in political behavior also have a high level of political skill.

#### ***4.7.1.5 Relationship between Human Capital and Political Behavior***

The study results indicate that proactive behavior is not related to the human capital dimension. However, reactive political behavior was found to be correlated to training ( $r=0.18$ ,  $p<0.01$ ) but not to education level and experience. Therefore, an individual's human capital is not strongly related to political behavior.

#### ***4.7.1.6 Relationship between Human Capital and Political Skill***

The results indicate that education level has a significant relationship to political skill dimensions and to social astuteness ( $r=0.12$ ,  $p<0.01$ ). However, other dimensions of human capital did not relate to political skill dimensions. Therefore, an individual's human capital is not strongly related to political skill.

#### **4.7.2 Correlations between Independent Variables and Dependent Variables**

This study showed that the independent variables had between relatively low and moderate correlations with the dependent variables. The correlation coefficients for the variables ranged from 0.02 to 0.53.

##### **4.7.2.1 Correlations between Human Capital and Career Success**

The results revealed that the human capital dimension (i.e. career tenure, education level, and number of training courses) did not relate significantly to intrinsic career success dimensions. On the other hand, the relationship between school principals' human capital dimension and

extrinsic career success dimension did not relate significantly to the number of promotions. In addition, human capital characteristics, namely career tenure (experience as teacher) ( $r=0.53$ ,  $p<.05$ ) and education level ( $r=-.13$ ,  $p<.05$ ) was found related to salary attainment.

#### **4.7.2.2 Correlations between Personality Traits and Career Success**

The results of this study show that principals' Machiavellianism personality is related to career satisfaction ( $r=.13$ ,  $p<.05$ ) but not to life satisfaction. For extrinsic career success dimensions, Machiavellianism is related to salary attainment ( $r=.11$ ,  $p<.05$ ) but is not related to the number of promotions. Furthermore, the correlations between the principals' Need for power personality and the principals' intrinsic career success dimension shows that the principals' Need for power personality was related to career satisfaction ( $r= 0.15$ ,  $p<0.05$ ) and life satisfaction ( $r=0.24$ ,  $p<0.05$ ). However, the result shows that the principals' Need for power personality was not related significantly to salary attainment and the number of promotions.

#### **4.7.2.3 Correlations between Political Skill and Career Success**

The results of this study revealed that there were correlations between career satisfaction and networking ( $r=.21$ ,  $p<0.05$ ), social astuteness ( $r=.22$ ,  $p<0.05$ ) and interpersonal skill ( $r=.25$ ,  $p<0.05$ ). In addition, there were correlations between life satisfaction and networking ( $r=.35$ ,  $p<0.05$ ), social astuteness ( $r=.29$ ,  $p<0.05$ ), and interpersonal skill ( $r=.41$ ,  $p<0.05$ ). However, the results show that networking, social astuteness, and interpersonal skill were not related significantly to the extrinsic career success dimensions for salary attainment and the number of promotions.

#### 4.7.2.4 Correlations between Political Behavior and Career Success

The result of the Pearson correlation indicated that there were correlations between principals' proactive political behavior dimension and career satisfaction ( $r=.18$ ,  $p<0.01$ ) and life satisfaction ( $r=.28$ ,  $p<0.01$ ) but that there were no significant correlations for the number of promotions and salary attainment.

There were no significant correlations between principals' reactive political behavior and career satisfaction, life satisfaction, and the number of promotions. However there were significant correlations between reactive political behavior and salary attainment ( $r=.15$ ,  $p<0.05$ ).

**Comment [RE186]:** Add in a statement saying what the next table shows.

Table 4.30

*Intercorrelations among the Study Variables*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Machiavellianism Personality (1)	-														
Need For Power Personality (2)	-.05	-													
Interpersonal Skill (3)	-.02	.41**	-												
Networking Skill (4)	.04	.45**	.44**	-											
Social Astuteness (5)	-.03	.43**	.50**	.38**	-										
Proactive Political Behaviors (6)	.15**	.35**	.24**	.38**	.35**	-									
Reactive Political Behaviors (7)	.53**	.09	-.05	.17**	.06	.31**	-								
Perceptions of Politics (8)	.46**	.11	.10	.12*	.10	.28**	.48**	-							
Career Satisfaction (9)	.13*	.15**	.25**	.21**	.22**	.18**	.09	.15**	-						
Life Satisfaction (10)	.09	.24**	.41**	.35**	.29**	.28**	.08	.09	.70**	-					
Number of Promotions (11)	-.02	-.06	-.02	.06	.00	-.03	-.06	.02	-.02	-.00	-				
Salary Attainment (12)	.11*	.03	-.05	-.05	-.01	.02	.15**	.11*	.17**	.08	-.06	-			
Career Experience (13)	.15**	-.02	-.05	-.08	-.01	-.05	.09	.17**	.10	.03	-.08	.53**	-		
Education Level (14)	-.13*	.08	.13	.07	.12*	-.04	-.10	-.11	.09	.05	-.00	-.13*	-.19**	-	
Training (15)	-.15*	.00	-.02	.01	.07	.02	-.18**	-.11	-.05	-.05	-.07	-.02	.04	.17**	-

#### 4.7.3 Correlations between Independent Variables and Moderator (POP)

Correlation tests were also conducted on the relationship between the independent variables and the moderator. This study shows that political perceptions (POP) was related to the Machiavellianism personality ( $r=.46$ ,  $p<0.01$ ), networking skill ( $r=.12$ ,  $p<0.01$ ), active political behavior ( $r=.48$ ,  $p<0.01$ ), and proactive political behavior ( $r=.28$ ,  $p<0.01$ ). The results of this study were consistent with Valle (1995), Vigoda and Cohen (2002) who found that the perception of politics was related significantly to political behavior in the work environment.

Comment [RE187]: Add in year (2000a? 2002?)

#### 4.7.4 Correlations between Dependent Variables (Career Success)

This study showed that the dependent variables are not strongly related to each other. In terms of intrinsic career success, school principals' career satisfaction was found related to their life satisfaction ( $r=0.70$ ,  $p<0.05$ ) and their salary attainment ( $r=0.17$ ,  $p<0.05$ ) but was not significant correlated to the number of promotions. The results show that there was no relationship between salary attainment and the number of promotions. In brief, however, this study shows that extrinsic career success dimensions, the number of promotions, and the salary attainment of school principal was not related to life satisfaction. This research supports the notion that extrinsic career success correlates moderately with intrinsic career success (Poon, 2004; Abele & Spark, 2009).

This finding shows that only two of the correlations among the four variables were significant. These results support the premise that, although these variables are somewhat related, they are unique both conceptually and empirically. This study also demonstrated that school principals' career

satisfaction was correlated significantly to life satisfaction. Salary attainment was correlated significantly to career satisfaction. On other hand, the results revealed that the number of promotions in a career as a teacher was not correlated significantly to salary attainment, career, and life satisfaction. Thus, it shows that most of the promotions received were not followed by salary advancement but were only different in job specificity. This is because the job promotions received by some teachers was not followed by movement in the level of salary grade. Most beneficial was in terms of job allowance. Thus, the promotions received did not contribute to the career and life satisfaction of school principals.

**Comment [RE188]:** Clarify what this means.

The finding of this study is consistent with the findings of previous studies. For instance, Judge et al. (1995) suggested that individuals will define their success in their career based on their objective accomplishments. This notion is in line with findings by Boudreau et al. (2001) who found that career satisfaction was positively related to income.

#### **4.8 HYPOTHESES TESTING RESULTS**

In order to test the hypotheses, multiple regressions were utilized. Multiple regression analyses were conducted to test the predictive power of the independent variables on the career success variables. In this study, four categories of predictors (i.e. human capital, political personality traits, political skill, and political behavior) were analyzed. This analysis can determine the relative contributions of the predictor variables on the career success of school principals.

In sum, F statistics was used to analyze whether the relationship between independent variables and dependent variable was statistically significant, R squared was used to examine how strong the set of independent variables influenced the dependent variables, and Beta weight was used to examine which independent variables have the strongest effect on the dependent variable.

**Comment [RE189]:** Is the word “independent” missing here?

#### **4.8.1 Relationship between School Principals Personal Characteristics and Career Success**

The first research question in this study asks “To what extent does the personal characteristics of schools principals’ influence their career success?” To answer Research Question I, Hypothesis 1 to Hypothesis 8 were tested using multiple regressions analysis. Two sets of multiple hierarchical regressions were conducted for intrinsic career success and another two sets were conducted for extrinsic career success. The control variable (gender) was entered in the first step followed by the independent variables in the next step. R-squared was used to determine to what extent the personal characteristics profiles significantly predicted career success.

##### **4.8.1.1 Predictors of Intrinsic Career Success**

The result of the hierarchical multiple regressions of the predictor variables against the intrinsic career success dimension is shown in Table 4.31.

##### *i) Predictors of Career Satisfaction*

This study examined the possibility of the personal characteristics of school principals in explaining career satisfaction. The multiple regression analysis indicated that the full regression equation, personal characteristics,

explained 14% of the variance in career satisfaction (Multiple R=0.38 and  $R^2 = 0.14$ ,  $F(12, 297) = 4.04$ ,  $p < 0.01$ ). In step 1, the control variable explained 1% of the non-significant amount of variance in career satisfaction ( $\Delta R^2 = 0.01$ ,  $p > .05$ ). In step 2, the human capital dimension explained a further 3% non-significant amount of the variance in career satisfaction ( $\Delta R^2 = 0.03$ ,  $p > .05$ ). In step 3, the personality traits dimension explained a further 4% significant amount of the variance in career satisfaction ( $\Delta R^2 = 0.04$ ,  $p < .01$ ). In step 4, the political skill dimension explained a further 6% significant amount of the variance in career satisfaction ( $\Delta R^2 = 0.06$ ,  $p > .01$ ). In the final step, the political behavior dimension did not explain the non-significant amount of the variance in career satisfaction ( $\Delta R^2 = 0.01$ ,  $p > .05$ ).

In sum, the strongest predictors of career satisfaction were the political skill dimensions followed by the personality traits dimensions. However, human capital and political behavior did not significantly predict career satisfaction. It was found that only 14% of the variance in career satisfaction was explained by personal attributes.

After further analysis, the results of this study showed that career experience has a significant positive impact on career satisfaction ( $\beta = 0.14$ ;  $p < 0.05$ ) but that education level ( $\beta = 0.11$ , n.s) and the number of training courses ( $\beta = -.09$ , n.s) do not correlate significantly to career satisfaction.

When evaluating the regression coefficient betas of each of the personality trait dimensions, the Machiavellianism traits ( $\beta = 0.15$ ;  $p < 0.05$ ) and the Need for power traits ( $\beta = 0.13$ ;  $p < 0.05$ ) were statistically significant when predicting career satisfaction outcomes. In comparing the effect, the Machiavellianism traits personality had a stronger effect on career satisfaction



than the Need for power traits personality. When evaluating the regression coefficient betas for each of political skill dimensions, the interpersonal skill dimensions ( $\beta = 0.14$ ;  $p < 0.05$ ) and the social skill ( $\beta = 0.14$ ;  $p < 0.05$ ) were statistically significant. However, the networking skill variable was not significant ( $\beta = 0.10$ , n.s) when predicting career satisfaction outcomes. For the political behavior dimension, both the proactive ( $\beta = 0.08$ , n.s) and the reactive behavior ( $\beta = -0.01$ , n.s) did not influence significantly the career satisfaction.

Based on the results of this study, it was found that hypotheses H1a, H3a, H3b, H5a, H5b, and H5c were supported but that hypotheses H1b, H1c, H7a, and H7b were not supported.

#### *ii) Predictors of Life Satisfaction*

This study examined the possibility of the personal characteristics of school principals in explaining life satisfaction. The hierarchical regression indicated that the full regression equation, personal characteristics, explained 24% of the variance in life satisfaction (Multiple  $R = 0.49$  and  $R^2 = 0.24$ ,  $F(12, 297) = 7.81$ ,  $p < 0.01$ ). In step 1, the control variable explained 1% of the non-significant amount of the variance in life satisfaction ( $\Delta R^2 = 0.01$ ,  $p > 0.05$ ). In step 2, the human capital dimension explained a further 3% of the non-significant amount of the variance in life satisfaction ( $\Delta R^2 = 0.01$ ,  $p > 0.05$ ). In step 3, the personality trait dimension explained a further 7% of the significant amount of the variance in life satisfaction ( $\Delta R^2 = 0.07$ ,  $p < 0.01$ ). In step 4, the political skill dimension explained a further 15% of the significant amount of the variance in life satisfaction ( $\Delta R^2 = 0.15$ ,  $p < 0.01$ ). In the final step, the political behavior

dimension did not explain a non-significant amount of the variance in life satisfaction ( $\Delta R^2=0.01$ ,  $p>.05$ ).

In sum, the strongest predictors of life satisfaction were the political skill variables followed by the personality traits. However, human capital and political behavior did not significantly predict life satisfaction. It was found that only 24% of the variance in life satisfaction was explained by personal attributes

In brief, the results of this study showed that the human capital dimension, career satisfaction ( $\beta =0.04$ , n.s), education level ( $\beta = 0.04$ , n.s), and number of training courses ( $\beta = -.06$ , n.s) were not significant for predicting life satisfaction. Therefore, not all human capital dimensions were a significant influence on life satisfaction.

Regarding personality traits predicting life satisfaction, the results show that, when evaluating the regression coefficient betas of each of the variables, the Need for power traits ( $\beta =0.24$ ;  $p<0.01$ ) and the Machiavellianism traits ( $\beta =0.12$ ;  $p<0.05$ ) were significant when predicting life satisfaction. In comparing the effect, the Need for power traits personality had a stronger effect on life satisfaction than the Machiavellianism traits personality.

When evaluating each of political skill dimension, the multiple linear regression coefficient betas were significant for the interpersonal skill ( $\beta =0.27$ ;  $p<0.01$ ) and the networking skill ( $\beta = 0.18$ ;  $p<0.01$ ) but were not significant for the social astute skill ( $\beta =0.11$ , n.s). The effect of the interpersonal skill on life satisfaction was the strongest followed by the networking skill and social astuteness. The result of the regression for the organizational politics behavior against life satisfaction shows that both proactive and reactive political

behavior did not influence life satisfaction. Based on the results of this study, hypotheses H3c, H3d, H5d, and H5e were supported but hypotheses H1d, H1e, H1f, H5f, H7c, and H7d were not supported.

In conclusion, based on the results of this study, Hypothesis 1 was partially supported. Only career experience was found to be related significantly to career satisfaction. Hypothesis 3, which proposed that there is a relationship between political personality traits and career success dimensions, was fully supported as the Machiavellianism and the Need for power personality related to career and life satisfaction. Hypothesis 5, which proposed that there is a relationship between political skill and career success dimensions, was partially supported. Finally, Hypothesis 7, which proposed that there is relationship between political behavior and career success dimensions, was not supported.

Table 4.31  
Multiple Regressions Analyses Predicting Intrinsic Career Success

Predictor Variables	Career Satisfaction		Life Satisfaction	
	$\beta$	t	$\beta$	t
<b>Step 1: Control Variables</b>				
Gender	.11	1.90	.09	1.52
$R^2$	.01		.01	
<b>Step 2: Human Capital</b>				
School Experience	-.00	-.01	.05	.86
Career Experience	.14	2.38*	.04	.69
Education Level	.11	1.88	.04	.66
Number of Training Courses	-.09	-1.51	-.06	-1.06
$\Delta R^2$	.03		.01	
<b>Step 3: Political Personality Traits</b>				
Machiavellianism Personality	.15	2.53*	.12	2.02*
Need for Power Personality	.13	2.35*	.24	4.24**
$\Delta R^2$	.04**		.07**	
<b>Step 4: Political Skill</b>				
Interpersonal Skill	.14	2.04*	.27	4.27**
Networking Skill	.10	1.54	.18	3.02**
Social Astuteness Skill	.14	2.00*	.11	1.67
$\Delta R^2$	.06**		.15**	
<b>Step 5: Organizational Politics Behavior</b>				
Proactive Behavior	.08	1.19	.13	2.12
Reactive Behavior	-.01	-.11	-.01	-.08
$\Delta R^2$	.00		.01	
$R$	.38		.49	
$R^2$	.14		.24	
$F (12, 297)$	4.04**		7.81**	

Note. \* = Significant at the 0.05 level, \*\* = significant at the 0.01 level (2-tailed).

#### **4.8.1.2 Predictors of Extrinsic Career Success**

The results of the multiple regressions of the predictor variables against extrinsic career success dimension are shown in Table 4.32.

##### *i) Predictors of Salary Attainment*

This study examines the possibility of the personal characteristics of the school principals in explaining salary attainment. The hierarchical regression indicated that the full regression equation and personal characteristics explained 30% of the variance in salary attainment (Multiple R=0.55 and  $R^2 = 0.30$ ,  $F(12, 297) = 10.54$ ,  $p < 0.01$ ). In step 1, the control variable explained 1% of the non-significant amount of the variance in salary attainment ( $\Delta R^2 = 0.01$ ,  $p > 0.05$ ). In step 2, the human capital dimension explained a further 27% amount of the variance in salary attainment ( $\Delta R^2 = 0.27$ ,  $p < 0.01$ ). In step 3, the personality traits dimension explained a non-significant amount of the variance in salary attainment ( $\Delta R^2 = 0.00$ ,  $p > 0.05$ ). In step 4, the political skill dimension explained a non-significant amount of the variance in salary attainment ( $\Delta R^2 = 0.00$ ,  $p > 0.05$ ). In the final step, the political behavior dimension explained 1% of the non-significant amount of the variance in salary attainment ( $\Delta R^2 = 0.01$ ,  $p > 0.05$ ).

In sum, the strongest predictor of salary attainment was the human capital dimension. The political skill, the personality traits, and the political behavior dimensions did not significantly predict salary attainment. It was found that only 30% of the variance in salary attainment was explained by personal attributes.

Further analysis of the results of this study shows that only career experience has a significant relationship ( $\beta = 0.52$ ,  $p < 0.01$ ) with the number of

salary attainment but other human capital dimensions such as education level ( $\beta = -.02$ , n.s) and number of training courses ( $\beta = -.04$ , n.s) did not influence the salary attainment. The results of this study also indicated that personality traits were not significant when predicting salary attainment ( $\Delta R^2 = 0.00$ ,  $p > 0.05$ ). The Machiavellianism ( $\beta = 0.03$ , n.s) and the Need for power personality traits ( $\beta = 0.05$ , n.s) did not relate significantly to salary attainment. Similarly, the results indicated that political skill was not significant when predicting salary attainment ( $\Delta R^2 = 0.00$ ,  $p > 0.05$ ). All political skill traits, interpersonal skills ( $\beta = -.08$ , n.s), networking skills ( $\beta = -.02$ , n.s), and social astuteness ( $\beta = 0.01$ , n.s) did not relate significantly to the salary attainment of school principals. For the political behavior dimension, both the proactive ( $\beta = 0.02$ , n.s) and the reactive behavior ( $\beta = 0.11$ , n.s) did not influence significantly the salary attainment. In brief, this study shows that the human capital dimension has significant influence on salary attainment. However, the political personality traits, political skill, and political behavior did not relate significantly to salary attainment. Based on the results of this study, only hypothesis H2a was supported but hypotheses H2b, H2c, H4a, H4b, H6a, H6b, H6c, H8a, and H8b were not supported.

#### *ii) Predictors of Number of Promotions*

The hierarchical regression indicated that the full regression equation, personal characteristics, explained 8% of the variance in the number of promotions (Multiple  $R = 0.28$  and  $R^2 = 0.08$ ,  $F(12, 297) = 2.14$ ,  $p < 0.05$ ). In step 1, the control variable did not explain the amount of the variance in the number of promotions ( $\Delta R^2 = 0.00$ ,  $p > 0.05$ ). In step 2, the human capital dimension significantly explained a further 6% amount of the variance in the

number of promotions ( $\Delta R^2=0.06$ ,  $p<.01$ ). In step 3, the personality traits dimension did not explain the amount of the variance in the number of promotions ( $\Delta R^2=0.00$ ,  $p>.05$ ). In step 4, the political skill dimensions explained 1% of the non-significant amount of the variance in the number of promotions ( $\Delta R^2=0.01$ ,  $p<.01$ ). In final step, the political behavior dimension did not significantly explain the amount of the variance in the number of promotions ( $\Delta R^2=0.01$ ,  $p>.05$ ).

In sum, this study revealed that the number of promotions was the strongest predictor of the human capital dimension. The political skill, the personality traits, and the political behavior dimensions did not significantly predict the number of promotions in a school principal's career. It was found that only 8% of the variance in the number of promotions in a career was explained by the personal characteristics.

After further analysis, the results of this study indicated that only school experience has a significant relationship with the number of promotions ( $\beta = 0.22$ ;  $p<0.01$ ). However, the Machiavellianism ( $\beta = -.01$ , n.s) and the Need for power personality traits ( $\beta = -.04$ , n.s) did not relate to the number of promotions. All of the political skill traits, the interpersonal skill ( $\beta = -.04$ , n.s), the networking skill ( $\beta = 0.12$ , n.s), and the social astuteness ( $\beta = -.02$ , n.s) did not relate significantly to the number of promotions of school principals. For the political behavior dimension, both proactive ( $\beta = -.04$ , n.s) and reactive behavior ( $\beta = -.09$ , n.s) did not influence significantly the number of promotions. In brief, this study shows that the human capital dimension has a significant influence on the number of promotions in career. However, the political personality traits, the political skill, and the political behavior did not

relate significantly to the number of promotions. Based on the results of this study, only hypothesis H2d was supported but hypothesis H2e, H2f, H4c, H4d, H6d, H6e, H6f, H8c and H8d were not supported.

In conclusion, based on this finding, Hypothesis H2 was partially supported. Only experience is related significantly to extrinsic career success in terms of salary attainment and the number of promotions. However, Hypothesis H4, Hypothesis H6, and Hypothesis H8 were not supported. In particular, only the human capital dimension affects the extrinsic career success of school principals.



Table 4.32  
Multiple Regressions Analyses Predicting Extrinsic Career Success

Predictor Variables	Salary Attainment		Promotion	
	$\beta$	t	$\beta$	t
<b>Step 1: Control Variable</b>				
Gender	-.11	-.94	.04	.70
$R^2$	.01		.00	
<b>Step 2: Human Capital</b>				
School Experience	.00	.06	.22	3.96**
Career Experience	.52	10.34**	-.09	-.163
Education Level	-.02	-.41	-.02	-.30
Number of Training Courses	-.04	-.70	-.08	-.137
$\Delta R^2$	.27**		.06**	
<b>Step 3: Political Personality Traits</b>				
Machiavellianism	.03	.59	-.01	-.13
Personality Need for Power	.05	1.01	-.04	-.69
$\Delta R^2$	.00		.00	
<b>Step 4: Political Skill Dimensions</b>				
Interpersonal Skill	-.06	-.91	-.04	-.53
Networking Skill	-.02	-.30	.12	1.73
Social Astuteness Skill	.01	.10	-.02	-.27
$\Delta R^2$	.00		.01	
<b>Step 5: Organizational Politics Behavior</b>				
Proactive Political Behavior	.02	.41	-.04	-.59
Reactive Political Behavior	.11	1.70	-.09	-1.22
$\Delta R^2$	.01		.01	
$R$	.55		.28	
$R^2$	.30		.08	
$F(12, 297)$	10.54**		2.14*	

Note. \* = Significant at the 0.05 level, \*\* = significant at the 0.01 level (2-tailed).

#### **4.8.2 The Moderating Effects of Organizational Political Perceptions in the Relationship between Personal Characteristics and the Career Success of School Principals**

The second research question of this study; "Does school principals' organizational politics perceptions moderate the relationship between the principals' personal characteristics and their career success?" The present study examined the possible moderating role of political perceptions in the relationship between personal characteristics and career success. Six hypotheses were generated to answer Research Question II (Hypotheses 9a-9f). These hypotheses proposed that the relationship between personal characteristics and career success is moderated by the perceptions of politics in organizations (Figure 4.1).

In order to test the effect of the moderator on the career success, a moderated regression analysis (MRA) was utilized. Each indicator of career success was regressed onto each of personal characteristics. A series of hierarchical moderated multiple regression analyses (Baron & Kenny, 1986) were used to test Hypothesis H9 regarding organizational politics as a moderator variable. Four regression analyses were conducted. First, the control variable was entered into the equations. This variable was coded as a dummy variable starting with 1 for male and 0 for female. Next, the main effect variables, individual characteristics, and organizational politics were entered at the second and third step, respectively. The interaction between the predictor variables and the moderator were entered at the final step. Seven interactions were entered. The R square change from 0.01 to 0.03 for the moderator effects in non-experimental studies is considered sufficient in size to warrant

interpretation (Evans, 1985). The significant interaction indicated that the relationship between personal characteristics and career success was dependent on the level of the political perceptions of school principals. In a case where the variable is a moderator variable, a graph would then be drawn to show the effect of the moderator in the relationship between predictor and criterion variable.

**Hypothesis 9:** *A school principal's organizational politics perceptions have a moderating effect in the relationship between personal characteristics (personality, skill, behavior) and career success (extrinsic, intrinsic) of the school principal.*

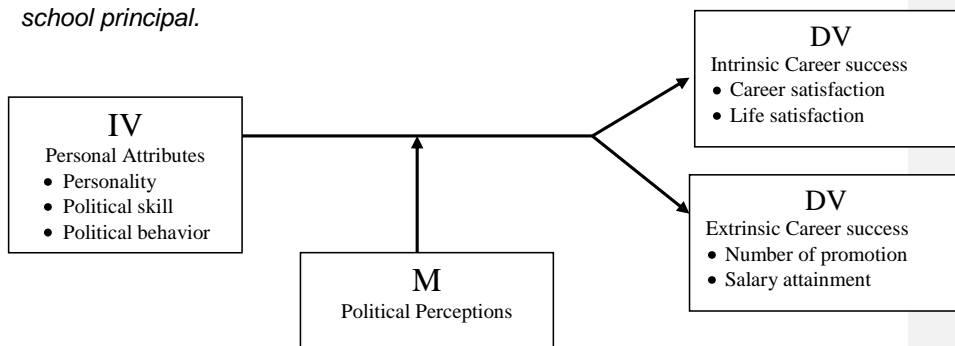


Figure 4.1. A model of the hypothesized moderating impact of the perception of organizational politics on the relationship between personal attributes and career success.

**4.8.2.1 Moderating Role of Political Perceptions in the Relationship between Personal Characteristics and Intrinsic Career Success**

Hierarchical moderated multiple regression analyses of the personal characteristics and the organizational politics perception interaction on the intrinsic career success is shown in Table 4.33. In the regression equation in which career satisfaction was the criterion variable, the final model was significant. In step 1, the control variable was entered and explained 1% of the

non-significant amount of the variance in career satisfaction ( $\Delta R^2=0.01$ , n.s). In step 2, the main effects (personal characteristics) explained a further 11% of the significant amount of the variance in career satisfaction ( $\Delta R^2=0.11$ ,  $p<.01$ ). In step 3, the moderator (POP) explained a non-significant amount of the variance in career satisfaction ( $\Delta R^2=0.00$ , n.s). The interaction effects between the personal characteristics and the perceptions of politics entered at step 4 explained a non-significant incremental portion of the variance for career satisfaction ( $\Delta R^2= 0.01$ , n.s).

The hierarchical regression indicated that the full regression equation explained 14% of the variance in career satisfaction (Multiple  $R=0.38$  and  $R^2 = 0.14$ ,  $F(16, 294) = 3.03$ ,  $p<0.01$ ). In conclusion, this research shows no interaction effect between the perception of politics and the personal characteristics on career satisfaction. It was found that only 1% of the variance in career satisfaction was explained by the interaction effects between the personal characteristics and the perceptions of politics.

Next, in the regression equation in which life satisfaction was the criterion variable, it was found that the final model was significant. The control variable entered in step 1 explained 1% of the non-significant amount of the variance in life satisfaction ( $\Delta R^2=0.01$ , n.s). In step 2, the main effects (personal characteristics) explained a further 22% of the significant amount of the variance in life satisfaction ( $\Delta R^2=0.22$ ,  $p<.01$ ). In step 3, the moderator (POP) explained a non-significant amount of the variance in life satisfaction ( $\Delta R^2=0.01$ , n.s). In step 4, a cross-product term of personal characteristics and perceptions of politics did not explain the non-significant amount of the variance in life satisfaction ( $\Delta R^2=0.01$ , n.s).

The hierarchical regression indicated that the full regression equation explained 25% of the variance in life satisfaction (Multiple R=0.50 and  $R^2 = 0.25$ ,  $F(16, 294) = 6.00$ ,  $p < 0.01$ ). In conclusion, this research shows no interaction effect between the perception of politics and personal characteristics on life satisfaction. It was found that only 1% of the variance in life satisfaction was explained by the interaction effects between personal characteristics and the perceptions of politics.

In brief, intrinsic career success was regressed on predictor variables, which reflects a control variable, main effects, a moderator, and interaction effects to test Hypothesis H9a, H9c, and H9e. Particularly, Hypothesis 9a proposed that the relationship between personality traits and intrinsic career success vary across the level of organizational politics. This analysis was done to examine the interaction effects of political personality traits and the perception of politics on the career success of the school principals. The results show that there were non-significant interactions of organizational politics perceptions and Machiavellianism traits ( $\beta = 0.02$ , n.s) on career satisfaction and on life satisfaction ( $\beta = 0.35$ , n.s). Thus, the organizational politics perception was found to have no moderating effect on the Machiavellianism personality and on the intrinsic career success dimensions. In addition, the results also revealed that there were non-significant interactions of the organizational politics perceptions and the Need for power personality traits ( $\beta = 0.10$ , n.s) on career satisfaction and on life satisfaction ( $\beta = 0.03$ , n.s). Therefore, the organizational politics perception was found to have no moderating effect on the Need for power personality and on the intrinsic career success dimensions.

Hypothesis 9c proposed that relationship between political skill and intrinsic career success varies across the level of organizational politics. The results show that there were non-significant interactions of the organizational politics perceptions and interpersonal skill ( $\beta=0.94$ , n.s) on career satisfaction and on life satisfaction ( $\beta = -.46$ , n.s). Thus, the organizational political perception was found to have no moderating effect on the interpersonal skill and the intrinsic career success dimensions. In addition, the results also showed that there were non-significant interactions of organizational politics perceptions and networking skill ( $\beta= -.61$ , n.s) on career satisfaction and on life satisfaction ( $\beta =0.61$ , n.s). The organizational political perception was found to have no moderating effect on the networking skill and intrinsic career success dimensions. Furthermore, the results show that there were non-significant interactions of the organizational politics perceptions and the social astuteness skill ( $\beta= -.47$ , n.s) on career satisfaction and on life satisfaction ( $\beta =0.43$ , n.s). In sum, the organizational political perception was found to have no moderating effect on the social astuteness skill and on the intrinsic career success dimensions.

Hypothesis 9e proposed that the relationship between political skill and intrinsic career success varies across the level of organizational politics. The results show that there were non-significant interaction of the organizational politics perceptions and reactive political behavior ( $\beta=0.60$ , n.s) on career satisfaction and on life satisfaction ( $\beta = 0.10$ , n.s). The organizational political perception was found to have no moderating effect on the reactive political behavior and the intrinsic career success dimensions. In addition, the results also reveal that there were non-significant interactions of the organizational

politics perceptions and the need for proactive political behavior ( $\beta=0.57$ , n.s) on career satisfaction and on life satisfaction ( $\beta = -.70$ , n.s). Therefore, the organizational political perception was found to have no moderating effect on the proactive political behavior and the intrinsic career success dimensions.

