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**THE RELATIONSHIP BETWEEN
LEADERSHIP AND COMMUNICATION
WITH JOB SATISFACTION IN
ROAD TRANSPORT DEPARTMENT (RTD) OF MALAYSIA**



Thesis Submitted to
School of Business Management
Universiti Utara Malaysia
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Management



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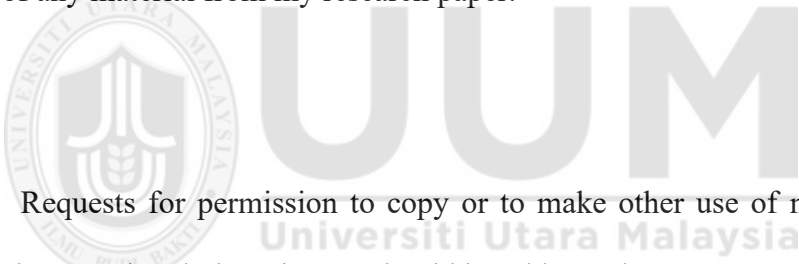
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ABSTRACT

Previous studies have proven the effectiveness of transformational and transactional leadership styles with leaders' communication competencies towards job satisfaction among employees. However, relevant study in the Road and Transport Department (RTD) of Malaysia is limited. The purpose of this study is to identify the relationship between the two leadership styles, leader communication competencies and job satisfaction of employees in RTD. Quantitative methods were used in this study. Stratified random sampling was performed in a selection of different samples of 322 respondents consisting of staffing from various scheme staff within grades 40 to grades 19 from RTD branch in Klang Valley area. The research instrument used covered the leadership items from Multifactor Leadership Questionnaire (MLQ), the communication measures from Communicative Competency Scale (CCS) and the job satisfaction measurement using Minnesota Satisfaction Questionnaire (MSQ). Descriptive analysis was conducted to identify the characteristics of the study sample. The findings reported positive, strong, and significant relationships between interpersonal communication competence, transformational and transactional leadership styles with job satisfaction. Multiple regression analysis, however, showed that only two factors significantly influenced job satisfaction, namely communication competence ($p = 0.00$) and transactional leadership styles ($p = 0.41$) at $p < 0.05$. Future research should examine more aspects of leadership styles in order to determine which style would be the most dominant in enhancing job satisfaction amongst RTD employees.

Keywords: transformational leadership, transactional leadership, competence communication, job satisfaction.

ABSTRAK

Kajian-kajian terdahulu telah membuktikan keberkesanan gaya kepimpinan transformasional dan transaksional serta kompetensi komunikasi pemimpin terhadap kepuasan kerja di kalangan pekerja. Walau bagaimanapun, kajian khusus berkaitan hubungan tersebut dalam konteks Jabatan Pengangkutan Jalan (JPJ) Malaysia adalah terhad. Tujuan kajian ini adalah untuk mengenal pasti hubungan di antara kedua-dua gaya kepimpinan, kompetensi komunikasi pemimpin dan kepuasan kerja kakitangan di JPJ. Kajian ini menggunakan kaedah kuantitatif. Persampelan rawak berstrata telah digunakan dalam pemilihan pelbagai sampel yang melibatkan 322 responden yang terdiri dari kakitangan pelbagai skim dalam lingkungan gred 40 hingga gred 19 dari cawangan JPJ negeri di kawasan Lembah Klang. Instrumen kajian menggunakan item dari *Multifactor Leadership Questionnaire* (MLQ) bagi mengukur faktor kepimpinan, ukuran dari *Communicative Competency Scale* (CCS) untuk faktor kompetensi komunikasi and *Minnesota Satisfaction Questionnaire* (MSQ) untuk mengukur kepuasan kerja. Analisis deskriptif dilakukan bagi mengenalpasti ciri-ciri sampel kajian. Dapatan kajian melaporkan terdapat hubungan yang positif, kuat dan signifikan antara kompetensi komunikasi antara perseorangan, gaya kepimpinan transaksional dan transformasional, dengan kepuasan kerja. Bagaimanapun, analisis regresi berganda menunjukkan bahawa hanya dua faktor yang didapati mempengaruhi kepuasan kerja secara signifikan, iaitu kompetensi komunikasi ($p = 0.00$) dan gaya kepemimpinan transaksional ($p = 0.41$) pada $p < 0.05$. Untuk cadangan masa hadapan, kajian perlu melihat pelbagai aspek gaya kepimpinan bagi menentukan gaya yang paling dominan dalam meningkatkan kepuasan kerja dalam kalangan staf JPJ.

Kata kunci: kepimpinan transformasional, kepimpinan transaksional, kompetensi komunikasi, kepuasan kerja.

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LIST OF ABBREVIATIONS

MLQ	Multifactor Leadership Questionnaire
MSQ	Minnesota Satisfaction Questionnaire
CCS	Communication Competence Scale
CC	Communication Competence
SPSS	Statistical Package for Social Sciences
RTD	Road Transport Department of Malaysia / Jabatan Pengangkutan Jalan (JPJ)



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Leadership is a process to encourage human and organization under their leadership to move forward by improving efficiency and teamwork among team members in the organization. One of the leader's main tasks is to push forward their followers to the extent of which they can get maximum job satisfaction (Azman, 2012).

Leadership style and communication bring a big impact in forming employee behaviour towards high performance outcome. Leadership style significantly bring positive or negative impact towards employee work performance (Ghazali & Norhayati, 2019). The outcome is related with job satisfaction which depends on the quality of communication and the leadership style in the organisation. Madlock (2006) proposed that communication between a leader and an employee influenced employee satisfaction.

Luthans (2002) quoted that leadership style is a method on how a leader influencing employees or subordinate until they wanted to achieve organization goal as required by a leader. In this case, right leadership will be motivated employee to improve their work and organization which directly gave satisfaction to their own job (Ghazali & Norhayati,2019).

Communication competency in this study as important instrument for a leader to succeed. If they know how to use it effectively, then it can bring high succeed in term of performance among subordinated or people around them (Radu & Ramona, 2014). Cleverness and flexibility are important in facing an organisation problem which leadership style through the communication competency skill is important. The ability to communicate effectively with subordinated in term to achieve togetherness in team are possibly to be success or failure.

In working condition, communication as core activity for work flow interaction. Positive communication tends to form among employee with high job satisfaction (Mastura, 2009). Base on Kaldenberg and Regrut (1999), satisfy employees are more productive, creative and committed to their employer. Pleasant emotional state among employee in the workplace can be describe as job satisfaction which become one of the human needs toward his or her job.

The Road Transport Department (RTD) is one of the government enforcement agencies in Malaysia. RTD is an agency under the Ministry of Transport, which was established started in 1899 been known as Road Transport Board. In 1978 it was rebranded as Road Transport Department (RTD) to strengthen the enforcement role of regulating motor vehicles, drivers and traffic through the framework of the APJ 1987 Act. RTD has four core business division which is Enforcement Division, Driver Licensing Division, Licensing Division and Automotive Engineering Division with total 8,116 staffing nationwide.

RTD is an enforcement agency which is responsible to ensure safety and managing of road and transport activity in Malaysia. The primary goals for leaders

at the managerial level in RTD are to achieve its vision stated under RTD Strategic Plan, and to maintaining the integrity of delivery system under ISO 37001:2016.

Leadership challenges among RTD officers in the context of creating and developing new generation leader with credibility to push RTD at the high-level stage and become as relevant agency at federal level. RTD had the significant challenges to maintain the competitiveness in term of enforcement, competent licensing driver among Malaysian and excellence delivery system for the customer. In term of basic style of leadership among RTD officer, autocratic, democratic and laissez faire as the common ground style which can be observed among them. In term of transformational and transactional leadership style, there is none researched been conduct in RTD. In this case, communication competence is important to sure that any style of leadership can bring effectiveness and bring job satisfaction among staff under any RTD officer.

1.2 Problem Statement

Previous study has found that, job satisfaction related positively with organizational commitment. The satisfaction indicated the degree to which people like their jobs (Spector, 1997). From the Hawthorne research discovered that, employee is highly responded to additional attention from the leaders and had the feeling their leader actually care about them. In this case, social issues become one of the important factors in worker productivity. A Hawthorne experiment demonstrates that job satisfaction or somehow performance depends more on

employment conditions and attitudes, communications, positive response from management and encouragement, workplace environment. (Özgür Önday, 2016).

Job satisfaction employee can be considered as happy worker while doing his or her job. Organizations that engage in employee satisfaction experience faster growth and increased efficiency than other businesses, such as Google and Tesla. Satisfaction, efficiency and job performance of employees are closely related. Higher turnover rates are all related to micro managing, occupational pressure, poor leadership and other factors responsible for job dissatisfaction. From the research Jinlin et al. (2019) had doing study about health worker (RHW) management in 11 western provinces in China. Resulted show that turnover intention is significantly coherent with job dissatisfaction as negative feeling, work pressure and workload.

Critical for top leader and policy maker gave attention with job satisfaction element because it related to significant issues of organization productivity. Employee as human nature is affected by satisfied or dissatisfied upon what work they are assigned. Loveman (1998) quoted those public employees experience job satisfaction and/or job motivation, since this 'primary satisfaction level' directly affects the 'secondary satisfaction level' of customers as co-manufacturers. Nowadays, public servant facing many problems and challenges in term of delivery service quality, integrity and organization budget efficiency. Therefore, it's important to maintain the job satisfaction for public servant to maintain their perception towards work content because it correlated with efficient spending of taxpayer money (Lutz C. Kaiser, 2014).

Leadership theory come out around 40 years ago when Downtown (1973) publish “Rebel Leadership: Commitment and Charisma in the Revolutionary Process” discussing concept of effective leadership. Bass and Burns are the most relevant researchers when discussing transformational leadership. From his book, “Improving Organizational Effectiveness through transformational leadership”, Bass present the basic characteristic theory which define transformational leadership which different from transactional leadership. James MacGregor Burns on the other hand had defined characteristic feature of transformational leadership among military leader, businessman and politician figure.

Burns in 1978 has defined transformational leadership as behaviour of a leader who influences his followers to admire, respect and even believe in him as leaders (Alston, 2012). According to Bass (1985), transformational leadership must able to recognize the needs of change among followers, to create vision, guide change and implement change with impact. Transformational leadership must concern about close relationship context with followers. The close relationship can establish when followers be given responsibilities and authority, then training and advice must be provided especially in decision-making and problem-solving process among employee. Open communication will encourage employee to share ideas and important information, but bureaucratic barriers must be eliminated which can effect by deteriorating the closeness of leaders-followers. All of these actions are intended to make the followers be motivated, satisfy and committed to the task.

Transactional leadership gave focus on job scope by using carrot and stick setup to motivate their follower. According to Bass (1985) Transactional leaders motivate their followers by sharing benefits for jobs or projects executed, for

example, by recognizing their high-performing followers with salaries. But instead, his followers who have underperformance or are below the target will be given a penalty (punishment). Through organizational control and team performance, this form of leadership functions. Transactional leaders are considered "instrumental" and often concentrate on their subordinates' transactional relationships (Bass & Avolio, 1993). This type of effective leadership fulfils the short-term demands of both superiors and subordinates. The effect of employee loyalty to their company can be influenced by leaders that use individual duties and job requirements as benchmarks and also offer contingent incentives that fit employee expectations.

Communication competence refers to knowledge of effective and suitable channels of communication and the capability in various contexts to use and assimilate that knowledge (Cooley & Roach, 1984). Mintzberg, 1973; Wajcman & Rose, 2011 stated that, 70%-80% of communication are constitutes in managerial daily working environment. Those communication is happened between leader and subordinated (Tengblad, 2006). Communication considers as paramount competency in managing individual self. (Slocum et al., 2008) He stated that, competent leaders are unable to lead their follower without an ability to listen and sharing ideas. Leader will be failed to accomplish their goal if there don't have listening skill, communicating skills with the others, encouraging open thoughts and ideas also the skill to negotiate with others.

Survey form Job Street in 2019 with a total of 35,513 adult's worker in the South East Asian region regarding Job unhappiness showed that for each ASEAN country, the scores suggest a generally unhappy or at best indifferent workforce (range 4 to 5) for both 2016 and 2017. Job attributes were most the unhappy factor

with is "career growth," "leadership," and "training opportunities" (JobStreet, 2018). Study in Japan, been conducted from 2012 until 2016 with large-scale respondent around 9,600 financial sector employees showed that who mostly encountered even more stress were up to three times as likely than their less stressed counterparts to quit their jobs (Kachi, 2020).

Unhappy staffs can be effected to unhappy clients. Some counter service employees are rude or arrogant, while others neglect their customers. 71% of Malaysia population think government corruption as big problem. 28% people in government institution public thinks that corrupted. (Transparency International, Asia Corruption Barometer 2020) Such concerns are also rooted in work dissatisfaction. Stressed or disengaged employees can fail in doing their job or provide good delivery services, particularly government servant who work closely with public. This can impact the image and government policy. Complaint Management 2019 Report from Public Complaints Bureau (BPA) showed that 832 complaints received regarding unsatisfactory quality of service including counters and phones in government agency (BPA, 2019)

From what researcher had highlights of previous works and studies, up to researcher knowledge, there are limited studies were conducted in RTD to find the real fact and situation about job satisfaction among RTD employed and the relation with transformational and transactional leadership also communication competency. From RTD Rebranding Blueprint to become High Achieving Organization which publishes in 2018, RTD had doing surveyed on job satisfaction with total 1,215 respondents in all over TRD staffing in Malaysia. The surveyed solely focus on job satisfaction using Minnesota Satisfaction Questionnaire (MSQ) with finding the

average job satisfaction is 7.28 with 11 extrinsic elements dominate below average finding. In these cases, this study is deemed important to fill the relevant gaps, at the same time, it's hoped that will provide an opportunity to understand and explore RTD leadership and communication competency which is potentially can be improve. It is hoped that this will provide useful input to the public sector for the sake of continuous excellence, especially in the context of enforcement agency leadership.

This paper attempted to study job satisfaction among employees in Road Transport Department of Malaysia (RTD) in relations to transformational leadership, transactional leadership and communication competency.

1.3 Research Questions

This study will attempt to answer the following questions:

- I. Is there a relationship between transformational leadership styles and job satisfaction among the RTD employees in RTD of Malaysia?
- II. Is there a relationship between transactional leadership styles and job satisfaction among the RTD employees in RTD of Malaysia?
- III. Is there a relationship between interpersonal communication competence of leaders and job satisfaction among the RTD employees in RTD of Malaysia?

1.4 Research Objectives

This study will attempt to:

- I. identify the relationship between transformational leadership styles and job satisfaction among the RTD employees in RTD of Malaysia
- II. determine the relationship between transactional leadership styles and job satisfaction among the RTD employees in RTD of Malaysia
- III. analyse the relationship between interpersonal communication competence of leaders and job satisfaction among the RTD employees in RTD of Malaysia

1.5 Scope of Study

Scope of this study will be covered RTD of Malaysia in Klang Valley. The Klang Valley (Malay: Lembah Klang) is a Malaysian urban agglomeration centred on Kuala Lumpur and encompassing the neighbouring cities and suburbs in the state of Selangor. Though conterminous with Greater Kuala Lumpur, there are some arguments between the two cities' layouts. The Klang Valley is geographically determined by the Titiwangsa Mountains to the north and east, and the Strait of Malacca to the west, with the Titiwangsa Mountains to the north and east. It expands from Rawang in the northwest to Semenyih in the southeast, and from Klang and Port Klang in the southwest to Klang and Port Klang in the northwest. The metropolitan area serves as the economic and industrial heartland of Malaysia.

