

**SECONDARY SCHOOL PRINCIPALS' LEADERSHIP STYLES AND
TEACHERS' ORGANIZATIONAL COMMITMENT IN PERAK STATE,
MALAYSIA**

By

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ABSTRACT

This quantitative and deductive approach of study reviews empirically the influence of principal leadership styles (Transactional, Transformational and Nurturant) on teachers' organizational commitment (Affective, Continuance and Normative) using Structural Equation Modeling technique based on Partial Least Squares (SmartPLS). While the sample size (n), effect size (f-value), power (1- β), and α are calculated using the G-power program, 486 lower secondary teachers using mailed questionnaires from 19 top rank (90 % passes in Penilaian Menengah Rendah) and 29 bottom rank secondary schools (less than 50 % passes in Penilaian Menengah Rendah) based on 3 consecutive years (2009, 2010, 2011) voluntarily participate in this study. Results from the study refined that transformational leadership portrayed a significant positive influence on affective commitment ($p < 0.01$), continuance commitment ($p < 0.001$) and normative commitment ($p < 0.01$). Transactional leadership had a significant positive influence only on affective commitment ($p < 0.01$), while the nurturant leadership had a positive significant predicting value on affective commitment ($p < 0.001$) and normative commitment ($p < 0.001$). The variance explained by the three principal leadership styles on affective commitment was 31.2% and on normative commitment was about 14 %. The variance explained by principal leaderships on continuance commitment was not significant as it was only 4.43 %. Suggested moderator variables like principal and respondent gender, type of school, respondent age, religion, race, marital status, years in services, education level, position tenure, service scale, and years in school were tested for their significant effects. Only certain parts of the coefficients yield significant results. These include Nurturant*Type of School on affective commitment ($p < 0.01$), Transactional*Respondents Religion on continuance commitment ($p < 0.05$) and normative commitment ($p < 0.05$), Nurturant*Respondents Race on affective commitment ($p < 0.05$) and Transactional*Respondents Position Tenure on continuance commitment ($p < 0.05$). Empirically speaking, transformational leadership style was the most influential leadership in the teaching profession while nurturant leadership was the most common leadership among the respondent teachers.

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PERMISSION SHEET

It is hereby certified that TEH THIAN LAI (ID NO: 09ABD09135) has completed this thesis entitled “SECONDARY SCHOOL PRINCIPALS’ LEADERSHIP STYLES AND TEACHERS’ ORGANIZATIONAL COMMITMENT IN PERAK STATE, MALAYSIA” under the supervision of Assistant Professor Dr Wong Kee Luen (Supervisor) from the Department of Business, Faculty of Business and Finance, and Assistant Professor Dr Lee Thean Chye (Co-Supervisor) from the Department of Entrepreneurship, Faculty of Business and Finance.

I hereby give permission to my supervisors to write and prepare a manuscript of these research findings for publishing in any form, if I did not prepare it within six (6) months time from this date, provided, that my name is included as one of the authors for this article. Arrangement of names will depend on my supervisors.

Yours truly,

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APPROVAL SHEET

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DECLARATION

I, Teh Thian Lai hereby declare that the thesis is based on my original work except for the quotations and citations that have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UTAR or other institutions.

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TABLE OF CONTENTS

	Page
ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
PERMISSION SHEET	v
APPROVAL SHEET	vi
DECLARATION	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xvi
LIST OF FIGURES	xxiv
LIST OF ABBREVIATIONS	xxviii
CHAPTER 1	
INTRODUCTION	1
1.0 INTRODUCTION	1
1.1 BACKGROUND OF THE STUDY	8
1.2 STATEMENT OF THE PROBLEM	12
1.3 PURPOSE OF THE STUDY	15
1.4 RESEARCH QUESTIONS	16
1.5 SIGNIFICANCE OF THE STUDY	18
1.6 DEFINITION OF TERMS	20
1.7 CONCLUSION	27

	CHAPTER 2	
	LITERATURE REVIEW	30
2.0	INTRODUCTION	30
2.1	A HISTORIC VIEW OF LEADERSHIP	31
	2.1.1 Malaysian Culture and Leadership Styles	35
	2.1.2 Leadership Gender	37
	2.1.3 Leadership in the Era of Change and its Effectiveness	39
2.2	LEADERSHIP AND COMMITMENT THEORY	42
	2.2.1 Focus on Transformational (TF), Transactional (TS) and Nurturant (NT) Leadership Theories	45
	2.2.2 How Does Leadership Theory Work?	55
	2.2.3 Comparison of Leadership Styles	58
	2.2.4 Evolution of The Organizational Commitment Concept	61
	2.2.5 Criticisms to Leadership and Commitment Theory	65
2.3	PRINCIPAL LEADERSHIP	73
	2.3.1. Educational Leaderships and Strategies	75
	2.3.2 Influence of Asian Cultures and Religions	78
	2.3.3 Male vs. Female Principal Leadership	81
2.4	TEACHERS' ORGANIZATIONAL COMMITMENT	81
	2.4.1 Characteristic of Organizational Commitment	85
	2.4.2 Level of Teachers' Organizational Commitment	86
2.5	INFLUENCE OF PRINCIPAL LEADERSHIP ON TEACHERS' ORGANIZATIONAL COMMITMENT	88

	2.5.1 Other Influential Moderators	92
2.6	TODAY CHALLENGES TO PRINCIPAL LEADERSHIP STYLES	98
	2.6.1. Today School Structural Hierarchy	100
	2.6.2. Research Extension	101
2.7	CONCEPTUAL FRAMEWORK	101
	2.7.1. Link between Gender Stereotyping and Leadership Styles	102
	2.7.2. Link between Principal Leadership Styles and Teachers' Organizational Commitment	104
2.8	SUGGESTED HYPOTHESES	105
2.9	CONCLUSION	107
	CHAPTER 3	
	RESEARCH METHODOLOGY	108
3.0	INTRODUCTION	108
3.1	RESEARCH PHILOSOPHY AND DESIGN	112
3.2	POPULATION AND SAMPLING	115
	3.2.1. Sample Size and Power Analysis	119
	3.2.2. Classification and Selection	125
3.3	INSTRUMENTATION	128
	3.3.1 The Quantitative Survey	128
	3.3.2. Instrument Construction	128
	3.3.3. The Survey Questionnaires	130
3.4	PRE AND PILOT TESTING OF THE SURVEY INSTRUMENTS	135

3.5	PILOT TEST RESULTS AND ITS COMPARISON	136
3.6	DATA COLLECTION	141
	3.6.1. Data Analysis Procedures	143
	3.6.2. Descriptive Analysis	144
	3.6.3. Inferential Analysis	149
3.7	ETHICAL CONSIDERATION	152
3.8	FIELDWORK	153
3.9	SUMMARY	157
	CHAPTER 4	
	DESCRIPTIVE DATA ANALYSIS	159
4.0	INTRODUCTION	159
4.1	THE AIMS	159
4.2	DATA CLEANSING AND DATA INTEGRITY	160
4.3	RECHECKING THE RELIABILITY AND VALIDITY OF SURVEY INSTRUMENTS	166
	4.3.1 The Cronbach's Alpha	166
	4.3.2 Reliability and Validity	168
4.4	RESPONDENTS' DEMOGRAPHIC VARIABLES	173
	4.4.1 The Final Respondents	174
4.5	DESCRIPTIVE RESULTS OF TEACHERS' ORGANIZATIONAL COMMITMENT (OBJECTIVE 1)	179
	4.5.1 To investigate the level of teachers' organizational commitments (Affective, Continuance and Normative) and principals' leadership styles (Transactional, Transformational and Nuturant) in both performing and non-performing secondary schools.	179

4.5.2	Teachers' Organizational commitment According to Principal Gender Categories	185
4.5.3	Teachers' Organizational Commitment by Respondents' Gender Categories	188
4.5.4	Teachers' Organizational Commitment by Respondents' Religion Categories	190
4.5.5	Teachers' Organizational Commitment by Respondents' Marital Status Categories	191
4.5.6	Teachers' Organizational Commitment by Respondents' Level of Education Categories	192
4.5.7	Teachers' Organizational Commitment by Respondents' Age Categories	194
4.5.8	Teachers' Organizational Commitment by Respondents' Position Tenure Categories	196
4.5.9	Teachers' Organizational Commitment by Respondents' Service Group	198
4.5.10	Teachers' Organizational Commitment by Respondents' Years of Service in School	200
4.6	DESCRIPTIVE RESULTS OF PRINCIPALS' LEADERSHIP STYLES (OBJECTIVE 1)	201
4.6.1	To investigate the level of three types of suggested leadership styles in both performing and non-performing secondary schools	203
4.6.2	Leadership Styles According s' Gender Categories	209
4.6.3	Leadership Styles by Respondents' Gender Categories	211
4.6.4	Leadership Styles by Respondents' Religion Categories	213
4.6.5	Leadership Styles by Respondents' Marital Status Categories	215
4.6.6	Leadership Styles by Respondents' Level of Education Categories	216

4.6.7	Leadership Styles by Respondents' Age Groups	217
4.6.8	Leadership Styles by Respondents' Position Tenure Categories	219
4.6.9	Leadership Styles by Respondents' Service Groups	221
4.6.10	Leadership Styles by Respondents' Years in School	223
4.7	SUMMARY	224
CHAPTER V		
INFERENTIAL DATA ANALYSIS		
5.0	INTRODUCTION	226
5.1	PRINCIPALS' LEADERSHIP STYLE AND ITS INFLUENCE ON TEACHERS' ORGANIZATIONAL COMMITMENT IN PERFORMING AND NON-PERFORMING SCHOOLS	227
5.1.1	Influence of Principals' Leadership Styles on Teachers' Organizational Commitment in Performing Schools	227
5.1.2	Influence of Principals' Leadership Styles on Teachers' Organizational Commitment in Non-Performing Schools	230
5.2	INFLUENCE OF THREE TYPES OF PRINCIPALS' LEADERSHIP STYLES ON THREE TYPES OF TEACHERS' ORGANIZATIONAL COMMITMENT (OBJECTIVE 2)	234
5.3	HOW PRINCIPALS' AND TEACHERS' GENDER MODERATE BETWEEN THE INFLUENCES OF PRINCIPALS' LEADERSHIP STYLES ON TEACHERS' ORGANIZATIONAL COMMITMENT	243
5.3.1	Principals' Gender as a Moderating Effect	243
5.3.2	Respondents' Gender as a Moderating Effect	246
5.4	INFLUENCES BY OTHER MODERATORS ON THIS PRINCIPAL-TEACHER RELATIONSHIP (OBJECTIVE 3)	250

5.4.1	Types of School as a Moderator	251
5.4.2.	Respondents' Age as a Moderator	254
5.4.3	Respondents' Religion as a Moderator	256
5.4.4	Respondents' Race as a Moderator	258
5.4.5	Respondents' Marital Status as a Moderator	260
5.4.6	Respondents' Years in Service as a Moderator	262
5.4.7	Respondents' Level of Education as a Moderator	263
5.4.8	Respondents' Position Tenure as a Moderator	265
5.4.9	Respondents' Service Scale as a Moderator	266
5.4.10	Respondents' Years in School as a Moderator	268
5.5	THE MOST PROMINENT LEADERSHIP STYLE THAT INFLUENCE TEACHERS' COMMITMENT (OBJECTIVE 4)	269
5.6	SUMMARY	271
	CHAPTER 6	
	DICUSSION AND CONCLUSION	274
6.0	INTRODUCTION	274
6.1	TEACHERS' COMMITMENT IN COMMON	274
6.2	PRINCIPALS' LEADERSHIP IN COMMON	281
6.3	INFLUENCIAL RESULTS ON HYPOTHESIS TESTING	287
6.4	MOST PROMINENT LEADERSHIP	292
6.5	THE MODERATING FACTORS	296
6.6	IMPLICATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH	299

6.6.1 Implications	299
6.6.2 Recommendations	303
6.6.3 Future Research	304
6.7 LIMITATIONS OF THE STUDY	307
6.8 CONCLUSION	308
REFERENCES	313
APPENDICES	354
MANUSCRIPTS/ARTICLES PUBLICATION	406
INTERNATIONAL CONFERENCE	406

LIST OF TABLES

Table		Page
2.1	Approaches to Contemporary Educational Leadership	33
2.2	Evaluation of Organizational Commitment	72
2.3	Strategies Based on Three Domains and Five Leadership Dimensions.	77
2.4	5 Domains of Commitment	85
2.5	Six Categories of Teachers' Commitment	88
3.1	Stratified Population of Top 19 Schools and Bottom 29 Schools in Perak Based on their Performances in year 2008, 2009 and 2010 PMR Results	118
3.2	Extracted Items for Each Construct after Confirmatory Factor Analysis and its Loadings	138
3.3	Reliability Estimates for the Original Measures and the Pilot Test (n=87). The Cronbach's Alpha of Avolio and Bass MLQ (5x-short-form, only TF and TS Leadership constructs are used)	139
3.4	Reliability Estimates for the Original Measures and the Pilot Test (n=87). The Cronbach's Alpha of Sinha NT Leadership Construct	140
3.5	Reliability Estimates for the Original Measures and the Pilot Test (n=87). The Cronbach's Alpha of Allen and Meyer OCQ that included AC, CC and NC	140
3.6	Different Categories of Teachers' Organizational Commitment	145
3.7	Calculation of Class Interval for Overall Teachers' Organizational Commitment	145
3.8	Calculation of Overall Level for Teachers' Organizational Commitment	146
3.9	Calculation of Class Interval for Each Type of Teachers' Organizational Commitment (AC, CC and NC)	146

3.10	Calculation for Each Level of Teachers' Organizational Commitment (AC, CC and NC)	146
3.11	Calculation of Class Interval for Transactional Leadership Style	147
3.12	Calculation for Each Level of Transactional Leadership Style	147
3.13	Calculation of Class Interval for Transformational Leadership Style	148
3.14	Calculation for Each Level of Transformational Leadership Style	148
3.15	Calculation of Class Interval for Nurturant Leadership Style	149
3.16	Calculation for Each Level of Nurturant Leadership Style	149
3.17	The Final Distribution of the Responded Samples According to Performing, Non-Performing, and Principal Gender (status at 1/1/2011)	154
3.18	Collection of Responded Questionnaires from Schools based on Time Frame	156
4.1	Skewness and Kurtosis Test	164
4.2	Levene's Test of Homogeneity of Variance for Leadership Styles and Teachers' Organizational Commitment on School Population Size (N=486)	165
4.3	Test for Collinearity of Principals' Leadership Styles	166
4.4	Reliability Estimates for the Original Measures and the Actual Study (n=486). The Cronbach's Alpha of Avolio and Bass for MLQ 5x (only TF and TS leadership constructs are extracted)	167
4.5	Reliability Estimates Comparison for the Original Measures and the Actual Study (n=486). The Cronbach's Alpha of Sinha NT Leadership Constructs	167
4.6	Reliability Estimates Comparison for the Original Measures and the Actual Study (n=486). The Cronbach's Alpha of Allen and Meyer OCQ which included AC, CC and NC.	168

4.7	Composite Reliability, Convergent and Discriminant Validity for Leadership Styles	169
4.8	Reliability and Discriminant Validity for Leadership Items (No major cross loadings or loadings on other factors are less than the loadings in the diagonally shaded area)	170
4.9	The Cronbach's Alpha (α) of Organizational Commitment Questionnaire (OCQ), AC, CC and NC	170
4.10	Composite Reliability, Convergent and Discriminant Validity for Organizational Commitment	172
4.11	Reliability and Discriminant Validity for OCQ (No major cross loadings or loadings on other factors are less than the loadings in the diagonally shaded area)	172
4.12	Profile of the Final Respondents (n=486)	173
4.13	Principals' Leadership Styles and Teachers' Organizational Commitment between Performing and Non-Performing Schools	176
4.14	t-Test Results for Performing and Non-Performing Schools (after discarded 9 outliers)	177
4.15	Comparison of Commitments and Leadership Styles among Male and Female Principals	177
4.16	t-Test for Samples from Male and Female Principals (after discarded 9 outliers)	178
4.17	Overall Descriptive Statistics of Teachers' Organizational Commitment and According to School Categories	179
4.18	Affective Commitment Level According to School Categories	181
4.19	t-Test Results for Combined "Good" and "Excellent" level of AC, CC and NC for Performing and Non-Performing Schools.	182
4.20	Continuance Commitment Level According to School Categories	183

4.21	Normative Commitment Level According to School Categories	184
4.22	Scores for Affective, Continuance and Normative Commitment According to Principal Gender Categories	185
4.23	t-Test for Affective, Continuance and Normative Commitment According to School Principal Gender Categories	187
4.24	Scores for Affective, Continuance and Normative Commitment According to Respondents' Gender Categories	188
4.25	t-Test for Affective, Continuance and Normative Commitment According to Respondents' Gender Categories	189
4.26	Scores for Affective, Continuance and Normative Commitment According to Respondents' Religion Categories	190
4.27	Scores for Affective, Continuance and Normative Commitment According to Respondents' Marital Status Categories	191
4.28	Scores for Affective, Continuance and Normative Commitment According to Respondents' Educational Level Categories	192
4.29	Scores for Affective, Continuance and Normative Commitment According to Respondents' Age Categories	194
4.30	Scores for Affective, Continuance and Normative Commitment According to Respondents' Position Tenure Categories	196
4.31	Scores for Affective, Continuance and Normative Commitment According to Respondents' Service Groups	198
4.32	Scores for Affective, Continuance and Normative Commitment According to Respondents' Years of Service in School	200
4.33	Overall Descriptive Statistics of Leadership Styles	202
4.34	Transactional Leadership Style According to their Levels and Categories	203

4.35	Scores for Transactional Leadership Style According to School Categories	204
4.36	Transformational Leadership Style According to their Levels and Categories	205
4.37	Scores for Transformational Leadership Style According to School Categories	206
4.38	Nurturant Leadership Style According to their Levels and Categories	206
4.39	Scores for Nurturant Leadership Style According to School Categories	207
4.40	Comparison of “Good” and “Excellent” Level of Leadership Frequency for Transactional, Transformational and Nurturant Leadership Styles According to their Levels and Categories	208
4.41	Scores for Transactional, Transformational and Nurturant Leadership Styles According to Principals’ Gender Categories	209
4.42	Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents’ Gender Categories	211
4.43	t-Test for Transactional, Transformational and Nurturant Leadership Styles According to Respondents’ Gender Categories	213
4.44	Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents’ Religion Categories	213
4.45	Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents’ Marital Status Categories	215
4.46	Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents’ Educational Levels	216
4.47	Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents’ Age Groups	217

4.48	Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents' Position Tenure Categories	219
4.49	Frequency of Age Groups for Senior Position in School (Departmental Head and Senior Assistance, N = 50)	220
4.50	Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents' Service Groups	221
4.51	Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents' Year of Service in School	223
4.52	Summary of Principal's Leadership Styles and Teacher's Organizational Commitment Level in Both Performing and Non-Performing Schools	225
5.1	Leadership Styles Influence on Teachers' Commitment in Performing Schools (n=238). (Summarized Results from Figure 5.1 and 5.2.)	228
5.2	Leadership Styles Influence on Teachers' Commitment in Non-Performing Schools (n=248). (Summarized Results from Figure 5.3 and 5.4)	231
5.3	Structural Model of Principals' Leadership Styles Influence on Teachers' Commitment (Summarized Results from Figure 5.5 and 5.6)	236
5.4	Overall Path Coefficients and their Significant Levels. (Summarized Results from Figure 5.7 and 5.8)	245
5.5	Chi Square Test for Principals Gender as a Moderator between Leadership and Teachers' Commitment	246
5.6	Overall Path Coefficients and their Significant Levels. (Summarized Results from Figure 5.9 and 5.10)	248
5.7	Chi Square Test for Respondents' Gender as a Moderator between Leadership Styles and Teachers' Commitment	249
5.8	Overall Path Coefficients and their Significant Levels for Type of Schools that Serves as a Moderator. (Summarized Results from Figure 5.11 and 5.12)	252

5.9	Chi Square Test for Type of Schools as a Moderator between Principals' Leadership Styles and Teachers' Commitment	253
5.10	Overall Path Coefficients and their Significant Levels for Respondents' Age that serves as a Moderator. (Summarized Results from Figure 5.13 and 5.14)	255
5.11	Overall Path Coefficients and their Significant Levels for Respondents' Religions that serves as a Moderator. (Summarized Results from 5.15 and Figure 5.16)	257
5.12	Overall Path Coefficients and their Significant Levels for the Respondents' Race which serves as a Moderator. (Summarized Results from Figure 5.17 and 5.18)	259
5.13	Overall Path Coefficients and their Significant Levels for Respondents Marital Status which serves as a Moderator. (Summarized Results from Figure 5.19 and 5.20)	261
5.14	Overall Path Coefficients and their Significant Levels for Respondents' Years in Service which serves as a Moderator. (Summarized Results from Figure 5.21 and 5.22)	263
5.15	Overall Path Coefficients and their Significant Levels for Respondents' Level of Education which serves as a Moderator. (Summarized Results from Figure 5.23 and 5.24)	264
5.16	Overall Path Coefficients and their Significant Levels for Respondents Position Tenure which serves as a Moderator. (Summarized Results from Figure 5.25 and 5.26)	266
5.17	Overall Path Coefficients and their Significant Levels for Respondents Service Scale which serves as a Moderator. (Summarized Results from Figure 5.27 and 5.28)	267
5.18	Overall Path Coefficients and their Significant Levels for Respondents Years in School which serves as a Moderator. (Summarized Results from Figure 5.29 and 5.30)	269
5.19	Summary of this Research Study	272
5.20	The Study Research Questions and Conclusion.	273

6.1	Comparison of Leadership Scores among Performing and Non-performing schools	285
6.2	Comparison of R ² between Performing and Non-Performing Schools	293

LIST OF FIGURES

Figure		Page
1.1	Average Salary Increase for Executives and Non-Executives	13
2.1	Transformational Leadership model	50
2.2	Transactional Leadership Model	50
2.3	Nurturant Leadership Model and Process	54
2.4	Affective Commitment Model	63
2.5	Continuance Commitment Model	64
2.6	Normative Commitment Model	65
2.7	School Organizational Hierarchies	100
2.8	Proposed Research Framework	105
3.1	The Deductive Approach.	113
4.1	495 Samples with Outliers (9 outlier samples are denoted as ● in the diagram).	163
4.2	486 Samples without Outliers	163
5.1	Path Analyses between Principal Leadership Styles and Teacher Organizational Commitment in Performing Schools	227
5.2	Significant Levels for Path Analysis between Principal Leadership Styles and Teacher Organizational Commitment in Performing Schools	228
5.3	Path Analyses between Principal Leadership Styles and Teacher Organizational Commitment in Non-Performing Schools	230
5.4	Significant Levels for Path Analysis between Principal Leadership Styles and Teacher Organizational Commitment in Non-Performing Schools	231
5.5	Path Analyses between Principal Leadership Styles and Teacher Organizational Commitment	235

5.6	Significant Levels for Path Analysis between Principal Leadership Styles and Teacher Organizational Commitment	236
5.7	Path Analyses for Moderating Effect of Principal Gender between Principal Leadership Styles and Teacher Organizational Commitment	244
5.8	Significant Levels for Moderating Effect of Principal Gender between Principal Leadership Styles and Teacher Organizational Commitment	244
5.9	Path Analyses for Moderating Effect of Respondent Gender between Principal Leadership Styles and Teacher Organizational Commitment	247
5.10	Significant Levels for Moderating Effect of Respondent Gender between Principal Leadership Styles and Teacher Organizational Commitment	247
5.11	Path Analyses for Type of School as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	251
5.12	Significant Levels for Type of School as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	251
5.13	Path Analyses for Respondent Age as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	254
5.14	Significant Levels for Respondent Age as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	254
5.15	Path Analyses for Respondent Religions as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	256
5.16	Significant Levels for Respondent Age as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	256
5.17	Path Analyses for Respondent Races as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	258

5.18	Significant Levels for Respondent Races as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	258
5.19	Path Analyses for Respondent Marital Status as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	260
5.20	Significant Levels for Respondent Marital Status as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	260
5.21	Path Analyses for Number of Years in Service as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	262
5.22	Significant Levels for Number of Years in Service as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	262
5.23	Path Analyses for Level of Education as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	263
5.24	Significant Levels for Level of Education as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	264
5.25	Path Analyses for Position Tenure as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	265
5.26	Significant Levels for Position Tenure as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	265
5.27	Path Analyses for Respondent Service Scale as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	266
5.28	Significant Levels for Respondent Service Scale as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	267

5.29	Path Analyses for Respondent Years in School as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	268
5.30	Significant Levels for Respondent Number of Years in School as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment	268
6.1	New Conceptual Model.	306

LISTS OF ABBREVIATIONS

AAPOR	American Association for Public Opinion Research
AC	Affective Commitment
AGFI	Adjusted Goodness of Fit Index
AGSI	Average School Grade Index
AM	Active Management
ANOVA	Analysis of Variances
AVE	Average Variance Extracted
CC	Continuance Commitment
CFA	Confirmatory Factor Analysis
DV	Dependent Variables
EDMP	Education Development Master Plan
EFA	Exploratory Factors Analysis
GFI	Goodness Fix Index
GPS	Gred Purata Sekolah
IAB	Institute Amiruddin Baki
IV	Independent Variables
K-economy	Knowledge-based economy
MLE	Maximum Likelihood Estimation
MLQ	Multifactor Leadership Questionnaire
MOE	Ministry Of Education
NC	Normative commitment
NEP	National Education Philosophy

NRKA	National Key Result Areas
NT	Nurturant
NTQ	Nurturant Questionnaires
OC	Organizational Commitment
OCQ	Organizational commitment Questionnaires
PM	Passive Management
PMR	Penilaian Menengah Rendah/Lower Secondary Assessment
RMSEA	Root Mean Square Error of Approximation
SEM	Structural Equation Modeling
SKPM	Standard Kualiti Pelajaran Malaysia/ Malaysian Standard Quality of Education
SmartPLS	Smart Partial Least Square
SPM	Sijil Pelajaran Malaysia/Malaysian Certificate of Education
SPSS	Statistical Package for Social Science
TF	Transformational
TS	Transactional
VIF	Variance Inflation Factors

CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

“All children must be in school” is stated in the amended Education Act 1996 and all Malaysian parents are required under this Act to send their children to school by the age of seven to twelve. Failing to execute these mandatory duties, parents will face prosecution with imprisonment of not more than 6 months or not exceeding RM 5,000 fine or both (Education Act 1996, Section 29 A (2)). This amended act has significantly changed the Malaysian educational system. Schools, the District Education Department and the State Education Department are now accountable for students’ achievement.

Educational reforms have emphasized on school and leadership as well as its relationship. School improvement and effectiveness studies traditionally highlight that leadership is crucial in determining the successfulness of school change and development (Butz, 2010; Yukl, 2006). Literature review shows that an effective leader normally exercises not only an indirect but also a powerful influence on school effectiveness and the students’ achievement (Harris et al., 2003). Marzano, Waters and McNulty (2005) further stated that 60% of a school’s impact on student achievement is attributable to principal and teacher effectiveness. Both teachers and principal are the most important

driving factors for school success. Principals accounted 25% and teachers 33% of a school's total impact on achievement.

School principals are responsible for their students' performance in public achievement exams and this has dramatically changed our education system. Teachers are examining, researching and applying best practices to ensure students' mastery. Effective school leadership will aid in school improvement. Therefore, this study examines the influence of principal leadership styles on teachers' organizational commitment in Perak secondary schools. It hopes to assist scholars in studying school leadership behaviour to improve teachers' commitment and subsequently students' effectiveness. In managing school, principal leadership styles have an impact towards the teachers' commitment and finally the direct effect on the students' overall achievement (Marshall, 2015; Nordin, Gustri, & John, 2009). Ironically, teachers' organizational commitment tends to provide a solution for transforming a problematic school to a more efficient school (Cheah, 2008; Jacob & Atang, 2014).

Not many studies concerning the commitment of teachers and other educational workers have been undertaken within Malaysian educational system (as compared to teachers' job satisfaction and motivation) and to assess the difference among the different gender and cultural groups. Most studies focus on the influence of a principal's transformational (TF) leadership towards teachers' commitment (Abdul, 2005; Ismail, Mohamed, Sulaiman, Mohamad & Yusuf, 2011). Leadership studies currently look into the

insufficient of research delving into numerous types of teachers' commitment. This is the outcome of teachers working in a tightly clustered environment within the schools and education institutions. School enhancement programs including the analysis of various types of principal leadership among schools teachers are increasing attracting research studies attention. Sabariah, Juninah, Khaziyati, and Salina (2010) studied the impact of the transformational (TF) leadership style towards the commitment of teachers in outskirts primary schools in Kota Merudu, Sabah. Cheah (2008) on the other hand, studied on transformational-transactional and autocratic-democratic dimensions of leadership styles among the principals in Malaysian secondary schools and the degree of how widespread TF democratic leadership practice is. Besides that, the interrelationship between leadership styles of principals and teachers' organizational commitment were explored to determine the effectiveness or non-effectiveness of various leadership styles. These studies also focusing to identify the most effective type of leadership that yields better organizational commitment among teachers.

Leadership studies have played a vital and crucial role in literature review for organization management behaviour for a few decades. In fact, the role of a leader has received far more attention than other roles in organizations (Schwandt & Marquardt, 2000). Early studies in leadership behaviours had separated them into two categories: relation-oriented and task-oriented. Relation-oriented leadership behaviours centered on the quality of the relationship between the leaders and their followers. These include studies concerning consideration (Hemphill, 1950), stressing employee needs

(Fleishman, 1957), concern of people (Blake & Mouton, 1964), subordinates' supportive (Bowers and Seashore, 1966), interaction-oriented (Bass, 1967), people-focused (Anderson, 1974), leadership behavior (Zelevnik, 1977), take part in decision-making (Ouchi, 1981), building mutual trust and encouraging ideas sharing (Misumi, 1985). Meanwhile, task-oriented leadership behaviours focus on the task accomplishment by followers. Studies under this category include initiating structure (Hemphill, 1950), focused on production (Katz, Maccoby & Morse, 1950), defining group activities (Fleishman, 1951), production emphasizing (Fleishman, 1957), goal-achieving (Cartwright & Zander, 1960), concerned with production (Blake & Mouton, 1964), goal emphasizing (Bowers & Seashore, 1966), autocratic (Reddin, 1977), management (Zeleznik, 1977), and achievement-oriented (Indvik, 1986).

According to Avolio and Bass (2004), there were three constructive types of leadership embedding different characteristics, namely the transformational leadership (TF), transactional leadership (TS), and laissez-faire leadership. TF leadership involves motivating followers to perform better for the group and organization benefits and view their tasks from a new perspective (McLaurin & Amri, 2008). TS leadership involves motivating the followers using rewards, praises and promises. There are mutual agreements between the leader and followers, where the leader will reward the followers once they have achieved the work objectives. In contrast to TF and TS leadership styles, leaders who adopt the laissez-faire leadership style exercise little control over the followers and let the followers have freedom to carry out their assigned tasks without direct supervision (Wu & Shiu, 2009). Most of the

studies measured school principals' leadership styles are utilizing the Multifactor Leadership Questionnaire 5X (MLQ 5X) developed by Avolio and Bass (2004).

Research studies and practitioners are researching to examine different styles of principal leaderships that have demonstrated improvements in organizational commitment of teachers. By studying these leadership styles, school's principal will be able to examine and apply the successful leadership styles in their schools (Marshall, 2015). This is important because it will determine if emerging schools have similar or different application of leadership styles. Research studies are able to point out certain favourable leadership style in management to improving teachers' commitment and students' effectiveness. The end-result is for all to be successful by providing outstanding leadership.

Swanepoel, Erasmus, Van Wyk and Scheck (2000) noted that leadership styles that encouraging employees' commitment of an organization are crucial to achieve their goals successfully. Research conducted by Kanter (1982), and Pavett and Lau (1983) on managerial performance emphasize that a prime component of a successful leader is how capable he is able to influence others. Hence, committed employees will become more dedicated and motivated towards achieving and accomplishing organizational goals (Pfeffer, 1998). Apparently, numerous studies have demonstrated that organizational commitment (OC) has vital effects on employees and organizations. Bennett and Durkin (2000) mentioned that several factors such

as absenteeism and turnover have negative effects when employee lack of commitment. Drucker (1999) proposed that organizations reforms are currently moving towards structures in which leadership means responsibility to persuade and not the authority to command. Thus, effective leaders have to influence their subordinates, peers, and superiors to support and assist them in organizations planning besides motivating them to make their decisions (Blickle, 2003). It is critical for future principals to identify those factors that play a main role in improving and boosting teachers' commitment as well as leading them. It is also essential to determine whether a relationship exists between different styles of leadership and teachers' organizational commitment. School principals who are willing to delegate empowerment are able to bring greater teachers' organizational commitment (McNulty, Water, & Marzano, 2005).

Enomoto (2000) pointed out that school administrators need to instill, disseminate and communicate a vision to students, teachers and the community. The crucial tasks of principals involve developing the overall preliminary view of the schools and constructing a common or shared vision for the future by involving the community. School leaders must promote responsible, caring, competent and knowledge rich centers among school communities where students will be free to learn and will learn.

Besides this principal-teacher relationship, gender also plays an important moderator. Fennell (1999) and Ketelle (1997) emphasized women principals are more likely to emphasize on teachers' technical skills and their

responsibility to the entire school. They tend to be more concerned about the students' academic achievement. With this in mind, women should be the strong force in transforming our schools based on the traditional roles of women in nurturing children. The leadership styles of women can and do create effective schools that are focused on children (Cohen, 2015).

Women leadership has always been perceived able to instill care, concern and intelligence into the school community (Fennell, 1999; Kettle, 1997). They are more knowledgeable about curriculum; to value the productivity of their teachers; and to demonstrate greater concern for individual differences, developmental problems such as social and emotional state of students. These arguments may influence the degree of principal-teacher relationship.

Kettle further suggested that women consider the principals' job more toward an educational leader and as a master teacher whereas men tend to consider this job more toward an industrial manager. Finally yet importantly, this study serves to determine how strong and dominant among the three principal leadership styles in Asian culture as compared to the western world. In addition, a new leadership trait called nurturant (NT) is examined in this study in line with the "caring school" policy implemented by Education Ministry recently.

1.1 BACKGROUND OF THE STUDY

The Malaysia Education Development Master Plan (2001-2010 and 2013-2025), subsequently named as the Blueprint is taking into account the aspirations of National Vision Policy to establish a volatile nation (Sumitra Kan, 2015). This master plan focus on encouraging the formation of an unprejudiced society, sustaining and maintaining extended economic growth. Besides developing competitive edges among the industries, the plan also building and encouraging an economy based on knowledge (K-economy) by strengthening human capital development and sustaining the development of an integrated and holistic environment. The aims of the Blueprint include the development of invidual who will be potentially well balanced in every perspective. This includes an integrated and holistic education manner in order to create intellectual, emotional, physical and spiritual well-balanced individuals. This is the focus of our National Education Philosophy. With this propagandized slogan, Malaysia has reached an enhancement in literacy and enrollment significantly:

Education at primary level:

- In 2015, the enrollments of primary-aged children were more than 98%. Gender disparities are not significant in primary enrolment rate.
- The number and percentage of children who managed and successfully completed from Year 1 and reach to Year 6 had increases significantly (KPM, 2012, 2017).

Education at secondary level:

- The secondary education enrolment rates improved steadily in the past decades but have now leveled out. For lower secondary, enrolment for 2013 is 93.5 % and in 2015 is 92.5%. For upper secondary, enrolments in 2013 is 84.4% and in 2015 85.0%
- The achievements of learning are higher than the benchmarks in international standard comparisons for the Form 2 mathematics and science students' achievements (KPM, 2012, 2017).

Literacy levels:

- The 2012 Census stated that above 94 of school children aged more than 10 years are literate (Source: KPM, 2012, 2017).

The constant improvement on this statistical figure requires 3 major ingredients;

- a. The Students (5,074,612 on 31/5/2016),
- b. The Teachers (421,828 on 31/5/2016),
- c. The Facilities (7,772 primary and 2408 secondary schools) and the Environment (RM 14.70 billion from 2016 Budget)

(Source: KPM, 2017)

With these exorbitant budget allocations, Malaysian Government investment in education is on top priority to fulfill the aspirations and targets of its National Vision Policy. As school education becomes more sophisticated, complex and endearing changing landscape, effective teachers and good principals are vital to yield better advancement and greater academic

achievement among school going children. In addition, a more pragmatic management is an added advantage (Linda & Campbell, 2016).

Various regulations imposed by the present government on schools have indeed required principals to act as a responsible manager and leader. This will facilitate the Ministry of Education (MOE) to implement holistic activities and policies. Principals who exercise their power of influence in schools have uplifted their hierarchical positions. Traditionally, school principals had concentrated in managing the daily operation of the school, not having enough time for teaching and learning process, practicing authoritarian style of leadership more than collaborative and reflective instructional supervision on teachers. More worst only act as a passive observer of teachers' pedagogy development (Robert, Matthew & Ann, 2001).

Today, the duties of principals in Malaysian schools go beyond the normal traditional mandate. Principals play numerous roles as managers, administrators, curriculum and instructional leaders as well as serving paternal responsibilities at various times of the day (McNulty, Waters, & Marzano, 2005). In fact, they pay more attention to administrative and managerial tasks while instructions are usually delegated to other administrators and teachers although teaching is the core business of a school (McNulty, Waters, & Marzano, 2005). School instructional leaders' role that emerged in the first half of the 1980s' focused on a shift of the principals as administrators or administrators to academic or instructional leaders. This shift was inconcurrent to various research findings that had found principals usually emphasized on

the instructional leadership (Brookover & Lezotte, 1982). Then, in the early 90's, the important of this instructional seemed to be decrease, displaying more discussions on school-based management to facilitate principal administrative tasks (Lashway, 2002). Currently various types of principals' leadership styles in Malaysia have been making a comeback with increasing attention stressing more on academic achievement. This include principals are accountable for their school development and benchmarking (Azlin, 2006; Foo, 2003).

The impact of globalization involves rapid diffusion of educational ideas and policies. As Malaysia moves into this trend, it has to provide quality education for our future generation. To face this rapidly changing world, our generation has to be well train and equipped with sufficient skills and knowledge. Therefore, managing schools nowadays needs different approaches and principals need to emphasize various leadership styles at different times of the day (Lope, Zaidatol, & Habibah, 2001; Ross, 2006).

Schools not only need to be competent with diffusion of new ideas but also collaborate with new technologies. There is a clear sense among school principals and leaders that their roles have become more challenging, and that the complexity and range of tasks that are required to undertake recently have increased greatly. This is due to the fact that a number of inter-related policies and initiatives have impacted the role of school leaders including the latest Malaysian Education Blueprint (2013-2025), "Education is Human Right" and "Malaysian Education is For All", workforce remodeling for Vision 2020 and

National Labour Agenda. The implementation of these initiatives requires a new set of skills including greater collaboration between schools, and partnership working across the children's services sector and beyond.

There is a reasonable degree of clarity about the roles and responsibilities that school leadership teams are now expect to fulfill. Generally, the roles and responsibilities of school principals cover a range of strategic and operational areas including: setting the strategic direction and ethos of the school; managing teaching and learning; developing and managing people; and dealing with the requirements of the accountability regime (Pricewaterhouse & Coopers, 2007). With these, it is anticipates that teachers who work under such environment will be able to bestow their best efforts and commitment in educating our generation. By then, joint efforts between the teachers and the principal will help to transform a non-performing school to a more performing one or at least to an encouraging level.

1.2 STATEMENT OF PROBLEM

People across the nation send their children to schools for a quality education, yet many schools are failing to educate all children to a certain level (Addie, 2016). The face of education has changed dramatically over the past century. After World War II, when the economy was booming, a person with or without a primary education could support a family, purchase a low cost house or may be buy a second hand car, and pay college tuition fee for

their children by having a blue-collar job. Times have changed and with our country's open economic policy, a person with a high school or even with tertiary education may struggle to accomplish those same goals. Higher education is becoming increasingly important for our generation. Research has shown, a person's educational level has positive correlation with his/her salary increments (Mohammad Arif, 2008).

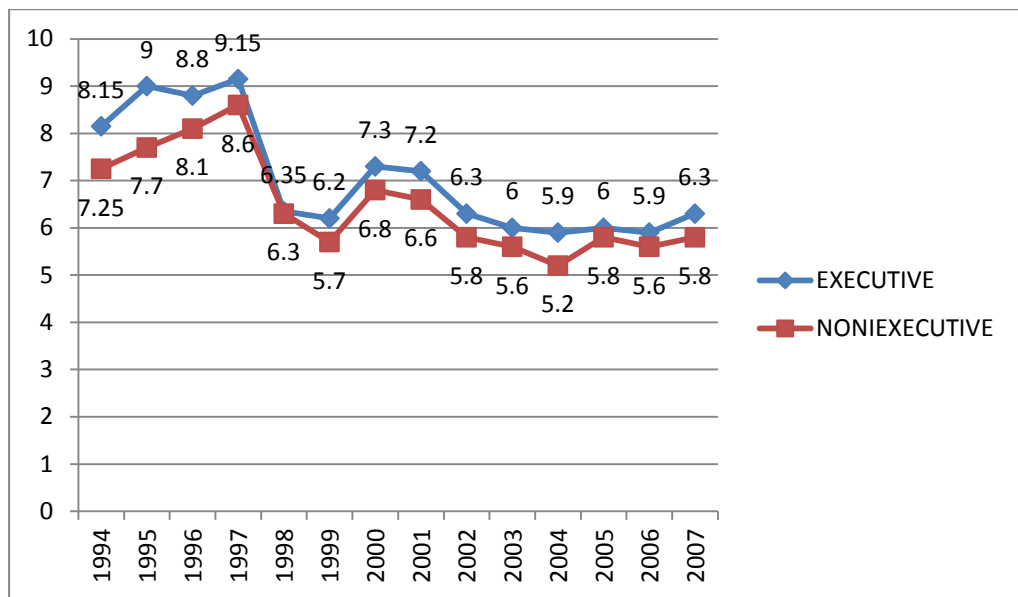


Figure 1.1 Average Salary Increase for Executives and Non-Executives
 Source: Mohamed Arif, (2008) *The Edge Malaysia*, 24 Nov 2008, p. 83)

From Figure 1.1, the statistical graph alone clearly supports the need for a quality education from committed teachers. Therefore, a holistic education is mandatory. Poor leadership and ineffective administration, uncommitted teachers with ineffective teaching methodologies tend to be common phenomena. Azlin (2006) further contended that principals with too rigid and autocratic style would eliminate consensus and collective decision

which ultimately “killing off” a committed teacher. This also suppresses teachers’ creativity and enthusiasm. Furthermore, it is the core objective of Malaysian Ministry of Education (MOE) to proliferate and nurture the building of human capital not only the students but also the teachers. This human development is a necessity as the country has been moving forward to become a strategically regional educational hub.

An important aspect of nurturing human capital in our education system is to identify leadership styles that are effective in terms of raising the teachers’ commitment. The key element of this study is to study how leadership styles influencing teachers’ commitment. According to Kimball, Scot and Carl (2006), committed teachers tend to strive for excellence in their job than those who are not committed. A committed teacher will be an asset to school that focused on quality and excellent teaching. The issues surrounding commitment should be of utmost importance to any principals. Effective principals are able to retain talented human capital that is committed to the school. Therefore, the purpose of this study is to investigate these variables among the teachers.

The crux that triggered and ignited this study is the declining standard of education among Malaysia secondary education performances. The evidence is in a series of surveys based on Trends in International Mathematics and Science Study (TIMSS) funded by the Japanese government in which Malaysia participated in 1999, 2003 and 2007. In 2003 alone, 5,314 Malaysian secondary students (Eighth-Grade-Form I and 2) took part in the

survey under UNESCO (United Nations Educational, Scientific and Cultural Organization) surveillance along with 46 other countries. Malaysia ranked 10th in mathematics and 20th in science subjects (Siti, Hussein & Athena, 2009). Based on the score for 2012, Malaysia was placed in the bottom, ranking 52 out of 65 countries and 55 out of 74 countries in the 2009 survey (Star, 2013).

Despite the Malaysian government spending an average of one fifth in its annual budget for educational progressing purposes, the outcomes from this large allocation were not promising and encouraging. Worst of all, the standard has declined over the years (Siti, Hussein, & Athena, 2009). With this declining trend in education standard, it is the aim of this study to explain on how the teachers' commitment contributes towards their professional career.

1.3 PURPOSE OF THE STUDY

Schools Leadership is becoming more important than ever, as the MOE has consistently promulgated to create Malaysia to be center for quality education in this region. These goals can only be realized when effective principal leadership and committed teachers are able to enhance better students' improvement and achievement. Exploring principals' leadership styles in this education environment will enable future principal to recognize and practice the best type of effective leadership style.

The study provide assistance to school principals and educational research studies to identify the principals' leadership styles that tends to cultivate and improve teachers' commitment. The study results will be beneficial for current and future administrators to deliver purposeful leadership to their school community. Four specific objectives in this study include;

1. To investigate the level of teachers' organizational commitments (Affective, Continuance and Normative) and principals' leadership styles (Transformational, Transactional and Nuturant) in both performing and non-performing secondary schools.
2. To examine the influence of three types of principals' leadership styles on the three types of teachers' organizational commitments
3. To determine the influence of various moderating variables (Principal and respondent gender, type of school, respondent age, religion, race, marital status, years in services, education level, position tenure, service scale, years in school) on this principal-teacher relationship
4. To identify the most prominent leadership style that influence teachers' organizational commitment

1.4 RESEARCH QUESTIONS

The research questions are base on this study's objectives. Different communities, societies and cultures define leadership differently. For this reason, there is a pressing need to explore these study constructs that become

highly meaningful within different ethnic context (Shah, 2006). This study concentrated on a deeper insight of teachers' professional lives both the performing and non-performing schools. The main idea of the study is to explore the teachers' organizational commitment level influence by the principals' leadership styles. It gives us understanding into our internal life of the schools at a micro-political level. Focusing on this study central theme, the influence of principals' leadership styles on teachers' organizational commitment outcomes will be a highly value-added management strategy for school improvement. This includes other variables that may influence this principal-teacher relationship. Consequently, the focus of the study is as follows;

1. What are the levels of the teachers' organizational commitments (Affective, Continuance and Normative) and principals' leadership styles (Transactional, Transformational and Nuturant) for both performing and non-performing secondary schools?
2. What is the influence of three types of principals' leadership styles on the three types of teachers' organizational commitment?
3. What is the degree of influence by various moderators (Principal and respondent gender, type of school, respondent age, religion, race, marital status, years in services, education level, position tenure, service scale, years in school) on this principal-teacher relationship as suggested by previous research studies?
4. What is the most prominent leadership style that influence teachers' organizational commitment?

1.5 SIGNIFICANCE OF THE STUDY

The findings of Lokman and Robiah (2008) using Bolman and Deal Four Leadership Model appeared to support Ross's (2006) conclusion that there is no fixed model of leadership styles in all situations. Both studies suggested that all types of leadership have its own advantages and disadvantages. To be an effective leader, one must be able to manipulate all leadership traits and apply certain traits at a particular time. Abdul (2002), Abdul (2004), and Dunford, Fawcett and Bennert (2000) stated that an effective and excellent leader should possess the abilities to interchanging leadership styles at different situations. The question is do our school principals practice different types of leadership at different times of the day and if they do, will it be contradicting to our Asian cultural demand or governing bureaucracy? This study should provide the answer for this question.

The Malaysian National Council of Principal (Majlis Pengetua Kanan Kebangsaan Malaysia, 2005) expressed its concern over deteriorating academic achievement among students, incremental trend of indiscipline and to the worst low morality plus low commitment among teachers. The council further acknowledges that another significant factor that brought about this disastrous scenario is its own members' leadership style. Based on what that have been discussed, this study will share the knowledge of critical success leadership behaviours in nurturing teachers' organizational commitment.

Effective and skillful school principals have the societal responsibility to maneuver their schools to maximize and sustain their achievement of every stakeholder. Dynamic and rapid advancement in this world spurs the continuing research on behaviours and practices of principals. The never ending of endeavors in research will still prevail significantly in accordance to the changing roles of the principals.

Previous studies like Hartmann (2000) demonstrated that if teachers' commitment is low, several undesirable adverse effects might influence the school effectiveness. Teachers who are morally showing sign of low commitment can be extensively and financially costly to a school. Commitment studies are essential in education field as it receives huge public funds and play an important role to develop students' knowledge and skill (Utusan, 2014). Consequently, the teacher attitudes towards their job and organization are important as they ultimately influence the achievement of educational goals that have been predetermined.

This research focuses not only on teachers' commitment at all levels of education but also the degree of influence by each type of principals' leadership styles on each type of teachers' commitment. Maintaining and developing high levels of commitment among teachers is the prime concern for maximizing school effectiveness and efficiency. To further accomplished addition roles in this study, the effects of teachers' personal traits and characteristics on their levels of commitment are also examine in this principal-teacher relationship.

Lastly, other variables which serve as moderators (principal and respondent gender, type of school, respondent age, religion, race, marital status, years in services, education level, position tenure, service scale, years in school) were explored in this principal-teacher relationship. The result will provide a better future prospective of principals training and reengineering. This empirical works shall serve as a conceptual framework for both IAB and MOE in planning, reorganizing and providing best management strategies in leading Malaysia schools to excel. Besides that, it reminds our school principals to watch out on their leadership behaviours as well as pay more attention to human relations interactions and hence this teacher-principal relationship is able to set sail smoothly for reaching their common destination.

1.6 DEFINITION OF TERMS

The common definitions utilized in this study are as follows:

1. Leadership: The role of school leadership was mainly a form of internal leadership with a focus on assuring teachers' commitment. Leadership was primarily concerned with improvement, ensuring school performance in general and processes of teaching and learning of knowledge, skills and values to students (Cheng, 1994; Cheng, 2000b; Cheng, 2001a; Cheng, 2001b; Cheng & Cheung, 2003, 2004).

The three types of leadership in this study are define as follows,

- i. Transformational (TF) leadership: True leaders inspire their subordinates with a shared vision of the future. Very highly

visible, good communicating skills, not necessary lead in front, delegate responsibilities, enthusiastic, risks taking, creativity, and collaborative, entails individualized consideration, inspirational motivation, and idealized influence on fellow subordinates (Jannike, 2015). Transformational principal's help their teachers to reach their fullest potential with a strong role models to build commitment, motivate teachers to go beyond their own self-interest for the advancement of the group. They inspire teachers to challenge their own assumptions as well as those of the leader and the organization and find innovative ways to solve problems. TF construct is measured using 29 items from MLQ-5X questionnaires developed by Bass and Avolio (2004) base on Likert scale (refer to section 3.3.3).

- ii. Transactional (TS) leadership: Followers agree to conform to their leader totally, when they take a job on: the “transaction” is the organization pays the team members, in return for their effort and compliance. The leader has the right to “punish” team members if their works did not meet the pre-determined standard. Alternatively a TS leader could practice “management by exception”, whereby, rather than rewarding better work, he or she would take corrective action if the required standards were not met. TS leadership is really just a way of managing rather a true leadership style, as the focus is on short-term tasks. It has serious limitations for knowledge-based or creative work, but remains a common style in many

organizations until today (Jannike, 2015). TS Principal leadership in this study makes a clear guideline or expected outcomes that every teacher should adhere. Failure to meet the expected outcomes will be punished such as blocking yearly salary increments, promotion or monetary fine. This construct is measured using 12 items from MLQ-5X questionnaires developed by Bass and Avolio (2004) base on Likert scale (refer to section 3.3.3).

iii. Nurturant (NT) leadership: Leading means beyond serving. Prior to leading, the leader has to cater subordinates demands and expectations. Only then will the subordinates follow the directives. Nevertheless, leaders must continuously meet the needs of the subordinates and keeping them happy. Once the subordinates are happy then they are able to lead them and become effective. The NT style is a forerunner of the participative style in the reciprocal influence processes between a leader and his/her subordinates. In this study, the NT principal take cares for his or her teachers, shows affection, takes personal interest in their well-being and above all, is committed to their growth. Once the teachers reach a reasonable level of maturity or seniority, the principal let these teachers to participate in decisions making (participative style). The uniqueness of the NT principal model is the priority attached to productivity over job satisfaction (Sinha, 1980; Ansari, 1986). The NT leadership is measured using 10 items

from questionnaires developed by Sinha (1980) base on Likert scale (refer to section 3.3.3).

2. Teachers' Organizational Commitment: In Cohen's (2007) opinion, it is the relative degree of person's identification with organization and his/her contribution with organization. Cohen further defined commitment as the tantamount to tendency towards continuance activity based on person's diagnosis about cost that is related to organization abandonment. For this research purposes, the organizational commitment fuel the growth of the organization rather than employee compliance. Commitment is a construct that seeks to explain consistencies involving attitudes, beliefs and behaviour and "involves behavioural choices and implies a rejection of feasible alternative courses of action" (Hulin, 1991). It is a manifestation of the individual's own self, and reflects value standards that are basic to the individual's existence as a person. Commitment reflects the relative strength of an individual's identification with and organizational involvement. Mowday, Steers and Porter (1976), and Steers (1997) pointed out the organizational commitment comprises three basic domains,

- i) Identification and acceptance of the organization's goals and values
- ii) Willingness to enforce considerable efforts on the organization
- iii) A strong loyalty to remain or associate with the organization

In this study, the definition suggested by Allen and Mayer (1996) is taken into account. Allen and Mayer categorized commitment into three separate components:

- i. Affective commitment (AC): AC relies on the psychology attachment that exists in individuals. Subordinates strongly associate with organization and enjoying membership. Employees in the organization with strong AC can stay as long as they want to. AC is characterized by three components; (1) acceptance and belief in the goals and values of the organization, (2) a willingness to put an extra effort to help the organization to accomplish its goals, and (3) a need to sustain membership of an organization. Thus, research studies' anticipate that other job opportunities will reduce AC, while social support groups like parents, friends and spouse outside work can increase it. In simple sense, it is a form of psychological love toward the organization. In this study, the teachers AC arise when their feelings for, identifies themselves with and feels psychologically bound to the school. Teachers who have a good experience (satisfaction with) and relationship with school are closely related to loyalty and trust. This committed teacher finds it difficult to value its effects through economic calculations. AC is measured using eight items from Organizational Commitment Questionnaire (OCQ) developed

by Allen and Meyer (1996, 1990) using 5 points Likert scale (refer to section 3.3.3).

- ii. Continuance commitment (CC): CC is calculative in nature, considers and perceives that there is a profit gained from participation and the costs of leaving. Employees who perceive that the costs of leaving the organization are greater than the costs of staying remain because they need to. Anything that increases the costs associated with leaving the organization can lead to the development of continuance commitment. Increased effort and energy by employees will increase their CC, because leaving the organization will result in the loss of the valuable resources spent for the organization or investment that is “nontransferable”. The lack of transferability of job skills and knowledge will also increase the costs of leaving the organization, because it makes it difficult for employees to find alternative jobs that fit. Therefore, the fewer available alternative jobs in the environment, the greater will be the employees' CC to their current employer. CC also includes factors such as years of employment or benefits that the employee may receive that are unique to the organization (Reichers, 1985). Meyer and Allen (1997) further explained that employees who share CC with their employer often make it very difficult for an employee to leave the organization. In this study, teachers CC arise serving the school is based on calculative component. Committed teachers will continue to be

employed in the school due to the costs (both economic and social) that arise in connection with the termination of employment. A CC committed teacher therefore has no other choice than to continue, and consequently feels locked in (Sharma, Young & Wilkinson, 2006). If the committed teacher feels that there are locked-in and future values or that there is a lack of alternative relationship partners, this gives rise to this type of commitment. CC in this study is measured using eight items (5 points Likert scale) from Organizational Commitment Questionnaire (OCQ) developed by Allen and Meyer (1996, 1990).

iii. Normative commitment (NC): NC is an obligation that arises from the employees' sense of duty to their organization. Employees with great levels of NC remain in an organization as they realize they ought to. It is proposed that two important components of NC, exchange and socialization, play a vital role in commitment development. Meyer and Allen (1997) noted that NC develops because of obligation mindsets that are adopted through the pre-entry (hereditary and social behavior) and post-entry (institution) socialization processes. Hence, the commitment criterion, which is classified as a type of internalized normative belief, is assessed in their study as a possible NC determinant. The second component, which is operative in nature for NC, refers to the norm of reciprocity or the principle of exchange. NC as stated by this principle is

developed from the receipt of organizational rewards in return with commitment thus instilling feelings of moral obligation. In this study, a committed teacher feels that one should continue the relationship for moral or duty-related reasons. The concept “should” refers to common standard that a teacher is unable to change or influence. The formal and informal rules, regulations, social norms and customs are implicit and are expected to be followed by these normative committed teachers (Sharma, Young & Wilkinson, 2006). NC is measured using eight items (5 points Likert scale) from Organizational Commitment Questionnaire (OCQ) developed by Allen and Meyer (1996, 1990).

3. Principals: These include school principals who are now serving in Malaysian public secondary schools.
4. Leadership styles: Leaders orientation and credence’s that influence teachers’ reactions toward school efficiency, improvement and goal achievement

1.7 CONCLUSION

There is not even one “right” way to manage or lead that is suitable to all situations. According to Patsy (2014), in order to determine the most effective approach, leader must consider;

- a. Own personality that influence leader in practicing a particular type of leadership behavior.
- b. The situation should determine our response to events and people.
Skills level of members' and experiences in the team or organization.
- c. Individual needs play into the leadership behavior that we exhibit and consider the task difficulties involved (new, creative or routine works).
- d. Our own leadership behavior is my leadership style or our natural or preferred leadership style.
- e. The surrounding factors and nature of the organizational that can affect our own behavior. This include whether it is radically changing or stable, adventurous or conservative.

Past studies like Sharmila and Moey (2009) agree that presently the authoritarian TS model of leadership is incompatible, inconsistent and incongruous to the real school situations. School principals are assumed capable of controlling organizations to improve or reform them but in fact, these have changed according to time irrespectively of the principal's gender. Good principals will find themselves interchanging leadership style instinctively based on the people and job they dealt with. This situation is usually referred to as "situational leadership" in management.

However, a number of literatures stressed the importance of schools democratic and transformative leadership styles (Sharmila and Moey, 2009). New developments suggested by Harris et al., (2003) such as areas covering the bureaucratic setting in educational systems, school structure and hierarchy

which embedded principals' and teachers' beliefs, ineffective and inauthentic democratic practice and so forth need to be explore and investigate. For this study, the finding serve the utmost purpose to discover the real leadership of principle practices of secondary schools in Malaysian based on TF, TS and NT leadership styles. The study findings will determine on how principles' leadership styles influence teachers' organizational commitment and an in-depth investigation on how school principals working together with Malaysian schoolteachers to identify the type of leadership for overall school improvement.

In the next chapter, the study focuses on the literature of leadership and teachers' commitment, including both theories evolution and its classification. The next chapter will covers the application of all leadership styles on teachers' commitment level in actual phenomena. Research in this topic in Malaysia has been sparked off by the lower ranking in the recent examination conducted by The Organization for Economic Co-operation and Development (OECD) in International Student Assessment programmed (PISA) from 2009 to 2012 and TIMSS carried out by International Association for the Evaluation of Educational Achievement (IEA) since 1999. Malaysian secondary educational in international rankings (in those participating programs and international tests-PISA and TIMSS) have been deteriorating over the year until recently where the Ministry of Education started to rectify the problems (Siti, Hussein & Athena, 2009).

CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

Current Malaysian school leadership researches had indicated that there are relatively few studies that investigate the impact of TF, TS and NT leadership on teachers' perceived organizational commitment except for Abdul (2005), Cheah (2008), and Sabariah, et al. (2010). Three of the above studies mainly focus on the effect of TF, TS and Laissez-faire leadership on organization commitment. Further review of researches confirmed that no other researches explore the effect of other variables such as gender, religion, race, marital status, year of services, position tenure, services scale and numbers of years in the present school that serve as moderators in this principal-teacher relationship (Marshall, 2015).

Most studies focus on examining three well-known leadership styles in academic pursuit since the early 1930s. Even though there is a huge amount of leadership literature but a specified and general acceptance of leadership definition still does not exist (Bass, 1990). Many researches definitions of leadership concentrate on the character of leader influence only (Yukl, 1998). Pfeifer and Matene (2004) pinpoint numerous of universal leadership theories but still fail to account the cultural context of the respondents' background. They further comment that many previous research studies portray leaders'

behavior on a particular country, mainly the United States (Peterson & Hunt, 1997). According to Pfeifer and Matene, the American culture practices utmost individualism, may define leadership practices very much different as compared to the approaches in many other parts of the world. Therefore, most of the theories available are not sufficient to predict or explain leadership styles across cultures, specifically those countries in a unique multicultural environment like Malaysia. Malaysian who practice collectivism leadership are likely to be different from those of American because of the different values, attitudes, beliefs and behaviours that exist here, but internally the differences may be even more remarkable.

2.1 A HISTORIC VIEW OF LEADERSHIP

Traditionally, leadership is the study of relationships between a leader and a follower or group in a steady situation where a task is given to completed in a relatively short period time (Hampton, Summer & Waber, 1987; Susan & Wendy, 2016). Explicitly or implicitly, traditional theories stress on the TS leadership where the leaders assigned followers tasks to exchange for their encouraging efforts and performance. These theories also concentrate on the leaders' interpersonal skills and management techniques that encourage leaders to adapt their behaviours to situation. There is no need for the leader to question the goals of their organizations, expect their followers to perform beyond the ordinary limits, transform the situation and their followers' beliefs, values, attitudes and behaviours (Susan & Wendy, 2016). According to Zalenick (1977), this traditional definition of leadership is

referring to the duties of a manager and not a true leader. Today, educational leadership researches tend to survey followers' needs; clarify with them about the fulfillment of their needs in exchange for task performance, setting achievable goals for them to work towards and achievement of school objectives (Bass, 1985; Olowoselu, Fauzi & Muhd Dzahir, 2016).

The alternative for the limitations of this traditional theory had emphasized TF leadership that had emerged during the late 70s (Bennis & Nanus, 2003; Bass, 1985; Leithwood & Jantzi, 2005; Zalenik, 1977). From the educational perspective, leaders not only adapt their behaviours to situations but also transforming them. A TF leader is proactive and ardent about the organizational mission and vision, formulating members' attitudes, beliefs and values and then proposing options for future development, whilst a manager is reactive and responsible towards the goals of the organizational (Stump, Zlatkin, & Mater, 2016). Manager usually applies TS leadership to encourage followers abide the task requirement. For a successful organization, its leader must be able to shape the organization and define the vision and mission particularly when there is a paradigm shift in this globalization era, information technology, and a knowledge-based economy (Stump, Zlatkin, & Mater, 2016).. According to Cheng (2001a, 2001b, 2000), educational leaders inevitably need to perform as a TF leader for facilitating model shifts in the learning and teaching process. TF leader needs to transform numerous contextual constraints and creating better option for schools. Many current educational reforms in most Asia-Pacific region countries like France, American and Europe require TF leadership for not only managing the system

but also organizational levels from pre-school to higher institution of learning (Cheng & Townsend, 2000).

Most early researches conducted are known as the trait approach where the leaders' behaviours and actions were determined. Taking these leadership behaviours could totally manifest the process of leadership (Bass, 1990). Recently, criticisms on this approach have been growing stating that leadership depends a lot on the eye of the beholder. Pfeifer and Matene (2004) argued that followers should define the process of leadership and not the leader. Studies from Crowther, Kaagan, Ferguson and Hann (2002) had come forward with four popular approaches to contemporary educational leadership as shown in Table 2.1.

Table 2.1 Approaches to Contemporary Educational Leadership. Source: Cheong (2009)

No	Types of leadership	Focus
1	TF leadership	Emphasize and groom personal traits of followers into future leaders (Bass 1999, 1995, 1990; Yammarino, Spangler & Bass, 1993). Emphasize and introduce organizational change, shared decision-making, teacher empowerment as well as necessitating abilities to work in teams and concentrate on continuous school improvement and foster the school community's sense of ownership (Leithwood, 1999 & 1992).
2	Strategic leadership	Concentrate on more impersonal and concerned with relationships between the external environment and an organization's mission (Maghroori & Rolland, 1997). It focuses on threats and opportunities for influencing followers' values.
3	Educative leadership	Require culturally proficient before execution of leadership roles (Lindsey, Robins & Terrell, 2003). It is important for organizational facing fundamental changes due to globalization.
4	Organizational leadership	Focus on change-oriented leadership, encourages organizational innovation.

Most recent researches have focus around follower-centric approach, which emphasize more on leaders' images as constructed by the follower. The followers believe that the leaders' behavior and the expected leader behavior generally should be congruent (Den, House, Hanges, Ruiz-Quintanilla, & Dorfman, 1999; Eissa, David & Alexander, 2014). By forming this implicit memory, which is not flexible creating long lasting and resilient memories based on every individual's perceptual environment experiences. An individual is more favorable to consider his or her implicit memories as knowledge and not memories, thus grouping together his or her non-identical memories into developing an implicit theory (Eissa, David & Alexander, 2014). Pfeifer and Matene (2004) further mentioned that cognitive frameworks are utilized when recalling information to process encodings so that behaviours of leadership and specified events can be understood. Followers are provided a blue print intuition of the leadership behaviours, which defines expectations of the followers with the judgments of leadership.

Evidences from research on this implicit leadership can further improve the understanding of leadership processes in different cultures (Gerstner & Day, 1994; Mendl, 1995). Even though these implicit leadership is under the influence of cultural factor, but numerous of empirical studies using Bass's(1985) Multifactor Leadership Questionnaire (MLQ) depicts similarity in leadership behavioural traits in Singapore, India, China, Japan, Germany, Netherlands, and Canada (Fiol, Harris & House, 1999). This proposes that even through different cultural background this implicit theory of leadership is most likely to have universal traits. Some of these behavioural

traits, especially those related to TF and TS leadership will most likely to be universally accepted as a contributor to an outstanding type of leadership (Bass, 1998; Eissa, David & Alexander, 2014).

A basic “full range” model of leadership (Avolio & Bass, 1991) does not view TS and TF leadership styles as the two opposite ends of a continuum. A leader can portray a full range of behaviours or leadership styles (i.e. TS, TF including *laissez-faire*). Hence, TF leadership may not displace TS leadership but may add to it by motivating colleagues and followers to put in more effort. This type of augmentation theory was proven more effective over time (Hater & Bass, 1988; Howell & Avolio, 1989, 1993; Yammarino & Dubinsky, 1994). A meta-analysis has recently illustrated that all TF leadership behaviours components are correlated strongly to both subjective and objective work performances (Lowe, Kroeck, & Sivasubramaniam, 1996; Surbhi, 2015).