In conclusion, Hypothesis 9a stated that a school principal's political perception will moderate the relationship between personality traits and principal's intrinsic career success. This hypothesis was not supported by the hierarchical moderated regression analysis. This study also showed that Hypothesis 9c, which stated that a principal's political perception will moderate the relationship between political skill and the principal's intrinsic career success, was not supported by the hierarchical moderated regression analysis. In addition, Hypothesis 9e stated that the principal's political perception will moderate the relationship between political behavior and the principal's intrinsic career success was not supported by the hierarchical moderated regression analysis. Overall, there is no evidence to support the existence of the perception of organizational politics on the relationship between personal characteristics and intrinsic career success. The findings from this study suggest that the relationship between personal characteristics in terms of personality, skill, political behavior, and intrinsic career success across the level of organizational politics was not supported.

Table 4.33  
*Hierarchical Regression Analyses of the Personal Characteristics and the Organizational Politics Interaction on the Intrinsic Career Success*

Variable	Intrinsic Career Success					
	Career Satisfaction			Life Satisfaction		
	$\beta$	$R^2$	$\Delta R^2$	$\beta$	$R^2$	$\Delta R^2$
<b>Step 1: Control Variables</b>		.01	.01		.01	.01
Gender	.11			.08		
<b>Step 2: Main Effects (Personal Attributes)</b>		.12	.11**		.23	.22**
Machiavellianism Personality	.14*			.08		
Need For Power Personality	-.04			-.03		
Interpersonal Skill	.15*			.28**		
Networking Skill	.07			.15*		
Social Astuteness Skill	.13			.09		
Reactive Political Behavior	.01			.00		
Proactive Political Behavior	.06			.13*		
<b>Step 3: Moderator Effects(M)</b>	.04	.12	.00	-.05	.24	.01
<b>Step 4: Interaction Effect</b>		.12	.02		.25	.01
Machiavellianism Personality X M	.02			.35		
Need for Power Personality X M	-.10			.03		
Interpersonal Skill X M	.94			-.46		
Networking Skill X M	-.61			.61		
Social Astute X M	-.47			.43		
Reactive Political Behavior X M	.60			-.10		
Proactive Political Behavior X M	.57			-.70		
<i>R</i>		.38			.50	
<i>R</i> <sup>2</sup>		.14			.25	
<i>F</i> (16, 294)		3.03**			6.00**	

Note. \* = Significant at the 0.05 level, \*\* = significant at the 0.01 level (2-tailed).



#### **4.8.2.2 Moderating role of Political Perceptions in the Relationship between Personal Characteristics and Extrinsic Career Success**

The moderated multiple regression analyses of the personality traits and the organizational politics perception interaction on extrinsic career success are shown in Table 4.34. The hierarchical regression indicated that the full regression equation explained 26% of the variance in salary attainment (Multiple R=0.26 and  $R^2 = 0.07$ ,  $F(12, 297) = 1.31$ ,  $p < 0.01$ ). In step 1, the control variable explained only 1% of the non-significant amount of the variance in salary attainment ( $\Delta R^2 = 0.01$ ,  $p > .05$ ). In step 2, the main effects (personal characteristics) explained a further 4% amount of the variance in salary attainment ( $\Delta R^2 = 0.04$ , n.s). In step 3, the moderator (POP) explained a non-significant amount of the variance in salary attainment ( $\Delta R^2 = 0.00$ , n.s). The interaction effects in step 4 explained a non-significant amount of variance in salary attainment ( $\Delta R^2 = 0.02$ , n.s).

In conclusion, this research study shows no interaction effect between the perception of politics and personal characteristics on salary attainment. It was found that only 2% of the variance in salary attainment was explained by the interaction effects between personal characteristics and the perceptions of politics.

The hierarchical regression indicated that the full regression equation explained 5% of the variance in the number of promotions (Multiple R=0.22 and  $R^2 = 0.05$ ,  $F(16, 294) = 0.945$ , n.s). In step 1, the control variable did not explain the amount of variance in the number of promotions ( $\Delta R^2 = 0.00$ ,  $p > .05$ ). In step 2, the main effects (personal characteristics) explained a non-significant amount of the variance in the number of promotions ( $\Delta R^2 = 0.02$ ,

n.s). In step 3, the moderator (POP) did not explain the amount of the variance in the number of promotions ( $\Delta R^2 = 0.00$ , n.s). Interaction effects explained 3% of the non-significant amount of variance in the number of promotions ( $\Delta R^2 = 0.03$ , n.s) in step 4.

In conclusion, this research shows no interaction effect between the perception of politics and personal characteristics on the number of promotions. Only 3% of the variance in the number of promotions was explained by the interaction effects between personal characteristics and the perceptions of politics.

Intrinsic career success was regressed on predictor variables, which reflects personality traits, principal's skill, political behavior, and interactions effects, in order to test Hypothesis H9b, H9d, and H9f. In particular, Hypothesis 9b proposed that the relationship between personality traits and intrinsic career success varies across the level of organizational politics. The results show that there were non-significant interactions of the organizational politics perceptions and the Machiavellianism traits ( $\beta = -.57$ , n.s) on the number of promotions and on salary attainment ( $\beta = -.31$  n.s). Therefore, the organizational politics perception was found to have no moderating effect on the Machiavellianism personality and on the extrinsic career success dimensions. In addition, the results of this study show that there were non-significant interactions of the organizational politics perceptions and the Need for power personality traits ( $\beta = 0.20$ , n.s) on the number of promotions and on salary attainment ( $\beta = 0.57$ , n.s). Thus, the organizational politics perception was found to have no moderating effect on the Need for power personality and the extrinsic career success dimensions.

Similarly, the results of this study show that there were non-significant interactions of the organizational politics perceptions and the interpersonal skill ( $\beta = 0.74$ , n.s) on the number of promotions and on salary attainment ( $\beta = 0.70$ , n.s). In addition, the results also shows that there were non-significant interactions of the organizational politics perceptions and the networking skill ( $\beta = -.04$ , n.s) on the number of promotion. However, there was a significant interaction of the organizational politics perceptions and the networking skill on salary attainment ( $\beta = -.09$ ,  $p < .05$ ).

Thus, in brief, the organizational political perception was found to have a moderating effect on the relationship between the networking skill and salary attainment. Further, the results show that there were non-significant interaction of the organizational politics perceptions and the social astuteness skill ( $\beta = -.01$ , n.s) on the number of promotions and on salary attainment ( $\beta = 0.03$ , n.s). The organizational politics perception was found to have no moderating effect on the social astuteness skill and on the extrinsic career success dimensions.

In sum, Hypothesis 9d stated that principal's political perception will moderate the relationship between political behavior and school principal's intrinsic career success. This hypothesis was partially supported by hierarchical moderated regression analysis. This study revealed that a school principal's political perception will moderate the relationship between networking skill and principal's salary attainment. Figure 4.2 shows where the networking skill was positively related to salary attainment in a low level of politics but was negatively related to salary attainment when the level of politics in the organization was high. This research also reveals that an

individual who has a high level of networking skill will get a high salary attainment in the low level of politics.

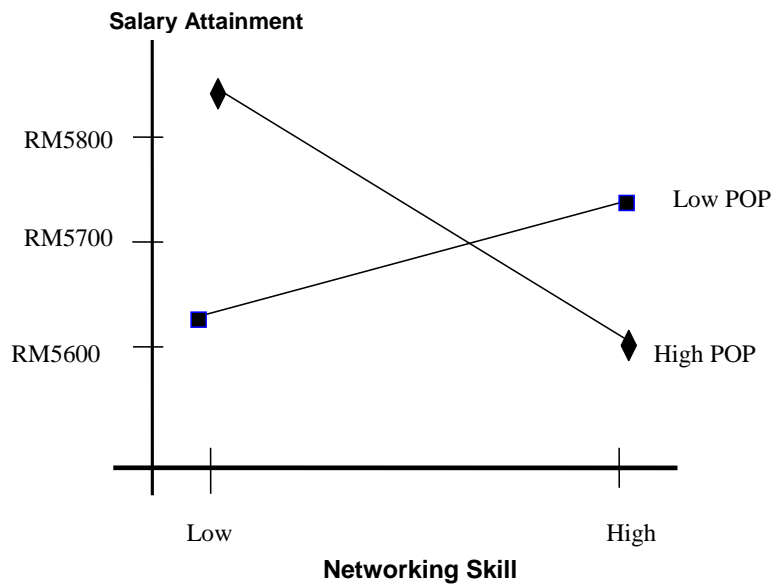


Figure 4.2. The graphical representation of the moderating effect of political perception on the relationship between networking skill and salary attainment. Low perceived politics=one standard deviation below mean while high perceived politics=one standard deviation above mean.  $Y = (-51.04 - 81.85M) X + (36.43M + 5717.28)$ .

Hypothesis 9f proposed that the relationship between political behavior and extrinsic career success varies across the level of organizational politics. The results show that there was a non-significant interaction of organizational politics perceptions and reactive political behavior ( $\beta = 0.08$ , n.s) on the number of promotions and on salary attainment ( $\beta = 0.17$ , n.s). The organizational political perception was also found to have no moderating effect on the reactive political behavior and the extrinsic career success dimensions. In addition, the results showed that there was a non-significant interaction of

the organizational politics perceptions and a need for proactive political behavior ( $\beta = -0.67$ , n.s) on the number of promotions and on salary attainment ( $\beta = -.17$ , n.s). In brief, the organizational politics perception was found to have no moderating effect on the proactive political behavior and the extrinsic career success dimensions.

In conclusion, the Hypothesis 9b statement that a principal's political perception will moderate the relationship between personality traits and a principal's extrinsic career success was not supported by hierarchical moderated regression analysis. Hypothesis 9d's proposal that the relationship between political skill and a school principals' extrinsic career success varied across the level of organizational politics was partially supported. Hypothesis 9f stated that a principal's political perception will moderate the relationship between political behavior and the principal's extrinsic career success. This hypothesis was not supported by hierarchical moderated regression analysis.

The findings from this study suggest that the relationship between personal attributes in terms of personality traits and political behavior and extrinsic career success vary across the level of organizational politics was not supported. However, the relationship between political skill and extrinsic career success moderated by political perception only received little support.

**Comment [RE190]:** This is confusing - clarify what the findings show.

Table 4.34  
*Hierarchical Regression Analyses of the Personal Characteristics and the Organizational Politics Interaction on Extrinsic Career Success*

Variable	Extrinsic Career Success					
	Number Of Promotions			Salary Attainment		
	$\beta$	$R^2$	$\Delta R^2$	$\beta$	$R^2$	$\Delta R^2$
<b>Step 1: Control Variables</b>		.00	.00		.01	.01
Gender	.04			-.11		
<b>Step 2: Main Effects (Personal Attributes)</b>		.02	.02		.05	.04
Machiavellianism Personality	.01			.05		
Need For Power Personality	-.09			.08		
Interpersonal Skill	-.03			-.05		
Networking Skill	.13			-.08		
Social Astuteness Skill	-.01			.03		
Reactive Political Behavior	-.08			.13		
Proactive Political Behavior	-.02			-.02		
<b>Step 3: Moderator Effects(M)</b>	.07	.02	.00	.06	.05	.00
<b>Step 4: Interaction Effect</b>		.05	.03		.07	.02
Machiavellianism Personality X M	-.57			-.31		
Need for Power Personality x M	.20			.57		
Interpersonal Skill X M	.74			.70		
Networking Skill X M	-.04			-.09*		
Social Astuteness X M	.61			.18		
Reactive Political Behavior X M	.08			.17		
Proactive Political Behavior X M	-.67			-.17		
<i>R</i>		.22			.26	
<i>R</i> <sup>2</sup>		.05			.07	
<i>F</i> (16, 294)		.945			1.31	

Note. \* = Significant at the 0.05 level, \*\* = significant at the 0.01 level (2-tailed).

## 4.9 CHAPTER SUMMARY

This chapter reports the results of the data analyses of this study. First, a primary test was done including the response rate, factor analysis, and reliability analysis. Second, a descriptive analysis and a correlation test were done. Lastly, multiple regression tests were done to answer the research questions.

In brief, nine main hypotheses consisting of 46 sub-hypotheses were tested in this study. The study found that 12 out of 46 sub-hypotheses were supported. The hypotheses conclusions are summarized in Table 4.35.

Table 4.35  
*The Summary of Hypotheses Testing Results in this Study*

	<b>Hypotheses Statements</b>	<b>Results</b>
H1	A school principal's human capital significantly predicts the school principal's intrinsic career success.	
	H1a: Career experience is a predictor of career satisfaction	Supported
	H1b: Educational level is a predictor of career satisfaction	Not supported
	H1c: Number of training courses is a predictor of career satisfaction	Not supported
	H1d: Career experience is a predictor of life satisfaction	Not supported
	H1e: Educational level is a predictor of life satisfaction	Not supported
	H1f : Number of training courses is a predictor of life satisfaction	Not supported
H2:	A school principal's human capital significantly predicts the school principal's extrinsic career success.	
	H2a: Career experience is a predictor of salary attainment	Supported
	H2b: Educational level is a predictor of salary attainment	Not supported
	H2c: Number of training courses is a predictor of salary attainment	Not supported
	H2d: Career experience is a predictor of the number of promotions	Supported
	H2e: Educational level is a predictor of the number of promotions	Not supported
	H2f : Number of training courses is a predictor of the number of promotions	Not supported

Table 4.35 (continue)		
H3	A school principal's personality trait significantly predicts the school principals' intrinsic career success	
	H3a: The Machiavellianism trait is a predictor of career satisfaction	Supported
	H3b: The Need for power trait is a predictor of career satisfaction	Supported
	H3c: The Machiavellianism trait is a predictor of life satisfaction	Supported
	H3d: The Need for power trait is a predictor of life satisfaction	Supported
H4:	A school principal's personality trait significantly predicts the school principal's extrinsic career success	
	H4a: The Machiavellianism trait is a predictor of salary attainment	Not supported
	H4b: Educational level is a predictor of salary attainment	Not supported
	H4c: The Machiavellianism trait is a predictor of the number of promotions	Not supported
	H4d: Career experience is a predictor of the number of promotions	Not supported
H5:	A school principal's political skill significantly predicts the school principal's intrinsic career success	
	H5a: Interpersonal skill is a predictor of career satisfaction	Supported
	H5b: Networking skill is a predictor of career satisfaction	Not supported
	H5c: Social astuteness is a predictor of career satisfaction	Supported
	H5d: Interpersonal skill is a predictor of life satisfaction	Supported
	H5e: Networking skill is a predictor of life satisfaction	Supported
	H5f : Social astuteness is a predictor of life satisfaction	Not supported
H6:	A school principal's political skill significantly predicts the school principal's extrinsic career success	
	H6a: Interpersonal skill is a predictor of salary attainment	Not supported
	H6b: : Networking skill is a predictor of salary attainment	Not supported
	H6c: Social astuteness is a predictor of salary attainment	Not supported
	H6d: Interpersonal skill is a predictor of the number of promotions	Not supported
	H6e: Networking skill is a predictor of the number of promotions	Not supported
	H6f : Social astuteness is a predictor of the number of promotions	Not supported
H7:	A school principal's political behavior significantly predicts the school principals' intrinsic career success.	
	H7a: Proactive behavior is a predictor of career satisfaction	Not supported
	H7b: Reactive behavior is a predictor of career satisfaction	Not supported
	H7c: Proactive behavior is a predictor of life satisfaction	Not supported
	H7d: Reactive behavior is a predictor of life satisfaction	Not supported
H8:	A school principal's political behavior significantly predicts the school principals' extrinsic career success	
	H8a: Proactive behavior is a predictor of salary attainment	Not supported
	H8b: Reactive behavior is a predictor of salary attainment	Not supported
	H8c: Reactive behavior is a predictor of the number of promotions	Not supported
	H8d: Reactive behavior is a predictor of the number of promotions	Not supported



Table 4.35 (continue)	
H9	A school principal's organizational politics perceptions have a moderating effect in the relationship between the principal's individual characteristics ( <i>political skill, personality, political behavior</i> ) and the career success ( <i>extrinsic, intrinsic</i> ) of the school principal.
	H9a: Organizational politics perceptions have a moderating effect in the relationship between personality traits and intrinsic career success of school principals.
	Not supported
	H9b: Organizational politics perceptions have a moderating effect in the relationship between personality traits and extrinsic career success of school principals.
	Not supported
	H9c: Organizational politics perceptions have a moderating effect in the relationship between political skill and intrinsic career success of school principals.
	Not supported
	H9d: Organizational politics perceptions have a moderating effect in the relationship between political skill and extrinsic career success of school principals.
	Partially Supported
	H9e: Organizational politics perceptions have a moderating effect in the relationship between political behavior and intrinsic career success of school principals.
	Not supported
	H9f: Organizational politics perceptions have a moderating effect in the relationship between political behavior and extrinsic career success of school principals.
	Not supported

The analysis of the hypotheses testing results showed that there were no relationships between the school principals' human capital attributes and their intrinsic career success dimension. However, it was found that some human capital attributes influence extrinsic career success dimensions. In particular, the number of promotions was influenced significantly by the principal's experience in a number of schools and salary attainment was influenced significantly by experience in teaching.

For personality traits, the results showed that there was a relationship between the school principals' personality traits and the school principals'

intrinsic career success. In contrast, extrinsic career success did not influence the number of promotions and the salary attainment.

In addition, the results also revealed that a school principal's political skills have a relationship with the principal's intrinsic career success but not with extrinsic career success. It was found that interpersonal skills and networking skills influence the career and life satisfaction of school principals. However, social skills did not influence the career and life satisfaction. The analysis of the results showed that school principals' political behavior has no impact on the principal's intrinsic and extrinsic career success. This study revealed that personal attributes did not strongly affect the career success of school principals.

The organizational politics perception only moderated the relationship between networking skill and salary attainment. This research shows that the relationship between political personality, political skill, political behavior, and intrinsic career success was not moderated by the level of organizational politics.

In conclusion, this study revealed that the hypothesis that a school principal's personal characteristics have a significant influence on career success was not fully supported. This study shows that intrinsic career success was influenced significantly by political personality traits and by political skill but was not influenced by political behavior. However, extrinsic career success was not influenced significantly by political personality traits, political skill, and political behavior. Only the human capital dimension influences extrinsic career success significantly.

The study also found that the organization politics perception only moderated the relationship between interpersonal skill and the school principals' extrinsic career success dimension of salary attainment. This study also found that there was a different profile of the predictor for intrinsic and extrinsic career success. Overall, the results of this study generally demonstrated a lack of support that the perception of organizational politics has a significant influence on the career success of school principals. A further discussion and conclusion in the next chapter will elaborate more on the study findings. The following chapter also discusses the theoretical and practical implications of this study.

# **CHAPTER 5**

## **DISCUSSIONS, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS**

### **5.1 INTRODUCTION**

This chapter will address the discussion of the study findings. The chapter begins with a discussion on the influence of individual characteristics on career success. In the next section, the organizational politics perception as moderator between personal characteristics and the career success relationship are discussed. This is followed by a section discussion the implications of the study findings to theory building and management practices, the limitations of the study, and recommendations for future research. Finally, in brief, this chapter will discuss the conclusion of the study.

### **5.2 DISCUSSION OF RESEARCH FINDINGS**

Career success has been a popular research in management research. In the literature, comprehensive models of career success have included a number of individual and organizational factors as the determinants of career success (Judge & Bretz, 1994; Boudreau et al., 2001; Ng et al., 2005). Previous studies also revealed that individual factors (i.e. demographic,

human capital, motivational, personality, skill, and behavior) have been positively associated with career success. In the education management literature, studies investigating the school principals' career success are rare. Therefore, this research study tried to fill the gaps by examining the influence of personal characteristics on career success from the organizational political perspective. For the purposes of this study, career success was operationalized as career satisfaction, life satisfaction, salary attainment, and the number of promotions in career. Thus, the overall goal of this study was to investigate the influence of the individual characteristics factors in terms of human capital, political personality traits, political skill, and political behavior that best predicted the career success of school principals. Additionally, this study also investigated the moderating effects of organizational politics perceptions on individual attributes and the school principal's career success relationship.

Generally, the results of this study suggest that individual factors have substantial effects on the career success of school principals. Furthermore, this study has a little support for organizational politics perception function as a moderator for the relationship between some of principal's personal characteristics and career success dimensions. Thus, this chapter will discuss in detail the findings of this study based on the objectives of the study as presented in Chapter 1:

1. To investigate the influence of school principals' personal characteristics on career success from the self-perspective of school principals in the context of the Malaysian school organization.

2. To examine if the relationship between school principals' personal characteristics and school principals' career success is moderated by the level of organizational politics.

### **5.2.1 The Influences of Personal Characteristics on Career Success**

The review of the literature shows that numerous individual factors variables that influence career success were investigated. These variables include socio-demographic data, human capital, personality traits, skill, and behavioral factors. Researchers reported that individual factors variables that influence career success often have received the most empirical study compared to organizational variables (Ng et al., 2005). Therefore, this study has focused on the influence of school principals' personal characteristics factors (human capital, political personality traits, political skill, and political behavior) and organizational politics on their career success. The hypotheses of the study were tested by conducting four hierarchical multiple regression analyses. From the analyses, it was found that personal characteristics factors predicted 14% of the variance in career satisfaction, 24% of the variance in life satisfaction, 30% of the variance in salary attainment, and 8% of the variance in the number of promotions. The variances in career success explained by set of personal characteristics predictors were relatively small. These suggest that individual characteristics factors in terms of human capital, personality traits, political skill, and political behavior do not strongly influence the school principals' career success. The findings of this study also proved that there are other relevant factors, which might have a stronger influence on career success than the individual characteristics factor.

### **5.2.1.1 The Influence of Human Capital on Career Success**

The human capital theory stated that investment in human capital leads to higher promotion rates and higher income and thus influences school principals' intrinsic career success (Becker, 1964, cited in Judge et al., 1995). In this study, human capital is referred to as the cumulative educational, personal, and professional experiences that enhance a principal's value in human resource. As previously noted in the literature (Ng et al., 1995; Todd et al., 2009), the principal's education level, training, and tenure represented the human capital dimensions in the study. The following section will discuss in detail the influence of human capital on career success.

#### *i) The influence of human capital on intrinsic career success*

In sum, the results of this study show that human capital dimensions, tenure (career experience, number of school served), education level and the number of training courses were not the determinant factors for the intrinsic career success dimension for life satisfaction ( $\Delta R^2 = 0.01$ , n.s) and career satisfaction ( $\Delta R^2 = 0.03$ , n.s). Human capital factors only predicted 1% of the variance in life satisfaction and 3% of the variance in career satisfaction. This study revealed that human capital factors were small and were not significant influences on intrinsic career success. In particular, however, career experience in teaching was found to be related significantly ( $\beta = 0.14$ ,  $p < 0.05$ ) to career satisfaction. The strongest predictor to career satisfaction was career experience in the teaching profession followed by educational level ( $\beta = 0.11$ ) and the number of training courses ( $\beta = -0.09$ ). In addition, the strongest predictor to life satisfaction was the number of training courses ( $\beta = -0.06$ )

followed by experience in school ( $\beta= 0.05$ ), career experience in the teaching profession ( $\beta= 0.04$ ), and educational level ( $\beta= 0.04$ ).

Thus, this study revealed that the more experienced school principals are in the teaching profession, the more they are satisfied with their career. Others factors were found not to influence the intrinsic career success of school principals significantly. This finding was consistent with the findings by Nabi (1999) and Lau (2002) which have shown a positive relationship between tenure (experience) and intrinsic career success but are not consistent with Judge and Bretz (1994) and Judge et al. (1995).

This study also found that a human capital dimension (the training variable) was not positively related to intrinsic career success. It is likely that training does not affect one's promotability or salary progression in the school organization. These results suggest that training does not enhance the intrinsic career success of the school principals. The perception that one has an increased marketability from the training, which may result in a greater career satisfaction, is not supported in this study.

Furthermore, this study has found that education in terms of education level and education attainment did not influence intrinsic career success significantly. This result was in line with earlier studies (Nabi, 1999; Burke et al., 1998) which reported that educational achievement was not a predictor of subjective career success. Burke et al. (1998) found that training and development activities did not account for significant amounts of the explained variance to career satisfaction. However, a meta-analysis study by Ng et al. (2005) found consistent relationships between human capital and career success. The perceived career success (intrinsic career success) is related



most strongly to organizational sponsorship (such things as supervisory support, career sponsorship, and training and development opportunities).

In summary, the results of this investigation did not support the hypothesis that human capital has an influence on intrinsic career success. Thus, this study shows that human capital is not a significant factor that contributes to intrinsic career success but that other attributes may have a more significant impact. Therefore, a school principal who has a high human capital in terms of education level and training tends not to enhance his or her intrinsic career success.

*ii) The influence of human capital on extrinsic career success*

On the other hand, the findings of this study show that human capital dimensions tenure (career experience, number of school served), education level and number of training courses were the determinant factors for the extrinsic career success dimension for salary attainment ( $\Delta R^2 = 0.27$ ,  $p < 0.01$ ) and the number of promotions ( $\Delta R^2 = 0.06$ ,  $p < 0.01$ ). Human capital factors predicted 27% of the variance in salary attainment and only 6% of the variance in the number of promotions. This study revealed that human capital factors influenced extrinsic career success significantly. It influenced more the salary attainment compared to the number of promotions. In particular, the result revealed that one of the four human capital characteristics, experience in a number of schools, is related significantly to the number of promotions ( $\beta = 0.22$ ,  $p < 0.01$ ). In addition, one of the four human capital characteristics, experience in the teaching profession (seniority), was related significantly to salary attainment ( $\beta = 0.52$ ,  $p < 0.01$ ). The strongest predictor to the number of promotions was experience in a number of schools ( $\beta = 0.22$ ), followed by

career experience in teaching profession ( $\beta = -.09$ ), the number of training courses ( $\beta = -0.08$ ), and educational level ( $\beta = -.02$ ). In addition, the strongest predictor to salary attainment was career experience in the teaching profession ( $\beta = 0.52$ ) followed by the number of training courses ( $\beta = -0.04$ ) and educational level ( $\beta = -.02$ ).

As noted earlier, experience in a number of schools is related significantly to the number of promotions. The reasons for this phenomenon could be that, in the teaching profession, one has to spend several years in teaching before being appointed to a managerial position. Thus, school relocation will cause the increase of an employee's visibility, more networking, and a wider spectrum of experience. Therefore, the more experience a principal has in various schools, the more chances of promotion. On the other hand, experience in the teaching profession (seniority), education level, and the number of training courses did not significantly relate to the number of promotions. This may be explained by education organization's structure, which does not provide a lot of opportunity through job vacancies or job expansion for those who have a higher education level and a higher number of training courses. Thus, experience in teaching career or seniority and an increased education level will not increase a school principal's number of promotions.

In sum, this study shows that salary attainment is associated with the seniority of the teacher. The more senior the teacher, the higher their salary level will be. In contrast, this study showed that experience in a number of schools, education level, and the number of training courses did not influence the salary attainment. This research suggests that school principals are not

getting a better return for their education attainment, although education provides the knowledge, skills, and credibility for performance in high level positions. Thus, the respondents' educational investments were not related to their promotions and their salary attainment. In conclusion, education and training had no effect on the promotion probabilities and the salary attainment of school principals. Therefore, other factors could significantly influence extrinsic career success.

The results of this study were not consistent with past research, which showed educational achievement to be a predictor of objective career success, salary progression, and income (Bretz & Judge, 1994; Tharenou et al., 1994; Judge et al., 1995; Nabi, 1999; Seibert & Kraimer, 2001; Judge & Hurst, 2007). Thus, the findings are contrary to past findings where training provided by the employer is another form of investment that can enhance an individual's human capital in past research. For instance, Tharenou et al. (1994) found that training and developmental opportunities positively related to managerial level and salary for both men and women. The findings from this study suggest that majoring in education and the number of training courses did not significantly relate to salary in the Malaysian school system. This may be because, in Malaysia, education and training is not a factor in promotion and salary attainment. Participation in a training program does not necessarily contribute to extrinsic career success. This result shows that anything that was learned during or was applied after learning in training to the work setting did not contribute to extrinsic career success. Thus, participation in a training program may not influence an employee's salary progression and promotability.

This study showed that only a number of experiences in various organizations significantly related to the number of promotions. The findings from this study suggest that the number of promotions received positively related to the number of organizations served. Past research has shown educational attainment to be related positively to managerial advancement (Tharenou et al., 1994) and to assessments of promotability (Sheridan et al., 1997). The research evidence indicates that human capital variables have a significant impact on career success because they explain a large proportion of the variation in salary and in the number of promotions. The contest mobility norm suggests that the organization rewards individuals who possess higher levels of human capital (i.e. employees who have higher educational levels, longer job and organizational tenure, and more training). Spilerman and Lunde (1991) show that an employee's educational biography, such as years of schooling and other educational measures, will influence his or her rate of advancement. Nabi (1999) found educational achievement to be a predictor of objective career success. The results indicate that job experience was more positively related to women's managerial level whereas it failed to explain any of the variance in career success for men. This result is supported partially by earlier research that suggests that individuals with more job assignments and who are more visible to others are more likely to move into managerial positions (Melamed, 1996). Job and organization tenure also are viewed as investments in human capital. Prior research indicates that job tenure and organization tenure are positively related to career outcomes (e.g. Judge & Bretz, 1994; Judge et al., 1995). This is because individuals with longer job

and organization tenure may have developed expertise in their positions and may have obtained valuable experiences.

Previous career research reported the linked personal factors to career success (Thacker & Wayne, 1995; Pfeffer, 1989; Gould & Penley, 1984). For example, personal factors such as education and experience were found to be strong determinants of career success. Researchers have found personal investments in education and experience to be the strongest and most consistent predictors of career progression (Tharenou et al., 1994; Dreher & Ash, 1990). Kirchmeyer (1998) found work experience and tenure to be strongly related to objective and subjective career success. Because the average organizational tenure among school principals was quite high, it is likely that many employees may have reached a career plateau, thus having access to fewer promotional opportunities.

This study shows that only tenure in terms of the number of experiences in various organizations significantly influences extrinsic career success. The results of this study was consistent with past research which revealed that the strongest predictors of objective career success are human capital dimensions including educational attainment and work experience (e.g. Judge et al., 1995).

Overall, this study suggests that human capital dimensions were significant in predicting extrinsic career success. This implies that, to succeed in the number of promotions and salary attainment, the human capital dimension is an important factor to influence extrinsic career success. However, the intrinsic career success dimension was not affected by the human capital dimension. This may be due to intrinsic career success as an

individual's subjective feelings or an internal evaluation of career accomplishment. It is strongly influenced by an individual's own personality traits. This result provides support for the human capital theory for the extrinsic career success. In most cases, work experience develops managerial skill over time that improves job performance and thus contributes to extrinsic career success.

#### **5.2.1.2 The Influence of Political Personality Traits on Career Success**

Personality is a stable behavioral pattern over time and across situations and is made up of various traits. In the literature, the effect of individual personalities on career outcome have been studied extensively (Aryee et al., 1994; Boudreau et al., 2001; Bozionelos, 2004b; Sutin et al., 2009). Seibert et al. (1999) suggested that personality variables should be included in models of career success research because previous studies (Judge et al., 1999; Seibert et al., 1999) showed the significant impact of personality traits on individual career outcome. Thus, this study examined the influence of political personality traits on career success. The results of this investigation will add unique information to the growing body of literature relating personality traits to career success. The following section will discuss in detail the influence of political personality traits on career success.