Klang Valley area was counting Putrajaya headquarters RTD, Kuala Lumpur RTD and Selangor RTD. 1934 administrative employees (JPJ HRMIS data 2020) total from the three states, with minimum 322 population size will to meet the requirement sample. This study focusing among employees in all various schemes who's from grade 40 until grade 19. The questionnaire will be distributed through Google form to make the access are effective for respondent. The questionnaire will be distributed for one week before gathering the feedback the online Google form.

1.6 Significance of The Study

Theoretical contribution from this study to provide some understandings into the factors that could affect job satisfaction which is as part of human resource management study. A review of the literature and the findings of the present study enable the researcher to assist future researchers who are trying to expand the research scope in leadership styles and communication in government enforcement agency.

In term of practical contribution, firstly the study would significantly benefit RTD to have study about leadership style which can improve if there any gap in term of leadership managerial effectiveness and competent communication.

Second, this research significantly will be beneficial for RTD to improve the job satisfaction among employee in RTD if there got any gap which can be improve towards the outcome of efficiency in delivery service.

1.7 Key Definition of Term

- I Transformational leadership styles defined as behaviour of a leader who influences his followers to admire, respect and even believe in him as leaders (Burns, 1978)
- II Transactional leadership styles leaders motivate their followers by sharing benefits for jobs or projects executed (Bass, 1985)
- III Communication competence; refers to knowledge of effective and suitable channels of communication and the capability in various contexts to use and assimilate that knowledge (Cooley & Roach, 1984)
- IV Job Satisfaction; Defined as the pleasurable or positive emotional condition coming from the assessment of one's job or job experience (Locke, 1976).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed prior studies and selected literatures which important and relevant to the study's related variables, which include transformational and transactional leadership, as well as communication competency, which is being associated with the dependent variable of job satisfaction. A literature review will facilitate in the acknowledgement of the problem (Sekaran & Bougie, 2013), and a research framework will be constructed and presented based on the past research findings.



2.2 Job Satisfaction

As stereotype study in management identify, job satisfaction among employee is correlated impact on job performance in moderated (Judge et al., 2001). Others previous studies also conclude that, a positive relationship between job satisfaction with employee performance, such Choi, Kwon, and Kim (2013), Wikaningrum, Udin, and Yuniawan (2018) and Putri, Udin, and Djastuti (2019). From that idea, we can justify how important to measure job satisfaction in an organization to help us improve our organization performance. As Luthans (2011) explain that, an individual tends to display positive behaviours or attitudes when he or she has a high satisfaction with his work. In past research, job satisfaction proved to bring positive

outcome and desirable behaviour for organizational (Harrison, Newman, & Roth, 2006).

According to the Oxford dictionary, satisfaction is the pleasant feeling someone get when that individual accomplishes something or when something we desired occurred. Satisfaction, according to the Cambridge dictionary, is a pleasant emotion experienced when one obtains something desired or accomplishes something desired. Job satisfaction as testify of feeling that the employee likable with their job. A person assesses the job situation and link the characteristics and demand of individual work, then it raised positive emotional condition as job satisfaction in self (Dressel, 1982). Courtney et al. (2017) describes it as pleasurable emotional values which result from job achievement appraisal. Correspondent between a person's need and the reinforce system of working environment, as the function for satisfaction. (Lofquist and Dawis, 1969).

Job satisfaction comes with sophisticated assembly of emotion, tendency and cognition. As a leader, our follower's job satisfaction is critical because of the direct impact and bringing crucial outcome to a leader (Bass, 1990). In this case, employee and organization will generate high performance outcome, from high emotional attachment by a leader (Mayer et al. 1991).

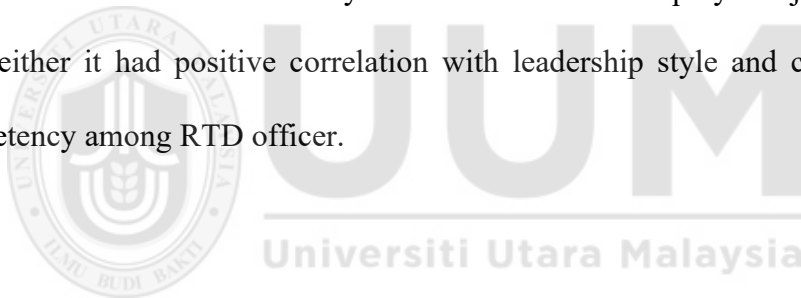
Leadership style as contributing factor for employee motivation level which indirectly impact their job satisfaction. Several studies indicated that transformational leadership got higher job satisfaction influence, which related to employee performance for ensuring organization success. Ku Azizah et al. (2014) studies show that, a high level of organisational engagement and satisfaction

occurred when employees perceived their employer as recognising their contribution, caring for their well-being, and treating them equally.

Dessler (1997) indicated that job satisfaction among employee as important factor for managerial level because it affected employee behaviour either to do their work or not. Leaders have to give attention to job satisfaction because; First, research indicates that dissatisfied employees will leave the organisation. Second, it is a well-established fact that satisfied employees are healthful. Third, job satisfaction reaches beyond employment with an entire organisation and has an impact on the employees' personal lives (Shafiabadi & Khalaj, 2010). As Ostroff (1992) studies have shown that, organizations with high degree of satisfaction, dedication, adaptation, and relative unstressed are more productive than those with less satisfied, less committed, less adapted, and more stressed organisations.

Many previous studies have been made regarding job satisfaction variable. Ku Aziah et al. (2014) conducted a study in Malaysia's public sector, focusing on "closed service" government departments, and identified that a lack of dedication and a lack of satisfaction can contribute to low morale and lack sense of belonging. On that basis, Nur Syakirah et al. (2016) from their study to examine factors of work engagement, work and life balance together with work involvement which influence on job satisfaction to find that the most significant factor in improving job satisfaction is work engagement. Tims, Bakker, and Xanthopoulpu (2011) found a significant and positive correlation between transformational leaders and a daily basis employee engagement.

On the other hand, job satisfaction aspect had been study in the context of enforcement agency in Malaysia. Research has been made by Universiti Malaysia Sabah (UMS) on stress, job satisfaction and commitment upon organization among police and immigration officer in Kota Kinabalu Sabah. From the research show that, job satisfaction had a positive relationship with commitment to organization (Patricia et al, 2010). Additionally, research from the Universiti Putra Malaysia (UPM) discovered that respondents' level of job satisfaction with The General Operation Force (GOF), Royal Malaysian Police in Selangor differed by length of service, with respondents whom had served over 20 years reporting the highest level of satisfaction (Ianalisa et al, 2019). As pioneer study, it is important for RTD to come out with the research study to understand RTD employees' job satisfaction level either it had positive correlation with leadership style and communication competency among RTD officer.



2.3 Transformational and Transactional Leadership

According to Glisson & Durick (1988), leadership is critical for both the management processes and consumer fulfilment and outcomes. A more favourable corporate climate was associated with significantly higher of positive leadership (Aarons, 2006). In his 1978 book, *Leadership*, James MacGregor Burns, who studied political leaders such as Roosevelt and Kennedy, first characterized these two distinctive types of leadership.

Transactional leaders are concerned with organisational structure, supervision, and group performance, whereas transformational leaders are concerned with organisational change (David Ingram, 2019). Both transformational and transactional leadership have been studied and validated across cultural and organisational borders (Bass, 1997). (Bass, 1977). According to Aarons (2006), leadership is crucial to contemplate in terms of innovation acceptability as well as work attitudes, perceptions, behaviour, quality of service, and client results. Bass (1985) recognized seven leadership factors in transactional and transformational leadership: charisma, inspiring, intellectual stimulation, individualised consideration, contingent compensation, management-by-exception, and laissez-faire leadership. In later papers (Bass, 1988), he highlighted that while charismatic and inspirational leadership were differentiated conceptions; they were sometimes difficult to identify factually, limiting his multifactor model to six factors.

According to research, no specific leadership style is absolutely beneficial and behavioural theorists rely on complicated abstract leadership styles (Glynn & DeJordy, 2010). However, empirical data reveals that transformational leadership is highly associated to employee job performance like lower turnover, productivity improvements, employee happiness, creativity, achievement of goals, and subordinate's well-being (Eisenbeiß and Boerner, 2013). Transformational leadership improves commitment to the organization through distributive justice and trust, according to You De Dai et al. (2013), whereas transactional leadership persuades organisational commitment through distributive justice. Trust is directly impacted by distributive justice. A favourable correlation exists between distributive justice and organisational commitment. Surprisingly, transactional leadership has a

negative and considerable impact on organisational commitment. Trust can, as expected, lead to organisational commitment.

There has been no finding for any research on these two types of leadership within RTD, even though some research was already being done in other agencies. A researched in Royal Malaysian Customs Department by focusing the impact of leadership style and organizational effectiveness finding that transactional and transformational leadership style has moderate relationship with organizational effectiveness and only contributing 23% to the effectiveness of the organization (Khairunesa, 2013). Loganathan (2012), doing research to finding relationship between leadership style and organization commitment at Kluang District Police Headquarters, Johor. Resulted from the study showed that both styles transformational leadership and transactions related to positive relationships with commitment organization in low-ranking police personnel in (IPPD) Kluang, Johor. As pioneer study, it is important for RTD to come out with the research study regarding style of leadership among RTD officer.

2.4 Transformational Leadership

In 1978, James Macgregor Burns pioneered the idea of transformative leadership through descriptive research among political figures. B.M Bass and J.B AVALIO refined this paradigm that include organisational psychology and management research (Jung & Sosik, 2002). A transformational leader strengthens new potentials in his subordinates, expanding their degree of confidence, believing,

and enthusiasm to pursue a common objective, as well as a firm commitment to achieve extraordinary results (Robbins and Coulter, 2007). This argument is about leadership that causes constructive change in followers, such as when they think out for one other's interest and behave in the group's best interests (Warrilow, 2012). A transformational leader, according to Burns (1978), is "somebody who increases the level of perspective among followers regarding the importance and worth of expected goals and the ways of achieving those achievements."

A transformational leader transforms their followers by hovering their consciousness over the organization's outcome, encouraging employee self-interest for the achievement of organization. Idealized influence, inspirational motivation, intellectual stimulation, and individualised consideration established as four transformative leader components across time.

First, leaders must inspire other people by defining clear an enchanting vision of the organization's desired outcomes, as well as motivating and facilitating their employees to accomplish toward that mission. As a result, a second condition is that the leader becomes a source of idealistic inspiration, defined as the extent over which the leader acts impressively and manifests persuasions in the capacity of a role model. A third criterion is that they must assist followers in achieving the objective by cognitively inspiring them to challenge traditional norms and routines, as well as encouraging creativity in the followers. Individualized consideration serves as a mentor or coach, appreciating and respecting the individual's contribution to the team. This satisfies team members' need for self-fulfilment and self-worth, inspiring followers to pursue for even greater success and growth (Warrilow, 2012).

2.4.1. Components of Transformational Leadership

Table 2.1:

Components of Transformational Leadership

Components	Description
Idealised influence	The leader continues to perform brilliantly, has a defined set of beliefs, and an exemplary role model for his or her people.
Inspirational motivation	The leader articulates a vision that appeals to and encourages his or her people with optimism for the future.
Intellectual stimulation	Leaders foster creativity by establishing a framework through which followers can connect and imaginatively overcome any difficulties to the objective.
Individualized consideration	The leader responds to the interests of each individual follower, acts as a mentor or coach, and recognises and values the individual's contribution to the organisation.

Source: Warrilow (2012)

2.5 Transactional Leadership

Supervisor, organisational, and performance outcomes are all critical elements of managerial leadership. Transactional leadership encourages a follower to do more in exchange for something the follower desires. Burns (1978) proposed transactional leadership theory, which defined the interaction between leaders and followers as a series of satisfaction exchanges aimed at optimizing organisational and individual tremendous benefits.

Focusing on providing higher wage in favour of better productivity, or tax cuts in order to get elected, for example. Physical incentives are bartered by transactional leaders in exchange for their followers' personal effort and allegiance. (Hay, 2006).

Transactional strategies do not pursue to impact the future; rather, they seek to maintain a status quo. Transactional leadership focuses on the basic aspects of need fulfilment in Maslow's hierarchy of needs, with transactional leaders focusing on the lower levels of the hierarchy. As a result, transactional leadership encourages subordinates to pursue their own targets, eliminate workplace anxieties, and focus on specified company goals like improving quality, customer service, cost savings, and higher output (Sadeghi & Pihie, 2012).

While the transactional leadership environment does not motivate employees to achieve beyond specific job-related expectations, there may be certain positions that are attractive to individuals seeking a short-term effort-to-reward ratio. As a result, transactional leadership is practical, since it focuses on achieving different missions (Aarons, 2006). Transactional leaders, according to Bass (1985), inspire people to produce the desired outcomes by clarifying the target that must be met, illustrating how to fulfil the expectations, defining the performance evaluation, providing feedback on job performance, and providing contingent rewards if the goals have been met.

According to research, the consent of the incentive is the guideline by which the tasks are carried out (Aarons, 2006). In this scenario, Yulk (2010) suggested that the exchange process is unlikely to result in followers' dedication and enthusiasm. Transactional leadership incorporates conditional rewards and exception-based management (Avolio and Bass, 2004; Bass and Avolio, 1990). Contingent reward acknowledges and compensates outstanding performance while also rewarding efforts. Management-by-exception supports the status quo, gets involved when

subordinates underperform at reasonable levels, and initiates initiatives to improve performance (Odumeru & Ogbonna. 2013).

To get their people to comply with them, transactional leaders utilize rewards and punishments. They are extrinsic motivators that inspire only the most fairly basic levels of compliance from followers. They accept the existing organization's objectives, structure, and culture. Leaders who are transactional are typically directive and action-oriented. To achieve the organization's goals, transactional leaders are willing to operate within current structures and negotiate. When it comes to fixing difficulties, they have a tendency to think inside the box. Transactional leadership is generally a passive type of leadership.

Establishing standards for rewarding followers and maintaining the status quo are the most common acts attached to this form of leadership. Contingent reward and management-by-exception are two features of transactional leadership. Contingent reward acknowledges and compensates outstanding performance and also by rewarding effort. Management-by-exception conserves the status quo, intervenes when subordinates cannot reach desirable performance requirements, and takes corrective efforts to increase results.