2.1.1 Malaysian Culture and Leadership Styles

The Malaysian leadership enigma is becoming more complex, daunting and fascinating by looking through different cultural lenses. Leadership stresses on participation that is normally acceptable by the individualistic West, but its effectiveness is still controversial by the collectivistic East. Leaders in Malaysia are not exempted and usually should be perceived as modest, humble and dignified orientated (Dorfman, Hanges, & Brodbeck, 2004). Various studies on effective leadership styles of leaders covering

educational, management, industrial and political fields have been conducted previously. Interviews and literature review carried out for past effective leadership in Malaysian context may no longer be predominant in the current era of scenario. The autocratic style was perceived as significant to Malaysia organizations except on security matter can no longer be relied upon (Sharmala & Moey, 2009). Employees capability and trustworthy is required to carry out work effectively without relying on their superior to tell them exactly what or how to do their job or to keep a watchful eye over them on task progress. Generally, their superior (leaders) is perceived to be capable and effective if they portray a flexible and personalized leadership styles that are able to drive their subordinates for any task accomplishment. Another significant finding revealed that through the past few years, subordinates respect their effective superiors more and thus they will willing to put in more effort to accomplish their objectives (Sharmila & Moey, 2009). Leaders who gain the respect from their subordinates will enjoy better cooperation and collaboration from them. This serves a better, effective and optimum relationship between leader-subordinate in management (Olowoselu, Fauzi & Muhd Dzahir, 2016).

Malaysian leaders have been perceived as having highly associated with culture preference when relationship and hierarchy is concerned (Ansari, Ahmad, & Aafaqi, 2004). According to Ansari, Ahmad and Aafaqi, Malaysia is characterized as a high power distance where:

Seniors (superiors or elders) are respected and obeyed as nurture in our culture. These leaders (superiors or elders) are the decision-makers and subordinates are obliged to implement. In general, societal norm dictates that juniors do not disagree with seniors. Anger and hostility against a superior are suppressed and displaced, and the tendency is to appease the superior... (p.115).

Overall, Malaysians as a collectivist society prefer collective needs, group concerns and group goals to individual concerns (Hofstede, 2001). Harmonious relationships are always emphasized in working environment where traditionally many leaders will shudder by giving their subordinates negative feedback even though it is the truth (Ansari, Ahmad & Aafaqi, 2004). In many incidents, leaders will just intentionally ignore the negative values of his or her immediate subordinate. In fact, leaders have been expected to employ their personal power and also to establish harmonious relationship with their subordinate and successfully influence them to achieve organizational goals (Umesh, 2016). This study aims is to explore this Asian stereotype and enigma of leadership style especially in Malaysian educational institution. The study results will further strengthen which type of leadership is more dominant in our culture and how strong its influence on teachers' commitment.

2.1.2 Leadership Gender

Gender stereotype and differences is another prominent issue in leadership style, especially in Malaysia where majority of respondents were Muslim faith. According to Ahmad Shafaat (2000), male is the prefer gender

for Muslim faith leader as quoted in Verse 34 of Surah an-Nisa from the Quran. Since the expected respondents in teaching profession are mostly Muslim faith, therefore gender of a leader may serves as an important variables as compare with other variables in this study.

The Statistics on Women, Family and Social Welfare 2006 depicted that women sitting on top and decision-making level are still far behind as compared to pre-dominant male counter parts even women are doing better (Manjulika, Gupta & Rajinder, 1998). This study further clarified whether there were gender-based stereotypes highlighted by Oakley (2000) in this pre-dominant Muslim majority country. In the Malaysian context, it was found that most successful female corporate entrepreneurs compared to least successful female entrepreneurs possessed more of harsh power such as the power to order and punish (autocratic). However, their male counterparts' success was not showing any significant difference based on their assertiveness (Jayasingam, 2001). On past evidence, this study may answer questions like, is the male teacher more considerate than the opposite sex in term of leadership? Is the male teacher more egocentric to receive female as their principal? Do female principals demonstrate more deteriorating teachers' commitment as compared to male principals? What are the common leadership style that displayed by both gender? This study wills enriches educational management principles and theories, but also telling the type of leadership that best fix to Malaysian school management.

2.1.3 Leadership in the Era of Change and its Effectiveness

Schools in Malaysia are presently going through reformation. Educational quality in the future relies on how well school faces evolving realities in the world of globalization walls (Abelson, 1997). The way school principals or leaders lead their staff in times of changes and their leadership styles may determine their institutions success. School principals may be a crucial factor to decide if an organization may capable enough to manage the change effectively and successfully. Principals are individuals appointed to bear responsibilities to navigate their schools at this period of change.

Today, leaders cannot handle problems individually. Composite problems need multiple expertises of combine interventions and resources. In short, the need to emphasize teamwork and promoting strong principal-teacher relationship is vital. As the challenges created by rapid globalization and technological advances had made schools management becoming more complex. Schools today need to handle not only problems efficiently, but also use available resources optimally. School principals should acknowledge teachers creativeness in a variety of disciplines. Ideas and suggestions have to be executed effectively and efficiently. Principals have to promote teamwork and collaboration among their staff. To facilitate changes, they have to respect the expertise of teachers and discover innovative and creative ways to determine and handle complex challenges and problems (Bradley, 2016).

This study were guided by a theoretical orientation based on principals and teachers relationship in term of aspirations sharing mutual needs, values rather than utilize power and exercising authorities (Shen, 2005). Leading people under this process in an orderly manner, principals have to turn into process leaders and not depending only on their subjects matter expertise. Principals that are effective to discover problematic challenges cannot solved it alone and need the assistance from their organization's members such as their peers, teachers and staff or maybe even the engaging superiors to help them. To utilize other people's thinking skills, principals need to involve by thinking creatively and innovatively, and not by telling teachers what they should do. If leaders focus on the process of identifying and handling critical problems, they have in fact focused on the process. Effective principals need to lead others to think innovatively and encouraging them to find new solutions continuously.

A principal has to know the way to synchronize people's thinking and to get their teachers working towards a common goal. This task is not easy, as most of the teachers seem insufficient equip with problem-solving skills and teachers divergent type of thinking, which may setback the capability to solve critical problems, and creating innovative solutions. Research studies have shown motivation itself is involve people utilizing their creative thinking (Bradley, 2016). To encourage people to think for themselves, the principal needs to spark off teachers mind with intrinsic motivation. Effective principals are able to enhance changes that are sustainable and transformative but can define the internal dynamics of school administration. Good principals are also

consistence and assiduously creating worthy goal-vision for schools (Ekman, 2003)

The duty of a principal can be multifaceted from school to school or place to place. Nevertheless, every principal has a role to face that is handling “change.” Majority research studies have discovered that if subordinates are empowered to make decision, they are willing to work for new changes (Bradley, 2016). Research also proposed that leaders must process certain leadership characteristics qualities that can motivate followers to change from one scenario to another (Shamir, House & Arthur, 1993; Yukl, 1999). For followers’ motivation to flourish, TF is the best leadership that can motivate followers to place themselves over their own self-interest and to achieve values and goals of the collective group (Khalil, Yahya & Abd Latif, 2015). Effective principals focus on change and create “constructive or adaptive change”. Most leaders face the psychological phobia of “risk disorder and instability as they seek out opportunities for change” (Bedeian & Hunt, 2005).

Leadership needs the development and communication of a vision, and the capability to set direction or purpose. TF leadership seems had the capability to motivate and inspire followers. Empirical findings have supported the leadership process-based approach where internal motivators influence people actively. According to Yukl (1999), the leadership essence is the process that includes the capability to inspire the followers to do a job and recognize the capability of influence others successfully. Principals who are capable and successful impart their vision to be accepted by teachers and able

to inspire teachers to strive for common goals are considered as an effective leader (Chemers, 2001). Principals motivate teachers to adopt changes by compiling future vision and inspiring them to work willingly in a new manner. This scenario commands TF leadership style to give followers chances and opportunities to participate and to present their opinions and thoughts (Khalil, Yahya & Abd Latif, 2015). Principals cannot only consider but also incorporate these opinions and thoughts into management as collective decisions to motivate teachers to be more willing to face change when they become the main input in the process of change (Bradley, 2016).

In pursuit of quality education in this current educational reforms period, the principal multiples leadership roles derived from various models should also be an important focus in studying management strategies. In addition to these management strategies, educational reform and development should receive serious attention in order to enhance teachers' commitment.

2.2 LEADERSHIP AND COMMITMENT THEORIES

Leadership theories in the past mostly convened on the qualities that distinguished between subordinates and leaders, whilst later leadership theories focuses at other variables like environmental and artistry factors. Cherry (2011) and Rose, Gloria, and Nwachukwu (2015) defined that most of the leadership theories can be classified into 8 major components,

- a. **"Great Man" Theories:** Leadership characteristics are inherent and born to be. A leader is not made and usually great leaders are illustrated as mythic, heroic and can designate to be selected as a leader when required. In the older days, this theory was associated to male qualities, especially in terms of military leadership (Ololube, Egbezor, Kpolovie, & Amaele, 2012).
- b. **Trait Theories:** Leaders acquire certain leader characteristic qualities and other traits that distinguish them from others. Those distinctive characteristic make them suited to be leaders. These theories usually determine the behavioural or personality characteristics that shared by common leaders. Leaders are being selected base on their traits and leadership personality that destined them from other commoners.
- c. **Contingency Theories:** Environment factors related to each situational are targeted to identify the best leadership style suitable for certain situation. These theories stressing inter-changeable leadership that suit best to a situations. No single leadership style is relevant to all situations. It depends on the degree of fit between leaders' qualities and leadership styles with the demanded situation (Charry, 2012; Lamp, 2013). Leaders who are capable to change instantaneously their leading style when situation demanded will be more efficient and effective in managing their organization.
- d. **Situational Theories:** Leaders will pick the perfect fitting styles depending on the situational factors and variables. These environmental variables are the main cause to determine the appropriate leadership traits types of decision-making. For example,

when a leader is the most knowledgeable and experienced member of the group, then authoritarian style is the most appropriate. On the other hand when all members of a group consist of skilled experts, then a democratic style is the best and most effective.

- e. **Behavioural Theories:** These theories trust the perception that great leaders are normally trained and not born, focusing on the actions of leaders and not on intellectual qualities or internal states of a leader. One can learn and be trained to become an effective and efficient leader through teaching, training and observation.
- f. **Participative Theories:** Leaders promote contributions and participations from group members and help them feel more relevant and committed to the decision-making process. Leaders in participative theories have the right to allow the input of others. Such contributions from group members encourage participation, increasing collaborations and improving commitment from group members (Lamb, 2013).
- g. **Transactional Theories:** TS theories are also known as management theories, focus on the role of supervision, organization and group performance. Rewards and punishments are the pith between a leader and subordinate relationship (Charry, 2012). Usually used in business; employees are rewarded when they are successful; and they will be punished or reprimanded when they fail. This practice of leadership is very common among many organizational structures.
- h. **Transformational Theories:** TF theories, named as relationship theories in earlier years focus on the effect flow formed between

subordinates and leaders stressing specially on motivational morality. Relationship leaders inspire and stimulate member of the group by helping them to realize the importance of better task performance. Leaders possess high ethics, confidence, moral standards and extroversion. Subordinates are motivated to fulfill his or her potentials with constantly motivation (Lamb, 2013).

The latest theory refers to the skills and abilities that acquired through learning and training processes. This theory refuses to acknowledge the connection between inherited traits and the capacity to lead effectively. The pitch of a successful leader is the skills that are devoted to leadership training and development (Rose, Gloria, & Nwachukwu, 2015; Wolinski, 2010).

2.2.1 Focus on Transformational (TF), Transactional (TS) and Nurturant (NT) Leadership Styles Theories

For this study purpose, only two styles of the leadership are extracted from Bass and Avolio's MLQ 5X questionnaires: TF leadership consists 29 items and TS leadership consists of 12 items. These two leadership styles are chosen simply based on the most common used questionnaires in Malaysian scenario. Moreover, most of the previous studies did not find any effect of Laissez-faire leadership on commitment (Abdul (2005); Cheah (2008) and Mohamed and Jose (2008). According to Sabariah, Juninah, Khaziyati and Salina (2010), both principal and teacher had to abide formal rules and regulations that eventual made this Laissez-faire leadership not applicable in any of the government schools.

Burns (1978) suggested the original leadership idea and Bass (1985) distinguished both TS and TF leadership in the later stage. According to Burns, TS leadership is based on leader-follower relationships that involve exchanging (bargaining) rewards and tasks accomplishment between both the former as well as the later. These types of leaders effectively clarify their goals and expectations, but normally do not need long-term followers. TS leadership generally does not seek for cultural transforms in an organization and they still work under the same culture. Power and leadership are not "things" according to Burns (1978), but rather relationships. For Burns's conception of leadership is at the bottom of psychological level in Abraham Maslow's needs hierarchy theory. For Lawrence Kohlberg's theories, the definition of leadership is on the stages of moral development. Both theories explain that leadership is a form of training people from lower to higher levels of needs and moral development. Only the true leaders come from self-actualizing individuals who are motivated to grow.

This self-actualizers leader is sensitive to the needs of others and has the ability to lead by being led. This metamorphose initiates approach creates significant changes in subordinates' lives. Redesigning subordinates' values and realization by changing their aspirations and expectations and at the same time try to change organizational culture. Burns (1978) theorized that TF and TS leadership's theories were mutually exclusive.

Bass (1985) further elaborated that the TS leadership will be able to transact with followers contractually by giving rewards to effort, instructing

them what they are supposed to do in order to get rewards, punishment for unwanted action, and providing more promotions and rewards for better performance or better known as contingent reward (CR). TS leadership intervenes when their followers deviate from their expectations or targets, by conveying negative criticisms for falling to meet expected standards. This TS leadership characteristic is classified as management-by-exception. Active and passive management-by-exception are distinguished depending on the leader interventions' timing (Bass & Avolio, 1993; Hater & Bass, 1988). However, Burns made a distinction between TS leaders who take a more short-term approach in achieving goals through negotiations and compromise, while TF leadership seeks to create change by helping followers become better versions of themselves. TF leaders instill hopes, expectations and aspirations, converting their social obligations into political inclinations, and rising to a better level leadership when they react to organization demands (Jena, 2014). Burns' further clarification on this leadership can be reviewed in section 2.2.3.

Bass (1985) and Burns (1978) defined TF leadership beyond as moving beyond that exchange processes (referred as the TS process). A TF leader sets challenge and demanding expectations, enabling followers to accomplish greater levels of performance. According to Bass (1985), TF leaders actually comprise four specific dimensions: individual consideration, charismatic, intellectual stimulation and inspiration. All these four dimensions are distinctively explained in Section 2.2.3.

Over just the last two decades, the MLQ that classified both the TF and TS leaderships are being used in hundreds of research programs; these include doctoral and masters dissertations around the globe. For example, Lowe, Kroeck, and Sivasubramaniam (1996) have performed 33 independent factual studies utilizing MLQ. They further demonstrated that a strong positive relationship exists between every TF leadership dimension to performance measures both objectively as well as subjectively.

Avolio (1999) and Bass (1998) discovered that TF leaders created greater commitment from followers in numerous studies. Both studies were supported by Limsila and Ogunlana (2008) while, Jung and Sosik (2002) further support this notion by demonstrating that TF leadership is no doubt related positively to group effectiveness, cohesiveness and empowerment (Saybani, Yusof, Soon, & Hassan, 2015).

Jones, Felps and Bigley (2007) in his research of academic program leaderships concluded that TF leadership is more often used than TS or Laissez-faire leadership. His findings further reaffirm research done by Bass (1990) that TF leaders are the prototype of leaders that subordinates have in mind when describing ideal leaders. To be good, effective and successful leaders in school, principals are subjected to use TF leadership more often than the other types of leaderships causing continuous viability for educational change and higher possibilities for success in the future. Further findings of Jones, Felps and Bigley (2007) demonstrated that TF leadership behaviours are more convincing than TS behaviours in academic program leaders

disregarding of their ethnicity or gender. However, academic leaders tend to exhibit both TS and TF leadership styles, as ethnicity and gender did not have significant effect on behaviours or leadership styles in these academic programs of higher education organizations (Jones, Felps & Bigley, 2007). It is suggested that these organizations continue to employ all types of leaders with different diverse background.

TF leadership is one of the subjects of systematic research in most non-educational institutions for few decades (Marks & Printy, 2003). From literature perspective, TF theory is an outgrowth of earlier TS theory where leadership is considered as designing mainly on transactions between the followers and the leader, especially those who have shown commitment and effort expects something in return as an exchange (Reinhartz & Beach, 2004). TF theory is mainly studied in terms of the influence of leaders on their followers and the behaviours used to achieve it (Yukl, 1999). In other words, Bass and Steidlmeier, (1999) mentioned, that the leaders are motivating the followers far more than their immediate self-interests by idealizing influence, inspiring motivation, stimulating intellectual or consider individualism. Bass and Steidlmeier further described, “The literature on TF leadership is linked to the long-standing literature on virtue and moral character, as exemplified by Socratic and Confucian typologies” (p. 11). A TF principal, as Blase and Blase (2003) declared can have a positive effect on most of the workers’ tasks covering their commitment towards their organization. Section 2.2.3 in the later chapter will further explain both TF and TS leadership and simplified via visual diagram as in Figure 2.1 and Figure 2.2.

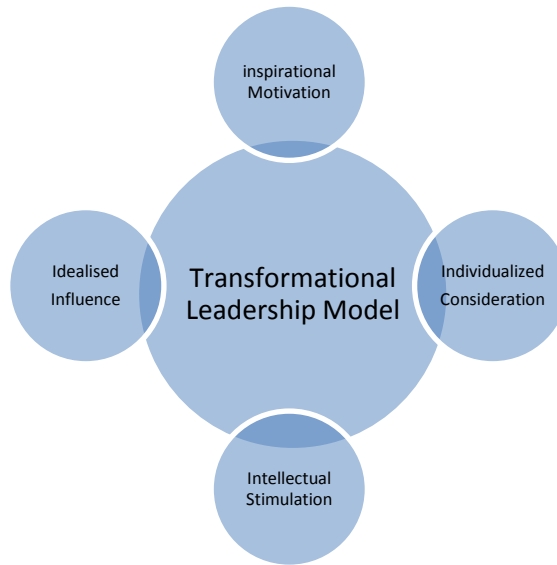


Figure 2.1 Transformational Leadership Model (Source: Bharatya & Lakshimi, 2015)

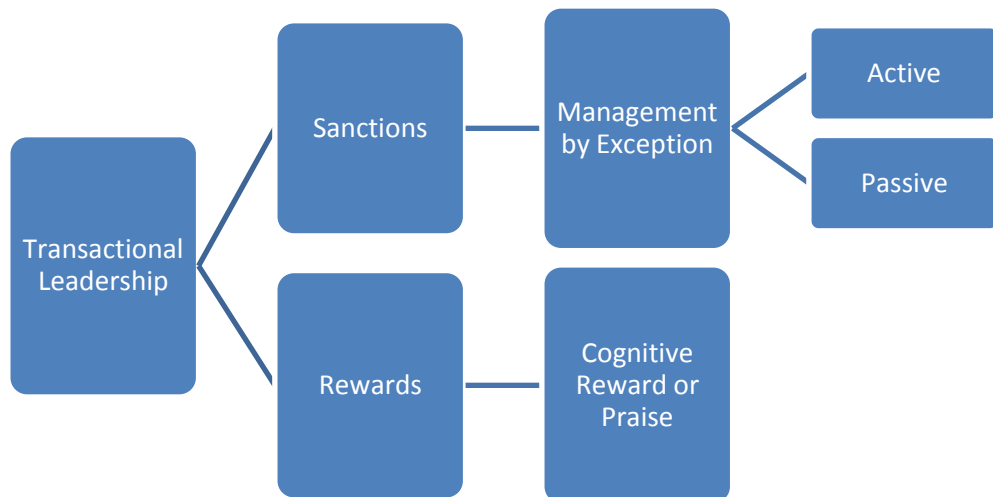


Figure 2.2 Transactional Leadership Model (Source: Bharatya & Lakshimi, 2015)

The third type of leadership namely the NT was chosen from questionnaires developed by Bhal (2000) and Sinha (1995, 1994, 1990, 1980, and 1979). Based on Ansari’s 25 years of extensive research in Indian continent and there are some commonalities between Malaysian and Indian social culture (Ansari, Ahmad & Aafaqi, 2004). Sinha (1979) who originated

this NT model in his Indian continent contended that subordinates, who tend individualized and dependent on others, accept difference in status while subordinates who have low job values work better under NT leadership. He summarized this type of leadership whom strongly emphasis on task accomplishment at the same time has expected a high performance standard, specific role rendition or delineation, integrating care and affection in subordinates social life. Leaders first initiate, then guide and followed with directives for followers to accomplish. Leader also has the responsibilities to makes subordinates know that they can develop by inculcate good job skills and job commitment. Leaders' dependency and personalized relationship are important to subordinate, as leaders are responsible in instilling better job values besides personal care, warmth and affection for the subordinates. This caring leadership attitude, in exchange creates a feelings of competence and self-sufficiency among subordinates that later reduces the degree of personalized relationship, status differentials and dependency in this leader-follower relationship. When attaining this stage, leaders eventually allow autonomy and more freedom, more leaders' recognition for his/her subordinates to contribute more to the allocated task. Sinha (1980) further quoted,

A nurturant leader whose primary concern is his task system that wants to get work done. He structures his subordinates' roles so that communications are explicit and task-relevant. Subordinates understand and accept organizational goals and cultivate commitment to them, and the organization can aim at a climate of purposiveness and goal orientation. The task orientation has the ethos of benevolent and nurturant guide who takes care of his subordinates and has takes a personal interest in their growth and well-being. Indeed the leader helps subordinates to grow and become more mature to assume more responsibilities and is competent enough to make decisions.

The leader believes that through task system, a trusting, growth-oriented and meaningful relationship will emerge in this setting of the organizational setting ... (p 288)

Followers' changed their expectation together with their leaders' concerning higher quality of job performance when the leaders have shifted their dependency leadership style towards a more participative leadership. At this point, the followers begin to contribute fully in making decisions, becoming vital team partners and finally supporting and sharing an inter-relationship with their leaders.

The followers progress from a dependency state and later transform into being autonomous, from contributing to participating, and from sharing to supporting may go on and on, eventually making leaders more permissive and turn into a better group facilitator. This model, according to Sinha (1979), is a reciprocal impact on the relationship between followers and a leader, as the relationship will be dynamic, growing and contributing most to the job system. For this NT leadership, there are two affirmations that have to be predicted assess very carefully. First, a harmony state is to exist between subordinates' expectations and their work tasks and exert the role of leaders to approximate their balance. Next, leaders are assumed to have willingness and capacity shifting from one style to another style of leadership as derived from the Fiedler (1967) and Kerr, Schriesheim, Murphy and Stoddill (1974) contingency model. Sinha (1995) further submit that his model of NT leadership needs more refinement.

Figure 2.3 shows the NT leadership process in a developing country context where a stage of greater autonomy for the subordinate; that is a gradual participative approach (NT/P) – as in t2, to a fuller participative approach (P) as in t3. The NT leadership has the potential to move this leader-subordinate relationship from a state of total subordinate dependence on the leader as in t1 to a more independent state. Besides that, NT leadership process envisages the possibility of subordinates developed to operate as relatively autonomous groups in the later stage (Sinha, 1990).

The model also recognizes the possibility of top-bottom relationship regressing from an authoritarian mode as in t2'. This might occur for two reasons. First, the managers attribute the successful accomplishments in t1, entirely to their direction and guidance and therefore, are apprehensive that reducing such direction would jeopardize productivity. The other reason is that the subordinates' desire for more autonomy in the t2 might be perceived by the managers as a threat to their authority and position which is regarded as relatively more significant in cultures characterized by high power distance (Sinha, 1990). Kanungo and Jaeger (1990) supported by Abdullah (1996), Ansari, Ahmad and Aafaqi (2004), Dorfman, Hanges and Brodbeck (2004), suggested that developing country like Korea, Mexico, Iran and Malaysia tend to be collectivistic and high in power distance. Subordinates value hierarchical and personalized relationships, which further reinforce the point that the effectiveness of task and social leadership will be considerably enhanced by adopting Sinha's NT leadership model.

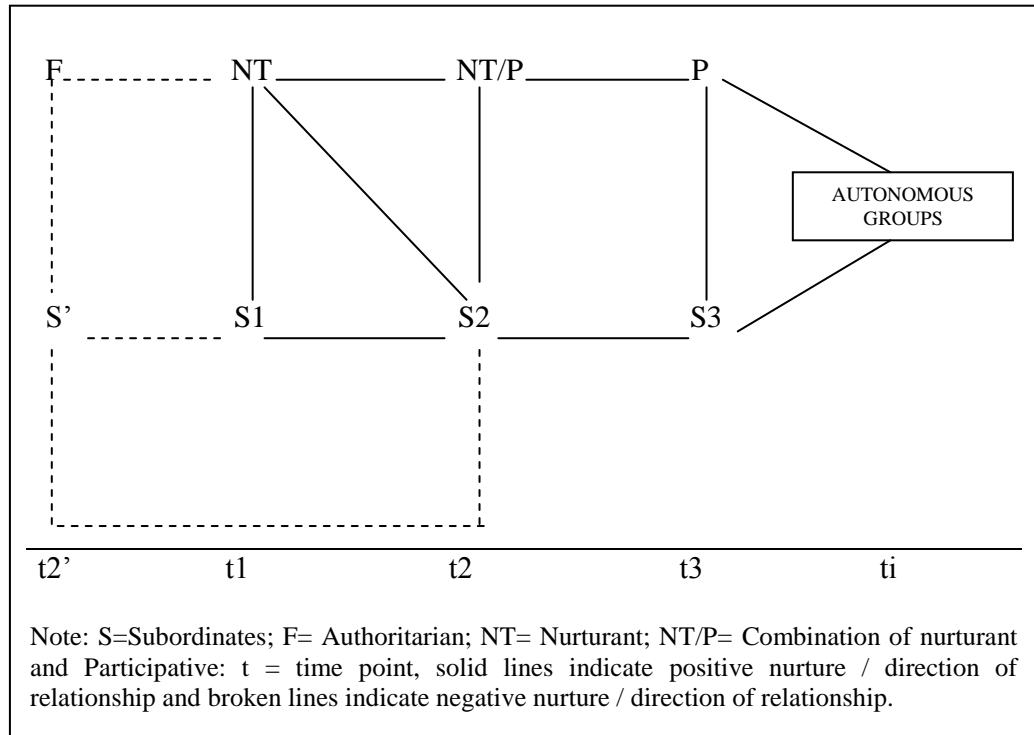


Figure 2.3 Nurturant Leadership Model and Process. (Source: Sinha, 1990. p. 253)

Some evidence (Sinha & Chowdhary, 1979) has demonstrated that the choice of a style by a leader is conditioned by how he perceives his subordinates. If a leader perceived that organizational climate is characterized by need for dependency, growth, and expertise orientation, the leader would tend to use more often a NT-task style. His style would provide the necessary support as well as expert guidance and direction for growth and productivity. Meanwhile, if the climate involves a mixture of strong needs for development as well as achievement and low needs for dependency and control. Leaders might employ a participative style where he might get better subordinates participation. When the organization climate is motivational perceived and to be of control, dependency and not emphasizing growth expertise influence or achievement, leaders may demonstrated behaviours more likely to

authoritarian styles which are self-oriented, status and power minded, and restricted subordinates' growth. The relationship of leadership styles and organizational climate is one of the empirical issues that research studies may explore at least in near future.

2.2.2 How Does Leadership Theory Work?

TF leadership relationship occurred if followers and leaders are united when pursuing higher common goals. Burns (1978) defined this relationship as one or more than a person engaging with the others, followers and leaders raise one another to higher morality levels and motivation. Both the leader and followers will be fused to create unity and pursue on a collective purpose. According to Murray and Feitler (Alan, 2003), the leader takes the lead to motivate followers to "work for transcendental goals instead of immediate self-interest, for achievement and self-actualization rather than safety and security" creating a capacity within followers in order to develop higher commitment levels to organizational goals (Leithwood & Jantzi, 2000).

The TF model of leadership emphasizes altering its environment to fulfill its goals (Kirby, King & Paradise, 1992). TF school principals also promote educational innovation and restructuring, concentrating on vision building, subordinates promotion and collaborative participation. Studies by Bogler (2001), Camps and Rodriguez (2011), Krishnan (2005), Lo, Ramayah, Min, & Songan (2010) found that principal TF leadership styles affect teachers' commitment and their perception on career both directly and

indirectly. Foels, Driskell, Mullen, and Salas' (2000) findings indicated that members of the group that were under democratic leadership experienced higher satisfaction and commitment as compared to group that were under autocratic leadership. Yu, Leithwood and Jantzi, (2002) noted that TF leadership has a weak significant effect on teachers' commitment to reform and change. This study supported the findings of Geijsel, Slegers, Leithwood and Jantzi (2003) and Ismail, et al. (2011) which indicated TF leadership has an impact on teachers' commitment to reform their school.

Meanwhile Geyer and Steyrer (1998) reported that 120 branch bank managers, MLQ transformational ratings could predict customer satisfaction and long-term branch marketing. Bass and Avolio (2000) showed that 72 U.S. platoon leaders of the light infantry rated the most in TF leadership, or rated 360° in garrison, leading their platoons better and more effectively, Howell and Avolio (1993) demonstrated that TF department supervisors scores in a large financial institution in Canada proposed a consolidated performance in their departments a year later. Strong TF leadership with performance relationship was observed in a study of a Chinese state enterprise managers (Davis, Guaw, Luo & Maahs, 1997), Dutch and Polish managers (den Hartog, 1997), as well as North Sea oil platforms supervisors off Scotland (Carnegie, 1995).

On the other hand, TS leaders emphasized the simple exchange process between the leaders and followers. Burns (1978) insisted TS leadership happens "when leader takes the initiative making contact with followers for

the purpose of exchange of valued things"(p 19). The leader and the followers led in this relationship exchange services and needs to achieve objectives independently (Allan, 2003). This TS theory mentioned that the commitment of teachers relies on the school rewards and teachers' appreciation.

For NT leadership style, first it must have a conformity state between leader and follower where leader knows when the follower expects changes when the dynamic relationship growth to maturity. A leader in this stage of equilibrium must have the capacity to change willingly his styles of leadership. Failing to do this, this style of leadership will eventually fail in achieving its destiny.

The NT leaders begin by providing clear, specific directions and performance standards supported by guidance and directions that subordinates expect. As subordinates accomplish the job tasks, they experience two critical sets of outcomes: (a) NT support from the principal; and (b) enhanced self-confidence in meeting jobs and increased job competence. With continued success in meeting job goals, teachers gradually seek less direction and feel more capable of assuming responsibility. At this stage, the NT leader provides less direction and more autonomy, but continues with NT approach and expectations of task performance at the agreed level. The repeated cycle of performance and increased autonomy exercised by teachers are reciprocated by nurturance and reduced direction by principal. This process results a relationship of understanding, warmth and interdependence, leading to higher

productivity and better growth for both the teachers and the principal (Sinha, 1990).

Although each type of leadership theory works well under certain conditions, Mohammed and Jose (2008) in his studies concluded that the predominant of a TF leader is distinctive but they normally employ several approaches of leadership styles at various times a day. This further strengthens the study prediction that no one style of leadership style is applicable in all circumstances (Rose, Gloria & Nwachukwu, 2015).

2.2.3 Comparison of Leadership Styles

TF leadership is about building highly effective relationships. According to Bass (1985), effective TF leaders should exhibit these behaviours:

a. **Idealized Influence (charismatic leadership)**

Leaders exhibit conviction; emphasize and focus on trust; able to made decision when facing problematic matters. Explaining the most essential values as well as stressing the importance of commitment and purpose. Charismatic leaders are able to create feeling of recognition for a common goal, including ethical decision consequences. These leaders become a role model to cultivate confidence, loyalty, pride, and a shared vision alignment.

b. Inspirational Motivation

The leader states future vision by sharing their thought, provoking their followers mind to achieve better target with devotion, optimistically and continuous providing motivation, encouragement as well as the understanding of what can carried out.

c. Intellectual Stimulation

The leader questions old traditions, beliefs and assumptions; stimulating followers on new approach in doing things; including encourage mean and articulation the newest reasons and ideas. Organization followers are encouraged to consider again their conventional ideas and practices to assimilate new problem strategies.

d. Individualized Consideration

The leader deals with subordinates individually; considering their needs, aspirations and abilities; listening attentively and enhancing their development by giving coaching and advice.

While the TS leadership styles should have the following subscales;

a. Contingent Reward

Leaders engage in a constructive transaction of reward for performance. They clarify expectations or goals with subordinates, exchange promises and resources, arrange mutually satisfactory agreements, negotiate for resources, exchange assistance for effort, and provide commendations for successful follower performance.

b. Management-by-Exception-active

This subscale refers to leaders actively monitoring the performance of followers, taking corrective measure and if expectations or goals deviates or failure happens, negative feedback will be given as punishment to meet standard requirement. In a more active form, leaders will try to predict problems or mistakes before it actually happens.

c. Management-by-Exception-passive

Depending on the leader's timing interventions, a distinction is generally made to differentiate between active and passive management-by-exception (Bass & Avolio, 1993; Hater & Bass, 1988). For passive management-by-exception, when the standards are not achieved leader will intervene. In another words, they enforce rules to avoid mistakes and intervene only if problems become worst. Taking action only when mistakes are brought to their attention.

TS leadership tends to happen if a simple exchange of one thing for another (on series of bargains between the followers and the leaders) exist. These types of leaders can be effective as they can clarify goals and expectations, but they normally neglect to concentrate on the followers' long-term potential development. Burns (1978) argued that TS leadership occurs when the leader taking the lead to trade his/her objectives with the others to exchange valued efforts. In this relationship, the main idea is leaders led the process of exchange of services and needs to achieve accomplish independent goals (Barker, 1990; Kirby, King & Paradise, 1992).

As for NT leadership, it is comparatively confined in the Asian continent. Practically suitable in the Asia culture and little known to the west until recently where cross culturally NT leadership gains its momentum in this globally borderless world. It has begun to pinch the nerve of Asian research studies on how our collectivism east has to be led into the next century as the two more famous leadership styles; TS and TF leadership styles still fail to gain adaption and momentum in this collective east.

2.2.4 Evolution of the Organizational Commitment Concept

Most research studies in organizations agree that the organizational commitment definition has not yet reached a consensus (Benkhoff, 1997; Mowday, 1998; Scholl, 1981; Sulaiman & Isles, 2000a, 2000b; Zangaro, 2001). Sulaiman and Isles (2000a) mentioned that presently four main approaches are available to conceptualize and explore subordinates' commitment of an organization. Anttila (2014) supported this notion in her master thesis based on Cohen four component commitment models.

The behavioural approach considers commitment mainly employees attitudinal or a definite set of behavioural intentions. Another more acceptable organizational commitment refers to attitudinal conceptualization as defined by Porter and his colleagues; subordinates' commitment of an organization is the degree of strength of an individual's involvement and identification within an organization (Mowday, Steers & Poter, 1979). For this approach, the factors that have relationship with commitment include job characteristics;

positive work experiences; personal characteristics and job characteristics resulting reduced employee turnover, reduced absenteeism and increased performance. This type of subordinates' commitment approach is also called "affective commitment" in the later stage. Noor (2014) suggested that affective commitment varies significantly among the countries sampled and influenced by socio-economic conditions. In countries with low levels of unemployment, high level of economic activity and adopt egalitarian culture, affective commitment is higher.

The multidimensional approach was relative new. Organizational commitment as perceived by this approach is more complex than emotional, attachment, perceived costs or moral obligation. This commitment develops because of the interaction of all three previous components. This multidimensional construct approach assumes that commitment is a representation of attitudes towards the organization. There are numerous of mechanisms that could lead to the development of these attitudes (Etzioni, 1961; Kelman, 1958; O'Reilly, Chatman & Caldwell, 1991).

The most popular multidimensional approach on organizational commitment is the views of Meyer and his colleagues. Meyer and Allen (1984) based on Becker's theory, proposed the new continuance commitment (CC) dimension to the existing affective commitment (AC) dimension. In 1990, Meyer and Allen introduced a third dimension, normative commitment (NC) to the earlier two-dimensional model. Meyer and Allen (1984) defined AC as employees' emotional attachment to involvement and identification

with the organization. CC is referred as commitment depending on the costs that the employees associated by leaving the organization and NC as employees' obligation feelings to stay put in the organization. Every dimension is a representation of a possible description of an individual's organization attachment.

In the later stage, Brian (2016) refers AC as a psychology attachment to organization. Since the organization supported members by appreciating their efforts contributed and treated fairly by compensating members accordingly. Members of the organization would align their value toward his/her organization. This relationship between members and organization eventually create a "want to" feeling among its members. A visual and simplified version of affective commitment is in Figure 2.4.

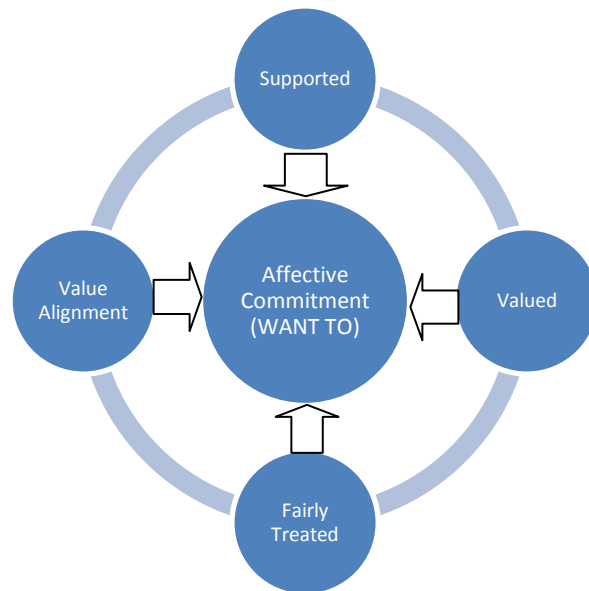


Figure 2.4: Affective Commitment Model (Source: Brian, 2016)

The CC approach refers to organizational commitment as a behavioural perspective. The emphasis of this approach is employees will continue their employment in the organization as an investment (convenience and low motivation). Just like friendship and time spent within the organization including pension benefits that bond employees to the organization (“golden handcuffs”). Employees show commitment to the organization due to “sunk costs” as it is “not unprofitable” to lose (Sulaiman & Isles, 2000b; Zangoro, 2001). Furthermore, Kanter (1982) defined this type of organizational commitment as “profit” related to continuous participation as well as “cost” related to leaving (lack of viable option). This type of commitment is referring to continuance commitment (CC) that creates a “need to” attachment among its members toward organization. Figure 2.5 refers to a simplified visual model of this type of commitment.

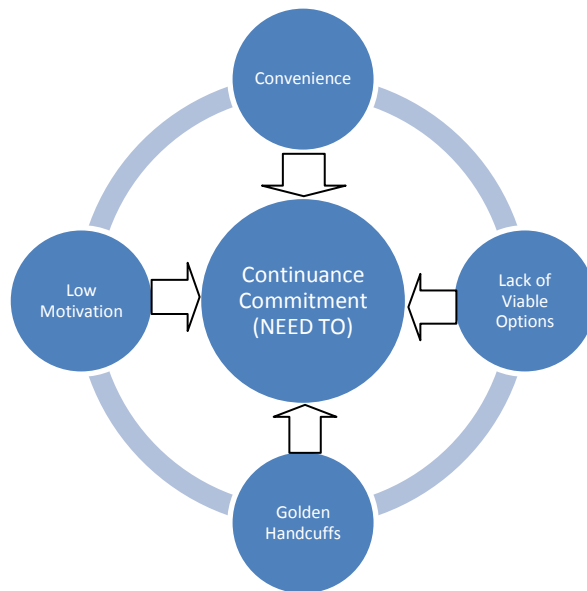


Figure 2.5: Continuance Commitment Model (Source: Brian, 2016)

The last approach used is the normative approach. This approach insists that congruency exists between employees' values and goals with the organization aims that make employees feel more obligated (moral obligation) to their organization (Beker, Randall & Reigel, 1995). Total internalized normative pressures force them to act in such a way to meet organizational interests and goals (Weiner, 1982). These pressures exist due to fear of social backlash and unwilling to disappoint team members. Figure 2.6 shows the simplified version of normative commitment.

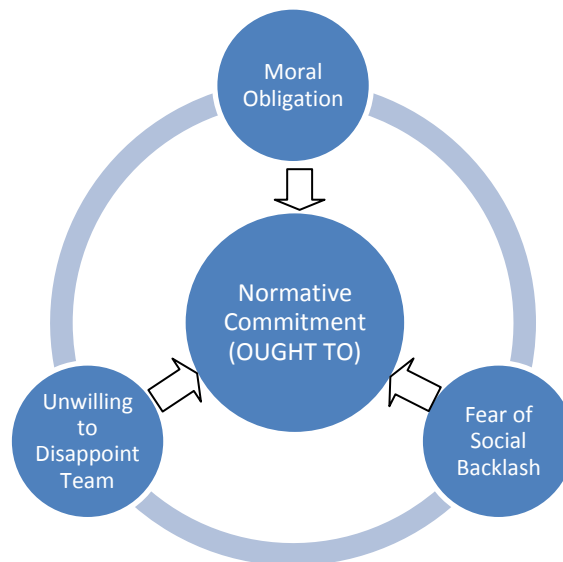


Figure 2.6: Normative Commitment Model (Source: Brian, 2016)

2.2.5 Criticisms to Leadership and Commitment Theory

MLQ was criticized in several fields for its conceptual theoretical framework (Charbonneau, 2004, Northouse, 1997 and Yukl, 1998). The first bias in this MLQ rating may prone to “halo effect”. Filip, Pascal and Pol, (1997) in his studies of potential bias in the MLQ suggested that the

theoretical framework might not be applicable for the four dimensions of TF leadership. Respondents face difficulties to differentiate the different types of TF leadership behaviours and increasing the ratings degree. Respondents tend to interpret numerous TF characteristics that are related to similar domains of leadership (Bycio, Hackett, & Allen, 1995). This conclusion is further supported by Carless (1988); Densten and Sarros (1997); Tepper and Percy (1994); who found high and strong correlations in every TF scales of leadership. As Carless (1998), Den Hartog, Van Muijen, and Koopman (Filip, Pascal & Pol, 1997), Tracey and Hinkin (1998), Yammarino and Dubinsky (1994) reported the four TF scales have high correlations among each other and they clustered together into one component which was known as “new leadership”.

Hater and Bass (1988) therefore made a conclusion that even through a model that is congruent with Bass (1985) original conceptual framework, high and strong inter-correlations in every scale of TF leadership also existed, and MLQ merely captures a TF leadership dimension globally. Respondents could not differentiate clearly all the TF leadership behaviours. Practitioners have to formulate development plans as well as the survey feedback results accordingly. In another word, followers accurately rate their leaders whose performance is homogeneously on several dimension of TF leadership. There is a possibility that several sub-dimensions are closely related to each another, making it not possible to identify their special and unique impact. It is also very difficult to create the four sub-dimensions of the behavioural

operationalizations that are very significant different from each other. This issue indeed required further research on this matter.

While there is no theoretical distinction among the four dimension or subscales in TF leadership domain, the scales of TS leadership domains are not so related to one another and are able to represent leadership facets distinctively (Den Hartog, Muijen & Koopman, 1997; Hater & Bass, 1988; Howell & Avolio, 1993). Overall, past studies demonstrated that followers are capable enough to distinguish the numerous behaviours of leaders related with the TS style. In short, these three TS scales of leadership are more likely to distinguish the dimensions of leadership.

The second biasness in this MLQ rating may be influenced by social response sensitivities. The ratings of the followers on their own leaders may not depict only their leaders actual behavior as social response biasness may have an influence on them. Filip, Pascal and Pol, (1997) speculates that the scales of TF leadership specifically may be subjected to social needs. The prototypical views of leaders by people correlate higher with TF leadership scales ratings as compared to the ratings of TS (Bass & Avolio, 1989). Avolio, Bass and Jung (1995) mentioned that if followers were asked to give a description on their “ideal” leader’s behavior, their list normally includes TF more than TS behaviours. Their studies demonstrated that respondents consider the attributes of TF leadership as being better and so become more socially acceptable. When the social desirability biasness (which is not the leader actual behaviour) is accountable for higher scores in the MLQ “TF”

leadership style, the results of the survey feedback may not show clearly the vital developmental needs.

Filip, Pascal and Pol (1997), noted that this conceptualized TF leadership consists of four sub-dimensions: individual consideration, intellectual stimulation, inspiration and charisma may not hold theoretical dissimilarly in real life practice. If followers were to ask to point out the strengths and weakness of the leaders, they may encounter problems in the numerous dimensions of TF behaviours. Bycio, Hackett and Allen (1995) found followers might consider the numerous TF dimensions have relationship to the same domain of leadership. Majority of past studies that supported these findings are Den Hartog, Muijen and Koopman (1997), Tepper and Percy (1994). These studies discovered that every TF leadership dimensions scales were strongly correlated and clustered together into one construct. However, further studies demonstrated that inspirational and charismatic scales also integrate into a single construct (Filip, et al., 1997).

Other researches such as Hater and Bass (1988), reported better favorable results as every TF factors appeared from the analyses. When each TF dimensions were highly inter-correlated, this means that a profile which is differentiated (e.g. a profile comprised distinct scores for all four dimensions of TF leadership) is not well-received as compared to TS dimension which is less inter-correlated and represent more distinct leadership facets (Hater & Bass, 1988; Howell & Avolio, 1993).

Rita (2008), Schriesheim, Castro, Zhou and DeChurch (2006) and Yulk (1999) agreed that MLQ did suffer some extend of psychometric weakness. In this research, the pith of this problem is addressed by omitting leadership dimensions, which is not significantly reliable and valid but rather using it as one leadership construct.

There are also criticisms towards the NT leadership model. Rita (2008) in her PhD dissertation concluded that the model scale of NT leaders did not meet the criteria quality for instrument reliability and validity. The weak feeble psychometric properties of the NT leader scale could bring about the model underestimation. Without other cultural models of leadership, the model became the most feasible option to be considered as a culturally based contingent model. In spite of the weak properties of psychometric and several theoretical weaknesses discussed in literature review about leadership model of NT (Sinha, 1995), the NT model could predict the performance of subordinates to a certain extent. More research needs to be carried out to develop leadership model that are culturally appropriate. A major limitation of the NT model is not an effective culturally contingent leadership model of leading but inadequate tests for culturally contingent model of leadership.

The model scale of the NT leadership comprises six factors whereby only two of them (participative and task styles) exhibiting factor loadings more than 0.7. The other four factors did not meet the 0.7 factor-loading requirements. Composite reliabilities in this study are measures. The internal consistency with Cronbach's Alpha values between 0 and 0.92. Fornell &

Larcker (1981) proposed cut-off criterion values of 0.7 or higher for an acceptable composite reliability values. Two out of the six NT leader model's scale factors could not fulfill this cut-off criterion values. In addition to that, Rita (2008) also assessed every average variance extracted by each variable from its items. Only one fulfilled the cut-off criterion values of 0.5 or higher as recommended by Fornell and Larcker's (1981). Besides that, the raw scores of correlation analysis revealed that not one factors of the NT leader model was related significantly to subordinates' performance outcome variables.

The leadership model of NT weakness may be due to two main reasons. Firstly, even though the model itself was valid, the instrument employed to measure the model factors may be not effective. Sinha (1995) explains that the NT leader model scale evolved over a time period of more than 15 years was the results of factor analysis that affected by small sample size. He concludes that even though after numerous studies and years of efforts the gaps loose ends still exist in NT model, thus requiring further empirical evidence for further refinement of this model scales.

The second issue related to the culturally contingent model is sub-cultures presence in countries like India as majority NT leader model validation studies were conducted in East India (Sinha & Chowdhary, 1979). Rita (2008) research site was carried out in West India where there is a sub-cultural difference between East and West India. Besides that, the model of NT leader was created and assesses frequently in bureaucratic organizations (Habibullah & Sinha, 1980). Furthermore, Rita's research is based on a not-

for-profit concept organization. The differences between the types of organizations in East India and West India culture might affect the scale, reliability and validity of this model. More research is required to investigate the effects of the type organization and sub-cultural factors on the effectiveness of NT leaders.

For commitment domains, the evolution, main ideas, instruments, limitations and annotate on commitment theory are depicted in Table 2.2. From this table, it can be justified that all components of commitment have an acceptable reliability but unsatisfied discriminant validity. Although these AC, CC and NC that proposed by Allen and Meyer suffered some criticisms on its discriminant validity, it is still the most widely used questionnaires to measure organizational commitment at the present. To subside this unsatisfied discriminant validity, some of the items were rectified after pilot testing was conducted on this questionnaire to suit the present usage in this study.

Table 2.2 Evaluation of Organizational Commitment. Source: Zheng, Sharan and Wei Jun, 2010, p. 12-20.

Period	Scholar	Conception frame	Main ideas	Instruments	Limitations	Annotate
Side-bet theory	Howard Becker (1960)	Contractual obligation	Exchanging tasks and rewards	RTS, HAS	Unsatisfied content and discriminant validity	Defined by Allen as "Continuous Commitment"
Affective dependence	Porter (1974, 1979) Mowday, Steers (1979)	Affective is affiliated to 3 factors: Strong acceptance; psychologically attached and undivided devotion	One dimension OC leads to turnover	OCQ	Acceptable reliability; unsatisfied discriminant validity	Defined by Allen as "Affective Commitment"
Multi-dimension period	O'Reilly & Chatman (1986)	Compliance, Internalization identification Commitment; Contribution: Instrument (lower dependence) Affective dependence (higher dependence)	Multi-dimension measuring job related matter and type of organizational attachment behaviour	CCS and ACS NCS	Unclear mechanism, Allen's theory	several followers, by
	Meyer & Allen (1984, 1990, 1997)	CC AC NC			Better CCS content Discriminant validity, Index point unstable (0.58-0.82), high correlative ACS and NCS (0.75-0.85.) Ko (1997)	
New development	Cohen (2007)	Two dimensional commitments: before (propensity) and after (attitudes) one's entry into any organization; Instrumental commitment and Affective commitment				Proposed model validation
	Somers (2009)	Influence mechanism theory; using 8 combined commitment domains: Highly committed, AC, CC and NC commitment, AC-CC, AC-NC, CC-NC dominant and no commitment.				More complex Measure clearly

72

2.3 PRINCIPAL LEADERSHIP

According to Shen (2005), the word ‘principal’ was cited for the first time in May 1886 in an Albany of Education board meeting, New York. Principals are key agents of change at the school level. They set the school direction and tone, initiates transformation, provide skills and expertise, control resources, unify school partners and sustain effort. Their jobs are demanding and complex, require a wide array of professional knowledge, a range of skills as well as specific dispositions or beliefs the ways to manage and reasons to behave and act (Christopher, 2005; Taylor, 2014). As a leader in a school, the principal have to manage and facilitate group attainment of goals by developing and facilitating environments suitability and assigning appropriate staff to perform (Karen, Katherine, & Keren, 2016). McCormick (2001) noted, “Successful leadership involves using social influence process to organize, direct and motivate the actions for other. It required persistent task-directed effort, effective task strategies and the artful application of various conceptual, technical and interpersonal skills” (p 28).

The leadership concept was always perceived as a collection of management competences and not a set of leadership tasks and skills (Early, 2003). Several attempts were made to further understand the numerous responsibilities roles and the modern type of principalship as well as the dependent relationship between management and leadership (Phillips, Raham, & Renihan, 2003). As for an in-depth research on this topic is beyond this study scope and many contribution remarks differentiating the two concepts

are available such as a leader is a person who do the right things whilst a manager is a person who do things right. In short, the leader is concerned about goals, vision effectiveness, intentions and purpose while the manager pays more attention to short-term operations and efficiency (Bennis & Townsend, 2005).

Generally, leadership and management entities are not fixed as they develop and evolve due to continual researching, even though the changes limits may tend to vary from one situation to another. In the education field, leadership and management perspectives are subjected to complex and rapid change as new theories are still developing: changing expectations and assumptions. Besides that, the field of academic of reflects management imperatives and leadership may influence by other practices powerfully. The theories of leadership evolving according to time change. First, moving from traits theory and charismatic leadership to a more holistic and extensive perspectives of leadership based on organizational processes and leadership behaviour which include the interactions between subordinates and leaders. According to Chance and Chance (2002), deeper understanding of these theories and leadership will help to:

- i. Examine personal weaknesses and strengths relating to skills that are necessary to be an effective leader
- ii. Recognize the importance of leadership in term of moral and ethical values

- iii. Use power and authorities accordingly to influences positive commitment and others gain

In this study on the behavior and commitment of teachers, there is possibility that principals and teachers practice different leadership conceptions and values. In order to understand leadership better the purpose of this study is to investigate the organizational commitment of the teachers who are currently working in an “Islamic dominant” schools. It also aims to identify effective leaders’ characteristics besides clarifying and understanding leadership conception and investigating its relationship towards teachers’ organizational commitment.

2.3.1 Educational Leaderships and Strategies

For educational organizations, Sergiovanni (1984) proposes a five-leadership forces model to explain how the principal’s leadership is related to excellent school performance. The five forces that contribute to different aspects of performance of an educational organization include human leadership, technical leadership, symbolic leadership, cultural leadership and educational leadership. Cheng (1994) later organized this model into five components; structural, human, political, cultural and educational leaderships;

- a. Structural leadership: The principal leads by developing policies and goals clearly, establishes organizational structures for various roles, managing staff responsible for certain outcomes and provides

appropriate technical support for planning, organizing, co-ordinating and implementing policies within the organization.

- b. Human leadership: The principal develops social relationship, facilitates social interactions and participation, and enhances staff commitment and satisfaction in an educational organization.
- c. Political leadership: The principal creates coalitions and alliances, motivating collaboration and participation in making decisions. This leadership involves in resolving constituency conflicts.
- d. Cultural leadership: The principal leads by inspiring and stimulating the organization staff to achieve excellent performance. Creating vision and sets new organizational cultures including changing the existing staff norms and values within the organization.
- e. Educational leadership: The principal gives directions, instructional and expert advices on curriculum, learning and teaching developments, emphasizes educational relevance in management, identifies problems in education and motivating teaching improvement and professional development.

The empirical findings based on Cheng (1994) five dimensions study has provides a strong evidence and supported the dimensions comprehensiveness and validity to describe different leadership aspects in educational organizational. Cheng (1994) in his studies of 3872 teachers, 21,622 students with 190 principals concluded that all dimensions of leadership were related strongly to measure the performance of teachers and job commitment. If we further define those dimensions as suggested by

Cheng, we can actually classify all those dimensions of leadership into TF leadership. The only extra version suggested by Cheng is with a more well defined leadership characteristics accompany with different strategies employed in management to enhance teacher's performance. Table 2.3 below explains the five leadership styles and deployment of strategies on three domains of management.

Table 2.3 Strategies Based on Three Domains and Five Leadership Dimensions. (Sources: Cheng, 2002 in Bush & Bell (eds). p.58)

Domains	Structural Leadership and Strategies	Human Leadership and Strategies	Political Leadership and Strategies	Cultural Leadership and Strategies	Educational Leadership and Strategies
Affective Domains	Motivate members to communicate feelings	Enjoy better relationship with members	Promote open climate to deal with diversities	Use charisma to attract members attention to the organization vision and meanings	Strong commitment to educational development
	Accept the restructuring needs.	Committed toward open climate	Unfreeze psychological barriers		Motivate members to love students and education
	Assist members to be prepare to accept in change of technology.	Reduce members barriers through charisma	Assists members to prepare affectively to face confrontation	Help members for cultural change	Strong passion to pursue excellence in teaching and learning
Behavioural Domains	Provide facilities and resources	Facilitate interaction among members	Build alliances to implement organizational goals	Motivate members to pursue a culture of excellence	
	Enable structure and procedures to facilitate effective work and make technological changes	Organize activities to create friendship and collegiality among internal and external constituencies	Invite participation in decision making	Set a model what is important to school and create a unique institutional culture	Facilitate effective learning and teaching
			Use different power bases and tactics to implement plans and changes	Arrange opportunities to reflect on the model and make cultural changes	Initiate educational innovation
					Bring frontier ideas for curriculum design and pedagogy

Continue from Table 2.3

Domains	Structural Leadership and Strategies	Human Leadership and Strategies	Political Leadership and Strategies	Cultural Leadership and Strategies	Educational Leadership and Strategies
Cognitive Domains	Value the use of clear policy and coordination to achieve goals Help members understand the functions and importance of structure and technological changes	Emphasize on human values and human contacts Highlight the meaning and values of social relation in education and institutional life.	Interpret the conflicts in a constructive way and value the importance of win-win situation Emphasize the values of democratic decision-making Facilitate members to understand the meaning of participation	Inspire members to pursue intrinsic values in their work and perform beyond expectation Highlight what is more significant to the future of organization and education Help constituencies to internalize the unique set of organization values	Signal to members what is the most importance to education and stimulate members professionalism Facilitate constituencies to appreciate and develop values, belief, vision and goals of education in a new era of globalization and high technology

2.3.2 Influence of Asian Cultures and Religions

For Asian culture, it is inevitable that culture and religion play a considerable influence on the types of leadership that display a leader especially in Malaysia. The sensitivities of races, religions and types of organizations are an important prevail factor that securing the types of leaderships demonstrated from principals or organizational commitment from teachers.

Pfeifer and Matene (2004) in his cross-cultural research in New Zealand further strengthened this notation. They concluded that the Māori New Zealanders (collectivist) perceive their leaders as more TF than Pakeha New Zealanders (individualistic) perceive their leaders to be. This is in line with previous research that suggests TF leadership behaviour is more likely to emerge in cultures exhibiting collectivist values (Eastern values), than in cultures exhibiting individualistic values (Western values) (Jung, Sosik & Bass, 1995). In support of this, Yokochi attributed the high level of intellectual stimulation attributed to Japanese senior managers to the Japanese culture that values lifelong, continuous learning and pursuit of intellectual activities (Bass, 1998). This indicates that cultural difference could manifests TF leadership behaviours.

As leading diversity becomes increasingly significant, leaders need to become more aware of cultural differences and more knowledgeable about other cultures and their nuances. The fit between a leader's behaviour and the leadership style is the prototype of a follower that has been shown to be critical in the successful enactment of the leadership process (Gerstner & Day, 1994; House, Hanges, Ruiz-Quintanilla, Dorfman, Javidan, Dickson & Gupta, 1999; Taylor, 2014). Therefore, in a cross-cultural setting, ethnocentric leadership behaviour will hinder the leadership process (Hofstede, 1983).

In this multi-culture, multi-theories and competitive model of leaderships, the inclusion of the three behaviours models of leadership in this study is vital to prevent error of omission. Leaders in a high context culture

like Malaysia have to spend time in building personal relationship that may transcend the workplace. There is an unwritten code governing relations and differentiating peers, superiors and subordinates. Harmonious relationships are emphasized, hence much of our leaders shudder give negative information up in the channel which most Malaysians refer as “Polite system”. As a result, maintaining relationships is much more important than performing a task that is contractual in the west (Abdullah, 1996; Hofstede, 1991, Mahfooz, Zainal & Rehana, 2004). Senior (superiors or elders) are respected and obeyed. They are usually the decision makers and the subordinates are obliged to implement. Societal norm dictates that juniors do not agree with seniors but the superiors are obliged to provide patronage (Sinha, 1979).

This hierarchical relationship is maintains through “affective reciprocity”, thus fostering dependency (Sinha, 1979). Mahfooz, Zainal and Rehana (2004) further found that Malays are slightly more hierarchy-oriented toward building relationships with the sense of responsibility to help friends, relatives and neighbors through networks that are not necessarily business related. The Chinese, on the other hand, prefer to incorporate business dealings into hierarchical relationships. Saufi, Wafa, and Hamzah (Mahfooz, Zainal & Rehana, 2004) in their study on a sample of 142 Malaysian managers preferred their managers to lead using participative and delegative styles. This study further supported Govindan’s (2000) report. However when ethnic is concern, Malays and Indians prefer participative style, whereas the Chinese prefer the delegative style.

2.3.3 Male vs. Female Principal Leadership

There are numerous of researches on gender differences in leadership behaviour and leadership effectiveness. Although women have been found to be similar to men in many qualities, stereotypes about their belief and perceptions indicated that they have been rated less influential than men (Burke, Rothstein, & Bristor, 1995) especially in this Muslim dominated country. Stereotyping often leads to the belief that women generally have lower level of competence and expertise than men do. Women therefore are perceived to be less influential than men are. Women actually have to outperform men in order to be considered equally competent with men (Foschi, 1996). Women who appear to be too assertive are viewed as violating expectations about appropriate women behaviour (Meeker & Wetzel-O'Neil, 1985). In Muslim culture, people tend to assume managers are males if they portray masculine leadership styles (Embry, Padgett & Caldwell, 2008). In short, female principals that practice autocratic leadership, which is more masculine in nature, will be rated even more poorly than their male counterparts in terms of effectiveness because they have violated the gender role stereotype.

2.4 TEACHERS' ORGANIZATIONAL COMMITMENT

The current accepted conceptualizations of teachers' commitment can be directly linked back to the research done in the 1970's into organizational commitment by Kanter (1974) and Mowday, Steers and Porter (1979). The

conceptualization of teachers' commitment has not confined into one dimensional, but has many layers and dimensions (Day, 2004, 2000; Nias, 1996, 1981; Tyree, 1996).

Today, teaching has becoming a complex and demanding profession. To sustain their energy and enthusiasm for this noble work, teachers need to maintain their personal commitment to the job (Day, 2000). This concept of 'commitment', as investment of personal resources, has long been associated with the professional characteristics of a teacher. It is widely recognized that the role of the teacher has intensified, and teachers need to adapt to 'bureaucratically driven escalation of pressures, expectations and controls concerning what teachers do and how much they should be doing within the teaching days (Hargreaves, 1994). At a time when education is in constant flux, teachers are expected to incorporate reforms on a number of levels into their daily practice. The reform agenda has created an environment where those who wish to survive and thrive must become involved in an 'increased rate of personal adaptation and professional development' (Day, 2000). Teachers must be willing to experience steep learning curves and invest personal time and energy to translate the on-going reforms successfully into effective practices. Professional commitment appears to be highly influential for not only a teacher's success during times of change but also for systems in seeking to bring about change.

Organizational commitment has been identified as a predictor of behaviour within organizations. In educational organizations where teachers

are considered the most fundamental stakeholders after students, it is stated that teachers' commitment has been identified as a key facet of a school's capacity for reform and renewal (Geisjel, et al., 2003). Factors such as tardiness, absenteeism and turnover are also identified as manifestations of commitment. The literature, as well, attributes much responsibility to school principals and their leadership styles given their very substantial impact on the whole school operation and, in particular, teachers' commitment to the organization.

There is a broad-ranging concept about organization commitment that goes across many organizational and sociological domains. Nevertheless, the variety of definitions for organizational commitment with all its different measures shares a common notion that organizational commitment is a bond of the individual to his or her organization (Camilleri, 2006). After studying organizational commitment, Meyer and colleagues (Meyer & Allen, 1991; Meyer & Herosevitch, 2001; Meyer & Smith, 2000), argued it consists of three integrated but distinct components as mentioned earlier. These components are AC, NC and CC.

Studies by Meyer, Stanley, Herosevitch and Topolnytsky (2002) demonstrated that perceived organizational support had the strongest positive correlation with affective commitment; the results also indicated that correlations involving work experience variables were generally much stronger than those involving personal characteristics. In another study, Coladarci (1992) found that the principal's conduct is a significant but modest

predictor of teachers' commitment to teaching. According to Aydin, Sarier and Uysal (2013), most of the previous researches exhibit a causal relationship between the principals' leadership styles and the components of teachers' organizational commitment. This notion further supported by Bradley (2016) in his study of the role of leadership in creating a great School.

Studies by Abdul (2005) and Cheah (2008) indicated that there is significant correlation between TF leadership style and teachers' commitment. Both studies exhibit effective principal leadership style could explain a significant variance in teacher's commitment as well as their departmental performance. Abdul (2005) further highlighted that qualitative studies are needed to provide a deeper insight on other principal leadership styles although TF leadership empowering teachers in decision-making tend to increase teachers' commitment.

As teachers are expected to respond to current reform with increasing workload, these increased the need to divert scarce personal resources away from areas of life, such as family to professional priorities. Dinham (1997) reported that around 40% of teachers' partners felt that teaching-related issues impact on the personal lives of their families. These issues include the general over work, the unrealistic demands of school and disruptions to personal lives by work expectations. This has indeed derived questionable doubt between personal commitments at home and their commitment to teaching.

2.4.1 Characteristics of Organizational Commitment

According to Naser (2007), numerous antecedents of organizational commitment such as organizational culture and leadership have been suggested in the earlier studies (Chen & Francesco, 2003; Mathieu & Zajac, 1990; Williams & Hazer, 1986). Although these factors are involved, commitment to organization is probably most reflective of how employees feel about leaders and the behaviours they exhibit. Research in all levels of management and leadership had shown to have significant impact on organizational commitment. For each teacher, their organizational commitment can be identify and analyzed through data collections using questionnaires. For teacher's professional practices, the centers of commitment toward their profession are currently considered external to teacher. These five external teachers' commitment toward their profession include in Table 2.4.

Table 2.4 5 Domains of Commitment. (Source: Naser, 2007)

No.	Type of External Teachers' Commitment toward;	Scholars
1	Schools or organizations	Graham, 1996; Huber, 1999; Louis, 1998; Tsui & Cheng, 1999
2	Students	Bilken, 1995; Nias, 1981; Tyree, 1996; Yong, 1999
3	Professional knowledge base	Nias, 1981; Tyree, 1996; Wood, 1981
4	Career continuance	Nias, 1981; Tyree, 1996; Wood, 1981; Yong, 1999
5	The teaching profession	Day, 2004, 2000; Tyree, 1996

From the above ideas, we can assume teachers' commitment as a multidimensional construct. These dimensions are thought to be external to the teacher but interconnected and have some influence on each other (Meyer & Allen, 1991). Understanding the orientation of an individuals' commitment is crucial, as a teacher may behave differently according to those aspects of the profession and organization to which they are committed (Nias, 1996, 1981; Tyree, 1996).

2.4.2 Level of Teachers' Organizational Commitment

Previous studies had confirmed that the TF principal plays a major role in improving the level of satisfaction among teachers as compared to TS principal (Ishak Sin, 2008). Generally, there are three groups of teachers (workers). The excellent one who works because they want to, the risk adverse individuals who go with the flow and accept whatever fate throws at them, and those who work because they have to. To further clarified, those organizations that possess the first category workers are the fortunate few that will work because they love their job. They are passionate enough to inspire further than the second and third groups. This group is willing to put up extra miles with long hours until late nights, physically, mentally and emotionally. The second group refers to those who work because they are asked to. Their commitment is only to job specification that had been assigned for them, while the third group looks forward to relative self-contentment and stable live. They spend the day working a full-time job, then working part time at night and taking up

casual employment during the weekends as to them, money is the crux of the matter and no passion is involved (Sharon Loh, 2010).

From this justification, it is obvious that for teachers who grouped under highly commitment belong to the first group. To have all teachers highly committed are rare and scare. Generally only five percent of the teachers are highly committed (Sharon Loh, 2010). It is to mobilize this little percentage to inspire the remainder majority, so that any transformation or paradigm shift can take place more efficiently. The educational system is dynamically subjected to environmental changes. Therefore, changes in pedagogy as well as its contents are always necessary updated. For this fundamental reason, educational industries need badly on highly committed teachers.