##### *i) The influence of political personality traits on intrinsic career success*

In sum, the findings of this study regarding the personality traits dimensions showed that the Machiavellianism personality and the Need for power personality were the determinant factors for the intrinsic career success dimension for life satisfaction ( $\Delta R^2 = 0.07$ ,  $p < 0.01$ ) and career satisfaction ( $\Delta R^2 = 0.04$ ,  $p < 0.01$ ). The personality traits factors predicted 7% of the variance

**Comment [RE191]:** If you mean "Seibert, Kraimer, & Crant, 2001" here, change to "Seibert et al., 2001"

in life satisfaction and 4% of the variance in career satisfaction. This study revealed that political personality traits significantly influenced intrinsic career success and contributed a small variance in career success. In other words, this study supported the finding that individual personality traits are likely to affect intrinsic career success. This means that, although individual possesses political personality traits, they may not experience a great success. This is because other factors or personality traits might also influence career success. Particularly, the results of this study showed that the school principal's personality traits dimension, Machiavellianism personality, significantly correlated positively to the intrinsic career success dimension (i.e. career satisfaction) ( $\beta = 0.15$ ,  $p < 0.05$ ), and was significantly related to life satisfaction ( $\beta = 0.12$ ,  $p < 0.05$ ). Individuals high in Machiavellianism are found to be more satisfied in their career and with their life. This study also found that a school principals' Need for power personality was positively and significantly related to career satisfaction ( $\beta = 0.13$ ,  $p < 0.05$ ) and life satisfaction ( $\beta = 0.24$ ,  $p < 0.05$ ). Thus, individuals who have a high desire to influence the behavior or emotions of someone else will be more satisfied with their career and life. In sum, individuals who have high political personality traits demonstrated greater intrinsic career success.

Previous studies showed that individual personality traits have a significant influence on intrinsic career success (Judge et al., 1999; Boudreau et al., 2001; Lau, 2002). The results of this study supported the previous study by extending the dimensions of the personality traits that impact intrinsic career success. Previous research found that personality traits variables such as the Five Factor Model (FMM) personality (Judge et al., 1999; Witt et al.,

2002; Sutin et al. 2009), locus of control, self-esteem, leader member exchange (LMX), personality type, and role ambiguity (Kacmar et al., 2004) have a significant effect on career success.

The results of this study are consistent with previous research studies (Judge et al., 1999; Seibert et al., 2001, Ng et al., 2005) which examined the personality effects on job satisfaction and found that several of the personality traits dimensions correlated with intrinsic career success. The study by Boudreau et al. (2001) extended prior career success models by incorporating personality traits and several dimensions of extrinsic (remuneration, ascendancy, job level, employability) and intrinsic (job, life, and career satisfaction) career success. Lau (2002) also found that personality traits were positively related to intrinsic career success. The results showed that personality traits are significantly related to intrinsic career success. This study supports the notion that political personalities should be included in the model of career success in line with the models by Seibert, Crant, and Kraimer (1999) and Nabi (1999). This study also supports Holland's Career Congruence theory (1996) that stated individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction. Thus, an individual's personality and vocational choice are related. To be successful and satisfied in one's career, it is necessary to choose an occupation that is congruent with one's personality. In sum, career satisfaction and achievement depend on the congruence between personality and environment factors.



*ii) The influence of personality traits on extrinsic career success*

The findings of this study show that personality traits dimensions (Machiavellianism personality and Need for power personality) were not the determinant factors for extrinsic career success dimension for salary attainment ( $\Delta R^2 = 0.00$ , n.s) and the number of promotions ( $\Delta R^2 = 0.00$ , n.s). Personality traits did not predict the variance in salary attainment and the variance in the number of promotions. The correlations between the principals' personality traits dimensions and extrinsic career success dimension were not supported in this study. Thus, this study shows that the Machiavellianism personality and the Need for power personality did not influence the salary attainment of school principals and the number of career promotions they received. The findings suggest that the political traits personality is not required to achieve salary attainment and to achieve promotion in the school principal job in the education organization.

Thus, this study suggests that political personality traits were not a predictor of salary attainment and promotion. The finding of this study is consistent with the finding of the study by Wakefield (2008) who showed that Machiavellianism was unrelated to the level of income and status in organizations. However, the finding of this study is contrary to the research by Lau (2002) who found that personality traits in terms of agreeableness (good-natured, cooperative, and trusting) was positively related to income, the perceived sufficiency of income, and career achievement..

**5.2.1.3 The Influence of Political Skill on Career Success**

Political skill has long been identified as a competency to be effective in organizations and will influence work outcomes (Mintzberg, 1983). Mintzberg

(1985) proposed that career success in organizations is determined more by social skill and political skill. Therefore, one of the ways to get ahead in a career is to build social and political competence. Individuals with a high political skill have the ability to understand effectively the work of others and to use such knowledge to influence others to act in ways that enhance one's personal and organizational objectives (Ferris et al., 2000). It has been argued that political skill is vital for superior performers (Spencer & Spencer, 1993). Thus, this study tested the effect of political skill on intrinsic and extrinsic career success. The following section will discuss in detail the influence of political skill on career success.

*i) The influence of political skill on intrinsic career success*

In sum, the results of this study show that the political skill (including the interpersonal skill, the social networking skill, and the social astuteness skill) was the determinant factor for the intrinsic career success dimension for life satisfaction ( $\Delta R^2 = 0.15$ ,  $p < 0.01$ ) and career satisfaction ( $\Delta R^2 = 0.06$ ,  $p < 0.01$ ). Political skill factors predicted 15% of the variance in life satisfaction and 6% of the variance in career satisfaction. This study revealed that political skill factors significantly influenced intrinsic career success. In particular, the results of this study showed that principals' political skill dimensions, namely interpersonal skill, significantly related to intrinsic career success dimension, career satisfaction ( $\beta = 0.14$ ,  $p < 0.05$ ), and life satisfaction ( $\beta = 0.27$ ,  $p < 0.05$ ). Individuals who are more interpersonal are likely to be more satisfied in their careers and in life.

Furthermore, there were significant relationships between the principals' political skill dimension and networking, and life satisfaction ( $\beta = 0.18$ ,  $p < 0.05$ ).

Individuals who are able to build effective networks are likely to be more satisfied in their life. The social astuteness skill significantly related to the intrinsic career success dimension, career satisfaction ( $\beta= 0.14$ ,  $p<0.05$ ). Individuals who excel in social astuteness are likely to be satisfied in their careers. Thus, those who have political skill would be expected to be liked by others and are more satisfied with their career and life than are those who are less politically skilled. This finding provides the evidence that political skill is a predictor of intrinsic career success.

This study was consistent with the findings reported in Harvey et al. (2007), Langford (2000), Forret & Dougherty (2004), Ng et al. (2005), Emmerik, Euwerna, Geschiere, & Schouten (2006), and Wolff & Mosen (2009). The study by Harvey et al. (2007) showed a significant positive correlation between political skill and career satisfaction. Past studies also showed that formal and informal networking had a strong association with career satisfaction among employees (Langford, 2000; Forret & Dougherty, 2004; Ng et al., 2005; Emmerik et al., 2006; Wolff & Mosen, 2009). However, Bozionelos and Wang (2007) did not find a relationship between networking and career success.

In sum, this finding supports the social influence theory (Levy et al., 1998). Individuals who are high in political skill are able to influence others to achieve desired outcomes and goals. They strive to develop and preserve meaningful social relationships and are more likely to be satisfied with their careers and lives in general. Thus, politically skills are related to higher career and life satisfaction. The results suggest that individuals who are highly politically skilled perceive themselves as more successful in their career.

*ii) The influence of political skill on extrinsic career success*

On the other hand, the findings of this study show that the political skill (including the interpersonal skill, the social networking skill, and the social astuteness skill) were not the determinant factors for the extrinsic career success dimension for salary attainment ( $\Delta R^2=0.00$ , n.s) and the number of promotions ( $\Delta R^2=0.01$ , n.s). Political skill factors did not predict the variance in salary attainment and only predicted 1% of the variance in the number of promotions. This study revealed that political skill did not significantly influence extrinsic career success. The results of this study show that all dimensions of political skill (i.e. networking, social astuteness, and interpersonal relationships) were not significantly related to the extrinsic career success dimension for salary attainment and the number of promotions. These results indicate that individuals with a higher salary who receive more promotions were not influenced by the networking skill, the interpersonal skill, or the social astuteness skill. Thus, a strong focus by an individual on political skill may not lead to extrinsic career success. These findings suggest that political skills alone are not sufficient to achieve a higher salary and promotion in an education institution. Thus, the findings of this study do not support the premise that political skill is a predictor of extrinsic career success.

The findings of this study are contrary to past studies that have shown political skill as a critical factor for management and promotion within the organization and as related to career success (Ferris et al., 1994; Forret & Dougherty, 2004; Thompson, 2005; Wolff & Mosen, 2009; Todd et al., 2009). Forret and Dougherty (2004) found that some networking activities were related to career outcomes. Thompson (2005) showed that networking leads

to a higher performance rating and to salary increases. Wolff and Mosen (2009) also found that networking was related to salary and the growth of salary over time. Todd et al. (2009) found that networking was significantly related to total compensation and total promotion.

#### **5.2.1.4 The Influence of Political Behavior on Career Success**

Ammeter et al. (2002) proposed a political theory of leadership to show that a leader's organizational political behavior influences his or her career outcome in terms of performance evaluation, promotion and mobility, compensation, power, and leader reputation. The results of this study will provide additional support for the role of the political behavior dimensions as predictors on career outcomes. This study wants to show that organizational politics have beneficial effects in terms of increased objective and subjective career success. Past results demonstrated that political behavior significantly predicted both intrinsic and extrinsic career success (Judge & Bretz, 1994). Additionally, research showed that different political tactics exerted different effects on career success. Research also suggests that individuals who perceive a high level of organizational politics are also likely to enact political behavior themselves (Ferris et al., 2000). However, one of the unexpected findings in this research is the absence of the effects of political behavior on school principals' career success. This may be because the school organization in this study is not a highly political environment. Thus, the school principals are unlikely to enact political behavior among themselves. The school principal job is not a political job, thus the use of influence tactics and strategy is very low. This study suggests that engaging in political behaviors

**Comment [RE192]:** Omit "nearly" if possible.

will not contribute to career success. The following section will discuss in detail the influence of political behavior on career success.

*i) The influence of political behavior on intrinsic career success*

In sum, the findings of this study show that the political behavior factors (proactive and reactive behavior) were not the determinant factors for the intrinsic career success dimension for life satisfaction ( $\Delta R^2=0.01$ , n.s) and career satisfaction ( $\Delta R^2=0.00$ , n.s). Political politic behaviors factors predicted only 1% of the variance in life satisfaction and did not contribute to the variance in career satisfaction. This study revealed that political behavior dimensions did not significantly influence intrinsic career success.

In general, this study showed that there was no significant relationship between the political behaviors dimensions, proactive political behavior, and both intrinsic career success dimensions. Proactive behavior consisted of the influence tactics individuals undertake in response to a perceived opportunity in order to influence the outcome in their behalf. This result was in the unexpected direction. In sum, this research suggests that respondents who engaged in proactive behavior do not tend to feel more successful about their own careers.

In addition, the findings revealed that there were no significant relationship between principals' reactive political behavior and both of the intrinsic career success dimensions. Reactive political behavior included the influence tactics that individuals undertake in response to a perceived threat in order to manage any personal damage which may come about or to forestall a future negative outcome. The respondents who engaged in reactive political behavior tended to be not satisfied about their own careers and lives.

This result was not consistent with prior research. Judge and Bretz (1994) examined the relationship between political-influence behavior and career success and concluded that members' supervisor-focused tactics of political influence that were manifested by the strategy of ingratiation resulted in higher levels of career success. The results of this study were also not consistent with Valle (1995) who demonstrated that individuals who were likely to use proactive political behavior were more satisfied with their work and less likely to leave the organization. However, individuals who were likely to use reactive behavior were found less satisfied and less likely to leave organization. Earlier findings regarding the impact of proactive behavior also showed that people with a proactive personality behavior demonstrated significant positive relationships with career satisfaction and career management behaviors (Chiaburu et al., 2006; Seibert et al., 2001). Previous research also found that proactive personality behavior was significantly and positively related to career satisfaction (Seibert et al., 2001a; Ng et al., 2005; Barnett & Bradley, 2007) and to career success (Thompson, 2005). Thus, this study result does not support the model of proactive behaviors, which suggests that proactive individuals are likely to achieve greater career satisfaction.

*ii) The influence of political behavior on extrinsic career success*

The results of this study show that the political behavior factors (proactive and reactive behavior) were not the determinant factors for the extrinsic career success dimension for salary attainment ( $\Delta R^2 = 0.01$ , n.s) and the number of promotions ( $\Delta R^2 = 0.01$ , n.s). Political behavior factors only predicted 1% of the variance in salary attainment and 1% of the variance in

the number of promotions. This study revealed that political behavior did not significantly influence extrinsic career success. For the extrinsic career success, the results also revealed that there was no significant relationship between the organizational politics behavior dimension, reactive political behavior, and the extrinsic career satisfaction dimensions for salary attainment, and for the number of promotions.

In addition, proactive political behavior did not significantly influence both extrinsic career success dimensions. Thus, this study does not support that those who wanted to achieve higher salary attainment should exercise more reactive political behavior. This study found that job promotion did not influence political behavior factors. The basic argument of political behaviors in the organizations is that an actor consciously constructs an impression to achieve maximum personal benefits. This argument was not supported by the results of this study.

However, many researchers believe that workplace politics may have several positive outcomes such as career advancement, recognition and status, enhanced power and position, accomplishment of personal goals, and control and success (Mainiero, 1994). Ferris and Judge (1991) suggested that the effect of influence behavior on career success is purely politically motivated and self-serving, placing personal goals over organizational goals. Political behavior or influence tactics have been found to be significantly related to job performance (Wayne & Kacmar, 1991), assessments of promotability (Thacker & Wayne, 1995), salary increases (Thacker, 1995), and career progression (Judge & Bretz, 1994). In sum, this study also did not support the leadership political theory by Ammeter et al. (2002) which stated



that political behavior will influence leader performance evaluation, career promotion, mobility, and compensation.

### **5.2.2 The Moderating Effects of Organizational Politics Perceptions (POP) in Personal Characteristics -Career Success Relationships**

Organizations have been characterized as venues and arenas for the political process (Mintzberg, 1983, 1985). Ng et al. (2005) suggested that researchers should examine moderators' variables to understand more fully the complex phenomenon of career success. Thus, another important interest of this study was the moderating effect of organizational politics on the personal characteristics and career success relationship. A moderator is a qualitative or quantitative variable that affects the direction and/or strength of the relationship between an independent variable and a dependent variable. Much of the literature has focused on the consequences and antecedents of POP. However, some studies had examined the moderating role of POP (Harrell-Cook et al., 1999; Hochwarter et al., 2000; Hochwarter, et al., 2004; Harris et al., 2005; Zhang & Lee, 2010; Kacmar et al., 2010; Poon, 2006). This study also focused on the moderating role of POP.

The second research objective of this study was to examine whether the relationship between school principals' personal characteristics and school principals' career success is moderated by the level of organizational politics. Thus, the model of this study tries to prove that organizational politics perceptions will act as a moderator between individual characteristics and organizational politics dimensions. A hierarchical regression analysis was performed to assess this influence. It was hypothesized in this study that

**Comment [RE193]:** This is the wording you used earlier. :-)

organizational politics perceptions would moderate the individual characteristics and the school principals' career success.

The analysis of the results provided limited support for the statement that organizational political perception moderates the relationship between individual characteristics and school principals' career success. The results from this study did not provide strong support for POP moderating the relationship. The lack of moderating effects for perception of politics is the additional evidence suggesting that the school principal job is not a political job. The sections that follow elaborate more on these findings.

#### ***5.2.2.1 Organizational Politics Perceptions and Political Personality Traits Interactions***

As previously stated, this study shows that political personality traits were an important predictor of intrinsic career success. It was proposed that the organizational politics perception was a moderator in the relationship between the political personality traits dimension and the intrinsic career success dimension. However, in particular, this study result reveals that the Machiavellianism personality and the intrinsic career success relationship were not moderated by the organization politics perception. For the Need for power personality, the results also did not support the perception of politics as moderator. In brief, this study shows that the perception of organizational politics did not moderate the relationship between personality traits and intrinsic career success.

Similarly, the hypotheses that stated that political perceptions moderate the relationship between principals' political personality and extrinsic career success dimension were not supported. These findings suggest that

organizational politics did not moderate the relationship between political personality traits and the number of promotions received and salary attainment. In sum, it can be concluded that level of organizational politics had no impact on the relationship between political personality traits and extrinsic career success. Individuals who seek success in the number of promotions and salary attainment need to realize that extrinsic career success is not influenced by the political environment of organizations.

**Comment [RE194]:** "have to" sounds a bit harsh or rigid. Consider replacing with "need to" or "should" or another synonym throughout this section using find and replace. :-)

#### **5.2.2.2 Organizational Politics Perceptions and Political Skill Interactions**

As noted in the literature, political skill is a skill that employees use to achieve a desired career outcome. Political skill has identified for a long time as a competency to be effective in an organization. The findings from this study suggested that political skill dimensions influence intrinsic career success dimensions. However, the hypotheses that stated that the organizational political perception moderates the relationship between principal individual skill and intrinsic career success were not supported.

In summary, this study shows that there was a non-significant interaction effect between political skill and the organizational politics perception on intrinsic career success. In brief, it can be concluded from this study that the relationship between political skill and intrinsic career success was not dependent on the level of perceptions of organizational politics. The hypotheses that political perceptions moderate the relationship between school principals' political personality and extrinsic career success dimension were partially supported. These findings suggest that there was a significant interaction between the networking skill and the perception of politics on salary attainment. This effect can be seen in the plotted graph where it shows that

the networking skill was positively related to salary attainment in a low level of politics. In contrast, the networking skill negatively related to salary attainment when the level of politics in an organization was high. In terms of salary attainment, an individual who has a networking political skill will influence the political environment of organizations. Thus, individuals with a high networking political skill have the ability to read others, understand situations at work, and use this knowledge to gain their personal career objectives. Therefore, politically skilled individuals are more likely to succeed in organizations that are low political environments. They have the ability to influence others successfully at work, which leads to higher levels of performance.

The hypotheses that political perceptions moderate the relationship between principals' political personality traits in terms of social astuteness skill, interpersonal skill, and extrinsic career success dimension were not supported. In brief, it can be concluded from this study that the relationship between political skill and extrinsic career success was not dependent on the level of the perceptions of organizational politics.

### ***5.2.2.3 Organizational Politics Perception and Political Behavior Interaction***

The behavioral approach assumes that individuals have certain control over their career choice and advancement. They can enact appropriate career plans and tactics according to an organizational environment that will contribute to career success (Greenhaus et al., 2000). Earlier studies showed that political behaviors (Zanzi et al., 1991; Judge & Bretz, 1994; Valle, 1995) have a significant influence on career success. In particular, Judge and Bretz (1994) conducted the first study of the influence of political behavior on career

success and found that some political influence behaviors have a positive relationship with extrinsic and intrinsic career satisfaction.

However, this study demonstrated that organizational politics perception was not a moderator between political behavior and intrinsic career success (i.e. career satisfaction and life satisfaction). In sum, it can be concluded that the level of organizational politics had no impact on the relationship between political behavior and extrinsic career success dimensions. This finding suggests that the relationship between political behavior and career success dimensions do not influence the political environment of organizations.

This study did not support the arguments that career promotions represent the most political decision made in organization (Ferris & Judge, 1991; Zanzi et al., 1991; Judge & Bretz, 1994; Valle, 1995). In brief, this study revealed that political behavior and the political perception level in an organization were not significant factors to influence the intrinsic and extrinsic career success of individuals. Individuals who desire to achieve success in their number of promotions and salary attainment need to realize that their career success is not influenced by political behavior and organization political perceptions.

**Comment [RE195]:** See previous comment about this phrase.

### **5.3 IMPLICATIONS OF THE STUDY**

The findings from this study may have practical and theoretical implications for the teaching profession in Malaysia. Theoretically, the results of this study support the previous research, which indicated that there were some influences of personal characteristics and organizational politics on career success. This study has enhanced the existing body of knowledge

related to the career development and the career success literature. The results indicate that organizational politics factors have significant effects on intrinsic career success but not on the extrinsic career success of school principals. Thus, the findings of this study may have an implication on the satisfaction, the salary attainment, the selection process, and the promotion of school principals in the Malaysian school system. Both practical and theoretical implications are discussed in the following sections.

### **5.3.1 Practical Implications**

The findings of this study have several practical implications for the teaching profession in Malaysia. They show the link between the perception of organizational politics, human capital, personality traits, political skills, political behavior, and the career success of school principals. The results suggest that intrinsic and extrinsic career success have different profiles of predictors.

#### **5.3.1.1 Individual Level (Teachers and School Principals)**

Political personality traits and political skill are significantly correlated to intrinsic career success. Thus, school principals with high political personality traits and political skills are more satisfied with their career and lives. To achieve intrinsic career success, the knowledge of political personality traits and political skill are important. The research findings show that personality traits and political skill will enhance career and life satisfaction. Thus, current and future school principals need this information about personality traits and political skill in order to maximize their career success. This result suggests that individuals may benefit from being able to participate in political skill training. One primary implication is the need of training on management skills

such as political skill. Certainly, these are critical skills for all school principals to obtain more positive career outcomes.

There is a clear implication that the promotion and salary attainment criteria of school principals should be studied and revised. Teachers and school principals have to understand and recognize the reality that promotion and salary attainment in school organizations are not politically influenced. Thus, there is no benefit in engaging in behaviors that may be perceived as political. This study showed that only human capital attributes have a significant influence on extrinsic career success. Teachers and school principals have to realize that increasing their human capital will increase their extrinsic career success. This suggests that promotion and salary attainment are not associated with an individual's personality, skill, and behavior.

These results present clear implications for individual career management strategies. They suggest that those who have career planning in their future may consider that the organizational politics behavior is not essential in obtaining extrinsic career success. By focusing on the effect of political behavior on individual career success, the present study does not strongly support the influence of the organizational politics perspective on careers. Future research needs to understand that the realities of promotion and salary attainment in school organizations are not influenced politically.

This study showed that only human capital attributes have a significant influence on extrinsic career success. The findings in this study provide evidence to help teachers know what the relationship is between their personal attributes and career success and to help them develop appropriate career management strategies that enhance their career success.

### **5.3.1.2 Organizational Level (Ministry of Education)**

This study has some implications on human resource management policy and practices. It provides empirical information about the predictors of intrinsic and extrinsic career success for human resource practitioners in the school organization. The findings suggest that, if organizations want their employees to achieve extrinsic career success, attention must be given to developing them in human capital dimensions. The organizational politics factor is not the predictor of extrinsic career success. Salary attainment and the number of promotions are not significantly influenced by organizational politics. Human resource divisions in the education ministry can use the results of this study to assess career paths relative to individual characteristic factors. The findings are particularly useful for dealing with teachers who face career problems such as career stagnation or career transition. Specifically, human capital can be significantly contributed to the extrinsic career success of a school principal. The knowledge of the relationship between personal attributes and career success might assist human resource management personnel design a more effective career system.

At the organizations level, the results also suggest that, if organizations want their employees to achieve intrinsic career success, attention must be given to developing their personality traits and skills. It suggests that employees who are higher in political skill experience a more positive career outcome in terms of career and life satisfaction. This finding is useful for the Ministry of Education's human resource and training divisions in their career management strategies.



### **5.3.2 Theoretical Contributions**

The present study offers a number of theoretical contributions to the study of career development in organizations. This study contributes to the existing literature by supporting the theory that the individual attributes variable and political environment aspects influence career success. Most importantly, this is among the few studies of career success carried out from an organizational political perspective. Thus, the argument by Mintberg (1983, 1985) that career success is determined less by intelligence (education, training, tenure) and hard work and more by social astuteness, positioning, and political savvy was partially supported.

In summary, this study confirms and extends some career theories. This study shows that personality traits and the political skill dimension have some significant influence on intrinsic career success.

#### **5.3.2.1 Holland Career Theory**

This study showed that political personality traits significantly influence intrinsic career success. This finding is in line with Holland's career theory. Holland (1992, 1996) suggested that individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction. An individual's personality is a primary factor in his or her vocational choice. In other words, in order to be successful and satisfied in one's career, it is necessary to choose an occupation that is congruent with one's personality. This study supports the argument that personality and career choice are related.

### **5.3.2.2 Human Capital Theory**

This study shows that career outcome and personal goals and extrinsic career success in terms of the number of promotions and salary attainment, are influenced by the human capital dimension. The human capital theory hypothesizes that everyone is different regarding the amount and quality of human asset or capital (education, experience, skill, and personal characteristics) that they bring to the job. This theory also proposes that employees make rational choices regarding investments in their own human capital. Their investment in human capital influences their work performance and subsequently influences the organization rewards that they receive. The amount and effectiveness of the human capital is the main determinant of career success. Therefore, the findings of this study support the human capital theory.

### **5.3.2.3 Social Cognition Career Theory (SCCT)**

The Social Cognition Career Theory (SCCT) proposed by Lent et al. (1994) focuses on the connection of self-efficacy, outcome expectations, and personal goals that influence an individual's career choice. The SCCT emphasizes the role of individual personality, cognitive, behavioral, and contextual factors in career development. This finding is in line with the social cognitive career theory which proposes that self-efficacy in the form of belief (skill, personality, behavior) can influence the career expectation and career goal. This study shows that political personality traits and political skill have a significant influence on intrinsic career success. A high level of political skill and political personality will increase the sense of self-confidence in one's ability. Thus, this will increase the career self-efficacy of an individual.

The SCCT also emphasizes the role of contextual factors in career development. This study proposed that the perception of organization politics as a moderator in career success made the application of SCCT useful to this study. However, the level of politics in organization as contextual factors did not have a strong significant influence on the personal and career relationship. Thus, from a theory viewpoint, this study does not strongly support the role of contextual factors in the SCCT theory.

#### **5.3.2.4 Social Influence Theory**

Social influence is an effort by an individual or group to change the attitudes, behaviors, or beliefs of others, intentionally or unintentionally. As a result, the changed person perceives themselves in relationship to the influencer, other people, and society in general (Levy et al., 1998). This study supports the social influence theory. Individuals who are high in political skill are able to develop and preserve meaningful social relationships, influence others to achieve desired outcomes and goals, and are more likely to be satisfied with their careers and lives in general. Thus, political skill is related to a higher career and life satisfaction. However, this study shows that social influence does not affect extrinsic career success in terms of the number promotions and the salary level.

#### **5.3.2.5 Political Theory of Leadership**

The political theory of leadership (Ammeter et al., 2002) specifies that interpersonal qualities (social capital, cognition, political will, and personality) affect the leader political behavior utilized by a leader and affect important individual-level outcomes of the leader (leader effectiveness, performance evaluation, promotion, and reputation). According to this theory, the leaders'

political behavior will affect career outcomes in terms of performance evaluation, promotion and mobility, compensation, power, and reputation of leadership. However, this study shows that the political behavior of a leader does not influence extrinsic career success in terms of the number of promotions and salary attainment. This might be because the level of organizational politics perceptions was low in education organization. Thus, promotion process and the performance appraisal are not influenced much by the organizational politics factor. Therefore, the theory of political leadership was not supported by this study.

Furthermore, this study supported that there are distinct constructs between extrinsic and intrinsic success. It was expected, and it was generally found, that individual attributes and organizational politics had no similar effects on intrinsic and extrinsic success. In sum, there are different predictors of intrinsic and extrinsic career success. Each dimension of career success is distinct and each dimension should be investigated separately in future research studies.

#### **5.4 RECOMMENDATIONS FOR FURTHER RESEARCH**

The findings and the limitations of this study have led the researcher to make the following recommendations for further research:

1. A similar study should be conducted in other educational institutions in Malaysia. The study should be expanded to include a comparison among school principals, headmasters, and officers at the District Education Office, the State Education Department, and the Ministry of

Education. The level of organizational politics may be different at the different levels of the organizational structure.

2. The generalizability of the findings is limited by the single organization data only, particularly schools organization, and is concentrated only on school principals. Therefore, in order to generalize the finding to other organizations, the study needs to be replicated in different institutions in the Malaysian public education setting (for example, teaching institutes, training institutes, and public universities) since they might have different cultures and environments.
3. The future study should conduct longitudinal research. Longitudinal studies are needed to establish causal direction among the relationships investigated in this study. However, this data collection process would be quite difficult to accomplish since it typically takes years to achieve career success. Probably because of these difficulties, the lack of longitudinal research in the career literature is a common theme that has been noted by others. However, longitudinal data would increase our confidence in making an inference.
4. The data in this study was collected from self-reports, thus it is possible that the self-report variance biased the relations observed. In any event, problems with self-reporting are more severe when relating attitudinal information to other attitudinal information than when relating attitudinal data with demographic or other objective information. This suggests that more caution should be exercised in interpreting the effect of personal attributes on intrinsic success than in interpreting the effects of personal attributes on extrinsic success. Although these self-

assessments are informative, other studies should use different perspectives such as coworker or subordinate perspectives because respondents might not want to relate their career success with organizational politics.

5. This study was limited by the set of individual factors that were proposed to be linked to career success. Although there are many predictors that have been examined in previous models of career success, this study examined the impact of individual characteristics including human capital, personality, political skill, and political behavior on career success from a political perspective. It is suggested that further studies should examine career success from other perspectives. The results of the present study supported the hypotheses regarding the differential influence of organizational politics. Thus, it is important to note this influence and try to link it to other dimensions of career outcomes. The next study should focus on the differential influence of organizational politics in other areas of human resource management.
6. Several researchers have suggested that individuals go through career stages and that career planning and career management processes vary depending on the stage an individual is in (London & Stumpf, 1982). It would be interesting to investigate if the effect of personal attributes on career success depends on the career stage of the individual. Future research investigating this may be informative to individuals managing their careers.
7. Another area for future research is the issue of dimensions of influence political behaviors. A number of taxonomies of influence behavior have

been proposed (Kipnis et al., 1980; Wayne & Ferris, 1990). It would be useful for future research to evaluate the relative validity and usefulness of these taxonomies. More work is needed in terms of comparing the various taxonomies.

8. It would be useful for future research to replicate the results presented in this study using a more heterogeneous sample of workers. While gathering data from secondary schools increases the generalizability of the results, an even greater generalizability could be obtained by sampling the respondents from various departments and institutions.
9. Future research could be conducted with other variables in personal attributes such as locus control and LMX personality. An exploration of the broader relationships could build a better understanding of the nature of the relationships between individual differences and the environmental, social cognitive, and behavioral predictors of subjective career success. Future research could also explore the types of career management behaviors that are most valuable for achieving important career outcomes for employees.
10. The concepts of career success should be broader than extrinsic and intrinsic aspects. This includes using the sociological perspective of career success (social status, reputation, and recognition).
11. Future studies should employ methodological triangulation by using qualitative methods, involving participant observations, and using an in-depth interview method. These methods are a way to get in-depth and comprehensive information. Personal interviews might have different results when subjects are not likely to respond to survey methods.

## 5.5 CONCLUSION

This research contributes to the literature in several ways by extending the literature of career success determinants. The present study represents one of the attempts to test empirically the influence of personal characteristics (human capital, political personality traits, political skill, and political behavior) on school principals' career success and the moderating effects of the perceptions of organizational politics on that relationship. The finding of this study highlight the different influence of personal characteristics on school principals' career success. Several important conclusions emerge from the quantitative analysis undertaken in this study. The results of this study support empirically the fact that personal characteristics dimensions predict a school principal's career success.