2.5.1 Components of Transactional Leadership

Table 2.2:

Components of Transformational Leadership

Components	Descriptions
Idealized Influence (Attributed)	Leaders make their followers feel comfortable towards them and provide a sense of belonging to a common cause.
Idealized Influence (Behaviour)	Leaders have a greater sense of vision and are more ethical.
Inspirational Motivation	Leaders give context and challenge to their followers' efforts and also instil team spirit and passion in them.
Intellectual Stimulation	Leaders inspire creativity and innovation by challenging status quo.
Individualized Consideration	Leaders treat the employees as an individuality by listening closely to their requirements.
Contingent Rewards	Leaders use compensation as a means of recognising and rewarding excellent performance.
Management By Exception (Active)	Leaders monitor their subordinates' work and take remedial measures if there are any deviations.
Management by Exception (Passive)	Leaders would not engage until an issue arises become even more problematic.

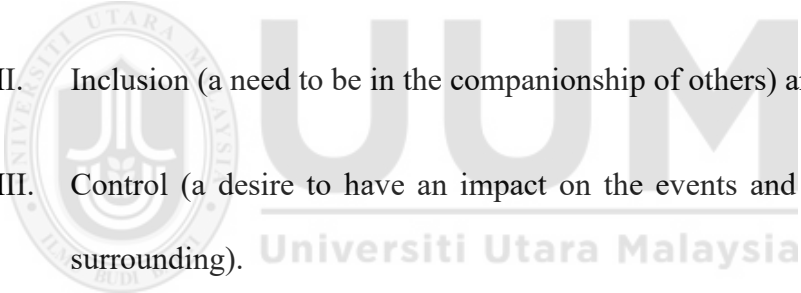
Source: Bass (1997)

2.6 Communication Competency

For the entire system, every individual becomes an asset. It is crucial that the competent communication skills necessary for greater involvement in a knowledge-based society and for a comprehensive strategy to succeed are properly considered. The primary issue with defining communication as merely the information

exchange, which is a necessary but insufficient condition for a thorough understanding of the communication process.

The definition of communication as a simple exchange of information indicates that one may simply define a term, but a definition that is unlikely to resonate with the functional use of that topic or circumstance. The purpose of communication is to establish a literal meaning, and the primary objective of communication studies is to acquire additional knowledge on how to best accomplish the objective. As psychologist Schutz (1966) noted, we all have three distinct interpersonal needs:

- I. Affection (the need to give and receive love),
 - II. Inclusion (a need to be in the companionship of others) and
 - III. Control (a desire to have an impact on the events and people in our surrounding).
- 

Initially, Spitzberg (1988) interpreted communication competence as the ability to communicate well with another. Precision, visibility, comprehensibility, coherence, expertise, performance, and appropriateness are indeed terms he uses. When Friedrich (1994) suggests that communication skills are best defined as "a situational capability to set sensible and reasonable ambitions and utilize their successfulness through using adaptive communication outputs, using self-awareness, others, meaning, and communication theory," he in this elaboration provides a much more complete conceptualization.

Communicative competence is evaluated by measuring whether and to what significant degree of communication requirements are achieved. As previously mentioned, the purpose of communication is to optimize the fulfilment of “shared meaning.” Habegger (2010) had outlines three interdependent themes: power, transparency, and foresight; and contends that we should “not only ‘know’ and ‘know how’ to be competent, but also ‘do’ and ‘know that we did’ to be competent”.

The outlines for communicative competence as “the extent to which individuals presume they have accomplished their purposes in a particular social context without jeopardizing their ability or opportunity to accomplish other more subjectively significant objectives.” This balance of cognitive and behavioural perspectives is coherent with Wiemann and Backlund’s (1980) assume that communication ability is defined as: “the ability of a communicator to choose among accessible communicative behaviours so that, during an engagement, that individual can effectively achieve his or her own interpersonal objectives while keeping the face and line of his (sic) fellow communicators within the limit of the situation”.

Many studies have shown that communication has an impact on job satisfaction (Mushinsky, 1977) and individual and organisational performance (Jenkins, 1977). The findings suggest that the closer the supervisor-employee relationship, the higher the employee happiness (Abd. Razak et al. 2005). Communication abilities are considered as one of the most critical requirements in the workforce (Curtis, Winsor, & Stephens, 1989; Hawkins & Fillion, 1999)

Communication competence has been correlated to occupational performance (Spitzberg & Cupach, 1989). Communication competence is critical in situations involving disagreements or divergent goals (Canary & Cupach, 1988; Canary & Spitzberg, 1989), particularly in the professional worlds where most people work. Johnson (1992) discovered that the strategies used by a superior to achieve pro-social enforcement were classified as more effective than acquiring strategies of antisocial compliance.

Berman and Hellweg (1989) also discovered an association between such a supervisor's overall communication competence and the employee's contentment with the supervisor. The amount of corporate identification among subordinate was found to correlate to a supervisor's communication competency by Myers and Kassing (1998). Madlock (2008) also stated that employee job satisfaction was related to the attributes of communication competence.

The primary goal of communication within the organization is to deal with different situations and action in order to improve the organization's performance. Interoperability of managerial functions as a component in why communication is so crucial in an internal organizational operational activity. One trait that a candidate for a position of leadership must acquire is the capacity to describe feelings, develop support, negotiate, and effectively communicate both inside and outside the organization, leveraging the requisite communication abilities (Ticehurst & Veal, 2000).

A leadership's ability to communicate and share knowledge with the others (co-workers) allows him or her to fully understand, solve, and preserve a savvy

organization, one that is reliable, principle-driven, and value-oriented (Grint, 2004). According to 2001 Public Forum Institute, today's leadership must possess strong communication skills in public speaking, listening, and critical thinking in needed to ensure the organization's success and a mutual respect relationship with the public.

Communication competence, according to Rubin (1990), would include knowledge of specific and effective communication behavioural patterns, the development of a skill set that contains both appropriate and effective ways of communicating, and motivation to behave in a manner that interactions perceive to be both appropriate and effective. Friedrich (1994) defined communication competence as "a situational capability to design practical and successful goals and refine their success through use of self-knowledge to obtain adaptive communication outcomes." If a leader acquires relevant behavioural abilities, he or she is presumed communicatively skilled. As a result, at the end of the communication process, he or she will both communicate effectively and met his or her set objectives.

Cooley and Roach (1984) define communication competence as the insight and knowledge of appropriate communication patterns in a particular context, as well as the capabilities to use it. This indicates communication competence is the capacity of the communicator to select the right actions depending on the situation in an interaction. Several thoughts on communication skills described above, illustrate that the capacity to communicate requires awareness (cognitive ability), which is demonstrated in a given scenario and inspiration by the appropriate use of adapted behavioural abilities.

From the past research, Che Su (2015) doing cross-sectional survey in two the different uniformed organizations with the findings of a significant relationship between intercultural communication competencies, interpersonal communication competencies, context-based communication competencies with communication satisfaction. In 2006, Sharifah et al. come out with finding from their research in higher learning public institution, showed that a positive relationship which significant among the three types of communication with job satisfaction. Both finding showed that, it's relevant to learn about job satisfaction in RTD by take communication competency as a variable in this research.

2.6.1 Communication Competency Components

Wiemann (1977) proposed the following integrated, integrative competency model; first affiliation/support, second is empathy, third as social relaxation, fourth is behavioural flexibility; and fifth is interaction management. A selecting model test revealed that the five dimensions were related to a significant degree and might potentially be seen as a single dimension (Wiemann, 1977).

Communication competency has been characterised as a paradigm that entails components of information, language skills, nonverbal acts, and efficacy (Spitzberg, 1983). This can make him recognize the struggles of an employee as when the leader puts himself in the shoes of employees, and this can help leaders become more effective in overcoming problems relating to challenging circumstances.

2.7 Underpinning Theory: Motivator-Hygiene Theory

Frederick Herzberg came up with the Motivator-Hygiene idea in 1959, which Maslow's theory of need hierarchy was greatly influenced that theory. The hygiene factors indicated lower-level necessities such as physiological and safety concerns, while the motivational elements signified higher order demands such as belonging, security, and self-actualization concerns. The two-factor theory proposed that job satisfaction was divided into two sectors, with one set of job traits (motives) leading to job satisfaction and another set of job attributes (hygiene) leading to job discontent. It also known hygiene elements as external variables because they derive from within the workplace; they do not inspire job happiness when available, but they result in major unhappiness when absent. When accessible, the motivators, also known as intrinsic factors because they are external to the job component, can encourage satisfaction and create no unhappiness whenever absent.

As hygiene elements, Herzberg lists supervision, interpersonal relationships, physical working conditions, compensation, policy issue and its administration, benefits, and job security. Recognition, a sense of accomplishment, progress, responsibility, progress, and the work itself were all motivating aspects (Rosenberg, 1960). Employees' propensity to work is determined by extrinsic factors, but their quality of work is determined by intrinsic factors.

According to Ogunnaike et al. (2017), leaders must not only provide hygienic aspects as a driver of discontent, but they must also deliver intrinsic aspects to satisfy employees with their jobs. Employees with intrinsic and extrinsic demands can lead to discontent or contentment, or reduce unhappiness and boost contentment,

depending on the work environment. These factors are separate yet interrelated, according to Locke (1976). Because of the density of labour required and the number of hours spent working, the Motivator-Hygiene theory creates numerous results in different industries (Nave, 1968)

The intrinsic worth and satisfaction derived from the task itself are the key driving aspects, according to the theory of motivation. According to Robbins (2009), organisations should be using intrinsic factors to encourage the employees. Due to the absence of motivators, people tend to focus too much on hygiene factors, which are the undesirable aspects that could be seen and hence are the cause of complaint and concern. Because of the need to avoid unpleasantness, paying enough attention to these hygiene aspects (maintenance factors) avoids dissatisfaction but does not always bring better motivation. Extrinsic factors, have quite an impact on respondents' job happiness, according to the study (Shen, 2013). Shen (2013) claims that two groups of intrinsic and extrinsic factors must be integrated to expand the range of use and determine its impact on target participants.

2.8 Supporting Theory: McGregor's XY Theory

In the 1960s, Douglas McGregor suggested that managerial style was affected by the manager's perceptions about human nature. McGregor's XY Theory is indeed essential to organizational change and social improvements. He defined two major clusters of thoughts, which he classified theory X and theory Y, based on his research. Managerial perception into the behaviour of humans, according to

McGregor, depends on many preconceptions and reflected by the individual management style.

Theory X proposes a pessimistic perspective of the nature of employees, prioritizing physiological and safety necessities. According to the hypothesis, humans have a lot of contempt for works and must be guided and directed in order to accomplish their objectives. As a result, autocratic and paternalistic leadership behaviours develop. Work, that according Theory Y, is a natural source of survival that provides people with a sense of accomplishment. Respect and recognition can drive employees to contribute their most. As a result, management styles that are more consultative and inclusive develop. While both approaches of management might well be effective, McGregor claimed that theory X management may lead to lack of motivation and poor performance outcome, whereas theory Y management may result in high levels of motivation and productivity.

These two leadership styles can also be related to Douglas McGregor's Theory Y and Theory X. Theory X is similar to transactional leadership throughout those managers must control via fear and consequences. It condemned negative behaviour within this style and theory, while employees are stimulated by incentives. While the theory and style support the premise that leaders continue to improve their employees, Theory Y and transformational leadership are determined to be similar. Leaders look for quality from their subordinates. They perceive them as trustworthy, courteous, and self-driven. Leaders help obtain followers with the resources they require to succeed (Odumeru et al, 2013).

2.8.1 Assumptions of Theory X

First and most, an employee dislikes work and attempts to avoid it as much as possible. Since the employee just doesn't want to work, he must be encouraged, obligated, or intimidated with penalties in order to meet organizational objectives. Managers must keep a constant eye on things. The management embrace a more authoritarian approach. Much personnel choose job stability in particular situations, and they seem to have no goal or aspiration. Employees often detest responsibilities and oppose change, according to Theory X. An average employee needed detailed instructions in numerous circumstances.

2.8.2 Assumptions of Theory Y

Employees perceive their job as pleasant and predictable in theory Y. They engage their physical and mental energy into their professions in a significant manner. Employees in theory Y may not need solely threats, external control, or coercion to work; they also could employ self-direction and self-discipline if they are enthusiastic and earnest about operational excellence. In many circumstances, if the job is meaningful and enjoyable, it will lead to employee loyalty and devotion to the organisation.

In theory Y, an average employee can learn to embrace and acknowledge responsibility. In reality, they can learn to take on more responsibilities. Leaders that engage in theory Y feel that their workers have talents and abilities. Their logical abilities should be put to the finest potential use. To put it another way, employees'

creativity, resourcefulness, and innovative potential should solve organisational challenges.

2.9 Supporting Theory: Communication Competency Theory

The Relationship Rules Theory notes that through adherence to such rules, relationships are kept together. The partnership, when those rules are violated, it can degrade and even dissolve. Blumstein and Schwartz (1983) stated that a relationship that could worsen may be affected by poor stimulation between the leader and the employee. This may also arise due to job challenges, financial difficulties, lack of self-growth and expertise, unequal distribution of rewards and costs.

Finally, the organisation can achieve a healthy and productive working atmosphere by knowing how the workers relate to each other and, as described earlier, the greater the communication skills, the higher the quality of relationships. Employment interactions affect both affective and behavioural effects. (Kram & Cherniss, 2001).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presented several critical aspects of the methodology that will conduct this study. It went through the methods and data collection which can be used in this analysis in great detail. In addition, the research designs for the study's intent, which is the quantitative research process, have been identified. This chapter also discussed the specification of instruments to be used, how samples will be collected, and how the data will be analysed. This chapter outlines the research methods used for this study, including sampling procedures, the research background, hypothesis development, research design, operational definition of and variable, instrumentation, sample, and sampling techniques.

3.2 Research Framework

In terms of this study, they will base the context for determining work satisfaction in various studies conducted in recent years, as well as McGregor's XY Theory, The Relationship Rules Theory, and Motivator-Hygiene Theory. Based on the literature, researcher define the proposed conceptual structure with the purpose of answering research questions and in order to meet the research goal.