Crosswell (2003) and Elliot and Crosswell (2001) in their Australian research concluded that there are six distinct yet interrelated categories of teachers' commitment. These six categories represent different ways that teachers perceive, understand and conceptualize the phenomenon of teachers' commitment. The six identified categories are in Table 2.5.

Table 2.5 Six Categories of Teachers' Commitment. (Source: Crosswell, 2003)

Category No.	Type of Teachers' Commitment as	Commentary
1	A "passion"	See teachers' commitment as a positive emotional attachment to the work involved in teaching generally
2	An extra time outside of contact hours with students	Identify teachers' commitment as an investment of 'extra' time outside of expected contact hours with students. This extra time is discussed as either visible time invested at the school site or, invisible time invested off the school site.
3	As a focus on the individual needs of the students	Focus on the needs of the students either emotionally and or academically.
4	As a responsibility to impart knowledge, attitudes, values and beliefs	Take responsibility for imparting knowledge and/or certain attitudes, values and beliefs. Teachers place great value on the role that they play in preparing students for the future and take responsibility for passing on a core set of skills, understandings and values.
5	As 'maintaining professional knowledge'	Committed teachers are proactive in their professional development and willing to share with and learn from their colleagues.
6	As an engagement with the school community	Committed teachers have a professional responsibility that reaches out beyond the four walls of the classroom and willingness to engage with the school and the school's community.

2.5 INFLUENCE OF PRINCIPAL LEADERSHIP ON TEACHERS' ORGANIZATIONAL COMMITMENT

An additional situational antecedent of teachers' commitment represents those work experiences that occur while a teacher works with a school. Research studies have cited leader behaviour as having significant effects on commitment (Beckers, Randall & Reigel, 1995; Glisson & Durick, 1988; Mathieu & Zajac, 1990). Leadership behaviours generally show positive correlation with organizational commitment among North American workers

(Mathieu & Zajac, 1990). It is anticipated that these leadership's behaviours will be predictive of behavioural commitment. The development of positive leadership behaviours will lead to greater levels of commitment (Yaser, 2016).

In educational institution, the central and most effective factor required to enhance teachers' commitment is leadership (Bennis & Nanus, 2003; Taylor, 2014). Leaders are those most able and capable of creating and maintaining cultures where people feel wanted, where they are energized and creative, and where they love coming to work (Bennis & Townsend, 2005). In education, all the literature refers directly or indirectly to the importance of school principals and their crucial role, at some or all levels of the educational structure, in promoting motivation, performance, and commitment of employees. Technically, everything school principals do could be regarded in one way or another as bringing support for teaching and learning (Prestine & Nelson, 2005; Yaser, 2016). For this reason, educators and policymakers alike seek a frame for effective leadership that can produce sustainable school improvement and continuous teachers' commitment (Lambert, 2002). Thus, school principals should be aware of their critical and most influential status in the educational system.

Previous studies (Damaris & Jeremiah, 2016; Lok & Crawford, 1999, 2004) have investigated the relationship between leadership styles and organizational commitment. Their results further confirmed earlier findings that the consideration leadership's style variable had a stronger influence on commitment as compare to the structure leadership's style variable. There is a

strong positive relationship between consideration leadership's styles to organizational commitment as reported in previous studies. Many teachers feel that their commitment toward their job is linked to their commitment to administrators or principals. They feel more committed to their tasks when principals are able to create work communities that are supportive and stimulating, student-oriented, facilitate feelings of community, and foster their feelings of efficacy (Damaris & Jeremiah, 2016; Joffres, 1998). While many teachers leave schools and teaching because of factors remote from the school administrators' control, there are still many who cite poor and inefficient leadership and the absence of administrative support as reasons for leaving (Fiore, 2004).

Based on the above mentioned, many research studies have tried to investigate various aspects of leadership style and its role on the effectiveness of organizational life. According to Chance and Chance (2002), understanding the interaction between principal as a leader and teachers as subordinates will help to:

- 1 Assess personal strengths and weaknesses related to skills necessary for effective leadership
- 2 Realize the importance of moral purpose and ethical values for leadership and
- 3 Use power appropriately in order to positively influence and gain commitment from others.

Jung and Sosik (2002) concluded that TF leadership is positively related to group empowerment, cohesiveness, and effectiveness. Jung and Sosik's study was supported by a previous study such as Foels, Driskell, Mullen, and Sallas (2000). While, Bogler (2001) found that teachers' commitment and satisfaction is affected by principals' leadership styles, both directly and indirectly. However, group members' commitment and satisfaction was moderated by variables such as gender, composition of the group, and its size. Another study by Yu, Leithwood, and Jantzi, (2002) indicated that there is a weak but significant effect of TF leadership on teachers' commitment to change and reform. This work reinforces the findings of a study by Geijsel et al., (2003) which demonstrated TF leadership had indeed influence on teachers' commitment to school reform.

School leadership is considered highly significant in influencing teachers' levels of commitment and engagement with new initiatives and reforms (Day, 2000; Fullan, 2002; Louis, 1998). School leaders are considered the interpreter between the schools and the system's goals. It is the connector between priorities and specific teacher practice. Given the core role of teachers' commitment that appears to play in conceptions of teaching profession, it is reasonable to assume that any reforms deemed desirable by schools and systems are only likely to be successful if such reforms are interpreted for teachers in a way that relates to their professions. Thus, school leaders are of crucial importance in establishing and maintaining connections between the new educational ideas and teachers' existing commitments and ideological frameworks.

2.5.1 Other Influential Moderators

Literature on organizational commitment predicts that the personal characteristics of age, length of employment, job satisfactions, organizational effectiveness, gender, educational level and occupational status will predict commitment among workers (Mowday, Steers & Porter, 1979). All these personal characteristics have been investigated in relationship to organizational commitment (Mathieu & Zajac, 1990). The most frequent investigation relating personal characteristics in the international literature are gender, age, tenure, and education (Lok & Crawford, 2003). Situational factors are the second component of organizational commitment and identified as antecedents to commitment. Typically, situations that affect commitment are those that related to characteristics of work and the experiences that workers have on their job, and characteristics of their organizations (Douglas & Xing, 2007; Glisson & Durick, 1988; Gregersen & Black, 1992).

Mathieu and Zajac's (1990) research indicated that women in the USA organizations tend to be more committed as compared to men. This is due to that jobs for women are more difficult to find; there are fewer options presented for employment; and that there are obstacles relating to marriage and family that make it more difficult for women to become organizational members. Aven, Parker and McEvoy (1993), further supported this notion. Because of this, it makes sense to indicate that once acceptable employment is obtained, women tend to be more committed to it. As our cultures and socialization move toward a more egalitarian society, there may be an

increased moral obligation to work, limited alternatives for relocation, lowered educational opportunity and sufficiency, limited skill transferability and higher degrees of community anchoring. This would create the logical expectation that gender will predict CC and NC. Meyer and Allen (1991) conceptualization provides some detailed evidences where CC is influenced by the psychological states of caring, loyalty, inspiration, effort motivation, and company reputation.

There are no significant differences in the levels of organizational commitment between male and female teachers (Mohammed & Jose, 2008). Study by Kacmar, Carlson and Brymer (1999) found that gender is not a good predictor of any of the forms of organizational commitment and this was seconded by Mohammed and Jose's study. Another research carried out by Reyes (1992) also found that female teachers tend to have higher school commitment than male teachers but it was the opposite results for Aydin, Sarier and Uysal (2011) study. Thus, this study anticipates that gender will have a predictive value for teachers' commitment.

Academic literature centered on American indicated that age and time spent in a workplace tend to be positively correlated with organizational commitment. As teachers get older, the study postulates that preference for other alternative employment opportunities decreases while personal investments and side bets tend to increase in the present employment. This promotes CC to the school organization, but not necessarily behavioural and AC states (Allen & Meyer, 1996; Angle & Perry, 1981; Gregersen & Black,

1992; Mathieu & Zajac, 1990; Mowday, 1998). Meyer and Allen (1991) in their research in China, predicted that age would bring lower numbers of work alternatives, greater anchoring in a community, higher psychological valence for pensions, greater sunk costs in side bets, lower attractiveness and possibilities for relocation, greater chance for educational insufficiency, lower skills development, and lower skill transferability. These would strengthen the reason to believe there would be higher CC. In consideration of other commitment factors, a high moral obligation to work and historic cultural reward for loyalty, research studies would expect that age is a predictor of NC.

A number of studies have suggested that age (Hrebiniak & Alutto, 1972; Lok & Crawford, 2003, 1999) and education (Lok & Crawford, 2003, 1999) have a significant impact on organizational commitment. Weisman, Alexander and Chase (1981) found that age was a strong predictor of job satisfaction among nurses. Mathieu and Zajac (1990) and Staw and Ross (1977) suggested that commitment increases with age and decreases with education while Lok and Crawfords' (2003) study revealed a small ($r = 0.23^{**}$) but statistically significant positive correlation between age and commitment, but a near zero correlation between education and commitment. The older the participant, the greater was the degree of commitment, reflects the notion of "sunk costs" (Mathieu & Zajac, 1990; Meyer & Allen, 1984; Staw & Ross, 1977) which was perceived as an investment in the organization (Williams & Hazer, 1986). In contrast, Lok and Crawford (1999) found that there is a positive relationship between age and commitment.

Meyer and Allen's (1991) research findings in China were supported by Somkid Kaewprasit (2008) findings where 400 respondents working in a local and multinational company in Thailand. He found that younger staff in both types of company show less commitment as compared to the older generation. Finally, participation, goal clarity, work clarity, status and respect would have us think that age will be positively related to AC. This study anticipates that age will significantly moderate teachers' commitment.

In America, research studies have found education to be inversely related to commitment. Mathieu and Zajac (1990) and Mowday (1998) also suggested that workers possessing high levels of education may have higher expectations, and may then be more committed to their professions than to any one organization. Since these workers may have a greater number of alternative work opportunities, they may not develop high levels of CC to their organizations. However, DeCotiis and Summers (1987) suggest that the negative correlation arises because it might be perceived that rewards do not adequately reflect the level of education, knowledge and skills. In relation to educational level and organizational commitment, it has been found that educational level was negatively correlated with organizational commitment (Lok & Crawford, 2003, 1999).

In Malaysia when education is highly valued and educated person will contribute greater to society according to their skills and talents. If this were still true, this research would expect no predictive value from education in relationship to CC. Higher levels of education may predict greater NC in this

Meyer and Allen conceptualization. Teachers having greater mobility and opportunity to work in all parts of Malaysia may have greater potential to relocate, and greater potential to effect change. With this in mind, the expectation is that education will be inversely related to the commitment measures.

Several organizational characteristics will positively relate to commitment (Mowday, 1998). Of these, organizational effectiveness seems particularly relevant because of the focus on efficiency and adaptation (Mott, 1972). The more effective an organization can present itself in its achievement, the higher will be the level of commitment on the part of its employees. In Malaysia, it is predicted that a higher performing, more effective organization will have a positive influence on commitment using the Organization Commitment Questionnaires (OCQ) and AC/CC/NC model. While Somkid (2008) found that multinational company workers had a higher level of commitment as compared to local company workers. He further concludes that the types of organizational further serve as an influential factor on the level of worker organizational commitment in Thailand.

To explore organizational commitment differences between teachers based on years of experience, Mohammed and Jose (2008) found that no impact of teachers' experience on the levels of organizational commitment. This is not consistent with the findings of Reyes (1992) that suggests teachers' years of experience correlate negatively with their organizational commitment

but it does reinforce Lok and Crawford (1999) findings that years of experiences fail to show any relationship with commitment.

Previous studies have indicated that position tenure and organizational tenure have positive effects on commitment (Lok & Crawford, 2003). This can be explained due to the organization's socialization process. The length of service in an organization is positively related to the level of internalization of organizational values that results in greater commitment from individuals (Allen & Meyer, 1990; Hellriegel, Slocum & Woodman, 1995; O'Reilly, Chatman & Caldwell, 1991).

Both organizational and subculture variables were significantly correlated with commitment. However, it was observed that subculture had a stronger association with commitment than organizational culture. Recent studies have suggested that organizational culture and subculture could have differential effects on individuals in the workplace (Brown, 1995; Krausz, Koslowsky, Shalom & Elyakin, 1995; Martin, 1992; Trice & Beyer, 1993).

Another important finding in Lok's research is that innovative and supportive subcultures had positive associations with commitment, while a bureaucratic subculture had a slight negative association with commitment. This finding is consistent with previous findings, which suggested that a bureaucratic environment often resulted in a lower level of employee commitment (Brewer, 1993) and performance (Krausz et al., 1995; Trice & Beyer, 1993). A similar, but weaker pattern of associations with commitment

was also observed with the corresponding organizational culture variables in those studies.

2.6 TODAY CHALLENGES TO PRINCIPALS' LEADERSHIP STYLES

Today's principal cannot, and should not, be the only leaders in a school. The pervasive view of the principal as the sole instructional leader in school is inadequate and increasingly difficult given the current demands for academic accountability and accessibility (Marsh, 2000; Pellicer & Anderson, 1995; Smylie, Conley & Marks, 2002). The implication of teacher leadership for schools exists around a shared leadership model in an empowering learning community. However, the absence of a clear concept of teacher leadership limits collective action to effectively change schools and improve students' learning.

Many studies have found that teachers participating in decision making and collaborative teacher principal leadership contribute to school effectiveness, teaching commitment, and improvement in students' performance (Lee, 2007). By empowering teachers and distributing leadership, Lee further concluded it had an impact on students' performance as well as the teacher leader's own professional learning. Lee stretched that these collective capabilities of teachers are brought together to deal with complex problems, manage ambiguous tasks, and develop new courses of action as well as serving as a catalyst for their commitment and teaching professionalism.

However, there is little preparation for teachers and administrators to work together. Lee (2007) agreed with Carr (1997) asserted that frustration and dissatisfaction of many teachers is rooted in their lack of understanding of the school functions beyond the classroom, such as budgeting, scheduling, and so on. At the same time, it seemed that many administrators lacked of knowledge to be effective curriculum and instructional leaders, especially in high performing schools.

Inevitably, future principals and administrators must share the particular knowledge and skills that are manifested as educational leadership. Thus, they might be educated together without the barriers of traditional university programming with its emphasis on the continuing role of principal as the solitary instructional leader. Consequently, rather than imagining more ways to lure teachers into administration, we might concentrate on how to redefine the roles and responsibilities of administrators, teachers and re-conceptualize school leadership as a whole.

Mohamed and Jose (2008) in his study of an Islamic School in a large urban centre in Canada further indicated that teachers view their principal as a role model who demonstrates high moral standards and avoid the use of power either unnecessarily or for personal gain. They perceive coaching and mentoring as the leadership behaviours followed to help them go through their work. It appears that the TF leadership is the most dominating factors of all three leadership styles while teachers at that school rank the Laissez faire (the non-leadership style) lowest.

2.6.1 Today School Structural Hierarchy

Today the workloads bore by the principals and teachers are extremely heavy (Angle, et al. 2008; Azita, 2012; Sharifah, Suhaida & Soaib, 2014). The National Union of Teaching Profession has risen up this matter almost every year to seek sympathy, rectification and betterment for this profession. The higher the position in the hierarchy means more responsibilities he or she had to carry. Today, school managements are divided into hierarchies where each hierarchy is responsible for certain job specification (Figure 2.7). The principal who is the leader in this case need to synchronized every hierarchy or department before a school can functioning well.

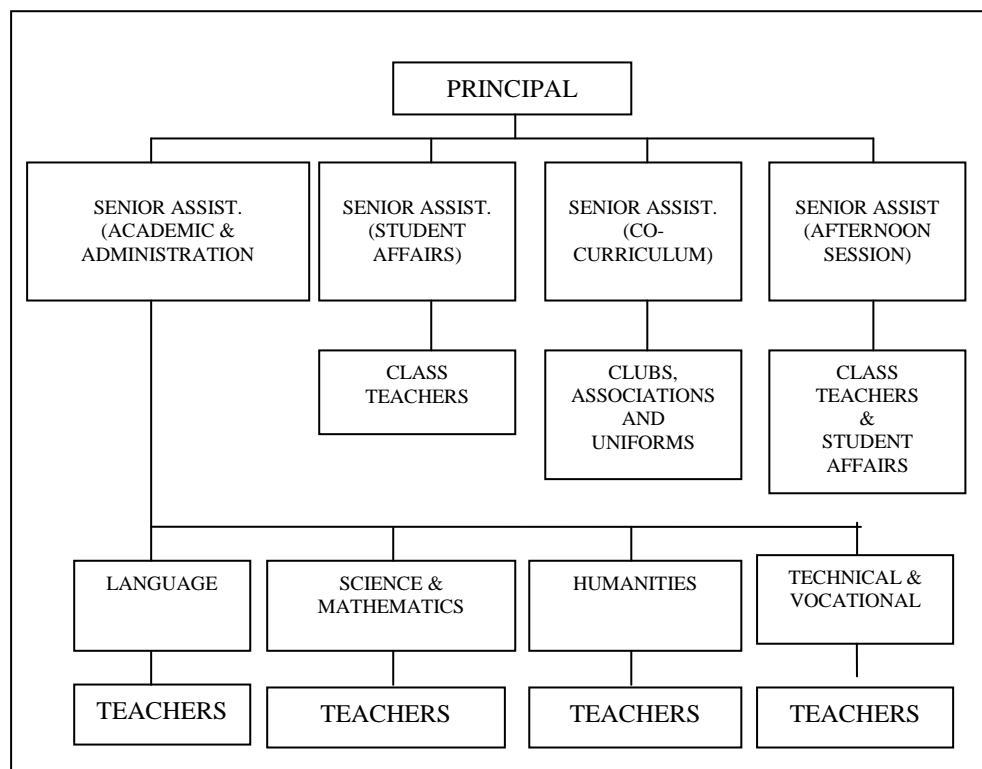


Figure 2.7 School Organizational Hierarchies

2.6.2. Research Extension

Besides the conceptual framework discussed in Chapter 2, this study intends to clarify other factors that might influence and magnify the level of commitment of teachers. Factors that exhibit-moderating effects on teachers' commitment are explore in this study. These include ethnicity (Govindan, 2000; Hofstede, 1983; Lim, 2001, 1998), religion (Phoon, 1998), age (Lok & Crawford, 2003, 1999; Mahfooz, Zainal & Rehana, 2004; Mathieu & Zajac, 1990; Meyer & Allen, 1984; Staw & Ross, 1977), years of service (Hellriegel, Slocum & Woodman, 1995; Lok & Crawford, 2003, 1999; Mohamed & Jose, 2008; Sinha, 1979; Williams & Hazer, 1986), gender (Kacmar, Carlson & Brymer, 1999; Mohammed & Jose, 2008), levels of education (DeCotis & Summers, 1987; Lok & Crawford, 1999) and types of organization (Brown, 1995; Krausz et al., 1995; Martin, 1992; Trice & Beyer, 1993). In addition, this study also includes the above factors to serve as moderating variables in this teacher-principal relationship. The sub-effects on the relationship between the leadership styles and the level of teachers' organization commitment that seek to extend the research framework.

2.7 CONCEPTUAL FRAMEWORK

This research is better comprehended when a conceptual framework that adequately reflects the constructs that have been determined were built. Understanding and testing of the advancement of theory and exploring of new knowledge will be the ultimate goal of research. In this study, grounded in

both the empirical research and an assessment of exhaustive review of previous literature on leadership styles, leadership studies had considered the following links.

2.7.1 Link between Gender Stereotyping and Leadership Styles

The first premise states there may be actual differences in the leadership styles exhibited by men and women. This kind of perception suggests that members of one gender exhibit effective leadership behaviours better than the other gender. The second premise is there may be stereotypes associated with effective leadership that preclude many women from being considered for promotion and/or career development opportunities, because women do not fit a leadership stereotype (Heilman, Block, Martell, & Simon, 1989, Pew Research Center, 2014). This section will explore both of these explanations for gender differences in leadership.

In the early 1990's, there have been some empirical evidence that suggest females performed in a more TF manner as leaders than males did (Christine, 1999). These gender differences may or may not lead principals to be more effective. The style of leadership matters the most. Leaders in the next century will lead from the center, gleaning the best ideas from those around them, not from the top (Pew Research Center, 2014).

Druskat (Christine, 1999) in his study of religion profession concluded that female subordinates evaluated female leaders as being more TF as

compared to male leaders who were evaluated by male subordinates. He further suggests that TF leadership may be a more feminine style of leading, and is more likely to emerge in all female organizations. Women control the resources and so they are less constrained in their leadership styles. These studies lead to some thought provoking ideas, since women have been largely identified as being more TF, they may in fact, be more accepted as leaders once organizations called for leaders that are more TF in the coming years (Surbhi, 2015).

Eagly, Makhijani, and Klonsky (1992) explored the premise where there are stereotypes that negatively affect females as being looked at in a positive manner in leadership positions. They found that female leaders were evaluated slightly more negatively than male leaders. Moreover, male subjects had a stronger tendency to devalue women in leadership roles than female subjects did (Aydin, et al., 2011). One similar study was done by Russell, Rush and Herd (1988), in which they asked women to describe the characteristics they would deem as associated with effective male and effective female leadership styles. Results from this study indicated that female leaders were rated higher in consideration and initiating structure than male leaders. In short, the literature did show that there are differences in stereotypes for male and female leaders (Surbhi, 2015). Moreover, this literature, with the exception of Russell, Rush and Herd (1988), suggests that stereotypes often function to the detriment of women. Further, women do not fit well with perceivers' images of an effective leader; they may be passing over for promotion and developmental opportunities in favor of men, who are

more often associated with leadership (Heilman et al., 1989; Pew Research Center, 2014).

2.7.2 Link between Principal Leadership Styles and Teachers' Organizational Commitment

Much attention had focused on the influence of principal leadership styles on teacher's organizational commitment. Both TF and TS leadership styles became the target of research studies in the early evolution of theory until recently their domains have received much critics on its psychometric properties (Surbhi, 2015). On the other hand, there were not many research studies on NT leadership style. Research studies by Ansari, Ahmad & Aafaqi (2004) suggested that this NT type of leadership might serve as a new trend of leadership in Malaysian organizations. The ultimate reason given is the similarity of organizational culture between Malaysia and India. Teachers' organizational commitment becomes the intense and rigorous research topic lately due to Malaysian poor standard of education especially in the Program International Students Assessment (PISA) ranking.

This literature gap in research has convinced the study to identify teachers' organizational commitment as the dependent variable and the principal's leadership styles as an independent variable. The principal is considered the agent of change, influencing directly or indirectly and through moderating effects, the actions of teachers and the attainment of commitment. Figure 2.2 shows this study proposed framework.

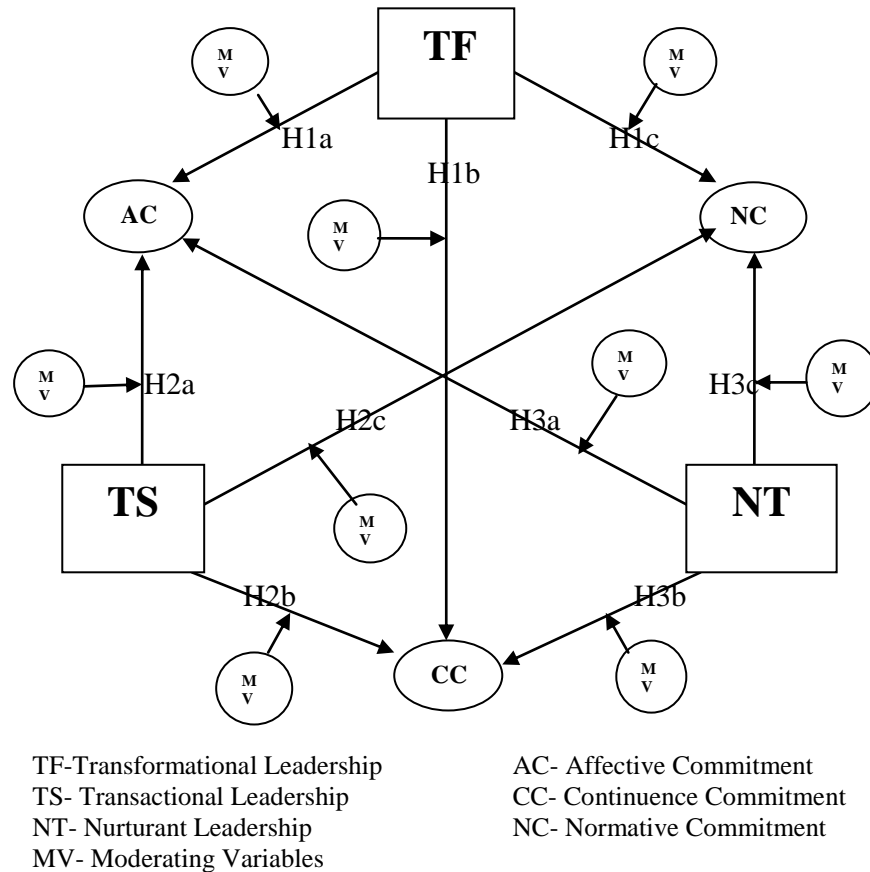


Figure 2.8 Proposed Research Framework

2.8 SUGGESTED HYPOTHESES

For the purpose of this research, the study hypothesized that specific leadership styles will have a strong influence on the level of teachers' commitment. It is assumed that the leading styles of the principal will have some stage of psychological influences on the teachers' commitment that he or she is leading. Nine hypotheses had been concluded from literature review for further testing in this study.

H1a: Principals' transformational leadership style has significant influence on teachers' affective commitment.

H1b: Principals' transformational leadership style has significant influence on teachers' continuance commitment.

H1c: Principals' transformational leadership style has significant influence on teachers' normative commitment.

H2a: Principals' transactional leadership style has significant influence on teachers' affective commitment.

H2b: Principals' transactional leadership style has significant influence on teachers' continuance commitment.

H2c: Principals' transactional leadership style has significant influence on teachers' normative commitment.

H3a: Principals' nurturant leadership style has significant influence on teachers' affective commitment.

H3b: Principals' nurturant leadership style has significant influence on teachers' continuance commitment.

H3c: Principals' nurturant leadership style has significant influence on teachers' normative commitment.

Beside the 9 hypotheses, other moderating variables (refer to principal and respondent gender, type of school, respondent age, religion, race, marital status, years in services, education level, position tenure, service scale and years in school) were investigated to find out how significant each moderator in influencing the structural relationship between the principal leadership styles and teachers' organizational commitment.

2.9 CONCLUSION

Numerous of researches in the individualistic western world and theories derived under exclusive of these ideologies have been the main focus on the topic of leadership. Without leaving behind researches based on the Indian Continent and the collective eastern cultures, this has contributed a remarkable input on the same topic. It is the aim of this study to integrate both the western and eastern differentiation in Malaysian context and to proceed how authentically their theories apply in this emerging and growing country. It is a “the east meet west” research, where by other influential factors are considered significant in moderating the relationship between the styles of principals leadership and the level of teachers’ organizational commitment.

In the next chapter, the research procedure and methodology will be presented accordingly. This includes research philosophy and design, population and sample, instrumentation, pilot testing and comparison, data collection, ethical consideration, and fieldwork.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter discusses the methods and procedures used in this research. This chapter includes (1) Research Philosophy and Design, (2) Population and Sampling, (3) Instrumentation, (4) Pre and Pilot Testing of The Survey Instruments, (5) Pilot Test Results and Its Comparison, (6) Data Collection, (7) Ethical Consideration, (8) Fieldwork. This research attempts to identify leadership styles of school principals and clarify the structural relationship of a particular leadership style that influence on teachers' commitment. TF, TS and NT leadership were used as independent variables. TF and TS leadership were chosen based on extensive research that were done in the past and a thorough review of the leadership literature (Abdul (2005); Cheah (2008) and Mohamed and Jose (2008). Whereas, NT leadership style was chosen in this study as the MOE (Ministry Of Education) is stressing the needs of good human relations in managing among teachers, non-teaching staff and students (Sabariah, Juninah, Khaziyati, and Salina (2010).

The study's framework is a modified version of studies conducted by earlier research studies in organizational commitment. Most of the previous research supports the notion that organizational commitment is influenced by numerous factors which include;

- a. Collective work culture (Lee, 2007),
- b. Job satisfaction (Decotis & Summers, 1987; Glisson & Durick, 1988, Abdeljalil & Syed Omar, 2014),
- c. Demographic factors including age, skills, knowledge, educational level, position tenure and organizational tenure (Decotis & Summers, 1987; Lok & Crawford, 2003),
- d. Organizational culture and leadership (Chen & Francesco, 2003; Mathieu & Zajac, 1990; Naser, 2007; William & Hazer, 1986),
- e. Educators and policymakers alike (Lambert, 2002; Prestine & Nelson, 2005),
- f. Leadership Styles (Abdul, 2005; Avolio, 1999; Bass, 1998; Bennis & Nanus, 2003; Bennis & Townsend, 2005; Cheah, 2008; Lok & Crawford, 2003, 1999; Reinhartz & Beach, 2004) and
- g. Leader gender (Embry, Padgett & Caldwell, 2008; Kacmar, Carlson & Brymer, 1999; Lok & Crawford, 2003, 1999; Mohammed & Jose, 2008; Pew Research Center, 2014)

Other variables suggested by previous studies such as principal and respondent gender, type of school, respondent age, religion, race, marital status, years in services, education level, position tenure, service scale and years in school will serve as moderating variables in this principal-teacher relationships study. The strong supporting evidence for choosing these variables is that Malaysia public schools are fully funded by the government and thus all schools are standardized in term of working condition and teaching pedagogy. These serve as a control environment for other factors that

might influence teachers' commitment. With the majority of teachers who are Malays and Muslim faith, the preferable gender for their leader is still male as quoted in Verse 34 of Surah an-Nisa from the Quran (Ahmad Shafaat, 2000; Pew Research Center, 2014). This concludes that gender of a leader in Malaysia serves as important moderating variables in this study beside other suggested factors.

Due to this religious teaching, status quo and male stereotyping, the study attempts to investigate how the gender of principals serves as a moderating effect on teachers' commitment. The traditional Asian culture that still prefers male as their leader further serves as an accelerator factor in this male dominance and stereotyping cultures. According to Aydin, et al (2011), these accelerating factors include;

- a) Belief and perceptions that males are better than females as leaders (Burke, Rothstein & Bristor, 1995),
- b) Female leaders are less competent than male leaders (Fochi, 1996),
- c) Women who appear to be assertive are viewed as violating expectations about appropriate behaviour for women (Meeker & Weitzel-O'Neil, 1985) and;
- d) Women who are more masculine in nature rated even more poorly as compared to their male counterparts (Embry, Padgett & Caldwell, 2008).

Based on literature review in Chapter 2, it can be deduced that there is a certain amount of influence between the principal's leadership styles and teachers' organizational commitment are moderated by other factors. It is also apparent that the independent variables in this study comprising all the three types of leadership tend to influence the three types of teachers' organizational commitment that hereinafter refer to as the dependant variables. The proposed research framework presented in Chapter 2 conceptualizes both the dependent and the independent variables and their linkages which to be investigated in this study.

The objective of this research is to identify leadership styles of school principals in the State of Perak and determine if there are certain degrees of influence on teachers' organizational commitment. Schoolteachers' commitments are relatively based on Average School Grade Index (ASGI) where it assumes that the lower the index the higher the teachers' commitment is. Leadership styles were determined using the MLQ-5X questionnaires develop by Avolio and Bass (2004) and NT leadership style by Sinha (1980), while OCQ founded by Allen and Meyer (1996) would measures the degree of teachers' organizational commitment. The primary goal of this study is to examine the predictive influence of principal leadership styles on schoolteachers' commitment. The study is designs to seek the explanations on attitudes and behaviour of teachers' commitment based on the data collected. In this study, it is proposes that specific leadership styles will have significant influence on teachers' organizational commitment.

3.1 RESEARCH PHILOSOPHY AND DESIGN

This study uses quantitative design for researching. According to Creswell (2003, 1994), quantitative study is defined as an inquiry into social or human problem by testing a theory composed of variables, measured with numbers and analyzed with statistical procedures in order to determine whether the predictive generalizations of the theory hold true.

Quantitative research strategy refers to deductive approach. Deductive approach as defined by Bryman (2004) as “an approach that explains the relationship between a theory and research in which the later is conducted with reference to hypotheses and ideas inferred from the former.” (p 8) This study is based on previous theories of leadership and organizational commitment. These theories become the framework for the study, the models for research questions and objectives or hypotheses and procedures for data collection (Creswell, 2003). Figure 3.1 illustrates the process of deductive approach that is usually used in quantitative research. The study drives to test or verify a theory by examining research questions or hypotheses derived from previous theories and by using instruments to observe behaviours or attitudes of the respondents in the study. Finally, the study gathers data using reliable and valid proven instruments, tests and verifies theories that are normally used in extensive research strategies.

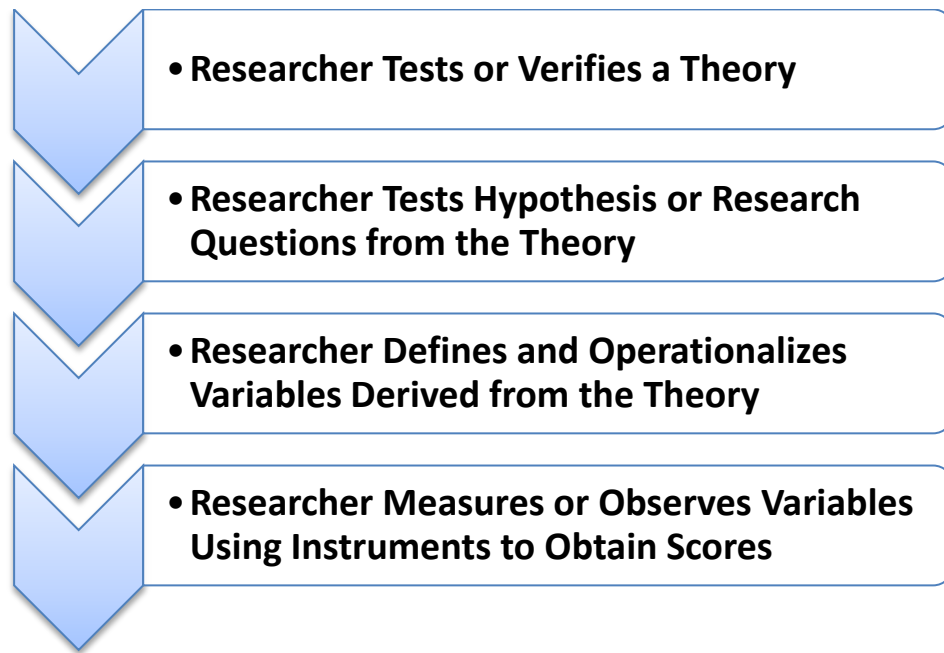


Figure 3.1 The Deductive Approach (Source: Creswell, 2003. p.125)

The survey method, as a form of seeking explanations on attitudes and behaviours, is suitable for conducting this study (Ary, Jacobs & Razavich, 1990). Easterby-Smith, Thorpe and Lowe (2002) explained that survey method based on extensive research (positivism) is only significant if based on observations of external reality. According to Staiton-Rogers (2006), there is “a clear-cut of relationships between things and events in the outside world and people’s knowledge of them” (p.80). A constructive quantitative survey design can provide numeric description of some fractions of the population (survey) through the data collection process of asking questions. By analyzing these data the study is able to generalize the findings from the sample of responses to a population deductively or objectively (Bryman, 2004).

According to Fowler (1995), the survey methodology is considered suitable and therefore employed in this study because this study intends to

collect responses from a diverse geographical area in the state of Perak. The analysis is to be deductive in nature and examines whether leadership styles would predict, and explain the increase in the level of teachers' commitment (positivism). Data collected are analyzed and interpreted to determine if there is any significant influence by selected principals' leadership styles on teachers' commitment. This type of study is also referred as 'resource' researching (Saunders, Lewis & Thornhill, 2007). The study attempts to explain and predict by searching regularities and causal influence of principal leadership behaviours on teachers' commitment. Influenced by the logic of experimental designs, research methodologies in post-positivist paradigms are derived from natural science by using large-scale survey of representative samples and formal questionnaires (Jack & Patricia, 2016).

This study involved six latent constructs (unobserved variables). The exogenous variables in the study are the three styles of principal leadership and the endogenous variables are the three types of teachers' organizational commitment. The independent variables (exogenous) are the leadership styles: TF, TS and NT. The dependent variables (endogenous) are the three types of teachers' commitments, classified into AC, CC and NC. On top of this, the study also intends to explore some moderating variables suggested by previous research studies. These include the types of school, principal and respondent gender, respondent's age, religion, race, marital status, years of service in education, level of education, present position tenure, service scale and years of service in the present school.

All variables in this study are not controlled nor manipulated as in the experimental design; its main concern is more on the influence relationships among the variables and the ability of the independent variables in explaining and predicting the value of dependant variables. It will also try to explain how much of the total variations in the criterion variables or the dependant variables, is accounted for by the three independent variables. This type of analysis and explanation of data is supported by Ary, Jacobs and Razavieh (1996) and Lehman (1995) when influence relationships among variables are concerned.

3.2 POPULATION AND SAMPLING

The Perak State Education Department provides the data for determining the types of school based on their PMR (Penilaian Menengah Rendah) examination results. This examination caters for all Malaysian students between the ages of 15 to 16 years old that enrolled in government public school. The examination consists of a minimum of seven subjects to a maximum of nine subjects. Students need to pass all subjects taken or otherwise classified as failures in this examination.

The targeted population of the study includes those schools that classified as high performing school and non-performing school in the state of Perak. Therefore, the list of schools found in the directory given by the State Education Department represents the sampling frame for the present study. Schools were divided into two sub-groups, the performing and the non-

performing schools based on three consecutive years (2008, 2009 and 2010) of PMR achievements. From the above two sub-groups, they were further divided into male and female principal-lead schools. The samples of this study were selected from a list of two hundred and twenty five schools based on their three consecutive years of PMR performances (Laporan Pencapaian Sekolah-sekolah Negeri Perak, Jabatan Pelajaran Perak, 2008, 2009, and 2010). From each selected school, 15 teachers were selected randomly from each group of schools that were earlier stratified according to the specified criterion. Teachers from each stratified schools were targeted since they were directly involved in the process and had the first hand knowledge of their own organizational commitment influenced by their principal leadership styles.

The target respondents were lower secondary schoolteachers. The respondents were teachers from each stratified school who would be rating the principal's leadership characteristics. The respondents were both male and female teachers and ranged from 24 to 57 years old.

The logical reasons behind for choosing the PMR Public examination as the segregation criteria for performing and non-performing schools were:

- a. In PMR examination, each candidate is subjected to pass all subjects that were assigned for in order to be considered a pass in PMR.

- b. For the present SPM level, a pass in SPM means each candidate only needs to pass Malay Language (Bahasa Melayu) and from year 2013 onwards, History is inclusive.

Due to the two reasons mentioned above, it is therefore rational to take PMR as the basic for this classification, as it is more comprehensive than the SPM level that needs only to pass in one subject (Bahasa Melayu). This overall and weightage serve as the basic classification between the performing and non-performing schools. The performing schools were schools with more than 50 % passes in its PMR examination as compared to non-performing schools with less than 50 % passes in its PMR examination. The purpose of developing these two classifications of schools is to provide a rational basis for making data-driven comparisons of schools. The two groups are described below.

The first group was the performing schools, with more than 50 percent passes rate on three consecutive years and with an Average School Grade Index (ASGI or Gred Purata Sekolah) less than 2.5 points in its PMR examination. According to the Malaysian Standard Quality of Education (SKPM/NKRA, 2010), schools with lower ASGI point indicate better school performance in term of quality. ASGI point 1-5; ASGI=1 means all students score As in all their subjects, ASGI=2 means a score of all Bs, ASGI=3 means a score of all Cs, ASGI=4 means a score of all Ds, while ASGI=5 means students fail all subjects with grade E). For the purpose of this study, the top 19 schools in Perak were classified as performing schools. These schools were

chosen based on more than 90% passes (90.76% to 100%) in PMR examination for the past three consecutive years (2008, 2009 and 2010) and an Average School Grade Index (ASGI or Gred Purata Sekolah) between 1.03 to 2.05 points. These performing schools were further sub-divided into male and female lead schools for comparative purposes. See Table 3.1 on the next page for details of the performing and non-performing schools and Appendix D for the full details of the 19 schools.

The second group was the underperforming schools, with less than 50 percent passes (between 5.88% and 48.68%) and with an Average School Grade Index (ASGI or Gred Purata Sekolah) between 2.99 to 3.91 points in its PMR examination. The higher the ASGI point indicated the poorer the school performance. The bottom 29 schools were selected as respondents from the non-performing schools list. Appendix E lists the full details of the bottom 29 schools in Perak. Table 3.1 refers to the selected general population of respondents in this study.

Table 3.1 Stratified Population of Top 19 Schools and Bottom 29 Schools in Perak Based on their Performances in year 2008, 2009 and 2010 PMR Results

Strata	Number of Schools	Frequency (%) (Male Principal)	Frequency (%) (Female Principal)
School Performance			
a. Performing Schools (more than 90% passes)	19	8(42.11%)	11(57.89%)
b. Non-Performing Schools (less than 50 % passes)	29	21(72.41%)	8 (27.59%)

Note: The list of the selected school names can be referred in Appendix D & E.

All the schools classified under the criterion stated earlier in the State of Perak will be taken into account for this study. This study divided the schools into two groups based on the criteria above. The purpose is to find out how principal leadership styles in these two groups of schools affect the teachers' organizational commitment. It also serves as the basis for comparison for both principals' leadership styles, teachers' organizational commitment and the negative perception on underperforming schools by the public.

3.2.1 Sample Size and Power Analysis

Cohen (1988) advised that in order to determine the required sample size of a research plan, one should predetermine the significant criterion α (significant level), and the desired degree of statistical power. The expected population r , which referred as the effect size, should be specified. As the sample size gets larger, the smaller the error and the higher the precision level of analysis. This, according to Cohen, will strengthen the probability of detecting the phenomena under study. He further clarifies that selecting a representative sample of a population is better than having a large but biased sample that will lead to erroneous statements about the population under study.

Using the G-power proposed by Faul, Erdfelder, Buchner and Lang (2009, 2007), the study has calculated the required sample size for the different statistical tests. By specifying the effect size, $d=0.3$ (medium), $\alpha = 0.05$, Power = 0.95, the priori analysis calculated a sample size of 134.

Following Cohen (1992) who suggested fixing the power at 0.80 which is also a convention proposed for general use, requiring a sample size of only 82 even when the effect size and α remained the same. For ANOVA f-test with fixed effects, omnibus and one-way, the required samples size is 210 after specifying the effect size, f value= 0.25 (medium), α = 0.05, power= 0.95 and Groups = 2 (If the power is fixed at 0.80 as suggested by Cohen (1992) while the effect size, α and groups remained unchanged then the required sample size is only 128). Finally for the F-test in multiple Regression (fixed model, R^2 deviation from zero), by specifying the value of effect size, $f^2 = 0.15$ (medium), α = 0.05, power = 0.95 and the number of predictors = 3, the total sample size required is 119 (If the power is to fixed at 0.80 suggested by Cohen (1992) while the effect size, α and groups remained unchanged then the required sample size is only 77).

Cohen (1992) suggested that if the power is set too high, a small difference in the effect is detectable, which means that the results are significant, but the size of the effect is not practical or of little value. In addition, a larger power would require a sample size that is likely to exceed the resources of the study. Cohen's (1992) argument is supported by High (2000) and to avoid these problems, Cohen suggested fixing the power at .80 ($\beta = .20$), which is also a convention proposed for general use. However, this value is not fixed. It can be adjusted depending on the type of test, sample size, effect size as well as the sampling variations.

Effect size can be measured using raw values or standardized values. Cohen (1992) has advice that effect sizes can be categorized into small, medium and large values depending on the type of statistical analyses employed. According to Faul et al. (2009), when statistical power analysis is used to determine the sample size, the objective of the analysis is to calculate an adequate sampling size to optimize as opposed to maximizing sampling effort within the constraint of time and money. Optimizing sampling efforts will avoid situations where lack of subjects is considered giving rise to inconclusive inference making. On the contrary, maximizing sampling efforts occur when the collection of data goes beyond the required level to achieving significant results, thereby, limited resources are wasted.

Effect size refers to the degree that the phenomenon is available in the population or the degree to which the null hypothesis is false (Cohen, 1988). It essentially measures the distance or discrepancy between the null hypothesis and a specified value of the alternative hypothesis. Each statistical test has its own effect size index. For example, the effect sizes to test the significance of product-moment correlation coefficient, r , are, .10, .30, and .50, for small, medium and large respectively. For regression analysis, the effect size index, f^2 for small, medium and large effect sizes are $f^2 = .02$, .15, and .35 respectively. The smaller the effect size, the more difficult it would be to detect the degree of deviation of the null hypothesis in actual units of response. Cohen (1992) proposes that a medium effect size is desirable as it would be able to approximate the average size of observed effects in various

fields. He also argues that a medium effect size could represent an effect that would likely be “visible to the naked eye of a careful observer” (p.156).

The statistical level of significance for most studies in the teaching field is often fixed at $\alpha = .05$. Any lesser stringent alpha would increase the risk of false rejection (Eagle, 1999; Cohen, 1988), which casting doubts on the validity of the results. However, if the alpha is too conservative, evidence from the findings might fail to reject the null hypothesis in the presence of substantial population effect. Therefore, setting the alpha at .05 is considered the most conventional level of significance, which is normally used in the field of education (Ary, Jacobs & Razavieh, 1996).

To determine next is the statistical power, which is expressed as $1-\beta$ where β is the probability of wrongly accepting null hypothesis when it is actually false. The power of a statistical test is defined as the probability that a statistical significance test will lead to the rejection of the null hypothesis for a specified value of an alternative hypothesis when there is sufficient evidence from a collected sample (Cohen, 1988). Putting it simply, it is the probability of correctly rejecting the null hypothesis given that the alternative hypothesis is true.

The above considerations have resulted multiple sample sizes. Since this study required a single sample size, a decision had to be made. As the determined sample size could not simultaneously meet the specifications of multiples hypotheses, the study had decided on a sample size of 495 since it

was the maximum value obtained in this study by responded questionnaires (refer to Table 3.18). This sample size is well above the pre-requirement for ANOVA f-test (the required sample size is 210 after specifying the effect size, f value= 0.25 (medium), α = 0.05, power= 0.95 and Groups = 2).

McQuitty (2004) suggested that it was important to determine the minimum sample size required in order to achieve a desired level of statistical power with a given model prior to data collection. Schreiber, Nora, Stage, Barlow and King, (2006) suggested that the sample size needed is affected by the normality of the data and estimation method used. Nevertheless, the generally agreed-on value is 10 participants for every free parameter estimated. Although there is little consensus on the recommended sample size for Structural Equation Modeling or SEM (Sivo, Fan, Witta & Willse, 2006), Garver and Mentzer (1999), and Hoelter (1983) proposed a ‘critical sample size’ of 200. In other words, as a rule of thumb, any number above 200 is understood to provide sufficient statistical power for data analysis. With the above-required sample size for SEM analysis, again the study sample size comfortably meets the pre-requirement conditions. By taking all the model restrictions (fixed parameters, equality constraints) into account and the method that most widely used for estimation is the Maximum Likelihood Estimation (MLE), which assumes normal multivariate data and a reasonable sample size is about 200 samples (Garver & Mentzer, 1999; Hoelter, 1983; Sivo et al., 2006). Ding, Velicer and Harlow (1995), Hox and Bechger (2001) further supported this “Critical Sample Size” of 200. According to them, stimulation research has shown that with a good model and multivariate

normal data a reasonable sample size will be in the region of about 200 cases although there are normal examples in the literature that use smaller samples. As the sample size becomes larger than 200, the MLE method increases in its sensitivity to detect differences among the data. As the sample size becomes large (>400 to 500), the method becomes “too sensitive” and hardly any difference is detected, making all goodness of fit measures (i.e. Chi-square test statistic, χ^2) indicating a poor fit (Carmines & Mclver, 1981; Marsh, Balla & McDonald, 1988; Tanaka, 1987).

This study gathers 495 samples, which are more than suggested by Ding, Velicer and Harlow (1995), Garver and Mentzer (1999), Hoelter (1983), Hox and Bechger (2001) but less than suggested by Carmines and Mclver (1981), Marsh, Balla and McDonald (1988) and Tanaka (1987). It is assumed that this 495-sample size is sufficiently large enough to test the theoretical model in this study. With the weakness in the AMOS program as mentioned above, SmartPLS program is the answer for this study to analyze the collected data, as it is more robust when compared to AMOS program. However, it should be noted that there are no definitive recommendations when it comes to the adequate sample size to obtain reliable results (Arbuckle, 1997; Bentler & Chou, 1987; Bryant & Yarnold, 1995; Bryman & Cramer, 1990; Gerbling & Anderson, 1985; Tabachnick & Fidell, 1996, 2007). Since there is no clear agreement on the appropriate sample size, Pillai, Scandura, and Williams (1999) suggested that, a range of fit indices, such as Chi-square (dependent on sample size) and Goodness Fix Index (GFI) for independent of sample size, should be taken into account.

Since there is no fixed sample size as discussed earlier, this study final collection of 495-sample size is well above the sample size confirmed by using the G Power. The stratified samples collected were 240 samples (16X15) from 16 out of 19 performing schools and 255 samples (17X15) from 17 out of 29 non-performing schools.

3.2.2 Classification and Selection

The population of the study is Malaysian teachers who are in secondary schools. The rationale to take only the secondary schools teachers as the sample for the study is simply because the study stratified the schools based on the “Penilaian Menengah Rendah” or PMR examination. The PMR examination is only carried out in secondary schools. By choosing those teachers who are teaching the lower secondary schools as the sample of this study, it will fulfill the purpose for this study that is to predict the degree of influence by certain principals’ leadership styles on teachers’ organizational commitment. The locations of the schools chosen are in the State of Perak. All the teachers in this state have equal chances to be chosen as a sample. For the purpose of comparison, the study needs to classify all schools in the state of Perak into performing and non-performing schools.

The classification of the school was based on the PMR results. Therefore, the performing and the non-performing schools represent the sampling frame for the present study. There was a larger portion of schools classified as performing schools (196 schools or 87.11% of the total schools in

the state of Perak) and a smaller portion of schools categorized as non-performing schools (29 schools or 12.89% of the total schools in the state of Perak). The study decided to choose only the top 19 schools which had 90% and above passes in its PMR examination for the past three consecutive years. The last bottom 29-sample schools for the study were selected based on cluster sampling procedure from the list of 225 schools that served as the teachers' population. The units of analysis were the teachers who were teaching in the lower secondary schools. These targeted teachers were chosen for the study since they were directly involved in the process "passes and failure" of PMR examination.

All respondents and schools received a letter explaining the purpose, selection criteria's and the importance of the study that will benefit the administrators in particular and teachers in general (Appendix A) and also an appeal letter to the teachers (Appendix C). This includes an informed consent letter to the respective school principal (Appendix I). The study then sent a letter to the administrative assistant (Senior Assistant) advising the procedure of administering the collecting of data (Appendix B). The administrative assistant of each school then distributed the questionnaires to those teachers teaching in the lower secondary level in his/her school. All participating teachers were given a letter of Informed Consent (Appendix J) and an introductory letter (Appendix C) explaining the purpose and benefits of this study. The questionnaires that each participant needs to respond to include section A: General Curriculum Vitae (in Appendix F), Section B: The Multifactor Leadership Questionnaire Leader Rater Form accompanied by

Nurturant Leadership Rater Form is in Appendix G and Section C contained the Organizational Commitment Questionnaire Rater Form (Appendix H).

Forty-eight schools were chosen out of the 225 schools in the state of Perak based on the above criterion. All schools were then subdivided into different subgroups according to different criteria (Table 3.1). In other words, the population was classified by: (i) their achievement in PMR results as performing and non-performing schools, and (ii) male and female school principals. All teachers under each category had an equal chance to be selected as respondents. Every school was given a set of 15 questionnaires to be filled and completed. In other words, each school in each stratum has the chance to be the sample in the study. Seven hundred and twenty questionnaires (48 schools X 15 questionnaires) were distributed to the selected schools.

There are several major reasons why the study prefers stratified sampling method to simple random sampling. First, it assures the samples were randomly chosen (both the performing and non-performing schools) and able to represent not only the overall population, but also key sub-groups of the population (the top 19 schools and the last 29 schools in the state of Perak). If the subgroup is extremely small, the study may use different sampling fractions within the different strata over the small group (although the study may then have to weigh the within-group estimates using the sampling fraction whenever the study wants the overall population estimates). When the study uses the same sampling fraction within strata, it is conducting a proportionate stratified random sampling. On the opposite, the study uses

different sampling fractions in the strata; it is called disproportionate stratified random sampling (Johnnie, 2012). Secondly, equal changes of sampling will generally have more statistical precision than simple random sampling. This study had indeed classified the two subgroups according to their homogeneity, which is required under this sampling technique. It is expected that the variability within-groups are lower than the variability for the population as a whole. This equal chance sampling method capitalizes on that fact.

3.3 INSTRUMENTATION

3.3.1 The Quantitative Survey

Quantitative method is employed in this study to gather quantitative data. Quantitative survey is information dealing with numbers and anything that is measurable. Based on data collected, this study will display its findings in the form of statistical reports, tables and graphs. In most researches, the use of either quantitative or qualitative methods is uncontroversial and each is used when appropriate. With the usage of raw hard data from this quantitative method, this research can become an empirically study.

3.3.2 Instrument Construction

The primary data for this study was collected through survey method by using the standardized structured self-administered questionnaires. Questionnaires are essential to and most directly associated with the survey

research (Babbie, 2001). For that purpose, the study employed four sections: the first section collected demographical information while the other three were developed by management scholars for their previous researches and had been validated and found to be reliable, valid and subsequently were used in many other studies.

The first section sought information on the respondent and the selected school demographic background. This section contained statements seeking for respondent's personal information together with their school's details. There are altogether 12 questions in this section. This includes;

- i) Respondent's gender
- ii) Gender of school's principal,
- iii) Age of respondent,
- iv) Religion of respondent,
- v) Race,
- vi) Marital Status,
- vii) Years of service in teaching,
- viii) Levels of education,
- ix) Position tenure,
- x) Service scale,
- xi) Number of years serve in this school,
- xii) Other important factors that enhance the respondent's commitment toward the teaching profession

Respondents are required to tick the appropriate column or fill up where it is applicable.

3.3.3 The Survey Questionnaires

This study adopts and adapts three well-known quantitative questionnaires as stated before. In line with past researches carried out in Malaysia, the study is quantitative in nature.

Section B intends to collect data on leadership styles. Leadership styles were measured by using the MLQ-5X Questionnaire (Avolio & Bass, 2004). In Section B of the questionnaire, items (1-12) collect data on TS leadership traits, followed by items (13-41) that collect data on the TF traits. This tool is widely used in leadership research (Lowe, Kroeck & Sivasubramaniam, 1996) and has high validity (Bass & Avolio, 2000).

This instrument identifies the two most common leadership styles of principal namely i) TF leadership and ii) TS leadership styles. The simplified version of MLQ-5X is suitable for this study. Bass and Avolio (2004) have validated this instrument in their extensive and rigorous researches. MLQ-5X is the standard instrument for measuring leadership behaviours and styles. Therefore, the items representing leadership styles of TS (12 items) and TF (29 items) and TS (12 items) were adapted. The items of Laissez-faire leadership styles were omitted due to such leadership style being not applicable in Malaysia school system where there are rigid rules and

regulations in place (Shahrizal, 2010). According to Shahrizal, school principals are subjected to execute directives from the hierarchy.

These chosen questionnaires were based on their reliability and validity that had been confirmed over the years of use (Kirkbride, 2006; Ozaralli, 2003). Many past research studies such as Carless (1998), Den Hartog, Van Muijen, and Koopman (1997), Kelloway, Barling and Helleur (2000), Tepper and Percy (1994), Tracey and Hinkin (1998), Yammarino and Dubinsky (1994) found strong correlations among the subcomponents of TF and TS leadership styles. According to Carless (1988), Tracey and Hinkin (1998), Yammarino and Dubinsky (1994), the MLQ is still reliable and valid to be used as a single, hierarchical construct of TF and TS leadership. For this reason, this study adopted the MLQ as a single construct of TF and TS leadership style.

Forty-one (excluding *lazier faire* items) items consisted of statements that required the respondents to determine the degree to which they agree or disagree on the behaviours of their principals' leadership styles. The scale used, representing each statement was a Likert scale with continuum of from 1 to 5 points. Ascendant from "1" represented a degree equivalent "not at all" to the optimum of "5" represented "frequently if not always".

According to the MLQ Manual and Sampler Set (Avolio & Bass (2004), the MLQ-5X Short is "available in a validated form of 45 items (inclusive *lazier faire* items) for organizational survey and research purposes

and for preparation of individual leader reports” (p. 5). Furthermore, the MLQ-5X Long is “available in a validated form of 63 items for training, development and feedback purposes” (p. 5). The MLQ 5 X has many advantages in identifying, developing leaders, and “it can be used to assess perception of leadership effectiveness of team leaders, supervisors, managers, and executives from many different levels of an organization” (p. 4). In addition, the MLQ is an easy model to understand.

Ten items (42-51) in Section B of the questionnaire collect data on the NT leadership traits. The NT leadership traits were extracted from questionnaires developed by Sinha (1980), who has an extensive 25 years of researches in the Indian continent. This is a combination of task and relationship oriented behaviour with a blend of nurturance. This leadership style is considered a forerunner of the participative style and the priority is attached to productivity over job satisfaction (Ansari, Ahmad & Aafaqi, 2004). NT leadership style is very suitable for Indian organizations (Ansari, Ahmad & Aafaqi, 2004, Sinha, 1995, 1994, 1980) and due to the similarities between Indian and Malaysian organization (referring to cultural and social power distance), the NT leadership is regarded another style of leadership for Malaysia. Past studies showed that NT leadership is effective in management (Ansari, Ahmad & Aafaqi, 2004; Nasina, 2011; Sharmila & Moey, 2009).

According to Hofstede (2001, 1980), India is one of the countries, which has a high score of power distance. Power distance, like status-differential promotes distinct power hierarchies and creates greater power

differences among people. Abdullah (1996) and Shahrizal (2010) in their studies supported Hofstede (1980) that Malaysia is classified as one of the countries as having the highest power distance and generally most Malaysians accept inequality in power and have high respect for elders. Abdullah (1996); Mahfooz, Zainal and Rehana (2004); Nasina (2011) and Shahrizal (2010) found that personalized relationship is preferred in Malaysia as compared to contractual relationship, which is prevalent in western organizations. According to Sinha (1980), Indians go beyond the goals of work and productivity. They treat work as part of personal relationship. The same values appear in Malaysia where Malaysians have strong preference for relationship-based orientations than task-oriented approach in performing tasks (Abdullah, 1996; Mahfooz, Zainal & Rehana, 2004; Nasina, 2011 and Shahrizal, 2010). Malaysian society is collectivist in nature but with diminishing preference for directives. Therefore, the study assumes that this type of leadership is gaining popular among Malaysian school principals. The “caring school” policy implemented by the Malaysian Ministry of Education is supporting this type of leadership.

The Sinha questionnaire consists of three dimensions of behaviour – NT (10 items), participative (10 items) and autocratic’ (10 items), but only NT items were used in this study (items 42-51 in this research). The rationale behind using this questionnaire is that the NT leader cares for his subordinates, shows affection, takes personal interest in their well-being, and above all is committed to their growth but provides this nurturance only after subordinates performed the agreed job tasks.

The omission of autocratic leadership was due to past research studies' opinion that this type of leadership is no longer working in Malaysian context especially in educational industries that emphasize on human relations (Shahrizal, 2010). According to Jamie (2011), autocratic leaders must take full responsibility for the results that usually do not happen when things go wrong and leave many employees unhappy and feeling undervalued. Also the omission of participative leadership style from this questionnaire is quite similar to TF leadership as both types of leadership share common characteristics (after multicollinearity test).

Section 3 intends to measure the teachers' organizational commitments using the Organizational Commitment Questionnaire (OCQ) developed by Allen and Meyer (1996, 1990). The teachers' organizational commitment was measured by the 24 items adopted from Norazlan (2008) MBA thesis. The 24 items cover 3 dimensions of teachers' commitment (refer to Appendix H): 8 items (items 52-59) measure AC, 8 items (60-67) measure CC, and 8 items (68-75) measure the NC dimension.

OCQs are widely used by the study to collect data on employee outcomes, including commitment, turnover, citizenship behaviours, job satisfaction, absenteeism and tardiness (Meyer et al., 2002). Stephen (2007) emphasizes that there are some issues pertaining to the model's generalizability and relationship with recently developed work attitudes, however this questionnaire remains favorite among research studies.

3.4 PRE AND PILOT TESTING OF THE SURVEY INSTRUMENTS

Pre and pilot testing the survey instrument is a pre-requirement before carrying out the actual research. Charlotte (2015), Sekaran (2003) and Babbie (2001) viewed that pre-testing questionnaire is useful because it can ensure that there are no problems with wording or the measurement, rectify any inadequacies in time and ultimately reduce biases. Besides ensuring the reliability and validity of the scales used before data collection is to be carried out, it also has the capability to reduce possibility of sampling errors. Checking on the questionnaires wordings and fully understood by respondents can increase their response rate (Charlotte, 2015). Cooper and Schindler (2006) also supported this idea for collection and state that pilot test is conducted to detect weakness in design and instrumentation and provide proxy data for selection of a probability sample. The survey instrument to measure the perceptions of the teachers as respondents in the study on the principal leadership styles, the three constructs of teachers' organization commitment was pilot tested in June 2011. Five schools in Batu Gajah, Perak were selected for pilot testing which include one non-performing and four performing schools. These five schools responses in the pilot test were not inclusive in the final studies analysis. This pretesting according to Charlotte (2015) is a method use for checking commonly misinterprets questions. It also reduce sampling error as well as increase response rate and a good method to evaluate whether those questionnaires use in this study performs in the field as wanted (Charlotte, 2015). The reliability estimates (Cronbach's Alpha) for the survey instruments were calculated since the Alpha coefficient is a widely used as a

measure of homogeneity (Ary, Jacobs and Razavieh, 1990, 1996) and the satisfactory level is set at 0.70 (Nunally, 1978). This Cronbach's Alpha is a measure of internal consistency of the instrument based on the five schools responses. The research instruments were pilot tested with 87 respondents who will not be participating in the final survey.

3.5 PILOT TEST RESULTS AND ITS COMPARISON

The English Language questionnaires were translated into simplified Malay Language. Both the original items in English with the translated Malay items were used in the pilot test. The data were collected from 87 randomly selected teachers from five schools in Batu Gajah and Pusing, two towns in the State of Perak. The time required for completing the entire questionnaire by a respondent, which is about 30 minutes was also recorded.

Respondents were instructed to answer the draft version of the questionnaires as honest as possible. During this period, some of the respondents were interviewed by the study to gather feedback on the format, clarity of items, instructions, readability, and specificity of wordings as well as other general comments.

The feedback on the clarity of the items used was carefully studied and considered. Those critical or ambiguous items were modified or replaced. This includes changing original questionnaire words like "organization" to "school", "leader" to "principal", "people" to "teacher" and "worker" to "teacher"

As a result, the respondents had easily understood the study questionnaire. Otherwise, the results may be biased, thus threatening its validity and reliability.

The study felt that the respondents in this study had good command of English or Malay Language as most of the secondary teachers are in the graduate scale. They should process the necessary teaching skills and know their job specifications. With this tertiary level of education and formal pedagogy training, it is presumed that the respondents were very familiar with the quality terms and concepts found in this research questionnaire.

Table: 3.2 shows the extracted items based on factor loading ≥ 0.7 for all constructs after pilot study. The extracted items that were significant ($\alpha = 0.05$) should have t-values above 1.967. The higher the regression weight of each item towards each construct indicated the stronger degree of influence on that particular construct. The cut-off point for item loading at 0.7 helps to identify the selected items that clustered on one particular construct. This is to ensure the construct validity (Baglin, 2014). All items listed in MLQ, NTQ and OCQ were considered valid and reliable to measure each latent variable.

Table 3.2 Extracted Items for Each Construct after Confirmatory Factor Analysis and its Loadings

Variable	Regression Weight (r)	T –test significant at 0.05. Value should be ≥ 1.967	Items Loading should be ≥ 0.7	T –test significant at 0.05. Value should be ≥ 1.967
Affective Commitment				
A1	0.354	14.658	0.756	30.566
A3	0.338	14.605	0.743	26.892
A7	0.335	14.858	0.761	32.190
A8	0.334	11.984	0.678	15.981
Continuance Commitment				
C3	0.306	4.176	0.739	13.537
C6	0.259	2.992	0.711	10.067
C7	0.288	3.591	0.799	16.386
C8	0.435	4.834	0.826	19.917
Normative Commitment				
N4	0.504	9.932	0.840	31.782
N5	0.259	4.443	0.667	11.585
N6	0.465	14.080	0.867	44.249
Nurturant Leadership				
NT10	0.178	15.094	0.714	29.340
NT2	0.186	16.859	0.801	31.554
NT3	0.206	21.183	0.857	75.058
NT4	0.187	19.394	0.862	72.917
NT5	0.177	14.140	0.787	32.622
NT6	0.162	14.489	0.755	30.242
NT7	0.165	14.176	0.758	34.483
Transformational Leadership				
TF11	0.145	11.876	0.750	31.498
TF12	0.158	12.365	0.710	24.233
TF15	0.169	11.923	0.752	28.783
TF16	0.173	14.391	0.758	31.285
TF17	0.174	14.753	0.830	46.201
TF23	0.130	7.959	0.726	23.317
TF24	0.119	8.831	0.698	19.648
TF25	0.117	8.114	0.708	23.447
TF28	0.159	13.217	0.733	25.363
Transactional Leadership				
TS10	0.482	8.665	0.772	19.650
TS11	0.343	8.520	0.817	25.151
TS12	0.428	11.746	0.814	27.017

The Structural Equation Modeling (SEM) used in this study has two parts: a measurement model and a structural model. The measurement model

is a multivariate regression model that describes the relationships between observed dependent variables (factor items) and latent variables (constructs). The observed dependent variables were referred to as factor indicators while latent variables were referred to as factors. As long as the regression weights between both observed dependent variables and latent variables were significant (t-value > 1.967), the structural model or inner model were considered reliable and valid (as shown in Table 3.2).

Table 3.3 shows the reliability estimates for each of the three latent variables (constructs) in leadership and three latent variables (constructs) in commitment. The Cronbach's Alpha for all the latent variables (constructs) before and after pilot test can be seen in Table 3.3.