Furthermore, the hypothesis that the relationship between the personal characteristics dimensions and career success is influenced by the perception of politics in organization received limited support. In sum, the hypothesized model in this study was partially supported. This implies that other factors such organizational and motivational factors that were not included in this study may also influence career success.

Through the analysis conducted, the two major research objectives were achieved and the research questions were answered. The first objective was to investigate the influence of school principals' personal characteristics on their career success from the self-perspective of school principals in the context of the Malaysian school organization. In summary, the results of this study provide additional support for the hypothesis that individual personal characteristics factors contribute to career success. This research



demonstrates that the human capital factor is an important determinant of extrinsic career success in terms of salary and the number of promotions compared to political factors (personality, skill, behavior). This research also demonstrates that political personality traits and political skill are determinants of intrinsic career success. In addition, this study shows that political behavior dimensions do not influence the intrinsic and extrinsic career success.

The results of this investigation add information to the growing body of literature in career success in terms of using personal characteristics from the organizational political perspective to predict career success among school principals in Malaysia. This present study shows that there are different predictors for intrinsic and extrinsic career success and support the previous studies that state that each dimensions of career success is a distinct construct. For intrinsic career success, career satisfaction and life satisfaction were found to be influenced significantly by personality traits and political skill. Thus, it shows that, the greater an individual's personality and skill, the more the individual feels successful about their own career. However, the human capital dimensions did not significantly influence intrinsic career success in this study.

The second objective was to examine whether the relationship between school principals' personal characteristics and school principals' career success is moderated by the perception of organizational politics. This research particularly revealed that the perceptions of organizations politics moderate the relationship between interpersonal skill and salary attainment. In sum, this study concluded that career success was not strongly influenced by organizational politics. The occupation of school principals is not a political job.

Therefore, this study has evidently extended and filled the gaps in the literature regarding the influence of personal characteristics and organizational politics on the career success of school principals. In conclusion, six main significant findings can be summarized from this study:

1. Generally, the results reveal that human capital dimensions significantly influence the extrinsic career success dimension. On the other hand, the findings from this study suggest that the human capital dimension did not significantly influence the intrinsic career success of school principals. Of the four human capital variables dimensions, experience was the strongest predictor of extrinsic career success.
2. Political personality traits significantly influence intrinsic career success. On the other hand, the results demonstrate that political personality traits did not significantly influence extrinsic career success in terms of salary and the number of promotions. In particular, it was found that school principals' Machiavellianism personality and their Need for power personality are significantly related to career and life satisfaction.
3. Political skill dimensions significantly influenced intrinsic career success. On the other hand, the results of this study demonstrate that principal's networking skill, social skill, and interpersonal skill do not significantly influence extrinsic career success in terms of salary and the number of promotions. In particular, interpersonal skill was correlated positively and significantly with career and life satisfaction. Networking skill was found to be correlated to life satisfaction. However, this study found that social astuteness is not a predictor of intrinsic career success.

4. The results of this study reveal that school principals' reactive and proactive political behaviors do not significantly influence the intrinsic and extrinsic career success dimensions. Overall, political behavior is not a predictor of career success. The argument that political behavior often interferes with the promotion and rewards process is not supported.
5. The interaction of political perception and individual attributes on career success resulted in mixed findings. There is partial support for the moderating role of political perceptions on the relationship between individual personal characteristics and career success. This finding indicates that the perceptions of organizational politics have a significant moderating effect on the relationship between networking political skill and salary attainment. On the other hand, for all other interactions tested with the perceptions of politics as the moderator, the results from this study do not support the hypothesis that personal attributes and career success relations vary across levels of perception of politics. The lack of moderating effects for the perception of politics is evidence that the level of politics in an organization will not influence the personal characteristics and career success relationship.

Furthermore, this research provides groundwork for future research on career success on other occupations or career roles and extends the literature of school principals' studies. Altogether, these findings provided theoretical, practical, and research implications to the career development area in management literature.

**Comment [RE196]:** This is a very involved project! All the best as you refine and submit it.

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## **APPENDIX A**

### **English Version of Survey Questionnaire**

SERIAL NO.

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**UNIVERSITI UTARA MALAYSIA**  
Sintok, Kedah Darulaman

## SCHOOL PRINCIPALS SURVEY

*Fakulti Pengurusan Perniagaan  
Universiti Utara Malaysia*



## UNIVERSITI UTARA MALAYSIA

***Dear Principal,***

***I am a PhD candidate at Universiti Utara Malaysia conducting research entitle “The influence of personal characteristics and organizational politics on career success of school principals in Malaysia”. This survey is intended to examine the influence of school’s organizational politics and personal individual characteristics with all its complexities in prediction of career success of a principal.***

***You have been randomly selected as a respondent of this study. Please complete this questionnaire, seal it in the enveloped provided and then return it by post. We appreciated the time your give. You anonymity is guaranteed. No individuals will be identified in any report in this research.***

***Your cooperation in completing this survey is greatly appreciated.***

***If you have any queries in relation to the survey please do not hesitate to contact***

***Shahibudin bin Ishak***  
***Fakulti Pengurusan Perniagaan***  
***Universiti Utara Malaysia***

***E-mail: shahib3@streamyx.com***  
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***129 Taman Pandan***  
***Lebuhraya Sultanah Bahiyah***  
***05350 Alor Star***

**SECTION A**

**Following are some personal questions and statement related to yourself. Please complete and mark (X) the relevant information. This information used only for purely statistical purpose.**

1. Gender:  Male  Female

2. Age: \_\_\_\_\_ years

3. Race : \_\_\_\_\_ Malay \_\_\_\_\_ Chinese \_\_\_\_\_ India \_\_\_\_\_ Others (specify \_\_\_\_\_)

4. What is your salary level according to SSM salary grade? Please mark (X) and state in the table below.

Mark X	Salary Grade	Salary level
	DG 48	P ____ T ____
	DG 52	P ____ T ____
	DG 54	P ____ T ____
	GREK KHAS C	P ____ T ____

5. State total number of years of experience as a principal at this school; \_\_\_\_\_ years

6. State total number of years of experience as a principal: \_\_\_\_\_ years

7. State the number of school/institution your worked before appointed first time as principal: \_\_\_\_\_

8. Education level (could mark more than one) :

Mark X	Education Level	Area of major study
	Diploma of Education	
	Others Diploma	
	Bachelor's degree	
	Masters Degreee	
	Ph.D degree	

9. Throughout your career as a teacher, how many on the job training and development have you participate (attended course exceeded three week)

	Training program
1	
2	
3	
4	

9. State the number of promotion you have achieved (Increases in level / job responsibilities / job scope) before appointed as school principal

Mark X	post
	<i>Subject senior teacher</i>
	<i>Co curriculum Senior Assistant</i>
	<i>Students Senior Assistant</i>
	<i>Senior Assistant</i>
	<i>Assistant PPD, at District Education Office</i>
	<i>PP, KPP at State Education Department</i>
	<i>PP, KPP at Ministry of Education ( Department, sections)</i>
	<i>Serve in teachers training college (Lecturer ,etc.)</i>
	<i>Institution under the ministry of education ( IAB,Jemaah Nazir, Pusat Perkembangan Kokurikulum, Lembaga Peperiksaan)</i>
	<i>Others post. ( please specify )</i>

## SECTION B

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**Please provide the information about your school organization:**  
-----

### 1. School Location

State	
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	Urban		Rural
--	-------	--	-------

### 2. School Grade:

A	B
---	---

### 3. School type:

Mark ( X )	School type
	Fully Residential school
	Technical school)
	Religious School)
	Regular School)
	Special model school)
	Sports School
	Cluster school

3. How many students are enrolled at your school? \_\_\_\_\_

4. State the total number of employee in your schools: \_\_\_\_\_

5. What year was school founded \_\_\_\_\_

## SECTION C

**Instruction: This following statement is about work environment in educational organizations (School, District Education Office, and State Department). Please respond to the following items by circle a number for each statement to indicate your level agreement with each statement.**

	ITEM	1 = strongly disagree	2 = disagree	3 = neutral	4 = agree	5 = strongly agree
1	<i>Favoritism rather than merit determines who gets ahead around here.</i>	1	2	3	4	5
2	<i>There is no place for yes-men around here; good ideas are desired even when it means disagreeing with superiors.</i>	1	2	3	4	5
3	<i>Employees are encouraged to speak out frankly.</i>	1	2	3	4	5
4	<i>There are "cliques" or "in-groups" which hinder the effectiveness around here.</i>	1	2	3	4	5
5	<i>You can usually get what you want around here if you know the right person to ask.</i>	1	2	3	4	5
6	<i>There has always been an influential group in this department that no one ever crosses.</i>	1	2	3	4	5
7	<i>Working hard was not enough to get ahead</i>	1	2	3	4	5
8	<i>People here usually don't speak up for fear of retaliation by others.</i>	1	2	3	4	5
9	<i>Individuals who are able to come through in the times of crisis or uncertainty are the ones who get ahead.</i>	1	2	3	4	5
10	<i>As long as the actions of others don't directly affect me, I don't care what they do.</i>	1	2	3	4	5
11	<i>Rewards come only to those who work hard in this organization</i>	1	2	3	4	5
12	<i>Promotions generally go to top performers.</i>	1	2	3	4	5

	ITEM	1 = strongly disagree	2 = disagree	3 = neutral	4 = agree	5 = strongly agree
13	<i>My coworkers help themselves.</i>	1	2	3	4	5
14	<i>Managers in this organization often use the selection system to hire only people that can help them in their future or who see things the way they do.</i>	1	2	3	4	5
15	<i>Overall, the rules and policies around here concerning promotion are specific and well defined.</i>	1	2	3	4	5
16	<i>The rules and policies concerning promotion and pay are fair.</i>	1	2	3	4	5
17	<i>When you need help at work, you can always rely on a co-worker to lend a hand.</i>	1	2	3	4	5
18	<i>Connections with other departments are very helpful when it comes time to call in a favor.</i>	1	2	3	4	5
19	<i>The performance appraisals/ratings people receive from their supervisors reflect more of the supervisor's "own agenda"</i>	1	2	3	4	5
20	<i>If a coworker offers to lend some assistance, it is because they expect to get something out of it.</i>	1	2	3	4	5
21	<i>Pay and promotion policies are generally communicated.</i>	1	2	3	4	5
22	<i>Agreeing with powerful others is the best alternative in this organization</i>	1	2	3	4	5
23	<i>It is easier to remain quiet than to fight the system</i>	1	2	3	4	5
24	<i>Telling others what they want to hear is sometimes better than telling the truth</i>	1	2	3	4	5
25	<i>When it comes to pay raise and promotion decisions, policies are irrelevant</i>	1	2	3	4	5



## SECTION D

**Instructions:** These following statements describe your behavior as a principal at work and how you went about influencing others in order to manage the school. Please circle a number for each statement that come closest to reflecting how frequently you exhibit the behavior.

ITEM		1 = never	2 = seldom	3 = sometime	4 = often	5 = Very often
1	<i>Used a forceful manner; I tried such things as demands , the setting of deadlines, and the expression of strong emotion.</i>	1	2	3	4	5
2	<i>Made the person feel good about me before making my request.</i>	1	2	3	4	5
3	<i>Did not budge from my point of view.</i>	1	2	3	4	5
4	<i>Made formal appeal to higher levels to back up my request.</i>	1	2	3	4	5
5	<i>Denied that a problem existed when it did exist.</i>	1	2	3	4	5
6	<i>Obtained the support of co-workers to back up my request.</i>	1	2	3	4	5
7	<i>Resisted change.</i>	1	2	3	4	5
8	<i>Obtained the support of my subordinates to back up my request.</i>	1	2	3	4	5
9	<i>Justified almost everything I did.</i>	1	2	3	4	5
10	<i>Changed the subject if I did not want to hear something.</i>	1	2	3	4	5
11	<i>Criticized others.</i>	1	2	3	4	5
12	<i>Expressed my anger Verbally.</i>	1	2	3	4	5
13	<i>Reacted poorly to criticism.</i>	1	2	3	4	5
14	<i>Acted very humbly to the person while making my request.</i>	1	2	3	4	5
15	<i>Resisted new ideas.</i>	1	2	3	4	5
16	<i>Relied on the chain of command- on people higher up in the organization who have power over the person.</i>	1	2	3	4	5
17	<i>Blamed external factors for negative events.</i>	1	2	3	4	5

ITEM		1 = never	2 = seldom	3 = sometime	4 = often	5 = Very often
18	<i>Pretended to be busy.</i>	1	2	3	4	5
19	<i>Took things very personally.</i>	1	2	3	4	5
20	<i>Mobilized other people in the organization to help me in influencing the person.</i>	1	2	3	4	5
21	<i>Presented the person with information in support of my point of view.</i>	1	2	3	4	5
22	<i>Overreacted to situations.</i>	1	2	3	4	5
23	<i>Reminded the person of past favors that I did for them.</i>	1	2	3	4	5
24	<i>Acted in a friendly manner prior to asking for what I wanted.</i>	1	2	3	4	5
25	<i>Became emotional when I was criticized.</i>	1	2	3	4	5
26	<i>Explained the reasons for my request.</i>	1	2	3	4	5
27	<i>Covered my butt to avoid trouble (Playing safe).</i>	1	2	3	4	5
28	<i>Refused to admit when I was wrong.</i>	1	2	3	4	5
29	<i>Made excuses for my behavior.</i>	1	2	3	4	5
30	<i>Minimized the importance of an error.</i>	1	2	3	4	5
31	<i>Denied responsibility for a negative event.</i>	1	2	3	4	5
32	<i>Used logic to convince the person.</i>	1	2	3	4	5
33	<i>Made excuses for poor decisions.</i>	1	2	3	4	5

## SECTION E

**Instructions:** These following statements describe self-perceptions about your personality as a principal at work. Please circle a number for each statement to indicates the extent to which you agree or disagree with each statement as it applies to you

ITEM		strongly disagree	disagree	neutral	agree	Strongly agree
1	<i>I seek an active role in the leadership of a group.</i>	1	2	3	4	5
2	<i>I avoid trying to influence those around me to see things my way</i>	1	2	3	4	5
3	<i>I find my self organizing and directing the activities of others.</i>	1	2	3	4	5
4	<i>I strive to gain more control over events around me at work.</i>	1	2	3	4	5
5	<i>I strive to be "in command" when I am working in a group.</i>	1	2	3	4	5
6	<i>Never tell anyone the real reason you did something unless it is useful to do so</i>	1	2	3	4	5
7	<i>The best way to handle people is to tell them what they one to hear.</i>	1	2	3	4	5
8	<i>One should take action only when sure it is morally right</i>	1	2	3	4	5
9	<i>Most people are basically good and kind</i>	1	2	3	4	5
10	<i>Honesty is the best policy in all cases .</i>	1	2	3	4	5
11	<i>There is no excuse for lying to someone.</i>	1	2	3	4	5
12	<i>Generally speaking, individual wont work hard unless they are forced to do so</i>	1	2	3	4	5
13	<i>When you ask someone to do something for you, it best to give the real reasons for wanting it.</i>	1	2	3	4	5
14	<i>Most people who get ahead lead clean moral lives.</i>	1	2	3	4	5

ITEM		strongly disagree	disagree	neutral	agree	Strongly agree
15	<i>Anyone who completely trusts anyone is asking for trouble.</i>	1	2	3	4	5
16	<i>Most individuals are brave .</i>	1	2	3	4	5
17	<i>It is wiser to flatter important people</i>	1	2	3	4	5
18	<i>It possible to be good in all respects .</i>	1	2	3	4	5
19	<i>There's a sucker born every minute .</i>	1	2	3	4	5
20	<i>It hard to get ahead without cutting corners here and there.</i>	1	2	3	4	5

## SECTION F

**Instructions:** This following statements describe self-perceptions about your interpersonal skill as a principal at work . Please circle a number for each statement to indicates the extent to which you agree or disagree with each statement as it applies to you

ITEM		strongly disagree	disagree	neutral	agree	strongly agree
1	<i>I spend a lot of time and effort at work networking with others</i>	1	2	3	4	5
2	<i>I am able to adjust my behavior and become the type of person dictated by any situation.</i>	1	2	3	4	5
3	<i>I am able to communicate easily and effectively with others.</i>	1	2	3	4	5
4	<i>It is easy for me to develop good rapport with most people.</i>	1	2	3	4	5

ITEM		strongly disagree	disagree	neutral	agree	strongly agree
5	<i>I understand people very well</i>	1	2	3	4	5
6	<i>I am good at building relationships with influential people.</i>	1	2	3	4	5
7	<i>I am good at sensing the hidden agendas of others.</i>	1	2	3	4	5
8	<i>I have developed a large network of colleagues and associates at work.</i>	1	2	3	4	5
9	<i>I know a lot of important people and am well connected.</i>	1	2	3	4	5
10	<i>I spend a lot of time at work developing connections with others</i>	1	2	3	4	5
11	<i>I am good at getting people to like me.</i>	1	2	3	4	5
12	<i>I am good at using my network to make things happen at work.</i>	1	2	3	4	5
13	<i>I have good intuition or savvy about how to present myself to others.</i>	1	2	3	4	5
14	<i>I always seem to instinctively know the right things to say to influence others.</i>	1	2	3	4	5
15	<i>I pay close attention to people's facial expressions.</i>	1	2	3	4	5
16	<i>I am able to make most people feel comfortable and at ease around me</i>	1	2	3	4	5

## SECTION G

**Instructions:** This following statements describe self-perceptions about your career and life satisfaction as a school principal. Please circle a number for each statement to indicates the extent to which you agree or disagree with each statement as it applies to you .

ITEM		strongly disagree	disagree	neutral	agree	strongly agree
1	<i>I am satisfied with the success I have achieved in my career.</i>	1	2	3	4	5
2	<i>I am satisfied with the progress I have made toward meeting my overall career goal.</i>	1	2	3	4	5
3	<i>I am satisfied with the progress I have made toward meeting my goals for advancement</i>	1	2	3	4	5
4	<i>I am satisfied with progress I have made towards meeting my goals for development of new skill.</i>	1	2	3	4	5
5	<i>I am satisfied with progress I have made towards income goal.</i>	1	2	3	4	5
6	<i>I am in a position to do mostly work which I really like.</i>	1	2	3	4	5
7	<i>I am please with the promotions I have received so far</i>	1	2	3	4	5
8	<i>I am respected by my colleagues</i>	1	2	3	4	5
9	<i>in most ways my life is close to ideal</i>	1	2	3	4	5
10	<i>the conditions of my life are excellent</i>	1	2	3	4	5
11	<i>I am satisfied with my life</i>	1	2	3	4	5
12	<i>so far I have gotten the important things I want in life</i>	1	2	3	4	5
13	<i>if I could live my life over, I would change almost nothing</i>	1	2	3	4	5
14	<i>Overall, my career has been very successful</i>	1	2	3	4	5

*Thank you for you time in responding to this research questionnaire.  
Please return in the reply paid envelope.*

## **APPENDIX B**

Malay Version of Survey Questionnaire



NO. SIRI:

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**UNIVERSITI UTARA MALAYSIA**  
Sintok, Kedah Darulaman

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**SOAL SELIDIK PENGETUA SEKOLAH**

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**FAKULTI PENGURUSAN PERNIAGAAN**  
Universiti Utara Malaysia



06010 Sintok  
Kedah Darul Aman



UNIVERSITI UTARA MALAYSIA

Yang Dihormati,  
Tuan Pengetua.

Saya adalah pelajar ijazah kedoktoran dari Universiti Utara Malaysia yang sedang menjalankan kajian yang bertajuk “ ***The influence of personal characteristics and organizational politics on career success of school principals in Malaysia***”. Kaji selidik yang dijalankan ini adalah bertujuan untuk mendapatkan maklumat mengenai faktor-faktor yang telah mempengaruhi kejayaan kerjaya tuan-puan sebagai pengetua sekolah.

Tuan/puan telah dipilih secara rawak sebagai responden untuk kajian ini. Saya sangat berbesar hati sekiranya tuan/puan meluangkan sedikit masa bagi menjawab soalselidik ini. Sila ambil peluang ini untuk memberikan maklumbalas dengan jujur dan ikhlas demi untuk menambahbaikkan lagi aspek kepengetuaan sekolah di Malaysia pada masa akan datang. Sehubungan itu, tuan/puan adalah diminta untuk melengkapkan soal selidik ini, memasukkan ke dalam sampul surat yang disediakan dan mengembalikannya secara pos.

Kerahasiaan tuan/puan adalah dijamin. Maklumat yang diberikan oleh tuan/puan dalam soal selidik ini akan digunakan semata-mata untuk tujuan penyelidikan. Tiada individu dalam kajian ini akan dikenal pasti dan didedahkan maklumat dalam laporan yang akan dikeluarkan.

Kerjasama dalam melengkapkan soalselidik ini adalah amat dihargai.

Sekiranya tuan/puan ada sebarang pertanyaan dan kemuskilan berkaitan dengan kajian, bolehlah hubungi

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## BAHAGIAN A: MAKLUMAT PERIBADI

**ARAHAN:** Berikut adalah soalan dan pernyataan berkaitan dengan latarbelakang tuan/puan. Sila lengkapkan ruangan yang disediakan dan tandakan ( X ) di mana perlu pada ruangan yang berkenaan. Maklumat ini hanya digunakan bagi tujuan statistik semata-mata.

-----

6. Jantina: \_\_\_\_\_ *Lelaki* \_\_\_\_\_ *perempuan*
7. Umur : \_\_\_\_\_ *tahun*
8. Keturunan : \_\_\_\_\_ *Melayu* \_\_\_\_\_ *Cina* \_\_\_\_\_ *India* \_\_\_\_\_ *lain-lain* (Nyatakan \_\_\_\_\_)
9. Apakah kedudukan aras gaji tuan/puan sekarang. Tandakan (X) dan nyatakan kedudukan aras gaji berdasarkan jadual Gred Gaji Sistem Saraan Malaysia pada jadual di bawah.

<b>Tandakan X</b>	<b>Gred Gaji</b>	<b>Nyatakan Kedudukan Aras Gaji</b>
	<b>DG 48</b>	<b>P _____ T _____</b>
	<b>DG 52</b>	<b>P _____ T _____</b>
	<b>DG 54</b>	<b>P _____ T _____</b>
	<b>GREK KHAS C</b>	<b>P _____ T _____</b>

5. Nyatakan bilangan sekolah/institusi yang pernah tuan/puan berkhidmat sebelum dilantik pertama kali sebagai seorang pengetua sekolah: \_\_\_\_\_ buah
6. Nyatakan jumlah tahun pengalaman sebagai pengetua secara keseluruhan: \_\_\_\_\_ tahun
7. Nyatakan jumlah tahun pengalaman sebagai seorang pengetua di sekolah sekarang: \_\_\_\_\_ tahun
8. Nyatakan kelulusan akademik dan Ikhtisas tuan/puan ( Boleh tanda lebih daripada satu ).

<b>Sila tanda X</b>	<b>Kelulusan</b>	<b>Pengkhususan</b>
	<i>Diploma Pendidikan</i>	
	<i>Lain-lain Diploma</i>	
	<i>Ijazah Sarjana Muda</i>	
	<i>Ijazah Sarjana</i>	
	<i>Ijazah Ph.D</i>	

9. Sepanjang kerjaya tuan/puan sebagai guru, nyatakan program latihan dalam perkhidmatan berbentuk formal (jangkamas latihan yang melebihi tiga minggu) yang pernah tuan/puan ikuti .

<i>Bil.</i>	<i>Program Latihan</i>
1	
2	
3	
4	
5	

10. Nyatakan jawatan yang pernah disandang sebelum dilantik sebagai pengetua sekolah ( Boleh tanda lebih daripada satu )

<i>Tandakan X</i>	<i>Jawatan</i>
	<i>Guru Kanan Matapelajaran</i>
	<i>Penolong Kanan Kokurikulum</i>
	<i>Penolong Kanan Hal Ehwal Murid</i>
	<i>Penolong Kanan Pentadbiran</i>
	<i>Bertugas sebagai Penolong PPD, di Pejabat Pendidikan Daerah</i>
	<i>Bertugas sebagai PP, KU, Ketua Sektor di Jabatan Pendidikan Negeri</i>
	<i>Bertugas di Kementerian ( Peringkat Jabatan, Bahagian)</i>
	<i>Berkhidmat di Maktab perguruan (Pensyarah, dll)</i>
	<i>Institusi di bawah Kementerian Pendidikan (Pusat sumber Negeri, IAB, Jemaah Nazir, Pusat Perkembangan Kurikulum, Lembaga Peperiksaan)</i>
	<i>Lain-lain Jawatan (Sila nyatakan)</i>

## **BAHAGIAN B: MAKLUMAT SEKOLAH**

**ARAHAN :** Berikut adalah beberapa pernyataan berkaitan dengan organisasi sekolah tuan/puan. Tolong tandakan (X) di tempat yang sesuai dan tuliskan maklumat di mana perlu tentang sekolah tuan/puan berkhidmat sekarang

---

1. Lokasi sekolah: \_\_\_\_\_ ( Tuliskan nama negeri)

Negeri	
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	Bandar		Luar bandar
--	--------	--	-------------

2. Gred sekolah:

A	B
---	---

3. Jenis sekolah:

<i>Tandakan X</i>	<i>Jenis sekolah</i>
	<i>Sekolah Berasrama Penuh</i>
	<i>Sekolah Menengah Teknik</i>
	<i>Sekolah Menengah Agama</i>
	<i>Sekolah Harian Biasa</i>
	<i>Sekolah Model Khas</i>
	<i>Sekolah sukan</i>
	<i>Sekolah Premier Negeri</i>
	<i>Sekolah Kluster</i>

4. Berapakah bilangan pelajar sekolah tuan/puan? \_\_\_\_\_ orang

5. Berapakah jumlah guru dan kakitangan sekolah tuan/puan: \_\_\_\_\_ orang

6. Tahun berapakah sekolah ini ditubuhkan : \_\_\_\_\_

## BAHAGIAN C: PERSEKITARAN KERJA

**ARAHAN:** Pernyataan berikut adalah tentang persekitaran kerja organisasi pendidikan secara umum (merangkumi institusi sekolah, Pejabat Pendidikan Daerah/bahagian, dan Jabatan Pendidikan negeri). Berdasarkan kepada pandangan peribadi tuan/puan sebagai seorang pengetua sekolah, sila nyatakan tahap persetujuan terhadap pernyataan tersebut dengan membulatkan satu nombor yang diberikan.

ITEM		Sangat tidak setuju	Tidak setuju	neutral	Setuju	Sangat setuju
1	Favoritisma (pilih kasih, disukai) yang lebih menentukan kemajuan kerjaya jika dibandingkan dengan kebolehan (merit).	1	2	3	4	5
2	Tiada tempat untuk 'yes-men' dalam organisasi; idea yang baik adalah diingini walaupun bercanggah dengan pihak atasan.	1	2	3	4	5
3	Kakitangan digalakkan untuk memberikan pendapat secara terus-terang.	1	2	3	4	5
4	Terdapat klik atau kelompok di dalam organisasi yang menjadikan keberkesanan organisasi terhalang.	1	2	3	4	5
5	Tuan/puan selalunya boleh memperolehi apa yang dikehendaki Jika mengetahui orang yang betul untuk memohon.	1	2	3	4	5
6	Terdapat kelompok yang berpengaruh di dalam organisasi yang tiada siapa boleh melawan.	1	2	3	4	5
7	Bekerja keras adalah tidak mencukupi untuk maju dalam kerjaya.	1	2	3	4	5
8	Seseorang tidak akan menyuarakan pendapat kerana takut tindak balas pihak lain.	1	2	3	4	5
9	Individu yang terselamat semasa krisis dalam organisasi adalah seseorang yang akan maju dalam kerjaya.	1	2	3	4	5
10	Selagi tindakan orang lain tidak menjejaskan saya secara langsung, saya tidak peduli apa yang mereka lakukan.	1	2	3	4	5
11	Imbuhan hanya datang kepada mereka yang kuat berkerja (work hard)	1	2	3	4	5
12	Kenaikan pangkat umumnya untuk mereka yang menunjukkan prestasi terbaik.	1	2	3	4	5

ITEM		Sangat tidak setuju	Tidak setuju	neutral	Setuju	Sangat setuju
13	Rakan sekerja saya menolong diri sendiri.	1	2	3	4	5
14	Pengurus dalam organisasi pendidikan selalu menggunakan sistem pemilihan jawatan untuk melantik hanya kenalan yang sealiran pendapat dan dapat menolong pada masa hadapan.	1	2	3	4	5
15	Secara keseluruhannya, peraturan dan polisi mengenai kenaikan pangkat adalah spesifik dan jelas.	1	2	3	4	5
16	Peraturan dan polisi mengenai kenaikan pangkat dan gaji adalah adil .	1	2	3	4	5
17	Apabila memerlukan pertolongan di tempat kerja, tuan/puan boleh bergantung kepada rakan sejawatan untuk membantu.	1	2	3	4	5
18	Hubungan dengan sekolah/PPD/JPN adalah amat membantu bila perlukan sesuatu pertolongan	1	2	3	4	5
19	Penilaian prestasi yang di terima adalah menggambarkan lebih kepada agenda tersendiri penilai.	1	2	3	4	5
20	Jika rakan sejawat menawarkan bantuan, ia adalah kerana mengharapkan sesuatu balasan.	1	2	3	4	5
21	Polisi gaji dan kenaikan pangkat umumnya dikomunikasikan .	1	2	3	4	5
22	Bersetuju dengan pihak atasan adalah pilihan yang terbaik dalam organisasi pendidikan.	1	2	3	4	5
23	Adalah lebih baik untuk berdiam daripada melawan sistem yang ada.	1	2	3	4	5
24	Menyatakan apa yang hendak didengar adalah lebih baik daripada menyatakan kebenaran	1	2	3	4	5
25	Apabila perkara berkaitan keputusan kenaikan pangkat dan gaji, polisi adalah tidak relevan.	1	2	3	4	5

## BAHAGIAN D: GELAGAT PENGURUSAN

**ARAHAN:** Berikut adalah pernyataan berkenaan dengan gelagat tuan/puan sebagai pengetua dalam mempengaruhi orang lain untuk menguruskan sekolah. Sila bulatkan nombor daripada skala yang di nyatakan untuk menunjukkan tahap kekerapan gelagat tuan/puan.