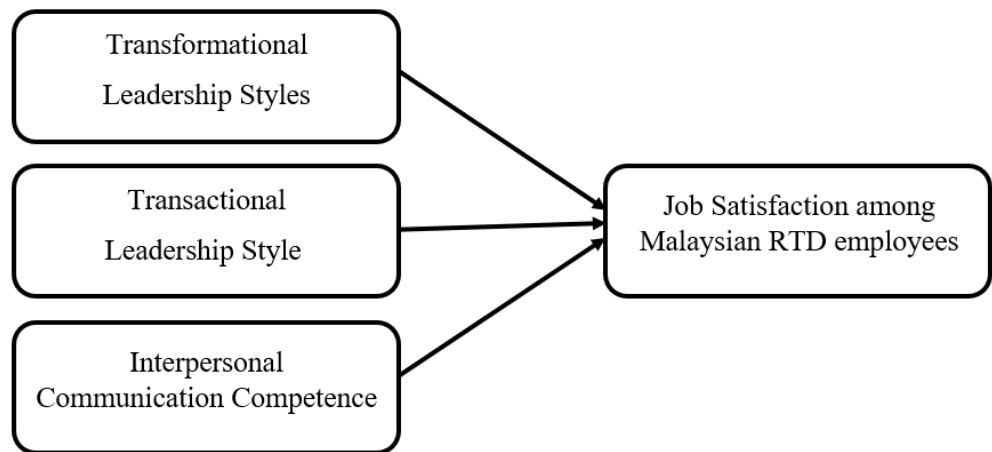


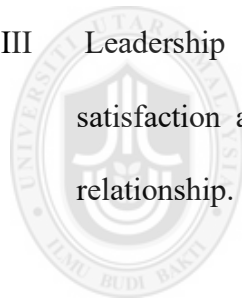
Figure 3.1:
Research Framework

This research framework originally from Paul E. Madlock researched in 2008 with title “The Link Between Leadership Style, Communicator Competence, and Employee Satisfaction”. Researcher had combining others three various studies which concentrating in leadership and communication independently which is; “A Study of Relationship between Leadership Style and Job Satisfaction” by Fareena, and Mahmood researched in 2018, “Relationship between The School Principal Leadership Style and Teachers’ Job Satisfaction in Serbia” by Josanov-Vrgovic, Ivana, and Nebojsa Pavlovic researched in 2014 and finally “Communication Competency as a Mediator in the Self-Leadership to Job Performance Relationship” by Yu, Soyoun, and YuKyung Ko researched in 2017. All the previous research dependent variable is directed on the same subject of job satisfaction with significant outcome, researcher had blended the independent variable as Paul E. Madlock previous study framework which focusing on merely the same area.

3.3 Summary of Research Hypothesis

These hypotheses are intended to examine the relationship between transformational leadership style, transactional leadership style, and communication competency and employee job satisfaction in the Malaysian Road Transport Department.

- I There is a high correlation between transformational leadership styles and job satisfaction among Malaysian RTD employees.
- II There is a direct relationship between employee satisfaction among RTD employees in Malaysia's RTD and transactional leadership style
- III Leadership interpersonal communication competence and job satisfaction among RTD employees in Malaysia do have significant relationship.



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3.4 Research Design

This research used a quantitative analysis technique to gather data from the respondents thru the surveys. The quantitative method to academic research can be really beneficial when seeking to prove whether such a statement is true or false. Since it did not tightly connect the researchers to the study's population, quantitative analysis was also specific, aim, and objective (Creswell, 2005).

From the past research among police officer by Ng Hooi Yeem (2014), the respond rate is 78%. In the other research been made in IPD Shah Alam (Hafiz,

2017), the response rate is 79.82%. Because researched unsuccessful discovered any relevant response rate from RTD past research, this research will be using both PDRM response rate as benchmark by considering both agency as enforcement and closed agency as response rate percentage with minimum 78% response rate from total respondent.

3.5 Research Population and Sampling

Researcher will gather the data to use in this paper through the distributed questionnaires, which will enable the researcher to access a sample that supports the study's goal and explore the relationship of the variables chosen. The best method for acquiring a representative sample and getting results that are relevant to the entire population is stratified random sampling. Stratified random sampling is a method of separating a population into smaller subgroups classified as strata, which is also known as proportional random sampling. The strata are formed by stratified random sampling or stratification based on similarities or characteristics of members (Adam Hayes, 2020).

The researcher excluded the management and professionals' level (PNP) because this research concerned an analysis of their leadership style and communication competency, research sampling for this study will covered RTD of Malaysia in Klang Valley area based on the table created by Krejcie & Morgan (1970) for the sample collection, which concludes that 322 respondents will be the sufficient number of samples from 1934 populations with 95% confidents and 5%

margin of error. In this study, researched focus among employees in all scheme staff and officer whose grade 40 until grade 19. The research unit involved is an individual that means that the data obtained from each individual will be processed and the response of each respondent will be viewed as an individual source of data.

Table 3.2: *Number of Employees in RTD in Klang Valley*
(Resources: RTD of Malaysia, HRMIS 2020)

State	Occupants	Sample
WPKL	558	107
Putrajaya	650	107
Selangor	726	108
Total	1934	322

3.6 Research Operational Measurement

It was obvious that the use of established and existing measures was the most practical common practice amongst social researchers and it appeared to be the most reliable. Because this as pioneer research to study all variable aspects in RTD, by using reliable research measurement will help this study to find the genuine feedback and conclusion. All the questionnaire item can be referred in appendix 2 and fundamentally elaborate as below.

3.6.1 Measurement of Job Satisfaction

The simple version of the MSQ - Minnesota Satisfaction Questionnaire, a 5-point Likert-type scale with 20 items, was created by Weiss, Dawis, England, and

Lofquist in 1967. (Martins, 2014). One of the methodological approaches used by job satisfaction researchers is the Minnesota Satisfaction Questionnaire (MSQ). MSQ is a 20-item shortened form that quantifies respectively intrinsic and extrinsic job satisfaction. We correlated intrinsic job satisfaction with how employees feel about the quality of their work. Extrinsic job satisfaction, on the other hand, is concerned with how individuals feel about aspects of workplace situation that are not related to the job functions or the work given (Spector, 1997). There is evidence that these two components of work satisfaction have a decent standard of discriminant validity in their correlations with other related variables (Hirschfeld, 2000).

3.6.2 Measurement of Leadership Style

Multifactor Leadership Questionnaire (MLQ) was created by Bernard Bass and Bruce J. Avolio (Bass, 1990). The most broadly adopted instrument for measuring transformative and transactional leadership qualities is the MLQ, which is structured on a six-factor leadership model first proposed by Bass (Avolio et al., 1999). The MLQ determines a 5-point Likert scale for each object. The scale is used as follows: 0) Not at all; 1) every once in a while; 2) or sometimes; 3) fairly frequently; 4). The items were used to analyse five dimensions of typical transformative leadership as idealized influence attributed and behaviour, inspirational motivation, individual consideration, and intellectual stimulation.

Individual consideration, inspirational motivation, idealised influence (attributed), idealised influence (perceived), and intellectual stimulation are the

MLQ dimensions of transformational leadership style. On the other hand, it defined the items used to measure the three scales as transactional leadership characteristics (contingent reward, management-by exception-active, and management-by-exception-passive). According to a study conducted by Odai, the MLQ identifies and analyses critical leadership and quality behaviours that have been shown in previous studies to be strongly associated with both individual and organisational performance (2012). The MLQ was chosen for this investigation due to the breadth of the leadership styles and behaviours it examines.

3.6.3 Measurement of Communication Competency

The Communicative Competence Scale (CCS) was designed to measure communication ability and has been applied then published numerous times (Weimann, 1977). Five communication competence dimensions (empathy / affiliation / support, behaviour flexibility, and social relaxation) and a dependent variable (interaction management) were used to examine the sample via questions. The instrument invented has been used to undertake post-hoc analysis on the revised instrument. The Likert-types inventory is a five-point scale ranging from strongly agree to strongly disagree.

3.7 Data Collection Procedures

In this particular study, a self-administered method will be used to disburse and retrieve questionnaires from selected respondents through use of Google form. The need for an Internet-based survey was convenient, cost-effective, and easy to interpret. (Creswell, 2003). Additionally, web surveys allow for the collection and transferring of data directly into statistical analysis software, eliminating the need for additional data entry. (2000) (Witt, 1998) This method is the most adequate because it speeds up the distribution and response processes.

In this research sample from every state has been allocated in certain percentage from the total 367 sample respondent. Researcher will communicate with every appointed officer from every state who will help me to distribute the goggle link towards respondent which fulfil the research sample criteria. Additionally, the online tools expanded survey results, secured fellow employees' privacy as they assessed their superior officers by personally granting access to their surveys to the author, decreased the number of errors, saved time and money on data entry, and declined the number of missing values (Wilcoxson, 2007).

The questionnaire design that using the five-point Likert Scale enables the respondent to choose their level of agreeableness at every question asked. This design will encourage the respondents to be more honest, open when answering the questions, based on their perception, belief, characteristic, or even reflected from their past and present attitude (Neuman, 2000). For this study's purpose, online through google platform questionnaires been distributed to the respondent which

consist various scheme RTD employees from the administrator and executor level who's grade 40 and below. The layout of questionnaire was as follows:

Table 3.3:
Questionnaire Layout

Section	Variables	Number of Items	Sources
Demographic Information			
A	1. Gender	-	
	2. Place of Duty		
	3. Age Group	6	
	4. Level of Highest Education		
	5. Year of Service		
	6. Grade		
Dependent Variable			
B	Minnesota Satisfaction Questionnaire	20	University of Minnesota (1977)
Independent Variables			
C	Communicative Competence Scale	31	HRB National Drugs Library (2018)
Multifactor Leadership Questionnaire			
D	<i>Components of Transformational Leadership</i>	12	Mind Garden, Inc (2019)
	<i>Components of Transactional Leadership</i>	9	

3.8 Data Analysis Techniques

Other than identifying the relationship between the related variables, several data analysis techniques will be used to reach the conclusion (Neuman, 2000). The Statistical Package for the Social Sciences (SPSS) version 26 would be used to conduct the statistical analysis for this study. The following are the analysis techniques used.

3.8.1 Descriptive Analysis

Descriptive analysis helped in describing the attributes of individual, occasions or situations; besides enabling the researcher to understand more about the variables and characteristics involved in the study (Sekaran & Bougie, 2013). Frequency analysis as a part of descriptive analysis will be using in describing the attributes or characteristics of the respondents. For this particular study, it will be including the age, gender, business experience, family business engagement and programme of study.

3.8.2 Reliability Test

The purpose of the reliability test is to determine the data's stability and consistency in needed to guarantee that the study's data is accurate and reliable. With the exception of the fact that the Cronbach's Alpha method has been used to test the data consistency, the closer the Cronbach's Alpha is to 1, the higher the reliability

and internal consistency (Sekaran & Bougie, 2013). Those with values between 0.70 and 0.80 are considered to have a good or tolerable level of reliability, those with values between 0.6 and 0.7 are considered to have a valid level of reliability, and those with values less than 0.6 give lower reliability and consistency.

3.8.3 Analysis of Correlations

Correlation techniques support in determining the significance, constancy, and direction of relationships between independent variables (risk taking proclivity, family support, self-efficacy, and entrepreneurial education) and the dependent variable (entrepreneurial intention). Prior to conducting the analysis, Pearson Correlation Coefficient Interpretation by Dunn (2001) will be used. In essence, researchers can see the orientation, intensity, and significant of correlation between all the variables which being determined at the interval or ratio level.

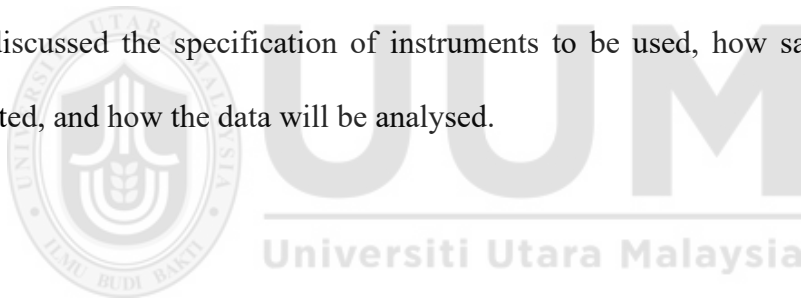
3.8.4 Analysis of Multiple Regressions

Researcher used this technique since there are multiple independent variables in the study and multiple regression analysis will assist in determining and detecting which factor is the most significant in order to understand and explain the variance in the dependent variable. Neuman (2000) states that this analysis is used for two primary purposes: calculating the R-Squared and determining the impact of each variable. R-Squared provides some insight into how independent variables affect or are related to the dependent variable, thereby explaining the nature, direction, and

relationship between the independent variables (transformational leadership, transactional leadership, and communication competency) and dependent variable (job satisfaction among employee in Road Transport Department of Malaysia).

3.9 Summary

This chapter presented several critical aspects of the methodology that will conduct this study. It went through the methods and data collection which can be used in this analysis in great detail. In addition, the research designs for the study's intent, which is the quantitative research process, have been identified. This chapter also discussed the specification of instruments to be used, how samples will be collected, and how the data will be analysed.



CHAPTER FOUR

RESULTS

4.1 Introduction

The interpretation of these studies collected through the practice of the online survey form, which is the focus of this chapter. The hypothesis-based analysis method involves preliminary research, a filter of the collected data and identifying the correlations to the hypothesis. The study runs descriptive statistics and analysis of correlation and regression utilising SPSS program. Toward the end of the chapter, a summary of the chapter is deliberate, along with the determined relationships between the variables.

The research questionnaire was administered using an online survey platform that allowed surveys to be sent via different channels such as email, social media, and so on. According to Yun and Trumbo (2000), online surveys may be a cost-effective data collecting approach, and they can also provide higher response rates. Because the questionnaires in Google Form were sent as a link, it was convenient for employees to access the link and respond to the questions. Following that, they clicked on the submit button, which favoured the researcher to get the findings, resulting in a high return rate but a longer duration. Some respondents put on hold their answers since the sensitive questions required time and thought before responding to the issue as they will evaluate their officer.

4.2 Response Rate

Jobber (1989) defines response rate as the percentage of total postal questionnaires brought back by responders. Respondents were selected randomly from RTD employees in the Klang Valley region, which includes Putrajaya, Kuala Lumpur, and Selangor. Respondents, filled and returned 306 out of 322 surveys. The response rate is around 95%, which was higher than the previous research in PDRM, which had a response rate of roughly 78%. To achieve this response rate, the researcher made a phone contact to a high-ranking RTD officer, who help transmit the Google link to their operational employees. Several emails, WhatsApp messages, and phone calls have also been utilised to follow up and serve as a subtle reminder to them to help in response to answered the online questionnaire.

Table 4.1:
Response rate

Item (s)	Total	Percentage (%)
Questionnaires Distributed	322	100
Collected Questionnaires	306	95
Uncollected Questionnaires	16	5

As shown in table 4.1, total of 306 completed questionnaires and usable for the current research are sufficient for analysis. Additionally, Lindner and Wingenbach (2002) indicated that survey results should have a baseline response percentage of 50%. The study mainly achieved a response percentage of 95% with a 100% valid response rate. As a result, the current number of responses is acceptable.

In order to address the issue of missing data, it is critical to note that the online questionnaire was sent as a link to a large group of participants' phone numbers. Respondents click on the link and it must respond to each question before moving on to next. Respondents were unable to submit the form until they answer all the questions. As a result, there were no concerns with missing data, and no returned questionnaire had missing data or other problems with completing the questionnaire. When respondents completed the questionnaire, the researcher had immediate access to it.

4.3 Respondents' Profile

Table 4.2 demonstrated the results based on respondent's demographic. The table show in terms of gender, males constituted 60.5% of the sample while females accounted for 39.5%. The gender spreading is in consonant rhyme with the general belief that enforcement agency is perceived as a male-dominated profession. Based on Table 4.6, 48.4% of the participants aged from 31 to 40 years, followed by 41 to 50 years old consist 20.3%, 20 to 30 years old with 19.3% and the lower percentage with 12.1% among staff around 51 to 60 years old. The age distribution implies that most participants are adults who are fully aware of their jobs and have experience while dealing with their high rank officer.