Table 3.3 Reliability Estimates for the Original Measures and the Pilot Test (n=87). The Cronbach's Alpha of Avolio and Bass MLQ (5x-short-form, only TF and TS Leadership constructs are used)

Subscale	Numbers of items	Cronbach's Alpha Original Avolio and Bass (2004)	Pilot Test Cronbach's α n=87	+ Better α - Poorer α
MLQ TS	12	0.74	0.77	+0.03
MLQ TF	29	0.94	0.96	+0.02
Total	41	0.86	0.96	+0.10

From Table 3.3, it is evident that the two constructs TS and TF had reliability indices; 0.77 for TS and 0.96 for TF and were more than 0.70. Both the constructs produce better Cronbach's Alpha than the original reliability coefficients of Avolio and Bass (2004). In addition, many other previous research studies such as Kirkbride (2006), Muenjohn (2008) and Ozaralli

(2003) have illustrated the reliability and validity of MLQ. Therefore, both constructs that consist of 41 items were reliable and accepted for the study.

Table 3.4: Reliability Estimates for the Original Measures and the Pilot Test (n=87). The Cronbach's Alpha of Sinha NT Leadership Construct

Subscale	Numbers of items	Cronbach's Alpha Original. Sinha (1995)	Pilot Test Cronbach's α , n=87	+ Better α - Poorer α
NT	10	0.83	0.88	+0.05

Table 3.4 shows the reliability index of the NT construct used in the pilot test. This construct consisted of 10 items measuring the NT leadership and had a Cronbach's alpha of 0.88, which was above the recommended value of 0.70 (Hair et al., 2010; Nunnally, 1978). Therefore, all the 10 items extracted from Sinha (1980) were reliable and accepted for use.

Table 3.5 Reliability Estimates for the Original Measures and the Pilot Test (n=87). The Cronbach's Alpha of Allen and Meyer OCQ that included AC, CC and NC

Subscale	Numbers of items	Cronbach's Alpha Original. Allen and Meyer (1996, 1997)	Pilot Test Cronbach's α n=87	+ Better α - Poorer α
OCQ. AC	8	0.95	0.71	-0.24
OCQ. CC	8	0.79	0.74	-0.05
OCQ. NC	8	0.73	0.72	-0.01
Overall OCQ	24	0.80	0.84	+0.04

Table 3.5 shows the reliability indices of 24 items covering 3 constructs of OCQ developed by Allen and Meyer (1996). All three constructs showed Cronbach's Alpha of more than 0.70. It was demonstrated that the OCQ (24 items) was a reliable questionnaire and were accepted for use in the study.

3.6 DATA COLLECTION

After the three sections of questionnaires were pilot tested and some items were reconstructed from the original questionnaires to ensure the items were reliable. The final versions of the questionnaires were distributed to the respondents through senior assistants of each school. All questionnaires were numbered according to the number assigned for each selected school. All respondents were reminded that the research was for educational purposes and all data were to be kept confidential.

The study uses quantitative survey method because it allows for a wide scope of information to be gathered at one time. Questionnaires were either sent by mail, hand delivered or through the senior assistant. Each set of questionnaire accompanied by a cover letter with an introduction and explanation of the purpose of the study. The approval letter from the Ministry of Education (Appendix M) and the Perak Education Department (Appendix N) was included (for respondents' information). Each questionnaire that was sent by mail or by hand and had a self-addressed postage pre-paid envelope enclosed. The schools were requested to respond within two weeks. All

necessary and precautionary measures were taken by the study to increase the response rates. These measures were as follow:

1. Each questionnaire set was attached with; a) a recruitment letter from the advisor of the study to the school principal (Appendix A). b) a letter of introduction from the study for strengthening the rapport between the study and the respondents (Appendix C). c) an Informed Consent Letter to the principal (Appendix I). d) an Informed Consent Letter to the respondents (Appendix J). e) a letter of approval from the MOE (Appendix M) and F) Perak Education Department (Appendix N) for carrying out this premier research.
2. Explanations of the research objectives and response procedures were provided in the cover letter from the study to the respondents (Appendix C).
3. Each school that participated in this research was assured of a short review of the completed research report sent to the top administrator after completion of the study and after sending in all the 15 completed sets of questionnaires as a token of appreciation (Appendix A).
4. The study established and reinforced contacts with the top management and related persons and visited a few schools located around the South and North Kinta District areas.
5. The study closely monitored the responses to the survey, telephone calls and e-mails were made to schools that did not respond by the

stipulated period. Letters and phone calls were also made to late responding schools.

6. Some of the schools were contacted via e-mail addresses so that the school principals or senior assistants could response as soon as possible.

To limit response errors from the respondents' part, precautions were taken by the study such as assurance of confidentiality and anonymity by the study in a cover note enclosed with the questionnaires (Appendix C and J). The principal study telephone numbers (office, mobile, house, and fax) and e-mails were provided to the respondents for enquiries and explanations. Trust and confidence were gradually built between the study and the school for the first time the contact was made during the sending of the postal questionnaires to the school by requesting for their kind participation in the study.

3.6.1 Data Analysis Procedures

After the survey questionnaires were collected, codes were assigned for each individual respondent (according to the score in the questionnaires) before the data were entered into the computer for analysis. The data were analyzed using the SPSS Version 17.0 and SEM that are available in SmartPLS graphics programs. The collected data were summarized, analyzed, interpreted and presented to answer the four primary research questions. SEM techniques that deemed appropriate and suitable for analyzing the hypothesized relationships in the study were applied. This statistical design

employed in this study was to identify the influence of endogenous (leadership styles) variables on exogenous variables (teachers' commitment).

3.6.2 Descriptive Analysis

The descriptive analysis consists of calculating and interpreting the data by performing SPSS frequencies and descriptive procedures. The descriptive analysis permitted the study to describe the demographic variables as well as the scores of the teacher's perceptions on the styles of principal leadership in this study and the level of teachers' organizational commitment. For descriptive purposes, the demographic variables of the respondents were categorized into various different categories and level for easy analysis and interpretation. The results of the categorical variables were reported by using the frequencies and percentages whereas the continuous variables were analyzed through means and standard deviations.

Objective 1

To investigate the level of teachers' organizational commitments (Affective, Continuance and Normative) and principals' leadership styles (Transactional, Transformational and Nuturant) in both performing and non-performing secondary schools.

To attain this objective, the overall scores for teachers' organizational commitment were analyzed. The scores rating were divided into four different categories. The four teachers' organizational commitments categories were computed and presented as shown in Table 3.6.

Table 3.6 Different Categories of Teachers' Organizational Commitment

No.	Score Category	Level of Teachers' Organizational Commitment
1	0.00 up to 1.00	Low level of organizational commitment
2	1.01 up to 2.00	Moderate level of organizational commitment
3	2.01 up to 3.00	Good level of organizational commitment
4	3.01 up to 4.00	Excellent level of organizational commitment

*refer to Table 3.8 for calculation of score.

This method used to determine the arbitrary score for describing the various levels (low, moderate, good and excellent) of organizational commitment. Table 3.7 presented the calculation of score levels.

Table 3.7 Calculation of Class Interval for Overall Teachers' Organizational Commitment (24 items)

No.	Explanation	Calculation	Score Category
1	Minimum composite score	24 items X 0 score	0
2	Maximum composite score	24 items X 4 score	96
3	Difference between the maximum and minimum composite score	96 – 0	96
4	Class Interval	96/4	24 per class

After completing the above calculation process (Table 3.7), the mutually exclusive scores were recorded accordingly in Table 3.8.

Table 3.8 Calculation of Overall Level for Teachers' Organizational Commitment

No.	Category	Calculation	Score Category
1	Low	0 – 24	0.00—1.00
2	Moderate	25 – 48	1.01—2.00
3	Good	49 – 72	2.01—3.00
4	Excellent	73 – 96	3.01—4.00

Note: Low-scores within the first quarter of total scores
 Moderate-scores within the lower part in the first half of total scores
 Good- scores within the lower part in the second upper half of total scores
 Excellent- scores within the upper part in the second upper half of total scores

As for each type of teacher commitment (AC, CC and NC), calculation of scores level can be referred to Table 3.9.

Table 3.9 Calculation of Class Interval for Each Type of Teachers' Organizational Commitment (AC, CC and NC)

No.	Explanation	Calculation	Score Category
1	Minimum composite score	8 items X 0 score	0
2	Maximum composite score	8 items X 4 scores	32
3	Difference between the maximum and minimum composite score	32 – 0	32
4	Class Interval	32/4	8 per class

Table 3.10 Calculation for Each Level of Teachers' Organizational Commitment (AC, CC and NC)

No.	Category	Calculation	Score Category
1	Low	0 – 8	0.00---1.00
2	Moderate	9 – 16	1.01—2.00
3	Good	17 – 24	2.01—3.00
4	Excellent	25 – 32	3.01—4.00

Note: Low-scores within the first quarter of total scores
 Moderate-scores within the upper part in the first half of total scores
 Good- scores within the lower part in the second half of total scores
 Excellent- scores within the upper part in the second half total scores

With the above calculation and segregation of score level for teachers' commitment, the study is able to explain the general level of teachers' commitment but also the frequency and percentage of each category for the three types of commitment.

For easier identification of each principal's leadership style level, the study had determined the arbitrary score for describing the various levels (low, moderate, good and excellent) of principals' leadership styles. Since the number of items available in each type of leadership in this study were different, thus it is necessary to explain in detailed how each type of leadership level is ascertained. At first, TS principal leadership construct consists of 12 items and is measured with Likert Scale from 1 to 5. Table 3.11 further explains the calculation of each score, while Table 3.12 explains the scores associated to each level of TS leadership.

Table 3.11 Calculation of Class Interval for Transactional Leadership Style

No.	Explanation	Calculation	Score Category
1	Minimum composite score	12 items X 1 score	12
2	Maximum composite score	12 items X 5 score	60
3	Difference between the maximum and minimum composite score	60 – 12	48
4	Class Interval	48/4	12 per class

Table 3.12 Calculation for Each Level of Transactional Leadership Style

No.	Category	Calculation	Score Category
1	Low	12 – 24	0.00---1.00
2	Moderate	25 – 36	1.01—2.00
3	Good	37 – 48	2.01—3.00
4	Excellent	49 – 60	3.01—4.00

TF Leadership construct comprises 29 items and is measured with Likert Scale of 1 to 5. The minimum score that possible obtained by each respondent will be 29 points (with all 29 items perfectly scoring 1 point) and the maximum score will be 145 points (with 29 items perfectly scoring 5 points). Table 3.13 explains the calculation of the score while Table 3.14 segregates the score into different categories level.

Table 3.13 Calculation of Class Interval for Transformational Leadership Style

No.	Explanation	Calculation	Score Category
1	Minimum composite score	29 items X 1 score	29
2	Maximum composite score	29 items X 5 scores	145
3	Difference between the maximum and minimum composite score	145 – 29	116
4	Class Interval	116/4	29 per class

Table 3.14 Calculation for Each Level of Transformational Leadership Style

No.	Categories	Calculation	Score Category
1	Low	29 – 58	0.00---1.00
2	Moderate	59 – 87	1.01—2.00
3	Good	88 – 116	2.01—3.00
4	Excellent	117 – 145	3.01—4.00

Likewise, NT leadership construct contains 10 items and is measured with Likert Scale from 1 to 5. The minimum score for this construct is 10 points (with 10 items perfectly scoring 1 point each for every item), while the maximum score is 50 points (full 5 points for every items in this construct). Table 3.15 depicts the calculation of minimum and maximum score for this construct, while the Table 3.16 explains the categorization of leadership levels according to specified score.

Table 3.15 Calculation of Class Interval for Nurturant Leadership Style

No.	Explanation	Calculation	Score Category
1	Minimum composite score	10 items X 1 score	10
2	Maximum composite score	10 items X 5 scores	50
3	Difference between the maximum and minimum composite score	50 – 10	40
4	Class Interval	40/4	10 per class

Table 3.16 Calculation for Each Level of Nurturant Leadership Style

No.	Category	Calculation	Score Category
1	Low	10 – 20	0.00---1.00
2	Moderate	21 – 30	1.01—2.00
3	Good	31 – 40	2.01—3.00
4	Excellent	41 – 50	3.01—4.00

The degree of leadership can now be standardized for comparison purposes. With these score categories, the comparison of the three types of leadership in this study is more accurate and meaningful in term of statistical terminology. In addition, the mean value of each type of leadership is more valid when it is compare between the same types of leadership for different types of school. The different number of items in each leadership construct (TS-12items, TF-29 items and NT-10 items) and items construct does not make a perfect comparison among different types of leadership. Research objective 1 will lengthily discuss in Chapter 4.

3.6.3 Inferential Analysis

The study also made use of inferential statistics. The primary purpose of this influential statistics was to estimate or predict population characteristics

from a selected sample of cases. Testing of significance involves application of criteria designed to control the making of Type I error, that is the error of rejecting the true null hypothesis at a specified α . Power analysis, however, seeks to control Type 2 error (β), which is the error of failing to reject a false null hypothesis at a specified power ($1-\beta$). In this study, the possibility of Type I and Type 2 error was considered. Based on Cohen (1992, 1988), this could be attained by using a predetermined α , of 0.05 and a power at 0.80 ($1-\beta$) to perform hypothesis testing. After making sure that the data gathered met the multivariate normality assumptions, the degree of influence by the exogenous variables on endogenous variables were measured and examined using SEM technique available in SmartPLS graphics program (Ringle, Wende & Will, 2005). The structural loadings or the path coefficients for each of the linear regressions between the exogenous and endogenous variables were obtained and examined in terms of their strengths and the directions of influence. The statistical analyses were used to answer the four research objectives in this study are explained as follows:

Objective 2:

To examine the influence of three types of principals' leadership styles on the three types of teachers' organizational commitments

To achieve these specific objectives, the overall schools taking part in this study were used to calculate the structural model path coefficient or (β). In order to determine to what extent the three principals' leadership styles explain the level of teachers' organizational commitment, multiple linear regression was employed using partial least squares (PLS) to test the

hypothesis of the research model. SmartPLS 2.0 software has the advantages of the SEM tool that can assess the psychometric properties of the measurement model and estimate the parameters of the structural model. While covariance-based structural equation models attempt to reproduce the observed covariance matrix using a maximum likelihood function.

PLS according to Chin (1998) recognizes the latent variable as weighted sums of their respective indicators and attempts to predict values for the latent variables (component scores) using multiple regressions. The coefficient of determination (R^2) value and the appropriate regression coefficients ($\text{Beta}=\beta$) were obtained is much more proper to answer the research objective 2 which consists of nine hypotheses. Each of the influence could be proven using partial least squares graphic program. Any significant differences occur in this relationship will be determined by the t-test method (Kinner and Gray, 2000). All analyses were also conducted to show which of the categories or schools means differ significantly in term of organizational commitment. This will answered the research objective 2 and will be further discussed in Chapter 5 with supporting evidences from previous researches. All nine hypotheses in this study would be tested accordingly for their significances.

Objective 3

To determine the influence of various moderators (Principal and respondent gender, type of school, respondent age, religion, race, marital status, years in services, education level, position tenure, service scale, years in school) on this principal-teacher relationship.

To achieve the above objective, multiple linear regression method was employed to obtain the coefficient of the determination (β) and (R^2) value after each of the respective moderating variable is inserted into the measurement model. By calculating the beta (β) using SEM available in SmartPLS graphics program, each path coefficient will answer this research objective. All the path coefficients and the R^2 for variables classified as moderators in this study will be tested for their significant moderating influences on this principal-teacher relationship. Further discussions on Data Influential Analysis will be presented in Chapter 5.

Objective 4

To identify the most prominent leadership style that influence teachers' organizational commitment

This particular objective achieved through finding the appropriate parameters estimation between the three principal leadership styles and the level the teachers' organizational commitment. By using SEM in SmartPLS program (partial least square graphic), the beta coefficients between all types of principal leadership (exogenous variables) and three types of teachers' commitment (endogenous variables) were determined and further discussions will be in Chapter 5.

3.7 ETHICAL CONSIDERATION

An essential ethical consideration to success in organizational communications research with people is confidentiality. Survey respondents

and participants in this in-depth questionnaire are often asked to give an honest personal response about sensitive issues, concerns, perceptions and opinions on this research topic. To acquire the truth from people, research studies must be able to not only assure, but absolutely guarantee, that respondent's identity and response will be kept confidential and fully protected.

3.8 FIELDWORK

Table 3.17 shows the classification of all 225 schools according to the strata. The entire population is the state of Perak. The collected sample size was 495 from 33 schools, almost 14.67% of the 225 schools. To be more exact, 17 non-performing schools responded randomly from a total of 29 or 58.62% of the non-performing schools. For category of performing schools, the top 19 schools were selected out of 196 schools that participate as respondents' schools in this study. From this cluster, 16 schools responded randomly representing a total of 84.21% of the total top schools in Perak (16 out of 19 top schools in Perak).

The variables of this study are (i) top performing and non-performing schools and (ii) male and female principals. First, the study classified the schools into clusters. Of the 225 schools, 87.11 % or 196 schools were performing schools while 12.89% or 29 schools were classified as non-performing schools. This classification of schools was based on PMR examination for three consecutive years. As for principal gender, of the 48

schools 58.33 % or 28 schools were males lead schools compared to 41.67% or 20 schools that were led by female principals. All schools under both male and female principals had equal chances of participating in this study. Finally, the study had a sample size of 17 male school principals as compared with 16 female school principals. Table 3.17 displays the number of responded samples representing each stratum.

Table 3.17 The Final Distribution of the Responded Samples According to Performing, Non-Performing, and Principal Gender (status at 1/1/2011)

Strata	Frequency In the state of Perak	Frequency (%)- Population	Sample Schools participating in Study
School Performance			
c. Performing School	196	19(100%)	16(84.21%)
d. Non-Performing School	29	29(100%)	17(58.62%)
Principal Gender			
a. Male principal	140	28(100%)	17(60.71%)
b. Female Principal	85	20(100%)	16(80.00%)
Sample According To Their Stratum			
a. Males lead Non-Performing Schools.		21(100%)	11(52.38%)
b. Females lead Non- Performing Schools.		8(100%)	6(75%)
c. Males lead Performing Schools.		7(100%)	6(85.71%)
d. Females lead Performing Schools		12(100%)	10(83.33%)

Eventually the study decided to send out 720 questionnaires covering all 19 top performing schools and the last bottom 29 non-performing schools in order to get the maximum response. The way it was done is to arrange all the 19 performing schools with a series number from 1F to 19F. From these series, each performing school is then accompany with 15 sets of

questionnaire numbered from 1 to 15 (subsequently each following school will be numbered continuously). Likewise, the non-performing school will be tagged with 1 NF to 29 NF and each school will be distributed with 15 numbered questionnaires (in serial form).

With this coverage of all classified schools, this study would represent both the performing and non-performing schools in the state of Perak. The overall 48 schools were considered appropriate to delineate the two extreme continuums of this study. After successfully obtaining the list of 48 schools randomly representing the top 19 schools and the last 29 non-performing schools from the list of 225 schools within the State of Perak, the next step was to obtain the appropriate number of respondents represented by the two clusters. As mentioned earlier, the respondents of the study were full-time teachers teaching in the lower secondary schools.

Research packets containing the questionnaires and a cover letter were sent to all the 48 schools in August 2011. The study made every possible efforts and follow-up actions to ensure maximum responses in this study. Table 3.18 below depicts the collection of responded questionnaires from both the performing and non-performing schools in the state of Perak.

Table 3.18 Collection of Responded Questionnaires from Schools based on Time Frame

Time Frame of responded questionnaires	Performing Schools		Non-Performing Schools	
	No. Ques. Completed (School)	% Res. rate	No. Ques. Completed (School)	% Res. rate
1. Number of Questionnaires Responded within first 2 weeks	120(8)	42.1	90 (6)	20.7
2. Number of Questionnaires Responded within fourth and fifth weeks	45(3)	15.8	75(5)	17.2
3. Number of Questionnaires Responded within sixth, seventh and eight weeks	60(4)	21.1	75(5)	17.2
4. Traveling down to schools to collect questionnaires in the tenth and eleventh weeks	15(1)	5.26	15(1)	3.45
5. Final responded schools after eleventh and twelfth weeks	240(16)	84.2	255(17)	58.6
6. Questionnaires responded after 9 months (disregarded)			15(1)	3.44

Within the first two weeks, a total 210 questionnaires were received (120 questionnaires from performing schools and 90 questionnaires from non-performing schools). In order to get more responses, approximately three weeks after the first mailing, the non-respondents were sent another replacement set of research packets containing an appeal letter strongly encouraging their participation in the study and making sure that appropriate number of respondents for each strata of the population were met. In the fourth and fifth week, another 120 questionnaires were received (45 questionnaires from performing schools and 75 questionnaires from non-performing schools). This is to make sure that appropriate number of respondents was obtained for each stratum. The respondents from schools, who failed to return the questionnaire were reminded again. By the eighth week, a final 135

completed questionnaires were received (60 questionnaires from performing schools and another 75 questionnaires from non-performing schools).

The principal researcher also traveled to the selected schools in the vicinity to collect the answered questionnaires personally. With this follow-up-effort, an additional of 30 questionnaires was collected (15 questionnaires from performing schools and another 15 questionnaires from non-performing schools) and that finally yielded a total of 495 respondents. All questionnaires collected were completed. Eventually, 495 questionnaires were useable. Those that did not respond even with follow-up efforts were treated as non-responding error (Refer to Table 3.18).

Fourteen schools out of 48 schools did not response to this study which constitute of 29.16% of the total of top 19 performing schools and 29 last bottom non-performing schools. The study stopped the follow-up effort when the return rate reached 68.75% (495/720). According to Dillman (2000), at least a minimum of 50 % of return rate is required in a mailed survey research. AAPOR (2011) and Mathiowetz, Brick, Stokes, Andrews and Muzzy (2010), further support this responded rate (68.75%) as adequate.

3.9 SUMMARY

In this chapter, the major aspects of study discussions are research philosophy and design, population and sampling methods, issues on survey instruments, pre and pilot testing, pilot test results and its comparison, data

collection, ethical consideration and fieldwork. Each section was discussed in detail. The main features of quantitative analysis that employed in this study were using various techniques and testing's. Most of the measurements of the constructs and variables in this study were adopted from the previous research studies in the area of leadership and organizational commitment. The strengths of this study are the combination of different types of schools (performing and non-performing schools), multiple Models of Leadership (TF, TS from the western theologies and NT from the eastern founder) research design. It also takes into consideration of suggestions from previous research studies particularly the moderating variables that may affect the principal-teacher relationships.

In the next chapter, the issue of data cleansing and data integrity will be explained in detail. Rechecking the reliability and validity of survey instruments, respondents' demographic variables, the descriptive data analysis for teachers' organizational commitment and principals' leadership styles will be presented and tabulated accordingly.

CHAPTER IV

DESCRIPTIVE DATA ANALYSIS

4.0 INTRODUCTION

This chapter presents the research findings in term of quantitative analysis using SPSS version 17 and SEM available in SmartPLS graphic program. Data generated from any research have to be interpreted and analyzed and this chapter serves that purpose. The main idea of this study was to investigate the degree of principals' leadership styles influence on teachers' commitment. The three exogenous variables; TS, TF and NT leadership styles were extensively investigated as to how they influence the three endogenous variables namely, AC, CC and NC. The indirect of moderating variables suggested by previous research studies were also interpreted to determine their influences.

4.1 THE AIMS

As noted, the main purpose of this study was to determine the level of teachers' organizational commitment that being influenced by their perception on their principals' leadership styles. In addition, the study also intended to identify any influential relationships of moderating variables on this teacher-principal relationship. The study also identifies:

- (i) The differences among three different types of principals' leadership styles on teachers' commitment based on principals' gender
- (ii) The differences between two different types of the school on perception of principals' leadership styles and teachers' organizational commitment

To accomplish the purpose of this study especially the four research objectives, the analysis began with a description of the profile of respondents, type of data obtained, response rate and the questionnaire's validity and reliability. These were followed by discussions of Objective 1: the level of teachers' organizational commitment in performing and non-performing school together with the category levels and the types of perceived dominant principals' leadership styles. For Objectives 2 to 4, SEM (available in SmartPLS program) was used to define and explain the level of influence between the structural model of principal-teacher relationships. These findings will be discussed in Chapter 5.

4.2 DATA CLEANSING AND DATA INTEGRITY

Before embarking on the influential data analysis, it is necessary to clean the "dirty data" from any abnormality (Xu, Ihab, Sanjay and Wang, 2016). Data normality and homogeneity of variances, linearity and free from any outliers or extreme values will result an accurate analytics and reliable decisions (Shivangi, Gagan & Kapil, 2016). This is to allow for accurate

analyses such as T-tests, ANOVA and multiple regressions. The hypothesis testing for normality data test is using the normal Probability Plots (Normal Q-Q plots), while Levene's test is conducted on data Homogeneity of Variances. Other process of detecting, diagnosing and editing faulty data using visual representation measures such as spread versus level plots and box plots are observed carefully (Shivangi, Gagan & Kapil, 2016). An alpha level of 0.05 is usually set for all statistical tests unless otherwise stated. This alpha level is the smallest level of significant to reject the null hypothesis in the social science research.

The best situation occurs when the independent variables have high correlation with the dependant variables, but not with each other. Having high inter-correlated independent variables is called multicollinearity (Dancey & Reidy, 2002). In multivariate models, it is desirable for each independent variable to be highly correlated with the dependant variable, but not among the independent variables because its impact is to reduce any individual independent variable's predictive power by the extent to which it is associated with the other independent variables. Various rules of thumb have been suggested when multicollinearity is high enough to cause problems with the regression analysis. Anderson, Sweeney, and William (1996) argued that 0.70 was a more acceptable threshold level. Using this 0.70 threshold level, the study calculated variance inflation factors (VIF), which measure the inflation in parameter estimates due to collinearities among independent variables. The commonly used procedure is to conclude that severe multicollinearity exists if the VIF is larger than 10 (Anderson, Sweeney & William, 1996).

According to Norusis (1998), as a preliminary step, it was necessary to run frequencies procedure in SPSS to identify unusual cases and to produce measures of central tendency and dispersion. For further condensation and dispersion of data, descriptive procedure in SPSS is executed. In Norusis (1998) study, it was noted that the statistical inferences about the relationship of the variables in the population were based on the assumptions that the samples were normally distributed with equality of variance. The observations were independent and had linearity in association. These assumptions must be met to ascertain the appropriateness of the statistical techniques selected for hypothesis testing and model building. For this study, two tests were executed on the data,

- (i) The normality test: To examine whether the data came from a normal distributed population. This test was a required assumption for the multivariate analysis such as SEM and ANOVA.
- (ii) The Levene's Test of Homogeneity of variance: This test was a needed assumption when performing ANOVA that also required all groups to come from a normal distributed population with equal variances. Hypothesis testing was also required this particular Levene's test.

Before data analysis was performed, out of the 495 samples collected, nine samples were discarded as outliers using box plots. Figure 4.1 shows those samples with outliers (9 samples as outliers) while Figure 4.2 depicts 486 samples without outliers.

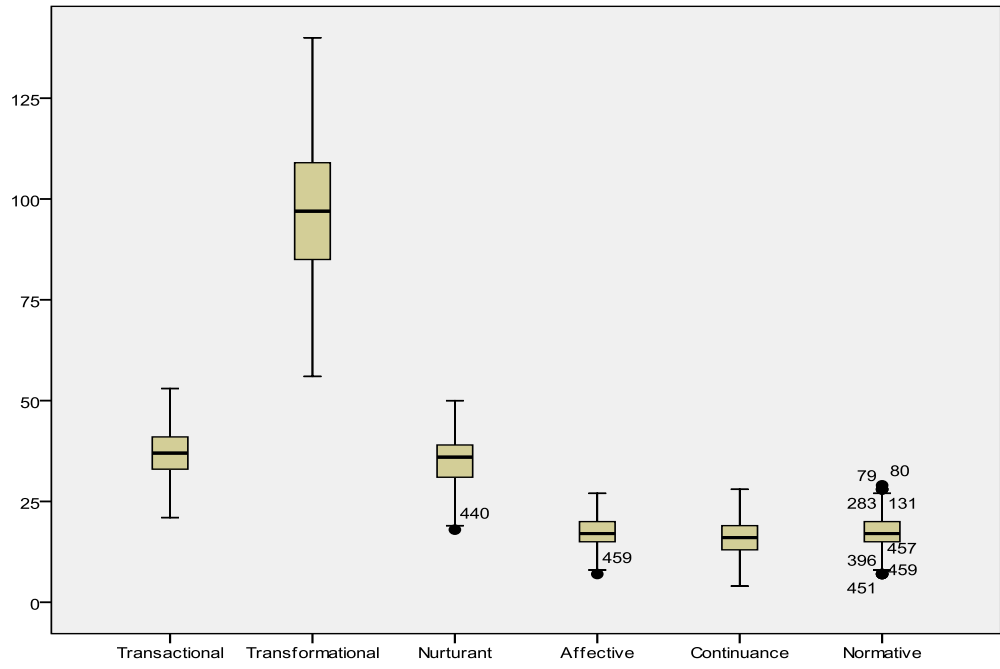


Figure 4.1 495 Samples with Outliers (9 outlier samples are denoted as ● in the diagram)

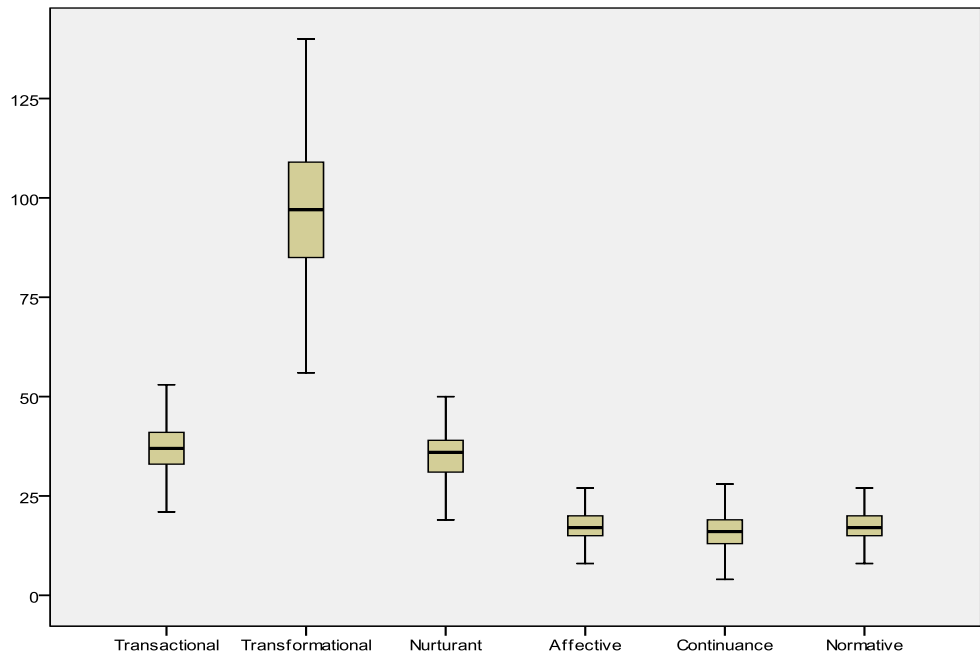


Figure 4.2 486 Samples without Outliers

The normality test for this study was done through skewness and kurtosis test. According to George and Mallery (2005) and Pallant (2001), data can be considered normal if value of skewness is between -1 and +1. However, values between ± 2 in many cases are still acceptable. For this study all values of the skewness and kurtosis test were within ± 0.5 (Table 4.1), a value far better than suggested by George and Mallery (2005) and Pallant (2001).

Table 4.1 Skewness and Kurtosis Test

	N	Mean	Skewness		Kurtosis	
		Statistic	Statistic	S. E.	Statistic	S.E.
TS	486	37.173	.006	.111	-.141	.221
TF	486	97.268	.011	.111	-.244	.221
NT	486	35.105	-.156	.111	-.167	.221
AC	486	17.233	.003	.111	-.466	.221
CC	486	16.068	.114	.111	-.272	.221
NC	486	17.504	.194	.111	-.364	.221

* Data can be considered normal if value of skewness kurtosis between -1 and +1.

To strengthen the assumption that the distribution was normal, the Normal Q-Q and P-P plots for the six constructs were carefully observed. All the six Expected Normal Values versus Observed Values indicated that the points were closely aligned in straight lines implying linear association thus implicating normal spreads of data for all variables (Appendix K). Since the data in this research is an empirical distribution, a slight violation of the assumption of normal distribution is expected.

According to George and Mallery (2005) and Pallant (2001), data is also considered normal if majority value of the points in the detrended normal Q-Q plot are within $-.3$ and $+.3$ (refer to Appendix L).

Table 4.2 Levene's Test of Homogeneity of Variance for Leadership Styles and Teachers' Organizational Commitment on School Population Size (N=486)

	Levene Statistic	df1	df2	Sig.
TS	2.463	1	484	.117
TF	.562	1	484	.454
NT	1.633	1	484	.202
AC	.015	1	484	.904
CC	.524	1	484	.470
NC	2.253	1	484	.134

From the results shown in the Table 4.2, it is observed that the p is > 0.05 . This suggests that the variances of the groups are equal. The above two assumptions are required for inferential statistics and multivariate techniques such as multiple regression in SEM.

The occurrence of multicollinearity in each independent variable would limit the unique contribution of each variable in the variance of the dependent variables. To detect the presence of undesirable collinear data in the present study, the Tolerance (T) and the Variance Inflation Factor (VIF) values of the variables were computed by using SPSS Linear Regression procedure. Tolerance indicates the proportion of variance in an independent variable that is not explained by a linear combination of all other independent variables. Hence, the higher the value (close to 1.0), the less the independent

variables are correlated to each other. The VIF for each independent variable is calculated as 1.0 divided by Tolerance. If the value is higher, then the degree of collinearity among the IVs is also considered high. Table 4.3 shows the results for collinearity test for the three types of principals' leadership styles.

Table 4.3 Test for Collinearity of Principals' Leadership Styles

No.	Variables	Collinearity Statistics	
		Tolerance	Variance Inflation Factors (VIF)
1	Transactional	.752	1.329
2	Transformational	.441	2.266
3	Nurturant-Task	.458	2.184

As a rule of thumb, as long as the VIF values are < 10.0 , multicollinearity is not a major problem. In other words, high tolerance and low VIF values indicate low multicollinearity.

4.3 RECHECKING THE RELIABILITY AND VALIDITY OF SURVEY INSTRUMENTS

4.3.1 The Cronbach's Alpha

With the confirm usage of MLQ, NTQ and OCQ after reliability test in the pilot test, the Cronbach's Alpha was once more reconfirmed in the actual study. Nyengane (2007) advises that when calculating Cronbach's reliability coefficient, coefficients less than 0.6 are considered poor, coefficients within

the 0.7 range are considered acceptable, and those coefficients over 0.8 are considered good.

Table 4.4 below shows the comparison of distribution and reliability indices for 2 leadership constructs in MLQ questionnaires. Table 4.5 displays the reliability indices comparison for NT leadership while Table 4.6 below shows the comparison of reliability indices for OCQ. All these tables compare the Cronbach's Alpha between the original founder and the actual study.

Table 4.4 Reliability Estimates for the Original Measures and the Actual Study (n=486). The Cronbach's Alpha of Avolio and Bass for MLQ 5x (only TF and TS leadership constructs are extracted)

Subscale	No. of items	Cronbach's Alpha Original Avolio and Bass (2004)	Actual Study Cronbach's α n=486
MLQ TS	12	0.74	0.73 (9 items)
MLQ TF	29	0.94	0.89 (29 items)
Total/Average	41	0.86	0.93 (31 items)

Table 4.5 Reliability Estimates Comparison for the Original Measures and the Actual Study (n=486). The Cronbach's Alpha of Sinha NT Leadership Constructs

Subscale	No. of items	Cronbach's Alpha Original. Sinha (1995)	Actual Study Cronbach's α n=486
NT	10	0.83	0.90 (10 items)
Total	10	0.83	0.90 (10 items)

Table 4.6 Reliability Estimates Comparison for the Original Measures and the Actual Study (n=486). The Cronbach's Alpha of Allen and Meyer OCQ which included AC, CC and NC.

Subscale	No. of items	Original Cronbach's Alpha. Allen and Meyer (1996,1997)	Actual Study Cronbach's α n=486
AC	8	0.95	0.71 (8 items)
CC	8	0.79	0.77 (7 items)
NC	8	0.73	0.72 (8 items)
Overall OCQ	24	0.80	0.80(23 items)

4.3.2 Reliability and Validity

The reliability and validity of the questionnaire used are important criteria in ensuring reliable and valid results.

First, the study tested the convergent validity where the degree of variation in multiple items measures the same concept. As suggested by Hair et al., (2010) the study used the factor loadings, composite reliability and average variance extracted to assess convergence validity. The loadings for all items exceeded the recommended value of 0.5 (Hair et al., 2010). Composite reliability values (see Table 4.7), which determine the degree to which indicators contributed to the latent construct, ranged from 0.843 to 0.922, and therefore exceeded the recommended value of 0.7 (Hair et al., 2010). The average variance extracted (AVE) measures the variance captured by the indicators relative to the measurement error, and it should be greater than 0.50. All the average variance extracted in this study, were in the range of 0.550 and 0.642.

Table 4.7 Composite Reliability, Convergent and Discriminant Validity for Leadership Styles

Construct	Composite Reliability ≥ 0.7	AVE should be \geq than 0.5	NT	TF	TS	Cronbach's α should be ≥ 0.7	Communality should be ≥ 0.5
NT	0.922	0.627	0.792			0.900	0.627
TF	0.916	0.550	0.717	0.741		0.898	0.550
TS	0.843	0.642	0.440	0.458	0.801	0.725	0.642

Note: a Composite Reliability (CR) = (square of the summation of the factor loadings)/{(square of the summation of the factor loadings) +(square of the summation of the error variances)}

b Average Variance Extracted (AVE) = (summation of the square of the factor loadings)/{(summation of the square of the factor loadings)+ (summation of the error variances)}

Table 4.8 shows the loadings and cross loadings of all items measuring the leadership constructs. Each leadership construct loaded highly on its particular construct and loaded lower on other leadership constructs indicating convergent and discriminant validity. In short, the leadership items were able to measure what they intended to measure. The results confirmed that Section B of the survey questionnaire used in this study is valid and reliable.

Table 4.8 Reliability and Discriminant Validity for Leadership Items (No major cross loadings or loadings on other factors are less than the loadings in the diagonally shaded area)

Leadership Items	NT	TF	TS
NT10	0.714	0.586	0.388
NT2	0.800	0.551	0.283
NT3	0.857	0.595	0.360
NT4	0.862	0.628	0.342
NT5	0.787	0.502	0.385
NT6	0.755	0.490	0.390
NT7	0.758	0.615	0.296
TF11	0.571	0.750	0.342
TF12	0.598	0.709	0.395
TF15	0.506	0.752	0.290
TF16	0.508	0.758	0.279
TF17	0.550	0.830	0.343
TF23	0.501	0.726	0.309
TF24	0.466	0.697	0.328
TF25	0.472	0.708	0.361
TF28	0.594	0.733	0.425
TS10	0.344	0.376	0.771
TS11	0.328	0.343	0.818
TS12	0.378	0.372	0.814

The validity and reliability of the OCQ used in this study were confirmed by the following test. Tale 4.9 shows the Cronbach’s Alpha of this study as compared to previous studies.

Table 4.9 The Cronbach’s Alpha (α) of Organizational Commitment Questionnaire (OCQ), AC, CC and NC. (Sources: Chen et al., 2010. p. 248-261)

Commitment by Research Studies	AC	CC	NC
Allen and Meyer (1996)	.95	.79	.73
Kuehn and Al-Busaidi (2002)	.74	.75	.49
Wasti (2003)	.79	.58	.75
Kent and Sullivan (2003)	.73	.78	.76
Kickul, Lester, and Belgio (2004)	.86	.70	.86
This Study	0.71	0.77	0.72

All the values of Cronbach's Alpha for the commitment construct achieved a value of more than 0.7, which is the conventional accepted alpha (Hair et al., 2010). To further strengthen and support of the questionnaire's reliability and validity, besides the Cronbach's Alpha Table 4.10 shows the composite reliability, convergent and discriminant validity for AC, CC and NC. Table 4.11 shows no major cross loadings or loadings on other factors were less than the loadings in the diagonally shaded area. The reliability and discriminant validity for the OCQ questionnaire was again confirmed.

For this study, the construct validity indicated how well the results obtained from the use of the measure fit the theories around which the test is designed (Sekaran & Bougie, 2010). This could be accessed through convergent and discriminant validity test. Table 4.11 shows the loadings and cross loadings for all items measuring the same commitment construct. Hair et al., (2010) suggested the usage of the factor loadings, composite reliability and average variance extracted to assess convergence validity. All items loadings exceeded the recommended value of 0.5. For composite reliability, values (Table 4.10) also exceeded the recommended value of 0.7 (Hair et al., 2010). The average variance extracted (AVE) measures the variance captured by the indicators relative to measurement error also greater than 0.50 (Hair et al., 2010). The average variance extracted in this study, were in the range of 0.540 and 0.633 for all types of commitment. Therefore, both the convergent and discriminant validity for OCQ were confirmed and valid for usage.

Table 4.10 Composite Reliability, Convergent and Discriminant Validity for Organizational Commitment

Con.	CR ≥ 0.7	AVE should be ≥ than 0.5	AC	CC	NC	α should be ≥ 0.7	Communality should be ≥ 0.5
AC	0.824	0.540	0.735			0.715	0.540
CC	0.846	0.581	0.149	0.762		0.775	0.581
NC	0.836	0.633	0.477	0.311	0.795	0.720	0.633

Note: a Composite Reliability (CR) = (square of the summation of the factor loadings)/(square of the summation of the factor loadings) + (square of the summation of the error variances)}

b. Average Variance Extracted (AVE) = (summation of the square of the factor loadings)/{(summation of the square of the factor loadings)+ (summation of the error variances)}

Table 4.11 Reliability and Discriminant Validity for OCQ (No major cross loadings or loadings on other factors are less than the loadings in the diagonally shaded area)

Commitment Items	AC	CC	NC
A1	0.749	0.198	0.406
A3	0.741	0.162	0.376
A7	0.763	0.125	0.331
A8	0.685	-0.048	0.289
C3	0.085	0.699	0.274
C6	0.128	0.740	0.266
C7	0.034	0.740	0.192
C8	0.149	0.860	0.229
N4	0.434	0.234	0.848
N5	0.253	0.283	0.655
N6	0.411	0.262	0.865

Having establishing the reliability and validity of the survey questionnaire and the data collected, the next step is to examine the demographic factors.

4.4 RESPONDENTS' DEMOGRAPHIC VARIABLES

From the data collected, it was noted that there was a slight majority of the respondents coming from non-performing schools. It was found that 51.03% (n=248) of them were from non-performing schools and 48.97 % (n=238) were from the performing schools. The descriptive analysis of the respondents was tabulated in Table 4.12.

Table 4.12 Profile of the Final Respondents (n=486)

No	Particulars	Frequency	Percent
1	A. Performing Schools	238	48.97
	B. Non-performing Schools	248	51.03
2	Respondent Gender		
	A. Male	151	31.1
	B. Female	335	68.9
3	Principal Gender		
	A. Male Principal Schools	17	51.5
	B. Female Principal Schools	16	48.5
4	Respondent Age Group		
	A. 24-28	73	15.0
	B. 29-33	91	18.7
	C. 34-38	79	16.3
	D. 39-43	100	20.6
	E. 44-48	69	14.2
	F. 49-53	54	11.1
	G. 54-58T	20	4.1
5	Respondent Religion		
	A. Islam	396	81.5
	B. Buddhism	44	9.1
	C. Hinduism	29	6.0
	D. Others	17	3.5
6	Respondent Race		
	A. Malay	395	81.3
	B. Chinese	53	10.9
	C. Indian	32	6.6
	D. Others	6	1.2

continued from Table 4.12.

7	Respondent Marital Status		
	A. Widower	3	0.6
	B. Divorce	1	0.2
	C. Single	73	15.0
	D. Married	409	84.2
8	Respondent Years Of Service		
	A. 1-5 years	119	24.5
	B. 6-10 years	90	18.5
	C. 11-15 years	95	19.5
	D. 16-20 years	85	17.5
	E. 21-25 years	51	10.5
	F. 26-30 years	33	6.8
	G. 31-35 years	11	2.3
	H. 36-40 years	2	0.4
9	Respondent Level Of Education		
	A. Certificated	21	4.3
	B. Diploma	27	5.6
	C. Degree	407	83.7
	D. Further Degree	31	6.4
10	Respondent Position tenure		
	A. Normal Teachers	308	63.4
	B. Subject Head	127	26.1
	C. Departmental Head	37	7.6
	D. Senior Assistant	14	2.9
11	Respondent Service Scale		
	A. Non-graduate	49	10.1
	B. DG 41	253	52.1
	C. DG 44	161	33.1
	D. DG 48	23	4.7
12	Respondent Years in Present School		
	A. 1-5 years	266	54.7
	B. 6-10 years	141	29.0
	C. 11-15 years	48	9.9
	D. 16-20 years	22	4.5
	E. 21-25 years	6	1.2
	F. 26-30 years	3	0.7

4.4.1 The Final Respondents

A total of 495 responses were received. After discarding nine outliers, 486 useable questionnaires were being used for data analysis. These 486

responses were deemed to have met the requirements of statistical analysis and were not expected to jeopardize the validity and reliability of the study.

Most of the statistical inferences are often based on tests of means where standard deviation is used as a measure of normal fluctuation. Therefore, a few highly deviated or lowly deviated outliers can enormously change the average. Compared means have more chances of dissimilarities if the outliers are not spread evenly. This may increase Type 1 error. Furthermore, both high and low outliers will increase the standard deviation and subsequently reduce the probability of detecting significant differences. This according to Danis (2010) will increase of Type II error.

Daszykowski, Kaczmarek, Vander Heyden and Walczak (2007) contend that the influence of outliers is even more significant if the sample size is relative small and worst if the statistical examination is less robust (e.g. one outlier among a small sample size will have a great impact on the mean). Just one high/low outlier can distort the skewness of a distribution.

The final 486 responses without outliers fit perfectly with the requirements of central tendency measurement. It is expected to yield good statistical analyses and should eliminate both Type I and Type II errors, thus yielding a better and more accurate central tendency measurement. The sample size was also considered adequate for the study.

Table 4.13 shows the comparison of principals' leadership styles and teachers' organizational commitment while Table 4.14 depicts their respective variances and their significant levels for t-tests.

Table 4.13 Principals' Leadership Styles and Teachers' Organizational Commitment between Performing and Non-Performing Schools

	Type of school	N	Mean	Score Category	Std. Deviation
TS	Performing	238	37.41	3.11	6.20
	Non-performing	248	36.95	3.07	5.52
TF	Performing	238	98.63	3.40	16.39
	Non-performing	248	95.96	3.31	15.94
NT	Performing	238	36.01	3.60	6.05
	Non-performing	248	34.24	3.42	6.27
AC	Performing	238	17.54	2.19	3.88
	Non-performing	248	16.94	2.11	3.96
CC	Performing	238	15.56	1.95	4.54
	Non-performing	248	16.55	2.07	4.81
NC	Performing	238	17.51	2.19	3.94
	Non-performing	248	17.50	2.19	4.41

No significant variance differences in TS, TF, AC and NC were noted between performing and non-performing schools except NT and CC. This indicates that data collected were homogeneous in nature. For NT, the t-statistics show a significant difference between the two groups ($t(486) = 3.049, p < .05$. refer to Table 4.14). As for CC the t-test results also show a significant difference between the two groups ($t(486) = -2.331, p < .05$. Refer to Table 4.14).

Table 4.14 t-Test Results for Performing and Non-Performing Schools (after discarded 9 outliers)

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
TS	Equal variances assumed	2.463	.117	.865	484	.388
TF	Equal variances assumed	.562	.454	1.821	484	.069
NT	Equal variances assumed	1.633	.202	3.049	484	.002**
AC	Equal variances assumed	.015	.904	1.705	484	.089
CC	Equal variances assumed	.524	.470	-2.331	484	.020*
NC	Equal variances assumed	2.253	.134	.022	484	.982

Df: Degree of freedom

* significant at $p < 0.05$

** significant at $p < 0.01$

*** significant at $p < 0.001$

Table 4.15 Comparison of Commitments and Leadership Styles among Male and Female Principals

Principal Gender		N	Mean	Score	
				Category	Std. Deviation
TS	Male Principals	249	36.98	3.08	5.63
	Female Principals	237	37.37	3.11	6.10
TF	Male Principals	249	95.10	3.28	16.47
	Female Principals	237	99.54	3.44	15.63
NT	Male Principals	249	34.12	3.41	6.76
	Female Principals	237	36.14	3.61	5.96
AC	Male Principals	249	16.63	2.08	4.04
	Female Principals	237	17.87	2.23	3.71
CC	Male Principals	249	16.16	2.02	4.91
	Female Principals	237	15.98	2.00	4.48
NC	Male Principals	249	17.20	2.15	4.08
	Female Principals	237	17.83	2.23	4.28

Generally, teachers working under female principals score higher in all types of leadership and commitments except CC. Female principals were perceived higher in TS, TF and NT as compared with male principals. The results were also supported by previous studies such as Christine (1999), Russell, Rush and Herd (1988). Both studies suggested that female principals are more serious in executing their duties in their capacity as a principal (Pew Research Center (2014).

Table 4.16 t-Test for Samples from Male and Female Principals (after discarded 9 outliers)

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
TS	Equal variances assumed	1.212	.272	-.728	484	.467
TF	Equal variances assumed	1.949	.163	-3.049	484	.002**
NT	Equal variances assumed	5.704	.017	-3.486	484	.001***
AC	Equal variances assumed	.979	.323	-3.502	484	.001***
CC	Equal variances assumed	1.769	.184	.426	484	.670
NC	Equal variances assumed	.808	.369	-1.662	484	.097

Df: Degree of freedom

* significant at p<0.05

** significant at p<0.01

*** significant at p<0.001

When gender of principal is taken into account, there is a significant difference between the groups for TF, NT and AC (Table 4.16). This suggests

that the mean differences of TF, NT and AC are significantly higher for female principals as compared to the male principals.

4.5 DESCRIPTIVE RESULTS OF TEACHERS' ORGANIZATIONAL COMMITMENT (OBJECTIVE 1)

4.5.1 To investigate the level of teachers' organizational commitments (Affective, Continuance and Normative) and principals' leadership styles (Transactional, Transformational and Nuturant) in both performing and non-performing secondary schools.

The overall mean for teachers' organizational commitment was computed to answer the research objective 1. Teachers' commitment was divided into four levels: low (scores; 0.00-1.00), moderate (scores; 1.01-2.00), good (scores; 2.01-3.00) and excellent (scores; 3.01-4.00) for three different types of commitment as defined in this research (refer Table 3.10). Based on this division, samples were compared for estimating the overall teachers' organizational commitment level as shown in Table 4.17 (minimum score is 0.00 and maximum score is 4.00).

Table 4.17 Overall Descriptive Statistics of Teachers' Organizational Commitment and According to School Categories

Types Teacher's Commitment	Performing Schools		Non Performing Schools		Overall Commitment	
	Score Cate.	SD	Score Cate	SD	Score Cate	SD
AC	2.19	0.48	2.12	0.50	2.15	0.49
CC	1.95	0.57	2.07	0.60	2.01	0.59
NC	2.19	0.49	2.19	0.55	2.19	0.52

From the overall 486 samples, Table 4.17 shows all the commitment scores and standard deviations (SD) for performing and non-performing schools as well as the overall commitment. From the overall perspective, the score and SD for AC was 2.15 and 0.49 respectively; CC was 2.01 and 0.59; and NC was 2.19 and 0.52. NC had the highest score (2.19), followed by AC (2.15) and CC (2.01). This indicates that the teachers are quite obligated to serve the present schools. This may be due to teachers' sense of loyalty and duty toward the schools they are serving. Teachers are overall psychologically attached to the schools as indicated by their "good" level score in AC (2.15).

From the perspective of the performing schools, the score and SD for AC was 2.19 and 0.48 respectively; CC was 1.95 and 0.57; and NC was 2.19 and 0.49. Both the AC and NC have the highest score (2.19) while the CC has the lowest score (1.95). These results show the teachers in these performing schools are psychologically attached (AC), obligated and loyal to serve in their present schools (NC).

From the perspective of non-performing schools, the score and SD for AC is 2.12 and 0.50 respectively; CC was 2.07 and 0.60; NC was 2.19 and 0.55 respectively. This is indeed a distinct difference from the performing schools. The score for CC for the non-performing schools was 2.07 whereas the score for CC for the performing schools was only 1.95. This means that the teachers in the non-performing schools have higher weightage on cost related issues when commitment is concerned. This difference is further confirmed in Table 4.14.

The level of AC categorized according to the types of schools can be summarized as in Table 4.18. This will simplified the understanding of the overall teachers' AC level in this study.

Table 4.18 Affective Commitment Level According to School Categories

Overall		Frequency(%)	Valid Percent
Valid	0.00-1.00 (Low)	5	1.0
	1.01-2.00 (Moderate)	208	42.8
	2.01-3.00 (Good)	257	52.9
	3.01-4.00 (Excellent)	16	3.3
	Total	486	100.0
Performing Schools		Frequency	Valid Percent
Valid	0.00-1.00 (Low)	2	0.8
	1.01-2.00 (Moderate)	91	38.2
	2.01-3.00 (Good)	137	57.6
	3.01-4.00 (Excellent)	8	3.4
	Total	238	100.0
Non-Performing Schools		Frequency	Valid Percent
Valid	0.00-1.00 (Low)	3	1.2
	1.01-2.00 (Moderate)	117	47.2
	2.01-3.00 (Good)	120	48.4
	3.01-4.00 (Excellent)	8	3.2
	Total	248	100.0

Overall, the data shows that AC was maintaining on “good” level for performing and non-performing schools. The performing schools rated the highest score (57.6% on good level) as compared with the non-performing schools (48.4% on good level). This denotes that teachers are psychologically attached to the present schools where they are working. The number of respondents in these performing schools was even higher than the non-performing schools (137 respondents vs 120 respondents for “good” level of AC). More than half of the respondents in this study (273/486 or 56.2%) had

perceived themselves at “good” and “excellent” level for AC. Even if the respondents in this study are split into two groups, both groups (performing and non-performing) still maintain more than half of respondents perceiving themselves at “good” and “excellent” level for AC (performing schools- 145/238, non-performing- 128/248). However, the scores for these two groups were not statistically significant different at $p < 0.05$ (refer to Table 4.19).

Table 4.19 t-Test Results for Combined “Good” and “Excellent” level of AC, CC and NC for Performing and Non-Performing Schools.

	Levene’s Test for Equality of Variances		t-test for Equality of Scores		
	F	Sig.	T	df	Sig. (2-tailed)
AC Equal variances assumed	.859	.355	.252	271	.801
CC Equal variances assumed	.086	.769	.593	218	.554
NC Equal variances assumed	1.108	.293	-.678	271	.499

df: Degree of freedom

* significant at $p < 0.05$

** significant at $p < 0.01$

*** significant at $p < 0.001$

For overall CC, most teachers in the study rated themselves at “moderate” level (239/486 with 49.2 %). This perception of respondents shows that their availability in the present school is majority based on other types of commitment. Teachers who teach in their schools at present are not due to cost elements that influence them to stay put. Teachers who perceived low in CC is a good sign for the school since both AC and NC are the seeds of school betterment and advancement.

Table 4.20 Continuance Commitment Level According to School Categories

Overall		Frequency	Valid Percent
Valid	0.00-1.00 (Low)	27	5.6
	1.01-2.00 (Moderate)	239	49.2
	2.01-3.00 (Good)	191	39.3
	3.01-4.00 (Excellent)	29	6.0
	Total	486	100.0
Performing Schools		Frequency	Valid Percent
Valid	0.00-1.00 (Low)	13	5.5
	1.01-2.00 (Moderate)	138	58.0
	2.01-3.00 (Good)	74	31.1
	3.01-4.00 (Excellent)	13	5.5
	Total	238	100.0
Non-Performing Schools		Frequency	Valid Percent
Valid	0.00-1.00 (Low)	14	5.6
	1.01-2.00 (Moderate)	101	40.7
	2.01-3.00 (Good)	117	47.2
	3.01-4.00 (Excellent)	16	6.5
	Total	248	100.0

For performing schools, the lower level of CC means had a better progress in the future (138/238 with 58.00%) but not in non-performing schools that secure, a “good” level for this type of commitment (117/248 with 47.2%). From this descriptive analysis, it can be concluded that about 53.7% of the teachers who are currently working in non-performing schools work in the present schools are simply due to cost elements (refer to Table 4.20). However, when the “Good” and “Excellent” levels of CC were combined their scores for performing and non-performing schools were not statistically different at $p < 0.05$ (refer to Table 4.19). This means that they are willing to assign to another school when the alternative cost involved is much lower than the present. This includes the “non-transferable sunk cost” which may not be valuable to the present school. The higher CC scores among teachers will

create a more calculative mind set which may cause substantial deteriorating effect on the school development.

Table 4.21 Normative Commitment Level According to School Categories

Overall	Frequency	Valid Percent
0.00-1.00 (Low)	4	.8
1.01-2.00 (Moderate)	209	43.0
2.01-3.00 (Good)	238	49.0
3.01-4.00 (Excellent)	35	7.2
Total	486	100.0
Performing Schools	Frequency	Valid Percent
0.00-1.00 (Low)	1	.4
1.01-2.00 (Moderate)	105	44.1
2.01-3.00 (Good)	116	48.7
3.01-4.00 (Excellent)	16	6.7
Total	238	100.0
Non-Performing Schools	Frequency	Valid Percent
0.00-1.00 (Low)	3	1.2
1.01-2.00 (Moderate)	104	41.9
2.01-3.00 (Good)	122	49.2
3.01-4.00 (Excellent)	19	7.7
Total	248	100.0

Based on the five-point scale used, the percentage of “good” level for NC from Table 4.21 is 49 % for overall performing and non-performing schools. The perception for NC among respondents in performing schools at good level was 116/238 or 48.7% and non-performing schools was at 122/248 or 49.2%. After combining both “good” and “excellent” levels, the non-performing schools had a higher overall level of NC as compared to the performing schools (56.9% vs. 55.4 %) but there was no statistically scores difference at $p < 0.05$ level (refer to Table 4.19). With these results, it was found that teachers from the non-performing schools are more obligated to

serve in the present schools as compared to those teachers from the performing schools.

4.5.2 Teachers' Organizational Commitment According to Principal Gender Categories

Table 4.22 Scores for Affective, Continuance and Normative Commitment According to Principal Gender Categories

Types of commitment	Male Principal		Female Principal		Overall Commitment	
	Score Cate.	SD	Score Cate.	SD	Score Cate.	SD
AC	2.08	0.50	2.23	0.46	2.15	0.49
CC	2.02	0.61	2.00	0.56	2.01	0.59
NC	2.15	0.51	2.23	0.54	2.19	0.52

From Table 4.22, Normative construct had the overall highest commitment (score of 2.19, SD= 0.52) as compared with the other two types of commitment. With this descriptive analysis, the study found that the most common type of commitment was NC. This implies that the respondents in this study are willing to offer more than what is required within their normal responsibilities. It also means that the respondents are naturally obligated to perform much more than stated. Teachers who perceive higher NC usually are willing to serve more than required. Willing to adapt to any “quantum leap” in teaching career with sense of belonging and obligation to serve better, these teachers are the asset of their schools.

When the respondents were divided into two categories according to their school principal's gender, respondents under the female principals' supervision rated themselves better on AC (score = 2.23, SD=0.46) and NC

(score = 2.23, SD=0.54) while those respondents under male principals' supervision perceived better in CC (score = 2.02, SD=0.61). From this data analysis, it seems that the female principals are able to cultivate a sense of psychological attachment and enhancing feeling of obligation towards school while the male principals practice more towards cost calculating that incur for the best alternative possible. The "sunk cost" that teachers need to forfeit is the main crux in determining the type of commitment. The better AC and NC among teachers lead by female principals could be due to the female leaders who are better in persuasion as compared to male leadership (Pew Research Center, 2014). Previous studies by Allen and Meyer (1990), Mathieu and Zajac (1990), Reyes (1992) and Somkid (2008) supported this study finding where female workers are generally more committed than male workers.

The overall results show that NC is the most common type of commitment. Employees with high levels of NC stay with the organization because they feel they ought to. Studies suggest that two mechanisms, socialization and exchange, play a key role in the development of NC. NC develops because of the belief that internalizing through pre-entry (familiarity of culture) and post entry (organizational) socialization processes. Secondly, the operative mechanism in the development of NC where according to the principle of exchange or also called the norm of reciprocity (Allen and Meyer, 1990, 1996). NC develops through the receipt of rewards from the organization thus instilling a sense of moral obligation to reciprocate with commitment. The lowest type of commitment came from CC for both male

(score=2.02, SD=0.61) and female principals categories (score=2.00, SD=0.56).

According to Allen and Meyer (1996), anything that increases the cost associated with leaving the organization can lead to the development of CC. Increased effort and energy by employees will increase their CC, because leaving the organization will result in the loss of the valuable resources to the organization. This means that attachment to the present school is mainly due to the cost element. With this type of commitment, teachers' productivity will be much lower as compared with teachers that perceive higher in AC and NC. When comparing both groups in term of commitment, no statistical significant differences were found except on AC ($t = -3.502, p < .001$. Refer to Table 4.23). In another word, there is a significant difference in term of AC according to school principal gender categories where Mohammad and Jose (2008) reported the same results in their study.

Table 4.23 t-Test for Affective, Continuance and Normative Commitment According to School Principal Gender Categories

		Levene's Test for Equality of Variances		t-test for Equality of Scores		
		F	Sig.	T	df	Sig. (2-tailed)
AC	Equal variances assumed	.979	.323	-3.502	484	.001***
CC	Equal variances assumed	1.769	.184	.426	484	.670
NC	Equal variances assumed	.808	.369	-1.662	484	.097
TC	Equal variances assumed	.004	.948	-1.848	484	.065

* significant at $p < 0.05$

** significant at $p < 0.01$

*** significant at $p < 0.001$

TC- Total Commitment

4.5.3 Teachers' Organizational Commitment by Respondents' Gender Categories

Table 4.24 Scores for Affective, Continuance and Normative Commitment According to Respondents' Gender Categories

Types of commitment	Male Respondents		Female Respondents		Overall Commitment	
	Score	SD	Score	SD	Score	SD
	Cate.		Cate.		Cate.	
AC	2.06	0.49	2.20	0.49	2.15	0.49
CC	2.01	0.53	2.01	0.61	2.01	0.59
NC	2.18	0.46	2.19	0.55	2.19	0.52

Overall respondents in this study rated themselves more towards NC (males score=2.19, SD=0.52). When the gender of respondents was taken into account, male respondents perceive themselves more towards NC (score=2.18, SD=0.46). For female respondents, they preferred AC (score=2.20, SD=0.49). Therefore, the study found that female teachers have higher psychological attachment to their schools as compared to their male counterparts.

Generally, female respondents perceive higher in all types of commitment. The study results is in line with studies done by Clayton, Stanley, Barbara and Julie (2007); Stewart, Susan, Melissa and Michael (2007). When comparing both groups in term of different types of commitment, no statistical significant differences were found except on AC ($t(486) = -2.945, p < .05$. Refer to Table 4.25). In another words, their differences in CC and NC are only due to chance except for AC, which is statistically different between the two groups.

The study results were in line with Henry, Casius and Jared (2013) which show that AC is statistically significant differences according to respondents' gender categories. According to Collie, Shapka and Perry (2011), gender is the most consistent predictor of commitment among teachers. Female teachers are more likely to report higher commitment toward teaching profession as compared to male teachers. Results from this study have the same findings with Collie, Shapka and Perry (2011).

Table 4.25 t-Test for Affective, Continuance and Normative Commitment According to Respondents' Gender Categories

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2- tailed)
AC	Equal variances assumed	.175	.676	-2.945	484	.003**
CC	Equal variances assumed	5.222	.023	-.026	484	.979
NC	Equal variances assumed	9.480	.002	-.096	484	.923
TC	Equal variances assumed	5.495	.019	-1.194	484	.233

* significant at $p < 0.05$
 ** significant at $p < 0.01$
 *** significant at $p < 0.001$
 TC Total Commitment

4.5.4 Teachers' Organizational Commitment by Respondents' Religion Categories

Table 4.26 Scores for Affective, Continuance and Normative Commitment According to Respondents' Religion Categories

Respondent Religion		AC	CC	NC
Islam	N	396	396	396
	Score	2.12	1.99	2.16
	SD	0.48	0.58	0.50
Buddhism	N	44	44	44
	Score	2.31	2.13	2.36
	SD	0.50	0.56	0.60
Hinduism	N	29	29	29
	Score	2.20	2.11	2.25
	SD	0.59	0.74	0.67
Others	N	17	17	17
	Score	2.51	1.94	2.22
	SD	0.41	0.44	0.47
Total	N	486	486	486
	Score	2.15	2.01	2.19
	SD	0.49	0.59	0.52

From Table 4.26, respondents with Islamic faith, Buddhism belief and Hinduism followers rated themselves highly on NC followed by AC and lastly CC. These three religions have a common belief in normative commitment as to where they serve the communities. Among these groups, the highest NC (score=2.36, SD=0.60) came from the Buddhism believers. This scores show they are obligated to serve their school. Teachers with a strong NC stay with the organization because they ought to. Other religion respondents (n=17) perceived higher score in AC (score = 2.51, SD=0.41). Abdullah et al. (2014) supported this study result where religion has an influence on a follower in giving his/her full commitment to the success of an organization.

4.5.5 Teachers' Organizational Commitment by Respondents' Marital Status Categories

Table 4.27 Scores for Affective, Continuance and Normative Commitment According to Respondents' Marital Status Categories

Respondent	Marital	AC	CC	NC
Widower	N	3	3	3
	Score	2.17	2.17	1.92
	SD	0.19	0.40	0.31
Divorce	N	1	1	1
	Score	1.50	2.25	1.50
	SD	.	.	.
Single	N	73	73	73
	Score	2.14	1.98	2.26
	SD	0.39	0.54	0.47
Married	N	409	409	409
	Score	2.16	2.01	2.18
	SD	0.51	0.60	0.53
Total	N	486	486	486
	Score	2.15	2.01	2.19
	SD	0.49	0.59	0.52

Table 4.27 shows the most number of respondents came from the married group (409 respondents) with a highest score=2.18 (SD=0.53) in NC. The single category (73 respondents) rated NC in the first place with a score=2.26, SD=0.47. Previous findings like Hrebina and Alutto (1972), John and Taylor (1999), and Tsui, Leung, Cheung, Mok and Ho (1994) had indicated that married respondents were more committed to their organization than unmarried respondents. Married people have more family responsibilities and need more stability and security in their jobs. This may make them more committed to their current organization than those unmarried counterparts.