ITEM		Tidak pernah	Amat jarang	Kadang-kadang	Kerap	Sentiasa
1	Mengamalkan cara memaksa; meminta (demand), tetapkan tarikh akhir tugas, dan tunjukkan ekspresi emosi yang kuat.	1	2	3	4	5
2	Membuatkan seseorang berasa baik terhadap saya sebelum membuat sesuatu permintaan.	1	2	3	4	5
3	Enggan berganjak dengan pendapat sendiri ( pendirian tetap )	1	2	3	4	5
4	Membuat rayuan secara formal kepada peringkat atasan untuk menyokong permintaan saya	1	2	3	4	5
6	Menafikan bahawa satu wujud masalah walaupun ia sebenarnya wujud	1	2	3	4	5
7	Mendapatkan pertolongan rakan sekerja untuk menyokong permintaan saya.	1	2	3	4	5
8	Menentang perubahan dalam organisasi.	1	2	3	4	5
9	Memperolehi sokongan subordinat ( guru dan staff ) untuk menyokong permintaan saya.	1	2	3	4	5
10	Menjustifikasikan hampir semua tindakan yang dibuat.	1	2	3	4	5
11	Merubah subjek perbincangan jika saya tidak mahu mendengar sesuatu.	1	2	3	4	5
12	Mengkritik orang lain.	1	2	3	4	5
13	Menunjukkan kemarahan saya secara Lisan.	1	2	3	4	5
14	Suka melenting apabila menerima kritikan.	1	2	3	4	5
15	Berkelakuan sangat rendah hati (humble) semasa saya membuat permintaan.	1	2	3	4	5
16	Menentang idea-idea baru dalam organisasi.	1	2	3	4	5
17	Bergantung kepada rangkaian arahan( chain of command) pihak atasan dalam organisasi yang mempunyai kuasa ke atas seseorang.	1	2	3	4	5
18	Menyalahkan faktor-faktor luaran untuk peristiwa-peristiwa negatif.	1	2	3	4	5

ITEM		Tidak pernah	Amat jarang	Kadang-kadang	Kerap	Sentiasa
19	Berpura-pura menjadi sibuk.	1	2	3	4	5
20	Mengambil berat sesuatu perkara secara sangat peribadi.	1	2	3	4	5
21	Menggerakkan orang lain dalam organisasi untuk membantu saya mempengaruhi seseorang.	1	2	3	4	5
22	Menggunakan seseorang yang bermaklumat dalam menyokong sudut pandangan saya.	1	2	3	4	5
23	Bertindak balas secara melampau terhadap sesuatu situasi.	1	2	3	4	5
24	Mengungkit perkara lepas yang telah saya lakukan terhadap seseorang.	1	2	3	4	5
25	Berkelakuan mesra sebelum menyuruh sesuatu yang saya kehendaki.	1	2	3	4	5
26	Menjadi emosi bila dikritik.	1	2	3	4	5
27	Menerangkan alasan untuk permintaan saya.	1	2	3	4	5
28	Melindungi masalah saya bagi mengelakkan kesusahan.	1	2	3	4	5
29	Enggan mengaku bila saya bersalah.	1	2	3	4	5
30	Memberikan alasan untuk tingkah laku saya.	1	2	3	4	5
31	Tidak membesarkan kepentingan sesuatu kesilapan.	1	2	3	4	5
32	Enggan bertanggungjawab apabila berlaku satu peristiwa yang negatif.	1	2	3	4	5
33	Menggunakan logik untuk menyakinkan orang.	1	2	3	4	5
34	Memberi pelbagai alasan kepada keputusan yang lemah	1	2	3	4	5



## BAHAGIAN E: PERSONALITI

**ARAHAN:** Berikut adalah kenyataan-kenyataan mengenai persepsi sendiri bagi menggambarkan personaliti tuan/puan sebagai pengetua. Sila bulatkan nombor daripada skala yang di nyatakan untuk menunjukkan tahap persetujuan terhadap pernyataan yang diberikan.

ITEM		Sangat tidak setuju	Tidak setuju	neutral	Setuju	Sangat setuju
1	Saya cuba mencari satu peranan aktif dalam kepimpinan sesuatu kumpulan.	1	2	3	4	5
2	Saya cuba elakkan untuk pengaruhi orang sekeliling saya agar sependapat dengan cara saya.	1	2	3	4	5
3	Saya dapati diri saya boleh mengelolakan dan mengarahkan aktiviti-aktiviti orang lain.	1	2	3	4	5
4	Saya berusaha untuk mengawal peristiwa yang berlaku di sekitar saya di tempat kerja.	1	2	3	4	5
5	Saya berusaha untuk dapat menguasai (in command) aktiviti bila saya bekerja dalam kumpulan.	1	2	3	4	5
6	Tidak pernah memberitahu sesiapa sebab yang sebenar sesuatu perkara dilakukan melainkan ia adalah amat mustahak	1	2	3	4	5
7	Cara yang terbaik untuk mengawal orang ialah dengan memberitahu sesuatu yang mereka suka dengar.	1	2	3	4	5
8	Seseorang patut mengambil sesuatu tindakan hanya apabila pasti ia adalah benar secara moral	1	2	3	4	5
9	Kebanyakan orang pada dasarnya adalah baik dan jujur .	1	2	3	4	5
10	Kejujuran adalah sikap terbaik dalam semua keadaan.	1	2	3	4	5
11	Tiada alasan untuk membohongi seseorang .	1	2	3	4	5
12	Secara umumnya, Individu tidak akan bekerja kuat melainkan mereka dipaksa berbuat demikian	1	2	3	4	5
13	Apabila meminta seseorang melakukan sesuatu, adalah terbaik memberitahu alasan-alasan sebenar.	1	2	3	4	5
14	Kebanyakan orang yang maju dalam kerjaya adalah bermoral.	1	2	3	4	5

ITEM		Sangat tidak setuju	Tidak setuju	neutral	Setuju	Sangat setuju
15	Sesiapa mempercayai sepenuhnya seseorang akan berhadapan dengan masalah.	1	2	3	4	5
16	Kebanyakan individu adalah berani.	1	2	3	4	5
17	Adalah lebih bijak untuk mengampu orang penting.	1	2	3	4	5
18	Ada kemungkinan untuk menjadi bagus (good) dalam semua bidang.	1	2	3	4	5
19	Ramai orang mudah diperdayakan.	1	2	3	4	5
20	Adalah sukar untuk maju tanpa mengikuti jalan pintas.	1	2	3	4	5

## **BAHAGIAN F:KEMAHIRAN**

**ARAHAN:** *Setiap kenyataan berikut adalah pernyataan tentang persepsi sendiri berkaitan dengan kemahiran peribadi tuan/puan semasa berurusan dengan orang lain. Sila bulatkan satu nombor daripada skala berikut untuk menunjukkan tahap bagi setiap persetujuan tuan/puan dengan setiap kenyataan.*

ITEM		Sangat tidak setuju	Tidak setuju	neutral	setuju	Sangat setuju
1	Saya menggunakan banyak masa dan usaha untuk membuat jaringan hubungan kerja (work networking ) dengan orang lain.	1	2	3	4	5
2	Saya berkebolehan menyesuaikan tingkah laku saya mengikut sesuatu situasi.	1	2	3	4	5
3	Saya berkebolehan untuk berkomunikasi dengan mudah dan berkesan dengan orang lain.	1	2	3	4	5
4	Adalah mudah untuk saya membina hubungan baik (good rapport) dengan kebanyakan orang	1	2	3	4	5

ITEM		Sangat tidak setuju	Tidak setuju	neutral	setuju	Sangat setuju
5	Saya dapat memahami orang dengan baik.	1	2	3	4	5
6	Saya bagus (good) dalam menjalin persahabatan dengan orang yang berpengaruh.	1	2	3	4	5
7	Saya bagus (good) mengesan agenda tersembunyi orang lain.	1	2	3	4	5
8	Saya telah membina satu jaringan hubungan (network) besar dikalangan rakan-rakan sekerja .	1	2	3	4	5
9	Saya mengenali ramai orang penting dan mempunyai hubungan yang baik dengan mereka.	1	2	3	4	5
10	Saya menghabiskan banyak masa di tempat kerja untuk membina jaringan hubungan (connections) dengan orang-orang lain .	1	2	3	4	5
11	Saya bagus (good) untuk menjadikan orang lain menyukai saya	1	2	3	4	5
12	Saya bagus (good) untuk menggunakan hubungan rangkaian (networking) bagi menjadikan kerja terlaksana.	1	2	3	4	5
13	Saya mempunyai gerak hati yang bagus (good intuition) tentang cara untuk menonjolkan diri saya kepada orang lain.	1	2	3	4	5
14	Saya secara naluri tahu perkara betul untuk diperkatakan bagi mempengaruhi orang lain.	1	2	3	4	5
15	Saya memberi perhatian istimewa kepada ekspresi muka orang.	1	2	3	4	5
16	Saya berkebolehan untuk membuat orang di sekeliling saya merasa selesa	1	2	3	4	5

## **BAHAGIAN G:KEPUASAN KERJAYA**

**ARAHAN:** Pernyataan berikut adalah berkaitan dengan *kepuasan dalam kerjaya tuan/puan sebagai seorang pengetua sekolah. Sila bulatkan nombor daripada skala yang di nyatakan untuk menunjukkan tahap persetujuan tuan/puan dengan setiap kenyataan.*

ITEM		Sangat tidak setuju	Tidak setuju	neutral	Setuju	Sangat setuju
1	Saya berpuas hati dengan kejayaan yang telah di capai dalam kerjaya.	1	2	3	4	5
2	Saya berpuas hati dengan kemajuan (progress) yang saya buat dari segi mencapai matlamat kerjaya dalam hidup secara keseluruhan.	1	2	3	4	5
3	Saya berpuas hati dengan kemajuan (progress) yang saya buat dari segi kenaikan pangkat.	1	2	3	4	5
4	Saya berpuas hati dengan kemajuan (progress) yang saya buat dari segi membina kemahiran baru.	1	2	3	4	5
5	Saya berpuas hati dengan kemajuan (progress) yang saya buat dari segi pendapatan.	1	2	3	4	5
6	Saya dalam kedudukan dapat melakukan kerja yang saya betul-betul suka.	1	2	3	4	5
7	Saya gembira dengan kenaikan pangkat yang telah diterima setakat ini	1	2	3	4	5
8	Saya dihormati oleh rakan-rakan guru	1	2	3	4	5
9	Dalam banyak hal, kehidupan saya adalah dekat kepada kehidupan yang ideal.	1	2	3	4	5
10	Keadaan kehidupan saya adalah cemerlang.	1	2	3	4	5
11	Saya berpuas hati dengan kehidupan saya.	1	2	3	4	5
12	Setakat ini saya telah mendapat sesuatu yang dikehendaki dalam hidup saya.	1	2	3	4	5
13	Jika saya boleh memulakan semula kehidupan ini ini, saya tidak akan mengubah apa-apa.	1	2	3	4	5
14	Secara keseluruhannya, saya amat berjaya dalam kerjaya.	1	2	3	4	5

**TERIMA KASIH ATAS KESUDIAN TUAN/PUAN MELUANGKAN MASA UNTUK MENJAWAB SOAL SELIDIK INI.**

## **APPENDIX C**

**The Letter of Approval for study from ministry of education  
(EPRD)**



BAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN  
KEMENTERIAN PELAJARAN MALAYSIA  
ARAS J-4, BLOK E-8  
KOMPLEKS KERAJAAN PARCEL E  
PUSAT Pentadbiran Kerajaan Persekutuan  
62004 PUTRAJAYA.

Telefon : 03-88916591  
Faks : 03-88016579

Ruj. Kami : KP(BPPDP)603/5/JLD.09(129)  
Tarikh : 10 September 2007

En. Shahibudin Bin Ishak  
129, Taman Pandan  
Jalan Sultanah  
05350 Alor Setar  
Kedah

Tuan/Puan,

**Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pelajaran Negeri Dan Bahagian-Bahagian Di Bawah Kementerian Pelajaran Malaysia**

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk :

" **The Influence Of Personal Characteristics And Organizational Politics On Career Success Of School Principals In Malaysia** " diluluskan.

2. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. **Kebenaran bagi menggunakan sampel kajian perlu diperolehi dari Ketua Bahagian/ Pengarah Pelajaran Negeri yang berkenaan.**

3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian setelah selesai kelak. Tuan/Puan juga diingatkan supaya **mendapat kebenaran terlebih dahulu** daripada Bahagian ini sekiranya sebahagian atau sepenuhnya data dan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

**(DR. SOON SENG THAH)**

Ketua Penolong Pengarah  
Unit Penyelidikan Dasar  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan  
Kementerian Pelajaran Malaysia

Copyright © 2007

## **APPENDIX D**

**The Letter of Approval for study from state  
Education Department**



JABATAN PELAJARAN PERAK,  
JALAN TUN ABDUL RAZAK,  
30640 IPOH,  
PERAK DARUL RIDZUAN.

Telefon : 05-527 4355  
Faks : 05-527 7273

**“KOMUNITI BERILMU PERAK TERBILANG”**

Ruj. Kami : J.Pel. Pk. Pend. S4757/ Jld. 28 (68)  
Tarikh : 21 September 2007

Shahibudin b. Ishak  
129 Taman Pandan  
Lebuhraya Sultanah Bahiyah  
05350 Alor Setar  
Kedah

Tuan,

**KEBENARAN UNTUK MENJALANKAN KAJIAN  
DI SEKOLAH-SEKOLAH / RENDAH NEGERI PERAK**

Saya diarah merujuk surat tuan bertarikh 17 September 2007 yang ada kaitannya dengan surat Kementerian Pelajaran Malaysia bilangan KP(BPPDP)603/5/Jld.09(129) bertarikh 10 September 2007 tentang perkara di atas.

2. Sukacita dimaklumkan bahawa Jabatan Pelajaran Perak **tiada halangan** memberi kebenaran kepada tuan untuk menjalankan kajian dan soal selidik bertajuk “ **The Influence Of Leader Personal Characteristics And Organizational Politics On Career Success Of School Principals In Malaysia**” di sekolah-sekolah yang tersenarai di lampiran
3. Kehadiran tuan/puan membuat kajian di sekolah berkenaan tidak seharusnya menjejaskan proses pengajaran dan pembelajaran di sekolah berkenaan.

Sekian, terima kasih.

**“BERKHIDMAT UNTUK NEGARA”**

Saya yang menurut perintah,

**(MUSTAFA BAKRAY BIN MUSA)**  
Penolong Pendaftar Sekolah  
b.p Pendaftar Sekolah-Sekolah Perak

s.k. 1. Pendaftar Sekolah dan Guru  
Jabatan Pelajaran Perak





JABATAN PELAJARAN WILAYAH PERSEKUTUAN KUALA LUMPUR  
PERSIARAN DUTA, OFF JALAN DUTA,  
50604 KUALA LUMPUR.

Tel : 03-6203 7777  
Fax : 03-6203 7788



JPWP 12-21/Jld.5-07/(145)  
25 September 2007

Shahibudin B Ishak  
129 Taman Pandan  
Leburaya Sultanah Bahiyah  
05350 Alor Star Kedah

Tuan/Puan,

**KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, MAKTAB-  
MAKTAB PERGURUAN, JABATAN-JABATAN PELAJARAN DAN BAHAGIAN-  
BAHAGIAN DI BAWAH KEMENTERIAN PELAJARAN MALAYSIA**

Dengan hormatnya saya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk:-

**' The Influence Of Personal Characteristics And Organizational Politics On Career  
Succes Of School Principals In Malaysia'**

adalah diluluskan tertakluk kepada syarat-syarat berikut:

- Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang telah diluluskan oleh Kementerian Pendidikan Malaysia.
- Sila kemukakan surat kebenaran ini ketika berurusan dengan Pengetua/Guru Besar sekolah berkenaan.
- Kelulusan ini untuk sekolah-sekolah di Wilayah Persekutuan Kuala Lumpur sahaja
- Tuan/Puan dikehendaki mengemukakan senaskah hasil kajian tuan/puan ke Jabatan ini sebaik sahaja ianya siap sepenuhnya.
- Kebenaran ini sah sehingga 31.12.2007

Sekian, terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

**SITI HALIMAH BT SYED NORDIN**  
Penolong Pendaftar Sekolah  
Jabatan Pelajaran Wilayah Persekutuan Kuala Lumpur  
b.p Ketua Pendaftar Sekolah & Guru  
Kementerian Pelajaran Malaysia



JABATAN PELAJARAN NEGERI SARAWAK  
BANGUNAN TUN DATUK PATINGGI  
TUANKU HAJI BUJANG  
JALAN SIMPANG TIGA  
93604 KUCHING  
SARAWAK

Telefon : 082-243201  
Faks : 082-246750  
Kawat : PELAJARAN



Ruj.Kami: JPS(W)/SPS(pp)/153/07/09/04( 19 )

Tarikh : 28 September 2007

Shahibudin Bin Ishak  
129 Taman Pandan  
Lebuhraya Sultanah Bahiyah  
05350 Alor Star, Kedah.

Tuan,

**KEBENARAN UNTUK MENJALANKAN SOAL SELIDIK PENYELIDIKAN ILMIAH DI SEKOLAH MENENGAH DI NEGERI SARAWAK**

Dengan hormatnya surat tuan kepada Pengarah Pelajaran Negeri Sarawak yang bertarikh 17 September 2007 dirujuk.

2. Sehubungan itu, Jabatan ini tidak ada halangan membenarkan tuan menjalankan soal selidik penyelidikan ilmiah yang bertajuk "**The Influence Of Leader Personal Characteristics And Organizational Politics On Career Success Of School Principals In Malaysia**" di sekolah-sekolah menengah di Negeri Sarawak seperti yang dinyatakan dalam lampiran bersama surat tuan.
3. Sila kemukakan senaskah laporan akhir penyelidikan tersebut di atas ke Unit Perhubungan dan Pendaftaran, Jabatan Pelajaran Sarawak setelah selesai penyelidikan kelak. Tuan/puan juga diingatkan supaya **mendapat kebenaran terlebih dahulu** daripada Jabatan ini sekiranya sebahagian atau sepenuhnya dapatan penyelidikan tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media massa.
4. Sila berhubung terus dengan Pegawai Pelajaran Gabungan dan Pengetua-pengetua sekolah menengah yang terlibat untuk membincangkan perincian pelaksanaan penyelidikan tersebut.
5. **Kelulusan ini hanya untuk tujuan dipohon sahaja dan luput selepas tarikh 30 November 2007.**
6. Kerjasama pihak tuan amatlah diharapkan dan dihargai.

Sekian, harap maklum.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

( SAMSUL ALAM MOHD SHAMSUDDIN )

Sektor Pengurusan Sekolah  
b.p Pengarah Pelajaran  
Sarawak.

- s.k
1. Semua Pegawai Pelajaran Gabungan.
  2. Ketua Unit, Sekolah Menengah, Sektor Pengurusan Sekolah.

SAMS/070926/115  
11/9



JABATAN PELAJARAN PULAU PINANG  
JALAN BUKIT GAMBIR  
11700 PULAU PINANG

No. Telefon : 04-657 5500  
No. Faks : 04-658 2500  
<http://www2.moe.gov.my/~jpnp>

Ruj. Tuan :  
Ruj. Kami : JPNPP(PER) 08/07/001( 060 )  
Tarikh : 27 September 2007

En. Sahibudin bin Ishak  
129 Taman Pandan  
Jalan Sultanah  
05350 Aior Setar  
Kedah.

Tuan/Puan,

#### KEBENARAN MENGGUNAKAN SAMPEL KAJIAN DI SEKOLAH NEGERI PULAU PINANG

Dengan hormatnya saya diarah merujuk perkara tersebut di atas.

2. Surat kelulusan menjalankan kajian dari Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia Bil.KP(BPPDP) 603/5/Jld.09(129) bertarikh 10 September 2007 adalah dirujuk.
3. Adalah dimaklumkan bahawa pihak Jabatan Pelajaran Pulau Pinang, tiada halangan untuk Tuan/Puan menjalankan penyelidikan di sekolah-sekolah negeri Pulau Pinang yang bertajuk:

#### **"The Influence Of Personal Characteristics And Organizational Politics on Career Success Of School Principals In Malaysia"**

3. Walau bagaimanapun Tuan/Puan, adalah tertakluk kepada syarat-syarat seperti berikut:
  - 3.1 Mendapat kebenaran dari Pengetua/Guru Besar sekolah berkenaan.
  - 3.2 Tidak mengganggu perjalanan, peraturan dan disiplin sekolah.
  - 3.3 Segala maklumat yang dikumpul adalah untuk tujuan akademik sahaja.
  - 3.4 Menghantar satu salinan laporan kajian ke Jabatan ini setelah selesai kajian.
  - 3.5 Sila kemukakan surat ini apabila berurusan dengan pihak sekolah.
  - 3.6 Surat ini berkuatkuasa sehingga **31 Disember 2007**.

Sekian, terima kasih

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

(IBRAHIM BIN YACUB)  
Penolong Pendaftar Sekolah dan Guru  
Jabatan Pelajaran Pulau Pinang  
b.p Ketua Pendaftar  
Kementerian Pelajaran Malaysia



Rujukan Tuan :  
Rujukan Kami : JPNS/SPS/PPN/A25090/06/25/JLD 33 / (4)  
Tarikh : 25/09/2007

SHAHIBUDIN BIN ISHAK  
129 TAMAN PANDAN  
LEBUHRAYA SULTANAH BAHYIAH  
05350 ALOR STAR  
KEDAH DARUL AMAN.

Tuan,

**KEBENARAN MENJALANKAN PENYELIDIKAN/KAJIAN DI SEKOLAH-SEKOLAH DI NEGERI SELANGOR**

**" THE INFLUENCE OF LEADER PERSONAL CHARACTERISTICS AND ORGANIZATIONAL POLITICS ON CAREER OF SCHOOL PRINCIPALS IN MALAYSIA "**

2. Jabatan ini tiada halangan untuk pihak tuan / puan menjalankan kajian/ penyelidikan tersebut di sekolah-sekolah dalam Negeri Selangor seperti yang dinyatakan dalam surat permohonan.

3. Pihak tuan/puan diingatkan agar mendapat persetujuan daripada Pengetua / Guru Besar supaya beliau dapat bekerjasama dan seterusnya memastikan bahawa penyelidikan dijalankan hanya bertujuan seperti yang dipohon. Kajian / Penyelidikan yang dijalankan juga tidak mengganggu perjalanan sekolah serta tiada sebarang unsur paksaan.


4. Tuan/Puan juga **diminta menghantar senaskah hasil kajian** ke Unit Perhubungan & Pendaftaran Jabatan Pelajaran Selangor sebaik selesai penyelidikan / kajian.

Sekian, terima kasih.

**" BERKHIDMAT UNTUK NEGARA "**

**" KEJUJURAN DAN KETEKUNAN "**

Saya yang menurut perintah,

  
( **ABDUL KARIM BIN MINHAD** )  
Penolong Pendaftar Sekolah Dan Guru,  
Jabatan Pelajaran Selangor.  
b.p. Ketua Pendaftar Sekolah Dan Guru,  
Kementerian Pelajaran Malaysia.

s.k. 1. Fail





Rujukan Tuan :  
Rujukan Kami : JPNS/SPS/PPN/A25090/06/25/JLD 33 / (4)  
Tarikh : 25/09/2007

SHAHIBUDIN BIN ISHAK  
129 TAMAN PANDAN  
LEBUHRAYA SULTANAH BAHYAH  
05350 ALOR STAR  
KEDAH DARUL AMAN.

Tuan,

**KEBENARAN MENJALANKAN PENYELIDIKAN/KAJIAN DI SEKOLAH-SEKOLAH DI NEGERI SELANGOR**

**“ THE INFLUENCE OF LEADER PERSONAL CHARACTERISTICS AND ORGANIZATIONAL POLITICS ON CAREER OF SCHOOL PRINCIPALS IN MALAYSIA ”**

2. Jabatan ini tiada halangan untuk pihak tuan / puan menjalankan kajian/ penyelidikan tersebut di sekolah-sekolah dalam Negeri Selangor seperti yang dinyatakan dalam surat permohonan.

3. Pihak tuan/puan diingatkan agar mendapat persetujuan daripada Pengetua / Guru Besar supaya beliau dapat bekerjasama dan seterusnya memastikan bahawa penyelidikan dijalankan hanya bertujuan seperti yang dipohon. Kajian / Penyelidikan yang dijalankan juga tidak mengganggu perjalanan sekolah serta tiada sebarang unsur paksaan.

4. Tuan/Puan juga **diminta menghantar senaskah hasil kajian** ke Unit Perhubungan & Pendaftaran Jabatan Pelajaran Selangor sebaik selesai penyelidikan / kajian.

Sekian, terima kasih.

**“ BERKHIDMAT UNTUK NEGARA ”**

**“ KEJUJURAN DAN KETEKUNAN ”**

Saya yang menurut perintah,

( **ABDUL KARIM BIN MINHAD** )  
Penolong Pendaftar Sekolah Dan Guru,  
Jabatan Pelajaran Selangor.  
b.p. Ketua Pendaftar Sekolah Dan Guru,  
Kementerian Pelajaran Malaysia.

s.k. 1. Fail



UNIT JAMINAN KUALITI  
JABATAN PELAJARAN PAHANG  
BANDAR INDERA MAHKOTA  
25604 KUANTAN

Tel : 09-5715700

Fax : 09-5734857

Ruj. Kami : JPNP 17/01/001/Jld 12( 20 )

Tarikh : 25 SEPTEMBER 2007

13 Ramadhan 1428H

En. Shahibudin Bin Ishak  
129 , Taman Pandan  
Jalan Sultanah  
05350 Alor Setar  
Kedah

Tuan / Puan

**KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH DI BAWAH JABATAN  
PELAJARAN NEGERI PAHANG**

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk:

**" The Influence Of Personal Characteristics And Organizational Politics On Career Success Of School Principals In Malaysia"** diluluskan.

2. Kelulusan ini adalah berdasarkan kepada instrumen kajian dan senarai sampel yang dikemukakan ke Jabatan ini. Sila tuan/puan kemukakan ke Jabatan ini senaskah laporan akhir kajian setelah selesai kelak.

3. Adalah perlu diingatkan bahawa pelajar yang dijadikan sampel kajian tidak boleh melibatkan pelajar-pelajar dalam tahun peperiksaan UPSR, PMR, SPM dan STPM.

Sekian, terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

**RAMLAN BIN KAMRIN**  
bp Pengarah Pelajaran Pahang



JABATAN PELAJARAN JOHOR  
WISMA PENDIDIKAN,  
JALAN TUN ABDUL RAZAK,  
80604 JOHOR BAHRU,  
JOHOR DARUL TA'ZIM

Telefon :  
Pengarah : 07 – 2361 787  
Pejabat Am : 07 – 2361 633  
No. Fax : 07 – 2385 789  
: 07 – 2378 319  
Perhubungan : 07 – 2332219  
e-mail : [jpnjohor@joh.moe.gov.my](mailto:jpnjohor@joh.moe.gov.my)

Ruj. Kami : JPNJ/31/1128/Jld.40 (15)

Tarikh : 27 September 2007

En. Shahibudin Bin Ishak  
129, Taman Pandan,  
Lebuhraya Sultanah Bahiyah,  
05350 Alor Setar,  
Kedah.

Tuan / Puan

**Kebenaran Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pelajaran Negeri Dan Bahagian-Bahagian Di Bawah Kementerian Pelajaran Malaysia.**

Dengan hormatnya surat daripada KPM, Bil. KP(BPPDP)003/5Jld.09(129) bertarikh 10 September 2007 berkaitan permohonan tuan adalah dirujuk.

2. Sukacita dimaklumkan bahawa Jabatan ini tiada apa-apa halangan bagi membenarkan tuan / puan menjalankan kajian ke sekolah-sekolah **Kerajaan dan Swasta Negeri Johor** bertajuk :

**“ The Influence Of Personal Characteristics And Organizational Politics On Career Succes Of School Principals In Malaysia ”**

3. Sila hubungi Pengetua / Guru Besar sekolah-sekolah berkenaan bagi mendapatkan maklumat dan tindakan selanjutnya.

4. Sila bawa surat ini semasa membuat kajian.

Sekian, terima kasih.

**“ BERKHIDMAT UNTUK NEGARA ”**

Saya yang menurut perintah,

**( HAJI DIN BIN SAARI )**  
Penolong Pendaftar Sekolah dan Guru  
Jabatan Pelajaran Negeri Johor.  
b.p. Ketua Pendaftar Sekolah dan Guru  
Kementerian Pelajaran Malaysia.

Sekian untuk makluman dan tindakan tuan/puan selanjutnya.

Terima kasih.

“BERKHIDMAT UNTUK NEGARA”

Saya yang menurut perintah,



DATO' MOHD YASIN BIN MOHD YUNUS  
Pengarah Pelajaran  
Negeri Sembilan Darul Khusus

S.k. Pengetua sekolah-sekolah berkenaan.

Nota: - Sila beri satu salinan surat kelulusan semasa membuat kajian di sekolah.

AK/KAJIAN





جائتین فلاجرن نکری سمیلن دامرا مخصوص

**JABATAN PELAJARAN NEGERI  
NEGERI SEMBILAN DARUL KHUSUS**

JALAN DATO' HAMZAH KARUNG BERKUNCI No. 6  
70990 SEREMBAN, NEGERI SEMBILAN DARUL KHUSUS.

Tel : 06-7653100  
Fax : 06-7639969

Ruj. Tuan :

Ruj. Kami : JPNS(PPS)2/4/2/1/2007 Jld.2( )

Tarikh : 14 September 2007

Shahibudin Bin Ishak  
No 129 Taman Pandan  
Lebuhraya Sultanah Bahiyah  
05350 Alor Star  
Kedah Darul Aman

Tuan/Puan,

**Kebenaran Menjalankan Kajian Ke Sekolah-Sekolah Di Negeri  
Sembilan Darul Khusus Di Bawah Kementerian Pelajaran Malaysia**

Saya dengan hormatnya di arah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk:-

**"The Influence Of Personal Characteristics And Organizational Politics On  
Career Succes Of School Principals In Malaysia"**  
telah diluluskan

2. Tuan/Puan hendaklah berjumpa terus dengan Pengetua sekolah berkenaan untuk meminta persetujuan dan membincangkan kajian tersebut seperti berikut:

**SEPERTI DILAMPIRAN**

3. Dimaklumkan bahawa kebenaran ini diberi berdasarkan surat kelulusan dari pihak Kementerian Pelajaran Malaysia, Bahagian Perancangan Dan Penyelidikan Dasar Pelajaran, nombor rujukan KP(BPPDP)603/5 Jld.09(129) bertarikh 10 September 2007.

4. Tuan/Puan hendaklah menghantar satu naskah hasil kajian ke Jabatan Pelajaran Negeri Sembilan (u.p: Unit Perhubungan, Pendaftaran & Pelajaran Swasta).

...2/-



جَابِتْ قَلَا جَرَنْ تَرَعِ كَانُو

JABATAN PELAJARAN TERENGGANU,  
JALAN BUKIT KECIL,  
20604 KUALA TERENGGANU.

Pengarah : 09-6221250  
Pejabat Am : 09-6244500  
Fax : 09-6227207  
Fax Kurikulum : 09-6234335

Rujukan Kami : P.T. 06030-05/( 26 )

Tarikh : 26 September 2007.



**SHAHIBUDIN BIN ISHAK**

129 Taman Pandan  
Lebuhraya Sultanah Bahiyah  
05350 Alor Star, Kedah.

Tuan,

**MEMOHON KEBENARAN UNTUK MENJALANKAN SOAL SELIDIK  
PENYELIDIKAN ILMIAH DI SEKOLAH MENENGAH DI TERENGGANU**

Adalah saya dengan hormatnya diarah merujuk surat tuan 17 September 2007 mengenai perkara di atas.

2. Sehubungan itu, sukacita dimaklumkan bahawa jabatan ini tiada apa-apa halangan kepada tuan untuk menjalani penyelidikan / kajian di 34 buah Sekolah Menengah di bawah Jabatan Pelajaran Negeri Terengganu sebagaimana yang dicadangkan bertajuk :-

**" THE INFLUENCE OF PERSONAL CHARACTERISTICS AND ORGANIZATIONAL ON  
CAREER SUCCES OF SCHOOL PRINCIPALS IN MALAYSIA "**

3. Walau bagaimanapun tuan diminta mengadakan perbincangan dengan pihak pengurusan sekolah berkenaan terlebih dahulu agar proses pengajaran dan pembelajaran tidak terganggu.

4. Sukacita kiranya tuan dapat kirimkan ke Jabatan ini satu salinan hasil kajian apabila selesai kelak.

Sekian, terima kasih.

**" BERKHIDMAT UNTUK NEGARA "**  
**" BERSAMA MELONJAKKAN PRESTASI PENDIDIKAN "**

Saya yang menurut perintah,

  
**(OTHMAN BIN ABDULLAH)**

Penolong Pendaftar Sekolah  
D.p. Pendaftar Sekolah & Guru, Terengganu.

s.k.