Table 4.2:
Demographic analysis

<i>Item (s)</i>	Demographic Information	Frequency	Percentage (%)
Gender	Male	185	60.5
	Female	121	39.5
Age Range	20-30	59	19.3
	31-40	148	48.4
	41-50	62	20.3
	51- 60	37	12.1
Place of Duty	JPJ Negeri dan cawangan-cawangan di Selangor Darul Ehsan	93	30.4
	JPJ Negeri dan cawangan-cawangan di Wilayah Persekutuan Kuala Lumpur	122	39.9
	JPJ Putrajaya (Ibu Pejabat)	91	29.7
Years of Service	1-7 years	119	38.9
	15-21 years	50	16.3
	22-28 years	39	12.7
	28 years above	9	2.9
	8-14 years	89	29.1
Current Grade in Service	Grade 19	133	43.5
	Grade 22	68	22.2
	Grade 26	7	2.3
	Grade 29	46	15.0
	Grade 32	28	9.2
	Grade 36	2	.7
	Grade 38	16	5.2
	Grade 40	6	2.0

With regards to place of duty, 39.9% of the participants are working at Wilayah Persekutuan Kuala Lumpur. 30.4% are respondent from Selangor and 29.7% come from RTD headquarters. 38.9% of the respondent have spent from 1 to 5 years, 29.1% staff have spent from 8 to 14 years, 15-21 years consist 16.3% respondent, 12.7% staff represent 22-28 years working experience and 2.9% balance among staff who working experience around 28 years and above. The length of service recorded is an indication that of the participants have the requisite job experience.

In table also describe about the respondent grade in service which 133 respondents as higher respondent group among staffing in grade 19 while 68 respondents consist staffing in grade 22. 7 respondents' staff in grade 26 and 46 respondents in grade 29. Grade 19 until grade 26 can be segment as operational and supervisor management layer, while grade 29 until grade 40 as lower-level management. In this study, 28 respondents come from grade 32, grade 36 as the lowered respondent group showed 2 participants. Grade 38 showed 16 respondents and grade 40 with 6 respondents.

4.4 Reliability Test

It is necessary to assess the reliability of a criterion by verifying it for consistency and also stability. The consistency of the measurement items under a premise reflects how well it align together as a grouping. An indicator of reliability, Cronbach's alpha analyses how well items in a set were significantly correlated to

one another. Specifically, Cronbach's alpha measures are as follows, according to Sekaran (2013):

Table 4.3
Cronbach's Alpha Interpretation

Alpha Value	Reliability
Less than 0.60	Poor
In the 0.70 range	Acceptable
Over 0.80	Good

According to Sekaran (2013), a reliability value of less than 0.60 is perceived as poor, those in the 0.70 range are acceptable, and those bigger than 0.80 are commonly recommended. Thus, the internal consistency reliability of the measurements conducted in this study is adequate. Cronbach's alpha was calculated using the average intercorrelations between the items used to measure the conception. The closer Cronbach's alpha is near one, the more reliable the reliability coefficient.

When determining the internal consistency reliability of the measures in this research, the Cronbach's alpha was used as an assessment. It has been established that acceptable develop reliability has been obtained when the composite reliability index is 0.70 or above, according to Hair et al. (2014). Additionally, a comprehensive test at the Cronbach's alpha scores for all the variables demonstrates that they are within the accepted range. The Cronbach's alpha for Job Satisfaction among the RTD, interpersonal communication competence, transformational

leadership styles, and transactional leadership styles were all higher than index of 0.70 as shown in table 4.4.

Bernard Bass and Bruce J. Avolio designed the Multifactor Leadership Questionnaire (MLQ) to provide a characteristic for both transformational and transactional leadership styles (Bass, 1990). To separate the two variables' findings, the questionnaire item must be separated by dimension which be represented by differ question item. From section D question 1, 2, 3, 4, 8, 9, 10, 11, 15, 16, 17, and 18 referred to transformational leadership styles. While transactional leadership styles consist of question number 5, 6, 7, 12, 13, 14, 19, 20 and 21. In this finding, for the all items in MLQ, the Cronbach's value stands reliable with 0.971 value.

Table 4.4
Reliability Statistic

Constructs	Cronbach's Alpha	Number of Items
Job Satisfaction	.950	20
Interpersonal Communication Competence	.984	31
Transformational Leadership Styles	.968	12
Transactional Leadership Styles	.902	9

4.5 Descriptive Analysis

Descriptive analysis was used to investigate the data collected, assisting in the summarization and description of those data. Table 4.5 contains the details of the descriptive analysis. Job satisfaction, the dependent variable, had a high mean of 3.83. Meanwhile, on the independent variable dimensions, transactional leadership styles achieved a mean of 3.723, that becomes higher than the mean for interpersonal

communication competence and transformational leadership styles, which were 3.815 and 3.775, respectively.

In terms of standard deviation, the results indicate that all the instruments used scored less than 1.00, demonstrating that the variability in respondents' evaluations is relatively small (Sekaran & Bougie, 2013). The dependent variable, job satisfaction, has a standard deviation of 0.136, while the independent variables, transactional leadership styles, interpersonal communication competence, and transformational leadership styles, have standard deviations of 0.246, 0.245, and 0.110, respectively. Among all variables, transformational leadership styles seemed to have the lowest standard deviation.

Table 4.5:
Descriptive Statistic for Independent and Dependent Variables

Descriptive Statistics	Mean	Std. Deviation
Job Satisfaction	3.832026	0.1363
Interpersonal Communication Competence	3.815623	0.2455
Transformational Leadership Styles	3.775599	0.1105
Transactional Leadership Styles	3.723312	0.2465

4.6 Correlation Analysis

By utilizing the Pearson correlation matrix, researchers can see the orientation, intensity, and significant of correlation between all the variables which being determined at the interval or ratio level. According to Sekaran (2003), correlation analysis is utilized to measure the strength and orientation of relation between

various continuous variables. The relation might be either positive or negative in character.

A positive correlation indicates that as one variable expands, the other tends to increase as well. A negative one, on the other hand, indicates that when one variable expands, the other declines (Pallant, 2007). Correlation is determined by contrasting the fluctuations in one variable to the variations in another one. In accordance with the *r* coefficient established by Dunn (2001), the interpretive relationships bounding between the independent factors and dependent variable is as follows table 4.6:

Table 4.6:
Pearson Correlation Coefficient Interpretation by Dunn (2001)

Coefficient Value	Relation Between Variables
0.00 to 0.19	Very Weak Relationship
0.20 to 0.39	Weak Relationship
0.40 to 0.59	Moderate Relationship
0.60 to 0.79	Strong Relationship
0.8 and 1.00	Very Strong Relationship

Table 4.7:
Correlation between Independent and Dependent Variables

	(1)	(2)	(3)	(4)
Interpersonal Communication Competence (1)	-	-	-	-
Transformational Leadership Styles (2)	.920**	-	-	-
Transactional Leadership Styles (3)	.870**	.926**	-	-
Job Satisfaction (4)	.772**	.733**	.718**	-

**Correlations are significant at the 0.01 level (2-tailed)

As according to correlation analysis provided in Table 4.7, all the study's major variables were significantly correlated with each other at the 0.01 level of significance. The findings indicated a positive, strong, and significant correlation between interpersonal communication competence and job satisfaction ($r = .77$, $p < 0.01$). Additionally, there was a positive, strong, and statistically significant correlation between transformational leadership styles and job satisfaction ($r = .73$, $p < 0.01$). The findings indicated a positive, strong, and significant connection between transactional leadership styles and job satisfaction ($r = -.71$, $p < 0.01$). In summary, there was a significant and persistent relationship between the independent variable's communication competence and transformational also transactional leadership styles and the dependent variable job satisfaction.



4.7 Multiple Regression Analysis

Multiple regression involves in use of two or more predictor variables to illustrate the relationship between multiple independent variables and a single dependent variable. A dependent variable is characterised as the contribution of several independent variables with corresponding coefficients, along with the continuous duration, in order to assess the three dominant independent variables which, have a solid relationship with the dependent variables. Furthermore, the primary role of this test is to study early research hypotheses. According to Sekaran (2006), analysts will use the square of multiple "R²" values to describe the dependent variable; this is referred to as Multiple Regression. R² is used to demonstrate the F statistic and analysed its significance level.

Neuman (2000) asserts that this analysis is requisite for two primary reasons: Making use of the R-Square and determining the relative contribution of each variable. R-Square helps develop the understanding, direction, and relationship between the independent variables by explaining the relationship between the independent variables and the dependent variable (transformational leadership styles, transactional leadership styles, and interpersonal communication competence) and the dependent variable (job satisfaction). Table summarises the results of the multiple regression analysis.

Table 4.8
Multiple regression analysis finding

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 ^a	.605	.601	7.65213

a. Predictors: (Constant), IV Multifactor Leadership Questionnaire (MLQ) TSL, IV (CCS) Communicative Competence Scale, IV Multifactor Leadership Questionnaire (MLQ) TFL

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27114.808	3	9038.269	154.355	.000 ^b
	Residual	17683.650	302	58.555		
	Total	44798.458	305			

Coefficients ^a					
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B

		B	Std. Error	Beta			Lower Bound	Upper Bound
	(Constant)	28.870	2.456		11.757	.000	24.038	33.702
	IV (CCS) Communicative Competence Scale	.301	.046	.613	6.589	.000	.211	.391
1	IV Multifactor Leadership Questionnaire (MLQ) TFL	-.016	.152	-.013	-.105	.916	-.315	.283
	IV Multifactor Leadership Questionnaire (MLQ) TSL	.384	.187	.197	2.047	.041	.015	.753

a. Dependent Variable: DV (MSQ) Minnesota Satisfaction Questionnaire

Based on the result in Table 4.8, R square result of 0.605 specified that 60% of the variance in job satisfaction explained an acceptable regression model for the independent variables (transformational leadership styles, transactional leadership styles, and interpersonal communication competence) which is moderate percentage which generally, a higher r-squared indicates a better fit for the model. Meanwhile, from the ANOVA, it can be concluded that there was a statistically significant interaction at the significance level of 0.000 ($p < 0.05$).

Coefficient analysis showed that only two (2) out of three dimensions have the significant relationship with the dependent variable (job satisfaction) which are interpersonal communication competence ($p = 0.00$) and transactional leadership

styles ($p = 0.41$) where the significance level is less than 0.05 ($p < 0.05$). there is an insignificant relationship between the transformational leadership styles with the job satisfaction since the significance level is ($p = 0.91$) which is more than 0.05 ($p > 0.05$). Regarding the beta analysis, only two variables showed the positive beta values which are interpersonal communication competence ($\beta = 0.613$) and transactional leadership styles ($\beta = 0.197$), transformational leadership styles obtained the negative beta (β) value with -0.013.

Results on the hypotheses testing are as follows and a summary of hypothesis testing is presented in Table 4.9.

H1: There is significant relationship between transformational leadership styles and job satisfaction among the RTD employees in RTD of Malaysia

Despite the fact that the analysis revealed a strong and positive relationship between transformational leadership styles and job satisfaction, the multiple regression analysis revealed a distinct pattern, in which the beta value of this variable was negative with -0.13; further to that, the t value was less than 1.645 because it only scored -0.013, and the significance level was higher than acceptable range which is more than 0.05 with value 0.92, thus leads transformational leadership styles to have insignificant relationship with the job satisfaction. Sekaran and Bougie (2013) provided an explanation for this situation by stating that a poor or low correlation between the two variables can have an impact on the impact of an insignificant relationship during the regression analysis stage. As a result, hypothesis 1 is deemed to be void.

H2: There is significant relationship between transactional leadership styles and job satisfaction among the RTD employees in RTD of Malaysia.

In Earlie correlation analysis, result showed that there is strong and positive relationship between transactional leadership styles and job satisfaction. The beta value of family support dimension is a positive with 0.197. The t value should be more than 1.645, which this variable scored a positive t value (2.04) and the significance value (0.041), is lower than 0.05 which indicates that transactional leadership styles do have a significant relationship with the job satisfaction. Hypothesis 2 is accepted.

H3: There is significant relationship between interpersonal communication competence of leaders and job satisfaction among the RTD employees in RTD of Malaysia.

For the hypothesis 3, there is strong and positive correlation analysis result between interpersonal communication competence and job satisfaction. A constructive beta (β) value of 0.613 was indicated for the interpersonal communication competence dimension. Additionally, the t value was found to be 6.59 ($t > 1.645$) and the significance value was found to be 0.000 ($p < 0.05$). Since the t value is more than 1.645 and significance value is less than 0.05, this concluded that interpersonal communication competence does have a significant relationship with the dependent variable, job satisfaction. Hypothesis 3 is accepted and possessed the strongest significant relationship with the job satisfaction.

4.8 Summary

This chapter discussed the findings of the statistical analysis carried out. Among the analyses conducted were descriptive analysis, Pearson's correlation analysis and multiple regression. The following chapter covers the conclusion, discussions of the findings, limitations, and future recommendations.

Table 4.9:
Summary of findings

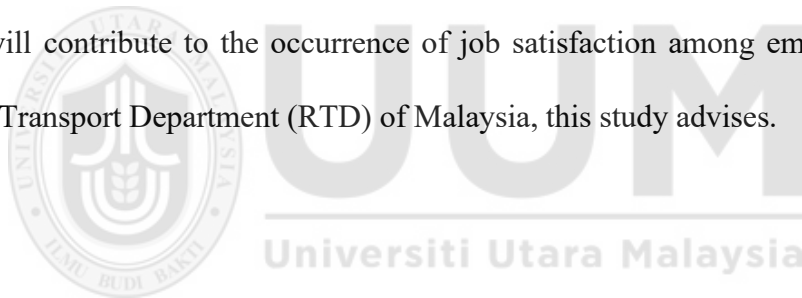
	Research Questions	Result
RQ1	Is there any relationship between transformational leadership styles and job satisfaction among the RTD employees in RTD of Malaysia?	Insignificant relationship. lower t value and strong correlation. Hypothesis 1 is rejected
RQ2	Is there any relationship between transactional leadership styles and job satisfaction among the RTD employees in RTD of Malaysia?	Significant relationship. higher t value and strong correlation. Hypothesis 2 is accepted
RQ3	Is there any relationship between interpersonal communication competence of leaders and job satisfaction among the RTD employees in RTD of Malaysia?	Significant relationship. higher t value and strong correlation. Hypothesis 3 is accepted

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Introduction

Specifically, the purpose of this chapter is to analyse and discuss the study's conclusion as well as the recommendations for future research in this field of professional development. An overview of the study is provided before moving on to a discussion of the study's variables, which include leadership styles as well as the communication competence of leaders, job satisfaction, and the relationship between the various variable factors studied. In order to assist in the investigation of the factors that will contribute to the occurrence of job satisfaction among employees of the Road Transport Department (RTD) of Malaysia, this study advises.



5.2 Findings Introduction

It was decided to distribute 322 online questionnaires; 306 questionnaires were retrieved and returned to the recipient, yielding a response rate of 95 percent, which was higher than the previous response rate in the PDRM of 78 percent. It is assumed that this study will be completed in order to meet the research objectives and provide comprehensive answers to all the research questions that were formulated early in the research process.