4.5.6 Teachers' Organizational Commitment by Respondents' Level of Education Categories

Table 4.28 Scores for Affective, Continuance and Normative Commitment According to Respondents' Educational Level Categories

Level of Education		AC	CC	NC
Cert	N	21	21	21
	Score	2.07	2.01	2.01
	SD	0.46	0.61	0.55
Dip	N	27	27	27
	Score	2.25	1.98	2.23
	SD	0.40	0.55	0.55
Degree	N	407	407	407
	Score	2.14	2.03	2.20
	SD	0.50	0.58	0.52
Further Degree	N	31	31	31
	Score	2.26	1.70	2.11
	SD	0.46	0.63	0.51
Total	N	486	486	486
	Score	2.15	2.01	2.19
	SD	0.49	0.59	0.52

The last batch of certificate-qualified teachers (21 in number) will eventually be phased out in the secondary schools over the coming years. This group is considered the die-hard worker in the secondary level who chooses to remain in the present level even though they have the option to serve in the primary school some years ago after the Education Ministry has implemented all graduate scale in the secondary level. With this reason they might rate themselves more psychologically attached to their present position (score=2.07, SD=0.46) as compared to the other two types of commitment. They are the long serving teachers with abundant of experience and are presently in the most senior scale in the non-graduate category. From the 21 certificated respondents only 5 of them were below 50 years old. The second

category who graduated with diploma certificate respondents perceived themselves more towards AC (score=2.25, SD=0.40).

There is a total of 407 degree graduate respondents who perceived themselves more towards NC (score=2.20, SD=0.52). This may be due to the education and training that they received earlier. With a higher salary scale, they are always being reminded to serve the communities with their utmost good faith. This cultivation of social responsibilities and values may in return seeds the value of repaying back in their teaching career path that indirectly refers to NC. The further degree category (31 respondents) was associated more towards AC (score=2.26, SD=0.46). This trend may be due to their further educational progress that specializes on educational domain. A further acquiring knowledge and skill in education development may need a strong passion for teaching. This scenario may result in higher AC towards teaching as there is no any monetary gains or scale promotion in the teaching career even though with a master or PhD degree. The strong drive to further education in teaching needs a strong psychological attachment towards teaching career and enjoying membership in the present organization.

4.5.7 Teachers' Organizational Commitment by Respondents' Age Categories

Table 4.29 Scores for Affective, Continuance and Normative Commitment According to Respondents' Age Categories

Age Group		AC	CC	NC
(24-28)	N	73	73	73
	Score	2.11	1.91	2.22
	SD	0.38	0.59	0.51
(29-33)	N	91	91	91
	Score	2.07	2.03	2.17
	SD	0.50	0.65	0.54
(34-38)	N	79	79	79
	Score	2.04	1.97	2.16
	SD	0.50	0.53	0.45
(39-43)	N	100	100	100
	Score	2.17	2.08	2.21
	SD	0.52	0.63	0.54
(44-48)	N	69	69	69
	Score	2.22	1.96	2.17
	SD	0.48	0.53	0.47
(49-53)	N	54	54	54
	Score	2.33	2.15	2.24
	SD	0.46	0.53	0.62
(54-58)	N	20	20	20
	Score	2.42	1.84	2.12
	SD	0.54	0.60	0.60
Total	N	486	486	486
	Score	2.15	2.01	2.19
	SD	0.49	0.59	0.52

When respondents' age is taken into consideration, the study (Table 4.29) shows a clear age segregation of 44 years old for two different types of commitment. Respondents below the age of 44 years perceived themselves more towards NC, while respondents above 44 years rated themselves more towards AC. It is quite interesting that the respondents in this study had

stronger AC when their age getting older (from scores of 2.22 to 2.42). When retirement is getting nearer, respondents feel stronger psychological attachment to their schools, especially those long serving teachers. These may indirectly contribute to the increasing level of AC in this study especially for senior teachers who are due to retire. From Table 4.29, the age of respondents may serve as an influential factor in perceiving the types of commitment (Mathieu & Zajac, 1990; Meyer & Allen, 1984, 1991; Somkid, 2008; Staw & Ross, 1977). Those teachers who are below the age of 44 years old perceived more towards NC. As young and enthusiastic teachers, they execute this noble profession duty due to sense of obligation by contributing back their services to their communities after graduation.

Research by Hsi and Feng (2007) demonstrated that teachers' level of commitment increased proportionally to age. As a teacher gets older, he/she may perceive higher commitment towards his/her profession. This is due to the smaller chances for career change when they are getting older. Feelings of losing employment in this middle age and pressure from practical environment could affect their commitment. This results a relatively high loyalty and feeling of belonging that will strengthen their devotion and intention to stay in one particular school. Similarly, Sammons, et al. (2007) reported that sustaining commitment is likely to be more for teachers in the later years of their professional lives. A Study conducted by Devos, Tuytens, and Hulpia (2014) indicated that teacher seniority was significantly related to teachers' organizational commitment.

4.5.8 Teachers' Organizational Commitment by Respondents' Position Tenure Categories

Table 4.30 Scores for Affective, Continuance and Normative Commitment According to Respondents' Position Tenure Categories

Position Tenure		AC	CC	NC
Normal Teacher	N	308	308	308
	Score	2.11	2.02	2.18
	SD	0.48	0.60	0.53
Subject Head	N	127	127	127
	Score	2.18	1.99	2.18
	SD	0.49	0.55	0.51
Departmental Head	N	37	37	37
	Score	2.28	1.97	2.23
	SD	0.48	0.65	0.50
Senior Assist.	N	14	14	14
	Score	2.50	2.09	2.33
	SD	0.53	0.52	0.62
Total	N	486	486	486
	Score	2.15	2.01	2.19
	SD	0.49	0.59	0.52

The most common type of commitment perceived by normal teachers is NC (n=308, score=2.18, SD=0.53) while subject head (n=127) perceived themselves both highly on AC and NC (both commitment has the same scores but varies in standard deviation. Score= 2.18, SD for AC=0.49 and SD for NC=0.51). At this stage, subject head may serve as a career transition period between normal teachers and department heads, where the later are more affectively committed (n=37, score 2.28, SD=0.48). Table 4.30 shows that the junior category teachers were normative committed as compared with the senior positions. The study indicate normal teachers seem to be obligate to serve in their present position.

The setting is different for senior positions where the department heads and senior assistants perceived more towards AC. The study found that the more senior the teacher was, the higher tendencies a teacher perception would be towards psychological attachment in their career (Hsi & Feng, 2007). This may be due to their position tenure in the respective field in the present school. “Leadership by example” is important in nurturing younger teachers’ mind set. Today’s leader is not to direct but to persuade, motivate and “hands on” together with their subordinates to accomplish a common task.

In this aspect of present position, department heads and subject heads have higher AC than normal teachers, indicating position tenure has broader perspectives and they ought to devote their responsibilities to facilitate school operations. The department heads and subject head teachers are usually under the supervision of senior teachers in terms of age and experience, which may contribute to higher AC among those who hold position in teaching profession. This is in line with research conducted by Hsi and Feng (2007) in Hong Kong secondary schools. A previous study by Meyer and Allen (1997) also confirmed that there was a positive relationship between tenure and organizational commitment. Uncommitted employees may leave the organization, and only those with a high commitment will remain.

4.5.9 Teachers' Organizational Commitment by Respondents' Service Group

Table 4.31 Scores for Affective, Continuance and Normative Commitment According to Respondents' Service Groups

Service Scale		AC	CC	NC
Non Graduate	N	49	49	49
	Score	2.17	1.97	2.19
	SD	0.44	0.57	0.58
DG41	N	253	253	253
	Score	2.11	2.02	2.19
	SD	0.48	0.60	0.53
DG44	N	161	161	161
	Score	2.19	2.01	2.18
	SD	0.53	0.59	0.51
DG48	N	23	23	23
	Score	2.37	1.98	2.22
	SD	0.41	0.48	0.53
Total	N	486	486	486
	Score	2.15	2.01	2.19
	SD	0.49	0.59	0.52

Table 4.31 shows the most number of respondents came from the DG 41 service scale (n=253), followed by DG44 (n=161), than the non-graduate scale (n=49) and the last group was the DG 48 scale (n=23). The non-graduate and the DG 41 scale groups displayed the highest score in NC as compared to the other two types of commitment (both commitments have scores=2.19 but with different standard deviations). The two senior scales of DG 44 and DG 48 displayed higher scores in AC as compared with the other two types of commitment (score=2.19, SD=0.53 and score=2.37, SD=0.41). This indicates that as the teachers are getting more senior in time; their type of commitment tends to change from normative to affective.

Novel graduate teachers (DG 41) who are enthusiastic to serve (normative or obligated to serve) on their first 8 years of service may influence their perception of commitment. When time passes by, their perception changes from normative towards affective which express their feelings towards their end-career. This may be due to their higher salary scale that required them to display a good example of leadership. None of the salary scale groups displays any highest association with CC. This implies that the cost of deployment is not an issue in term of salary scale.

As far as NC is concerned, teachers feel that it is their responsibilities to serve better and repay back to their communities. When teachers in the higher salary scale feel for the love of teaching, this may flourishes the psychological attachment toward their career and teaching responsibilities.

4.5.10 Teachers' Organizational Commitment by Respondents' Years of Service in School

Table 4.32 Scores for Affective, Continuance and Normative Commitment According to Respondents' Years of Service in School

Year In School		AC	CC	NC
(1-5)	N	266	266	266
	Score	2.09	1.97	2.16
	SD	0.49	0.59	0.51
(6-10)	N	141	141	141
	Score	2.21	2.12	2.25
	SD	0.50	0.60	0.53
(11-15)	N	48	48	48
	Score	2.21	1.91	2.15
	SD	0.48	0.53	0.55
(16-20)	N	22	22	22
	Score	2.29	2.03	2.20
	SD	0.41	0.55	0.52
(21-25)	N	6	6	6
	Score	2.69	1.96	2.23
	SD	0.30	0.53	0.50
(26-30)	N	3	3	3
	Score	2.33	1.42	1.96
	SD	0.79	0.14	0.79
Total	N	486	486	486
	Score	2.15	2.01	2.19
	SD	0.49	0.59	0.52

The length of duration in one particular school can in fact not only influence one's behaviour towards their organization but also one's peer group. Scenario of politicking, influencing, domination and pushing in a peer group by a dominant leader (usually a senior member or a long serving member in once place) are the common phenomena among modern office workers. The number of years in a single place can unconsciously derive a psychological attachment to the working place where AC is cultivated naturally. With this explanation, the respondents in this study displayed

higher scores in AC as they stay put in one particular school for a longer period such as serving after 10 years in one particular school.

Table 4.32 shows an accelerating trend of AC score after 10 years. Serving too long in one school (26 to 30 years) may cause their AC to decline slightly towards their year-end career. Respondents who serve less than 10 years in one particular school display a higher score for NC as compared with other types of commitment. The study found that duration of serving in one school might influence the types of commitment. This finding is also supported by studies like Meyer and Allen (1997) that an individual's length of service with a particular organization may influence the level of commitment. Longer working duration in a particular place may develop an emotional attachment with the organization that automatically makes it difficult to switch jobs.

4.6 DESCRIPTIVE RESULTS OF PRINCIPALS' LEADERSHIP STYLES (OBJECTIVE 1)

The overall score of respondents' perception on principals' leadership styles was computed to answer research objective 1. The principals' leadership styles were divided into four levels: low, moderate, good and excellent for three different types of leadership defined in this research. A low level of principals' leadership style has an overall score category of 1.00 to 2.00. A moderate level will have an overall score category between 2.01 to 3.00 whereas a good level of adoption has an overall score category between 3.01 and 4.00. Finally, an overall score category of 4.01 up to 5.00 is considered as

having achieved an excellent level of principal leadership. Based on this division (Refer to Table 3.12, 3.14 and 3.16), the sample organizations were compared for the estimating overall principals' leadership styles. The findings are shown in Table 4.33.

Table 4.33 Overall Descriptive Statistics of Leadership Styles

	TS	TF	NT
N	486	486	486
Score	3.10	3.35	3.51
SD	0.49	0.56	0.65

Generally, the three types of leadership (TS, TF and NT) in these schools had all scores in the category of “good” level (scores 3.01- 4.00). The study indicates NT leadership style had a higher score (3.51). Most teachers in this study rated their principals' leadership towards NT leadership style with a standard deviation of 0.65. However, the standard deviation for TS was the lowest (0.49) indicating the TS score is the most consistent with the smallest and limited data deviations.

The study results suggested that teachers not only need guidance, providence and encouragement in their career path but also gradually being associated with more autonomy tasks in exchange for cooperation and commitment. Principals who lead at the beginning must be able to forgo part of their responsibilities and power gradually to their subordinates in stages. The nursing and implantation of characters building among teachers by principals are executed according to the need of teachers' duties and tenure as discussed by Sinha (1980).

4.6.1 To investigate the level of three types of suggested leadership styles in both performing and non-performing secondary schools.

Table 4.34 Transactional Leadership Style According to their Levels and Categories

Category	Performing Schools(%)	Non-Performing Schools(%)	Overall (%)
0.00-1.00 (Low)	4(1.7)	4(1.6)	8(1.6)
1.01-2.00 (Moderate)	102(42.9)	115(46.4)	217(44.7)
2.01-3.00 (Good)	120(50.4)	126(50.8)	246(50.6)
3.01-4.00 (Excellent)	12(5.0)	3(1.2)	15(3.1)
Total	238(100.0)	248(100.0)	486(100.0)

Based on Table 4.34 and in accordance with the ratings of leadership quality earlier, the 486 respondents covering 33 schools appeared to have adopted a “good” level of TS leadership. The respondents rated their principal practicing TS leadership according to the low level (with 8/486 or 1.6%), moderate level (217/486 or 44.7%), good level (246/486 or 50.6%) or excellent level (15/486 or 3.1%) category. The findings of this study clearly showed that Malaysian principals are adopting “good” levels of TS leadership in managing their schools. Table 4.34 also shows the overall descriptive summary of statistical analysis for TS principal leadership for performing and non-performing schools.

The non-performing schools descriptively displayed higher number of respondents perceiving principal TS leadership. Both “moderate” and “good” levels of TS leadership indicated by the non-performing schools were also higher than performing schools (241/486 vs 222/486). Considering the

conditions of non-performing schools, the principal of each respective school need more directives to transform their shortcomings in these schools. It is common for these school principals to exert some harsh pushing authorities especially using rewards punishment method to overcome their school weaknesses.

Table 4.35 Scores for Transactional Leadership Style According to School Categories

	Performing Schools	Non-Performing schools	Overall
N	238	248	486
Score	3.12	3.08	3.10
SD	0.52	0.46	0.49

The TS leadership score for performing school was 3.12. This score for performing schools was higher than the non-performing schools (3.08) but no statistical significant differences (Refer to Table 4.14). The standard deviation for non-performing schools was also lower than the performing schools (0.46 vs 0.52). Overall, the TS leadership score among the chosen 33 schools was 3.10 with a standard deviation of 0.49. The higher score for performing school may be due to implementation, control and regulatory system that apply in these schools in order to maintain their performances. It is normal to sustain the standard achievement of such performing schools and possibility to improve their qualities besides their normal quantities benchmark. With this stereotype achievement among the performing schools, it is normal to have a principal to exert some sort of TS leadership characteristics in his/her normal daily administration. This is necessary to maintain their normal benchmark which is a compulsory target.

Table 4.36 Transformational Leadership Style According to their Levels and Categories

Category	Performing Schools (%)	Non-Performing Schools (%)	Overall (%)
0.00-1.00 (Low)	1(0.4)	2(0.8)	3(0.6)
1.01-2.00 (Moderate)	64(26.9)	79(31.9)	143(29.4)
2.01-3.00 (Good)	141(59.2)	149(60.1)	290(59.7)
3.01-4.00 (Excellent)	32(13.4)	18(7.3)	50(10.3)
Total	238(100.0)	248(100.0)	486(100.0)

From Table 4.36, the overall schools rated their principal leadership according to low level (with 3/486 or 0.6%), moderate level (143/486 or 29.4%), good level (290/486 or 59.7%) and excellent level (50/486 or 10.3%). The study confirmed that Malaysian principals are adopting “good” levels of TF leadership in managing their schools, which is in according with the Education Ministry policy for stretching human touch in managing school. The non-performing school principals in fact had the highest percentage (149/248 or 60.1%) of practicing TF leadership as compared with the performing schools (141/238 or 59.2%) for the “good” level. With the combination of “good” and “excellent” levels, this simple analysis shows that performing schools preferred to have the TF leadership style of principal in managing their shortcomings (173/238 or 72.6% vs 167/248 or 67.4%). On the whole, the respondents in this research perceived and indicated higher TF leadership in performing schools for the “good” and “excellent” levels (59.2% and 13.4 % respectively) as compared to non-performing schools (60.1 % and 7.3 %).

Table 4.37 Scores for Transformational Leadership Style According to School Categories

	Performing Schools	Non-Performing schools	Overall
N	238	248	486
Score	3.40	3.31	3.35
SD	0.57	0.55	0.56

By comparing the scores for both the performing and non-performing schools, the study can generalize that performing schools principals are exerting more efforts on TF leadership style in managing schools. The score for performing schools (3.40 with a SD of 0.57) was higher than the non-performing schools (3.31 and a SD of 0.55) but there is no statistical significant differences (refer to Table 4.14). The performing schools score was even higher than the average schools score (3.35). All performing schools consist of selected students who are the “cream of the crop” and these students need creativeness and challenging tasks as compared to those normal students. This argumentation needs the crux of TF leadership style to enlighten their vision and this is the reason why TF leadership was rated higher among these performing schools.

Table 4.38 Nurturant Leadership Style According to their Levels and Categories

Category	Performing Schools	Non-Performing Schools	Overall
0.00-1.00 (Low)	0(0)	5(2.0)	5(1.0)
1.01-2.00 (Moderate)	46(19.3)	62(25.0)	108(22.2)
2.01-3.00 (Good)	142(59.7)	149(60.1)	291(59.9)
3.01-4.00 (Excellent)	50(21.0)	32(12.9)	82(16.9)
Total	238(100.0)	248(100.0)	486(100.0)

From Table 4.38, the teachers rated their principals' leadership styles according to low level (with 5/486 or 1.0%), moderate level (108/486 or 22.2%), good level (291/486 or 59.9%) and excellent level (82/486 or 16.9%). The most rated level of NT leadership was in the "good" level category, which covered 291/486 or 59.9 %. In fact, both types of schools had rated almost the same percentage of practicing NT principal leadership style. With the addition of "excellent" level, the performing schools had a better percentage (192/238 or 80.7%) than the non-performing schools (181/248 or 73.0%). Among the three types of leadership, NT was perceived as the highest percentage in both performing and non-performing schools. NT was the most commonly practice type of leadership among these schools.

Table 4.39 Scores for Nurturant Leadership Style According to School Categories

	Performing Schools	Non Performing schools	Overall
N	238	248	486
Score	3.60	3.42	3.51
SD	0.60	0.67	0.65

It can be said that the NT leadership style was the most commonly perceived by teachers with a score of 3.51 as compared with TS leadership (score=3.10 in Table 4.35) and TF leadership (score=3.35 in Table 4.37). Based on this descriptive analysis the study can comfortably conclude that NT leadership is the most sort leadership by teachers in these responded schools. The t-test in Table 4.14 also detected a significant difference in TF leadership between the performing and non-performing schools ($t(486)=1.633$, $p<0.01$).

The implementation of “caring school” policy lately by the MOE may create substantial effects on the principal managing and leading style. The empirical causes and effects of this policy are beyond the scope of this study.

Table 4.40 Comparison of “Good” and “Excellent” Levels of Leadership Frequency for Transactional, Transformational and Nurturant Leadership Styles According to their Levels and Categories

Overall	TS		TF		NT	
	F	%	F	%	F	%
2.01-3.00 (Good)	246	50.6	290	59.7	291	59.9
3.01-4.00 (Excellent)	15	3.1	50	10.3	82	16.9
Total	261/486	53.7	340/486	70.0	373/486	76.8
Performing Schools						
2.01-3.00 (Good)	120	50.4	141	59.2	142	59.7
3.01-4.00 (Excellent)	12	5.0	32	13.4	50	21.0
Total	132/238	55.4	173/238	72.6	192/238	80.7
Non-Performing Schools						
2.01-3.00 (Good)	126	50.8	149	60.1	149	60.1
3.01-4.00 (Excellent)	3	1.2	18	7.2	32	12.9
Total	129/248	52.0	167/248	67.4	181/248	73.0

The study also compared the “good” and “excellent” levels on each type of leadership. The ultimate reason for this comparison was to identify the numbers and percentages of the responded teachers towards each type of leadership in the upper continuum. Table 4.40 summarizes the overall leadership practicing styles.

Most teachers in this study perceived that NT leadership helped in managing their schools (overall “good” and “excellent” level for NT leadership, 59.9+16.9=76.8%). Leading in front for the most perceived NT leadership was performing schools with a combined percentage of 80.7% and then followed by non-performing schools with a combined percentage of 73%. Education policies such as “Caring School”, “Education for All” and recently “100 % Attendance” (implemented in 2014) are some of the practices in managing schools that all principals need to adhere. Such policies may need the principals to administrate schools according to NT characteristics.

4.6.2 Leadership Styles According to Principals’ Gender Categories

Table 4.41 Scores for Transactional, Transformational and Nurturant Leadership Styles According to Principals’ Gender Categories

Principal Gender		TS	TF	NT
Male	N	249	249	249
	Score	3.08	3.28	3.41
	SD	0.47	0.57	0.68
Female	N	237	237	237
	Score	3.11	3.43	3.61
	SD	0.51	0.54	0.60
Total	N	486	486	486
	Score	3.10	3.35	3.51
	SD	0.49	0.56	0.65

From Table 4.41, the NT leadership maintained the highest score among teachers’ perception towards their principal leadership style. Female principals showed the highest score for NT leadership (3.61, SD=0.60) as

compared with the male principals score (3.41, SD=0.68). The male NT leadership was even lower than the overall NT leadership score (3.51, SD=0.65). Both principals gender showed statistical significant differences in NT leadership ($t = -3.486, p < .05$. refer to Table 4.16). The ascendance hierarchies of leadership styles scores were NT (3.51), TF (3.35) and TS (3.10). The study results indicate teachers from the responded schools preferred and perceived NT leadership as better managing strategies. The female principal NT leadership was significantly different from the male principal NT leadership. The study also concluded that principal gender may differ in practicing NT leadership but not TS and TF leadership and this notion was supported by Riggio (2008).

Even the TS (3.11 vs. 3.08) and TF (3.43 vs. 3.28) leadership in this study were better perceived for the female principal as compared to the male principal. The overall descriptive results suggested that there was no stereotyping influence on gender differences, where the female principal should have a higher score in TF as compared to male TS leadership (Riggio, 2008). The styles of leadership in educational organization have indeed suffered changing trend in the recent years as compared to yesteryear. With these results, it can be concluded that the gender stereotyping and “status quo” of leadership has eroded over the effect of time. When teachers are more educated and knowledgeable on the latest management strategies development, the role of the male principal as a dominant leader in Asian chronology will change gradually.

4.6.3 Leadership Styles by Respondents' Gender Categories

Table 4.42 Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents' Gender Categories

Respondent		TS	TF	NT
Gender				
Male	N	151	151	151
	Score	3.10	3.31	3.47
	SD	0.43	0.57	0.67
Female	N	335	335	335
	Score	3.10	3.37	3.53
	SD	0.51	0.55	0.64
Total	N	486	486	486
	Score	3.10	3.35	3.51
	SD	0.49	0.56	0.65

Table 4.42 shows the NT leadership had secured the highest score among male and female teachers' perception. The female teachers depicted the highest score (3.53) for NT leadership as compared with their counterparts (score=3.47). The principal NT leadership as perceived by male teachers was even lower than the overall NT leadership (score=3.51). The ascendance hierarchies of leadership were NT (score=3.51), TF (score=3.35) and TS (score=3.10) for both male and female teachers. With these results, the study can conclude that both teachers' gender from the responded schools in this study prefer to perceive NT leadership as a better managing strategy.

Leaders in this millennium do not impose power, authority, or worst with only commands and directives to accomplish their organizational mission and vision but as a symbolic first hand developer, organizer, and persuader

together with their subordinates to move forward. Before maturity period, the principal needs to serve as a role model for a targeted mission. After a maturity period of this interaction, the principal only serves as a motivator, pusher and an observer for making sure the mission is completed according to track. Today's leaders need to be able to forgo parts and parcels of their authorities for their subordinates to carry out their mission accomplishment. From this study, it can conclude that female teachers perceived NT principal leadership far better than male teachers did. With this result, the study suggests that female teachers are better in accepting NT leadership style as compared with male teachers.

For comparison purposes, it was found that both male and female teachers perceived the same level of principals TS leadership (score=3.10). Female teachers also perceived principals more towards TF leadership styles (score=3.37) as compared to male teachers (score=3.31). The overall results suggest that there is not much stereotyping influence on teachers' gender differences except where the female teachers perceived a higher score in TF leadership styles (score=3.37) as compared to their male counterparts (score=3.31). This leadership evolution in educational industry has indeed eroded the "status quo" of male dominance in TS leadership when teachers' gender is concerned. With these results, it can be concluded that the teachers' gender may not serve as a factor influencing the interaction between teachers' perception toward principals' leadership styles (Riggio, 2008). Both groups of respondents did not display any statistical significant difference in terms of their leadership as shown in Table 4.43.

Table 4.43 t-Test for Transactional, Transformational and Nurturant Leadership Styles According to Respondents' Gender Categories

		Levene's Test for Equality of Variances		t-test for Equality of Scores		
		F	Sig.	t	Df	Sig. (2-tailed)
TS	Equal variances assumed	3.170	.076	-.169	484	.866
TF	Equal variances assumed	.465	.496	-1.20	484	.230
NT	Equal variances assumed	3.006	.084	-.848	484	.397

* significant at p<0.05
 ** significant at p<0.01
 *** significant at p<0.001

4.6.4 Leadership Styles by Respondents' Religion Categories

Table 4.44 Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents' Religion Categories

Respondent Religion		TS	TF	NT
Islam	N	396	396	396
	Score	3.10	3.32	3.49
	SD	0.48	0.54	0.61
Buddhism	N	44	44	44
	Score	3.12	3.59	3.58
	SD	0.57	0.59	0.72
Hinduism	N	29	29	29
	Score	3.05	3.45	3.57
	SD	0.42	0.61	0.85
Others	N	17	17	17
	Score	2.98	3.45	3.64
	SD	0.55	0.63	0.83

From Table 4.44, Muslim faith teachers comprised the highest number with 396 out of 486 respondents in this study. With this majority, the Muslim teachers perceived their principal more toward NT leadership style (score= 3.49) as compared with TS (score = 3.10) and TF (score = 3.32). Muslim faith teachers normally prefer gradual shifting of power and authority through empowerment and decentralization management strategies (Ansari, Ahmad & Aafaqi, 2004). Generation Y assimilates and adapts the due process of management and gradually takes over from generation X. This is very common among Muslim faith teachers in Malaysian society where the senior are duties bound to nurture the junior. The Buddhism faith preferred the TF leadership style with a score of 3.59, while the Hinduism respondents dominated the NT leadership style (score =3.57). Both Buddhism and Hinduism faith respondents comprised only 44 and 29 respondents respectively. Other religion respondents constituted only 17 respondents with the highest score (3.64) on NT leadership style. The lack of other than Muslim faith respondents in this study succumb the descriptive analysis comparison for leadership styles on religion and race basic.

Based on the total number of 486 respondents who took part in this study, NT leadership style was the most common perceived principal leadership style, followed by TF leadership and TS leadership. NT leadership was still the overall preferred leadership style in this study based on respondents' religion except the Buddhism faith.

4.6.5 Leadership Styles by Respondents' Marital Status Categories

Table 4.45 Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents' Marital Status Categories

Respondent		TS	TF	NT
Marital				
Widower	N	3	3	3
	Score	3.03	2.94	3.03
	SD	0.21	0.50	0.71
Divorce	N	1	1	1
	Score	3.25	3.45	3.70
	SD	.	.	.
Single	N	73	73	73
	Score	3.05	3.39	3.54
	SD	0.51	0.59	0.59
Married	N	409	409	409
	Score	3.11	3.35	3.51
	SD	0.49	0.55	0.66
Total	N	486	486	486
	Score	3.10	3.35	3.51
	SD	0.49	0.56	0.65

Table 4.45 shows all categories of marital status which exhibited the highest score on NT leadership as compared with the other two leadership styles. The highest number of respondents came from the married categories with 409 respondents displaying a score of 3.51 on NT leadership style. The second highest number of respondents came from the single category with 73 teachers displaying a score of 3.54 on NT leadership as compared with other types of principal leadership. This is followed by three widower respondents and 1 divorcee which exhibited the score in NT leadership of 3.03 and 3.70 respectively. From this table, the study can conclude that NT leadership was the most perceived principal leadership style among the respondents marital status.

4.6.6 Leadership Styles by Respondents' Level of Education Categories

Table 4.46 Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents' Educational Levels

Level of education		TS	TF	NT
Cert	N	21	21	21
	Score	2.82	3.19	3.47
	SD	0.42	0.64	0.70
Dip	N	27	27	27
	Score	3.10	3.41	3.76
	SD	0.48	0.64	0.74
Degree	N	407	407	407
	Score	3.11	3.35	3.48
	SD	0.50	0.55	0.62
Further Degree	N	31	31	31
	Score	3.10	3.41	3.73
	SD	0.40	0.56	0.82
Total	N	486	486	486
	Score	3.10	3.35	3.51
	SD	0.49	0.56	0.65

From Table 4.46, teachers from all categories of education perceived their principals strongly on NT leadership. Respondents from diploma qualification category perceived the highest score in NT leadership with 3.76 (n=21). This was followed by teachers with qualification of further degree (score=3.27, n=31), degree holder (score=3.48, n=407) which was the largest group and lastly certificate qualification (score=3.47, n=21). The overall perception of principals' leadership styles by teachers in this study was focused on NT leadership style (score=3.51, SD=0.65). From this study, it can be concluded that NT principal leadership style is the most preferred style of leadership among teachers irrespectively what qualification those teachers hold. By year 2015, there should be a better comparison between degree and

further degree holder as the Ministry of Education is replacing all non-graduate teachers in secondary government schools with graduate teachers. This scenario definitely serves a better understanding for comparison purposes.

4.6.7 Leadership Styles by Respondents' Age Groups

Table 4.47 Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents' Age Groups

Respondent Age Group		TS	TF	NT
(24-28)	N	73	73	73
	Score	3.20	3.46	3.54
	SD	0.47	0.51	0.53
(29-33)	N	91	91	91
	Score	3.15	3.25	3.49
	SD	0.48	0.52	0.61
(34-38)	N	79	79	79
	Score	3.09	3.34	3.50
	SD	0.45	0.51	0.60
(39-43)	N	100	100	100
	Score	3.04	3.29	3.45
	SD	0.52	0.58	0.73
(44-48)	N	69	69	69
	Score	3.06	3.33	3.44
	SD	0.42	0.57	0.68
(49-53)	N	54	54	54
	Score	3.07	3.51	3.65
	SD	0.57	0.58	0.59
(54-58)	N	20	20	20
	Score	3.00	3.47	3.64
	SD	0.55	0.74	0.89
Total	N	486	486	486
	Score	3.10	3.35	3.51
	SD	0.49	0.56	0.65

From Table 4.47 the majority respondents were from the 39 to 43 years old group (n=100). The second largest group of respondents was between 29 to 33 years old (n=91). The youngest group of teachers (between 24 to 28 years old with 73 respondents) came under the third group and followed by those who were between 44 to 48 years old (n=69). The last two groups were between 49 to 53 years old (n=54) and between 54 to 58 years old (n=20). All categories of age groups perceived principal NT leadership as the most common practice in their respective school. The study descriptively can conclude that teacher' age groups did not have much influence on perception of principal leadership. Constructively teachers in the study valued principal behavior professionally and objectively.

Those teachers in the 49 to 53 years old groups valued principal NT leadership with the highest score of 3.65 and a standard deviation of 0.59. This may due to the process of transferring authority through promotion and replacement. Generally, the MOE will promote those senior teachers who are about 44 years old. This could influence their perceptions towards their principal leadership styles in this study. It is quite uncommon for teachers younger than these groups to be promoted faster as seniority in teaching is still the priority besides performance appraisal. Those teachers who have just joined the service (24 to 28 years old) perceived higher principal NT leadership most probably due to their enthusiastic, eagerness and energetic in executing and discharging duties as a new teacher.

4.6.8 Leadership Styles by Respondents' Position Tenure Categories

Table 4.48 Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents' Positions Tenures Categories

Respondent Position Tenure		TS	TF	NT
Normal Teacher	N	308	308	308
	Score	3.11	3.36	3.49
	SD	0.50	0.57	0.63
Subject Head	N	127	127	127
	Score	3.07	3.34	3.52
	SD	0.49	0.53	0.68
Departmental Head	N	37	37	37
	Score	3.12	3.29	3.50
	SD	0.40	0.58	0.57
Senior Assist.	N	14	14	14
	Score	2.98	3.57	3.80
	SD	0.48	0.57	0.83
Total	N	486	486	486
	Score	3.10	3.35	3.51
	SD	0.49	0.56	0.65

When the respondent position tenure was accounted, the study still displayed principal NT leadership as the most commonly perceived leadership. The ascendance hierarchy from Table 4.48 shows that senior assistants scored the highest in NT leadership style with 3.80 (n=14), followed by subject heads score=3.52 (n=127) than the department heads score=3.50 (n=37) and the last group was the normal teachers score=3.49 (n=308). Again, from Table 4.48 displays senior assistants recorded the highest score in NT. This may be due to the position tenure itself where the next promotion is principalship. This most senior position after the principal in any school, he/she will automatically assume authority whenever the principal is not around. The cause and effect may eventually influence their perceptions towards their principal leadership styles.

The grooming of senior assistants as future principals is in fact happening in all government-aided schools. Generally speaking the position tenure (Departmental Heads and above) itself is reasoning that the principal has the responsibilities to nurture all his/her senior assistants to become future leaders and this group of senior teachers are usually above 44 years old. As stated in Table 4.49, the total number of respondents who were in the senior positions was 50. From this 50 respondents, 34 (17+13+4) of them were above 44 years old comprising 68 % (34%+26%+8%) of the total number of senior teachers. These descriptive statistics hold the identity that seniority is still the priority for promotion in government and government-aided schools.

Table 4.49 Frequencies of Age Groups for Senior Positions in Schools (Departmental Heads and Senior Assistants, N = 50)

Respondent Age Group	Frequency	Percent
(29-33)	4	8.0
(34-38)	3	6.0
(39--43)	9	18.0
(44-48)	17	34.0
(49-53)	13	26.0
(54-58)	4	8.0
Total	50	100.0

4.6.9 Leadership Styles by Respondents' Service Groups

Table 4.50 Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents' Service Groups

Respondent Service Scale		TS	TF	NT
Non-Graduate	N	49	49	49
	Score	2.91	3.33	3.58
	SD	0.46	0.58	0.68
DG41	N	253	253	253
	Score	3.13	3.37	3.52
	SD	0.49	0.53	0.60
DG44	N	161	161	161
	Score	3.11	3.32	3.48
	SD	0.49	0.59	0.71
DG48	N	23	23	23
	Score	3.07	3.46	3.55
	SD	0.47	0.60	0.54
Total	N	486	486	486
	Score	3.10	3.35	3.51
	SD	0.49	0.56	0.65

From Table 4.50, all categories of respondents' service groups had show the NT leadership was the highest score among the three types of leadership (overall score=3.51) and the lowest perceived score for leadership was TS leadership (overall score=3.10). The non-graduate scale respondents perceived their principals highest in NT leadership (score=3.58, n=49) and the lowest in TS (score=2.91, n=49) as compared with other categories of leadership styles. From this descriptive analysis, it can be concluded that NT leadership is the most prevalent leadership in this study. It is not surprising that TF leadership, which made a comeback for the last 10 years, has changed due to recent governmental policy of implementing the "caring school" and "caring society" policies. These policies may cause the principals of the

present schools in this study to change their management styles from TF to NT leadership style.

The TS leadership style, which had a long history of management style in the past years, may consider antiquated in this technological world. While the more caring leadership securing to take charge in management, the orthodox TS leadership behaviour had to made way for the newfound practical approach. With or without conscience, natural or artificially transition, principals in this study have to make the change in order to lead teachers' for the betterment and advancement in school progress. With the helm of navigating the school, principals have due responsibility to nurture their juniors to take charge in the future. With this reason, the next most eligible category of service is the DG48 service group. This may cause this category of service to perceive their principal more NT than other groups of services.

The non-graduate may be an exceptional case as this group of services is facing out of service in the secondary schools level in years to come and will be replaced with graduate scale. By virtual this group belongs to the most senior in age group that needs more nurturing style rather than directive style of management. The Malaysian culture, religion and seniority might be the contributing factors to this group behaviour.

4.6.10 Leadership Styles by Respondents' Years in School

Table 4.51 Scores for Transactional, Transformational and Nurturant Leadership Styles According to Respondents' Year of Service in School

Year In School		TS	TF	NT
1-5	N	266	266	266
	Score	3.13	3.31	3.48
	SD	0.47	0.55	0.61
6-10	N	141	141	141
	Score	3.09	3.40	3.56
	SD	0.51	0.54	0.66
11-15	N	48	48	48
	Score	3.04	3.38	3.49
	SD	0.47	0.60	0.67
16-20	N	22	22	22
	Score	2.96	3.33	3.46
	SD	0.49	0.62	0.82
21-25	N	6	6	6
	Score	3.06	4.02	3.98
	SD	0.64	0.29	0.64
26-30	N	3	3	3
	Score	2.44	3.30	3.63
	SD	1.13	0.97	1.30
Total	N	486	486	486
	Score	3.10	3.35	3.51
	SD	0.49	0.56	0.65

Table 4.51 displays the trend of teachers perceiving their principal leadership styles in according with their number of years in the school. The highest score was 4.02 (n=6) for TF leadership, which came under the category of 21-25 years in that school. With only six respondents in this category, it might not subscribe any significant inference in this study. Other categories years in school are maintaining the NT leadership style as the most popular perceived leadership.

4.7 SUMMARY

Data collected in this study shows that NC was still the most perceived commitment followed by AC (Table 4.52). Teachers feel they are obligated to serve the communities as a payback to the society. Feeling of psychologically attached to their job is another reason that teachers perceived themselves towards AC. The cost of redeployment does not matter in this study, as CC was being perceived as the lowest commitment in this study. On the other hand, NT and TF were the most commonly perceived leadership styles as compared to TS (see Table 4.52). The higher score in NT may be due to the “Caring Policy” implemented in 2014. The average scores for principal leadership styles and teachers’ organizational commitment are comparatively higher in performing schools as compare to non-performing schools except for CC. Principal in these performing schools display a higher degree of leadership style (TF, TS and NT) in order to influence and maintain higher standard of teachers’ organizational commitment. From Table 4.52, descriptively show the performing schools are perceived on a better and higher level of all commitment (except CC) and leadership styles as compare to non-performing schools. Although this result is purely based on descriptive analysis without statistically significant proven, it hold no basic in empirical study but at least it serves as a catalyst for future research. Any shortcomings in this research may serve as a basic for gaining perfection.

The next chapter explains how the principals’ leadership styles influence teacher’s commitment using SEM analysis. These influential

analyses seek the influence effect between each of the variables in the form of hypotheses testing.

Table 4.52 Summary of Principal's Leadership Styles and Teacher's Organizational Commitment Level in Both Performing and Non-Performing Schools

Types Teacher's Commitment	Performing Schools	Non Performing Schools	Overall Commitment/ Leadership
	Score	Score	Score
AC	2.19	2.12	2.15
CC	1.95	2.07	2.01
NC	2.19	2.19	2.19
TF	3.40	3.31	3.35
TS	3.12	3.08	3.10
NT	3.60	3.42	3.51

CHAPTER V

INFERENCEAL DATA ANALYSIS

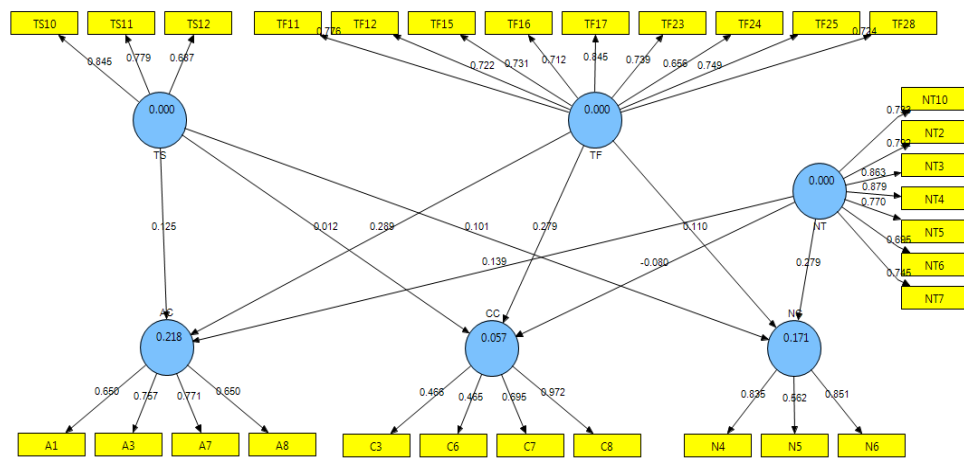
5.0 INTRODUCTION

This chapter presents the data analysis using SmartPLS analytical software. The primary purpose of this inferential statistics was to estimate and predict population characteristics from a selected sample of cases. After making sure that, the data gathered fully meet the multivariate normality assumption, the structural relationship between the exogenous and endogenous variables were measure and examine by using SEM technique available in SmartPLS graphics program. The weight loadings for the outer model were calculated to determine the significant influence of items in one construct using factor analysis. Outer model in SEM is the weight coefficient of that particular item measuring the construct. All weight loading should be above 0.7 in order to be considers significant. The path coefficients or beta (β) for each of the linear relationship between the exogenous and endogenous variables (structural model or inner model) was obtained using regressions to determine their strengths and their directions of the influence. All the hypotheses in this study were tested for their significance accordingly.

5.1 PRINCIPALS' LEADERSHIP STYLE AND ITS INFLUENCE ON TEACHERS' ORGANIZATIONAL COMMITMENT IN PERFORMING AND NON-PERFORMING SCHOOLS

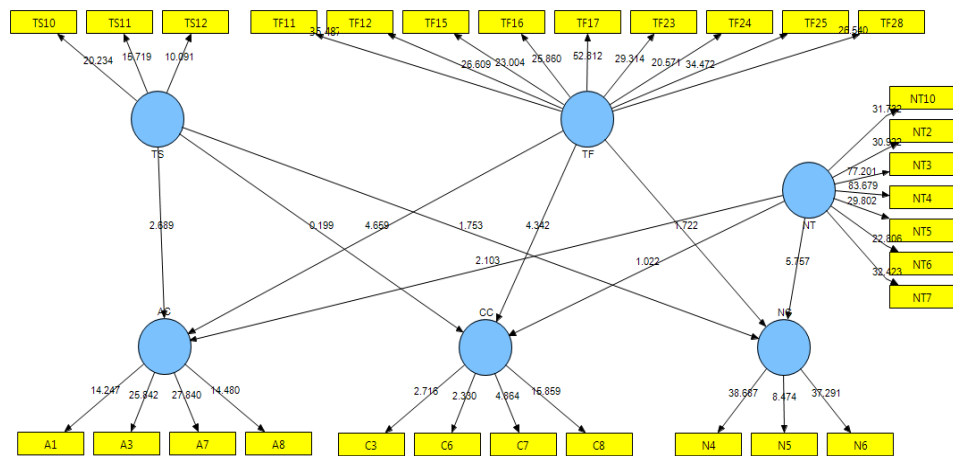
This section examines the different path between principals' leadership styles and teachers' organizational commitment. What is the impact of the principals' leadership styles in these schools on teacher's organizational commitment?

5.1.1 Influence of Principals' Leadership Styles on Teachers' Organizational Commitment in Performing Schools



PERFORMING SCHOOLS TSTFNT VS ACCCNC PATH ANALYSIS

Figure 5.1 Path Analyses between Principal Leadership Styles and Teacher Organizational Commitment in Performing Schools



PERFORMING SCHOOLS TSTFNT VS ACCNC T TEST

Figure 5.2 Significant Levels for Path Analysis between Principal Leadership Styles and Teacher Organizational Commitment in Performing Schools

Table 5.1 Leadership Styles Influence on Teachers’ Commitment in Performing Schools (n=238). (Summarized Results from Figure 5.1 and 5.2.)

Leadership style	Simultaneous Multi Types Leadership Influence Coefficient		
	AC	CC	NC
TS	0.125**	0.012	0.101
TF	0.289***	0.279***	0.110
NT	0.139*	-0.080	0.279***
Overall R ² by TS, TF and NT	0.218	0.057	0.171

* significant at p<0.05
 ** significant at p<0.01
 ***significant at p<0.001

Table 5.1 indicates all regression coefficients between principals’ leadership styles and teachers’ organizational commitment variables. This includes their significant levels at a specific alpha. A full version of original SEM using SmartPLS program can be reviewed in Figure 5.1 and 5.2 above. From Table 5.1, 1 unit increase in TS drove up 0.125 unit in AC and this effect size or regression weight (β) had a positive magnitude. Statistically it was significant at p<0.01 level. The path coefficients between TS and CC, TS

and NC were not significant. The R^2 value for AC in this study was 0.218. It means that the study is predicting a mere 21.8% of variance in AC which are due to the predictive variables of TS, TF and NT. This R^2 value is well above medium value as suggested by Cohen (2010), indicating that the principal leadership styles which include TF, TS and NT do have a predictive power of 21.8% on teachers' AC.

From Table 5.1, the regression weights (β) for both path coefficients between TF and AC and CC were statistically significant. TF had the strongest regression weight on AC that accounted for a value of 0.289 and significantly proven at $p < 0.001$. For TF type of leadership, it regressed on CC with a coefficient of 0.279 ($p < 0.001$). The least weight was on NC by TF which accounted only 0.110 but not statistically significant. This result concluded that TF leadership has a greater impact on teachers' AC and CC as compared with TS and NT leadership styles. This study results is further supported by Thamrin study (2012).

From Table 5.1, the path coefficient or beta (β) between NT and NC was the highest at 0.279 ($p < 0.001$) followed by NT and AC at 0.139 ($p < 0.05$). In another words, the principal NT leadership had significant regressions on AC and NC but not on CC. This path analysis indicated that NT principal leadership had the greatest influence on teachers' AC and NC commitment in performing schools. The R^2 for CC is only 5.78% and not significant while NC is 17.1% depicted the explanatory power of the estimated model. Falk and Miller (1992) recommended that R^2 must be at least 0.10 (or 10%) in order for

the latent construct to be deemed adequate. The analysis revealed that the model satisfied the criteria suggested by Falk and Miller (1992) and could only explain both variance in AC and NC. In short, it can be concluded that principal leadership styles has great impact on both AC and NC but not on CC for the performing schools in this study.

Only AC is statistically significant influenced by all types of principal leadership styles. Therefore, the principal should administrate a school by putting more efforts to enhance the psychological aspect of their teachers in this type of school. This will create a sense of love and belonging towards their school where they are serving. TF is the strongest predictor while TS is the weakest in term of regression weight for AC. Teachers' CC is only predicted by TF and NC is dependent on NT.

5.1.2 Influence of Principals' Leadership Styles on Teachers' Organizational Commitment in Non-Performing Schools

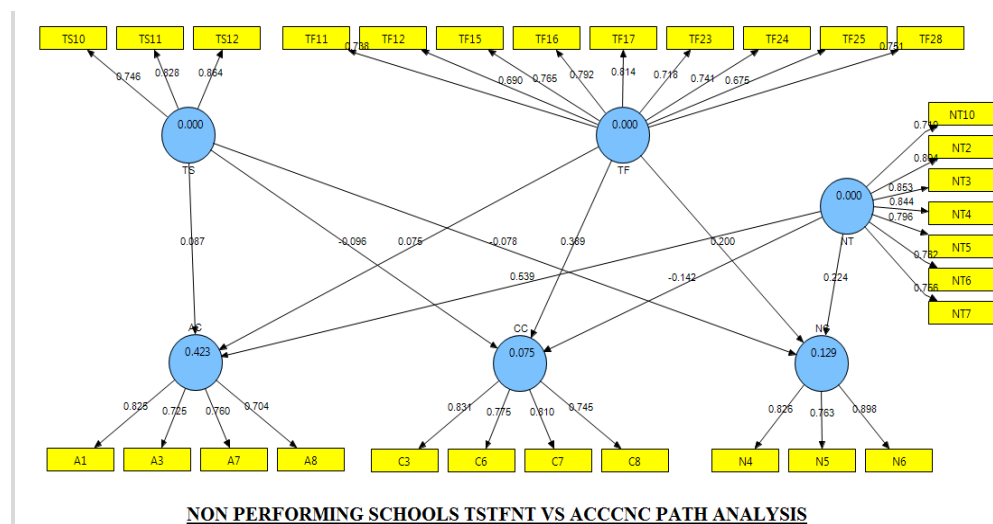
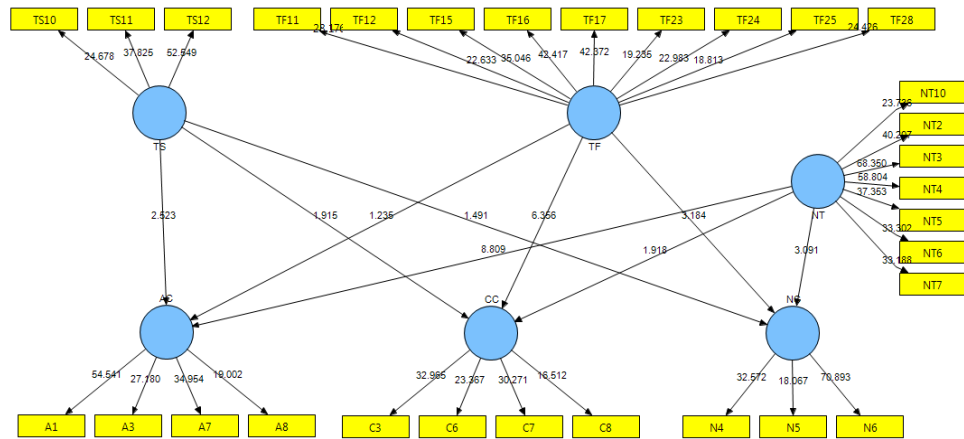


Figure 5.3 Path Analyses between Principal Leadership Styles and Teacher Organizational Commitment in Non-Performing Schools



NON PERFORMING SCHOOLS TS/FNT VS ACCCNC T TEST

Figure 5.4 Significant Levels for Path Analysis between Principal Leadership Styles and Teacher Organizational Commitment in Non-Performing Schools

Table 5.2 Leadership Styles Influence on Teachers’ Commitment in Non-Performing Schools (n=248). (Summarized Results from Figure 5.3 and 5.4)

Leadership styles	Simultaneous Multi Type Leadership Influences Coefficient		
	AC	CC	NC
TS	0.087*	-0.096	0.078
TF	0.075	0.389***	0.200**
NT	0.539***	-0.142	0.224**
Overall R ² by TS, TF and NT	0.423	0.075	0.129

* significant at p<0.05
 ** significant at p<0.01
 *** significant at p<0.001

For non-performing schools, TS leadership style had an impact only on AC. A full version of original SEM using SmartPLS program can be reviewed in Figure 5.3 and 5.4 above. Referring to Table 5.2, 1 unit increase in TS will drove up 0.087 unit in AC as compared to performing schools (0.125, Table 5.1). Statistically it was significant at 0.05 level. This is not a strong positive regression weight among the three commitments. A negative regression

weight of -0.096 between principal TS leadership and CC was recorded but not statistically significant. Both the CC and NC were not statistically influenced by the principal TS leadership style.

The regression weight for TF towards CC and NC were statistically significant but not with AC. TF had the strongest regression weight on CC which accounted a value of 0.389 at $p < 0.001$. The coefficient between TF and NC was 0.200 ($p < 0.01$). The least weight was on AC, which accounted only 0.075 but not significant.

The path coefficient between NT and AC was the highest at 0.539 ($p < 0.001$) followed by NT with NC at 0.224 ($p < 0.01$). In other words, NT principal leadership can significantly predict AC and NC but not on CC. From this study, the results reveal that the leadership models could explain both variances in AC (42.3%) and NC (12.9%).

A closer look shows that AC had the highest positive beta related to NT leadership. With this high beta value on AC, the NT leadership style should be given the priority when managing non-performing schools. Although there is no one fixed type of leadership when managing school, but with such a high coefficient, the principals should heed such findings in this study. The high variance in AC again confirmed that teachers are psychologically committed to their profession. This was followed by the R^2 in NC where the three types of leadership styles could only explained by merely 12.9% variances in AC. The NC had a positive beta related to TF ($\beta = 0.200$,

$p < 0.01$) and NT ($\beta = 0.224$, $p < 0.01$). The findings only indicated teachers' CC is positive related to TF leadership ($\beta = 0.389$, $p < 0.001$). Thus, CC was concluded the least being influenced by the principal leadership style with a R^2 value of 0.075.

For both types of schools, TS leadership style had significant influence on AC, while there was no statistical significant on both CC and NC. This type of leadership relatively boosts the psychological attachment of teachers towards their school. The study results is also supported by previous studies such as Ibrahim, Nurzahit and Turker (2010) and Qadar, Nazim and Gohar (2011) where TS style of leadership does influence certain degree of commitment.

TF leadership on the other hand normally influences AC and CC commitment in performing schools, CC and NC for the non-performing schools. Both types of schools have a strong coefficient on CC. Studies by Amoroso (2002), Emery and Baker (2007), Javaid and Mirza (2012), John and Peter (2006), Ross and Gray (2004) showed that TF indeed had a strong positive influence on commitments. Nevertheless, most of the studies did not mention which type of commitment is strongly influenced by TF leadership style.

The NT leadership appears to influence significantly on AC and NC for both performing and non-performing school. Both types of commitments have high beta coefficients with NT leadership. These results indicate that the

psychology attachment (AC) and the feeling of obligation to serve (NC) among the teachers are very highly related to this type of leadership in this study (Norazlan, 2008). Although there are not many studies on NT leadership in Malaysia, the study strongly believes that the educational policies employed by the present Ministry of Education in Malaysia do have some impact on NT leadership which ultimately influence on teachers' commitment. The theory of NT itself is the foundation of this relationship.

5.2. INFLUENCE OF THREE TYPES OF PRINCIPALS' LEADERSHIP STYLES ON THREE TYPES OF TEACHERS' ORGANIZATIONAL COMMITMENT (OBJECTIVE 2)

To determine the influence of these three principal leadership styles in explaining the level of teachers' organizational commitment, 9 hypotheses have been drawn from previous studies and theories. The following nine hypotheses will describe the degree of influence for each type of leadership style on each type of teachers' commitment.

H1a: Principals' transformational leadership style has significant influence on teachers' affective commitment.

H1b: Principals' transformational leadership style has significant influence on teachers' continuance commitment.

H1c: Principals' transformational leadership style has significant influence on teachers' normative commitment.

H2a: Principals' transactional leadership style has significant influence on teachers' affective commitment.

H2b: Principals' transactional leadership style has significant influence on teachers' continuance commitment.

H2c: Principals' transactional leadership style has significant influence on teachers' normative commitment.

H3a: Principals' nurturant leadership style has significant influence on teachers' affective commitment.

H3b: Principals' nurturant leadership style has significant influence on teachers' continuance commitment.

H3c: Principals' nurturant leadership style has significant influence on teachers' normative commitment.

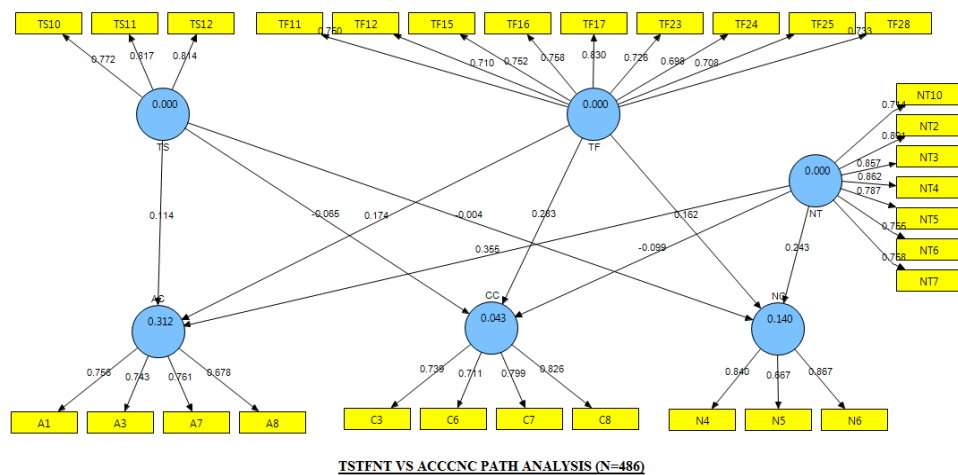


Figure 5.5 Path Analyses between Principal Leadership Styles and Teacher Organizational Commitment

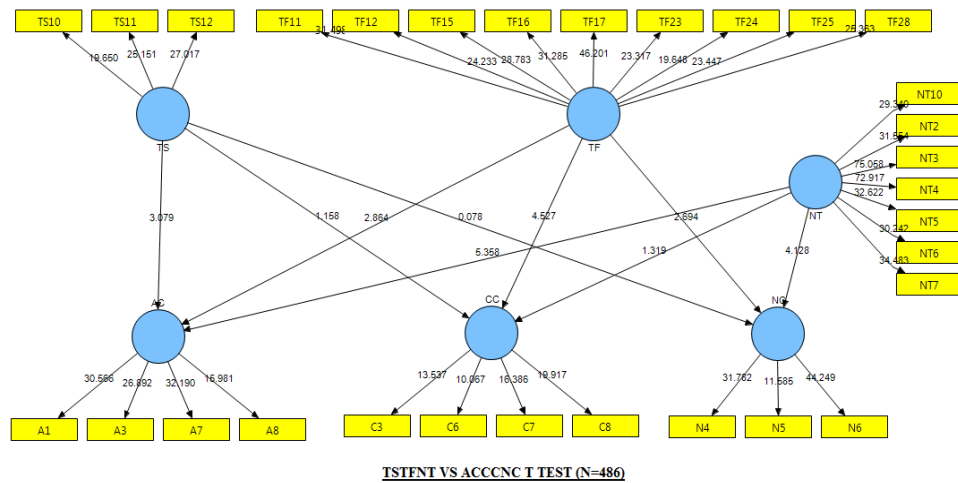


Figure 5.6 Significant Levels for Path Analysis between Principal Leadership Styles and Teacher Organizational Commitment

Table 5.3 Structural Model of Principals’ Leadership Styles Influence on Teachers’ Commitment (Summarized Results from Figure 5.5 and 5.6)

Leadership styles	Teacher Commitment Domain					
	AC	Hypothesis	CC	Hypothesis	NC	Hypothesis
TF	0.174 **	H1a accepted	0.283 ***	H1b accepted	0.162 **	H1c accepted
TS	0.114 **	H2a accepted	-0.065	H2b rejected	-0.004	H2c Rejected
NT	0.355 ***	H3a accepted	-0.099	H3b rejected	0.243 ***	H3c accepted
Overall R ² by TS, TF and NT	0.312		0.0443		0.140	

* significant at p<0.05
 ** significant at p<0.01
 *** significant at p<0.001

From the above Table 5.3, the study can conclude that all the three types of teachers’ commitment (AC, CC and NC) are statistically significant proven and influence by certain types of leadership.

Hypothesis 1a was accepted at p<0.01, which means that for every unit increase in principal TF leadership; there would be a 0.174 rise in AC. This

significant coefficient could be due to the former Malaysian Education Ministry policy where principals are encouraged to cultivate and nurture TF leadership as their administrative strategies in navigating schools mission and visions. This propagandized agenda may serve as a catalyst for this significance. The characteristics of TF leadership have indeed successfully in cultivating teachers' psychological attachment towards their present school. With a higher level of AC, teachers are more prepared to sacrifice their extra time for the beneficial of their school. As the AC progresses towards the end of the continuum, teachers are willing to offer more efforts and time toward their schools. This is a good sign especially for school reform and schools that engaging transformation programs (Thamrin, 2012).

Hypothesis 1b was accepted and significantly proven at $p < 0.001$. With 1-unit increase of TF leadership, it will drive a 0.283 unit increase in teachers' CC. This β or path coefficient is the strongest among the three commitments related to TF leadership. The reason that may explain this finding is the "sunk" cost or also referred to as "nontransferable" investments that teachers may have to forfeit if they move to another school. This "non-transferable" investment may have built up over time cultivated by the principal transformational leadership. The higher the CC in this study indicates that TF leadership is encouraging higher correlation among the teachers on the matter of cost related issue in teaching. According to Meyer and Allen (1997), government employees such as teachers are expected to perceive higher in CC due to job security and transferability. This may be the reason why the teachers' CC is the highest among the three types of commitment (Clinebell,

Skudiene, Trijonvte & Reardon, 2013). Other studies that supported this high CC notion include Omidifar (2013) and Saeed, Lodhi and Saeed (2013).

Hypothesis 1c was also accepted and significant proven at $p < 0.01$. The path coefficient was the lowest among the three commitments with a $\beta = 0.163$. TF leadership had its predictive value on all the three types of commitments, especially teachers' commitment. Principals who are able to show this type of leadership in their daily administrative works and management strategies are most properly able to influence their teachers' commitment. Proven in this study, managing teachers through their stressful teaching life in the present schools has no doubt related and correlated to this TF leadership. This study results were also supported by Clinebell, Skudiene, Trijonvte and Reardon (2013), Omidifar (2013) and Saeed, Lodhi and Saeed (2013). Highly committed teacher will benefit students and their ongoing progress. This may include students' psychology and physical needs, performances and academic achievement, as well as students growing progress.

The study found that all the path coefficients were statistically significant and could be due to the TF leadership theory. The TF theory defined that a true leader is who can inspire his or her subordinates with a shared vision of the future. The TF leaders are very highly visible, good in communicating and they may not necessary lead in front, but able to delegate responsibilities. These leaders have the abilities to generate enthusiastic synergy, able to take risk when ever encounter obstacles, cultivate creativity, advocative and collaborative. Principals with these types of leadership may

entail individualized consideration and always ignite inspirational motivation among their subordinates and idealize their influences. With this TF type of leadership and the endorsement by the Malaysian Ministry of Education may have some impact on teachers' commitment. It may become the most dominant style taught in the present schools where the present principal is trained "How to lead; discover the leader within yourself". This finding is also supported by previous researches such as Avolio (1999), Bass (1998), Foels et al., (2000), Geijsel et al., (2003), Jung and Sosik (2002), Reuben, Augustine, Weldon and Vector (2014), Yu, Leithwood and Jantzi (2002) where TF leaders were found to generate higher commitment from followers in those studies.

Hypothesis 2a was accepted at $p < 0.01$ significant level with path coefficient or $\beta = 0.114$. This means that 1 unit increase in transactional leadership will drive up 0.114 units in AC. The path was statistically significant but its coefficient was the lowest among all the paths. It is interesting to find TS leadership that based on reward and punishment strategies shows a positive influence on AC commitment. Normally such strategy as defined in TS theory would have a negative impact on teachers' commitment since the MOE is putting so much effort in promoting TF leadership for the past 10 years. This TS leadership takes advantage of well-known and tested ideas (Pavlov and Skinner for example) of human responses, especially in times of need. If an urgent task needs to be accomplished in a relative short period with no time to pace people through the rationale, there may be some justification for this leadership style to apply. TS leadership

theory is not hindered with the complexity of differences in intelligence, emotions, or task complexity. If the ideas being imposed on low motivated teachers are beneficial, then the technique may be advantageous. Even well known Maslow theory stated punishment-reward strategy is sometimes needed to push workers who are lowly motivated or subordinates who have no vision on their career path (Katrina, 2016).

Hypotheses 2b and 2c were rejected at the conventional alpha level of $p < 0.05$. The path coefficients were not significant for both CC and NC as stated in Table 5.3. The study found both CC and NC was negatively regressed by TS leadership as shown in Table 5.3. The beta coefficients of hypotheses 2b and 2c were not strong, indicating TS leadership displayed a weak impact on CC and NC. From this study, it can be concluded that TS leadership is not a good administrative strategy as compared to TF and NT leadership styles. Principals should lead schools with TF and NT leadership styles as shown in this study.

The results further explained that transactional leadership theory itself defines subordinates agree to obey their leader totally when they take up a job and on the return for their effort and compliance, they are rewarded (Allan, 2003). In educational organizational such as schools, the principal has the right to “punish” team members if their work does not meet the pre-determined standard. This may seem to be unprofessional in teaching profession. Alternatively a TS principal could practice “management by exception”, whereby, rather than rewarding better work, he or she would take

corrective action if the required standards were not met. All these characteristics of TS leadership may have a negative impact on teachers' commitment. The lack of human touch in this type of leadership would fabricate a negative influence on teachers. This leadership is really just a way of managing rather a true leadership style, as the focus is only on short-term tasks. With this in mind, it has serious limitations for knowledge-based or creative work, but remains a common style in many organizations that offer routine works (Katrina, 2016).

Although the elucidation of TS leadership may anteceded a negative working commitment environment, previous research had proven its effectiveness in certain organizations such as military or security organizations. This may be the reason why TS had significant path coefficient on AC. Some schools such as non-performing schools need a transactional principal leadership to turn around their performance (Nguni, Slegers & Denessen, 2006; Trottier, Van & Wang, 2008 and Yahaya, Chek & Samsudin, 2013). This principal needs to think outside the box for transforming an ailing school in a short time even though this type of leadership suppresses creativities and knowledge-based works. On the other hand, the performing school may need a TS principal leadership to maintain its status quo for students that are academically excellent (Reuben, Augustine, Weldon & Victor, 2014).

Hypotheses 3a and 3c were accepted, as both hypotheses were statistically significant at $p < 0.001$ in this study. On the other hand, hypothesis

3b was negatively related and rejected at conventional level of $p < 0.05$. Both H3a and H3c had a very strong path coefficients (NT vs AC, $\beta = 0.355$, $p < 0.001$ and NT vs NC, $\beta = 0.243$, $p < 0.001$) indicating that this type of leadership is gaining momentum in Malaysian education system. The present policies implemented by MOE may be the influencing factor. With the concept of “caring societies” that all schools in Malaysia should emulate, which coincidental congruent with the theory of NT may ignites this influences.

According to NT leadership theory, leading means more than serving (Sinha, 1980). Leader must cater the needs and expectations of their subordinates first before they can follow their directives. Leader must serve and continuous meet their subordinates’ needs and keep them happy before the leader can effectively lead them. That means leading is part of the role required by the leader to be task oriented. With caring and loving stance, the NT leader shows affection and takes personal interest in their subordinates well being and above all, is committed to their growth. Once the subordinates reach a reasonable level of maturity or seniority, then the subordinates will generate pressure on their leader to shift to the participative style. NT style is considered a starter of the participative style in the reciprocal influence processes between a leader and his/her subordinates. The NT uniqueness is the priority attached to productivity over job satisfaction. This definition of NT leadership may cause a strong positive influence toward AC and NC in the study (Norazlan, 2008).