Pegawai Pelajaran Daerah Negeri Terengganu..

PERMONKAITANDISEK/jcn.....



JABATAN PELAJARAN MELAKA  
JALAN ISTANA,  
PETI SURAT NO 62  
75450 MELAKA  
Email : daftar@mel.moe.gov.my

Pengarah : 06-2323782  
Tim. Pengarah : 06-2323781  
Pejabat Am : 06-2323776/777/778/779  
fax : 06-2320500

Rujukan Fail : JPM. UPPPS. 05466/Jld.2(67)  
Tarikh : 24 September 2007

Shahibudin b. Ishak  
129 Taman Pandan  
Lebuhraya Sultanah Bahiyah  
05350 Alor Star  
Kedah

Tuan / Puan,

**KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, MAKTAB  
PERGURUAN, JABATAN PELAJARAN NEGERI DAN BAHAGIAN-BAHAGIAN DI  
BAWAH KEMENTERIAN PELAJARAN MALAYSIA**


Adalah saya diarah merujuk surat tuan/puan bertarikh 17 September 2007 dan surat dari Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia, KP(BPPDP)603/5/Jld.09(129) bertarikh 10 September 2007 mengenai perkara di atas.

2. Sukacita dimaklumkan bahawa Jabatan ini tiada halangan bagi tuan/puan menjalankan kajian seperti yang dinyatakan. Walau bagaimanapun tuan/puan adalah dinasihatkan menghubungi Pengetua/Guru Besar sekolah berkenaan terlebih dahulu untuk berbincang dan mendapatkan persetujuan.

Sekian dimaklumkan, terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

  
**HAJI SHAHIDIN MOHD SHAH**  
Penolong Pengarah  
Unit Perhubungan Dan Pendaftaran

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**JABATAN PELAJARAN PERLIS**  
JALAN TUN ABD. RAZAK  
01990 KANGAR  
PERLIS

TELEFON:

Pejabat - 04-9761177

Pengarah - 04-9763155

FAX:

Pejabat - 04-9767080

Peperiksaan - 04-9769355



PENDIDIKAN CEMERLANG AKHLAK DIJULANG WARISAN GEMILANG

Ruj. Kami: JPPs, PPGS 5/1/8 Jld.2 (G)  
Tarikh : 26 September 2007

Encik Shahibudin Bin Ishak  
129, Taman Pandan,  
Jalan Sultanah,  
05350 Alor Setar,  
**KEDAH**

Tuan,

**KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, MAKTAB  
PERGURUAN, JABATAN PELAJARAN NEGERI DAN BAHAGIAN-BAHAGIAN  
DI BAWAH KEMENTERIAN PELAJARAN MALAYSIA**

Dengan hormatnya saya merujuk perkara di atas.

2. Sukacita dimaklumkan bahawa Jabatan ini tiada apa-apa halangan bagi tuan/puan/encik/cik menjalankan kajian bertajuk **"The Influence Of Leader Personal Characteristics And Organizational Politics On Career Success Of School Principals In Malaysia"**.
3. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang tuan kemukakan ke Kementerian Pelajaran Malaysia.
4. Kebenaran ini adalah tertakluk kepada persetujuan Pengetua/Guru Besar sekolah-sekolah berkenaan.
5. Sehubungan itu tuan/puan/encik/cik dikehendaki menghantar senaskah penyelidikan ke Jabatan ini sebaik sahaja selesai penyelidikan tersebut.
6. Segala maklumat yang diperolehi dari kajian ini adalah sulit dan tidak boleh dihebahkan kepada mana-mana pihak.

Sekian, terima kasih.

**'BERKHIDMAT UNTUK NEGARA'**  
**'MALAYSIAKU GEMILANG'**

Saya yang menurut perintah,

  
**(SULATMAN BIN DAUD)**  
b.p Pengarah Pelajaran Negeri,  
Perlis.

AAI/zana





" KEDAH GEMILANG "

Kami : JPK(PPS)03-12/9Jld.24( 26 )  
Tarikh : 26 September 2007  
14 Ramadhan 1428



En. Shahibudin bin Ishak  
129, Taman Pandan  
Lebuhraya Sultanah Bahiyah  
05350 Alor Star  
Kedah

Tuan/Puan,

**Kebenaran Untuk Menjalankan Kajian di Sekolah Di Negeri Kedah Darul Aman**

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian di Sekolah-sekolah di Negeri Kedah dengan tajuk ' **The Influence Of Leader Personal Characteristics and Organizational Politics On Career Success of School Principals In Malaysia** ', *diluluskan*.

2. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang tuan/puan kemukakan ke Kementerian Pelajaran Malaysia. Senarai sekolah yang terlibat dilampirkan:-

3. Kebenaran ini adalah tertakluk kepada persetujuan Pengetua/Guru Besar sekolah berkenaan dan adalah sah sehingga **15 November 2007**.

Sekian, terima kasih.

' BERKHIDMAT UNTUK NEGARA '  
' PENDIDIKAN CEMERLANG KEDAH TERBILANG '

Saya yang menurut perintah,

( ROZAINI BIN AHMAD B.C.K )  
Penolong Pengarah  
Unit Perhubungan dan Pendaftaran  
Sektor Pengurusan Sekolah,  
b.p. Pengarah Pelajaran Negeri Kedah Darul Aman.

## **Appendix E**

### **Letters to the School Principal**

**Shahibudin Bin Ishak**  
**129 Taman Pandan**  
**Lebuhraya Sultanah Bahiyah**  
**05350 Alor Star , Kedah**

**Tel : 04-7300614 (R),**  
**017-4722979 (HP)**  
**E-mail :**

**shahib3@streamyx.com**

---

17 September 2007

*Pengarah,*  
*Jabatan Pelajaran Negeri Kedah*  
*Jalan Stadium*  
*05100 Alor Star*  
*Kedah*

*Tuan,*

MEMOHON KEBENARAN UNTUK MENJALANKAN SOAL SELIDIK PENYELIDIKAN ILMIAH DI SEKOLAH MENENGAH DI NEGERI KEDAH

*Dengan hormatnya dimaklumkan saya adalah seorang guru yang sedang mengikuti pengajian peringkat Doktor Falsafah di Fakulti Pengurusan Perniagaan, Universiti Utara Malaysia, Sintok, Kedah Darul Aman yang sedang menjalankan kaji selidik bagi memenuhi keperluan pengajian.*

*2. Kajian saya adalah bertajuk:*

*“THE INFLUENCE OF LEADER PERSONAL CHARACTERISTICS AND ORGANIZATIONAL POLITICS ON CAREER SUCCESS OF SCHOOL PRINCIPALS IN MALAYSIA”*

*3. Tujuan kajian ini adalah untuk mengkaji secara empirikal tentang faktor-faktor yang telah menyumbang kepada kejayaan kerjaya seorang pengetua sekolah menengah. Dapatan kajian ini amat berguna terutama kepada Bahagian sumber Manusia Kementerian Pelajaran dalam soal pemilihan dan pelantikan pengetua sekolah menengah pada masa akan datang.*

*4. Untuk makluman tuan, kebenaran untuk menjalankan kajian ini sudah diperolehi dari Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia Ruj: KP(BPPDP)603/5/JLD.09(129) bertarikh 10 September 2007.*

*5. Kaji selidik ini adalah bersifat akademik dan semua maklumat yang diperolehi daripada soal selidik ini adalah sulit dan untuk tujuan penyelidikan ilmiah sahaja. Senarai sekolah-sekolah yang terlibat adalah seperti yang dilampirkan.*

*Segala kerjasama yang Tuan berikan adalah amat dihargai dan didahului dengan ucapan ribuan terima kasih.*

*Yang Benar,*

.....  
*(SHAHIBUDIN ISHAK)*

Shahibudin Bin Ishak  
129 Taman Pandan  
Lebuhraya Sultanah Bahiyah  
05350 Alor Star , Kedah Darul Aman

Tel : 04-7300614 (R),  
017-4722979 (HP)

E-mail :

shahib3@streamyx.com

---

17 Oktober 2007

*Pengetua,*

*Y. Bhg. Dato'/Datin /Tuan/Puan,*

SOAL SELIDIK PENYELIDIKAN ILMIAH DI SEKOLAH MENENGAH

*Dengan hormatnya dimaklumkan saya adalah guru yang mengikuti pengajian peringkat Doktor Falsafah di Fakulti Pengurusan Perniagaan, Universiti Utara Malaysia, Sintok, Kedah Darul Aman dan sedang menjalankan penyelidikan bagi memenuhi keperluan pengajian.*

*2. Kajian saya adalah bertajuk:*

**“THE INFLUENCE OF LEADER PERSONAL CHARACTERISTICS AND ORGANIZATIONAL POLITICS ON CAREER SUCCESS OF SCHOOL PRINCIPALS IN MALAYSIA”**

*Tujuan kajian ini adalah untuk mengkaji secara empirikal tentang faktor-faktor yang telah menyumbang kepada kejayaan tuan sebagai seorang pengetua sekolah menengah. Justeru itu dipohon jasa baik Y. Bhg. Dato'/Datin /Tuan/Puan untuk memberikan respon secara spontan, jujur dan ikhlas kepada soal selidik ini. Dapatan kajian ini sangat berguna terutama kepada Bahagian sumber Manusia Kementerian Pelajaran Malaysia dalam soal pemilihan dan pelantikan pengetua sekolah menengah pada masa akan datang.*

*3. Sehubungan itu Y. Bhg. Dato'/Datin /Tuan/Puan sebagai pengetua sekolah telah terpilih secara rawak untuk mengambil bahagian di dalam penyelidikan ini. Untuk makluman tuan/puan, kebenaran untuk menjalankan kajian ini sudah diperolehi dari Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia dan Jabatan Pelajaran Negeri.*



4. Kaji selidik ini adalah bersifat akademik dan semua maklumat yang diperolehi daripada soal selidik ini adalah sulit dan untuk tujuan penyelidikan ilmiah sahaja. Kesediaan tuan/puan dalam menjawab soalan ini adalah sangat diperlukan dan bermakna kepada kajian ini. Semoga dengan kerjasama yang diberikan, maka kajian ini dapat disempurnakan demi kepentingan ilmu dan peningkatan profesionalisme keguruan.

5. Bersama-sama ini disertakan salinan surat kebenaran dari JPN dan BPPDP, Instrumen soal selidik dan sampul surat beralamat sendiri dengan berselem.

Segala kerjasama yang Y. Bhg. Dato'/Datin /Tuan/Puan berikan adalah amat dihargai dan didahului dengan ucapan ribuan terima kasih.

Sekian, terima kasih.

Yang Benar,

.....  
(SHAHIBUDIN ISHAK)

Shahibudin Bin Ishak  
129 Taman Pandan  
Lebuhraya Sultanah Bahiyah  
05350 Alor Star , Kedah

Tel : 04-7300614 (R),  
017-4722979 (HP)  
E-mail :

shahib3@streamyx.com

---

17 September 2007

*Pengetua,*

*Tuan,*

**KAJIAN RINTIS PENYELIDIKAN ILMIAH DI SEKOLAH MENENGAH**

*Dengan hormatnya dimaklumkan saya adalah guru yang mengikuti pengajian peringkat Doktor Falsafah di Fakulti Pengurusan Perniagaan, Universiti Utara Malaysia, Sintok, Kedah Darul Aman dan sedang menjalankan penyelidikan bagi memenuhi keperluan pengajian.*

*2. Kajian saya adalah bertajuk:*

**“THE INFLUENCE OF LEADER PERSONAL CHARACTERISTICS AND ORGANIZATIONAL POLITICS ON CAREER SUCCESS OF SCHOOL PRINCIPALS IN MALAYSIA”**

*Kajian rintis ini bertujuan untuk mengkaji secara empirikal tentang faktor-faktor yang telah menyumbang kepada kejayaan tuan sebagai seorang pengetua sekolah menengah. Justeru itu dipohon jasa baik Tuan untuk memberi respon secara spontan, jujur dan ikhlas kepada soal selidik ini. Dapatan kajian ini sangat berguna terutama kepada Bahagian sumber Manusia Kementerian Pelajaran dalam soal pemilihan dan pelantikan pengetua sekolah menengah pada masa akan datang.*

*3. Sehubungan itu Tuan sebagai pengetua sekolah telah terpilih secara rawak untuk mengambil bahagian di dalam penyelidikan ini. Untuk makluman tuan/puan, kebenaran untuk menjalankan kajian ini sudah diperolehi dari Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia .*

*4. Kaji selidik ini adalah bersifat akademik dan semua maklumat yang diperolehi daripada soal selidik ini adalah sulit dan untuk tujuan penyelidikan ilmiah sahaja.*

*Kesediaan tuan/puan dalam menjawab soalan ini adalah sangat diperlukan dan bermakna kepada kajian ini. Semoga dengan kerjasama yang diberikan, maka kajian ini dapat disempurnakan demi kepentingan ilmu dan peningkatan profesionalisme keguruan.*

*Segala kerjasama yang Tuan berikan adalah amat dihargai dan didahului dengan ucapan ribuan terima kasih.*

*Yang Benar,*

.....  
*(SHAHIBUDIN ISHAK)*

## **APPENDIX F**

### **Factor Analysis Results**

## APPENDIX F1

### *Pops Factor Analysis*

#### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.847
Bartlett's Test of Sphericity	Approx. Chi-Square	1051.032
	df	91
	Sig.	.000

#### Communalities

	Initial	Extraction
PERCEPTION OF POLITICS1	1.000	.461
PERCEPTION OF POLITICS3	1.000	.234
PERCEPTION OF POLITICS6	1.000	.485
PERCEPTION OF POLITICS8	1.000	.266
PERCEPTION OF POLITICS10	1.000	.201
PERCEPTION OF POLITICS11	1.000	.162
PERCEPTION OF POLITICS12	1.000	.313
PERCEPTION OF POLITICS14	1.000	.440
PERCEPTION OF POLITICS19	1.000	.380
PERCEPTION OF POLITICS20	1.000	.349
PERCEPTION OF POLITICS22	1.000	.200
PERCEPTION OF POLITICS23	1.000	.330
PERCEPTION OF POLITICS24	1.000	.419
PERCEPTION OF POLITICS25	1.000	.186

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.425	31.608	31.608	4.425	31.608	31.608
2	1.381	9.862	41.469			
3	1.217	8.695	50.165			
4	.965	6.890	57.055			
5	.788	5.629	62.684			
6	.766	5.471	68.155			
7	.747	5.335	73.490			
8	.709	5.067	78.557			
9	.615	4.391	82.948			
10	.588	4.197	87.145			
11	.542	3.872	91.016			
12	.475	3.391	94.407			
13	.446	3.184	97.592			
14	.337	2.408	100.000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component
	1
PERCEPTION OF POLITICS6	.697
PERCEPTION OF POLITICS1	.679
PERCEPTION OF POLITICS14	.663
PERCEPTION OF POLITICS24	.647
PERCEPTION OF POLITICS19	.616
PERCEPTION OF POLITICS20	.591
PERCEPTION OF POLITICS23	.575
PERCEPTION OF POLITICS12	.560
PERCEPTION OF POLITICS8	.516
PERCEPTION OF POLITICS3	.484
PERCEPTION OF POLITICS10	.448
PERCEPTION OF POLITICS22	.447
PERCEPTION OF POLITICS25	.432
PERCEPTION OF POLITICS11	.402

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

**APPENDIX F2**

## Factor Analysis Political Behavior

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.869
Bartlett's Test of Sphericity	Approx. Chi-Square	3073.781
	df	406
	Sig.	.000

### Communalities

	Initial	Extraction
POLITICAL BEHAVIOR1	1.000	.283
POLITICAL BEHAVIOR2	1.000	.232
POLITICAL BEHAVIOR3	1.000	.210
POLITICAL BEHAVIOR4	1.000	.253
POLITICAL BEHAVIOR5	1.000	.292
POLITICAL BEHAVIOR6	1.000	.336
POLITICAL BEHAVIOR7	1.000	.223
POLITICAL BEHAVIOR8	1.000	.382
POLITICAL BEHAVIOR9	1.000	.311
POLITICAL BEHAVIOR11	1.000	.310
POLITICAL BEHAVIOR12	1.000	.305
POLITICAL BEHAVIOR13	1.000	.613
POLITICAL BEHAVIOR14	1.000	.220
POLITICAL BEHAVIOR15	1.000	.259
POLITICAL BEHAVIOR16	1.000	.240
POLITICAL BEHAVIOR17	1.000	.434
POLITICAL BEHAVIOR18	1.000	.513
POLITICAL BEHAVIOR20	1.000	.531
POLITICAL BEHAVIOR21	1.000	.525
POLITICAL BEHAVIOR22	1.000	.448
POLITICAL BEHAVIOR23	1.000	.431
POLITICAL BEHAVIOR24	1.000	.389
POLITICAL BEHAVIOR25	1.000	.417
POLITICAL BEHAVIOR26	1.000	.349
POLITICAL BEHAVIOR28	1.000	.537
POLITICAL BEHAVIOR29	1.000	.262
POLITICAL BEHAVIOR31	1.000	.468
POLITICAL BEHAVIOR32	1.000	.256
POLITICAL BEHAVIOR33	1.000	.421

Extraction Method: Principal Component Analysis.



**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.044	24.289	24.289	7.044	24.289	24.289	6.381	22.003	22.003
2	3.407	11.747	36.036	3.407	11.747	36.036	4.070	14.033	36.036
3	1.640	5.654	41.690						
4	1.426	4.917	46.607						
5	1.205	4.155	50.762						
6	1.119	3.857	54.618						
7	1.015	3.499	58.117						
8	.987	3.402	61.520						
9	.953	3.285	64.805						
10	.856	2.952	67.757						
11	.805	2.777	70.534						
12	.710	2.449	72.983						
13	.682	2.351	75.334						
14	.620	2.137	77.471						
15	.609	2.099	79.570						
16	.585	2.017	81.587						
17	.573	1.976	83.563						
18	.551	1.901	85.464						
19	.496	1.709	87.173						
20	.478	1.647	88.820						
21	.460	1.586	90.406						
22	.424	1.462	91.867						
23	.410	1.415	93.282						
24	.392	1.350	94.633						
25	.374	1.291	95.924						
26	.324	1.117	97.041						
27	.316	1.089	98.131						
28	.288	.994	99.125						
29	.254	.875	100.000						

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix(a)**

	Component	
	1	2
POLITICAL BEHAVIOR13	.783	
POLITICAL BEHAVIOR28	.733	
POLITICAL BEHAVIOR18	.716	
POLITICAL BEHAVIOR31	.678	
POLITICAL BEHAVIOR22	.662	
POLITICAL BEHAVIOR23	.652	
POLITICAL BEHAVIOR25	.643	
POLITICAL BEHAVIOR17	.632	
POLITICAL BEHAVIOR33	.629	
POLITICAL BEHAVIOR12	.546	
POLITICAL BEHAVIOR11	.542	
POLITICAL BEHAVIOR5	.539	
POLITICAL BEHAVIOR15	.508	
POLITICAL BEHAVIOR1	.498	
POLITICAL BEHAVIOR7	.460	

POLITICAL BEHAVIOR3	.409	
POLITICAL BEHAVIOR20		.681
POLITICAL BEHAVIOR21		.665
POLITICAL BEHAVIOR24		.622
POLITICAL BEHAVIOR8		.618
POLITICAL BEHAVIOR26		.587
POLITICAL BEHAVIOR9		.534
POLITICAL BEHAVIOR6		.531
POLITICAL BEHAVIOR32		.506
POLITICAL BEHAVIOR2		.468
POLITICAL BEHAVIOR4		.466
POLITICAL BEHAVIOR14		.465
POLITICAL BEHAVIOR29		.442
POLITICAL BEHAVIOR16		.423

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.  
 a. Rotation converged in 3 iterations.

### APPENDIX F3

#### *Factor Analysis of Political Skill*

#### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.903
Bartlett's Test of Sphericity	Approx. Chi-Square	1798.159
	df	120
	Sig.	.000

#### Communalities

	Initial	Extraction
SKILL1	1.000	.518
SKILL2	1.000	.615
SKILL3	1.000	.679
SKILL4	1.000	.552
SKILL5	1.000	.586
SKILL6	1.000	.553
SKILL7	1.000	.318
SKILL8	1.000	.379

SKILL9	1.000	.623
SKILL10	1.000	.605
SKILL11	1.000	.547
SKILL12	1.000	.545
SKILL13	1.000	.535
SKILL14	1.000	.540
SKILL15	1.000	.593
SKILL16	1.000	.568

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.103	38.144	38.144	6.103	38.144	38.144	3.278	20.489	20.489
2	1.431	8.946	47.089	1.431	8.946	47.089	2.856	17.847	38.337
3	1.221	7.633	54.722	1.221	7.633	54.722	2.622	16.386	54.722
4	.869	5.433	60.156						
5	.833	5.208	65.363						
6	.740	4.622	69.986						
7	.670	4.185	74.171						
8	.626	3.910	78.080						
9	.578	3.615	81.695						
10	.510	3.189	84.884						
11	.498	3.111	87.995						
12	.445	2.784	90.779						
13	.431	2.693	93.472						
14	.408	2.547	96.019						
15	.360	2.249	98.268						
16	.277	1.732	100.000						

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix(a)**

	Component		
	1	2	3
SKILL3	.804		
SKILL2	.750		
SKILL5	.702		
SKILL4	.689		
SKILL6	.530		
SKILL8	.408		
SKILL7	.400		
SKILL10		.771	
SKILL9		.693	
SKILL1		.605	
SKILL12		.573	
SKILL15			.752
SKILL14			.642
SKILL16			.630
SKILL13			.544
SKILL11		.513	.520

**Component Transformation Matrix**

Component	1	2	3
1	.629	.566	.532
2	-.765	.573	.295
3	.137	.593	-.793

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.

**APPENDIX F**

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.695
Bartlett's Test of Sphericity	Approx. Chi-Square	180.465
	df	10
	Sig.	.000

**Communalities**

	Initial	Extraction
NEEDPOWER1	1.000	.431
NEEDPOWER2	1.000	.045
NEEDPOWER3	1.000	.580
NEEDPOWER4	1.000	.583
NEEDPOWER5	1.000	.370

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.010	40.202	40.202	2.010	40.202	40.202
2	1.006	20.122	60.324			
3	.770	15.394	75.719			
4	.710	14.200	89.918			
5	.504	10.082	100.000			

Extraction Method: Principal Component Analysis.

**Component Matrix(a)**

	Component
	1
NEEDPOWER4	.764
NEEDPOWER3	.762
NEEDPOWER1	.656
NEEDPOWER5	.609

NEEDPOWER2

Extraction Method: Principal Component Analysis.  
a. 1 components extracted.

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.736
Bartlett's Test of Sphericity	Approx. Chi-Square	548.159
	df	36
	Sig.	.000

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.927	32.527	32.527	2.927	32.527	32.527
2	1.337	14.860	47.387			
3	1.102	12.239	59.626			
4	.894	9.937	69.563			
5	.764	8.486	78.049			
6	.579	6.437	84.486			
7	.552	6.132	90.618			
8	.423	4.703	95.321			
9	.421	4.679	100.000			

Extraction Method: Principal Component Analysis.

**Component Matrix(a)**

	Component 1
PERSONALITY10	.744
PERSONALITY11	.691
PERSONALITY9	.653
PERSONALITY14	.576
PERSONALITY8	.513
PERSONALITY17	.506
PERSONALITY16	.458
PERSONALITY13	.452
PERSONALITY20	.452

Extraction Method: Principal Component Analysis.  
a. 1 components extracted.

**APPENDIX F 5**  
*Factor Analysis Career Success*

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.924
Bartlett's Test of Sphericity	Approx. Chi-Square	2234.719
	df	91
	Sig.	.000

**Communalities**

	Initial	Extraction
CAREER	1.000	.701
SATISFACTION1	1.000	.724
CAREER	1.000	.764
SATISFACTION2	1.000	.652
CAREER	1.000	.629
SATISFACTION3	1.000	.466
CAREER	1.000	.427
SATISFACTION4	1.000	.359
CAREER	1.000	.635
SATISFACTION5	1.000	.661
CAREER	1.000	.567
SATISFACTION6	1.000	.602
CAREER	1.000	.283
SATISFACTION7	1.000	.519
CAREER	1.000	
SATISFACTION8	1.000	
CAREER	1.000	
SATISFACTION9	1.000	
CAREER	1.000	
SATISFACTION10	1.000	
CAREER	1.000	
SATISFACTION11	1.000	
CAREER	1.000	
SATISFACTION12	1.000	
CAREER	1.000	
SATISFACTION13	1.000	
CAREER	1.000	
SATISFACTION14	1.000	

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.768	48.343	48.343	6.768	48.343	48.343	4.097	29.267	29.267
2	1.220	8.717	57.060	1.220	8.717	57.060	3.891	27.793	57.060
3	.933	6.665	63.725						
4	.785	5.604	69.330						
5	.680	4.858	74.188						
6	.631	4.509	78.696						
7	.584	4.175	82.871						
8	.508	3.629	86.501						
9	.421	3.010	89.510						
10	.363	2.594	92.104						
11	.336	2.401	94.505						
12	.274	1.959	96.464						
13	.256	1.828	98.292						
14	.239	1.708	100.000						

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix(a)**

	Component	
	1	2
CAREER SATISFACTION12	.749	
CAREER SATISFACTION10	.747	
CAREER SATISFACTION9	.724	
CAREER SATISFACTION11	.641	
CAREER SATISFACTION14	.639	
CAREER SATISFACTION6	.616	
CAREER SATISFACTION8	.590	
CAREER SATISFACTION13	.493	
CAREER SATISFACTION7	.486	.438
CAREER SATISFACTION3		.827
CAREER SATISFACTION1		.811
CAREER SATISFACTION2		.790
CAREER SATISFACTION4		.737
CAREER SATISFACTION5		.730

### Component Transformation Matrix

Component	1	2
1	.720	.694
2	.694	-.720

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.



## **APPENDIX G**

### **Construct reliability**

## APPENDIX G1

### *Perception of politics*

#### Reliability Statistics

Cronbach's Alpha	N of Items
.827	14

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PERCEPTION OF POLITICS1	33.71	48.992	.584	.398	.806
PERCEPTION OF POLITICS3	34.24	54.526	.392	.239	.820
PERCEPTION OF POLITICS6	33.29	48.835	.598	.442	.805
PERCEPTION OF POLITICS8	32.90	52.151	.417	.234	.819
PERCEPTION OF POLITICS10	33.25	52.595	.355	.160	.824
PERCEPTION OF POLITICS11	33.56	53.675	.315	.224	.826
PERCEPTION OF POLITICS12	33.93	52.287	.464	.298	.816
PERCEPTION OF POLITICS14	32.98	49.836	.564	.393	.808
PERCEPTION OF POLITICS19	33.16	50.800	.508	.326	.812
PERCEPTION OF POLITICS20	33.63	53.630	.492	.316	.815
PERCEPTION OF POLITICS22	32.32	53.454	.359	.311	.823
PERCEPTION OF POLITICS23	32.67	51.149	.478	.409	.815
PERCEPTION OF POLITICS24	33.33	51.031	.550	.388	.810
PERCEPTION OF POLITICS25	33.15	54.221	.334	.217	.824

## APPENDIX G2 Political Behavior

### Reliability Statistics

Factor	Cronbach's Alpha	N of Items
1	.887	16
2	.794	13

### Item-Total Statistics for Factor 1

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
POLITICAL BEHAVIOR1	28.75	50.432	.468	.263	.883
POLITICAL BEHAVIOR3	28.79	50.772	.405	.232	.886
POLITICAL BEHAVIOR5	29.61	50.149	.488	.314	.882
POLITICAL BEHAVIOR7	29.91	51.384	.421	.290	.884
POLITICAL BEHAVIOR11	29.20	50.571	.501	.399	.881
POLITICAL BEHAVIOR12	29.14	50.126	.497	.419	.882
POLITICAL BEHAVIOR15	29.82	51.633	.431	.328	.884
POLITICAL BEHAVIOR17	29.13	48.813	.582	.420	.878
POLITICAL BEHAVIOR18	30.02	49.829	.627	.474	.877
POLITICAL BEHAVIOR13	29.71	48.843	.723	.559	.873
POLITICAL BEHAVIOR22	30.01	50.566	.595	.406	.878
POLITICAL BEHAVIOR23	29.96	50.442	.574	.398	.879
POLITICAL BEHAVIOR25	29.66	49.780	.585	.394	.878
POLITICAL BEHAVIOR28	29.90	48.688	.637	.535	.876
POLITICAL BEHAVIOR31	30.02	50.073	.578	.471	.879
POLITICAL BEHAVIOR33	29.50	48.431	.575	.420	.879

**Item-Total Statistics for Factor 2**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
POLITICAL BEHAVIOR2	36.31	44.524	.416	.236	.782
POLITICAL BEHAVIOR4	36.61	44.761	.402	.246	.783
POLITICAL BEHAVIOR6	36.84	44.150	.498	.341	.774
POLITICAL BEHAVIOR8	36.11	43.231	.467	.368	.777
POLITICAL BEHAVIOR9	35.61	46.580	.352	.253	.787
POLITICAL BEHAVIOR14	36.38	46.017	.349	.201	.787
POLITICAL BEHAVIOR16	36.32	45.533	.383	.218	.784
POLITICAL BEHAVIOR20	36.65	42.648	.606	.521	.764
POLITICAL BEHAVIOR21	36.46	42.230	.608	.539	.763
POLITICAL BEHAVIOR24	36.36	43.361	.481	.307	.775
POLITICAL BEHAVIOR29	36.81	45.698	.369	.222	.786
POLITICAL BEHAVIOR32	35.63	46.918	.346	.248	.787
POLITICAL BEHAVIOR25	37.59	49.404	.188	.133	.797

### APPENDIX G3 *Political Personality Traits*

#### Machiavellianism personality

##### Reliability Statistics

Cronbach's Alpha	N of Items
.727	9

##### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Personality10	17.55	17.052	.578	.418	.675
Personality11	17.24	16.789	.516	.348	.682
Personality9	16.84	17.179	.491	.315	.687
Personality14	17.01	17.190	.415	.205	.701
Personality8	16.83	18.032	.347	.202	.712
Personality17	16.99	17.254	.377	.348	.708
Personality16	16.15	18.366	.311	.186	.718
Personality13	17.15	19.033	.277	.204	.722
Personality20	16.75	17.924	.332	.313	.716

#### Need for power personality

##### Reliability Statistics

Cronbach's Alpha	N of Items
.641	4

##### Item-Total Statistics for Npow

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Needpower1	12.13	2.663	.403	.170	.587
Needpower3	12.05	2.689	.482	.287	.532
Needpower4	11.88	2.926	.495	.281	.539
Needpower5	12.25	2.613	.347	.126	.639

## APPENDIX G4 *Political Skill*

### Reliability Statistics

Factor	Cronbach's Alpha	N of Items
1	.803	4
2	.688	3
3	.675	3

### Item-Total Statistics for Factor 1

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SKILL3	12.46	2.313	.665	.501	.730
SKILL2	12.47	2.495	.614	.458	.756
SKILL4	12.47	2.411	.598	.385	.763
SKILL5	12.63	2.421	.594	.384	.765

### Item-Total Statistics for Factor 2

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SKILL15	7.55	1.579	.493	.251	.606
SKILL16	7.40	1.618	.537	.289	.560
SKILL14	7.81	1.363	.490	.244	.623

### Item-Total Statistics for Factor 3

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SKILL10	7.06	2.452	.486	.243	.586
SKILL9	6.99	2.714	.525	.275	.536
SKILL1	6.69	2.782	.457	.213	.618