Only two hypotheses have been accepted for further investigation as a result of the findings. First, the relationship between leaders' interpersonal communication

skills and job satisfaction among RTD employees was examined, and the findings revealed a statistically significant relationship with a higher t value and a strong correlation between the two measures of job satisfaction.

Clearly, the findings demonstrate that effective communication among officers or leaders in the RTD is a significant factor in determining overall job satisfaction in the organisation. Second, among the RTD employees in Malaysia, the independent variable transactional leadership styles had a statistically significant relationship with the dependent variable job satisfaction, with a higher t value and a strong correlation with the dependent variable. As a result of this finding, it has been determined that hypothesis 2 is accepted as true.

Meanwhile, the most unexpected finding in this study was that transformational leadership styles have an insignificant relationship with employee job satisfaction in the RTD of Malaysia, as evidenced by a lower t value and a high correlation in relation to employee job satisfaction. Considering these results, Hypothesis 1 was found to be incorrect. Each of the three findings will be discussed in better depth in this study, with references to previous literature and findings that are relevant to the variables under consideration.

5.2.1 Research Objective 1: To identify the relationship between transformational leadership styles and job satisfaction among the RTD employees in RTD of Malaysia.

This study's results demonstrate that there is no significant correlation between transformational leadership and job satisfaction. This is in contrast with previous research, which concluded that based on the current study, we concluded that transformational leadership as a single construct or as a set of five dimensions has a significant positive effect on employee job satisfaction, which may affect employee commitment (Khan, S.-U.-R. et al., 2020). The study was conducted by examining the components of transformational leadership that are comparable.

Transformational leadership contains elements that promote organisational change, such as findings by David Ingram, 2019. However, Glynn & DeJordy, (2010) explain that there is no one-size-fits-all type of leadership that guarantees success in leadership, despite the fact that empirical data continue to demonstrate that transformational leadership is strongly associated with job satisfaction. A transformational leader in an organisation has numerous plans and is adaptable to change and development. This can be disadvantageous if people are forced to work long hours and are required to go above and beyond their assigned tasks in order to accomplish the goals. As a result, they will be exhausted and dissatisfied because they will feel exploited.

Even though transformational leadership is dynamic and associated with increased job satisfaction, there are studies that demonstrate that job satisfaction measured by transformational leadership staff is high in the context of extrinsic

satisfaction, which must be present from the leader himself in various situations, such as praise, salary increases, and promotion. This explains why satisfaction is not present on the self-satisfaction factor internally. This may explain why RTD personnel working in an enforcement environment are more consistent with transactional leadership, as they understand and accept the materially motivated work culture as a carrot and stick cultural norms. Yukl (1999) note that another deficiency of this leadership theory is the inadequacy of situational variables measurement. A main aspect of transformational leadership theory is that fundamental leadership procedures and outcomes are effectively identical in all circumstances. The theory makes no definite distinction between favourable and unfavourable conditions for transformational leadership.

According to Khairunesa (2013), that conducted a study at Malaysia Royal Custom (MRC), transformational and transactional leadership have a moderate relationship with organisational efficiency, with a coefficient of 23 percent. This may entail that transformational leadership does not have a significant influence on job satisfaction in RTD because it does not improve organisational efficacy, even when compared to transactional leadership, which is perceived as more functional in practise.

Nearly 80% of the respondents who participated in this questionnaire were members aged 31 years and older, and the work experience rate factor of employees 15 years and older dominated the respondents of this study by a margin of 61 percent. It is possible that both of these factors have impacts on respondents' patterns of behaviour when it comes to the type of leadership that is considered practical and

appropriate in the implementation of the work of law enforcement agencies such as RTD, in particular.

This can be observed in the context of employees who have been on duty for a long period and are once familiar with the scope of their responsibilities, regardless of the type of leadership that is expected. In accordance with the findings of Lanalisa et al., (2019), job satisfaction with The General Operation Force (GOF) of the Royal Malaysian Police in Selangor varied according to length of service, with respondents who had served for more than 20 years reporting the highest levels of satisfaction.

5.2.2 Research Objective 2: To determine the relationship between transactional leadership styles and job satisfaction among the RTD employees in RTD of Malaysia.

Correlation analysis showed a positive and strong connection between transactional leadership styles and job satisfaction which ($r = .71$, $p < 0.01$). Moreover, beta analysis representing positive beta values for transactional leadership styles at ($\beta = 0.197$) and finally accepted the significant relation between dependent variable (job satisfaction) and transactional leadership styles with ($p = 0.041$) where the significance level is less than 0.05 ($p < 0.05$).

In conjunction with the findings that transactional leadership had a significant relationship with job satisfaction, organisational commitment, perceived performance, and turnover intention, this result was taken. (Nazim et al, 2014). Furthermore, these findings are consistent with the findings of a study that

investigated the relationship between transactional leadership and job performance in six major Pakistani commercial banks. According to the findings of the study, transactional leadership has a statistically significant link with job performance (Shah & Hamid, 2015).

RTD is an enforcement agency that conducts daily operations on the ground in accordance with the orders or instructions of higher-ranking officers. The communication that is in effect is only effective in the sense of giving and receiving the command or instruction, nothing more, nothing less. Transactional leadership has the potential to have a positive impact on job satisfaction as long as the communication channels are open and accessible. According to the findings of this study, interpersonal communication competence showed a positive, strong, and statistically significant correlation with and job satisfaction ($r = .77, p < 0.01$), which was related to justifying the transactional leadership communication pattern.

Previous research by Ku Azizah et al. (2014) found that transformational leadership style is associated with job satisfaction in closed agencies such as PDRM, but this paper's findings demonstrated that transactional leadership style is proficient to ensure closed agencies such as RTD to successfully execute the task and government policy while simultaneously maintaining job satisfaction among employees. This statement can be supported by the consistency of RTD staff in their efforts to maintain the agency's relevance, as evidenced by the consistent annual increase in government revenue collection prior to the pandemic of covid-19. It has been demonstrated by Patricia et al. (2010) that job satisfaction is positively associated with organisational commitment.

According to the perspective of respondents, which includes 61 percent of employees with over 15 years of experience and above, it can be assumed that RTD employees are content with the status quo, as stated by Hay (2006). Instead of attempting to influence the future, transactional strategies aim to maintain the status quo in the short term. It is vital for an enforcement agency to adhere to orders and instructions when conducting enforcement activities under the carrot and stick principle as an enforcement body. Transactional leadership simply employs the rule of “rewards and punishments” in the workplace because it is a simple way to motivate people to do their best work (Sultana and colleagues, 2015).

RTD as an agency that focused on annual or monthly planning that is based on the number of enforcement cases or the quantity of transactions that take place within the scope of routine work is known. Utilising transactional leadership, leader can encourage employees to pursue their own goals, reduce workplace anxiety, and focus on specific company objectives such as increased output, improved quality, and better customer service (Sadeghi & Pihie, 2012).

It asserts that transactional leadership style is perceived to be a very important factor influencing an employee’s job performance, and that this is correct. According to the findings of the current study, a leader who adopts a transactional style can have a significant impact on the job performance of their subordinates. As a result, prominent leaders should take this style of management into consideration (Shah, S., and Ab. Hamid, K., 2015). While David Ingram (2019) quoted that, transactional leaders are concerned with the structure of an organisation, the supervision of employees, and the performance of a group.

Enforcers in agencies with a majority of male leadership play a role in the factor of transactional leadership type, which is associated with higher levels of job satisfaction in RTD. In addition, according to Carless, Mann & Wearing (1998). (1998), female managers lead in a transformational style, whilst male managers are regarded to lead in a transactional approach.

5.2.3 Research Objective 3: To analyse the relationship between interpersonal communication competence of leaders and job satisfaction among the RTD employees in RTD of Malaysia.

Cronbach's alpha for Interpersonal Communication Competence gets the Highers index with 0.984 that show how established that acceptable development reliability has been obtained, this independent variable become the smallest variability in respondents' evaluations with 0.11 for standard deviations. Base on Dunn coefficient in interpretive relationships bounding between the independent factors and dependent variable, Interpersonal Communication Competence get ($r = .77, p0.01$) indications strong relationship. positive beta values with ($\beta = 0.613$) as the absolute biggest beta value make interpersonal Communication Competence of leaders become strongest prediction with job satisfaction among the RTD employees in RTD of Malaysia

According to the findings, there is a statistically significant relationship between interpersonal communication competence and job satisfaction, which is consistent with previous research. Che Su (2015) conducted a cross-sectional survey

in two different uniformed organisations and observed a statistically significant relationship between intercultural communication competencies, interpersonal communication competencies, context-based communication competencies, and communication satisfaction.

Communication skills are important for RTD because they empower agencies to be productive in the delivery of services to the public and the operation of law enforcement agencies effectively. Employees who are able to communicate effectively up and down the communication chain in an organisation will report higher levels of morale, productivity, and commitment to the organisation.

According to Wiemann (1977), a competent communicator is one who successfully achieves his or her goals while also meeting the needs of the other. As a result, clear and efficient communication behaviours would assist employees in concentrating on the most important goals and responsibilities, which would make them easier to accomplish and more likely to be completed at an earlier stage. According to the findings of Nasserinejad et al. (2014) research, there is a statistically significant relationship between supervisor communication competence and employee job satisfaction among managers. Communication is clearly demonstrated in this work as a potential contributor to the development of effective interpersonal and mutually supportive working relationships.

5.3 Recommendations

Among the variables that contribute to job satisfaction in RTD agencies are transactional leadership and communication competence. This finding come with some advantages over other organisations in the enforcement's context work environment that exists in the RTDs. However, some recommendations are made dealing with the findings of the preceding study. Based on the findings, the researcher developed recommendations aimed at improving transformational leadership. It is recommended that the Road Transport Department of Malaysia focusing to improve this type of leadership and implement it.

New leaders must be prepared to learn and practice transformational leadership skills in order to infuse new energy into the organisation while also ensuring that staff capabilities are optimised in order to drive the success of RTD in the future. Although the findings of this study indicate that transformational leadership is not significantly associated with job satisfaction in RTD, this does not justify RTD from continuing to ignore the important of transformational leadership thread.

Past research conducted suggested that transformational leadership has a significant impact on the behaviours and performance of followers (Chan & Mak, 2014). It is necessary to strengthen transformational leadership because, according to previous research, it has a more significant positive impact on job satisfaction and organisational development. In addition, transformational leadership has been shown to maximise the level of professional performance at work.

Because transformational leaders can encourage their teams to reach anticipated or substantial results, organisational leaders must demonstrate transformational traits by closely monitoring their teams' activities and implementing changes as needed. The capacity to make decisions after receiving sufficient training instils trust in people regarding specific occupations. (Khan et al, 2020).

RTD can imitate the Bass' idea in developing the skills of a transformational leader in an organisation. The following are the responsibilities of the managerial leader: working to develop an inspiring vision for the future, motivating others to buy into and execute that vision, coordinating the delivery of that vision, and expanding ever-stronger, trust-based relationships with employees.

When developing the inspire vision, it is necessary to begin with the RTD vision and mission statement. Transformational leaders encourage their employees to have a common vision of specific target goals and performance standards defined by the organisation, and they also facilitate them in achieving those goals and standards (Anderson et al. 2017).

This situation will assist the organisation in breaking free from the status quo and ensuring that it is prepared to deal with any future enforcement challenges that may arise. This situation will result in a new purpose that is more sustainable in the long run, as well as a new value placed on the organisation and its employees in the future. The new values that have emerged among the members of this department must be brought into alignment with the department's capabilities and resources, which must be done in a systematic and relevant manner.

The process of motivating people to buy into the inspire vision and serve up as necessary step in driving the department's aspirations for transformational leadership forward. The mission statement that is developed should express the importance of each individual member of the department.

It is critical to have effective communication during this phase in order to mobilise employees to appreciate and be positive toward the inspire vision. When leaders persuade their followers that of its goals are both important and attainable, they can contribute significantly in facilitating their followers' goal pursuit. Latham and Locke (1991).

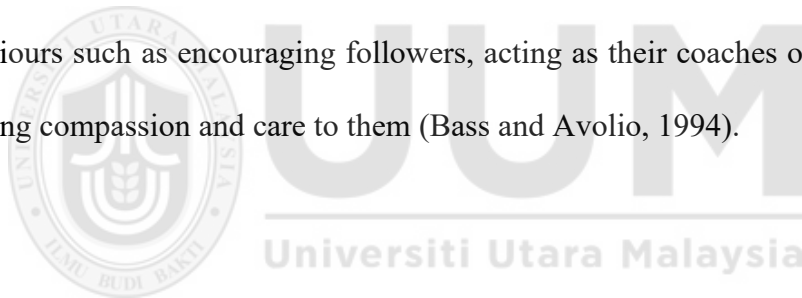
Maintaining control over delivery of the vision is a critical step in ensuring that transformational leadership is a realisation. As a result of this situation, project management and change management must be strengthened throughout the organisation and understood by all levels of management. For communicating understanding and making efforts to delegate the roles and responsibilities of each employee, communication must be on a continuous loop.

Transformational leaders themselves must maintain self-discipline in order to set a good example and ensure that management practises are consistent throughout the department. This will help to connect the vision with the day-to-day activities of the department and inspire others. Transformational leadership is the most important factor that influences an employee's ability to deal with a wide range of situations. Consequentially, transformational leaders create supportive environments for their employees in order for them to contain their optimal level of mental health through

inspirational motivation while also strengthening their degree of confidence in their talents (Diebig et al. 2017).

Invest in communication to develop ever-stronger, trust-based relationships with other people communication is essential to ensuring that continuous efforts are made in developing relationships, establishing trust, and assisting in the development of employees as individuals. Besides coaching activities for employees, continuous efforts through effective communication should be the primary focus in order for them to develop self-skills and strengthen self-confidence in order to realise the organization's vision.

A central aspect of individualised consideration is the ability to demonstrate behaviours such as encouraging followers, acting as their coaches or mentors, and showing compassion and care to them (Bass and Avolio, 1994).



5.4 Limitation of Research

The present study, which was conducted using a sample taken from the RTD around Klang Valley area, has revealed key findings about the links between leadership styles, communication skills, and job satisfaction in the Road Transport Department of Malaysia (RTD).

- I. Because there have been few studies conducted in RTD, researcher proposed that future research to proceed with target samples from all states throughout the nation level. This may produce more compelling

results, and it will make it possible to generalise the findings to all RTD agencies in a more straightforward manner.

- II. The current investigation is focused on two types of leadership styles, namely, transactional and transformational leadership styles. Researchers can also examine other leadership styles, such as participative leadership and delegates leadership style, in order to determine the most appropriate leadership style for a given situation, which is critical for increasing employee job satisfaction also a new prospect dependent variable as leadership effectiveness.