CC is defined as calculative and perceives whether there is a profit to be gained from participation and a cost to leaving. Teachers who perceive that the cost of leaving from the present school is greater than the cost of staying will choose to remain because they need to. Anything that increases the cost associated with leaving the organization can lead to the development of higher CC. Increased effort and energy by teachers will increase their CC level, because leaving the present school will result a greater loss of the valuable resources spent in the present school. The more difficult for teachers to find alternative jobs that fit or the fewer available alternative jobs in the environment, the greater will be the teachers' CC to their current school.

In teaching profession, the comparison of cost of leaving and stay put are great concerned, while the transferability of job skills and knowledge are almost homogenous among the governmental aided schools. This may cause a non-significant path coefficient between TS towards CC. It is quite interesting to have a significant positive path coefficient between TF and CC in this study, which needs a further study on the matter.

5.3. HOW PRINCIPALS' AND TEACHERS' GENDER MODERATE BETWEEN THE INFLUENCES OF PRINCIPALS' LEADERSHIP STYLES ON TEACHERS' ORGANIZATIONAL COMMITMENT.

5.3.1 Principals' Gender as a Moderating Effect

In this section the idea of gender stereotyping is further discussed and explained as a moderating variable and how significant it influences on this

principal-teacher relationship. This moderating effect was stated in Objective 3.

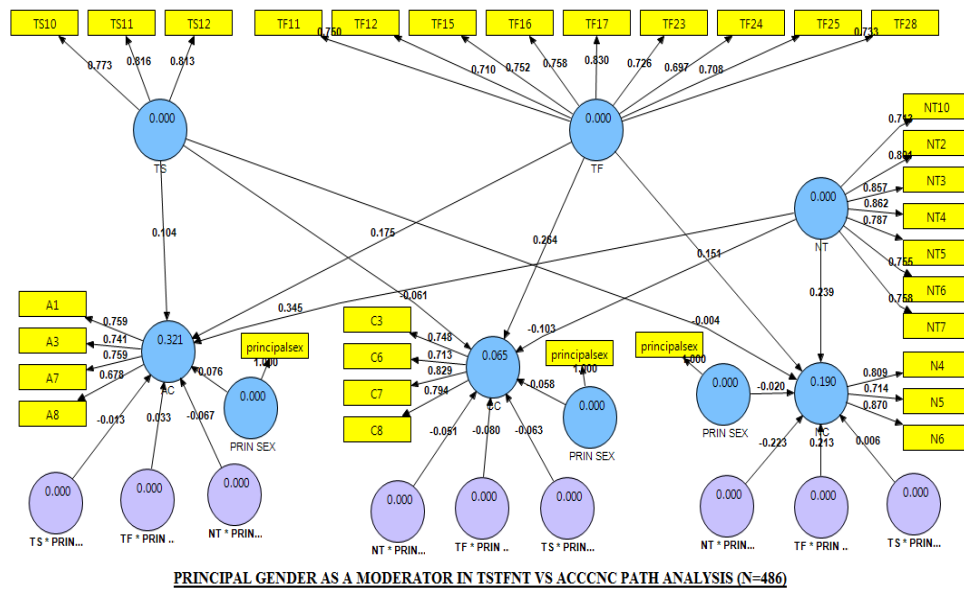


Figure 5.7 Path Analyses for Moderating Effect of Principal Gender between Principal Leadership Styles and Teacher Organizational Commitment

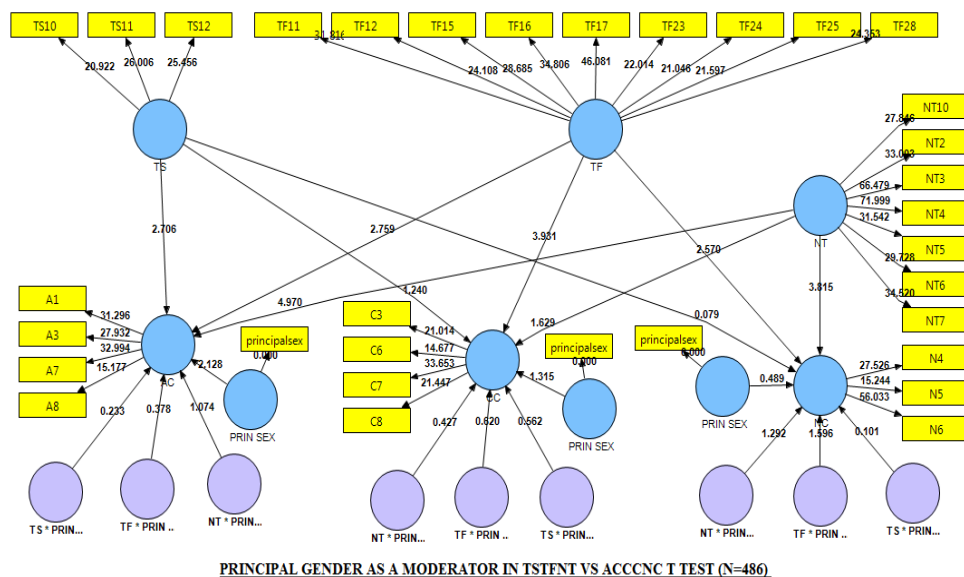


Figure 5.8 Significant Levels for Moderating Effect of Principal Gender between Principal Leadership Styles and Teacher Organizational Commitment

Table 5.4 Overall Path Coefficients and their Significant Levels. (Summarized Results from Figure 5.7 and 5.8)

Principal Gender & Leadership Interaction	AC	CC	NC
TS*P Gender	-0.013	-0.062	0.006
TF*P Gender	0.033	-0.080	0.213
NT*P Gender	-0.067	-0.051	-0.223

* significant at $p < 0.05$
 ** significant at $p < 0.01$
 *** significant at $p < 0.001$

Based on Table 5.4, it can be concluded the principals' gender do not have any moderating effect on these principal-teacher relationship (Kacmer, Carison & Brymer, 1999, Lien, Cheng & Chen 2010). None of the path coefficients shows any significance levels.

The 486 samples participated in this study convey a clear message that the gender of the principal does not or made any changes on all the nine paths coefficients of this principal-teacher relationships. The more educated the respondents are, the less stereotyping their attitudes toward this relationship. With this in mind, even the Muslim faith respondents are willing to accept women as their leader as long as they can perform.

If the principals' gender is categorized into male and female groups, all path coefficients were not statistically significant different for both groups except on NT*AC and NT*NC paths (refer to Table 5.5). The male NT principal leadership style (0.4460) was significant higher than the female NT principal leadership style (0.2458) in influencing teachers' AC ($p < 0.05$).

Likewise for the male principal NT style (0.3487), it was significantly higher in moderating NC domain as compared with the female principal NT style (0.1591) at $p < 0.05$. Therefore, the male principal NT leadership style served better and stronger in moderating both AC and NC except CC.

Table 5.5 Chi Square Test for Principals Gender as a Moderator between Leadership styles and Teachers' Commitment

Relationship	Regression Weight	Sample Size (N)	t-statistic	p-value (2-tailed)	Results
TS→AC(M)	0.1105	249	0.230	0.818	Non-Sig.
TS→AC(F)	0.1239	237			
TS→CC(M)	-0.0445	249	0.374	0.708	Non-Sig.
TS→CC(F)	-0.0686	237			
TS→NC(M)	0.0315	249	1.526	0.128	Non-Sig.
TS→NC(F)	-0.0510	237			
TF→AC(M)	0.1019	249	1.619	0.106	Non-Sig.
TF→AC(F)	0.2444	237			
TF→CC(M)	0.3032	249	0.223	0.824	Non-Sig.
TF→CC(F)	0.2839	237			
TF→NC(M)	0.0330	249	0.569	0.570	Non-Sig.
TF→NC(F)	0.2765	237			
NT→AC(M)	0.4460	249	2.216	0.027	*
NT→AC(F)	0.2458	237			
NT→CC(M)	-0.1057	249	0.099	0.921	Non-Sig.
NT→CC(F)	-0.0963	237			
NT→NC(M)	0.3487	249	2.000	0.046	*
NT→NC(F)	0.1591	237			

* significant at $p < 0.05$

** significant at $p < 0.01$

*** significant at $p < 0.001$

5.3.2 Respondents' Gender as a Moderating Effect

Table 5.6 shows that gender of the respondents does not have any significant moderating impact on all the nine path coefficients of this principal-teacher relationship. In other words, the moderating effect of respondents' gender is not statistically significant to influence any of the paths

between principals' leadership styles and teachers' organizational commitments. Previous researches like Kacmar, Carlson and Brymer (1999), Momammed and Jose (2008) supported this study finding.

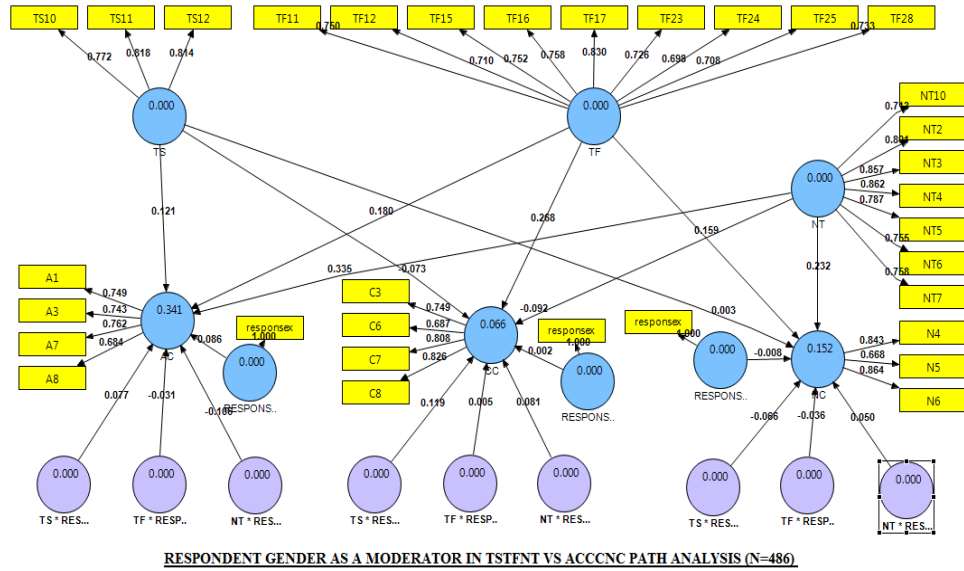


Figure 5.9 Path Analyses for Moderating Effect of Respondent Gender between Principal Leadership Styles and Teacher Organizational Commitment

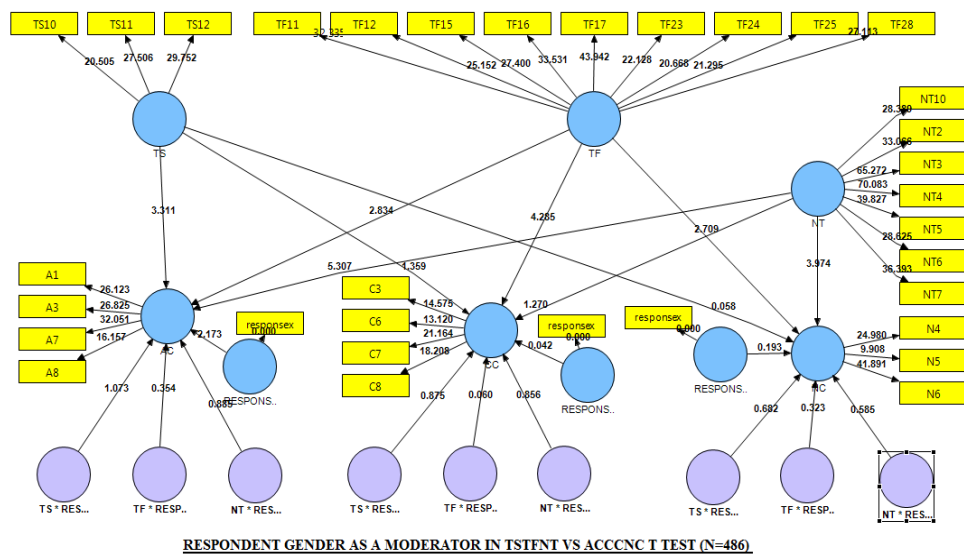


Figure 5.10 Significant Levels for Moderating Effect of Respondent Gender between Principal Leadership Styles and Teacher Organizational Commitment

Table 5.6 Overall Path Coefficients and their Significant Levels. (Summarized Results from Figure 5.9 and 5.10)

Respondent Gender & Leadership Interaction	AC	CC	NC
TS*Res Gender	-0.077	0.119	-0.066
TF*Res Gender	-0.031	0.005	-0.036
NT*Res Gender	-0.106	0.081	0.050

* significant at $p < 0.05$
 ** significant at $p < 0.01$
 *** significant at $p < 0.001$

Majority of Malaysian teachers are Malays and Muslim followers, their prefer gender for their leader is still male. This is quoted in Verse 34 of Surah an-Nisa from the Quran (Ahmad Shafaat, 2000). This may concludes the possibility of gender to serves as an important moderating variable in this study but it was not the case (Pew Research Center, 2014).

By breaking the respondents into male and female groups, the study found that certain paths between principals' leadership styles and teachers' organizational commitment were statistically significant higher than the other groups. Table 5.7 indicates male respondents under TS*AC path was significantly lower than the female respondents (-0.0070 vs 0.1552, $p < 0.05$). Likewise, for male respondents under TF*AC path were significantly higher than female respondents (0.4507 vs 0.0850, $p < 0.001$). The last two paths which are significantly difference include NT*AC and NT*CC. The female respondents score are comparatively higher as compared with male respondents in terms of NT*AC paths (0.4335 vs 0.1589, $p < 0.01$). The female

respondents perceive higher influencing impact on NT leadership toward teachers' AC. The last group was male respondents who perceived higher score negatively on NT*CC path than the female respondents (-0.3252 vs -0.0711, $p < 0.05$).

Table 5.7 Chi Square Test for Respondents' Gender as a Moderator between Leadership Styles and Teachers' Commitment

Relationship	Regression Weight	Sample Size (N)	t-statistic	p-value (2-tailed)	Results
TS→AC(M)	-0.0070	151	2.548	0.011	*
TS→AC(F)	0.1552	335			
TS→CC(M)	0.0688	151	1.756	0.080	Non-Sig
TS→CC(F)	-0.0680	335			
TS→NC(M)	0.0816	151	1.488	0.137	Non-Sig
TS→NC(F)	-0.0340	335			
TF→AC(M)	0.4507	151	3.928	0.000	***
TF→AC(F)	0.0850	335			
TF→CC(M)	0.3001	151	0.175	0.861	Non-Sig
TF→CC(F)	0.3168	335			
TF→NC(M)	0.2777	151	1.587	0.113	Non-Sig
TF→NC(F)	0.1256	335			
NT→AC(M)	0.1589	151	2.805	0.005	**
NT→AC(F)	0.4335	335			
NT→CC(M)	-0.3252	151	2.490	0.013	*
NT→CC(F)	-0.0711	335			
NT→NC(M)	0.1542	151	1.220	0.223	Non-Sig
NT→NC(F)	0.2730	335			

* significant at $p < 0.05$

** significant at $p < 0.01$

*** significant at $p < 0.001$

Taking all the 486 respondents into consideration, both gender of principals and respondents did not have any moderating effect on this principal-teacher relationship. The psychological attachment arises in this study was due to respondents strongly identify with, involve in and enjoy membership in the organization. Subsequently, this feeling will drive a strong

affective commitment towards their organization because they want to. This feeling of attachment may influence teachers' orientations to fabricate a true love toward their present school. In order to cultivate this feeling, the “sense of love” may be the answer, but yet to rationalize through empirical researches. These arguments may explain why both gender of principals and respondents did not have any moderating effect on this matter (Momammad & Jose, 2008).

The non-significant path of moderating variables (gender of both principals and respondents) between both leadership and teachers' commitment may also due to continuance commitment theory itself. The profit and losses of the cost of leaving are another contributing factor that decides the continuing participation. The normative commitment, on the other hand, is the obligation based on an employee's sense of loyalty and sense of duty toward their organization. Therefore, research studies may expect both CC and NC do not influenced by both principals and respondents gender (Kacmar, Carlson & Brymer, 1999; Mohammad & Jose, 2008).

5.4 INFLUENCES BY VARIOUS MODERATORS ON THIS PRINCIPAL- TEACHER RELATIONSHIP (OBJECTIVE 3)

In this section, the study will determine the effects of other variables (include type of school, respondents age, religion, race, marital status, years in service, level of education, position tenure, service scale and years in school) that serve as moderators between the three principal leadership styles on three types of teachers' organizational commitment.

5.4.1 Types of School as a Moderator

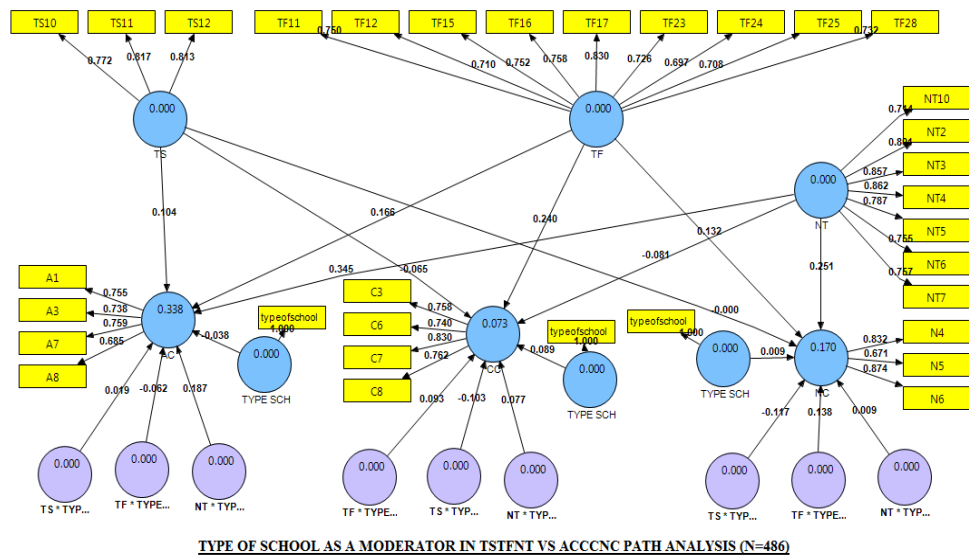


Figure 5.11 Path Analyses for Type of School as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

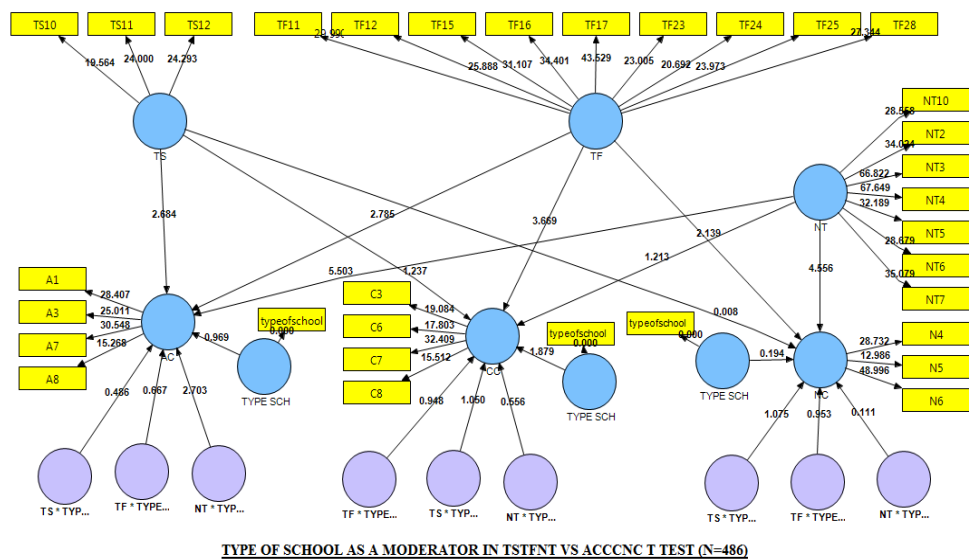


Figure 5.12 Significant Levels for Type of School as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

Table 5.8 Overall Path Coefficients and their Significant Levels for Type of Schools that Serves as a Moderator. (Summarized Results from Figure 5.11 and 5.12)

Type of school & Leadership Interaction	AC	CC	NC
TS* Type of School	0.019	-0.103	-0.117
TF* Type of School	-0.062	0.093	0.138
NT* Type of School	0.187**	0.077	0.009

* significant at $p < 0.05$

** significant at $p < 0.01$

*** significant at $p < 0.001$

From Table 5.8, all nine path coefficients between principal leadership styles and teachers' organizational commitment after inserting the types of school as a moderator were not significant except for NT*AC path ($\beta=0.187$, $p < 0.01$). The types of schools (performing and non-performing) only had influencing power to moderate NT and AC relationship. For this path, it needs further researching to enquire a better understanding on how the types of schools moderate this path. It is quite interesting to have only this part of coefficient being significance as compared with others. The NT in fact had the strongest predicting value towards AC (refer to accepted H3a, $\beta=0.355$, $p < 0.001$ in Table 5.3). With this path coefficient, the teachers' AC may vary for different types of schools practicing NT leadership.

To further investigate the effect of the type of schools on this path, participating schools in this study were further classified into performing (P) and non-performing (NP) categories. From Table 5.9, the only significant different path by the type of schools was NT*AC. The non-performing schools

had a stronger regression coefficient (0.3560) than the performing schools in influencing AC (0.1400) at $p < 0.05$.

Table 5.9 Chi Square Test for Type of Schools as a Moderator between Principals' Leadership Styles and Teachers' Commitment.

Relationship	Regression Weight	Sample Size (N)	t-statistic	p-value (2-tailed)	Results
TS→AC(P)	0.1239	238	0.030	0.976	Non-Sig
TS→AC(NP)	0.1220	248			
TS→CC(P)	0.0135	238	1.152	0.250	Non-Sig
TS→CC(NP)	-0.0554	248			
TS→NC(P)	0.0861	238	1.681	0.093	Non-Sig
TS→NC(NP)	-0.0128	248			
TF→AC(P)	0.2838	238	1.250	0.212	Non-Sig
TF→AC(NP)	0.1666	248			
TF→CC(P)	0.2854	238	0.020	0.984	Non-Sig
TF→CC(NP)	0.2872	248			
TF→NC(P)	0.1140	238	0.567	0.571	Non-Sig
TF→NC(NP)	0.1660	248			
NT→AC(P)	0.1400	238	2.231	0.026	*
NT→AC(NP)	0.3560	248			
NT→CC(P)	-0.0849	238	0.220	0.826	Non-Sig
NT→CC(NP)	-0.1055	248			
NT→NC(P)	0.2793	238	0.452	0.651	Non-Sig
NT→NC(NP)	0.2413	248			

* significant at $p < 0.05$

** significant at $p < 0.01$

*** significant at $p < 0.001$

This finding indicates that the type of schools did moderate significantly on NT*AC path. This moderating effect seems to be stronger on NT*AC path among the non-performing schools compared with the performing schools. For better teachers' psychological attachment towards their school, principals of the non-performing schools need to practice more often of NT leadership style. The NT theory itself speaks for caring and nurturing teachers as the main criterion for leading teacher to task

accomplishment. This leadership style is very important for these non-performing schools.

5.4.2 Respondents' Age as a Moderator

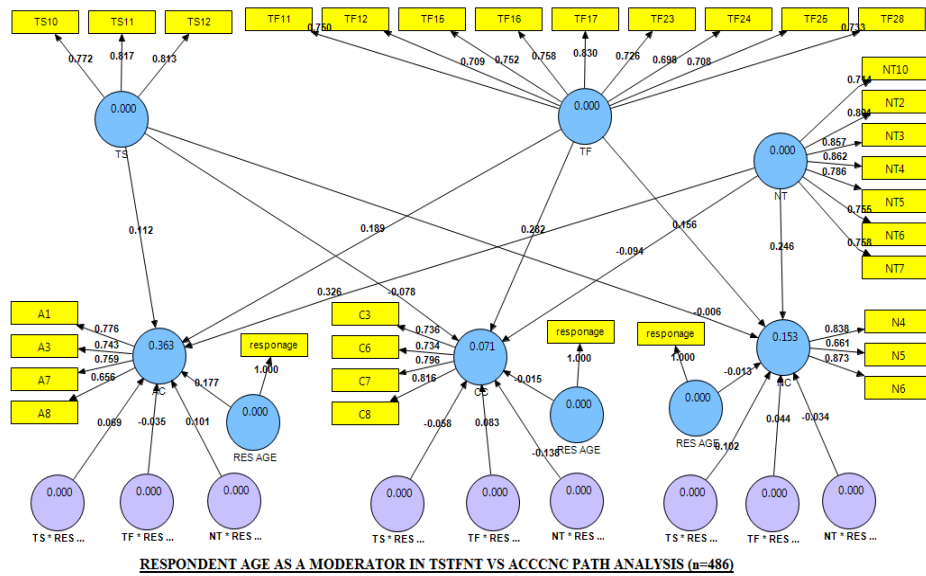


Figure 5.13 Path Analyses for Respondent Age as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

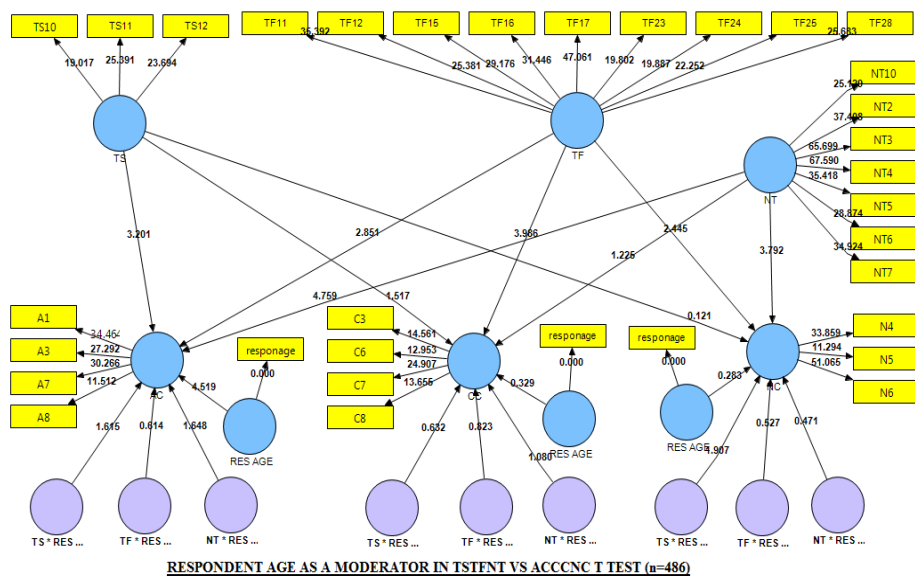


Figure 5.14 Significant Levels for Respondent Age as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

Table 5.10 Overall Path Coefficients and their Significant Levels for Respondents' Age that serves as a Moderator. (Summarized Results from Figure 5.13 and 5.14)

Respondent Age & Leadership Interaction	AC	CC	NC
TS*Age	0.069	-0.058	0.102
TF* Age	-0.035	0.083	0.044
NT* Age	0.101	-0.138	-0.034

* significant at $p < 0.05$

** significant at $p < 0.01$

*** significant at $p < 0.001$

Table 5.10 signified that none of the nine path coefficients between the principals' leadership styles and teachers' organizational commitment was moderated by respondents' age. In short, all the endogenous variables (teachers' commitment) were independently regressed by exogenous variables (principal leadership styles). Age of respondents was not an important factor that can moderate this principal-teacher relationship. The study results were not congruent with previous studies such as Lok & Crawford (2003, 1999); Mahfooz, Zainal & Rehana (2004); Mathieu & Zajac (1990); Meyer & Allen (1984) and Staw & Ross (1977).

5.4.3 Respondents' Religion as a Moderator

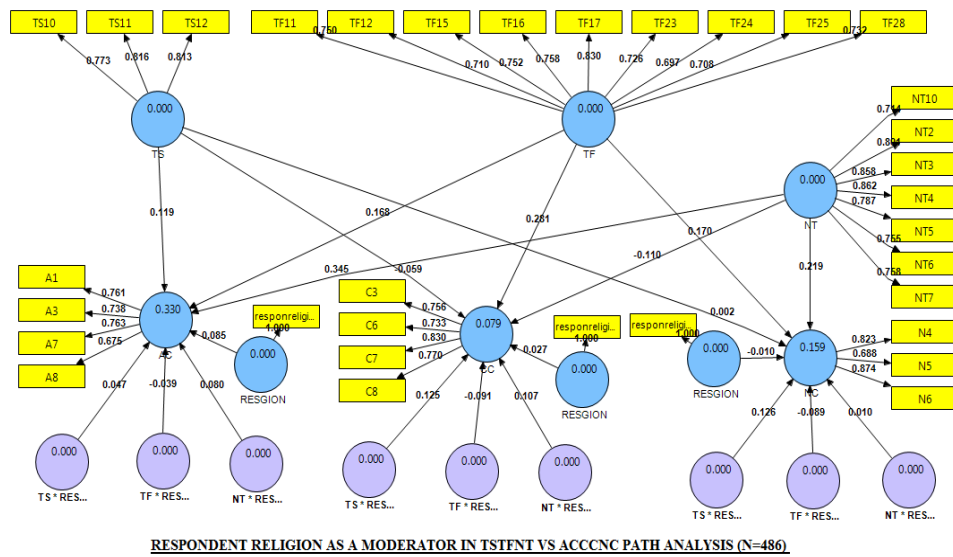


Figure 5.15 Path Analyses for Respondent Religions as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

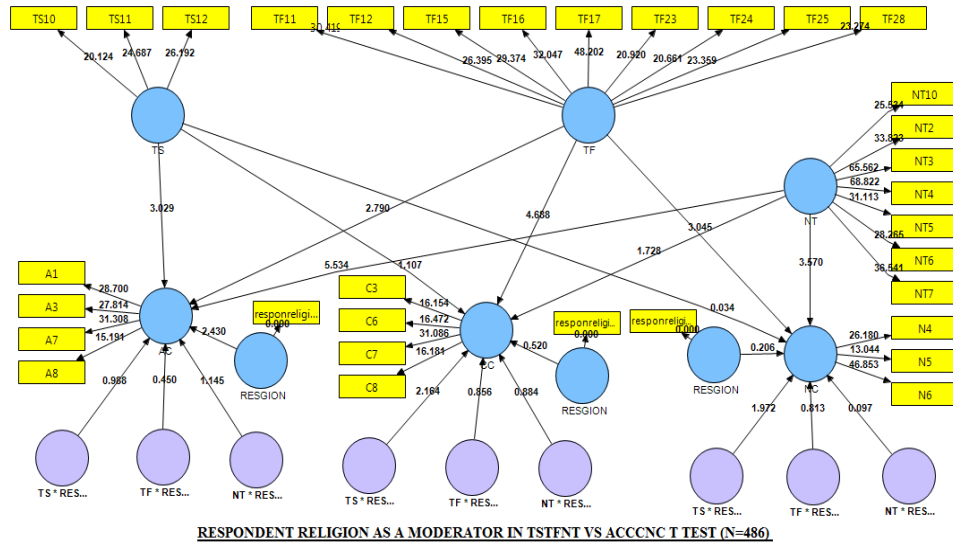


Figure 5.16 Significant Levels for Respondent Age as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

Table 5.11 Overall Path Coefficients and their Significant Levels for Respondents' Religions that serves as a Moderator. (Summarized Results from 5.15 and Figure 5.16)

Respondent Religion & Leadership Interaction	AC	CC	NC
TS* Res Religion	0.047	0.125*	0.126*
TF* Res Religion	-0.039	-0.091	-0.089
NT* Res Religion	0.080	0.107	0.010

* significant at $p < 0.05$
** significant at $p < 0.01$
*** significant at $p < 0.001$

Table 5.11 above shows the respondents' religions indeed did moderate the path between the principals' TS leadership styles and teachers' organizational commitment except on AC (Phoon, 1998). Majority of the respondents in the study were Muslim faith (396/486 or 81.5% after eliminating 9 outliers). With this Muslim majority, it is expected that religion would have certain degree of moderating effect on this principal-teacher relationship. The rationale behind this result is that Muslim faith respondents prefer males to be their leader. It is quite interesting to find that the respondent religion only moderates relationship between TS*CC ($\beta=0.125$, $p < 0.05$) and TS*NC ($\beta=0.126$, $p < 0.05$) but not TS*AC. In addition to that, only TS leadership is accounted in this study but not TF and NT leadership styles. This finding needs further study to find out why only TS leadership was moderated by the respondent religion whereas TF and NT leadership were not.

5.4.4 Respondents' Race as a Moderator

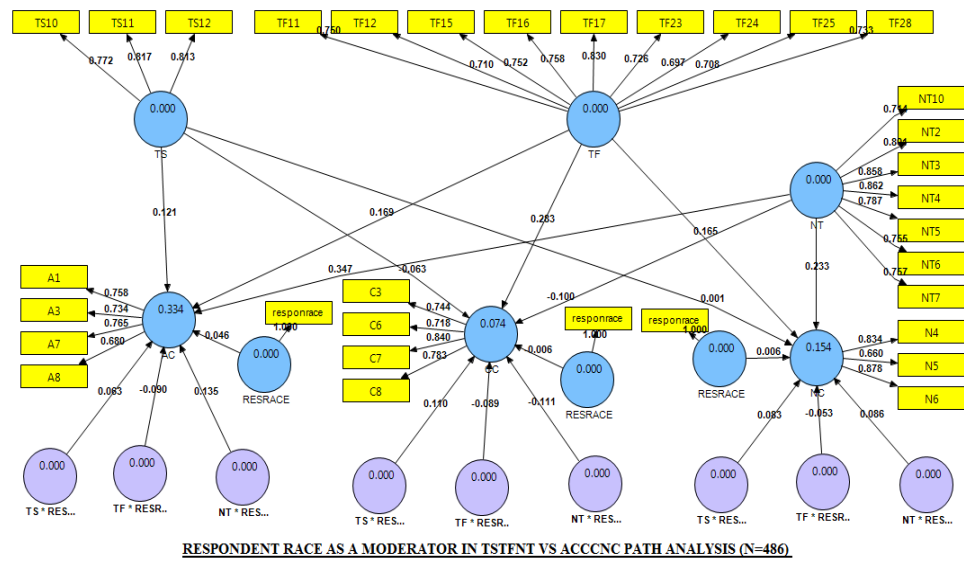


Figure 5.17 Path Analyses for Respondent Races as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

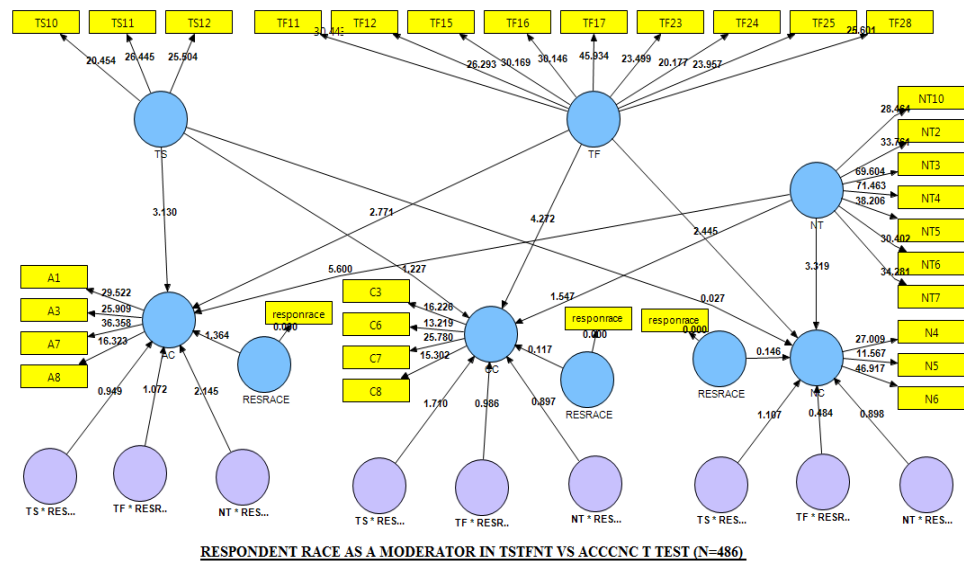


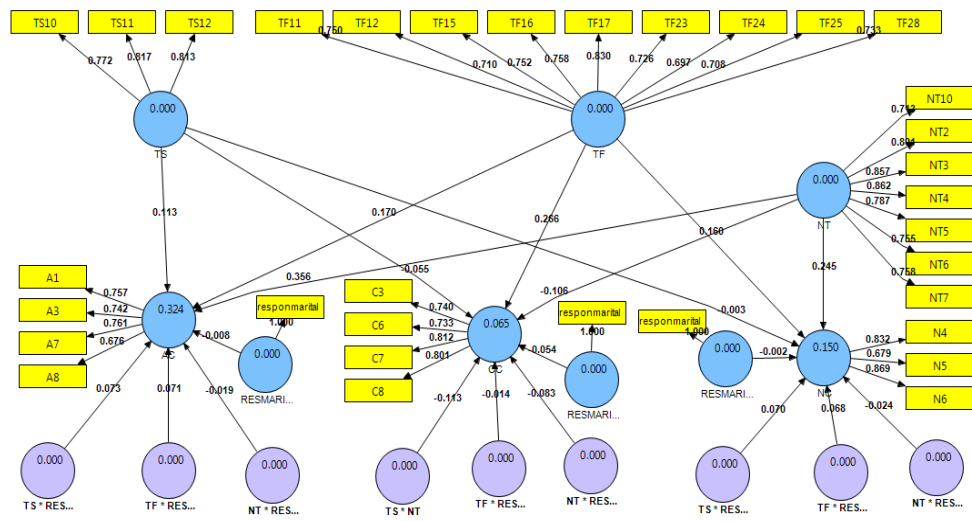
Figure 5.18 Significant Levels for Respondent Races as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

Table 5.12 Overall Path Coefficients and their Significant Levels for the Respondents' Race which serves as a Moderator. (Summarized Results from Figure 5.17 and 5.18)

Respondent Race & Leadership Interaction	AC	CC	NC
TS* Respondent Race	0.083	0.11	0.083
TF* Respondent Race	-0.090	-0.089	-0.053
NT* Respondent Race	0.135*	-0.111	0.086
* significant at $p < 0.05$			
** significant at $p < 0.01$			
*** significant at $p < 0.001$			

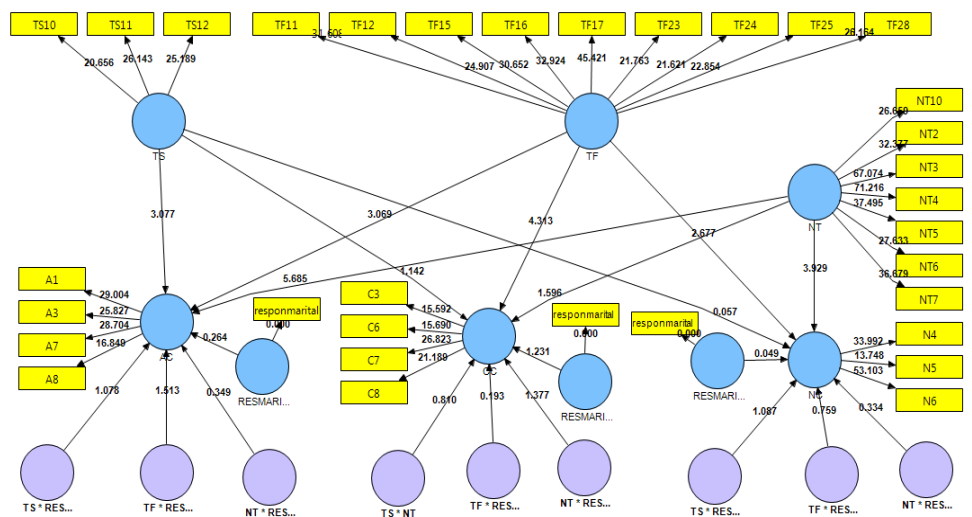
From the above Table 5.12, generally the study can concludes that the the respondent race did not moderates this principal-teacher relationship. The only significant path is on principal NT leadership and teachers' AC ($\beta=0.135$, $p < 0.05$). The other eight paths coefficients are not significance implying that the respondent race has nothing to do with this principal-teacher relationship. This result may due to TS leadership itself where Malay prefers a "polite system" and a more considerate approach when working with subordinate. This may creates some moderating effect on this principal-teacher relationship. Abdullah (1996), Mahfooz, Zainal and Rehana (2004) noted this in their studies where Malay had been educate to be considerate since their young age toward their peer. They are responsible to help their peer and friends whenever it is possible which may not necessary related to business dealing (Ansari, Ahmad, & Aafaqi, 2004).

5.4.5 Respondents Marital Status as a Moderator



RESPONDENT MARITAL STATUS AS A MODERATOR IN TSTFNT VS ACCNCN PATH ANALYSIS (N=486)

Figure 5.19 Path Analyses for Respondent Marital Status as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment



RESPONDENT MARITAL STATUS AS A MODERATOR IN TSTFNT VS ACCNCN T TEST (N=486)

Figure 5.20 Significant Levels for Respondent Marital Status as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

Table 5.13, Overall Path Coefficients and their Significant Levels for Respondents Marital Status which serves as a Moderator. (Summarized Results from Figure 5.19 and 5.20)

Respondent Marital Status & Leadership Interaction	AC	CC	NC
TS* Res Marital	0.073	-0.113	0.070
TF* Res Marital	0.071	-0.014	0.068
NT* Res Marital	-0.019	-0.083	-0.024

* significant at $p < 0.05$

** significant at $p < 0.01$

*** significant at $p < 0.001$

The study result indicates respondents' marital status do not serve any significant moderating effect in any of the nine paths coefficients. From Table 5.13, all the paths coefficients were not statistically significant at $\alpha = 0.05$. This may be because government-teaching job is the most secure profession in Malaysia. As long as a teacher is confirmed and gazetted into this profession, seldom a teacher terminated from his/her profession unless he/she is convicted by criminal court. Therefore, marital status of the respondent does not serve any moderating effect in this principal-teacher relationship.

5.4.6 Respondents' Years in Service as a Moderator

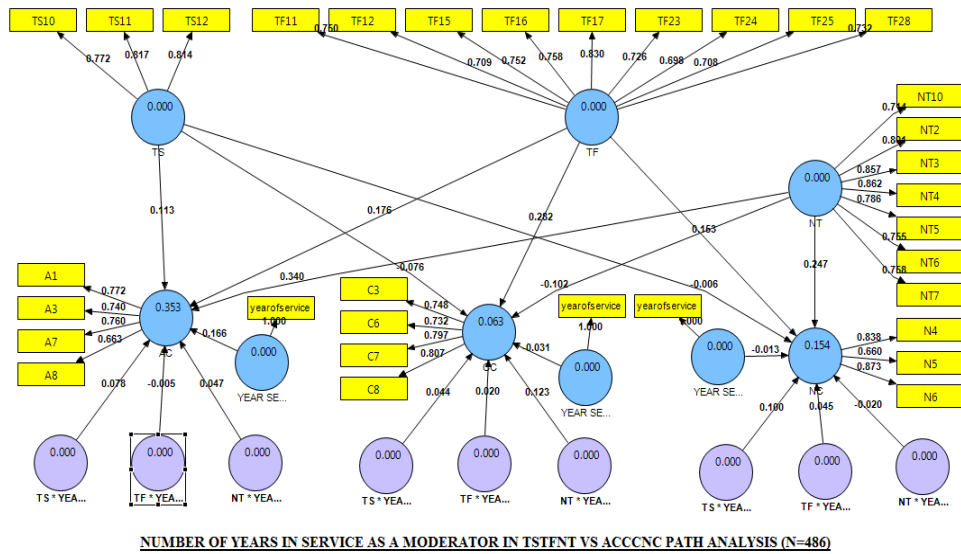


Figure 5.21 Path Analyses for Number of Years in Service as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

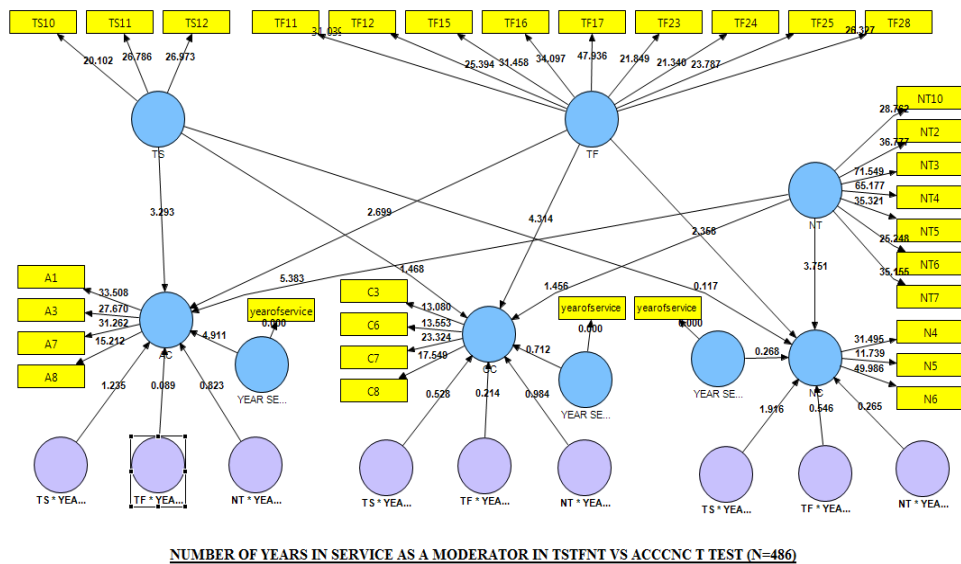


Figure 5.22 Significant Levels for Number of Years in Service as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

Table 5.14, Overall Path Coefficients and their Significant Levels for Respondents' Years in Service which serves as a Moderator. (Summarized Results from Figure 5.21 and 5.22)

Respondent Years in Service & Leadership Interaction	AC	CC	NC
TS* Res Years in Services	0.078	0.044	0.100
TF* Res Years in Services	-0.005	0.020	0.045
NT* Res Years in Services	0.047	0.123	-0.020

* significant at $p < 0.05$
 ** significant at $p < 0.01$
 *** significant at $p < 0.001$

Years in service that serves as a moderator in this study did not influence any path coefficients between the principal leadership styles and teachers' organizational commitment. This variable did not serve any effect in moderating any parts in this principal-teacher relationship. As stated before the longer year in service, the more committed a teacher towards his/her profession.

5.4.7 Respondents' Level of Education as a Moderator

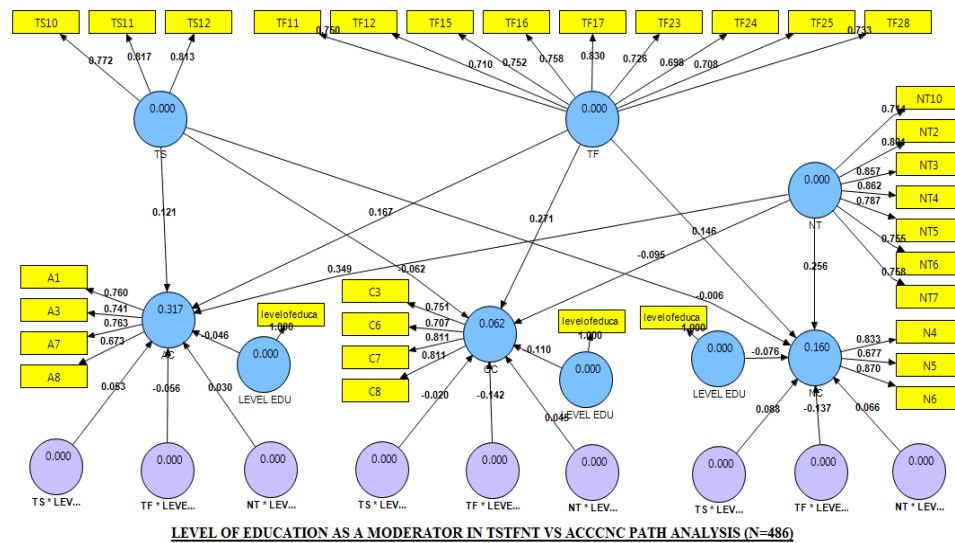


Figure 5.23 Path Analyses for Level of Education as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

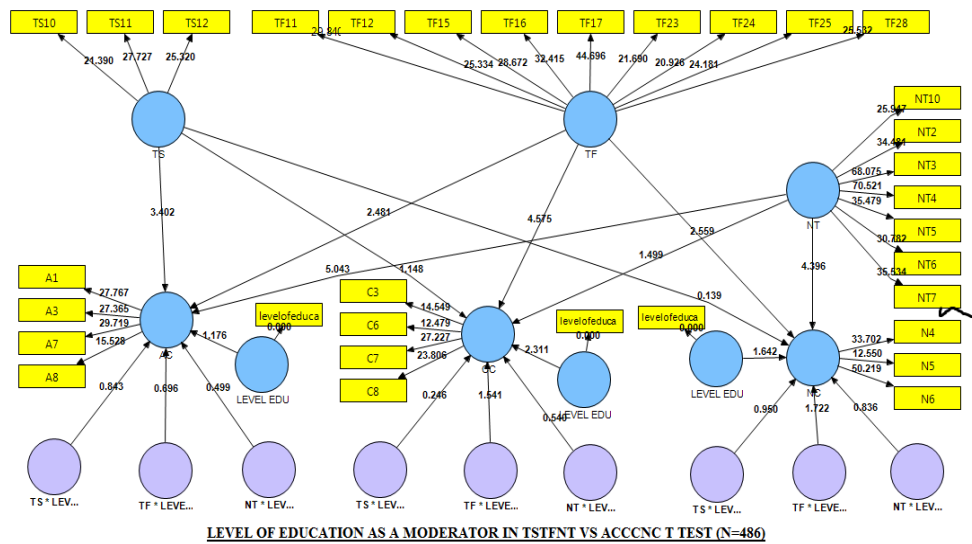


Figure 5.24 Significant Levels for Level of Education as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

Table 5.15, Overall Path Coefficients and their Significant Levels for Respondents' Level of Education which serves as a Moderator. (Summarized Results from Figure 5.23 and 5.24)

Respondent Level of Education & Leadership Interaction	AC	CC	NC
TS* Res Level of Education	0.053	-0.020	0.088
TF* Res Level of Education	-0.056	-0.142	-0.137
NT* Res Level of Education	0.030	0.045	0.066

- * significant at $p < 0.05$
- ** significant at $p < 0.01$
- *** significant at $p < 0.001$

In this study, the level of the respondents' education does not serve as a significant moderator. None of the nine path coefficients in this model was significant, indicating that the respondents' education level does not play as an important moderator role.

5.4.8 Respondents' Position Tenure as a Moderator

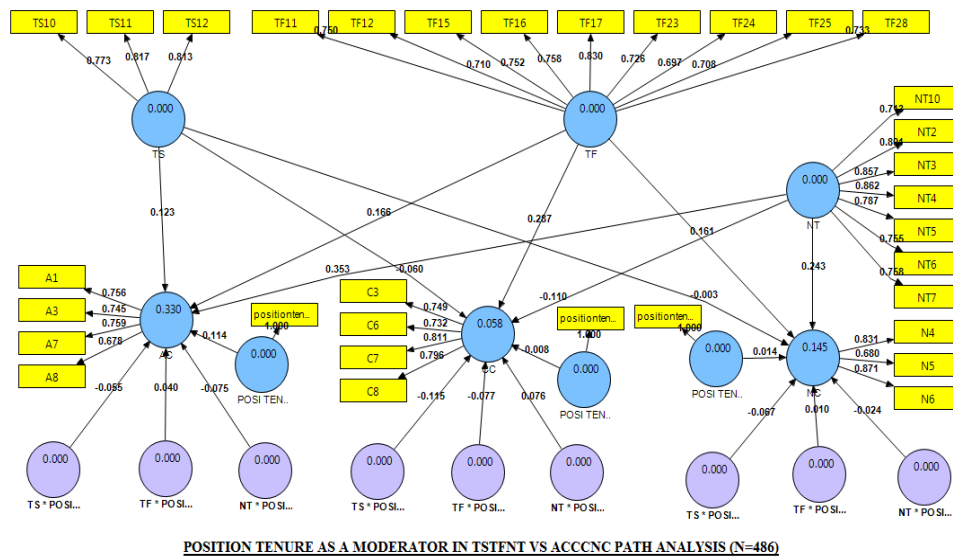


Figure 5.25 Path Analyses for Position Tenure as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

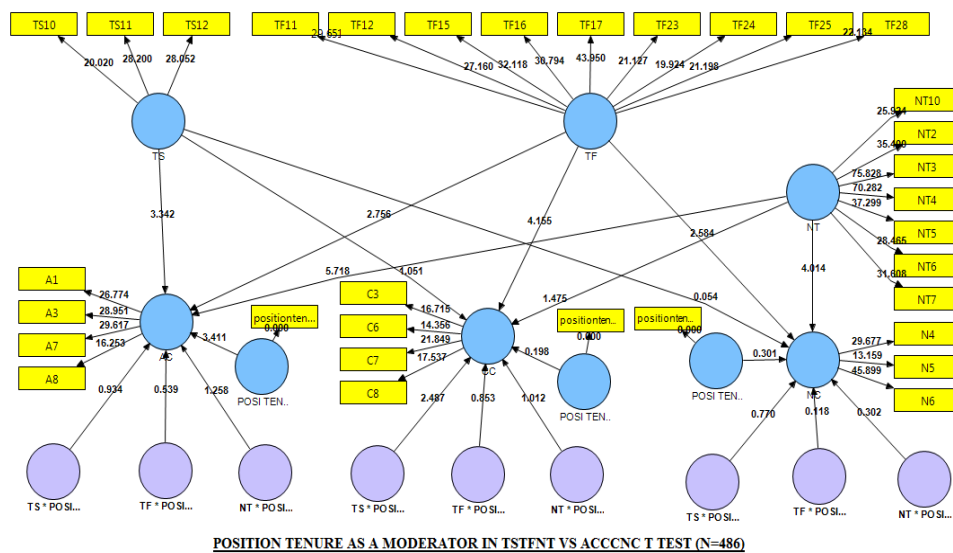


Figure 5.26 Significant Levels for Position Tenure as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

Table 5.16 Overall Path Coefficients and their Significant Levels for Respondents Position Tenure which serves as a Moderator. (Summarized Results from Figure 5.25 and 5.26)

Respondent Position Tenure & Leadership Interaction	AC	CC	NC
TS* Res. Position Tenure	-0.055	-0.115*	-0.067
TF* Res. Position Tenure	0.040	-0.077	-0.137
NT* Res Position Tenure	-0.075	0.076	-0.024

* significant at p<0.05
 ** significant at p<0.01
 *** significant at p<0.001

Position tenure only statistically significant moderates the path coefficient between principal TS leadership style and teachers' CC ($\beta=-0.115$, $p<0.05$). In this case, it was a negative coefficient indicating the higher the position of a teacher holds the lower the influence on TS principal leadership and CC. This also denotes position tenure by a teacher has a negative magnitude in this path. The other eight paths were not significant.

5.4.9 Respondents' Service Scale as a Moderator

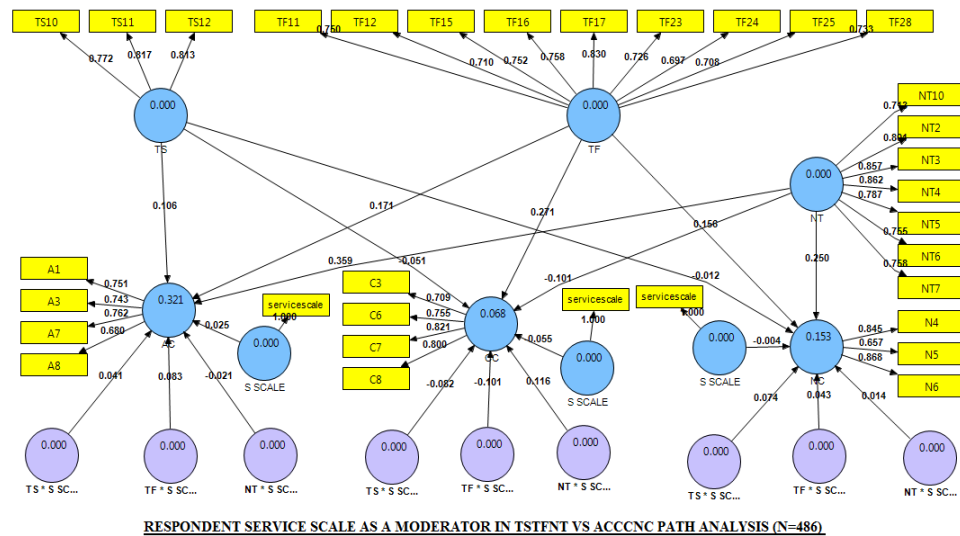
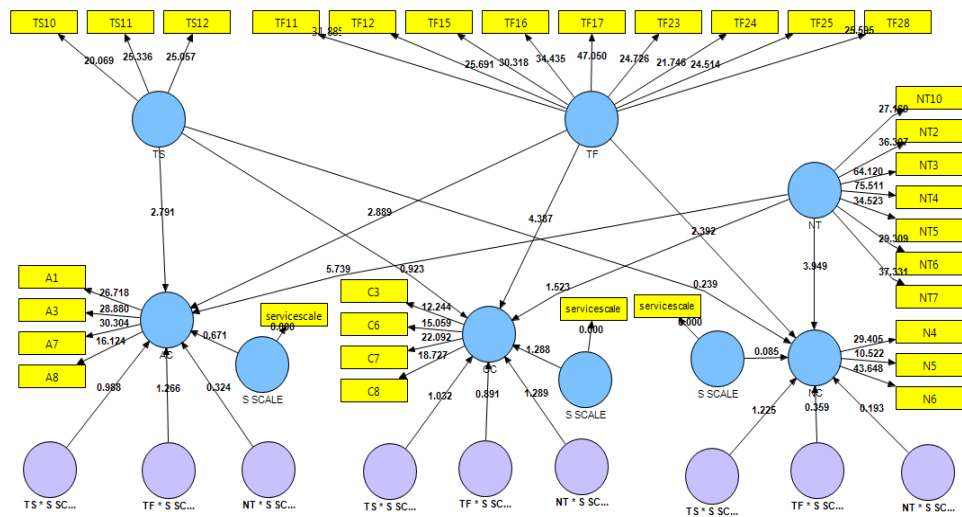


Figure 5.27 Path Analyses for Respondent Service Scale as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment



RESPONDENT SERVICE SCALE AS A MODERATOR IN TSTFNT VS ACCNC T TEST (N=486)

Figure 5.28 Significant Levels for Respondent Service Scale as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

Table 5.17, Overall Path Coefficients and their Significant Levels for Respondents Service Scale which serves as a Moderator. (Summarized Results from Figure 5.27 and 5.28)

Respondent Service Scale & Leadership Interaction	AC	CC	NC
TS*Res. Service Scale	0.041	-0.082	0.074
TF* Res Service Scale	0.083	-0.101	0.043
NT* Res Service Scale	-0.021	0.116	0.014

* significant at $p < 0.05$
 ** significant at $p < 0.01$
 *** significant at $p < 0.001$

None of the path coefficients was statistically significant in this moderating model. This result concluded that respondents' service scale is not effectively serving as a moderator. In other words, both principals' leadership styles and teachers' commitment are not influenced by respondents' service scale.

5.4.10 Respondents' Years in School as a Moderator

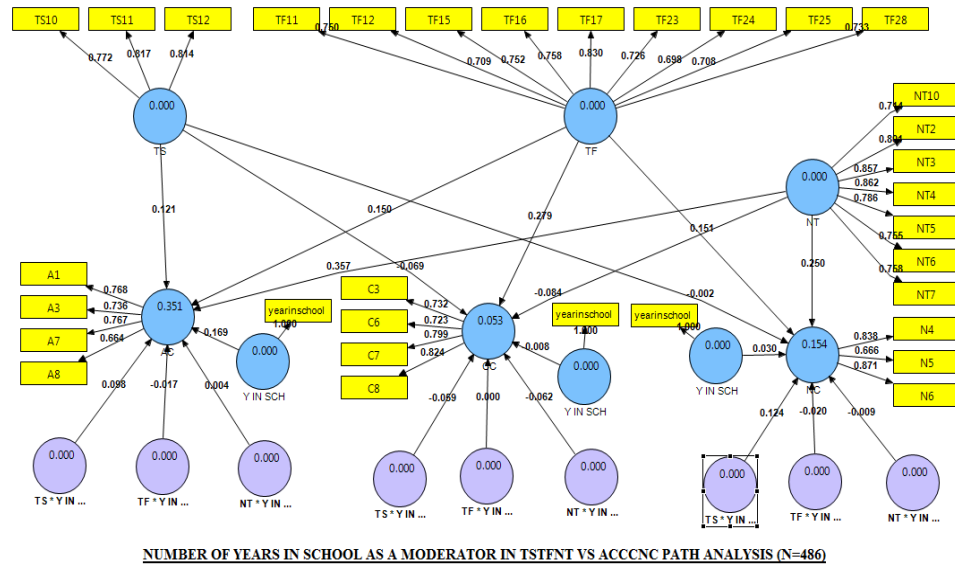


Figure 5.29 Path Analyses for Respondent Years in School as a Moderator between Principal Leadership Styles and Teacher Organizational Commitment

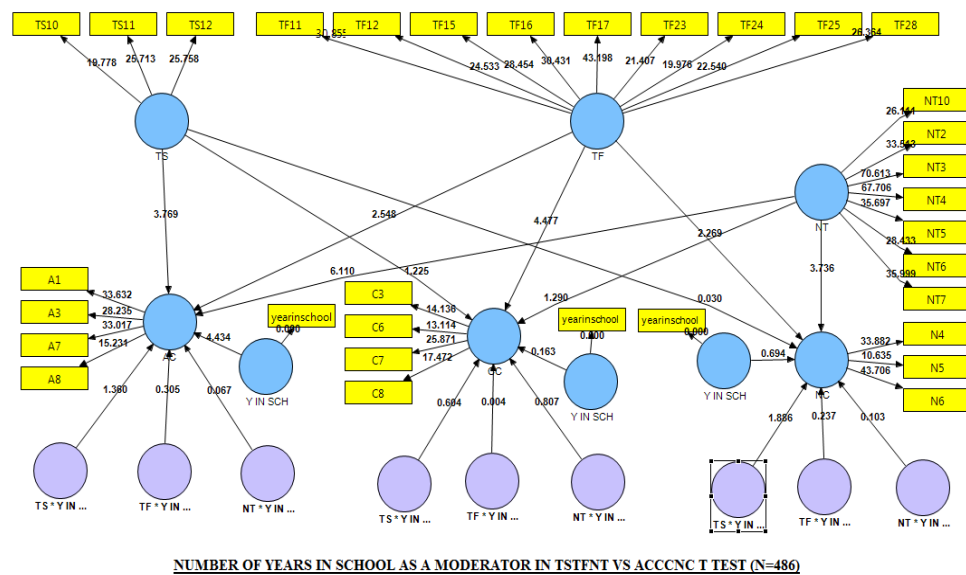


Figure 5.30 Significant Levels for Respondent Number of Years in School as a Moderator between Principal Leadership Styles And Teacher Organizational Commitment

Table 5.18, Overall Path Coefficients and their Significant Levels for Respondents Years in School which serves as a Moderator. (Summarized Results from Figure 5.29 and 5.30)

Respondent Year in School & Leadership Interaction	AC	CC	NC
TS*Res. Year in School	0.098	-0.059	0.124
TF* Res Year in School	-0.017	0.000	-0.020
NT* Res Year in School	0.004	-0.062	-0.009

* significant at $p < 0.05$
 ** significant at $p < 0.01$
 *** significant at $p < 0.001$

The last moderator in this study refers to the number of years in the current school. From Table 5.18, none of the nine path coefficients was statistically significant. The study findings can conclude that respondents' years in one particular school do not play any important moderating role between this principal-teacher relationship.

5.5 THE MOST PROMINENT LEADERSHIP STYLE THAT INFLUENCE TEACHERS' COMMITMENT (OBJECTIVE 4)

Results from the study (refer Table 5.3) indicated that TS principal leadership had no statistical significant on CC and NC but it had a positive significant effect on AC. Overall, the study results (Table 5.3) shows a significant positive transformative influence on all types of commitment. The result concurred with previous studies where TF is always a better leadership style as compared with TS in influencing subordinate commitment. Among those studies which supported this notion include Nguni, Slegers and

Denessen (2006), Reuben et al (2014), Trottier, Van and Wang (2008), and Yahaya, Chek and Samsudin (2013). Comparatively, TF leadership still plays an important role in influencing commitment.

Principals who practice TF style in their daily school management may enhance higher level of commitment among their teachers (all AC, CC and NC are significantly influence by TF leadership in Table 5.3). This conclusion is supported by studies like Baloch, Ali, and Zaman (2010); Clinebell, et al (2013); Omidifar (2013) and, Saeed, Lodhi and Saeed (2013). No doubt that TF leadership has play a very critical and crucial role in enhancing teachers' commitment, TS leadership style does sometimes need to interchange with TF leadership style when facing different situations, different characteristics of teachers, matter of urgency and so on based on the fact that "No one size fix all" (Omidifar, 2013).

The NT principal leadership was first introduced in this study predicts a very high regression path on AC and NC but not on CC (refer to Table 5.3). From the study, NT leadership had indeed gained its momentum in convincing teachers' commitment. Novel teachers may need guidance but as they grow older, teachers' need more room to explore and manage with autonomy. As they reach the stages of maturity or senior enough to hold position, they eventually would like to be part of the administration judiciary (Norazlan, 2008).

Direct or indirectly, teachers at this stage will endure certain responsibilities that enable them to contribute physically and mentally. Thus, the gradual transition of authorities and empowerment from principal to teachers seem to be necessary at this stage. Eventually, the initial NT principal leadership style will change to participative leadership style as stated by Sinha (1995). At this stage, the principal-teacher relationship will reach a consensus stage, where teachers have to be empowered with certain authorities and responsibilities.

5.6 SUMMARY

Overall, in this study the TF principal leadership style still being perceived as the most influential leadership in enhancing teachers' commitment (see Table 5.19 for summarized results in this study). Although TF had been the focus in many previous studies, NT leadership style is fast becoming more relevant in managing schools for the near future. As the Education Ministry is working hard to ensure all schools are adopting a more caring society approach, this has created a vacuum for NT leadership style to fill as a management strategy. On the other hand, the TS leadership was facing out on this management evolutionary stage. Other suggested variables such as the type of school, respondent's age, religion, race, marital status, years in service, level of education, position tenure, service scale and years in school were not significantly proven as an influencing moderator except on certain path coefficients in this principal-teacher relationship. The next

chapter focuses on the discussion on common leadership styles and teachers' commitment compared with previous studies.