## APPENDIX G5 Career Success

### Reliability Statistics

Factor	Cronbach's Alpha	N of Items
1	.851	8
2	.890	5

### Item-Total Statistics for Factor 1

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CAREER SATISFACTION12	26.31	15.554	.657	.469	.825
CAREER SATISFACTION10	26.51	14.945	.724	.612	.817
CAREER SATISFACTION9	26.53	15.073	.704	.576	.819
CAREER SATISFACTION11	26.16	16.021	.645	.474	.828
CAREER SATISFACTION14	26.50	15.055	.642	.440	.827
CAREER SATISFACTION6	26.31	15.931	.558	.348	.837
CAREER SATISFACTION8	26.11	17.516	.435	.225	.849
CAREER SATISFACTION13	27.37	15.405	.439	.244	.860

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CAREER SATISFACTION3	15.34	8.269	.778	.616	.856
CAREER SATISFACTION1	15.18	8.411	.722	.569	.869
CAREER SATISFACTION2	15.14	8.737	.770	.618	.859
CAREER SATISFACTION4	15.27	8.668	.713	.519	.871
CAREER SATISFACTION5	15.29	8.837	.683	.507	.877

## APPENDIX H

### Regression Analysis

**Model Summary<sup>f</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.108 <sup>a</sup>	.012	.008	3.59191	.012	3.619	1	308	.058	
2	.200 <sup>b</sup>	.040	.024	3.56286	.029	2.261	4	304	.063	
3	.274 <sup>c</sup>	.075	.053	3.50930	.035	5.675	2	302	.004	
4	.369 <sup>d</sup>	.136	.107	3.40802	.061	7.072	3	299	.000	
5	.375 <sup>e</sup>	.140	.106	3.41123	.004	.718	2	297	.488	2.004

a. Predictors: (Constant), dummy gender(MALE)

b. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level

c. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM

d. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL

e. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL, PROACTIVE BEHAVIOR, REACTIVE BEHAVIOR

f. Dependent Variable: CAREER SATISFACTION



**ANOVA<sup>f</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.695	1	46.695	3.619	.058 <sup>a</sup>
	Residual	3973.760	308	12.902		
	Total	4020.455	309			
2	Regression	161.480	5	32.296	2.544	.028 <sup>b</sup>
	Residual	3858.975	304	12.694		
	Total	4020.455	309			
3	Regression	301.263	7	43.038	3.495	.001 <sup>c</sup>
	Residual	3719.192	302	12.315		
	Total	4020.455	309			
4	Regression	547.692	10	54.769	4.716	.000 <sup>d</sup>
	Residual	3472.763	299	11.615		
	Total	4020.455	309			
5	Regression	564.412	12	47.034	4.042	.000 <sup>e</sup>
	Residual	3456.043	297	11.637		
	Total	4020.455	309			

a. Predictors: (Constant), dummy gender(MALE)

b. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level

c. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM

d. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL

e. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL, PROACTIVE BEHAVIOR, REACTIVE BEHAVIOR

f. Dependent Variable: CAREER SATISFACTION

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	18.603	.308		60.398	.000					
	dummy gender(MALE)	.782	.411	.108	1.902	.058	.108	.108	.108	1.000	1.000
2	(Constant)	13.240	2.160		6.130	.000					
	dummy gender(MALE)	.808	.415	.111	1.945	.053	.108	.111	.109	.965	1.036
	CAREER EXPERIENCE	.167	.070	.138	2.378	.018	.104	.135	.134	.941	1.063
	No. of training	-.300	.198	-.087	-1.514	.131	-.050	-.087	-.085	.955	1.047
	Education level	.651	.347	.110	1.880	.061	.086	.107	.106	.916	1.092
	No. of School	-.001	.098	-.001	-.012	.991	.012	-.001	-.001	.981	1.019
3	(Constant)	7.827	2.735		2.862	.005					
	dummy gender(MALE)	.779	.410	.107	1.899	.058	.108	.109	.105	.960	1.041
	CAREER EXPERIENCE	.137	.070	.113	1.952	.052	.104	.112	.108	.918	1.089
	No. of training	-.215	.198	-.062	-1.089	.277	-.050	-.063	-.060	.932	1.073
	Education level	.643	.343	.109	1.876	.062	.086	.107	.104	.908	1.101
	No. of School	.055	.098	.032	.564	.573	.012	.032	.031	.953	1.050
	MACHIAVELLINIASM	.113	.045	.145	2.529	.012	.143	.144	.140	.930	1.075
	NPOWER	.230	.098	.132	2.353	.019	.136	.134	.130	.973	1.028
4	(Constant)	3.739	2.863		1.306	.192					
	dummy gender(MALE)	.748	.399	.103	1.873	.062	.108	.108	.101	.955	1.047
	CAREER EXPERIENCE	.149	.068	.123	2.173	.031	.104	.125	.117	.909	1.100
	No. of training	-.229	.193	-.066	-1.187	.236	-.050	-.068	-.064	.927	1.079
	Education level	.487	.335	.082	1.452	.147	.086	.084	.078	.896	1.116
	No. of School	.025	.095	.015	.265	.791	.012	.015	.014	.948	1.055
	MACHIAVELLINIASM	.103	.044	.133	2.375	.018	.143	.136	.128	.920	1.087
	NPOWER	-.052	.114	-.030	-.456	.649	.136	-.026	-.024	.677	1.478
	INTERPERSONAL SKILL	.247	.121	.137	2.042	.042	.245	.117	.110	.644	1.553
	SOCIAL SKILL	.287	.144	.135	1.989	.048	.241	.114	.107	.630	1.588
	NETWORKING SKILL	.158	.103	.099	1.539	.125	.210	.089	.083	.696	1.437
5	(Constant)	3.198	2.925		1.093	.275					
	dummy gender(MALE)	.734	.400	.101	1.835	.067	.108	.106	.099	.953	1.050
	CAREER EXPERIENCE	.156	.069	.129	2.268	.024	.104	.130	.122	.900	1.111
	No. of training	-.243	.195	-.070	-1.243	.215	-.050	-.072	-.067	.904	1.106
	Education level	.529	.337	.090	1.568	.118	.086	.091	.084	.886	1.128
	No. of School	.019	.095	.011	.196	.844	.012	.011	.011	.944	1.059
	MACHIAVELLINIASM	.096	.051	.124	1.904	.058	.143	.110	.102	.680	1.470
	NPOWER	-.075	.116	-.043	-.652	.515	.136	-.038	-.035	.654	1.529
	INTERPERSONAL SKILL	.250	.123	.138	2.034	.043	.245	.117	.109	.625	1.600
	SOCIAL SKILL	.255	.147	.120	1.734	.084	.241	.100	.093	.608	1.644
	NETWORKING SKILL	.134	.106	.084	1.262	.208	.210	.073	.068	.655	1.527
	REACTIVE BEHAVIOR	-.004	.033	-.008	-.112	.911	.103	-.006	-.006	.623	1.606
	PROACTIVE BEHAVIOR	.036	.031	.075	1.187	.236	.176	.069	.064	.716	1.397

a. Dependent Variable: CAREER SATISFACTION

-

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.086 <sup>a</sup>	.007	.004	4.92229	.007	2.312	1	308	.129	
2	.126 <sup>b</sup>	.016	.000	4.93370	.008	.644	4	304	.631	
3	.284 <sup>c</sup>	.080	.059	4.78463	.065	10.619	2	302	.000	
4	.477 <sup>d</sup>	.228	.202	4.40599	.148	19.045	3	299	.000	
5	.490 <sup>e</sup>	.240	.209	4.38649	.012	2.332	2	297	.099	2.085

a. Predictors: (Constant), dummy gender(MALE)

b. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level

c. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM

d. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL

e. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL, PROACTIVE BEHAVIOR, REACTIVE BEHAVIOR

f. Dependent Variable: LIFE SATISFACTION

**ANOVA<sup>f</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.020	1	56.020	2.312	.129 <sup>a</sup>
	Residual	7462.499	308	24.229		
	Total	7518.519	309			
2	Regression	118.734	5	23.747	.976	.433 <sup>b</sup>
	Residual	7399.785	304	24.341		
	Total	7518.519	309			
3	Regression	604.937	7	86.420	3.775	.001 <sup>c</sup>
	Residual	6913.582	302	22.893		
	Total	7518.519	309			
4	Regression	1714.108	10	171.411	8.830	.000 <sup>d</sup>
	Residual	5804.412	299	19.413		
	Total	7518.519	309			
5	Regression	1803.844	12	150.320	7.812	.000 <sup>e</sup>
	Residual	5714.675	297	19.241		
	Total	7518.519	309			

a. Predictors: (Constant), dummy gender(MALE)

b. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level

c. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM

d. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL

e. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL, PROACTIVE BEHAVIOR, REACTIVE BEHAVIOR

f. Dependent Variable: LIFE SATISFACTION

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	33.735	.422		79.926	.000					
	dummy gender(MALE)	.857	.563	.086	1.521	.129	.086	.086	.086	1.000	1.000
2	(Constant)	31.287	2.991		10.461	.000					
	dummy gender(MALE)	.923	.575	.093	1.605	.109	.086	.092	.091	.965	1.036
	CAREER EXPERIENCE	.067	.097	.040	.688	.492	.029	.039	.039	.941	1.063
	No. of training	-.292	.275	-.062	-1.063	.289	-.044	-.061	-.060	.955	1.047
	Education level	.318	.480	.039	.662	.509	.036	.038	.038	.916	1.092
	No. of School	.116	.135	.049	.857	.392	.050	.049	.049	.981	1.019
3	(Constant)	20.494	3.729		5.496	.000					
	dummy gender(MALE)	.807	.559	.081	1.443	.150	.086	.083	.080	.960	1.041
	CAREER EXPERIENCE	.030	.096	.018	.313	.754	.029	.018	.017	.918	1.089
	No. of training	-.188	.270	-.040	-.699	.485	-.044	-.040	-.039	.932	1.073
	Education level	.228	.467	.028	.489	.625	.036	.028	.027	.908	1.101
	No. of School	.215	.133	.091	1.611	.108	.050	.092	.089	.953	1.050
	MACHIAVELLINIASM	.123	.061	.116	2.020	.044	.097	.115	.111	.930	1.075
	NPOWER	.565	.133	.237	4.240	.000	.229	.237	.234	.973	1.028
	(Constant)	11.498	3.701		3.107	.002					
dummy gender(MALE)	.752	.516	.076	1.457	.146	.086	.084	.074	.955	1.047	
CAREER EXPERIENCE	.065	.089	.039	.731	.465	.029	.042	.037	.909	1.100	
No. of training	-.193	.249	-.041	-.776	.439	-.044	-.045	-.039	.927	1.079	
Education level	-.083	.433	-.010	-.191	.849	.036	-.011	-.010	.896	1.116	
No. of School	.150	.123	.064	1.219	.224	.050	.070	.062	.948	1.055	
MACHIAVELLINIASM	.098	.056	.092	1.744	.082	.097	.100	.089	.920	1.087	
NPOWER	-.013	.147	-.005	-.087	.931	.229	-.005	-.004	.677	1.478	
INTERPERSONAL SKILL	.667	.156	.271	4.272	.000	.404	.240	.217	.644	1.553	
SOCIAL SKILL	.317	.187	.109	1.699	.090	.320	.098	.086	.630	1.588	
NETWORKING SKILL	.400	.133	.184	3.017	.003	.348	.172	.153	.696	1.437	
5	(Constant)	10.188	3.761		2.709	.007					
	dummy gender(MALE)	.723	.514	.073	1.406	.161	.086	.081	.071	.953	1.050
	CAREER EXPERIENCE	.081	.089	.049	.920	.359	.029	.053	.047	.900	1.111
	No. of training	-.221	.251	-.047	-.882	.379	-.044	-.051	-.045	.904	1.106
	Education level	.015	.434	.002	.035	.972	.036	.002	.002	.886	1.128
	No. of School	.135	.123	.057	1.103	.271	.050	.064	.056	.944	1.059
	MACHIAVELLINIASM	.078	.065	.074	1.202	.230	.097	.070	.061	.680	1.470
	NPOWER	-.069	.149	-.029	-.461	.645	.229	-.027	-.023	.654	1.529
	INTERPERSONAL SKILL	.677	.158	.275	4.291	.000	.404	.242	.217	.625	1.600
	SOCIAL SKILL	.242	.189	.083	1.281	.201	.320	.074	.065	.608	1.644
	NETWORKING SKILL	.341	.136	.157	2.508	.013	.348	.144	.127	.655	1.527
	REACTIVE BEHAVIOR	-.003	.042	-.005	-.082	.935	.096	-.005	-.004	.623	1.606
	PROACTIVE BEHAVIOR	.083	.039	.127	2.119	.035	.278	.122	.107	.716	1.397

a. Dependent Variable: LIFE SATISFACTION

### Model Summary<sup>f</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.110 <sup>a</sup>	.012	.009	544.50935	.012	3.781	1	308	.053	
2	.533 <sup>b</sup>	.284	.272	466.58052	.272	28.869	4	304	.000	
3	.536 <sup>c</sup>	.287	.271	467.10090	.003	.662	2	302	.517	
4	.539 <sup>d</sup>	.290	.266	468.45380	.003	.419	3	299	.739	
5	.546 <sup>e</sup>	.299	.270	467.21864	.008	1.791	2	297	.169	1.849

a. Predictors: (Constant), dummy gender(MALE)

b. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level

c. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM

d. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL

e. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL, PROACTIVE BEHAVIOR, REACTIVE BEHAVIOR

f. Dependent Variable: SALARYMONTHLY

**ANOVA<sup>f</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1120965	1	1120965.176	3.781	.053 <sup>a</sup>
	Residual	91319053	308	296490.433		
	Total	92440018	309			
2	Regression	26260015	5	5252002.970	24.125	.000 <sup>b</sup>
	Residual	66180004	304	217697.380		
	Total	92440018	309			
3	Regression	26548676	7	3792668.016	17.383	.000 <sup>c</sup>
	Residual	65891342	302	218183.253		
	Total	92440018	309			
4	Regression	26824780	10	2682477.993	12.224	.000 <sup>d</sup>
	Residual	65615239	299	219448.958		
	Total	92440018	309			
5	Regression	27606921	12	2300576.730	10.539	.000 <sup>e</sup>
	Residual	64833098	297	218293.258		
	Total	92440018	309			

a. Predictors: (Constant), dummy gender(MALE)

b. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level

c. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM

d. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL

e. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL, PROACTIVE BEHAVIOR, REACTIVE BEHAVIOR

f. Dependent Variable: SALARYMONTHLY

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	5709.918	46.691		122.291	.000					
	dummy gender(MALE)	-121.181	62.322	-.110	-1.944	.053	-.110	-.110	-.110	1.000	1.000
2	(Constant)	3227.224	282.857		11.409	.000					
	dummy gender(MALE)	-68.915	54.366	-.063	-1.268	.206	-.110	-.073	-.062	.965	1.036
	CAREER EXPERIENCE	95.636	9.214	.519	10.379	.000	.527	.512	.504	.941	1.063
	No. of training	-18.227	25.967	-.035	-.702	.483	-.021	-.040	-.034	.955	1.047
	Education level	-18.444	45.386	-.021	-.406	.685	-.134	-.023	-.020	.916	1.092
	No. of School	.730	12.805	.003	.057	.955	.067	.003	.003	.981	1.019
3	(Constant)	2964.508	364.027		8.144	.000					
	dummy gender(MALE)	-71.442	54.560	-.065	-1.309	.191	-.110	-.075	-.064	.960	1.041
	CAREER EXPERIENCE	94.611	9.340	.514	10.130	.000	.527	.504	.492	.918	1.089
	No. of training	-15.362	26.317	-.029	-.584	.560	-.021	-.034	-.028	.932	1.073
	Education level	-20.242	45.623	-.023	-.444	.658	-.134	-.026	-.022	.908	1.101
	No. of School	3.202	13.011	.012	.246	.806	.067	.014	.012	.953	1.050
	MACHIAVELLINIASM	3.518	5.932	.030	.593	.554	.114	.034	.029	.930	1.075
	NPOWER	13.203	13.011	.050	1.015	.311	.032	.058	.049	.973	1.028
4	(Constant)	3116.042	393.477		7.919	.000					
	dummy gender(MALE)	-71.780	54.865	-.065	-1.308	.192	-.110	-.075	-.064	.955	1.047
	CAREER EXPERIENCE	94.033	9.412	.511	9.990	.000	.527	.500	.487	.909	1.100
	No. of training	-16.099	26.470	-.031	-.608	.543	-.021	-.035	-.030	.927	1.079
	Education level	-15.738	46.061	-.018	-.342	.733	-.134	-.020	-.017	.896	1.116
	No. of School	4.137	13.080	.016	.316	.752	.067	.018	.015	.948	1.055
	MACHIAVELLINIASM	3.870	5.981	.033	.647	.518	.114	.037	.032	.920	1.087
	NPOWER	20.541	15.644	.078	1.313	.190	.032	.076	.064	.677	1.478
	INTERPERSONAL SKILL	-15.068	16.602	-.055	-.908	.365	-.053	-.052	-.044	.644	1.553
	SOCIAL SKILL	1.887	19.846	.006	.095	.924	-.005	.005	.005	.630	1.588
	NETWORKING SKILL	-4.258	14.093	-.018	-.302	.763	-.050	-.017	-.015	.696	1.437
5	(Constant)	2983.671	400.609		7.448	.000					
	dummy gender(MALE)	-68.660	54.791	-.062	-1.253	.211	-.110	-.073	-.061	.953	1.050
	CAREER EXPERIENCE	93.849	9.435	.510	9.946	.000	.527	.500	.483	.900	1.111
	No. of training	-10.290	26.732	-.020	-.385	.701	-.021	-.022	-.019	.904	1.106
	Education level	-12.853	46.195	-.014	-.278	.781	-.134	-.016	-.014	.886	1.128
	No. of School	4.302	13.072	.016	.329	.742	.067	.019	.016	.944	1.059
	MACHIAVELLINIASM	-2.774	6.937	-.024	-.400	.690	.114	-.023	-.019	.680	1.470
	NPOWER	16.861	15.871	.064	1.062	.289	.032	.062	.052	.654	1.529
	INTERPERSONAL SKILL	-9.797	16.805	-.036	-.583	.560	-.053	-.034	-.028	.625	1.600
	SOCIAL SKILL	-1.579	20.140	-.005	-.078	.938	-.005	-.005	-.004	.608	1.644
	NETWORKING SKILL	-9.962	14.492	-.041	-.687	.492	-.050	-.040	-.033	.655	1.527
	REACTIVE BEHAVIOR	7.649	4.492	.105	1.703	.090	.153	.098	.083	.623	1.606
	PROACTIVE BEHAVIOR	1.731	4.196	.024	.412	.680	.022	.024	.020	.716	1.397

a. Dependent Variable: SALARYMONTHLY



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**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.040 <sup>a</sup>	.002	-.002	1.00385	.002	.490	1	308	.484	
2	.248 <sup>b</sup>	.062	.046	.97952	.060	4.873	4	304	.001	
3	.251 <sup>c</sup>	.063	.042	.98198	.001	.239	2	302	.788	
4	.269 <sup>d</sup>	.073	.042	.98196	.009	1.003	3	299	.392	
5	.282 <sup>e</sup>	.080	.042	.98149	.007	1.143	2	297	.320	1.928

a. Predictors: (Constant), dummy gender(MALE)

b. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level

c. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM

d. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL

e. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL, PROACTIVE BEHAVIOR, REACTIVE BEHAVIOR

f. Dependent Variable: NUMBER OF PROMOTION

**ANOVA<sup>f</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.494	1	.494	.490	.484 <sup>a</sup>
	Residual	310.374	308	1.008		
	Total	310.868	309			
2	Regression	19.194	5	3.839	4.001	.002 <sup>b</sup>
	Residual	291.674	304	.959		
	Total	310.868	309			
3	Regression	19.655	7	2.808	2.912	.006 <sup>c</sup>
	Residual	291.213	302	.964		
	Total	310.868	309			
4	Regression	22.556	10	2.256	2.339	.011 <sup>d</sup>
	Residual	288.311	299	.964		
	Total	310.868	309			
5	Regression	24.758	12	2.063	2.142	.015 <sup>e</sup>
	Residual	286.110	297	.963		
	Total	310.868	309			

a. Predictors: (Constant), dummy gender(MALE)

b. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level

c. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM

d. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL

e. Predictors: (Constant), dummy gender(MALE), No. of School, No. of training, CAREER EXPERIENCE, Education level, NPOWER, MACHIAVELLINIASM, INTERPERSONAL SKILL, NETWORKING SKILL, SOCIAL SKILL, PROACTIVE BEHAVIOR, REACTIVE BEHAVIOR

f. Dependent Variable: NUMBER OF PROMOTION

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.500	.086		40.660	.000					
	dummy gender(MALE)	.080	.115	.040	.700	.484	.040	.040	.040	1.000	1.000
2	(Constant)	4.097	.594		6.899	.000					
	dummy gender(MALE)	.113	.114	.056	.990	.323	.040	.057	.055	.965	1.036
	CAREER EXPERIENCE	-.032	.019	-.093	-1.630	.104	-.072	-.093	-.091	.941	1.063
	No. of training	-.075	.055	-.078	-1.372	.171	-.083	-.078	-.076	.955	1.047
	Education level	-.028	.095	-.017	-.298	.766	-.001	-.017	-.017	.916	1.092
No. of School	.106	.027	.222	3.956	.000	.209	.221	.220	.981	1.019	
3	(Constant)	4.415	.765		5.769	.000					
	dummy gender(MALE)	.118	.115	.058	1.025	.306	.040	.059	.057	.960	1.041
	CAREER EXPERIENCE	-.031	.020	-.091	-1.574	.117	-.072	-.090	-.088	.918	1.089
	No. of training	-.077	.055	-.080	-1.384	.167	-.083	-.079	-.077	.932	1.073
	Education level	-.024	.096	-.015	-.254	.800	-.001	-.015	-.014	.908	1.101
	No. of School	.104	.027	.216	3.791	.000	.209	.213	.211	.953	1.050
	MACHIAVELLINIASM	-.002	.012	-.008	-.130	.896	-.029	-.008	-.007	.930	1.075
NPOWER	-.019	.027	-.039	-.685	.494	-.060	-.039	-.038	.973	1.028	
4	(Constant)	4.512	.825		5.471	.000					
	dummy gender(MALE)	.105	.115	.052	.909	.364	.040	.052	.051	.955	1.047
	CAREER EXPERIENCE	-.028	.020	-.083	-1.419	.157	-.072	-.082	-.079	.909	1.100
	No. of training	-.080	.055	-.083	-1.434	.153	-.083	-.083	-.080	.927	1.079
	Education level	-.020	.097	-.012	-.205	.838	-.001	-.012	-.011	.896	1.116
	No. of School	.103	.027	.214	3.740	.000	.209	.211	.208	.948	1.055
	MACHIAVELLINIASM	-.004	.013	-.017	-.298	.766	-.029	-.017	-.017	.920	1.087
	NPOWER	-.032	.033	-.067	-.985	.325	-.060	-.057	-.055	.677	1.478
	INTERPERSONAL SKILL	-.018	.035	-.037	-.531	.596	-.018	-.031	-.030	.644	1.553
	SOCIAL SKILL	-.011	.042	-.019	-.271	.787	-.027	-.016	-.015	.630	1.588
	NETWORKING SKILL	.051	.030	.115	1.727	.085	.063	.099	.096	.696	1.437
5	(Constant)	4.754	.842		5.649	.000					
	dummy gender(MALE)	.101	.115	.050	.875	.382	.040	.051	.049	.953	1.050
	CAREER EXPERIENCE	-.028	.020	-.084	-1.425	.155	-.072	-.082	-.079	.900	1.111
	No. of training	-.088	.056	-.091	-1.559	.120	-.083	-.090	-.087	.904	1.106
	Education level	-.027	.097	-.017	-.280	.780	-.001	-.016	-.016	.886	1.128
	No. of School	.103	.027	.214	3.742	.000	.209	.212	.208	.944	1.059
	MACHIAVELLINIASM	.007	.015	.032	.477	.633	-.029	.028	.027	.680	1.470
	NPOWER	-.025	.033	-.052	-.750	.454	-.060	-.043	-.042	.654	1.529
	INTERPERSONAL SKILL	-.027	.035	-.053	-.758	.449	-.018	-.044	-.042	.625	1.600
	SOCIAL SKILL	-.004	.042	-.006	-.087	.931	-.027	-.005	-.005	.608	1.644
	NETWORKING SKILL	.061	.030	.139	2.019	.044	.063	.116	.112	.655	1.527
	REACTIVE BEHAVIOR	-.011	.009	-.086	-1.218	.224	-.067	-.071	-.068	.623	1.606
PROACTIVE BEHAVIOR	-.005	.009	-.039	-.591	.555	-.037	-.034	-.033	.716	1.397	

a. Dependent Variable: NUMBER OF PROMOTION

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	18.603	.308		60.453	.000					
	dummy gender(MALE)	.768	.410	.106	1.873	.062	.106	.106	.106	1.000	1.000
2	(Constant)	7.563	2.152		3.515	.001					
	dummy gender(MALE)	.711	.396	.098	1.798	.073	.106	.103	.097	.980	1.020
	MACHIAVELLINIASM	.107	.050	.138	2.145	.033	.143	.122	.116	.702	1.424
	NPOWER	-.064	.115	-.037	-.557	.578	.138	-.032	-.030	.668	1.498
	INTERPERSONAL SKILL	.266	.122	.148	2.171	.031	.247	.124	.117	.631	1.584
	SOCIAL SKILL	.282	.147	.133	1.923	.055	.242	.110	.104	.613	1.630
	NETWORKING SKILL	.113	.106	.071	1.072	.285	.210	.062	.058	.664	1.507
	REACTIVE BEHAVIOR	.004	.033	.008	.123	.902	.103	.007	.007	.638	1.568
	PROACTIVE BEHAVIOR	.027	.030	.056	.887	.376	.178	.051	.048	.730	1.370
3	(Constant)	7.475	2.159		3.462	.001					
	dummy gender(MALE)	.689	.398	.095	1.731	.084	.106	.099	.094	.971	1.030
	MACHIAVELLINIASM	.098	.052	.127	1.879	.061	.143	.108	.102	.643	1.555
	NPOWER	-.066	.115	-.038	-.569	.570	.138	-.033	-.031	.667	1.498
	INTERPERSONAL SKILL	.260	.123	.144	2.109	.036	.247	.121	.114	.627	1.596
	SOCIAL SKILL	.281	.147	.132	1.912	.057	.242	.110	.103	.613	1.631
	NETWORKING SKILL	.116	.106	.073	1.099	.272	.210	.063	.059	.662	1.511
	REACTIVE BEHAVIOR	-.002	.034	-.003	-.049	.961	.103	-.003	-.003	.587	1.702
	PROACTIVE BEHAVIOR	.025	.031	.051	.806	.421	.178	.046	.044	.718	1.392
	PERCEPTION OF POLITICS	.018	.031	.039	.593	.554	.148	.034	.032	.674	1.484
4	(Constant)	19.449	10.132		1.920	.056					
	dummy gender(MALE)	.751	.404	.104	1.861	.064	.106	.108	.101	.942	1.061
	MACHIAVELLINIASM	.080	.219	.102	.363	.717	.143	.021	.020	.037	27.252
	NPOWER	.030	.540	.017	.056	.955	.138	.003	.003	.030	33.042
	INTERPERSONAL SKILL	-.557	.663	-.309	-.841	.401	.247	-.049	-.045	.022	46.300
	SOCIAL SKILL	.808	.789	.380	1.024	.307	.242	.060	.055	.021	47.206
	NETWORKING SKILL	.721	.519	.453	1.389	.166	.210	.081	.075	.027	36.380
	REACTIVE BEHAVIOR	-.182	.130	-.378	-1.394	.164	.103	-.081	-.075	.040	25.140
	PROACTIVE BEHAVIOR	-.126	.128	-.263	-.982	.327	.178	-.057	-.053	.041	24.622
	PERCEPTION OF POLITICS	-.275	.260	-.590	-1.058	.291	.148	-.062	-.057	.009	106.692
	INT.MACHXPOP	.000	.005	.022	.050	.960	.194	.003	.003	.015	66.682
	INT.NPOWXPOP	-.002	.015	-.100	-.151	.880	.187	-.009	-.008	.007	149.538
	INT.ISXPOP	.021	.018	.936	1.159	.248	.240	.067	.063	.004	223.462
	INT.NSXPOP	-.017	.015	-.613	-1.200	.231	.234	-.070	-.065	.011	89.418
	INT.SASXPOP	-.014	.021	-.474	-.685	.494	.242	-.040	-.037	.006	163.744
	INT.PROXPOP	.004	.004	.566	1.192	.234	.211	.069	.064	.013	77.111
	INT.REAXPOP	.005	.003	.603	1.396	.164	.174	.081	.075	.016	63.948

a. Dependent Variable: CAREER SATISFACTION

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	33.735	.422		79.889	.000					
	dummy gender(MALE)	.825	.563	.083	1.465	.144	.083	.083	.083	1.000	1.000
2	(Constant)	12.349	2.748		4.493	.000					
	dummy gender(MALE)	.606	.505	.061	1.200	.231	.083	.069	.060	.980	1.020
	MACHIAVELLINIASM	.082	.064	.077	1.286	.199	.097	.074	.065	.702	1.424
	NPOWER	-.082	.147	-.034	-.556	.579	.232	-.032	-.028	.668	1.498
	INTERPERSONAL SKILL	.692	.156	.280	4.420	.000	.406	.247	.223	.631	1.584
	SOCIAL SKILL	.250	.187	.086	1.337	.182	.323	.077	.067	.613	1.630
	NETWORKING SKILL	.323	.135	.148	2.393	.017	.346	.136	.121	.664	1.507
	REACTIVE BEHAVIOR	.003	.042	.004	.064	.949	.098	.004	.003	.638	1.568
	PROACTIVE BEHAVIOR	.083	.039	.127	2.154	.032	.282	.123	.109	.730	1.370
	3	(Constant)	12.495	2.757		4.532	.000				
dummy gender(MALE)		.644	.508	.065	1.268	.206	.083	.073	.064	.971	1.030
MACHIAVELLINIASM		.097	.067	.091	1.453	.147	.097	.083	.073	.643	1.555
NPOWER		-.079	.147	-.033	-.538	.591	.232	-.031	-.027	.667	1.498
INTERPERSONAL SKILL		.702	.157	.285	4.467	.000	.406	.249	.225	.627	1.596
SOCIAL SKILL		.252	.187	.087	1.347	.179	.323	.077	.068	.613	1.631
NETWORKING SKILL		.317	.135	.146	2.348	.019	.346	.134	.118	.662	1.511
REACTIVE BEHAVIOR		.012	.043	.018	.278	.781	.098	.016	.014	.587	1.702
PROACTIVE BEHAVIOR		.087	.039	.133	2.232	.026	.282	.128	.112	.718	1.392
PERCEPTION OF POLITICS		-.030	.039	-.047	-.770	.442	.095	-.044	-.039	.674	1.484
4		(Constant)	14.650	13.000		1.127	.261				
	dummy gender(MALE)	.570	.518	.057	1.101	.272	.083	.064	.056	.942	1.061
	MACHIAVELLINIASM	-.138	.281	-.130	-.492	.623	.097	-.029	-.025	.037	27.252
	NPOWER	-.125	.693	-.052	-.180	.857	.232	-.011	-.009	.030	33.042
	INTERPERSONAL SKILL	1.206	.850	.489	1.419	.157	.406	.082	-.072	.022	46.300
	SOCIAL SKILL	-.451	1.013	-.155	-.446	.656	.323	-.026	-.023	.021	47.206
	NETWORKING SKILL	-.534	.666	-.245	-.802	.423	.346	-.047	-.041	.027	36.380
	REACTIVE BEHAVIOR	.048	.167	.073	.289	.773	.098	.017	.015	.040	25.140
	PROACTIVE BEHAVIOR	.341	.165	.520	2.068	.039	.282	.120	.105	.041	24.622
	PERCEPTION OF POLITICS	-.053	.334	-.083	-.160	.873	.095	-.009	-.008	.009	106.692
	INT.MACHXPOP	.006	.007	.351	.849	.396	.141	.049	.043	.015	66.682
	INT.NPOWXPOP	.001	.020	.025	.040	.968	.193	.002	.002	.007	149.538
	INT.ISXPOP	-.014	.023	-.455	-.601	.548	.265	-.035	-.030	.004	223.462
	INT.NSXPOP	.024	.019	.614	1.283	.201	.297	.075	.065	.011	89.418
	INT.SASXPOP	.018	.027	.428	.660	.510	.250	.038	.033	.006	163.744
	INT.PROXPOP	-.007	.005	-.696	-1.565	.119	.219	-.091	-.079	.013	77.111
INT.REAXPOP	-.001	.004	-.102	-.251	.802	.137	-.015	-.013	.016	63.948	