5.5 Research Contributions

- I. In theoretical context, this study denial the stereotype finding which indicated that transformational leadership style has a significant impact on staffing job satisfaction, which constantly significantly correlated with employee outcomes. Different working atmosphere and years of employment among employee can give vital impact on which leadership style is more relevant and functional in the enforcement agency as RTD. Transactional leadership style in this study somehow, can bring more contribution towards staffing job satisfaction.
- II. In academy context, future researcher can examine further on working condition, job environment and leader characteristic which create impact on staffing mentality which favouring to adopt more

constructive leadership style as transactional rather than visionary leadership style as transformational.

- III. In practice, RTD must consider upon the opportunity of transmitting the organization by instilling the knowledge and strengthened the skills upon transformational leadership style. To withstand the competency of organization, a leader must become a visionary leader who can bring out the employee potential in sustaining RTD performance for future. The ensure RTD performance running higher, a leader must encourage employee capability and courageous for them to perform their task effectively. All this factor must come from improving transformational leadership style assimilating with transactional leadership style.

5.6 Summary

This study may also have limitations, particularly because the sample is limited to the Klang Valley region, which proves it cannot be addressed to the entire RTD populace. It is recommended that further research be conducted on a longitudinal basis. Even though the current study has had several limitations, it does reveal a significant positive relationship between transactional leadership style, interpersonal communication competence (ICC), and job satisfaction (despite these limitations).

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**APPENDIX 1:
Questionnaire**



Dear respective respondent,

Kepada responden yang dihormati,

I am a Master scholar at Universiti Utara Malaysia. I am conducting a research on "The Relationship Between Leadership and Communication with Job Satisfaction in The Road Transport Department (RTD) Of Malaysia". You have been selected to participate in this study by answering the attached questionnaire that will only take about 10 minutes.

The questionnaire is anonymous, and your response will be used for academic purpose only. If you have any questions or concerns about the questionnaire or about participating in this study, you may contact me at zamryon@gmail.com.

Saya merupakan seorang pelajar Master di Universiti Utara Malaysia dan sedang menjalankan penyelidikan mengenai "Hubungan Kepimpinan & Kompetensi Komunikasi dengan Kepuasan Bekerja di JPJ". Anda telah terpilih untuk turut serta dalam kajian ini dengan menjawab soal selidik yang dilampirkan yang hanya mengambil masa sekitar 10 minit.

Soal selidik ini tidak melibatkan nama dan maklumat peribadi anda, dan jawapan anda hanya akan digunakan untuk tujuan akademik sahaja. Jika anda mempunyai sebarang soalan atau kemusykilan tentang soal selidik atau mengenai penyertaan dalam kajian ini, anda boleh menghubungi saya melalui emel zamryon@gmail.com.

Thanks for your cooperation.

Terima kasih di atas kerjasama anda.

Sincerely,

Yang ikhlas,

Mohd Zamri bin Samion
Master (MHRM) Scholar
School of Business Management,
Universiti Utara Malaysia,
Sintok, 06010, Kedah Darul Aman.

**SECTION A
SEKSYEN A**

Demographic information

Maklumat demografi

The following information is strictly confidential and will only be used for research purpose. I will be grateful if you could kindly fill the required information.

Maklumat berikut adalah sulit dan hanya akan digunakan untuk tujuan kajian sahaja. Saya amat berterima kasih sekiranya anda dapat memberikan maklumat berikut.

*Please read the following statements and **TICK** (✓) in the appropriate box.*

Sila baca kenyataan berikut dan **TANDAKAN** (✓) pada petak yang berkenaan.

1. Gender / Jantina

Male / Lelaki
Female / Perempuan

2. Place of Duty / Tempat bertugas

JPJ Putrajaya (Ibu Pejabat)
JPJ Wilayah Persekutuan Kuala Lumpur
JPJ Negeri Selangor Darul Ehsan

**3. Age Group /
Kumpulan Umur**

20 - 30
31 - 40
41 - 50
51 - 60

**4. Level of Highest Education /
Tahap Pendidikan Tertinggi**

Certificate / Siji
Diploma / Diploma
Bachelor Degree / Sarjana Muda
Master / Phd

**5. Approximate years of serviced in RTD /
Anggaran tahun berkhidmat di JPJ**

1 - 7 years 15 - 21 years 28 years
8 - 14 years 22 - 28 years and

6. Grade / Gred

Grade 40 Grade 32 Grade 22
Grade 38 Grade 29 Grade 19
Grade 36 Grade 26

SECTION B:
SEKSYEN B:
(MSQ) Minnesota Satisfaction Questionnaire

*For the next two sections, please read the following statements and **TICK (✓)** the response that closely represents your opinion. The statements are anchored on the following 5-point Likert Scale:*

Untuk dua seksyen berikutnya, sila baca pernyataan berikut dan **TANDAKAN (✓)** pada maklum balas yang mewakili pandangan anda. Kenyataan ini adalah berdasarkan Skala Likert 5 mata berikut:

Sangat tidak berpuas hati / Very dissatisfied	Sangat tidak berpuas hati / Very dissatisfied	Agak berpuas hati / Neutral	Berpuas hati / Somewhat satisfied	Sangat berpuas hati / Very satisfied
1	2	3	4	5

(MSQ) Minnesota Satisfaction Questionnaire	Sangat tidak berpuas hati / Very dissatisfied	Sangat tidak berpuas hati / Very dissatisfied	Agak berpuas hati / Neutral	Berpuas hati / Somewhat satisfied	Sangat berpuas hati / Very satisfied
	1	2	3	4	5
Mampu untuk sentiasa sibuk sepanjang masa. <i>Being able to keep busy all the time.</i>					
Peluang untuk melakukan kerja bersendirian di tempat kerja. <i>The chance to work alone on the job.</i>					
Peluang untuk melakukan perkara yang berbeza dari semasa ke semasa. <i>The chance to do different things from time to time.</i>					
Peluang untuk menjadi 'seseorang' dalam komuniti.					

<i>The chance to be 'somebody' in the community.</i>					
Cara pegawai saya mengendalikan pekerjaanya. <i>The way my boss handles his/her workers.</i>					
Kecekapan penyelia saya dalam membuat keputusan. <i>The competence of my supervisor in making decisions.</i>					
Dapat melakukan perkara-perkara yang tidak menentang suara hati saya. <i>Being able to do things that don't go against my conscience.</i>					
Cara kerja saya memastikan pekerjaan yang stabil. <i>The way my job provides for steady employment.</i>					
Peluang melakukan sesuatu untuk orang lain. <i>The chance to do things for other people.</i>					
Peluang untuk memberitahu orang tentang apa yang perlu dilakukan. <i>The chance to tell people what to do.</i>					
Peluang untuk melakukan sesuatu					

dengan memanfaatkan kebolehan saya. <i>The chance to do something that makes use of my abilities.</i>					
Cara dasar jabatan dipraktiskan dalam pelaksanaan kerja. <i>The way company policies are put into practice.</i>					
Pendapatan saya dan jumlah kerja yang saya lakukan. <i>My pay and the amount of work I do.</i>					
Peluang untuk maju dalam pekerjaan ini. <i>The chances for advancement on this job.</i>					
Kebebasan menggunakan pertimbangan sendiri. <i>The freedom to use my own judgment.</i>					
Peluang untuk mencuba kaedah saya sendiri dalam melaksanakan kerja. <i>The chance to try my own methods of doing the job.</i>					
Keadaan pekerjaan. <i>The working conditions.</i>					
Cara rakan sekerja saya bergaul antara satu sama lain.					

<i>The way my co-workers get along with each other.</i>					
Pujian yang saya dapat selepas melakukan kerja dengan baik. <i>The praise I get for doing a good job.</i>					
Kepuasan atas pencapaian yang saya dapat daripada pekerjaan saya. <i>The feeling of accomplishment I get from the job.</i>					



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SECTION C:
SEKSYEN C:

(CCS) Communicative Competence Scale

Instructions: Complete the following questionnaire/scale with the subject (superior officer) in mind. Ask yourself how competent your superior with the aspect of communication. Always keep the subject in mind as you answer.

Arahan: Sila lengkapkan soal selidik berkenaan dengan memfokuskan kepada pegawai kanan anda sebagai subjek. Tanyakan diri anda pada tahap mana kompetensi komunikasi pegawai anda. Sentiasa letakkan subjek dalam minda anda bagi setiap persoalan yang diajukan.

Sangat tidak bersetuju / Strongly disagree	Kurang bersetuju / Disagree	Agak bersetuju / Neutral	Bersetuju / Agree	Sangat bersetuju / Strongly agree
1	2	3	4	5

(CCS) Communicative Competence Scale	Sangat tidak bersetuju / Strongly disagree	Kurang bersetuju / Disagree	Agak bersetuju / Neutral	Bersetuju / Agree	Sangat bersetuju / Strongly agree
	1	2	3	4	5
<i>My officer finds it easy to get along with others.</i> Pegawai saya merasa senang untuk bergaul dengan kakitangan lain.					
<i>My officer can adapt to changing situations.</i> Pegawai saya dapat menyesuaikan diri dengan perubahan keadaan.					
<i>My officer treats employee as individuals.</i> Pegawai saya melayan kakitangan sebagai individu.					

<p><i>My officer is "rewarding" to talk to.</i> Berbaloi sekiranya dapat berbual dengan pegawai saya</p>					
<p><i>My officer can deal with others employee effectively.</i> Pegawai saya dapat menangani kakitangan lain dengan berkesan.</p>					
<p><i>My officer is a good listener.</i> Pegawai saya merupakan pendengar yang baik.</p>					
<p><i>My officer is easy to talk to.</i> Pegawai saya senang diajak berbicara.</p>					
<p><i>My officer won't argue with employee just to prove he/she is right.</i> Pegawai saya tidak akan berdebat dengan kakitanganya hanya untuk membuktikan bahawa dia betul.</p>					
<p><i>My officer generally knows how employees feel.</i> Pegawai saya secara amnya mengetahui bagaimana perasaan kakitanganya.</p>					
<p><i>My officer lets others know he/she understands them.</i> Pegawai saya memastikan orang lain ketahui bahawa dia memahami mereka.</p>					

<p><i>My officer understands other people.</i> Pegawai saya memahami orang lain.</p>					
<p><i>My officer is relaxed and comfortable when speaking.</i> Pegawai saya santai dan selesa ketika bercakap.</p>					
<p><i>My officer listens to what people say to him/her.</i> Pegawai saya mendengar apa yang orang katakan kepadanya.</p>					
<p><i>My officer likes to be close and personal with people.</i> Pegawai saya suka mendekati dengan orang secara peribadi.</p>					
<p><i>My officer generally knows what type of behavior is appropriate in any given situation.</i> Pegawai saya secara amnya tahu apa jenis tingkah laku yang sesuai dalam situasi tertentu.</p>					
<p><i>My officer usually does not make unusual demands on his/her employees.</i> Pegawai saya biasanya tidak membuat tuntutan yang luar biasa terhadap kakitanganya.</p>					
<p><i>My officer is an effective conversationalist.</i></p>					

Pegawai saya adalah seorang pembicara yang berkesan.					
<i>My officer is supportive of others.</i> Pegawai saya bersikap menyokong terhadap orang lain.					
<i>My officer does not mind meeting strangers.</i> Pegawai saya tidak kisah berjumpa dengan orang yang tidak dikenali.					
<i>My officer can easily put himself/herself in another person's shoes.</i> Pegawai saya dengan mudah meletakkan dirinya dalam kedudukan orang lain.					
<i>My officer pays attention to the conversation.</i> Pegawai saya memberikan tumpuan terhadap perbualan.					
<i>My officer is generally relaxed when conversing with a new acquaintance</i> Pegawai saya secara amnya santai ketika berbual dengan seorang kenalan baru.					
<i>My officer is interested in what others have to say.</i> Pegawai saya berminat dengan apa yang orang lain perlu katakan.					
<i>My officer doesn't follow the</i>					

<p><i>conversation very well.</i> Pegawai saya tidak mengikuti perbualan dengan baik.</p>					
<p><i>My officer is a likeable person.</i> Pegawai saya adalah orang yang disukai.</p>					
<p><i>My officer is flexible.</i> Pegawai saya fleksibel.</p>					
<p><i>My officer is not afraid to speak with people in authority.</i> Pegawai saya tidak takut untuk bercakap dengan orang yang lebih berautoriti.</p>					
<p><i>People can go to my officer with their problems.</i> Orang boleh berjumpa dengan pegawai saya untuk membicarakan masalah mereka.</p>					
<p><i>My officer generally says the right thing at the right time.</i> Pegawai saya secara amnya mengatakan perkara yang betul pada masa yang tepat</p>					
<p><i>My officer likes to use his/her voice and body expressively.</i> Pegawai saya suka menggunakan nada suara dan gerak badannya secara bermakna.</p>					
<p><i>My officer is sensitive to others' needs of the moment.</i> Pegawai saya peka dengan keperluan</p>					

orang lain pada masa ini.					
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SECTION D:
SEKSYEN D:

Multifactor Leadership Questionnaire (MLQ)

INSTRUCTIONS: This questionnaire provides a description of your officer leadership style. Twenty-one descriptive statements are listed below judge how frequently each statement fits your officer. The word “others” mean your employee or group members.

ARAHAN: Soal selidik ini memberikan penerangan mengenai gaya kepimpinan pegawai anda. Dua puluh satu pernyataan deskriptif disenaraikan di bawah. Menentukan seberapa kerap setiap pernyataan sesuai dengan pegawai anda. Perkataan “orang lain” mungkin bermaksud pengikut, pelanggan, atau ahli kumpulan anda.