Table 5.19, Summary of this Chapter Research Study

Leadership styles	Teacher Commitment Domain
TF	Significantly influence on all types of commitment
TS	Significantly influence only on AC
NT	Significantly influence only on AC and NC
Overall R ² by TS, TF and NT	31.2% of AC variances, 14% of NC variances and only 4.43% in CC variances are due to the influence of the three principal leadership styles.
Moderators	None of the suggested moderators' variables significantly influences this principal-teacher relationship except type of schools on NT*AC path, Respondents' religion on TS*CC and TS*NC paths, Respondents' Race on NT*AC path and Respondents' position tenure on TS*CC path.

Table 5.20, The Study Research Question Conclusion.

No.	Research Question	Conclusion
1	What are the levels of the teachers' organizational commitments (Affective, Continuance and Normative) and principals' leadership styles (Transactional, Transformational and Nuturant) for both performing and non-performing secondary schools?	Overall all types of teacher's commitment and principal's leadership is higher in performing schools except for CC, where the mean is higher in non-performing schools (refer to table 4.52)
2	What is the influence of three types of principals' leadership styles on the three types of teachers' organizational commitment?	TF significantly influence on all types of teacher's commitment (H1a, H1b and H1c accepted). NT significantly influence on AC and NC (H3a and H3c accepted). TS only significantly influence on AC (H2a accepted)
3	What is the degree of influence by various moderators (Principal and respondent gender, type of school, respondent age, religion, race, marital status, years in services, education level, position tenure, service scale, years in school) on this principal-teacher relationship as suggested by previous research studies?	None of the suggested moderator variables significantly influence on this principal-teacher relationship except certain paths (refer to Table 5.19)
4	What is the most prominent leadership style that influences teachers' organizational commitment?	TF still being perceived as the most influential leadership in enhancing teachers' commitment. NT in the second place and TS is the least influential.

CHAPTER VI

DICUSSIONS AND CONCLUSION

6.0 INTRODUCTION

This chapter evaluates the quantitative analyses with comparison to previous studies evidence for further insights. The study focuses on the changes in leadership styles in schools. This may lead us to a better height and far-sight. It is important to cite the rationalization for the present study based on the assumption theories and precisely has sufficient evidence to support it.

6.1 TEACHERS' COMMITMENT IN COMMON

Committed teachers demonstrate stronger organizational commitment and are likely to engage in a positive work behaviour such as low absenteeism, tardiness and turnover, which can jeopardize organizational effectiveness (Nurharani, Norshidah & Afni, 2013). Replacement of teachers without experience in one particular subject may cause the school to struggle and maintain its quality of education because inexperienced teachers are less effective and may contribute to low students' achievement (Rinke, 2008).

On the adverse effect, Shapira-Lishchinsky and Rosenblatt (2010) noted that teachers with low organizational commitment often come late to work and tend to be frequently absent from work by abusing sick leave which

can cause loss of valuable instruction time due to ineffective substitute teacher or class cancellation. This notion was supported by Gaziel (2004) study. To transform a school into another milestone, a principal needs solid cooperation from teachers especially affectively and normatively committed. When teachers are psychologically attach and obligate to serve in their profession, than they will not asking many the question.

This study found that AC and NC were higher among the performing schools but it was not statistically significant different from the non-performing schools (refer to Table 4.14). More than 61% (refer to Table 4.18) of the respondents in performing schools and 51.6% of non-performing schools respondents perceived themselves in the “good” and “excellent” level of AC. The overall commitment scores for both types of schools were almost the same. The performing schools had higher scores on affective (2.19) and normative (2.19) while the CC score (2.07) for the non-performing schools was higher (refer to Table 4.17). Since the entire scores (except CC for performing schools) are well above 2.13, which is a good sign and added advantage for principals to transform a school. This score is well above the average score of 2.00. The study assumes the average score of 2.00 is the minimum level of commitment that is requires an average teacher to perform at par.

This above average level of commitment is good for school improvement programs as teachers are psychologically well prepared. The results are in line with a study done by Noordin, Mohd Rashid, Ghani, Aripin

and Darus (2010) that discovered most Malaysian teachers have high level of AC and moderate level of NC. Perhaps, as suggested by Allen and Meyer (1990), the teachers demonstrated strong AC to the school because their job roles were defined clearly. As long as the school principal could satisfy their physical and psychological needs by allowing them to grow professionally and recognize their contributions, they should perceive themselves higher in AC.

As noted by Allen and Meyer (1990), subordinates with a well-defined roles job should show higher in AC. If this argument was truth than the level of AC should be higher than CC and NC in this study, but this was not the case. Referring to Table 4.17 the score for NC (score=2.19) was higher than AC (score=2.15) and CC (score=2.01). These explanations seem to be too simple in predicting teachers' commitment in the Malaysian context. Many other factors may be involved in explaining teachers' commitment towards their schools. Moreover, the results were in line with study done by Reuben, Augustine, Weldon and Victor (2014) where NC scored the highest than followed by AC and CC.

In actual working conditions, teachers are burden with heavy administrative workloads beside high expectations from students, parents and communities (Juliana & Murali, 2016). To list just a few;

- a) Uncountable of reports to write and deliver
- b) Long winded meetings even it is fatigue and boring
- c) No precise and succinct decision of heated discussions, recycling old

notions and misconstrues with new impressive terminologies but no

Ideas of improvement

- d) Unsustainable of decision
- e) Multiples directives from different authorities and departments
- f) Unwanted traveling for gatherings and briefings on small matter
- g) Unorganized events with no sense of urgency
- h) Ad-hoc courses with no proper preparations and more talking than doing attitude

All these workloads require EQ (Emotion Quotient), affinity feelings, psychological attentions, communication and negotiating skills for better management. If such constraints were not effectively dealt with then it may affect school effectiveness (Azman, 2006). Further investigation on the above issues is necessary to yield a more comprehensive explanation between this principal-teacher relationship as far as organizational commitment is concerned.

Other research studies like Mathieu and Zajac (1990) provide evidence that teachers with high level of AC and NC could attribute to effectiveness in job performance, subsiding turnover rate and are more productive (Nurharani, Norshidah & Afni, 2013). Highly affective committed teachers can serve as good instructional leaders in their classroom because they are able to master the contents of the subjects that they taught. This eventually demonstrates effective teaching and learning for students under their care. Teachers with high level of AC always monitor their students' work, able to control the

classroom activities and involved in extra-curricular activities. This led them to demonstrate organizational citizenship behaviour (Allen & Meyer, 1996). The study found that AC was rated highly among Malaysian teachers and Nordin, Gustru and John (2009) supported this finding. Nurharani, Norshidah and Afni (2013) further suggested that teachers who scored higher in perceived AC were less likely to be absent from work.

Score for CC was higher in the non-performing schools and it was statistically different from the performing schools ($t = -2.331, p < .05$, refer to Table 4.14). More than 36.6% of performing schools respondents and 53.7% of the non-performing school respondents (refer to Table 4.19) perceived themselves in “good” and “excellent” level in CC. In other word, teachers who teach in these non-performing schools have high CC and this may due to marginal opportunity cost. This group of teachers are committed to the present schools because if they are or they opt to transfer to other schools, this will cost them more in term of monetary loses and valuable resources spent and efforts that contributed to the present schools. The lack of transferability to the nearest schools that fit to their needs is another reason why teachers are reluctant to move to another school.

This level of CC in this study was comparatively lower than AC and NC commitments which is contradicting with Meyer and Allen (1997) findings where government employees is expected to perceive higher CC due to job security. Study is needed to further clarify this matter. The other reason for this low CC accounted in this study may be due to the homogenous

working conditions among the government-aided schools. Studies by Labatmediene, Kaunas, Endriulaitiene and Gustainiene (2007) argue that teachers with low CC tend to migrate to another school or resign from the teaching profession. Teachers who teach in Malaysia government-aided schools seldom resign due job security, stability and pension scheme but are true on frequent transfer to another school that suite to them.

For NC, 55.4% of the respondents from performing schools rated themselves on “good” and “excellent” level as compared to 56.9% respondents from the non-performing schools (refer to Table 4.17). Feelings of obligation and owning towards school are the sign of willingness to serve their school better in the future. With this in mind, teachers under such influences are more ready to do extra contributions as a payback to schools they serve. Principals should be able to induce more efforts and contributions from these teachers. Failing to milk these “cream de la cream” teachers means the principal fails to improve the school effectively and efficiently. There is another opportunity that a principal should extract from the pool of teachers. With both types of school having more than half of its teaching staff rated on NC, this indicates that teachers are committed and obligated to their given tasks.

An example where principals who do not do enough to influence teachers’ commitment are the ability to look for opportunities found in the psycho-emotional state of a teacher. From the findings, it is believed that this metaphysical state of mind between the leader and subordinates is important in

synchronizing the outcomes. To derive higher state of teachers' commitment, principals need to enhance their communicating and negotiation skill. Selecting the right type of words and time when delegate tasks are another example that principal should consider this teacher metaphysical state of mind.

It is quite interesting to find the total overall commitment score is higher in non-performing schools as compared to performing schools but not statistically significant except CC (refer to Table 4.11). This finding may indicate that teachers in these schools have to put extra efforts to control the non-performing schools. Those teachers from the performing schools are more of maintaining their present performances while teachers from the non-performing schools are required not only to improve their school performances but also extra efforts exerted to counter negative perceptions among local communities. The negative perceptions by these local communities on these non-performing schools are another negative factor that tends to reduce teachers' commitment. To counter this negative perception, teachers are encouraged to build a strong team, which automatically create a stronger commitment among them. This could be the reason why the non-performing schools yield a higher overall commitment.

Teachers with low commitment irrespectively of what dimensions of commitment are only interested with their own success rather than the reputation of their schools. This group of teachers takes advantage of all opportunities available for their own benefits, stepping on others to move forward and upward in the education system, which eventually affects their

involvement to provide quality education and their ability in helping students' achievement (Nurharani, Norshidah & Afni, 2013). The higher management in the educational system will eventually being filled up with teachers that are only committed to enhance their position rather than the beneficiary of the common lot.

6.2 PRINCIPALS' LEADERSHIP IN COMMON

Teachers' perception of their principals' leadership styles will influence the teacher's commitment (Butz, 2010). The principal will either build trust and confidence or tear them down, but a good principal builds trust that by creating opportunities for teachers to reach their optimum potential.

The results showed that NT leadership style had the highest score (3.51), followed by TF score of 3.35 and the lowest score was 3.10 for TS leadership style (refer to Table 4.32). This result had something to do with the educational policy presently enforced in Malaysia. The slogan of "Sekolah Penyayang" or "Caring School" may influence the teachers' perception of NT leadership style. The senior teachers are responsible to take care of their junior teachers, and in return for their cooperation in executing a given task, power and authority are gradually transferred through the nurturing process.

As far as TS leadership is concerned, the performing schools had a higher score (3.12) than the non-performing schools (3.08, refer to Table 4.34). Therefore, it can be concluded that teachers who work in these

performing schools generally perceived their principals to exert more control as compared to those from the non-performing schools. This could be the reason why these performing schools are doing better in term of academic and management performances. The intention of an exchange of valued benefits that could be economic, political, or psychological in nature between the principals and the teachers are unlikely to trigger extra-role behaviour of the teachers. This is because principals and teachers are not bound together in a “win-win” situation.

Rusliza, Ibrahim and Norsamsinar (2015) proposed that TS leadership is characterized by the transaction or exchange that takes place among leaders and followers where the exchange is based on the discussion between leaders and followers on the requirements and rewards that the followers will receive if they satisfy those conditions specified. According to Ivey and Kline cited in Rusliza, Ibrahim and Norsamsinar (2015), TS leaders laid down the requirements and the followers need to fulfill the leader’s requirement in exchange for compliments and rewards or the avoidance of punishment for non-performance or lack of goal achievement. Thus, this type of leadership in realistic does not promote any extra role among the teachers. Their commitment does not grow beyond the roles or tasks that have been laid down formally.

For TF leadership, the respondents from performing schools rated their principals better (3.40 score, refer to Table 4.36). This may imply that the performing schools having good academic performance should have more TF

leadership styles in managing their schools. Teachers in these schools have to be guided to accomplish school vision and mission as it is the belief that these schools are made up of more committed teachers as most of the principals (performing schools) have the power to select the required teachers from the pool of teachers. The teachers then may perceive their principals to be more TF rather than TS.

According to Aydin, Sarier and Uysal (2013), TF leadership is a critical approach in term of organizational innovation in education. Since this type of leadership supports teachers' intellectual development and infuses excitement, it tends to generate teachers' commitment towards their job and school. These explanations may serve to justify why TF was the only leadership style that was capable of influencing all type of commitments in this study. The study found TF leadership had a positive influence on subordinates' commitment but the level of impact varied with the different dimension of commitment. Supported by Rehman, Shareef and Mahmood (2012); Reuben, et al., (2014); Saeed, Lodhi, and Saeed (2013), TF is still the most influencing leadership style in management.

Research on NT leadership is relatively new in educational organization. Both India and Malaysia were very similar in terms of British colonization, similar vision of 2020 as a developed nation and multi-religious societies. Subordinates from both countries tend to depend excessively on their superior, with whom they want to cultivate a personalized rather contractual work relationship. Subordinates tend to subject to their superior

authority and yield to their demand. Subordinates are also willing to work extra hard as a part of their efforts to maintain a personalized relationship with their superior. Mahfooz, Zainal, and Rehana (2004) believed that this NT leadership could successfully lead Malaysian subordinates to a greater height. The cultural, social and political systems in Malaysia serves as a catalyst for this NT leadership to be easier accepted in our communities.

The application of this leadership is mainly based on empowerment management strategies, as the industry is moving toward the information age. Teachers in this era need more power and authority in order to execute their job effectively. Without the support of NT leadership, teachers are unable to explore by themselves how to manage in the future. This study found that female principals were rated higher on NT leadership as compare to male principals (refer to Table 4.40). This finding also suggests female principals should lead school with NT leadership style. In another study, Chand (2001) found that the most effective leaders receive significantly higher rating on NT, followed by participating leadership. The empirical evidence suggested by Mahfooz, Zainal and Rehana (2004) and the study done by Ansari, Aafaqi and Jayasingam (2000) found that most successful entrepreneurs are rated significantly higher than the least successful entrepreneurs based on NT leadership.

The most compatible study with the present study is done by Wahab (2001) and he found NT leadership style instill more normative commitment in those subordinates who are high in maintaining personalized relationship

than those who has low preference for personalized relationship. The study indicates that this personalized relationship is very important among the government employees where promotion is usually based on this relationship. According to Mahfooz, et al., (2004), the strong office politics by helping among relatives and friends are the most common practices in Malaysian public sector (including educational organizational) even at the expense of competency. The strong connection and linkage to some influential or higher managerial position is another way that some younger and junior staff can be promoted over senior staff even the seniors has higher qualifications and experiences.

When the types of school are taken into account, the study found that the performing schools score higher on all types of leadership as compared to the non-performing schools.

Table 6.1 Comparison of Leadership Scores among Performing and Non-performing schools

Type of Leadership Style	Performing Schools	Non-performing schools
TS (score)	3.12	3.08
TF (score)	3.40	3.31
NT (score)	3.60	3.50

This result indicates that principals of performing schools were perceived to have more leadership characteristics to maintain their schools performing status. It is not easy to maintain a performing school achievement

as it needs all kinds of plans, tactics and strategies to counter negative elements. This may need principals that are able to push their teachers' harder towards achieving the desire goals.

For NT leadership, the t-test showed a significant difference between the two groups (refer to Table 4.11). This could be the influence of educational policy, emphasizing government slogan "leadership by example" and "Caring School" as stated before. Leaders should not only command and direct their subordinates to accomplish the organizational mission and vision but they have to be the prime developer, organizer, persuader, and work together with their subordinates to move forward. During the maturity process, principals need to be the "captain" of a particular mission. After the maturity stage, the principal only serves as a motivator and observer to make sure the mission is progressing according to plan. The principals need to delegate part of their authorities to their subordinates to carry out their mission. From this study, it can be concluded that the female principals are far better than the male principals in executing this task (refer to Table 4.40).

There is clear evident that NT and TF leadership styles are the most predominant leadership styles in this study. Leaders usually use a range of leadership approaches at different times. It should be noted that no one type of leadership could be applicable in all situations particularly when dealing with different individuals. The crux of this study is concentrated on the direct influence of leadership toward teachers' commitment. Other influential factors such as moderators are included in this study as they may moderate this

principal-teacher relationship. The inclusion of moderators in this study was based on previous researches suggestions. Study on the possibility of these principal-teacher relationships being distorted by moderators is to confirm the strength of principals' leadership styles in influencing teachers' organizational commitment.

6.3 INFERENTIAL RESULTS ON HYPOTHESIS TESTING

From the study results, only principal TF leadership had significantly influence on all types of commitment (namely AC, CC and NC). TS had significantly influence on AC only (positive magnitude) while NT had significantly regressed on AC and NC. Results from this study showed that only TF leadership was widely accepted in the teaching profession having significant influence on teachers' commitment. School transformation programs need absolute commitment from teachers who are the core unit energizer. The findings of the study are in line with the study conducted by Emery and Baker (2007), where TF leadership shows a positive and strong linear correlation with organizational commitment. The TF theory stated that a true principal must be able to inspire and motivate his/her teachers with a shared vision, mission and destination of the school in the future. The TF theory emphasizes principals with good communicating skills who are able to delegate responsibilities accordingly (Muhammad & Usman, 2012). This critical element in TF portrays the outcome of extra effort, teachers' satisfaction, job effectiveness and commitment (Avolio & Bass, 2004). Çokluk and Yılmaz (2010) conducted a study that focused on the relationship

between school administrators and teachers' organizational commitment found that there was a moderate positive correlation between the teachers' perceptions about organizational commitment and supportive leadership behaviour of school administrators.

Leithwood and Jantzi (2005) found that TF leadership consistently predicted the willingness of teachers to exert extra effort and to change their classroom practices and/or attitudes when executing their duties. This study also found that TF leaders raise the aspirations of teachers and align their goals toward organizational intents by elevation of the capacity beliefs and their confidence. By sharing a set of goals and values that they agree with the school mission, teachers are found to be more committed if influenced by this type of leadership. This study finding were supported by Dee, Henkin and Singleton (2004) and Koh, Steers and Teborg (1995).

John and Peter (2006) in another study confirmed that TF leadership indeed has an impact on direct and indirect effects on teachers' commitment to school mission and commitment to professional learning community. Boe, Bobbitt, Cook, Barkanie and Masilin (1999) reported that teachers who likely to stay in their positions are more likely to perceive their principals' behaviour as supportive and encouraging as compared to those who leave.

Principal transformative characteristics such as supportive level, providing feedback, encouraging teachers, and using participatory decision-making will dictate the level of teachers' commitment higher in their present

schools (Rosenholtz, 1989). Principals who practice TF leadership today are required to motivate their teachers in three ways. First, principals are required to raise consciousness about the importance of educational efficiency. Second, teachers are encouraged to focus on what benefits their work teams can achieve instead of individual efforts. Lastly, these principals are also required to raise the achievement level of teachers so that they value challenges, responsibility and growth (Burn, 1978).

Principals view themselves as change agent who has a vision for the school and willing to take risks but are not reckless. Other studies that indicate TF leadership has direct effects on teachers' commitment include studies by Ross and Gray (2004) and Amoroso (2002). TF leadership in particular is found to be related to organizational commitment by many other studies and it is accepted as an influential leadership style (Cheng, 2002; Ismail et al., 2011; Klinsontorn, 2005; Krishnan, 2005; Limsila & Ogunlana, 2008; Lo, Ramayah, Min & Songan, 2010; Nguni, Slegers, & Denessen, 2006; Ross & Gray, 2004).

In the case of TS leadership, regression analysis revealed direct significant effect on AC but not on CC and NC. With every 1 unit increase in TS there will be a 0.114 unit increase in AC. This result is in-line with the findings of Ibrahim, Nurzahit and Tucker (2010); Nguni, Slegers and Denessen (2006) and Qadar, Nazim and Gohar (2011). Qadar, et al. found that the TS leadership had 31% impact on employees' commitment and TF leadership had 49% impact on employees' commitment. This findings

generally concur with this study findings where both types of leaderships still play an important role in schools. The regression impact from TS leadership on commitment is expected to be much lower than TF leadership. Çokluk and Yılmaz (2010) found a moderate negative regression coefficient between organizational commitment and TS leadership behaviour of school administrators.

Javaid and Mirza (2012) conducted a study on 320 elementary school teachers (160 males and 160 females) from District I of Shiraz school system (Pakistan) and found a significant coefficient between TF leadership and organizational commitment ($r=0.33$, $p<0.0001$) but no significant relationship was found between TS leadership and teachers' organizational commitment. In addition, Muhammad and Usman (2012) found positive relationships between both types of leadership and employees' commitment among faculty members of selected educational institutions in Lahore, Pakistan. The only difference was TF leadership was rated higher than TS leadership in enhancing employees' commitment.

For NT leadership style, the study found that this type of leadership will significantly influence AC and NC but not CC. NT leadership style is a better type of leadership than TS leadership. This personalized relationship is related to NT leadership between principals and teachers rather than formal contractual work. NT leadership develops a feeling of obligation to work extra hard as a part to maintain this leader-subordinate relationship. In return, the principal shows affection and takes personal care of the teachers' well

being, while accomplishing a shared goal (Sinha, 1980). The nurturing process helps teachers grow up to maturity before assuming greater responsibilities. With better psychological state of mind, discipline and nurturing leadership, it is believed that NT leadership will successfully lead Malaysian teachers to a better height.

Norazlan (2008) who conducted a study on Malaysian cooperative societies, found a negative significant coefficient between NT and AC. Although this reverse result was found but the study signified that NT leadership indeed has a significant predicting value on AC. Norazlan suggests higher work experiences lead subordinates to be more affective committed. Eventually teachers with low AC will quit or emotionally “withdraw” from school (Lok & Crawford, 2003). When teachers’ emotional attachment with the school increases, they tend to prefer leaders with NT style (Norazlan, 2008). As the age of respondents getting older and their years of service getting longer, level of AC among teachers will proliferate higher (Table 4.25 and Table 4.28).

Norazlan (2008) also found a significant positive coefficient between NT and CC although the variance explained by NT is only 8.2% ($p < 0.01$). On the contrary, this study found the direct effect of NT on CC was non-significance. However, the direct effect of NT on AC was significant. This means NT leadership which cultivates personalized relationship is able to develop a sense of obligation (NC) toward schools where they are working. NT principal leadership is able to nurture their teachers to attain a maturity

level while stimulating the interests of subordinates to serve the present school and at the same time completing a shared task. Principals with more informative and coercive skills are able to develop higher commitment among teachers.

Although only certain paths of this principal-teacher relationship in this study were significant, the beta coefficient of each path was still consider low. This implies there are other variables beyond principal leadership are contributing to the levels of teacher commitment. Elliot and Crosswell (2001) support this notion and Ibrahim, Ghavifekr, Ling, Siraj and Azeez (2013) who argue that commitment is multidimensional and as a result factors external to the organization as well as teachers' personal characteristics may have influenced teachers' commitment.

6.4 MOST PROMINENT LEADERSHIP

Maintaining the national school benchmark is regarded as an important academic aspect to fulfill (Jacob & Atang, 2014). This is based on the belief that teachers' commitment can serve as an indicators of organizational and individual outcomes, such as teachers' turnover, performance, and intention to stay in or leave for another organization (Yeh & Chien, 2012). The increased teachers' commitment will improve teacher willingness to work harder together with other teachers and to achieve school vision and mission. The principal's ability of a school plays a critical role in enhancing teachers'

commitment where principal may use various types of leadership styles to lead and direct their teachers.

The following table shows the influence of principal leadership styles (TF, TS and NT) on teachers commitment (AC,CC and NC).

Table 6.2 Comparison of R² between Performing and Non-Performing Schools

Types of school	R ²	AC	CC	NC
Performing Schools	Overall R ² by TS, TF and NT	0.218	0.057	0.171
Non-performing schools	Overall R ² by TS, TF and NT	0.423	0.075	0.129

From Table 6.2, the influence of principal leadership styles (TF,TS and NT) on teachers' AC can be differentiated greatly as compared to CC and NC. The effect of principal leadership on teachers AC was very much higher in the non-performing schools (R²=0.423) as compared with the performing schools (R²=0.218). This implied that 42.3% of the variance in AC for respondents from the non-performing schools could be explained by their principal leadership styles. In the performing schools, only 21.8% of the variance in AC could be explained by their principal leadership styles. Likewise, 17.1% of the variance in NC for performing schools and 12.9% of variance in NC for non-performing schools could be explained by their principal leadership styles. However, the variance in CC in both types of schools was not significantly explained by their principals' leadership styles. With this study result, CC is the only domain in commitment theory that is not significantly explained by principal leadership styles. The CC theory itself explains that commitment is

mainly due to cost differentiate that exists between the present position and the next best alternative available. Cost is the main criterion that decide whether to stay put in the present school or leave for next best alternative available.

In this study, AC in the performing schools was significant influenced by all types of principal leadership. In the non-performing schools, only TS and NT leadership styles were significantly influencing AC. TF leadership is the only leadership that significantly influenced the CC in both types of schools. In the case for NC in performing schools, it was significantly influenced by NT and in non-performing schools by TF and NT leadership styles (refers Table 5.1 and 5.2). From the study, it can conclude that leadership in both types of schools play a crucial factor in enhancing teachers' AC and NC but not the CC. The conclusion strengthens the notion that CC is still based on the cost of redeployment of job. Anything that increases the cost associated with leaving the organization can lead to the development of CC. Increased effort and energy by teachers will increase their CC, because leaving the present schools will result in the loss of the valuable resources spent for the organization.

Principals in today's school system are expected to construct a roadmap leading towards better scholastic performance, and ensure that all teaching staff shares the same vision with their leader. The style of leadership changes the perception and beliefs of the teaching staff in order to enhance their involvement and commitment toward organizational achievement (Jacob & Atang, 2014).

In this study, the straight evident was school principals preferred TF leadership style than TS leadership style and that teachers' NC level was higher than AC and CC. The "good" level of all type of commitment (AC,CC and NC, refer to Table 4.17) may be due to the influence of TF leadership style even though teaching is a very stressful and tiring profession (Tsiakkiros & Pashiardis, 2006; Austin, Shah & Muncer, 2005). The community also habitually criticizes this profession, which is another factor that deteriorates NC and AC (Hoy, Tarter & Kottkamp, 1991). Overall, this study indicates that there is some degree of influence by principal leadership styles on teachers' organizational commitment. This result is in-line with studies done by Acar (2012) and Zehir, Cemal, Sehitoglu, and Erdogan (2012), although both studies did not mention the type of leadership that gave an impact on teachers' commitment. However, Norazlan (2008), who examined this leader-employee relationship, found that experienced employees possessed more stable and high commitment regardless of leaders' behaviour but for new employees' commitment is very dependent on the leader's NT leadership. From the study findings, it is suggested that the TF and NT leaderships play an important role in determining the levels of teachers' organizational commitment.

Future principals for Malaysian schools should heed the findings of this study, where both types of leadership (TF and NT) shall be incorporated into their leadership training programs. Such suggestions are also supported by Clinebell, et al., (2013), Omidifar (2013) and Saeed, Lodhi and Saeed (2013).

6.5 THE MODERATING FACTORS

In this study, both principals and respondents gender did not significantly moderate any paths in this principal-teacher relationship (refer to Table 5.4 and Table 5.6). This study finding were the opposite of Marshall (2015) study. Marshall concluded in his study that male teachers are more affected than female teachers when perceiving principal leadership styles. He further suggests male and female teachers placed greater emphasis on different aspects of leadership. However, Marshall study only focus on single construct of leadership and commitments (no different types of leaderships and commitments).

The moderating effect of the type of school in this study is also minimal. According to Yu, Leithwood & Jantzi (2002), other than the type of school, school culture, school structure and school environment also results a weak effect on teacher commitment. Only NT*AC path coefficients were significantly moderate by this variable (refer to Table 5.8).

Ilhami and Cetin (2012) and Somkid Kaewpravit (2008) in their study indicate older employees generally are more committed to job than younger employees. Generally, it is true in this study were older teachers (49-53 years old) are more committed to school (AC mean-2.53, CC mean-2.15 and NC mean- 2.24) than the younger teachers (between 29-48 years old, refer Table 4.29). The higher level of commitment among older teachers may due to possible cohort effects (Hussain, Yunus, Ishak & Daud, 2013). However, the

study did not find any significant moderating effect of age on this principal-teacher relationship (refer Table 5.10). This study results is further supported by previous findings such as Chugtai and Zafar (2006); Iqbal (2010); Kwon and Banks (2004).

Race and religion did not indicate any strong significant moderating effect on this principal-teacher relationship. The only two parts coefficients show significant moderating effect of religion is TS*CC and TS*NC at $\alpha < 0.05$ (refer Table 5.11). Race only significantly moderates on NT*AC at $\alpha < 0.05$ (refer Table 5.12). Farhan, Sailesh and Kazi (2016) and Lai, Luen, Chye and Ling (2014) supported this study finding. Malaysian is generally more moderate in receiving other race and religion as part of a multiracial country.

No evident from the study indicates significant-moderating effect by marital status and years in services on this principal-teacher relationship (refer Table 5.13 and Table 5.14). This finding was in line with Lai, Luen, Chye and Ling (2014). Evident from Marshall (2015) study indicates the younger teachers reported higher correlations than the older teachers did on commitment.

Other moderators include educational level, position tenure, service scale and years in school did not indicate any significant path coefficients in this study except position tenure moderate on TS*CC path at $\alpha < 0.5$ (refer Table 5.15, Table 5.16, Table 5.17 and Table 5.18). According to Allen and Meyer (1990), tenure could function as predictors for commitment but it was

not the case in this study. However, Norazlan (2008) in his research confirmed tenure is usually associated with experienced employees displaying more commitment to organization as compared with new subordinates when principals practice low NT leadership. According to Norazlan the moderating effect of tenure only affects workers that are more experienced.

Generally, none of the moderating variables are significantly influence in this study (except a few paths). Various proactive roles such as revising, reengineering and rejuvenating management styles are needed to make changes to fit into current management practices in school to enhance teachers' commitment beside influences by principals' leadership styles. There is no point of keeping a loyal teacher when his or her motive of loyalty is to move to another school which involves a lower cost. The same goes for keeping a loyal teacher but unproductive and cost consuming. Both cases are harmful to school, especially at the expense of teachers' commitment in the end.

Finally, there are some arguments about new strategies implemented recently by the education ministry to promote younger-aged principal through training and coaching in collaboration with Institute of Amiruddin Baki. This program was designed to cater younger, enthusiastic and eager teachers to become principal on a faster track by going through on a one-year course. Recently, many of these graduates were placed in the present schools as a principal or senior assistance. With this scenario going on, the styles of leadership and management policies in their tenure capacities generate another question of leadership competency. This issue posts another complicated and

questionable snag by those teachers who had longer year of experiences with more committed attitude. This may due to the latest theory that leadership skills and abilities can be acquired through learning and training processes which refuses to acknowledge the connection between inherited traits and the capacity to lead effectively (Rose, Gloria, & Nwachukwu, 2015; Wolinski, 2010). In addition to this quandary, what about those highly educated teachers with PhD and Master Degrees should station in. They have nowhere to be placed in and their commitment to school generates another problem toward the educational system. This may includes their biasness toward their perception on these “fast track principals” that is much more junior, less experiences, length of services and most of all their long years of trained expertise in education.

6.6.IMPLICATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

6.6.1 Implications

From this study, TF leadership appears to be the most persuasive leadership style. All types of teachers’ commitment were under substantial influence by TF leadership. From theoretical point of view TF leadership can be taught and trained (Bass, 1998). However, literature supporting the shaping of TF leadership in general is limited. Still, the task of the TF leader is inherently risky, because any change threatens the status quo of the organization. Changing nature of work demands TF leaders who are willing to

take risks and are able to obtain the support of their followers without explicit extrinsic rewards (Lynda and Ronald, 2001).

Practically, the ability to achieve goals and motivate followers to work for a common goal, a TF leader needs to accomplish impressive results by means of the "Four I's" as described in section 2.2.3 (Bass & Avolio, 1993, 1997 and 2000). Although TF leadership style is able to enhance all type of commitment, four important roles according to Matthew (2017) when practicing this leadership style are;

- a. Individuals' self-growth and development where Abraham Maslow's hierarchy of needs places this growth as a person's full realization of his potential and moral development. TF principal should commits themselves to selfless ideals and always align their personal principles with peer, group and school. They must always nurture teachers' potential and their moral development.
- b. Encourage teachers who can perform beyond their own and others' expectations.
- c. TF principal are able to care, stimulate, inspire and motivate horizontally and vertically. They are able to set schools' direction and vision, persuasive on teachers to operate and leading them to meet new challenges.
- d. TF principal should be versatile to apply in a variety of settings and easier to improve teachers' commitment and their efficiency.

The second most influencing leadership style in this study is NT. This NT leadership style appeared significantly influence only on AC and NC, but the beta coefficients were the strongest (refer Table 5.3). This cultural approach of leadership developed by Sinha (1990, 1994, &1995) theoretically implicates that;

- a. Personal relations are critical, empathy and concern for subordinate with emphasis on getting the job done.
- b. Cultivating personalized relationship is more than contractual work relationship.
- c. Juniors ought to accept the authority and power distance of their superior and yield to their demands.
- d. Subordinates need to work extra hard as a part of their efforts to maintain a personalized relationship with the superior.

Under such conditions, Sinha (1990) suggests NT leadership style will be most effective provided leader cares for their subordinates, shows affection, takes personal interest in their well-being, and committed to their growth. Once the subordinates reach a reasonable level of maturity, NT leaders will forgo their authorities to subordinates in stages. Although this theoretically implication seems to be very simple, but practically, NT leaders need;

- a. Harmonious state between subordinates' expectations tasks and exerts the role of a leader to approximate balance.

- b. The leader willingness to shifts from NT style to participation leadership style at maturity stage.

Without these two affirmations, the NT leadership will not work as suggested by Sinha (Dean & Paul, 2011). The issues of harmonious state, maturity stage, willingness of shifting authorities and timing of changing leadership style is another empirical topic that researches may explore at least in near future.

Since the effectiveness of TF and NT leadership in this study were supported by evidence, the practical implication of these leadership styles can never be denial when leading and managing school. Effective school leaders are very essential to school effectiveness and improvement (Ololube et al., 2012). Principals must develop sustainability on how they approach, commit to and protect teaching and learning in schools. They need to know how to portray themselves as efficient leaders in front of teachers and students. Able to promote supportive teaching and learning among teachers and students. They should be encouraged to sustain their vision and avoid burning out (Rose, Gloria & Nwachukwu, 2015).

Principals who practice TF and NT leadership styles may create a delighted teacher that lead to be being committed (Collie, Shapka and Perry, 2012; Price, 2012). Teachers who feel their effort is being recognized or rewarded either financially or psychologically may lead them to perform better in the future. Effective and efficient practices of leadership traits by today

principals are very crucial to school management and vision navigating. Principals who are able to create a non-tension and harmonious environment in particular assume better working condition for teachers to accomplish their given task. Principal who are practicing TF and NT leadership styles based on situation with effective management, precise decisions, accurately and speed, innovative and creative thinking especially outside the box may optimize teachers' commitment. These principal would provide wide opportunity for teachers to express their ideas and thoughts, which may eventually develop their skills, potential and abilities that will optimize their commitment.

6.6.2 Recommendations

The study strongly believes that no such things as “one size fits all” phenomenon when executing leadership styles in management (Rose, Gloria & Nwachukwu, 2015). Leadership styles should be selectively adapted to fit organizations, situations, groups, and individuals. Leader should look at the horizon (macro level) rather than the bottom-liner (micro level). The study agree with Rose, Gloria and Nwachukwu (2015) that a good and effective leader should implement the following elements,

- a. Creates a compelling vision; Leader should share his vision and translates it into reality. Constantly motivate people by helping them to identify task and goal to achieve. Inspire people to move forward rather than pushing.

- b. Creates a climate of trust: Able to generate and sustain trust by rewarding people for disagreeing, innovation, and tolerate failure. Staying competent for others rely on leader's capacity to do their job. Upheld high integrity and achieve congruency between what he or she does and says and what his or her vision is.
- c. Creates meaning: Creates meaningful goal by maintaining an environment where people are reminded of what is important. Synthesize and define the school mission and models that will move the organization towards goals achievement. Leaders are people who can eloquently use words to express the collective goals of the organization.
- d. Creates success where leaders also perceive and handle 'failure' differently by embracing errors and vow to learn from it.
- e. Creates healthy and empowering environment to generate commitment, and developed the feeling towards the organization.
- f. Create flat, adaptive, and decentralized systems of management. Bureaucracy does not create leader but instead creates managers and bureaucrats. Managing change is perhaps the ultimate leadership challenge. Strong leadership can often be seen on a network or flattened hierarchy model.

6.6.3 Future Research

Many studies emphasize the need of school principals to be sensitive towards the type of teachers, schools climate, and environmental factors that

they are facing before implementing the types of leadership (Wynn, Carboni Wilson & Patail, 2005; Wynn and Patail, 2006). Apart from those suggested, the study believes that the state of EQ (Emotion Quotient), affinity feeling, variation in human psychological aspects, communication and negotiating skills are among the factors concerned that may also influence this principal-teacher relationship (Horng, Klasik & Loeb, 2010) . This includes organizational climate, group dynamic, psychological aspects, interpersonal communication skill, EQ and peer influence, which may influence teachers' commitment. Induction and ongoing mentoring support from senior and experienced teachers are some other aspects that might associate with teachers' commitment (Smith & Ingersoll, 2004). Other possible factors that might affect this principal-teacher relationship include levels of administrative support, teacher collegiality, professional influence, positive behaviour and appraisal system (Devos, Tuytens & Hulpia, 2014; Marshal, 2015).

Future research on this dynamic principal-teacher relationship may simplify into a new conceptual model such as in Figure 6.1. This model accounted all possible research studies suggestions that may influence principal leadership styles, the principal-teacher relationship and teachers' commitment.

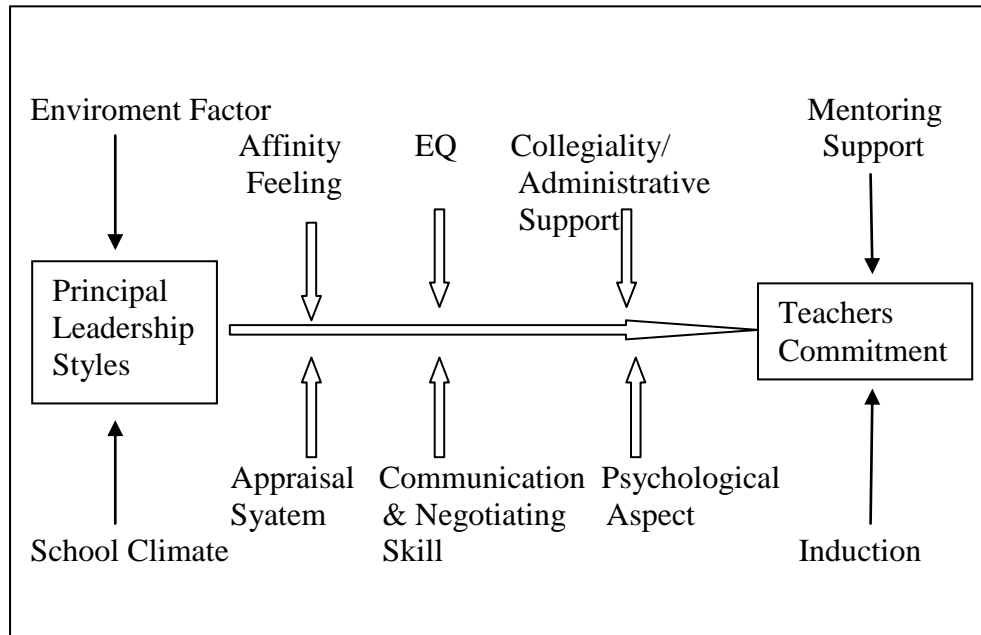


Figure 6.1. New Conceptual Model.

Researches on other industries are recommended for comparison purpose on how the styles of leadership can influence subordinates commitment. Ongoing researches on leadership and organizational commitment are essential to ensure organizational progress. Other factors like present government policy (e.g. caring society and 100% attendance) should be a deserving factor for future study.

A longitudinal study will give a better explanation on this principal-teacher relationship over time. No doubt, that this study may serve to benefit the principal leadership practices in present school but it also serves as an indicator for the Malaysian Ministry of Education to choose, train and deploy the type of leadership styles that is suitable for a particular school. The result of this study is not to produce the mediocre teacher who just tells their students what to do, but to instill and develop a good teacher who not only can

explain but also guide their students to greater achievement. Of course, the ideal for this principal-teacher relationship is to create superior teacher that will explain further in detail for the benefit of the student. If excellent relationship exists between the principal and teacher, and then this will further create a great teacher, who will not only inspire but also motivate.

6.7 LIMITATIONS OF THE STUDY

This study utilized both personalized distributed and mailed survey instruments to increase the possibility of return answered questionnaires. However, as discussed in section 3.8, after much efforts, the study only able to yield a return rate of 68.75% (495/720), perhaps this may due to no incentives given for returned questionnaires (Kuhn, 2017). For a larger number of questionnaires returned, the greater the likelihood of non-biased sampling is (Fowler, 1995). This includes efforts by sending a reminder post-cards to school principals and teachers in the State of Perak still fail to ensure a better return rate. Further requests with the help of District Education department in particular and State Education Department official letters in general had accelerated the returned of the self-addressed and stamped envelopes of the completed questionnaires. Other alternatives included making school visits and telephone calls. With all the efforts mention above, the study had to satisfy with the return rate of not above 80%.

Since the research on principal leadership styles and its influence on teachers' organization commitment is a progressive and dynamic in nature,

never ending queries and findings are the only source to the answer.

Therefore, the scope of this study is limited:

- a. This study is purely using extracted TF and TS Leadership Styles from MLQ-5X questionnaires developed by Bass and Avolio (1997) and extracted NT Leadership Style developed by Bhal (2000) and Sinha (1979, 1980). Research on the teachers' organizational commitment used only the questionnaires developed by Meyer and Allen (1997). The findings can only generalize to three leadership styles of principal and teachers' alliances to AC, CC and NC that are confined in Perak secondary schools.
- b. The findings only apply to Secondary schools in particular and for industries, it serves as an indicator for further research.
- c. The results of this study may not be able generalize to private schools, institutions, colleges, private religious schools and other than the stated.
- d. The outcomes of this findings only serve for the purpose of betterment and school reforms for both principals and teachers in our localize scenario.

6.8 CONCLUSION

The study used data from 486 respondents (after discarded 9 outliers) collected from 16 out of 19 top schools and 17 out of 29 bottom schools in the state of Perak. It is designed to identify the leadership styles of the secondary

school principals according to their types of schools: performing and non-performing. The main idea is to measure the teachers' organizational commitment in different types of schools and the types of leadership that generally promotes teachers' organizational commitment.

From the results, TF leadership still plays a very crucial role in school management. To enhance teachers' commitment, TF still exerts strong influence on the teachers. TF leadership style was the most general practicing among current principal before the "Caring School" concept was introduced. NT leadership on the other hand is getting more momentum to be an influencing factor for enhancing teachers' commitment while TS leadership practices are on the declining side among schools. All schools are encouraged to implement the "Caring School" concept where this may erode TS leadership style further. No one effective leadership style can be applied in all situations and it is always the principal-teacher interactions that determine the type of leadership that should be applied. This study conclusion is in-line with many previous researches such as Cheah (2008); Ibrahim, Nurzahit and Turker (2010); Geijsel et al. (2003); Momammed and Jose (2008); Norazlan (2008); Qadar, Nazim and Gohar (2011); Sabariah, et al. (2010) and Yu, Leithwood and Jantzi (2002).

NC was concluded as the highest score among the three types of commitment in this study. Principals who are able to accomplish their tasks with clarification and encouragement will enhance teachers' commitment in their schools. A teacher who perceives higher in AC has a mindset of values

and goals that are congruent with their school vision will develop a positive and strong sense of attitudes toward commitment.

The study initially proposed both TF and NT leadership styles are more dominant than TS. However, the results lead to a mix leadership styles that influence different types of commitment. The uniqueness of Malaysians collectiveness culture as compared to individualistic Western culture may render that NT and TF play a very crucial role that finally instill teachers' commitment to their organizations. Malaysia has often been described as a minefield of cultural sensitivities, which due to its diverse racial and ethnic composition may explain relatively high power distance among members of the society. These cultural diversities characteristics and governmental policy may serve as a catalyst for NT and TF leaderships to proliferate.

The less powerful members of a society accept their lower status and authority role vis-à-vis the more powerful members. These less powerful members feel comfortable when led by NT leaders' styles. The high collectivism that was instilled among the citizens since independent may supplement for NT leadership style to develop. According to Hofstede (1991), "collectivism" refers to individual social framework in which once may depend on other members of the group to look after their welfare in exchange for unquestionable loyalty. These definitions are closely related to this study finding where NT leadership style is highly associated with AC and NC. Teachers remain obligated and connected to present school because of high collectivism and loyalty that present in Malaysian cultures. Teachers, who

work as a group, respect the elders and social hierarchy status, emphasizing loyalty and consensus, stressing harmony relationships among peer groups and with leaders especially among the Malay cultures are some of the reasons why Malaysian teachers are accepting NT leadership style.

School principals need to be adaptive with several environmental factors such as knowledge of teacher, familiarity and burden of tasks, and social interactions between principals and teachers when managing their schools. This is another reason why both TF and NT leaderships are able to proliferate in a collectivist culture found in Malaysia. Mutual respects among the diversities cultural background is necessary in keeping a harmonious working environment (Yahaya, Chek & Samsudin, 2013).

Perhaps future research should investigate variety of organizational effectiveness measures such as objective in role behaviour, extra role behaviour and attitudinal outcomes and the type of leadership that may gear up organizational effectiveness. In the educational field, Mohammad and Jose (2008) and Bush (2003) asserts that management and leadership are subject to rapid and complex change. New theories and perspectives are changing assumptions and expectations, which may affect leadership and management practices (Bush, 2003). Although commitment to workplace is understood as a hallmark of organizational success, the ongoing research on this topic is necessary as new theories and perspectives are emerging. Based on the findings of this study, it is recommended that the TF and NT styles of leadership should be supported and practiced by all principals to accomplish

their administrative duties. The findings of this study also indicate that TF leadership style is generally significant related with all types of teachers' organizational commitment in the state of Perak.

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Appendix A

Recruitment Letter to Schools/Respondent

Dear Your Honorable Principal,

A very Good Day to your Honorable. My name is Teh Thian Lai, a doctoral student in the Faculty of Business and Finance, specializing in Leadership. University of Tunku Abdul Rahman, Kampar. Perak. I am conducting a quantitative study and would like your Honorable to allow your school teachers to participate. In order to assist schools in addressing federal and state mandates imperative for school improvement, this study will explore the relationship between Principles leadership styles and teachers' organizational commitment. I am writing to request your help and assistance. The total time needed from your teachers is approximately 30 minutes each.

This study is a survey on teachers to determine if leadership styles have an association to teachers' organizational commitment based on the transformational, transactional and nurturant leadership models. Teachers Organizational Commitment will be identified using the Organizational Commitment Questionnaire developed by Allen and Meyer. The Multifactor Leadership Questionnaire (MLQ), measures the transformational and transactional leadership while the nurturant leadership will be tested by the Questionnaire instituted by Ansari.

All individual names and results will be anonymous. This is to protect all parties concerned, and the integrity of the data collection. All survey questionnaires will be sent back directly to me, Teh Thian Lai with pre-stamped envelopes. After completion of the study, the overall results of the study will be available to you.

If you have any questions, please do not hesitate to call me.

Thank you for your anticipated cooperation.

Sincerely,
Teh Thian Lai,
Principal Investigator,
Doctoral Student, FBF.UTAR.Kampar. Perak,
Head of Humanities Department,
Sekolah Menengah Kebangsaan Toh Indera Wangsa Ahmad,
Jalan Tanjung Tualang, 31007 Batu Gajah, Perak.
HP : 019-5599339

Appendix B

Letter to School Administrative Assistant

Dear Administrative Assistant,

A very good day to your Honorable. My name is Teh Thian Lai, a doctoral student in the FBF at the University of Tunku Abdul Rahman, Kampar. Perak. Your honorable principal has agreed to allow your schoolteachers to participate in the research study that I am conducting. Enclosed to you are 15 questionnaires with numbers series for your schoolteachers' participation. Please distribute randomly to teachers teaching in the lower secondary level only. All questionnaires may be collected and send back to the principal investigator by post in a pre-stamped envelope through your staff president. There will be clear instructions for the teachers within each questionnaire. By doing this, you are helping to protect the integrity of the study. If you have any questions, please call the Principal Investigator at 019-5599339.

Thank you for your anticipated cooperation.

Sincerely,

Teh Thian Lai,
Principal Investigator,
Doctoral Student, FBF, UTAR, Kampar, Perak.
Head of Humanities Department,
Sekolah Menengah Kebangsaan Toh Indera Wangsa Ahmad,
Jalan Tanjung Tualang, 31007 Batu Gajah, Perak.

Appendix C

Letter to Teachers

Dear Teachers,

A very good day to my fellow colleagues. Hello. My name is Teh Thian Lai, a doctoral student in the Faculty of Business and Finance at the University of Tunku Abdul Rahman. The “The All Children Must Be in School” Act has changed the face of education. Teachers and principals are now accountable for high levels of student achievement. Leadership is now more important in schools than ever before. In order to assist schools in addressing federal and state mandates imperative for school improvement, this study will examine the relationship between principal leadership styles and teachers’ organizational commitment.

This study is a survey of teachers’ perception toward principal leadership and to what extent the types of principal leadership styles had associated with teachers’ organizational commitment. The models of transformational, transactional and nurturant leadership in this research are extracted from Avolio, Bass (MLQ) and Ansari (NTQ) questionnaires. Teachers’ organizational commitment will be identified using the OCQ developed by Allen and Meyer.

Your principal has been contacted and has agreed to allow your schoolteachers to participate in this study. All questionnaires will be kept anonymously. Your participation in this study is strictly on a voluntary basis. No names will be used. This study is investigating the leadership style and not pinpoint at any individual school.

Please complete the enclosed your general curriculum vitae, **Leadership Rater form (MLQ and NTQ) and Commitment (OCQ) rater form**. You are rating your school principal’s leadership characteristics and its influence on your organizational commitment. All instruments should take approximately 30 minutes to complete. **Then return all forms** directly to me, Teh Thian Lai, in the self-addressed stamped envelope or may send complete questionnaires through your staff president/senior assistant in bundle. The code number on each form is for statistical analysis and does not compromise anonymity.

Thank you for your help in this study.
Sincerely,

Teh Thian Lai
Principal Investigator
Doctoral Student. FBF, UTAR.Kampar
Head of Humanities Department.
Sekolah Menengah Kebangsaan Toh Indera Wangsa Ahmad.
31007, Jalan Tanjung Tualang. Batu Gajah. Perak.
HP : 019-5599339

Appendix D

PERAK TOP 19 PERFORMING SCHOOLS WITH PMR PASSES MORE THAN 90% FOR THE LAST THREE CONSECUTIVE YEARS (2008, 2009 AND 2010). AS PER 15 JANUARY 2010.

A PASSES IN PMR MEANS PASS IN ALL SUBJECTS TAKEN IN THE EXAM (MINIMUM 7 SUBJECTS). ANY FAILURE IN ANY SUBJECT IS CONSIDERED FAIL IN THE EXAM.

no	School Name	% Of Passes for PMR Average School Grade (Gred Purata Sekolah)			Principal Gender
		2008	2009	2010	
1	SMK TUNKU ABDUL RAHMAN AEB 2050 (A) 31400 JALAN SULTAN AZLAN SHAH. IPOH KINTA UTARA PERAK 05 5457733 FAX 05-5467000	100% GPS/AS GI 1.05	100% GPS/AS GI 1.03	100% GPS/AS GI 1.03	MALE
2	SM SAINS TELUK INTAN AEA 5077 (A) 36000 TELUK INTAN HILIR PERAK PERAK 05-6411711 FAX 05-6411155	100% GPS/ ASGI 1.15	100% GPS/ ASGI 1.08	100% GPS/ ASGI 1.13	MALE
3	KOLEJ MELAYU KUALA KANGSAR AEB 4074 (A) 33000 KUALA KANGSAR KUALA KANGSAR PERAK 05-7761400 FAX 05-77764500	100% GPS/ ASGI 1.09	100% GPS/ ASGI 1.08	100% GPS/ ASGI 1.03	MALE
4	SM SAINS RAJA TUN AZLAN SHAH AEA 6050 (A) PETI SURAT 79, 34000 TAIPING. LARUT MATANG DAN SELAMA PERAK 05-8083020 FAX 05-8062576	100% GPS/ ASGI 1.05	100% GPS/ ASGI 1.09	100% GPS/ ASGI 1.05	FEMALE

5	SMK TAMAN TASIK AEA 6055 (A) PETI SURAT 50, 34000 TAIPING LARUT MATANG DAN SELAMA PERAK 05-8085181 FAX 05-8053673	100% GPS/ ASGI 1.22	100% GPS/ ASGI 1.17	100% GPS/ ASGI 1.13	MALE
6	SBP INTEGRASI GOPENG ARA 2001 (A) 31600. JALAN KOTA BAHRU. GOPENG KINTA SELATAN PERAK 05-3597688 FAX 05-3591788	98.85% GPS/ ASGI 1.18	100% GPS/ ASGI 1.18	100% GPS/ ASGI 1.17	FEMALE
7	SMK RAJA PERMAISURI BAINUN AEA 2045 (A) 30020. JALAN INTAN KAMPUNG DATO' AHMAD SAID.IPOH KINTA UTARA PERAK 05-5267522 FAX 05-5265334	100% GPS/ ASGI 1.19	100% GPS/ ASGI 1.19	100% GPS/ ASGI 1.09	FEMALE
8	SMKA SULTAN AZLAN SHAH ARA 8001 (A) 32600. SRI ISKANDAR. BOTA PERAK TENGAH PERAK 05-3711689 FAX 05-3712360	100% GPS/ ASGI 1.24	97.52% GPS/ ASGI 1.26	99.2% GPS/ ASGI 1.18	MALE
9	SMKA KERIAN ARA 3001 (A) 34400. JALAN KAMPUNG SELAMAT. SIMPANG EMPAT. SEMANGGOL. KERIAN PERAK 05-8904997 FAX 05-8905490	98.72% GPS/ ASGI 1.34	97.18% GPS/ ASGI 1.36	96.75% GPS/ ASGI 1.36	MALE

10	SMKA SLIM RIVER ARA 0001 (A). 35800. JALAN TANJUNG MALIM. SLIM RIVER. BATANG PADANG PERAK 05-4527213 FAX 05-4526214	99.40% GPS/ ASGI 1.36	96.45% GPS/ ASGI 1.44	97.95% GPS/ ASGI 1.44	MALE
11	SMK CONVENT AEB 6053 (A) 34000 TAIPING. LARUT MATANG DAN SELAMA PERAK 05-8073650 FAX 05-8070415	98.91% GPS/ ASGI 1.59	95.68% GPS/ ASGI 1.53	98.31% GPS/ ASGI 1.52	FEMALE
12	SMK TARCISIAN CONVENT AEB 2049 (B) 30100. JALAN ABDUL MANAP, TAMAN LIM.IPOH KINTA UTARA PERAK 05-5277134 FAX 05-5270215	97.31% GPS/ ASGI 1.68	97.35% GPS/ ASGI 1.63	98.14% GPS/ ASGI 1.59	FEMALE
13	SMK GUNUNG RAPAT AEA 2044 (A) 31350. JALAN TEOH KIM SWEE. IPOH. KINTA UTARA PERAK 05-3122855 FAX 05-3132067	96.43% GPS/ ASGI 1.76	97.49% GPS/ ASGI 1.66	94.05% GPS/ ASGI 1.79	MALE
14	SMK CONVENT AEB 1027 (A) 32000. ALAN RAJA OMAR. SETIAWAN MANJUNG PERAK 05-6913932 FAX 05-6919585	96.88% GPS/ ASGI 1.84	96.74% GPS/ ASGI 1.70	93.33% GPS/ ASGI 1.70	FEMALE
15	SMK PEREMPUAN METHODIST AEB 2047 (A) 30250. NO 2, JALAN RAJA PERMAISURI BAINUN IPOH KINTA UTARA PERAK 05-2549580 FAX 05-2419641	94.44% GPS/ ASGI 1.82	94.30% GPS/ ASGI 1.74	95.48% GPS/ ASGI 1.78	FEMALE

16	SMJK AVE MARIA CONVENT AEB 2052 (A). 30250. JALAN CHUNG THYE PHIN. IPOH. KINTA UTARA. PERAK 05-2545587 FAX 05-2555587	95.49% GPS/ ASGI 1.72	93.58% GPS/ ASGI 1.75	94.04% GPS/ ASGI 1.65	FEMALE
17	SMK CONVENT IPOH AEB 2048 (B) 30000. JALAN SULTAN IDRIS SHAH. IPOH KINTA UTARA PERAK 05-2494200 FAX 05-2494204	90.76% GPS/ ASGI 2.01	94.18% GPS/ ASGI 1.83	96.00% GPS/ ASGI 1.81	FEMALE
18	SMK (P) TREACHER METHODIST AEB 6052 (A) 34000. NO.,5, JALAN MUIUM. TAIPING. LARUT MATANG DAN SELAMA PERAK 05-8074888 FAX 05-8074888	93.78% GPS/ ASGI 2.05	93.71% GPS/ ASGI 1.94	98.15% GPS/ ASGI 1.75	FEMALE
19	SMK RAJA PEREMPUAN AEB 2046 (A) 30250. JALAN BATU BUNGKAL. IPOH. KINTA UTARA PERAK 05-2494830 FAX 05-2420697	98.52% GPS/ ASGI 1.73	95.52% GPS/ ASGI 1.97	97.15% GPS/ ASGI 1.70	FEMALE

APPENDIX E

PERAK LAST 29 NON-PERFORMING SCHOOLS WITH PMR PASSES LESS THAN 50% FOR THE LAST THREE CONSECUTIVE YEARS (2008, 2009 AND 2010). AS PER 15 JANUARY 2010.

A PASSES IN PMR MEANS PASS IN ALL SUBJECTS TAKEN IN THE EXAM (MINIMUM 7 SUBJECTS). ANY FAILURE IN ANY SUBJECT IS CONSIDERED FAIL IN THE EXAM.

IN SPM LEVEL CANDIDATE ONLY NEEDS TO PASS SINGLE SUBJECT- BM.

no	School Name	% Of Passes for PMR Average School Grade (Gred Purata Sekolah)			Principal Gender
		2008	2009	2010	
1	SEKOLAH AGAMA BANTUAN KERAJAAN MAAHAD AL MAARIF AL ISLAMIAH BATU 9 AFT 6002 (B) 34850. JALAN TRONG CHANGKAT LARUT MATANG. PERAK 05-8553420 FAX 05-8553420	13.04% GPS/ ASGI 3.57	22.58% GPS/ ASGI 3.39	22.22% GPS/ ASGI 3.43	MALE
2	SEKOLAH AGAMA BANTUAN KERAJAAN MAAHAD NURUL FADLIAH AFT 4003 (B) 31120. KAMPUNG KELIMAT SUNGAI SIPUT UTARA KUALA KANGSAR 05-5912248 FAX 05-5912248	5.88% GPS/ ASGI 3.71	14.29% GPS/ ASGI 3.17	21.05% GPS/ ASGI 3.17	MALE
3	SMK SRI KOTA AEB 6055(A) 34000. JALAN RAJA SULONG. KPG BOYAN. TAIPING LARUT MATANG DAN SELAMA. PERAK 05-8073591 FAX 05-8089915	26.45% GPS/ ASGI 3.91	32.23% GPS/ ASGI 3.76	28.8% GPS/ ASGI 3.80	FEMALE

4	SMK MATANG AEA 6061 (B). 34750. JALAN MATANG. MATANG LARUT MATANG DAN SELAMA. PERAK 05-8476877 FAX 05-8476355	33.66% GPS/ ASGI 3.67	36..14% GPS/ ASGI 3.72	35..29% GPS/ ASGI 3.66	FEMALE
5	SMK SERI IPOH AEB 2061 (B) LEBUH JANSZ 30200 IPOH KINTA UTARA PERAK 05-2549207 FAX 05-2549207	33.33% GPS/ ASGI 3.75	33.9% GPS/ ASGI 3.67	48.33% GPS/ ASGI 3.57	MALE
6	SMK KAMPAR AEB 2069 (A) 1 JALAN KUALA DIPANG 31900. KAMPAR. KINTA SELATAN.PERAK 05-4651335 FAX 05-4651335	39.13% GPS/ ASGI 3.50	33.06% GPS/ ASGI 3.63	38.18% GPS/ ASGI 3.54	MALE
7	SMK DARUL RIDWAN AEB 6056 (A) PETI SURAT NO. 73 34000. JALAN IZUDDIN SHAH. TAIPING LARUT MATANG DAN SELAMA.PERAK 05-8072727 FAX 05-8086570	43.38% GPS/ ASGI 3.57	38.30% GPS/ ASGI 3.62	35.22% GPS/ ASGI 3.73	MALE
8	SMK DATO' SAGOR. AEE 5171(A). 36700. JALAN KAMPAR. LANGKAP.HILIR PERAK PERAK 05-6591968 FAX 05-6596696	39.34% GPS/ ASGI 3.43	37.35% GPS/ ASGI 3.57	44.44% GPS/ ASGI 3.31	FEMALE

9	SEKOLAH AGAMA BANTUAN KERAJAAN SHAMSUL MAARIF AL- WATANIAH. AFT 3003 (A) 34250. TANJONG PIANDANG KERIAN. PERAK 05-7250234 FAX 05-7255193	22.22%	30.00%	39.13%	MALE
		GPS/ ASGI	GPS/ ASGI	GPS/ ASGI	
		3.38	3.53	3.48	
10	SMK PANTAI REMIS AEA 1113 (A) 34900. JALAN TAMAN BINTANG. PANTAI REMIS MANJUNG. PERAK 05-6775484 FAX 05-6779400	38.78%	43.20%	38.48%	MALE
		GPS/ ASGI	GPS/ ASGI	GPS/ ASGI	
		3.58	3.51	3.57	
11	SMK PANGKOR AEE 1037 (A) 32300. JALAN PASIR BOGAK. PANGKOR. MANJUNG .PERAK 05-6851014 FAX 05-6851014	29.61%	36.21%	36.22%	MALE
		GPS/ ASGI	GPS/ ASGI	GPS/ ASGI	
		3.63	3.51	3.52	
12	SMK SRI TAPAH AEB 0036 (A) 35000. JALAN PAHANG. TAPAH. BATANG PADANG.PERAK 05-4102628 FAX 05-4018236	40.00%	36.18%	45.35%	FEMALE
		GPS/ ASGI	GPS/ ASGI	GPS/ ASGI	
		3.50	3.45	3.30	
13	SMK KENERING AEA 7005 (B) 33300. KG LAWIN. GERIK HULUR PERAK. PERAK 05-7911821 FAX 05-7912391	32.59%	31.36%	38.53%	MALE
		GPS/ ASGI	GPS/ ASGI	GPS/ ASGI	
		3.41	3.44	3.43	
14	SMK CHANGKAT BERUAS AEA 1115 (B) 32700. JALAN TAIPING. BERUAS. MANJUNG. PERAK 05-6749655 FAX 05-6748240	37.07%	39.64%	42.37%	MALE
		GPS/ ASGI	GPS/ ASGI	GPS/ ASGI	
		3.54	3.43	3.43	

15	SEKOLAH AGAMA BANTUAN KERAJAAN MA'AHAD AL EHYA ASSHARIFF. AFT 3005 (B) 34400. SIMPANG EMPAT GUNUNG SEMANGGOL. SEMANGGOL KERIAN PERAK 05-8901017 FAX 05-8905524	19.73% GPS/ ASGI 3.55	27.27% GPS/ ASGI 3.37	39.62% GPS/ ASGI 3.02	MALE
16	SMK BERSIA (FELDA) AEA 7002 (B) 33320 .FELDA BERSIA GERIK. HULUR PERAK PERAK 05-7911526 FAX 05-7912452	46.43% GPS/ ASGI 3.19	32.52% GPS/ ASGI 3.36	47.79% GPS/ ASGI 3.16	MALE
17	SMK BATU 4 AEA 7008 (B) 33300. JALAN KUALA RUI. GERIK HULUR PERAK. PERAK 05-7914201 FAX 05-7911676	48.48% GPS/ ASGI 3.21	45.07% GPS/ ASGI 3.34	46.67% GPS/ ASGI 3.16	MALE
18	SEKOLAH AGAMA BANTUAN KERAJAAN ADDINIAH. AFT 6001 34850. JELUTONG. CHANGKAT JERING LARUT MATANG DAN SELAMA. PERAK 05-8554667 FAX 05-8554766	26.92% GPS/ ASGI 3.19	21.05% GPS/ ASGI 3.34	24.32% GPS/ ASGI 3.32	MALE
19	SM REDANG PANJANG AEA 6158 (A) 34510. IJOK. BATU KURAU LARUT MATANG DAN SELAMA. PERAK 05-8801385 FAX 05-8801385	44.15% GPS/ ASGI 3.44	47.52% GPS/ ASGI 3.30	46.60% GPS/ ASGI 3.28	FEMALE

20	SMK DATO' IDRIS AEE 1038 (A) 34900. PENGKALAN BARU PANTAI REMIS MANJUNG PERAK 05-6771169 FAX 05-6777709	45.86% GPS/ ASGI 3.39	47.57% GPS/ ASGI 3.29	42.75% GPS/ ASGI 3.51	MALE
21	SEKOLAH AGAMA BANTUAN KERAJAAN MA'AHAD AL-YAHYAWIYAH AFT 4004(B) 33700,KAMPUNG PONDOK. P RENGAS KUALA KANGSAR PERAK 05-7584267 FAX 05-7585661	17.31% GPS/ ASGI 3.62	28.57% GPS/ ASGI 3.29	32.84% GPS/ ASGI 2.99	MALE
22	SMK DATO' WAN AHMAD RASDI. AEA 6053 (A) 34850 JALAN TRONG. CHANGKAT JERING LARUT MATANG DAN SELAMA. PERAK 05-8552661 FAX 05-8554429	48.45% GPS/ ASGI 3.39	48.21% GPS/ ASGI 3.29	45.86% GPS/ ASGI 3.31	MALE
23	SEKOLAH AGAMA BANTUAN KERAJAAN TAN SRI GHAZALI JAWI. AFT 7001 (A) 33300. JALAN AIR SUDA. GERIK HULU PERAK. PERAK 05-7921953 FAX 05-7921953	29.73% GPS/ ASGI 3.32	24.62% GPS/ ASGI 3.28	32.79% GPS/ ASGI 3.32	MALE
24	SMK SUNGAI BAYOR AEA 6049 (A) 34140 SIMPANG TIGA RANTAU PANJANG LARUT MATANG DAN SELAMA. PERAK 05-8394580 FAX 05-8394580	45.05% GPS/ ASGI 3.26	41.13% GPS/ ASGI 3.27	48.68% GPS/ ASGI 3.17	MALE

25	SMK SUNGAI KRUIT AEA 0038 (B) 35660. SIMPANG SUNGAI KLAH. SUNGKAI BATANG PADANG.PERAK 05- 4388308 FAX 05-4388308	43.53% GPS/ ASGI 3.22	45.54% GPS/ ASGI 3.26	45.78% GPS/ ASGI 3.46	FEMALE
26	SEKOLAH AGAMA BANTUAN KERAJAAN AL- FALAH AFT 3004 (A) 34250. PARIT TOK NGAH. TANJONG PIANDANG KERIAN PERAK 05-7256081 FAX 05-7250872	31.88% GPS/ ASGI 3.47	17.72% GPS/ ASGI 3.23	32.26% GPS/ ASGI 3.16	MALE
27	SEKOLAH AGAMA BANTUAN KERAJAAN MA'AHAD AR RIDHWAN AFT 3006 (A) 34300.TELOK MEDAN. BAGAN SERAI KERIAN PERAK 05-7213321 FAX 05-7214717	13.64% GPS/ ASGI 3.85	32.14% GPS/ ASGI 3.23	32.14% GPS/ ASGI 3.51	MALE
28	SMK RUNGKUP AEA 5082 (A). 36200. JALAN RUNGKUP. SELEKOH. HILIR PERAK 05-6467021 FAX 05-6468701	44.78% GPS/ ASGI 3.37	47.17% GPS/ ASGI 3.21	30.34% GPS/ ASGI 3.53	FEMALE
29	SMK JELAI AEA 6054 (A) 34520, JALAN BESAR. BATU KURAU. LARUT MATANG DAN SELAMA. PERAK. 05-8881627 FAX 05-8881323	44.51% GPS/ ASGI 3.28	40.46% GPS/ ASGI 3.29	44.57% GPS/ ASGI 3.27	FEMALE

Appendix F

Respondent Curriculum Vitae

Section A

Bil ()

Bahagian A

Respondent Background (*Latar Belakang Responden*)

Instruction : Please tick () where appropriate.