a. Dependent Variable: LIFE SATISFACTION

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.500	.086		40.564	.000					
	dummy gender(MALE)	.071	.115	.035	.621	.535	.035	.035	.035	1.000	1.000
2	(Constant)	4.280	.633		6.759	.000					
	dummy gender(MALE)	.055	.116	.027	.476	.634	.035	.027	.027	.980	1.020
	MACHIAVELLINIASM	.001	.015	.005	.077	.939	-.029	.004	.004	.702	1.424
	NPOWER	-.041	.034	-.085	-1.223	.222	-.054	-.070	-.070	.668	1.498
	INTERPERSONAL SKILL	-.016	.036	-.031	-.439	.661	-.014	-.025	-.025	.631	1.584
	SOCIAL SKILL	-.006	.043	-.011	-.146	.884	-.020	-.008	-.008	.613	1.630
	NETWORKING SKILL	.059	.031	.134	1.915	.056	.062	.110	.109	.664	1.507
	REACTIVE BEHAVIOR	-.010	.010	-.077	-1.081	.281	-.064	-.062	-.062	.638	1.568
	PROACTIVE BEHAVIOR	-.002	.009	-.015	-.220	.826	-.027	-.013	-.013	.730	1.370
	3	(Constant)	4.235	.635		6.673	.000				
dummy gender(MALE)		.044	.117	.022	.374	.709	.035	.022	.021	.971	1.030
MACHIAVELLINIASM		-.003	.015	-.016	-.226	.821	-.029	-.013	-.013	.643	1.555
NPOWER		-.042	.034	-.087	-1.245	.214	-.054	-.072	-.071	.667	1.498
INTERPERSONAL SKILL		-.019	.036	-.038	-.527	.599	-.014	-.030	-.030	.627	1.596
SOCIAL SKILL		-.007	.043	-.012	-.160	.873	-.020	-.009	-.009	.613	1.631
NETWORKING SKILL		.061	.031	.138	1.966	.050	.062	.113	.112	.662	1.511
REACTIVE BEHAVIOR		-.013	.010	-.099	-1.328	.185	-.064	-.076	-.076	.587	1.702
PROACTIVE BEHAVIOR		-.003	.009	-.023	-.346	.729	-.027	-.020	-.020	.718	1.392
PERCEPTION OF POLITICS		.009	.009	.072	1.034	.302	.014	.060	.059	.674	1.484
4	(Constant)	6.509	2.975		2.188	.029					
	dummy gender(MALE)	.011	.119	.006	.096	.923	.035	.006	.005	.942	1.061
	MACHIAVELLINIASM	.070	.064	.323	1.088	.277	-.029	.063	.062	.037	27.252
	NPOWER	-.099	.159	-.204	-.625	.533	-.054	-.036	-.036	.030	33.042
	INTERPERSONAL SKILL	-.169	.195	-.335	-.866	.387	-.014	-.050	-.049	.022	46.300
	SOCIAL SKILL	-.192	.232	-.324	-.829	.408	-.020	-.048	-.047	.021	47.206
	NETWORKING SKILL	.074	.152	.166	.484	.629	.062	.028	.028	.027	36.380
	REACTIVE BEHAVIOR	-.022	.038	-.162	-.568	.570	-.064	-.033	-.032	.040	25.140
	PROACTIVE BEHAVIOR	.048	.038	.359	1.271	.205	-.027	.074	.072	.041	24.622
	PERCEPTION OF POLITICS	-.058	.076	-.443	-.754	.452	.014	-.044	-.043	.009	106.692
	INT.MACHXPOP	-.002	.002	-.570	-1.228	.220	-.026	-.071	-.070	.015	66.682
	INT.NPOWXPOP	.001	.004	.195	.280	.779	-.006	.016	.016	.007	149.538
	INT.ISXPOP	.005	.005	.740	.871	.385	.011	.051	.050	.004	223.462
	INT.NSXPOP	.000	.004	-.038	-.071	.943	.051	-.004	-.004	.011	89.418
	INT.SASXPOP	.005	.006	.612	.841	.401	.010	.049	.048	.006	163.744
INT.PROXPOP	-.001	.001	-.667	-1.336	.182	-.013	-.078	-.076	.013	77.111	
INT.REAXPOP	.000	.001	.077	.169	.866	-.043	.010	.010	.016	63.948	

a. Dependent Variable: NUMBER OF PROMOTION

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	5709.918	46.625		122.466	.000					
	dummy gender(MALE)	-120.104	62.155	-.109	-1.932	.054	-.109	-.109	-.109	1.000	1.000
2	(Constant)	5356.032	339.559		15.773	.000					
	dummy gender(MALE)	-106.943	62.421	-.097	-1.713	.088	-.109	-.098	-.096	.980	1.020
	MACHIAVELLINIASM	5.846	7.903	.050	.740	.460	.114	.043	.042	.702	1.424
	NPOWER	21.299	18.146	.081	1.174	.241	.031	.067	.066	.668	1.498
	INTERPERSONAL SKILL	-14.630	19.330	-.054	-.757	.450	-.054	-.044	-.043	.631	1.584
	SOCIAL SKILL	8.258	23.131	.026	.357	.721	-.006	.021	.020	.613	1.630
	NETWORKING SKILL	-19.964	16.655	-.083	-1.199	.232	-.049	-.069	-.067	.664	1.507
	REACTIVE BEHAVIOR	9.473	5.134	.130	1.845	.066	.153	.106	.104	.638	1.568
	PROACTIVE BEHAVIOR	-1.222	4.781	-.017	-.256	.798	.020	-.015	-.014	.730	1.370
	3	(Constant)	5334.745	340.454		15.670	.000				
dummy gender(MALE)		-112.475	62.732	-.102	-1.793	.074	-.109	-.103	-.101	.971	1.030
MACHIAVELLINIASM		3.662	8.260	.031	.443	.658	.114	.026	.025	.643	1.555
NPOWER		20.938	18.156	.079	1.153	.250	.031	.066	.065	.667	1.498
INTERPERSONAL SKILL		-16.158	19.408	-.059	-.833	.406	-.054	-.048	-.047	.627	1.596
SOCIAL SKILL		7.963	23.140	.025	.344	.731	-.006	.020	.019	.613	1.631
NETWORKING SKILL		-19.183	16.682	-.079	-1.150	.251	-.049	-.066	-.065	.662	1.511
REACTIVE BEHAVIOR		8.099	5.351	.111	1.513	.131	.153	.087	.085	.587	1.702
PROACTIVE BEHAVIOR		-1.767	4.819	-.024	-.367	.714	.020	-.021	-.021	.718	1.392
PERCEPTION OF POLITICS		4.422	4.846	.063	.913	.362	.114	.053	.051	.674	1.484
4	(Constant)	5949.870	1601.514		3.715	.000					
	dummy gender(MALE)	-118.420	63.810	-.108	-1.856	.064	-.109	-.108	-.105	.942	1.061
	MACHIAVELLINIASM	26.367	34.645	.224	.761	.447	.114	.044	.043	.037	27.252
	NPOWER	-51.925	85.426	-.197	-.608	.544	.031	-.035	-.034	.030	33.042
	INTERPERSONAL SKILL	-97.782	104.740	-.358	-.934	.351	-.054	-.054	-.053	.022	46.300
	SOCIAL SKILL	-17.381	124.743	-.054	-.139	.889	-.006	-.008	-.008	.021	47.206
	NETWORKING SKILL	145.558	82.025	.603	1.775	.077	-.049	.103	.100	.027	36.380
	REACTIVE BEHAVIOR	1.505	20.605	.021	.073	.942	.153	.004	.004	.040	25.140
	PROACTIVE BEHAVIOR	4.917	20.309	.068	.242	.809	.020	.014	.014	.041	24.622
	PERCEPTION OF POLITICS	-15.325	41.164	-.217	-.372	.710	.114	-.022	-.021	.009	106.692
	INT.MACHXPOP	-.575	.867	-.305	-.663	.508	.123	-.039	-.037	.015	66.682
	INT.NPOWXPOP	1.978	2.415	.565	.819	.413	.112	.048	.046	.007	149.538
	INT.ISXPOP	2.393	2.884	.699	.830	.407	.079	.048	.047	.004	223.462
	INT.NSXPOP	-4.688	2.299	-1.087	-2.040	.042	.038	-.118	-.115	.011	89.418
	INT.SASXPOP	.849	3.346	.183	.254	.800	.092	.015	.014	.006	163.744
	INT.PROXPOP	-.187	.555	-.167	-.338	.736	.087	-.020	-.019	.013	77.111
INT.REAXPOP	.188	.513	.165	.366	.715	.146	.021	.021	.016	63.948	

a. Dependent Variable: SALARYMONTHLY

## **APPENDIX I**

Structure of the education system in Malaysia



## APPENDIX I

### Structure of the education system in Malaysia

Level	Name of level	Age (years)	Examinations
Level 1	Pre-school / Kindergarten education	4 to 6	
Level 2 (6 years)  (Standard 1 to Standard 6)	Primary education 1) National school 2) National type school (Chinese) 3) National type school (Tamil)	7 to 12	Primary School Achievement Test (UPSR)
Level 3 (5 years)  (Form 1 to Form 3 for 3 years)  (Form 4 to Form 5 for 2 years)	Secondary education  1) Lower secondary  2) Upper secondary with option to choose either: a) Academic secondary education b) Technical/Vocational secondary education c) Religious secondary education	13 to 15     16 to 17	Lower Secondary Assessment (PMR)    Malaysia Certificate of Education (SPM)
Level 4  Form Six (for 1.5 years)  Matriculation (for 1 year)	Post-secondary education / Pre-university	from age 18	Malaysia Higher Certificate (STPM)  or  Matriculation Certificate
Level 5	Tertiary / Higher education  a) Certificate and Diploma Education at Polytechnics / Colleges b) Education at Teacher Training Institutes from age 18 onwards c) Undergraduate studies from age 19 or 20 (for 3 to 5 years) d) Postgraduate studies [Master's Degree or PhD studies, after acquiring a Bachelor's degree] (for 1 to 5 years)	from age 18 onwards	

## **APPENDIX J**

**Malaysia's National Education Philosophy, Mission statement, The objectives of Malaysian educational, Client charter**

# APPENDIX J

## **Malaysia's National Education Philosophy, Mission statement, The objectives of Malaysian educational, Client charter**

### **Malaysia's National Education Philosophy:**

Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards and who are responsible and capable of achieving high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large

(Ministry of Education, Malaysia, 2001)

### **Mission statement**

is "to develop a world-class quality education system which will realize the full potential of the individual and fulfill the aspiration of the Malaysian nation" (Ministry of Education, Malaysia, 2001).

### **The objectives of Malaysian educational**

- Produce loyal and united Malaysian nation.
- Produce happy, well mannered individuals who have faith, knowledge and vision.
- Prepare the nation's human resource for development needs.
- Provide educational opportunities for all Malaysians.

(Ministry of Education, Malaysia, 2001)

## **Client charter**

- Delivering the best education system that satisfies the needs of the individuals, society and nation and which fulfills.
- Ensuring that the product of the education system projects fundamental values and characteristics as outlined in the National Education Philosophy.
- Giving all children regardless of their backgrounds, religious convictions or descent an equal opportunity to receive the best education.
- Establishing an efficient, effective, sophisticated, dynamic and change-sensitive education management system and mechanisms.
- Managing work efficiently, speedily and wisely.
- Producing a dedicated, committed, well-trained, disciplined, responsible and productive team of staff.
- Providing a standardized, comfortable, fully-equipped and adequate educational facility which mirrors the practice of a caring society.
- Ensuring that the Ministry is sensitive and responsive towards the needs and wants of its clients namely, students, teacher, society and nation.
- Enhancing the glory and prestige of the teaching profession in order to attract the best individuals into the service.

(Ministry of Education, Malaysia, 2001)

## **APPENDIX K**

**Descriptives**

			Statistic	Std. Error
MACHIAVELLIANISM	Mean		19.0868	.26296
	95% Confidence Interval for Mean	Lower Bound	18.5694	
		Upper Bound	19.6042	
	5% Trimmed Mean		18.8548	
	Median		19.0000	
	Variance		21.505	
	Std. Deviation		4.63739	
	Minimum		9.00	
	Maximum		34.00	
	Range		25.00	
	Interquartile Range		5.00	
	Skewness		.789	.138
	Kurtosis		1.160	.276
	NPOWER	Mean		16.0900
95% Confidence Interval for Mean		Lower Bound	15.8590	
		Upper Bound	16.3211	
5% Trimmed Mean			16.1377	
Median			16.0000	
Variance			4.289	
Std. Deviation			2.07090	
Minimum			8.00	
Maximum			20.00	
Range			12.00	
Interquartile Range			3.00	
Skewness			-.340	.138
Kurtosis			.446	.276
INTERPERSONAL SKILL		Mean		16.6656
	95% Confidence Interval for Mean	Lower Bound	16.4425	
		Upper Bound	16.8887	
	5% Trimmed Mean		16.7447	
	Median		16.0000	
	Variance		3.997	
	Std. Deviation		1.99937	
	Minimum		8.00	
	Maximum		20.00	
	Range		12.00	
	Interquartile Range		2.00	
	Skewness		-.432	.138
	Kurtosis		1.043	.276

NETWORKING SKILL	Mean		10.3601	12833
	95% Confidence Interval for Mean	Lower Bound	10.1076	
		Upper Bound	10.6126	
	5% Trimmed Mean		10.3803	
	Median		10.0000	
	Variance		5.122	
	Std. Deviation		2.26307	
	Minimum		4.00	
	Maximum		15.00	
	Range		11.00	
	Interquartile Range		3.00	
	Skewness		-.161	.138
	Kurtosis		-.295	.276
	SOCIAL SKILL	Mean		11.4019
95% Confidence Interval for Mean		Lower Bound	11.2128	
		Upper Bound	11.5911	
5% Trimmed Mean			11.4268	
Median			12.0000	
Variance			2.873	
Std. Deviation			1.69512	
Minimum			6.00	
Maximum			15.00	
Range			9.00	
Interquartile Range			2.00	
Skewness			-.246	.138
Kurtosis			.361	.276
PROACTIVE BEHAVIOR		Mean		41.3408
	95% Confidence Interval for Mean	Lower Bound	40.5019	
		Upper Bound	42.1798	
	5% Trimmed Mean		41.4287	
	Median		41.0000	
	Variance		56.542	
	Std. Deviation		7.51941	
	Minimum		17.00	
	Maximum		60.00	
	Range		43.00	
	Interquartile Range		10.00	
	Skewness		-.209	.138
	Kurtosis		.109	.276

REACTIVE BEHAVIOR	Mean		31.5852	.42468
	95% Confidence Interval for Mean	Lower Bound	30.7496	
		Upper Bound	32.4208	
	5% Trimmed Mean		31.0993	
	Median		31.0000	
	Variance		56.089	
	Std. Deviation		7.48924	
	Minimum		18.00	
	Maximum		58.00	
	Range		40.00	
	Interquartile Range		8.00	
	Skewness		.959	.138
	Kurtosis		1.608	.276
	PERCEPTION OF POLITICS	Mean		35.8585
95% Confidence Interval for Mean		Lower Bound	34.9969	
		Upper Bound	36.7202	
5% Trimmed Mean			35.6472	
Median			35.0000	
Variance			59.638	
Std. Deviation			7.72256	
Minimum			14.00	
Maximum			61.00	
Range			47.00	
Interquartile Range			10.00	
Skewness			.487	.138
Kurtosis			.451	.276
CAREER SATISFACTION		Mean		19.0354
	95% Confidence Interval for Mean	Lower Bound	18.6333	
		Upper Bound	19.4374	
	5% Trimmed Mean		19.1949	
	Median		20.0000	
	Variance		12.983	
	Std. Deviation		3.60314	
	Minimum		5.00	
	Maximum		25.00	
	Range		20.00	
	Interquartile Range		2.00	
	Skewness		-.648	.138
	Kurtosis		.746	.276



LIFE SATISFACTION	Mean		34.1994	.27976
	95% Confidence Interval for Mean	Lower Bound	33.6489	
		Upper Bound	34.7498	
	5% Trimmed Mean		34.2017	
	Median		34.0000	
	Variance		24.341	
	Std. Deviation		4.93364	
	Minimum		22.00	
	Maximum		45.00	
	Range		23.00	
	Interquartile Range		6.00	
	Skewness		.036	.138
	Kurtosis		-.210	.276
NUMBER OF PROMOTION	Mean		3.5402	.05700
	95% Confidence Interval for Mean	Lower Bound	3.4280	
		Upper Bound	3.6524	
	5% Trimmed Mean		3.5018	
	Median		3.0000	
	Variance		1.010	
	Std. Deviation		1.00522	
	Minimum		2.00	
	Maximum		7.00	
	Range		5.00	
	Interquartile Range		1.00	
	Skewness		.465	.138
	Kurtosis		.240	.276
SALARYMONTHLY	Mean		5642.3358	30.96790
	95% Confidence Interval for Mean	Lower Bound	5581.4019	
		Upper Bound	5703.2697	
	5% Trimmed Mean		5673.0444	
	Median		5777.1200	
	Variance		298252.399	
	Std. Deviation		546.12489	
	Minimum		4355.00	
	Maximum		6728.70	
	Range		2373.70	
	Interquartile Range		203.16	
	Skewness		-1.240	.138
	Kurtosis		1.138	.276

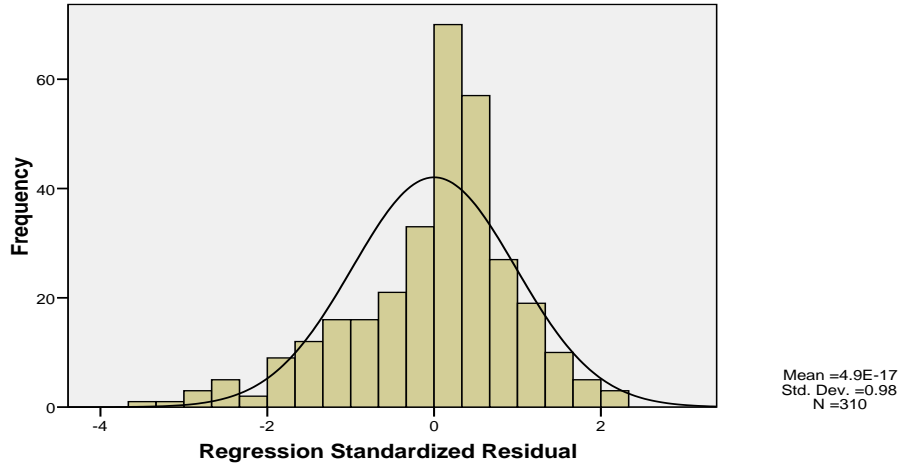
No. of training	Mean		1.98	.059
	95% Confidence Interval for Mean	Lower Bound	1.87	
		Upper Bound	2.10	
	5% Trimmed Mean		1.87	
	Median		2.00	
	Variance		1.093	
	Std. Deviation		1.046	
	Minimum		1	
	Maximum		6	
	Range		5	
	Interquartile Range		1	
	Skewness		1.361	.138
	Kurtosis		2.147	.276
	Education level	Mean		2.34
95% Confidence Interval for Mean		Lower Bound	2.27	
		Upper Bound	2.41	
5% Trimmed Mean			2.27	
Median			2.00	
Variance			.373	
Std. Deviation			.611	
Minimum			1	
Maximum			5	
Range			4	
Interquartile Range			1	
Skewness			1.541	.138
Kurtosis			1.944	.276
CAREER EXPERIENCE		Mean		26.4598
	95% Confidence Interval for Mean	Lower Bound	26.1286	
		Upper Bound	26.7910	
	5% Trimmed Mean		26.6915	
	Median		27.0000	
	Variance		8.810	
	Std. Deviation		2.96824	
	Minimum		14.00	
	Maximum		30.00	
	Range		16.00	
	Interquartile Range		4.00	
	Skewness		-1.031	.138
	Kurtosis		1.113	.276

# **APPENDIX L**

**ASSUMPTIONS OF MULTIPLE REGRESSION ANALYSIS  
(HISTOGRAMS, NORMAL P-P PLOTS, SCATTER PLOTS)**

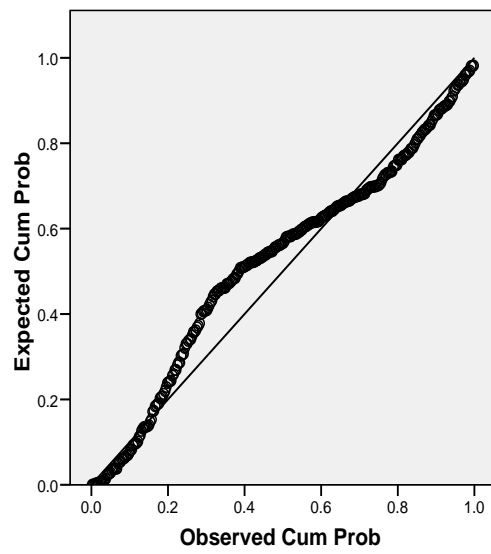
### Histogram

Dependent Variable: CAREER SATISFACTION



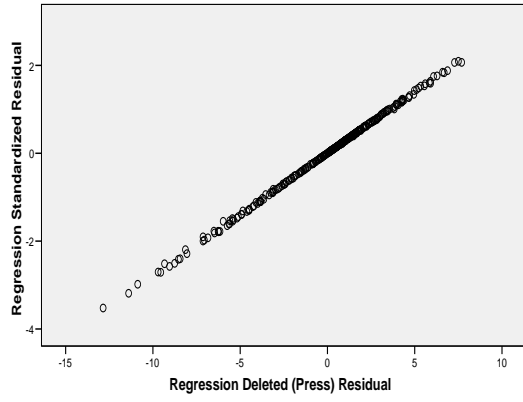
### Normal P-P Plot of Regression Standardized Residual

Dependent Variable: CAREER SATISFACTION



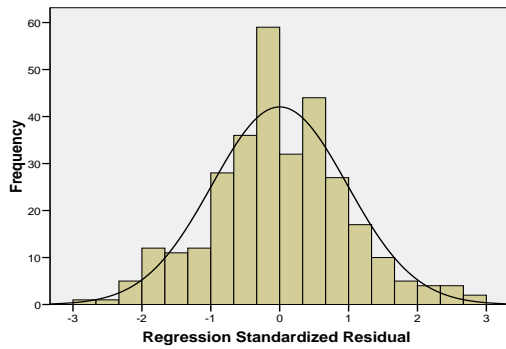
Scatterplot

Dependent Variable: CAREER SATISFACTION



Histogram

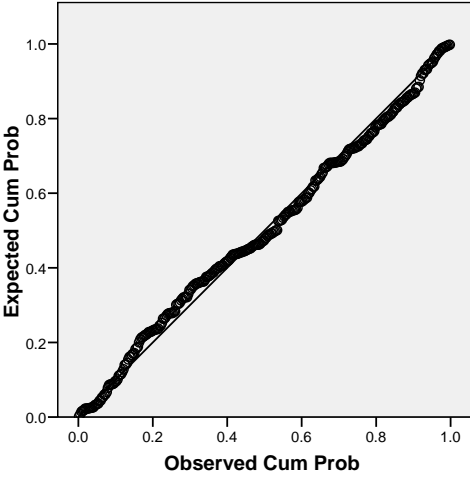
Dependent Variable: LIFE SATISFACTION



Mean = -6.04E-16  
Std. Dev. = 0.98  
N = 310

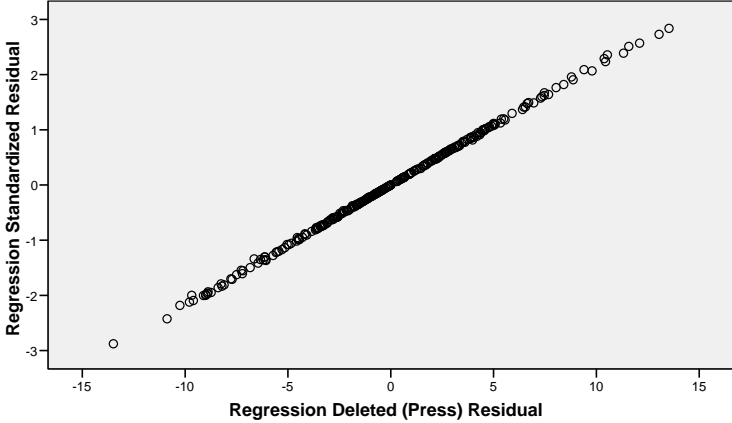
**Normal P-P Plot of Regression Standardized Residual**

**Dependent Variable: LIFE SATISFACTION**



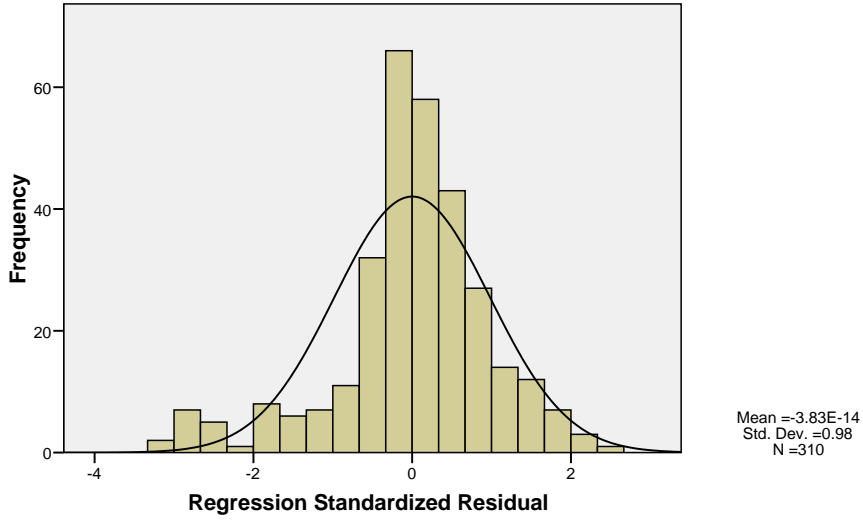
**Scatterplot**

**Dependent Variable: LIFE SATISFACTION**



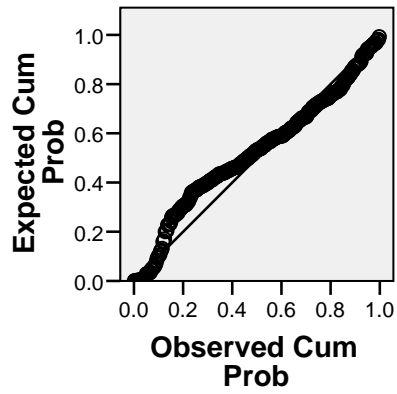
### Histogram

Dependent Variable: SALARYMONTHLY



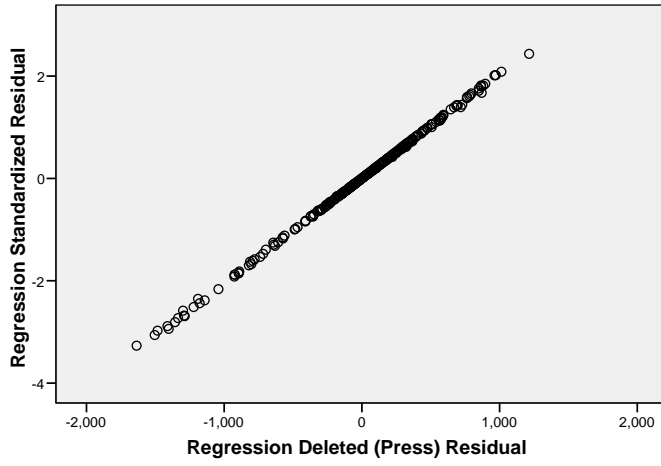
### Normal P-P Plot of Regression Standardized Residual

Dependent Variable: SALARYMONTHLY



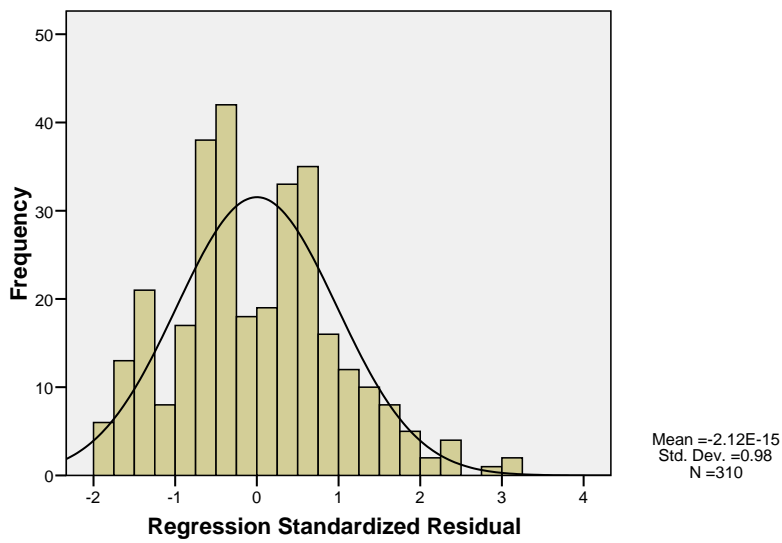
### Scatterplot

Dependent Variable: SALARYMONTHLY



### Histogram

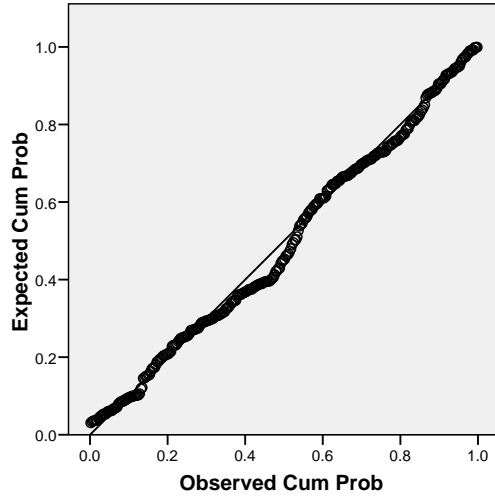
Dependent Variable: NUMBER OF PROMOTION





**Normal P-P Plot of Regression Standardized Residual**

**Dependent Variable: NUMBER OF PROMOTION**



**Scatterplot**

**Dependent Variable: NUMBER OF PROMOTION**