Tidak pernah (Not at all)	Sekali sekala (Once in a while)	Kadang kadang (Sometime)	Kerap (Fairly often)	Sangat kerap, jika tidak selalu (Frequently, if not always)
1	2	3	4	5

Multifactor Leadership Questionnaire (MLQ)	Independent Variable Type	Tidak pernah (Not at all)	Sekali sekala (Once in a while)	Kadang kadang (Sometime)	Kerap (Fairly often)	Sangat kerap, jika tidak selalu (Frequently, if not always)
		1	2	3	4	5
<i>My Officer make others feel good to be around him/her</i> Pegawai saya membuat orang lain berasa senang berada di sekitarnya	Transformational leadership / TFL1					
<i>My Officer express with a few simple words what we</i>	Transformational leadership / TFL2					

<p><i>could and should do</i> Pegawai saya menyatakan dengan perkataan mudah apa yang boleh dan patut kami lakukan</p>						
<p><i>My Officer enable others to think about old problems in new ways</i> Pegawai saya membolehkan orang lain memikirkan masalah lama dengan cara baru</p>	Transformational leadership / TFL2					
<p><i>My Officer help others develop themselves.</i> Pegawai saya membantu orang lain mengembangkan potensi diri</p>	Transformational leadership / TFL4					
<p><i>My Officer tell others what to do if they want to be rewarded for their work</i> Pegawai saya memberitahu kakitangan apa harus dilakukan sekiranya mereka ingin mendapat ganjaran atas kerja mereka</p>	Transactional leadership / TSL1					
<p><i>My Officer satisfied when others meet agreed-upon standards</i></p>	Transactional leadership / TSL2					

<p>Pegawai saya berpuas hati apabila setiap kakitangan memenuhi standard yang dipersetujui.</p>					
<p><i>My Officer are content to let others continue working in the same ways always</i> Pegawai saya berpuas hati untuk membiarkan kakitangan sentiasa bekerja dengan cara yang sama sahaja.</p>	<p>Transactional leadership / TSL3</p>				
<p><i>We as their employee have complete faith in our officer</i> Kami sebagai kakitangan, yakin sepenuhnya kepada pegawai kami</p>	<p>Transformational leadership / TFL5</p>				
<p><i>My Officer provide appealing images about what we as employee can do</i> Pegawai saya memberikan gambaran yang menarik tentang apa yang boleh kami lakukan sebagai kakitangan.</p>	<p>Transformational leadership / TFL6</p>				

<p><i>My Officer provide employee with new ways of looking at puzzling things</i> Pegawai saya menyediakan cara baru kepada kakitangan untuk melihat perkara yang mengelirukan.</p>	<p>Transformational leadership / TFL7</p>				
<p><i>My Officer let employee know how he/she think they are doing</i> Pegawai saya memastikan kakitangan memahami pemikirannya terhadap apa yang kami lakukan.</p>	<p>Transformational leadership / TFL8</p>				
<p><i>My Officer provide recognition/rewards when employee reach their goals</i> Pegawai saya memberikan pengiktirafan / ganjaran apabila kakitangan mencapai matlamat.</p>	<p>Transactional leadership / TSL4</p>				
<p><i>As long as things are working, my officer do not try to change anything</i> Selagi keadaan berjalan lancar, pegawai saya</p>	<p>Transactional leadership / TSL5</p>				

tidak akan cuba mengubah apa-apa.						
<i>Whatever we as employee want to do is OK with my officer</i> Apa sahaja yang kakitangan mahu lakukan, pegawai saya menerimanya.	Transactional leadership / TSL6					
<i>Me as employee are proud to be associated with my officer</i> Saya sebagai kakitangan berasa bangga dapat dikaitkan dengan pegawai saya.	Transformational leadership / TFL9					
<i>My Officer help others find meaning in their work</i> Pegawai saya membantu kakitangan mencari makna dalam pekerjaan mereka.	Transformational leadership / TFL10					
<i>My Officer get others to rethink ideas that they had never questioned before</i> Pegawai saya mengerakkan kakitangan memikirkan kembali idea yang tidak pernah mereka persoalkan sebelum ini.	Transformational leadership / TFL11					

<p><i>My Officer give personal attention to others who seem rejected</i> Pegawai saya memberi perhatian secara peribadi kepada kakitangan yang bersikap menolak.</p>	Transformational leadership / TFL12					
<p><i>My Officer call attention to what employee can get for what they accomplish</i> Pegawai saya memberi perhatian terhadap apa yang kakitangan perolehi dari pencapaian mereka.</p>	Transactional leadership / TSL7					
<p><i>My Officer tell others the standards they have to know to carry out their work</i> Pegawai saya memberitahu kakitangan tentang standard yang harus diketahui untuk menjalankan tugas mereka.</p>	Transactional leadership / TSL8					
<p><i>My Officer ask no more of others than what is absolutely essential</i> Pegawai saya tidak meminta yang lain daripada apa</p>	Transactional leadership / TSL9					

yang benar- benar penting.						
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APPENDIX 2 Distribution of Items by Factors

The MLQ-6S measures your leadership on seven factors related to transformational and transactional Leadership.

Components of Transformational Leadership; Idealised influence, Inspirational Motivation, Intellectual stimulation & Individualized consideration

Components of Transactional Leadership; Contingent Rewards, Management By Exception & Laissez-faire leadership

TOTAL

Idealized influence	(items 1, 8, and 15)
Inspirational motivation	(items 2, 9, and 16)
Intellectual stimulation	(items 3, 10, and 17)
Individual consideration	(items 4, 11, and 18)
Contingent reward	(items 5, 12, and 19)
Management-by-exception	(items 6, 13, and 20)
Laissez-faire leadership	(items 7, 14, and 21)



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APPENDIX 3
Demographic Profile of Respondents

<i>Item (s)</i>	Demographic Information	Frequency	Percentage (%)
Gender	Male	185	60.5
	Female	121	39.5
Age Range	20-30	59	19.3
	31-40	148	48.4
	41-50	62	20.3
	51- 60	37	12.1
Place of Duty	JPJ Negeri dan cawangan-cawangan di Selangor Darul Ehsan	93	30.4
	JPJ Negeri dan cawangan-cawangan di Wilayah Persekutuan Kuala Lumpur	122	39.9
	JPJ Putrajaya (Ibu Pejabat)	91	29.7
Years of Service	1-7 years	119	38.9
	15-21 years	50	16.3
	22-28 years	39	12.7
	28 years above	9	2.9
	8-14 years	89	29.1
Current Grade in Service	Grade 19	133	43.5
	Grade 22	68	22.2
	Grade 26	7	2.3
	Grade 29	46	15.0
	Grade 32	28	9.2
	Grade 36	2	.7
	Grade 38	16	5.2
	Grade 40	6	2.0

APPENDIX 4
Statistical Analysis Output

CRONBACH'S ALPHA FOR THE VARIABLES

Section B: (MSQ) Minnesota Satisfaction Questionnaire (DV)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.950	.951	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.832	3.634	4.131	.497	1.137	.019	20
Inter-Item Correlations	.491	.213	.845	.632	3.964	.008	20

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
B1 SEKSYEN B: (MSQ)	72.931	135.822	.532	.362	.950
B2 SEKSYEN B: (MSQ)	72.971	136.455	.475	.352	.951
B3 SEKSYEN B: (MSQ)	72.931	133.874	.630	.470	.948
B4 SEKSYEN B: (MSQ)	72.859	132.567	.681	.549	.948
B5 SEKSYEN B: (MSQ)	72.830	130.122	.709	.767	.947

B6 SEKSYEN B: (MSQ)	72.768	131.687	.680	.768	.948
B7 SEKSYEN B: (MSQ)	72.944	132.499	.739	.631	.947
B8 SEKSYEN B: (MSQ)	72.601	134.870	.698	.533	.948
B9 SEKSYEN B: (MSQ)	72.693	134.581	.671	.605	.948
B10 SEKSYEN B: (MSQ)	72.716	133.548	.702	.643	.947
B11 SEKSYEN B: (MSQ)	72.660	132.986	.713	.667	.947
B12 SEKSYEN B: (MSQ)	72.918	131.603	.723	.587	.947
B13 SEKSYEN B: (MSQ)	72.732	132.800	.683	.540	.948
B14 SEKSYEN B: (MSQ)	72.850	130.102	.716	.575	.947
B15 SEKSYEN B: (MSQ)	73.007	131.816	.703	.620	.947
B16 SEKSYEN B: (MSQ)	72.931	133.985	.694	.602	.948
B17 SEKSYEN B: (MSQ)	72.810	131.584	.731	.601	.947
B18 SEKSYEN B: (MSQ)	72.510	134.710	.673	.536	.948
B19 SEKSYEN B: (MSQ)	72.846	130.852	.744	.657	.947
B20 SEKSYEN B: (MSQ)	72.660	131.681	.758	.684	.947

Section C: (CCS) Communicative Competence Scale (IV)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.984	.985	31

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.816	2.627	4.065	1.438	1.547	.060	31
Inter-Item Correlations	.685	-.175	.917	1.092	-5.249	.046	31

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
C1 SEKSYEN C: (CCS)	114.22	570.303	.851	.	.984
C2 SEKSYEN C: (CCS)	114.32	569.393	.883	.	.984
C3 SEKSYEN C: (CCS)	114.33	570.935	.843	.	.984
C4 SEKSYEN C: (CCS)	114.24	571.128	.858	.	.984
C5 SEKSYEN C: (CCS)	114.42	565.576	.867	.	.984
C6 SEKSYEN C: (CCS)	114.35	564.175	.889	.	.984

C7 SEKSYEN C: (CCS)	114.25	565.940	.892	.	.984
C8 SEKSYEN C: (CCS)	114.60	564.044	.811	.	.984
C9 SEKSYEN C: (CCS)	114.58	562.586	.889	.	.983
C10 SEKSYEN C: (CCS)	114.54	564.688	.896	.	.983
C11 SEKSYEN C: (CCS)	114.52	562.677	.907	.	.983
C12 SEKSYEN C: (CCS)	114.25	566.951	.884	.	.984
C13 SEKSYEN C: (CCS)	114.48	566.237	.884	.	.984
C14 SEKSYEN C: (CCS)	114.61	570.526	.751	.	.984
C15 SEKSYEN C: (CCS)	114.45	565.271	.880	.	.984
C16 SEKSYEN C: (CCS)	114.41	567.271	.835	.	.984
C17 SEKSYEN C: (CCS)	114.43	563.859	.903	.	.983
C18 SEKSYEN C: (CCS)	114.54	570.394	.793	.	.984
C19 SEKSYEN C: (CCS)	114.51	576.303	.712	.	.984
C20 SEKSYEN C: (CCS)	114.58	566.545	.842	.	.984
C21 SEKSYEN C: (CCS)	114.31	570.621	.868	.	.984
C22 SEKSYEN C: (CCS)	114.44	573.087	.828	.	.984
C23 SEKSYEN C: (CCS)	114.47	569.299	.863	.	.984

C24 SEKSYEN C: (CCS)	115.66	612.298	-.111	.	.988
C25 SEKSYEN C: (CCS)	114.46	565.987	.863	.	.984
C26 SEKSYEN C: (CCS)	114.39	566.461	.854	.	.984
C27 SEKSYEN C: (CCS)	114.38	566.557	.822	.	.984
C28 SEKSYEN C: (CCS)	114.37	566.685	.873	.	.984
C29 SEKSYEN C: (CCS)	114.48	565.805	.884	.	.984
C30 SEKSYEN C: (CCS)	114.47	571.070	.783	.	.984
C31 SEKSYEN C: (CCS)	114.46	564.564	.894	.	.983



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Section D: (MLQ) Multifactor Leadership Questionnaire (IV)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.971	.972	21

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.753	3.297	4.007	.709	1.215	.032	21
Inter-Item Correlations	.623	.220	.828	.608	3.759	.019	21

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
TFL1 SEKSYEN D: (MLQ)/TFL	75.03	220.222	.836	.773	.970
TFL2 SEKSYEN D: (MLQ)/TFL	74.89	220.962	.855	.818	.969
TFL3 SEKSYEN D: (MLQ)/TFL	75.01	220.151	.847	.811	.969
TFL4 SEKSYEN D: (MLQ)/TFL	74.95	218.208	.869	.808	.969
TSL1 SEKSYEN D: (MLQ)/TSL	75.21	218.892	.757	.649	.970
TSL2 SEKSYEN D: (MLQ)/TSL	74.81	223.354	.786	.702	.970

TSL3 SEKSYEN D: (MLQ)\TSL	75.39	231.642	.373	.290	.974
TFL5 SEKSYEN D: (MLQ)\TFL	74.89	217.892	.879	.834	.969
TFL6 SEKSYEN D: (MLQ)\TFL	74.96	219.844	.851	.799	.969
TFL7 SEKSYEN D: (MLQ)\TFL	75.12	218.815	.826	.758	.970
TFL8 SEKSYEN D: (MLQ)\TFL	75.01	220.066	.842	.807	.969
TSL4 SEKSYEN D: (MLQ)\TSL	75.16	220.133	.769	.658	.970
TSL5 SEKSYEN D: (MLQ)\TSL	74.92	225.263	.666	.594	.971
TSL6 SEKSYEN D: (MLQ)\TSL	75.52	224.755	.619	.515	.972
TFL9 SEKSYEN D: (MLQ)\TFL	75.10	218.052	.818	.766	.970
TFL10 SEKSYEN D: (MLQ)\TFL	75.14	217.345	.867	.817	.969
TFL11 SEKSYEN D: (MLQ)\TFL	75.14	219.393	.830	.747	.970
TFL12 SEKSYEN D: (MLQ)\TFL	75.26	222.869	.680	.598	.971
TSL7 SEKSYEN D: (MLQ)\TSL	75.07	220.100	.865	.795	.969
TSL8 SEKSYEN D: (MLQ)\TSL	74.83	223.123	.782	.720	.970
TSL9 SEKSYEN D: (MLQ)\TSL	74.93	222.641	.723	.623	.971

Correlations between the all variables

Correlations

		IV (CCS) Communicative Competence Scale	IV Multifactor Leadership Questionnaire (MLQ) TFL	IVMultifactor Leadership Questionnaire (MLQ) TSL	DV (MSQ) Minnesota Satisfaction Questionnaire
IV (CCS) Communicative Competence Scale	Pearson Correlation	1	.920**	.870**	.772**
	Sig. (2-tailed)		.000	.000	.000
	N	306	306	306	306
IV Multifactor Leadership Questionnaire (MLQ) TFL	Pearson Correlation	.920**	1	.926**	.733**
	Sig. (2-tailed)	.000		.000	.000
	N	306	306	306	306
IVMultifactor Leadership Questionnaire (MLQ) TSL	Pearson Correlation	.870**	.926**	1	.718**
	Sig. (2-tailed)	.000	.000		.000
	N	306	306	306	306
DV (MSQ) Minnesota Satisfaction Questionnaire	Pearson Correlation	.772**	.733**	.718**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	306	306	306	306

** . Correlation is significant at the 0.01 level (2-tailed).

Regression for all independent variable with dependent variable, where transformation leadership variable is insignificant with dependent variable;

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 ^a	.605	.601	7.65213

a. Predictors: (Constant), IVMultifactor Leadership Questionnaire (MLQ) TSL, IV (CCS) Communicative Competence Scale, IV Multifactor Leadership Questionnaire (MLQ) TFL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27114.808	3	9038.269	154.355	.000 ^b
	Residual	17683.650	302	58.555		
	Total	44798.458	305			

a. Dependent Variable: DV (MSQ) Minnesota Satisfaction Questionnaire

b. Predictors: (Constant), IVMultifactor Leadership Questionnaire (MLQ) TSL, IV (CCS) Communicative Competence Scale, IV Multifactor Leadership Questionnaire (MLQ) TFL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	28.870	2.456		11.757	.000	24.038	33.702

IV (CCS) Communicative Competence Scale	.301	.046	.613	6.589	.000	.211	.391
IV Multifactor Leadership Questionnaire (MLQ) TFL	-.016	.152	-.013	-.105	.916	-.315	.283
IVMultifactor Leadership Questionnaire (MLQ) TSL	.384	.187	.197	2.047	.041	.015	.753

a. Dependent Variable: DV (MSQ) Minnesota Satisfaction Questionnaire

Descriptive Statistics

	N	Mean	Std. Deviation
DV (MSQ) Minnesota Satisfaction Questionnaire	306	3.832026	0.1363
IV (CCS) Communicative Competence Scale	306	3.815623	0.2455
IV Multifactor Leadership Questionnaire (MLQ) TFL	306	3.775599	0.1105
IVMultifactor Leadership Questionnaire (MLQ) TSL	306	3.723312	0.2465
Valid N (listwise)	306		