Arahan: Sila tandakan () pada mana yang berkaitan di tempat kosong yang disediakan.

1 Jantina Tuan/Puan Gender		Lelaki Male		Perempuan Female				
2 Jantina Pengetua Tuan/Puan Your Principal Gender		Lelaki Male		Perempuan Female				
3. Umur dalam tahun/Age in years	21-30		31-40		41-50		>51	
4. Agama Religion	Islam Islam		Buddha Buddhis m		Hindu Hindu- ism		Lain-lain Others	
5 Bangsa Race	Melayu Malay		Cina Chinese		India Indian		Lain-lain Others	
6 Status Perkahwinan Marital Status	Duda/ Janda Widow er		Cerai Separate d		Bujang Single		Kahwin Married	
7 Jangka masa berkhidmat dalam pendidikan Year of services in teaching	<5 tahun/ years		5-10 Tahun/ years		11-20 Tahun/ years		>20 tahun/ years	
8 Status Pendidikan Level Of Education	SPM/ STPM/ Sijil Certificate		Diplo- ma Diplo- ma		Ijazah Degree		Ijazah Lanjutan Further Degree	

9 Jawatan Sekarang Position Tenure	Guru Biasa Normal Teacher		Ketua Panitia Subject Head		Ketua Bidang Depart- mental Head		P.Kanan Senior Assistant	
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10 Kategori Perkhidmatan Service Scale	PPP Bukan Siswazah Non- graduate		D G 41		D G 44		D G 48		D G 52	
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11 Berapakah lamanya Tuan/Puan berkhidmat di sekolah ini Number of years serve in this school	< 5 tahun/ years		5-10 tahun / years		11-20 tahun/ years		>20 tahun/ years		
12 Nyatakan factor-faktor utama yang boleh mempertingka tkan komitmen tuan/puan terhad profesyen perguruan Name those important factors that enhance your commitment toward your teaching profession									

Appendix G
Multi-factor Leadership Questionnaires Rater

Section B
Bahagian B

Datuk/Datin/Tuan/Puan/Saudara/Saudari yang budiman dan beriman,

Berikut ialah soalselidik untuk melihat gaya kepimpinan Tuan/Puan Pengetua di sekolah Datuk/Datin/Tuan/Puan/Saudara/Saudari. Hamba memohon jasa baik serta budi murni Datuk/Datin/Tuan/Puan/Saudara/Saudari untuk melengkapkan soalselidik berikut dengan setepat yang boleh mengikut perasaan dan naluri Datuk/Datin/Tuan/Puan/Saudara/Saudari tanpa dipengaruhi oleh mana-mana pihak. Segala maklumat adalah untuk tujuan penyelidikan semata-mata dan akan dirahsiakan.

Sila gunakan skala berikut untuk menandakan jawapan anda. Sila tandakah (✓) hanya pada SATU kotak yang sesuai bagi setiap soalan.

Use the scale below to indicate your answers. Please tick (✓) in ONE box only for each question.

	Tidak pernah	Sekali sekala	Kadang-kadang	Kerap kali	Biasa, jika tidak Selalu				
	Not At All	Once In A While	Sometimes	Fairly Often	Frequently, if not Always				
	1	2	3	4	5				
No	Penerangan/ Description				SCORE/SKOR				
	Pengetua saya/ My Principal				1	2	3	4	5
1	Memberi bantuan sebagai pertukaran usaha saya. Provides me assistance in exchange for my efforts .								
2	Tidak campur tangan sehingga masalah menjadi serious. Fails to interfere until problems become serious.								
3	Fokus perhatian terhadap ketidakakulan, kesilapan, kekecualian and penyelewengan dari standard. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.								
4	Berbincang secara khusus siapa yang bertanggung jawab untuk mencapai prestasi sasaran. Discusses in specific terms, who is responsible for achieving performance targets.								
5	Menunggu berlakunya kesilapan sebelum mengambil tindakan. Waits for thing to go wrong before taking action								
6	Menjelaskan apa yang akan saya dapat jika prestasi sasaran tercapai. Makes clear what one can expect to receive when performance goals are achieved.								

No	Penerangan/ Description Pengetua saya/ My Principal	SCORE/SKOR				
		1	2	3	4	5
7	Menunjukkan beliau kuat mempercayai “ jika tidak patah, maka jangan memasangnya”. Shows that he/she is a firm believer in “ if it ain’t broke, don’t fix it ”.					
8	Menunjukkan masalah seharusnya menjadi kronik sebelum mengambil tindakan. Demonstrates that problems must become chronic before taking action.					
9	Mengarahkan perhatian saya terhadap kegagalan untuk mencapai standard. Directs my attention toward failures to meet standards.					
10	Memperlihatkan kepuasan apabila mencapai apa yang dijangkakan. Expresses satisfaction when I meet expectations.					
11	Meninjau rekod semua kesilapan. Keeps track of all mistakes.					
12	Menumpu perhatian terhadap kesilapan, aduan dan kegagalan. Concentrates his/her full attention on dealing with mistakes, complaints and failures.					
13	Meruangkan masa untuk mengajar dan membimbing. Spends time teaching and coaching.					
14	Bercakap secara optimistik mengenai masa hadapan. Talks optimistically about the future.					
15	Menanam perasaan bangga pada diri saya apabila bersama beliau. Instills pride in me for being associated with him/her.					
16	Melangkaui kepentingan peribadi untuk kebaikan ahli pasukan. Goes beyond self-interest for the good of the group.					
17	Melayani diri saya sebagai individu berbanding sebagai ahli pasukan. Treats me as an individual rather than just as a member of a group.					
18	Bercakap secara bersemangat mengenai apa yang perlu diselesaikan. Talks enthusiastically about what needs to be accomplished.					
19	Mengkaji semula andaian kritikal terhadap soalan sama ada ia bertepatan atau tidak. Re-examines critical assumptions to question whether they are appropriate.					

No	Penerangan/ Description Pengetua saya/ My Principal	SCORE/SKOR				
		1	2	3	4	5
20	Bercakap tentang nilai serta kepercayaannya yang terpenting . Talk about his/her most important values and beliefs.					
21	Mencari perspektif yang berbeza apabila menyelesaikan masalah. Seeks differ perspectives when solving problems.					
22	Menekankan kepentingan dan mempunyai perasaan bertujuan yang kuat. Specifies the importance of having a strong sense of purpose.					
23	Bertindak dalam keadaan membina rasa hormat saya. Act in the ways that builds my respect.					
24	Mempertimbangkan akibat moral dan etika apabila membuat keputusan. Considers the moral and ethical consequences of decisions.					
25	Menunjukkan rasa berkuasa dan berkeyakinan. Displays a sense of power and confidence.					
26	Menjana serta menyatukan visi masa hadapan. Articulates a compelling vision of the future.					
27	Mempertimbangkan saya mempunyai keperluan, kebolehan, dan aspirasi yang berbeza dengan yang lain. Considers me as having different needs, abilities, and aspirations from others					
28	Meletakkan saya melihat masalah dari pelbagai sudut. Get me to look at problems from many different angles.					
29	Membantu saya memperkembangkan kekuatan saya. Helps me to develop my strengths.					
30	Mencadangkan cara-cara baru untuk menyelesaikan tugas saya. Suggests new ways of looking how to complete assignments.					
31	<i>Menekankan peri pentingnya misi secara kolektif. Emphasizes the importance of having a collective sense of mission.</i>					
32	<i>Memperlihatkan keyakinan bahawa matlamat boleh dicapai. Expresses confidence that goals will be achieved.</i>					

No	Penerangan/ Description Pengetua saya/ My Principal	SCORE/SKOR				
		1	2	3	4	5
33	<i>Efektif untuk memenuhi keperluan saya yang berkaitan tugas.</i> <i>Is effective in meeting my job-related needs.</i>					
34	<i>Menggunakan gaya kepemimpinan yang memuaskan .</i> <i>Uses methods of leadership that are satisfying.</i>					
35	<i>Membawa saya membuat lebih daripada apa yang saya dijangkakan.</i> <i>Gets me to do more than I expected to.</i>					
36	<i>Efektif dalam mewakili saya ke tahap pengurusan yang lebih tinggi.</i> <i>Is effective in representing me to higher authority.</i>					
37	<i>Bekerjasama dengan saya dalam keadaan yang memuaskan.</i> <i>Works with me in a satisfying ways.</i>					
38	<i>Mempertingkatkan keinginan saya untuk berjaya.</i> <i>Heightens my desire to succeed.</i>					
39	<i>Efektif untuk memenuhi keperluan sekolah.</i> <i>Is effective in meeting school requirements.</i>					
40	<i>Meninggikan kerelaan saya untuk mencuba dengan lebih gigih.</i> <i>Increases my willingness to try harder.</i>					
41	<i>Memimpin kumpulan secara efektif.</i> <i>Leads a group that is effective.</i>					
42	<i>Secara terbuka menggemari mereka yang kuat bekerja.</i> <i>Openly favors those who work hard.</i>					
43	<i>Sentiasa memberikan sokongan peribadi bagi kenaikan pangkat kakitangan yang kuat bekerja.</i> <i>Takes personal interest in the promotion of those workers who work hard</i>					
44	<i>Menghargai kakitangan yang ingin memperbaiki prestasi kerja.</i> <i>Appreciates those workers who want to perform better.</i>					
45	<i>Suka membimbing dan memberi tunjuk ajar kepada kakitangan yang kuat bekerja</i> <i>Gladly guides and directs those workers who work hard</i>					
46	<i>Menyukai pekerja yang rajin.</i> <i>Is very affectionate to hardworking workers.</i>					
47	<i>Menggalakkan kakitangannya untuk memikul tanggungjawab kerja yang lebih besar</i> <i>Encourages his/her workers to assume greater responsibility on the job.</i>					

No	Penerangan /Description Pengetua Saya/My Principal	SCORE / SKOR				
		1	2	3	4	5
48	<i>Bertindak lebih dari biasa untuk membantu kakitangan yang mengekalkan prestasi kerja yang tinggi.</i> Goes out of his/her way to help those workers who maintain a high standard of performance..					
49	<i>Hanya baik terhadap kakitangan yang bekerja dengan ikhlas.</i> Is kind only to those workers who work sincerely.					
50	<i>Memuji secara terbuka kakitangan yang menepati masa.</i> Openly praises those workers who are punctual.					
51	<i>Merasa seronok apabila mengetahui kakitangan ingin belajar sesuatu.</i> Feels good when he/she finds his/her workers eager to learn.					

Appendix H

Organizational Commitment Questionnaire Rater

Section C
Bahagian C

Datuk/Datin/Tuan/Puan/Saudara/Saudari yang budiman dan beriman, Berikut ialah soalselidik untuk melihat tahap komitmen Datuk/Datin/Tuan/Puan/Saudara/Saudari di peringkat sekolah. Hamba memohon jasa baik serta budi murni Datuk/Datin/Tuan/Puan/Saudara/Saudari untuk melengkapkan soalselidik berikut dengan setepat yang boleh mengikut perasaan dan naluri Datuk/Datin/Tuan/Puan/Saudara/Saudari tanpa dipengaruhi oleh mana-mana pihak. Segala maklumat adalah untuk tujuan penyelidikan semata-mata dan akan dirahsiakan.

Sila gunakan skala berikut untuk menandakan jawapan anda. Sila tandakah (✓) hanya pada SATU kotak yang sesuai bagi setiap soalan.
Use the scale below to indicate your answers. Please tick (✓) in ONE box only for each question.

	Sangat Tidak Bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat Setuju				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				
	0	1	2	3	4				
	<i>Komitmen saya terhadap tugas sekolah.</i> <i>My commitment toward duties in my school</i>				0	1	2	3	4
52	<i>Saya berasa amat gembira untuk bekerja selamanya di dalam sekolah ini.</i> <i>I would be very happy to spend the rest of my career with this school.</i>								
53	<i>Saya suka membincang tentang hal sekolah dengan mereka di luar sekolah saya.</i> <i>I enjoyed discussing my school with people outside it.</i>								
54	<i>Saya berasa masalah sekolah adalah masalah saya juga.</i> <i>I really feel as if the school problems are of my own.</i>								
55	<i>Saya rasa diri saya mudah menerima sekolah lain seperti sekolah ini</i> <i>I think I could easily become attached to another school as I am to this one.</i>								

	<i>Komitmen saya terhadap tugas sekolah. My commitment toward duties in my school</i>	0	1	2	3	4
56	<i>Saya tidak merasakan diri saya sebagai sebahagian daripada keluarga di dalam sekolah saya. I do not feel like “part of the family” at my school.</i>					
57	<i>Saya tidak berasa terikat secara emosi terhadap sekolah ini. I do not feel “emotionally attached” to this school.</i>					
58	<i>Sekolah ini mempunyai makna peribadi yang mendalam kepada saya. This school has a great deal of personal meaning to me.</i>					
59	<i>Saya tidak merasakan diri saya sebahagian daripada sekolah saya. I do not feel a strong sense of “belonging” to my school.</i>					
60	<i>Saya berasa takut apa akan berlaku jika saya berhenti kerja dengan tiada pekerjaan lain yang sedia menunggu. I am afraid of what might happen if I quit my job without having another lined up.</i>					
61	<i>Saya rasa sukar untuk meninggalkan sekolah saya walaupun saya mahu. It would be very hard for me to leave my school right now, even if I wanted to.</i>					
62	<i>Kehidupan saya akan terjejas jika saya mengambil keputusan meninggalkan sekolah ini. Too much of my life would be disrupted if I decided I wanted to leave my school now.</i>					
63	<i>Jika saya meninggalkan sekolah ini sekarang ia akan membebankan saya nanti It would be too costly for me to leave my school now.</i>					
64	<i>Buat masa ini, terus kekal di dalam sekolah ini adalah merupakan kehendak dan keperluan bagi saya. Right now, staying with my school is a matter of necessity as much as desire.</i>					
65	<i>Saya merasakan saya mempunyai pilihan yang terhad untuk dipertimbangkan bagi meninggalkan sekolah ini. I feel that I have too few options to consider leaving this school.</i>					

	<i>Komitmen saya terhadap tugas sekolah. My commitment toward duties in my school</i>	0	1	2	3	4
66	<i>Satu akibat buruk meninggalkasn sekolah ini adalah kekurangan alternatif lain. One of the few serious consequences of leaving this school would be the scarcity of available alternatives.</i>					
67	<i>Jika saya meninggalkan sekolah ini saya terpaksa menanggung pergorbanan diri yang tinggi- sekolah lain mungkin tidak memberi kelebihan yang saya terima di sekolah ini. One of the major reasons I continue to work for this school is that leaving would require considerable personal sacrifice-another school may not match the benefits I have here.</i>					
68	<i>Saya rasa guru sekarang suka bertukar dari satu sekolah ke sekolah lain. I think that people these days move from school to school too often.</i>					
69	<i>Saya tidak percaya seseorang guru semestinya sentiasa setia terhadap sekolahnya. I do not believe that a teacher must always be loyal to his or her school.</i>					
70	<i>Bertukar dari satu sekolah ke sekolah lain tidak bermaksud tidak beretika. Jumping from school to school does not seem unethical to me.</i>					
71	<i>Sebab saya terus bekerja untuk sekolah ini adalah saya percaya kesetiaan adalah penting, oleh itu obligasi moral sangat ditekankan. One of the major reasons that I continue to work for this school is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.</i>					
72	<i>Jika saya ditawarkan dengan kerja yang lebih baik di tempat lain, saya rasa tidaklah betul untuk saya meninggalkan kerja saya di sekolah ini. If I got the offer for a better job elsewhere, I would not feel it was right to leave my school.</i>					
73	<i>Saya dididik untuk percaya nilai taat terhadap sekolah ini. I was taught to believe the value of remaining loyal to one school.</i>					

	<i>Komitmen saya terhadap tugas sekolah. My commitment toward duties in my school</i>	0	1	2	3	4
74	<i>Keaadan adalah lebih baik apabila seseorang guru itu kekal di sekolah yang sama sepanjang kerjayanya. Thing were better in the days when teacher stayed with one school for most of their careers.</i>					
75	<i>Saya tidak fikir menjadi guru setia sekolah adalah munasabah lagi. I do not think that wanting to be a company man or woman is sensible anymore.</i>					

Appendix I
Informed Consent (Principal)
University of Tunku Abdul Rahman
Consent to Participate in a Research Study
Faculty of Business and Finance
Secondary School Principals' Leadership and Teachers' Organizational
Commitment in Perak State, Malaysia

TEH THIAN LAI

Introduction:

Before agreeing to participate in this study, it is important that you read and understand the purpose and procedures, risks and benefits that are involved. If you do agree to become a part of the study, you will be free to withdraw at any time.

Purpose:

The purpose of this study is to determine if certain Principal leadership styles are associated with teachers' organizational commitment, based on the concept of transformational, transactional and nurturant leadership through a quantitative study. Teachers Organizational Commitment will be identified using the OCQ developed by Allen and Meyer. Leadership styles will be determined using the Multifactor Leadership Questionnaire (MLQ) developed by Avolio and Bass and questionnaires (NTQ) instituted by Ansari. You will be one of approximately 720 teachers taking part in this study.

Duration:

The study will take place during the month of August 2011. The total time for completion is approximately 30 minutes. If you are willing to participate in this study, please follow the directions listed below:

Procedure:

You will be asked to complete a survey that asks your opinion about your current leadership characteristics.

If you have questions, please call Teh Thian Lai (PI) at 019-5599339.

Risks/Discomforts:

There are no foreseeable risks or discomforts.

Benefits:

There are no monetary disbursements for your participation in this study. Your participation will be valuable, however, in helping the PI to determine if there is an association between different principal leadership styles and teachers' organizational commitment.

Confidentiality:

The study data may be published but you will not be identified by name. In order to keep your identity confidential, names of participants will not be used. Data will be destroyed after three years of initial collection. The results will be studied in terms of statistical analysis and group data to offer insight for leadership development.

Right to refuse or withdraw:

Your participation is voluntary. You may choose to not participate at any time. Likewise, the PI may terminate the study or your participation in the study for not adhering to study-related directions.

Offer to answer questions:

If you have any questions about this study, please direct them to Teh Thian Lai at 019-5599339/05-2884698/Fax 05-2883758 or by e-mail at teh_cctv@yahoo.com/tehtianlai1@yahoo.com/tehtianlai2@yahoo.com. For questions about your rights as a research participant, you may contact the Faculty of Business and Finance, UTAR.Kampar. 05-5582888.

I HAVE READ THE INFORMATION PROVIDED ABOVE. I VOLUNTARILY AGREE TO PARTICIPATE IN THIS STUDY.

Participant Signature Date

Participant Name (please print)

Name of School

Signature and Title of Person Obtaining Consent Date

Administrative Assistant Name

Appendix J
Informed Consent (Teacher)
University of Tunku Abdul Rahman
Consent to Participate in a Research Study
Faculty of Business and Finance
Secondary School Principals' Leadership and Teachers' Organizational
Commitment in Perak State, Malaysia
Teh Thian Lai

Introduction:

Before agreeing to participate in this study, it is important that you read and understand the purpose and procedures, risks and benefits that are involved. If you do agree to become a part of the study, you will be free to withdraw at any time.

Purpose:

The purpose of this study is to determine if certain leadership styles are associated with your organizational commitment, based on the concept of transformational, transactional and nurturant leadership through a quantitative study.

Duration:

The study will take place during the 2011 school year. The total time for completion is approximately 30 minutes. If you are willing to participate in this study, please follow the directions listed below:

Procedures:

1. Your school was selected based on three consecutive years of PMR results in the state of Perak.
2. Your principal has agreed to allow his/her fellow teachers to participate in this study.
3. Your principal will not know what you had assigned in the study or what you had answered in this survey.
4. You will be asked to rate your school principal's leadership characteristics.

If you have questions, please call Teh Thian Lai (PI) at 019-5599339.

Risks/Discomforts:

There are no foreseeable risks or discomforts.

Benefits:

There are no monetary disbursements for your participation in this study. Your participation will be valuable, however, in helping the PI determine if there is an association between different leadership styles and teachers organizational commitment.

Confidentiality:

The study data may be published but you will not be identified by name. In order to keep your identity confidential, names of participants will not be used. Your principal will not know that what you had assigned in this study. Data will be destroyed after three years of initial collection. The results will be studied in terms of statistical analysis and group data to offer insight for leadership development.

Right to refuse or withdraw:

Your participation is voluntary. You may choose not to participate at any time. Likewise, the PI may terminate the study or your participation in the study for not adhering to study-related directions.

Offer to answer questions:

If you have any questions about this study, please direct them to Teh Thian Lai at 019-5599339/05-2884698/Fax 05-2883758 or by e-mail at teh_cctv@yahoo.com or tehthianlai1@yahoo.com/tehthianlai2@yahoo.com and any questions about your rights as a research participant, you may contact the FBF, UTAR. Kampar. Perak at 05-5582888.

I HAVE READ THE INFORMATION PROVIDED ABOVE. I VOLUNTARILY AGREE TO PARTICIPATE IN THIS STUDY.

Participant Signature Date

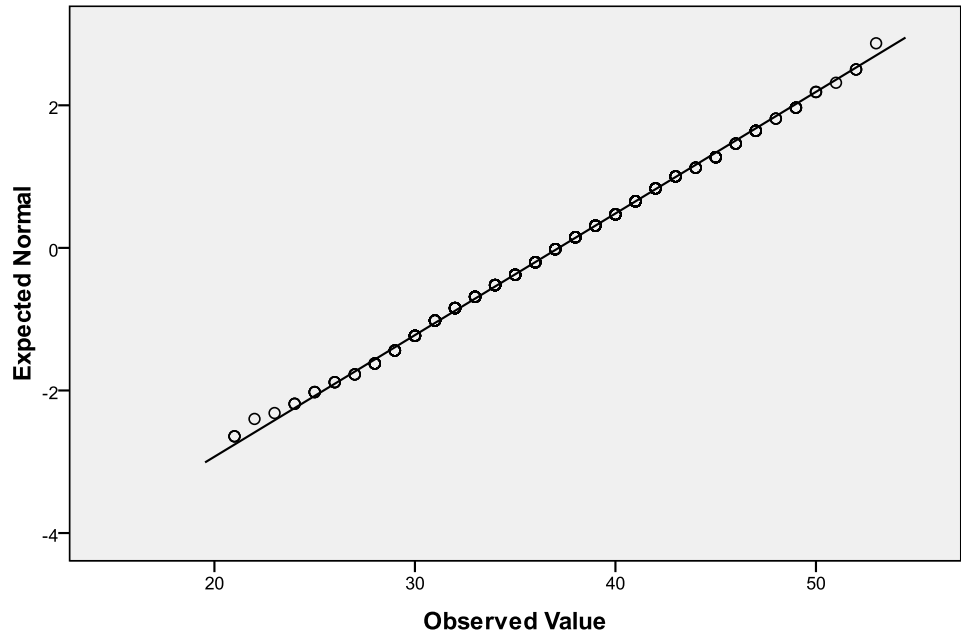
Participant Name (please print)

Name of School

Signature and Title of Person Obtaining Consent Date

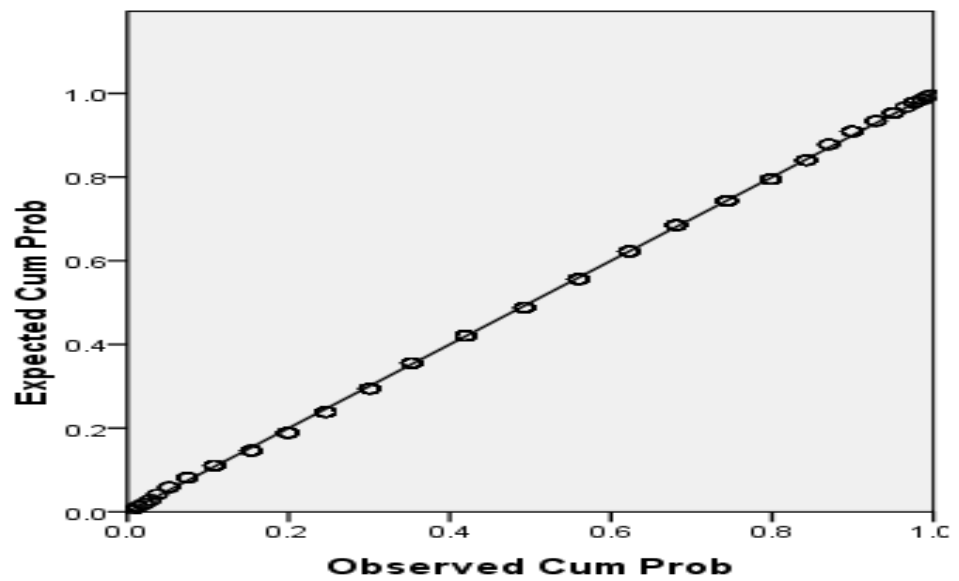
Appendix K

Normal Q-Q Plot of Transactional



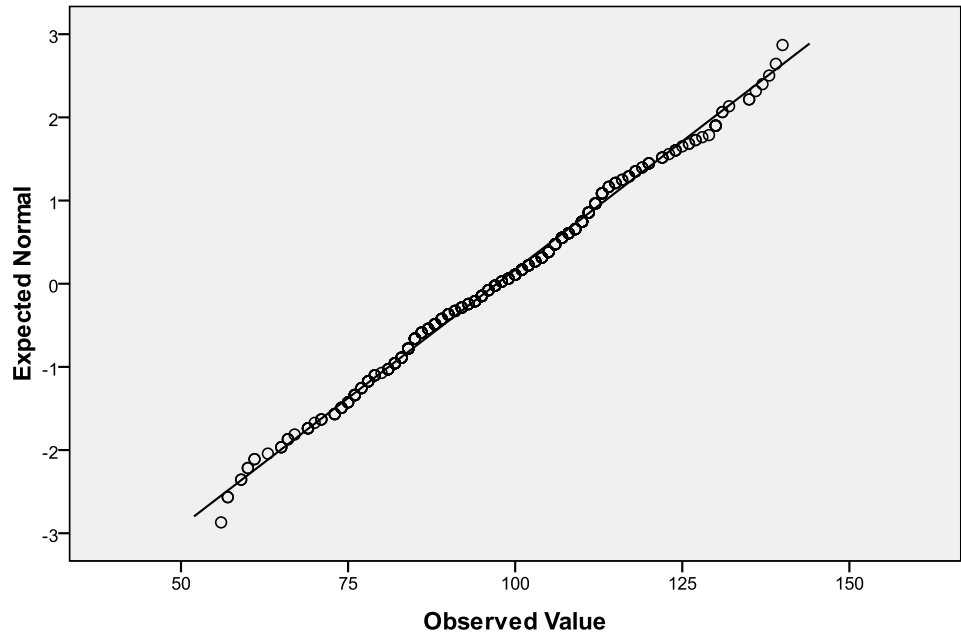
Normal Q-Q Plot of Transactional Leadership

Normal P-P Plot of Transactional



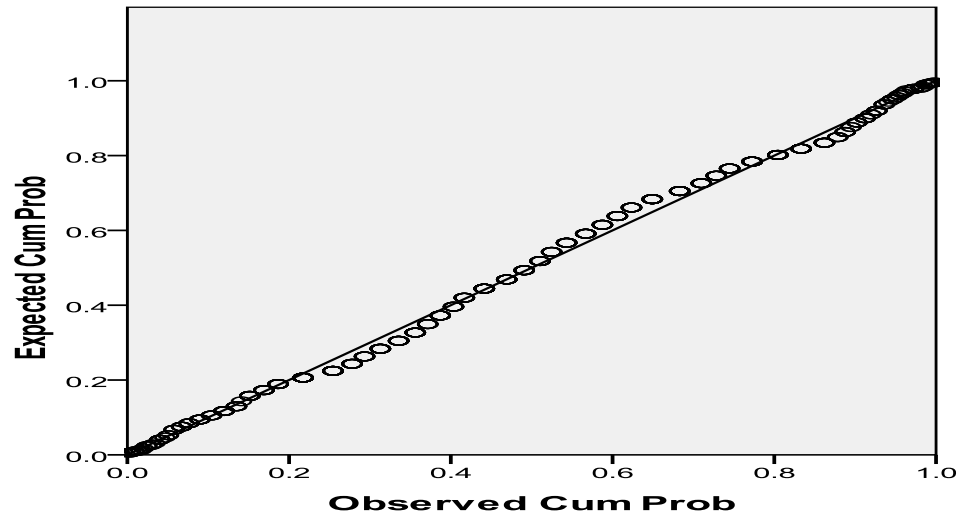
Normal P-P Plot of Transactional Leadership

Normal Q-Q Plot of Transformational



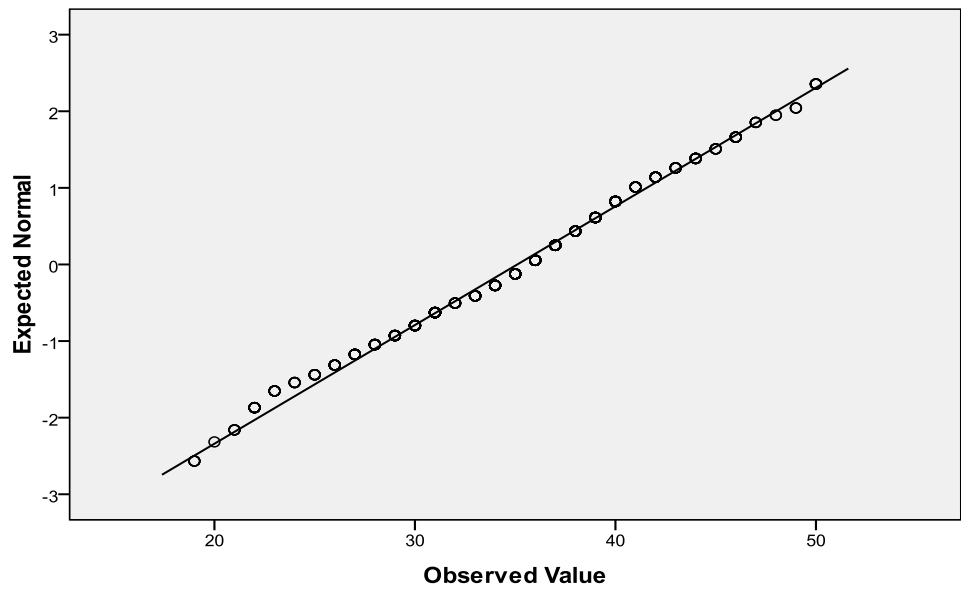
Normal Q-Q Plot of Transformational Leadership

Normal P-P Plot of Transformational



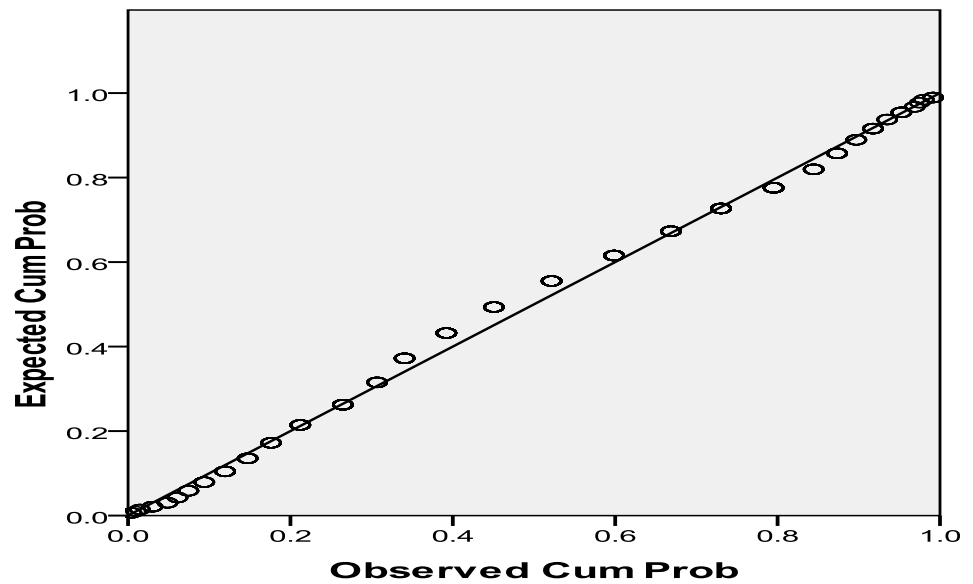
Normal P-P Plot of Transformational Leadership

Normal Q-Q Plot of Nurturant



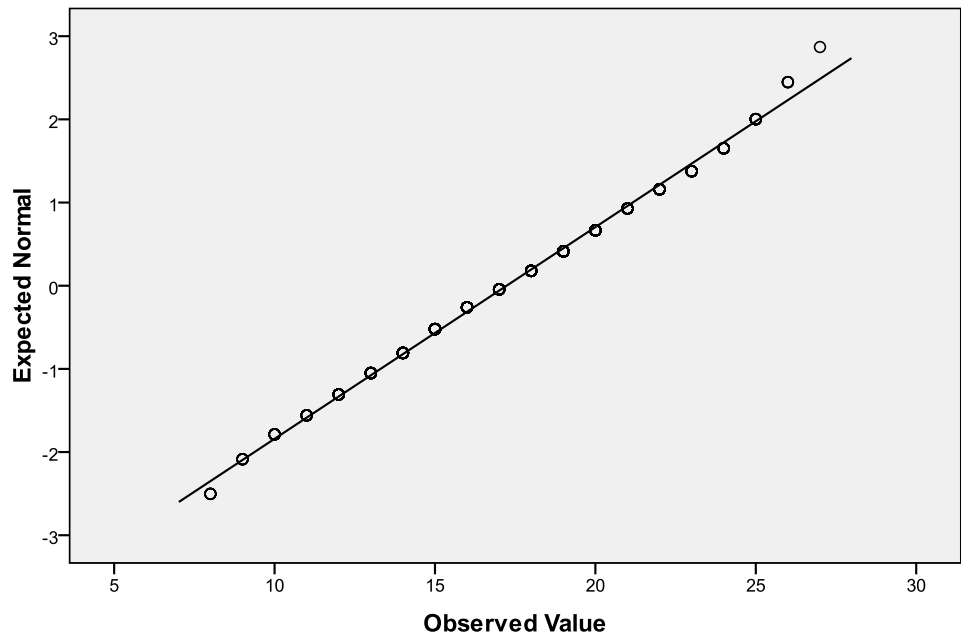
Normal Q-Q Plot of Nurturant Leadership

Normal P-P Plot of Nurturant



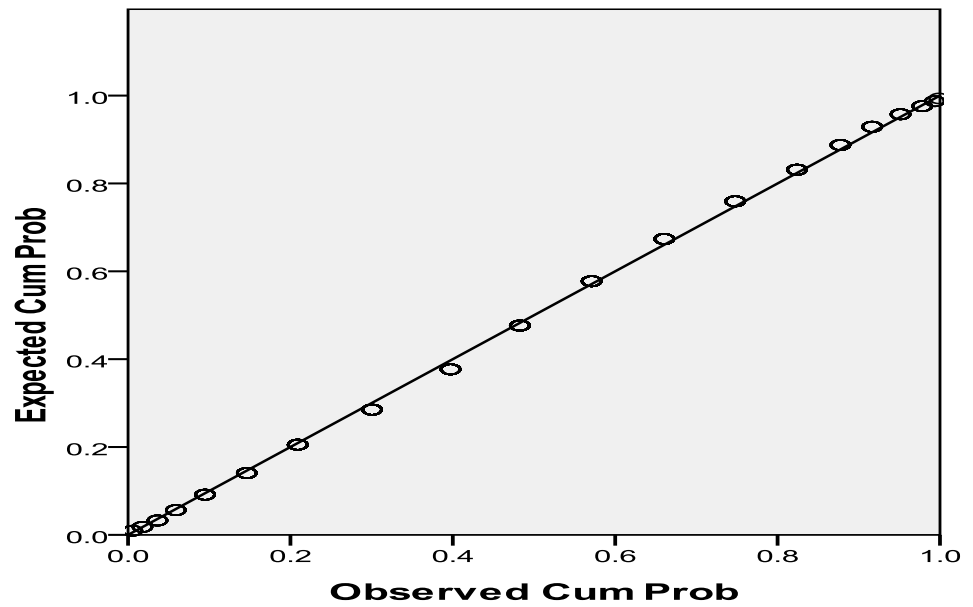
Normal P-P Plot of Nurturant Leadership

Normal Q-Q Plot of Affective



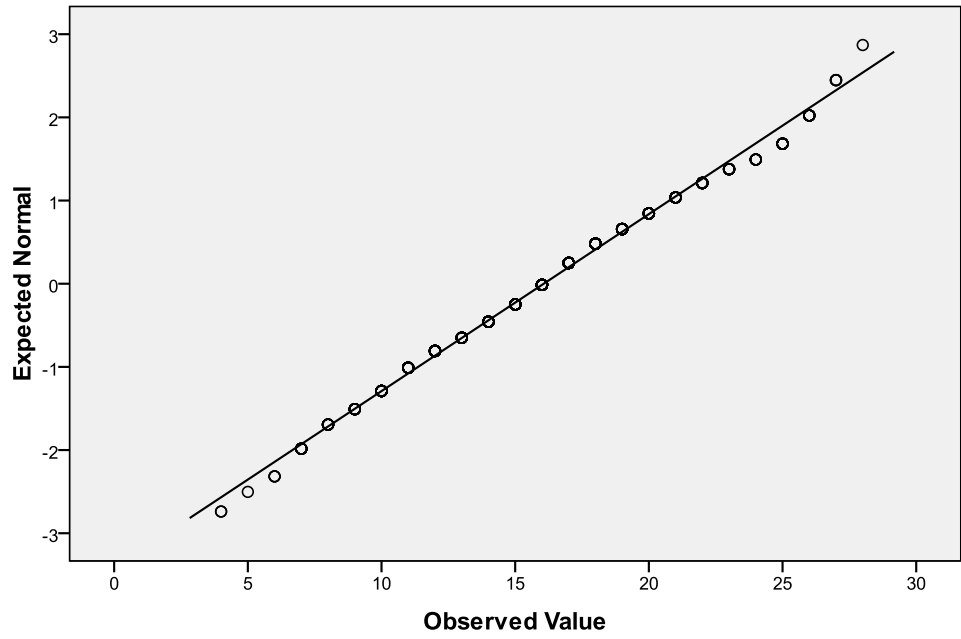
Normal Q-Q Plot of Affective Commitment

Normal P-P Plot of Affective



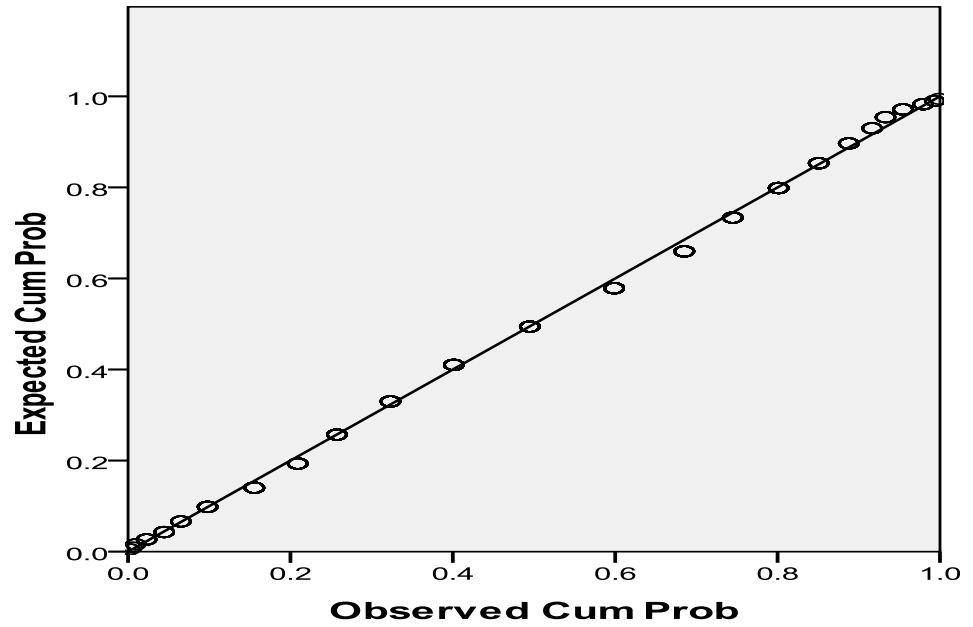
Normal P-P Plot of Affective Commitment

Normal Q-Q Plot of Continuance



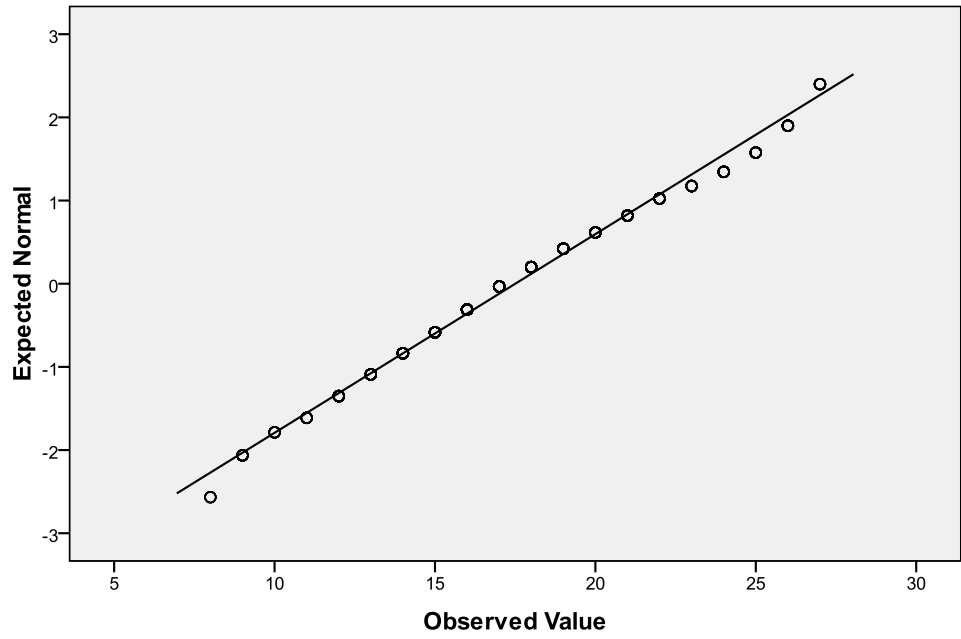
Normal Q-Q Plot of Continuance Commitment

Normal P-P Plot of Continuance



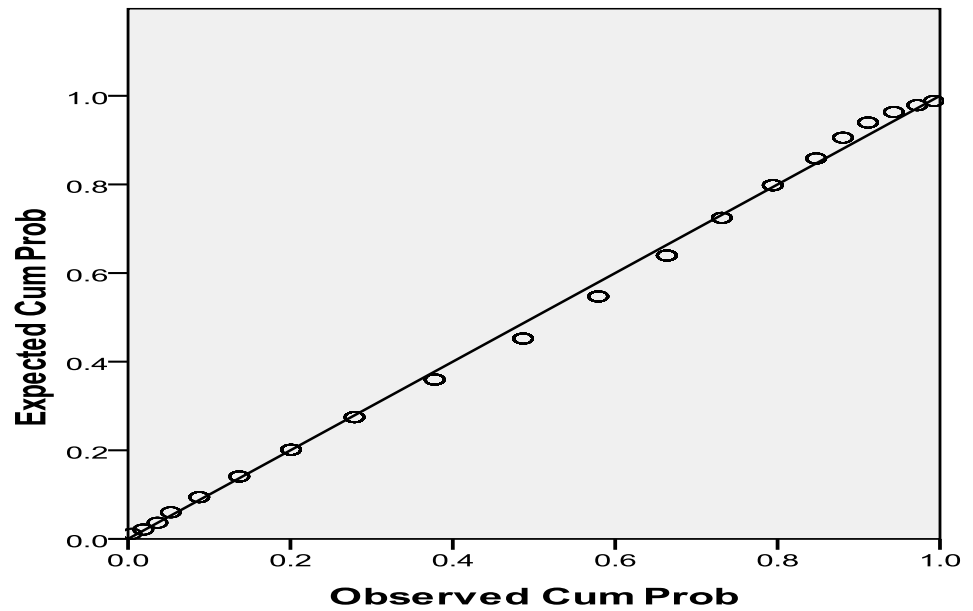
Normal P-P Plot of Continuance Commitment

Normal Q-Q Plot of Normative



Normal Q-Q Plot of Normative Commitment

Normal P-P Plot of Normative

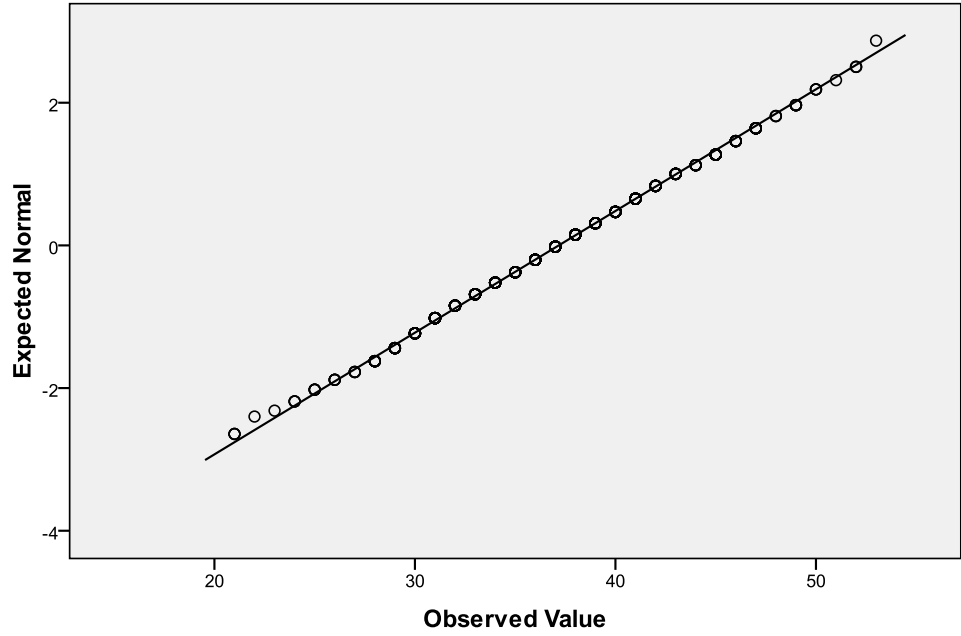


Normal P-P Plot of Normative Commitment

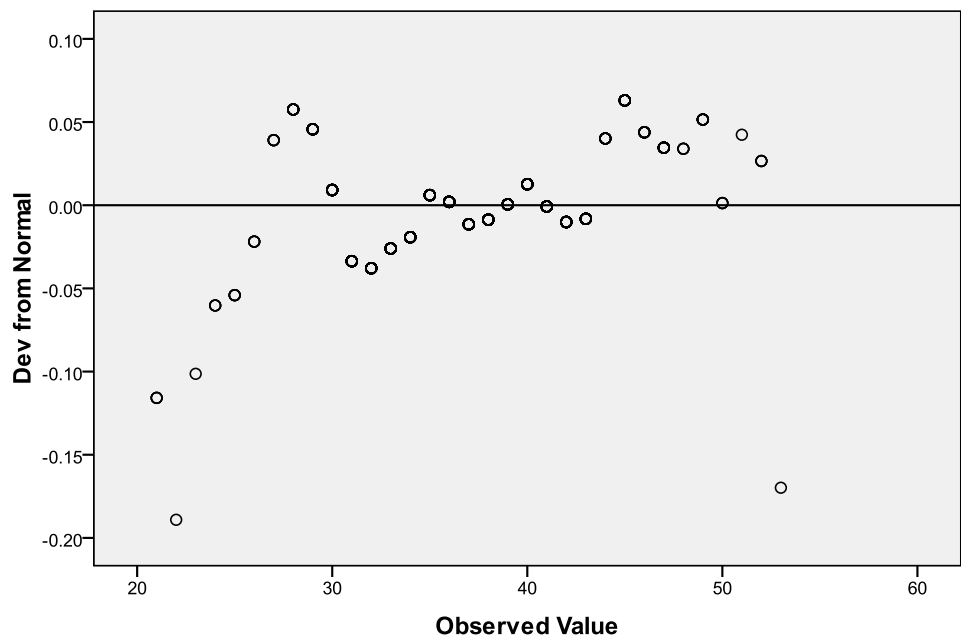
Appendix L

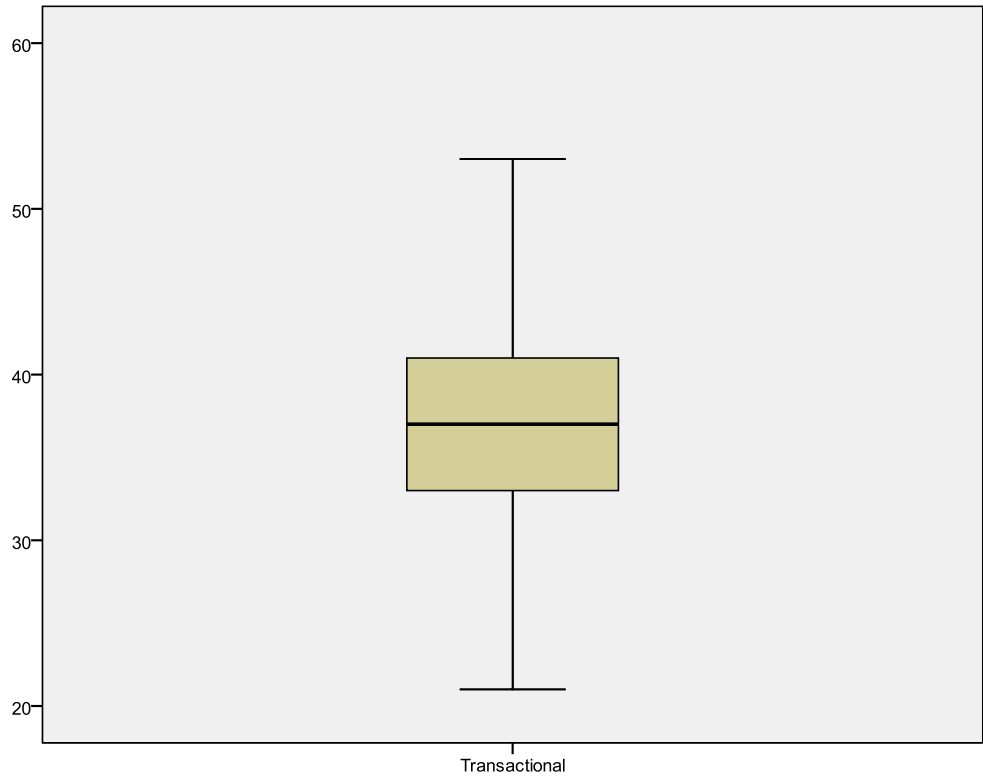
Normal Q-Q, P-P, Detrended Normal Q-Q, Box Plot and Histogram

Normal Q-Q Plot of Transactional

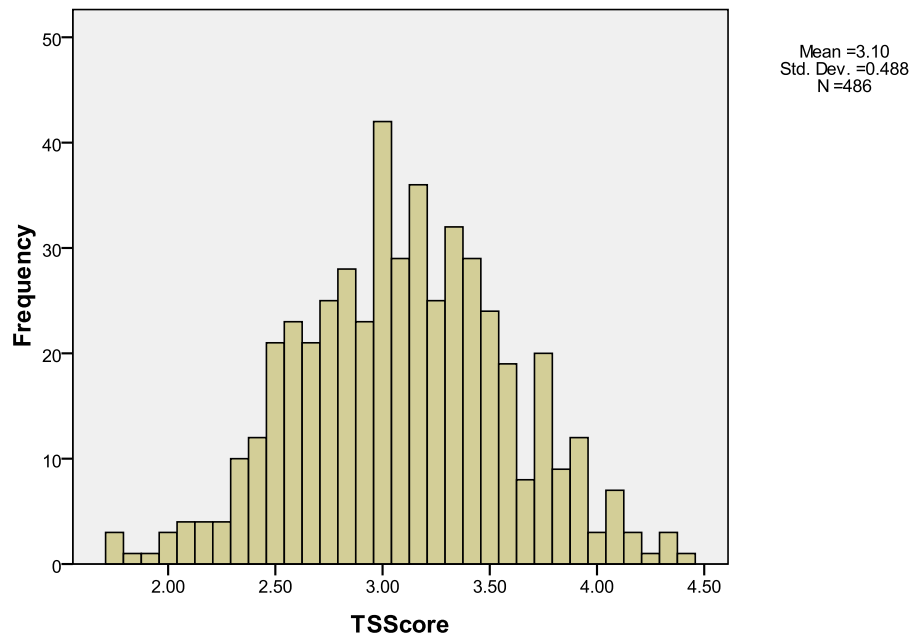


Detrended Normal Q-Q Plot of Transactional

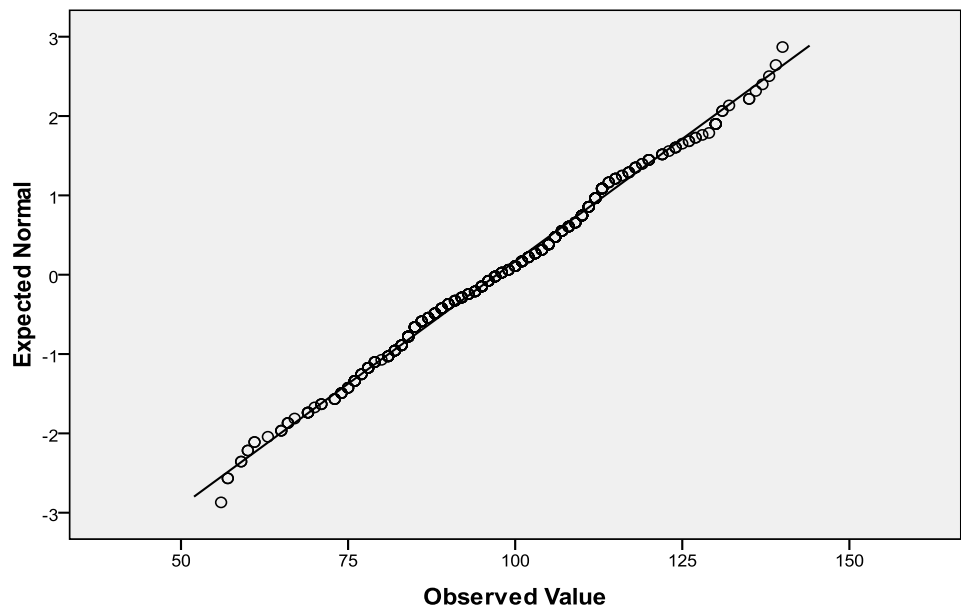




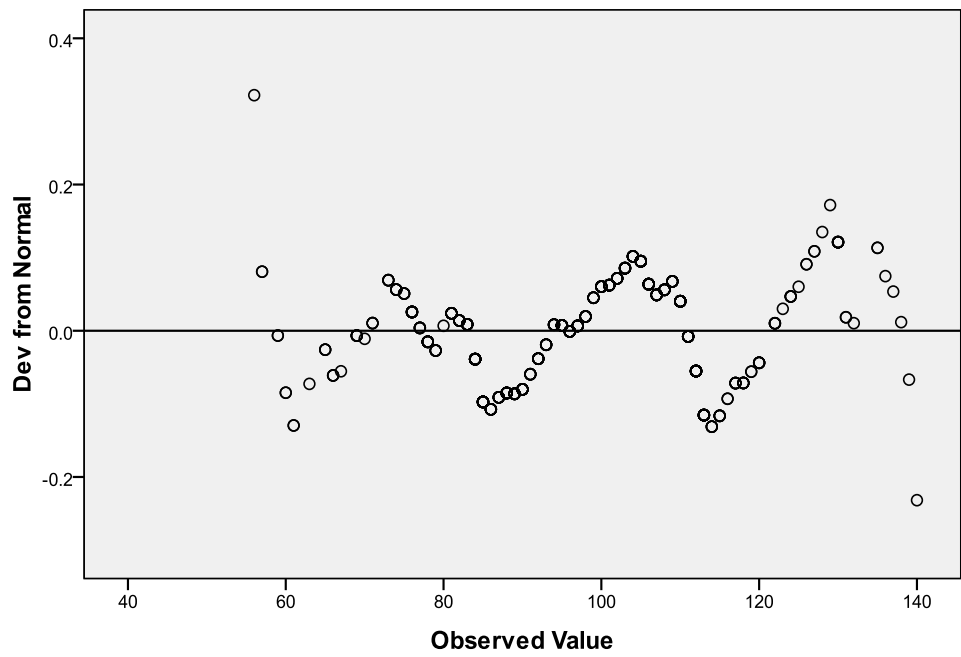
Histogram

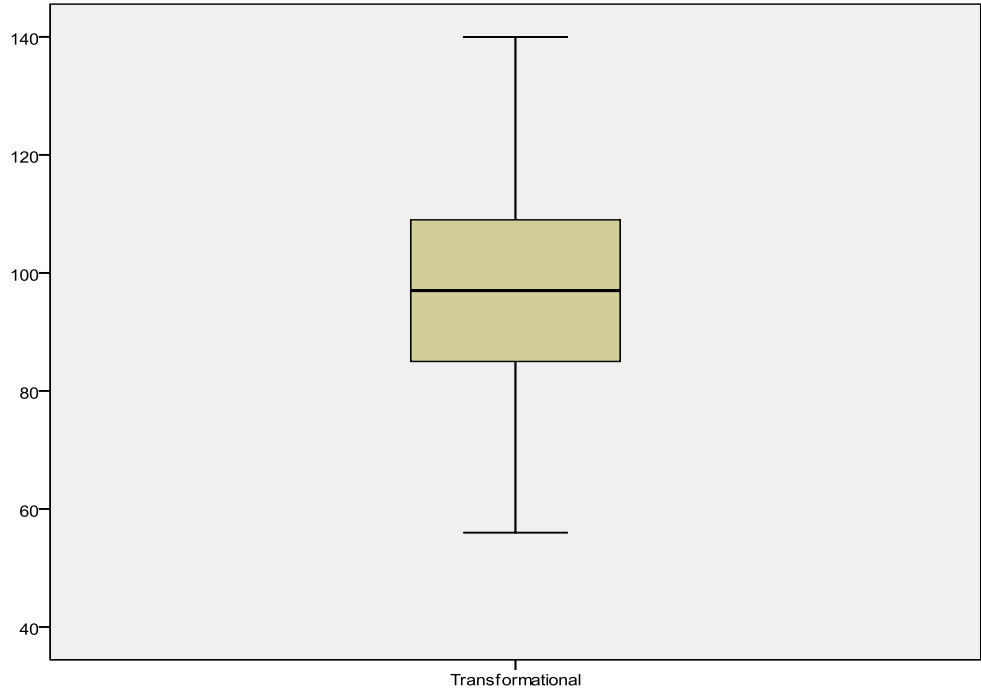


Normal Q-Q Plot of Transformational

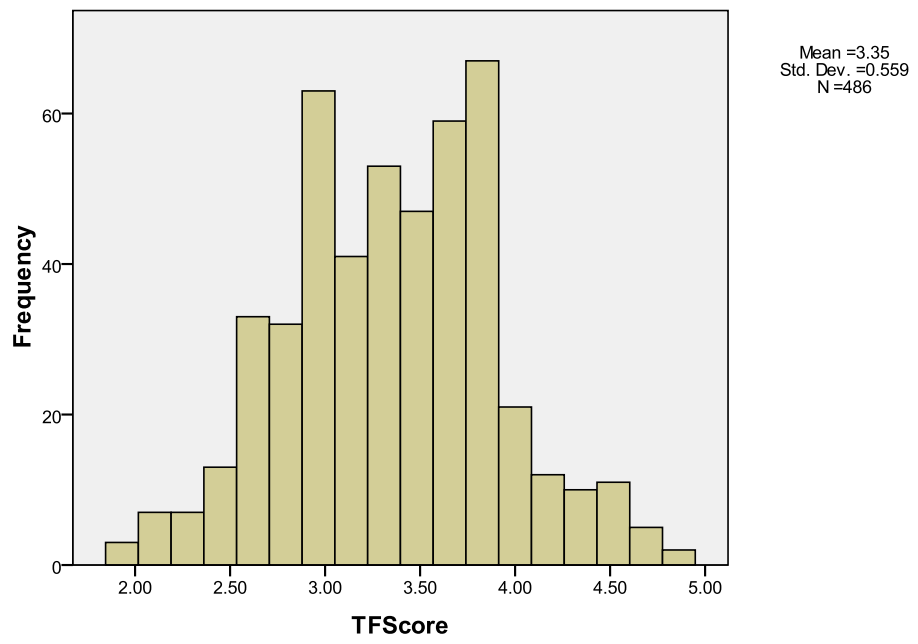


Detrended Normal Q-Q Plot of Transformational

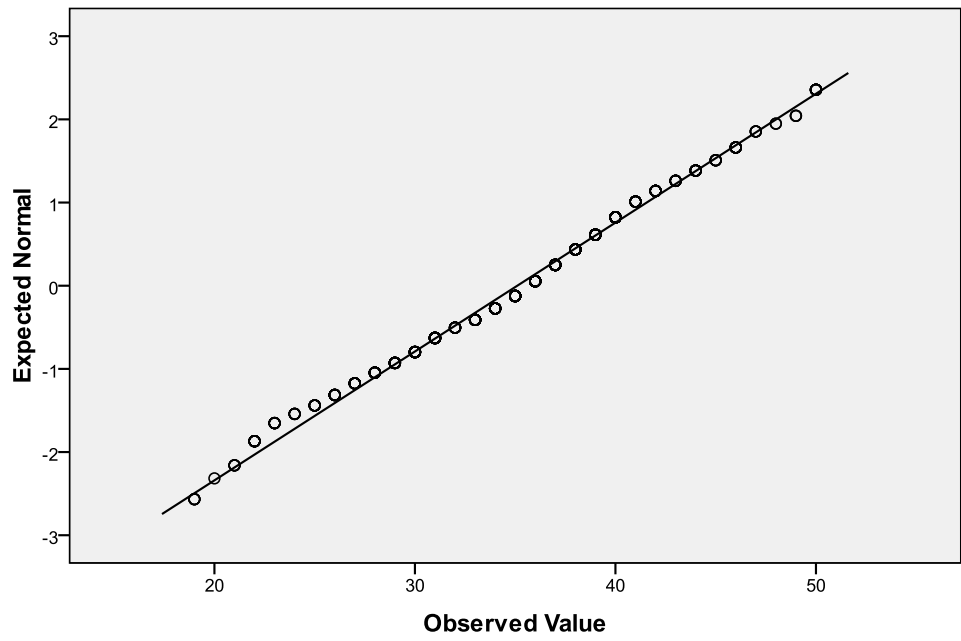




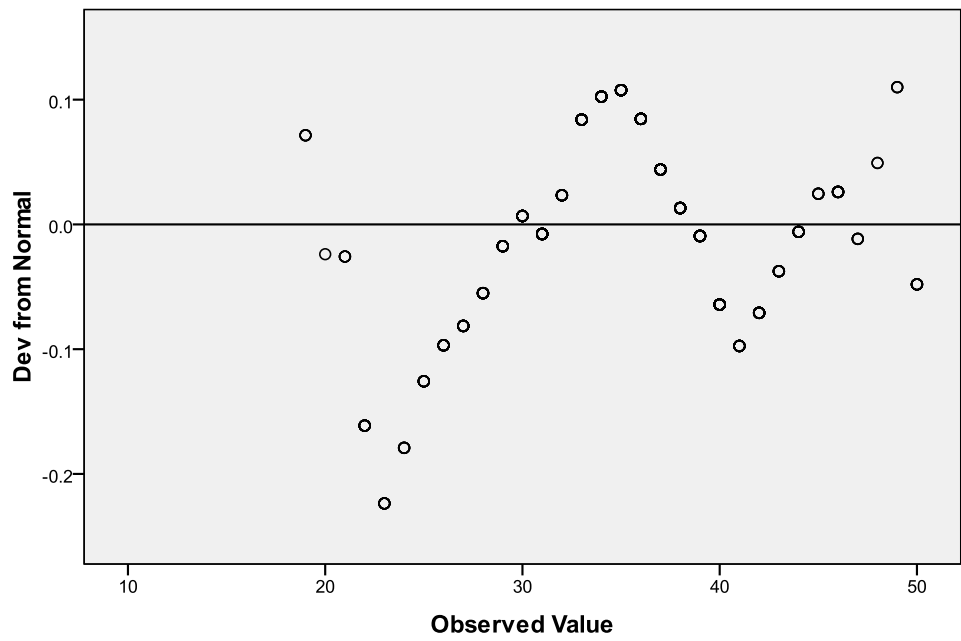
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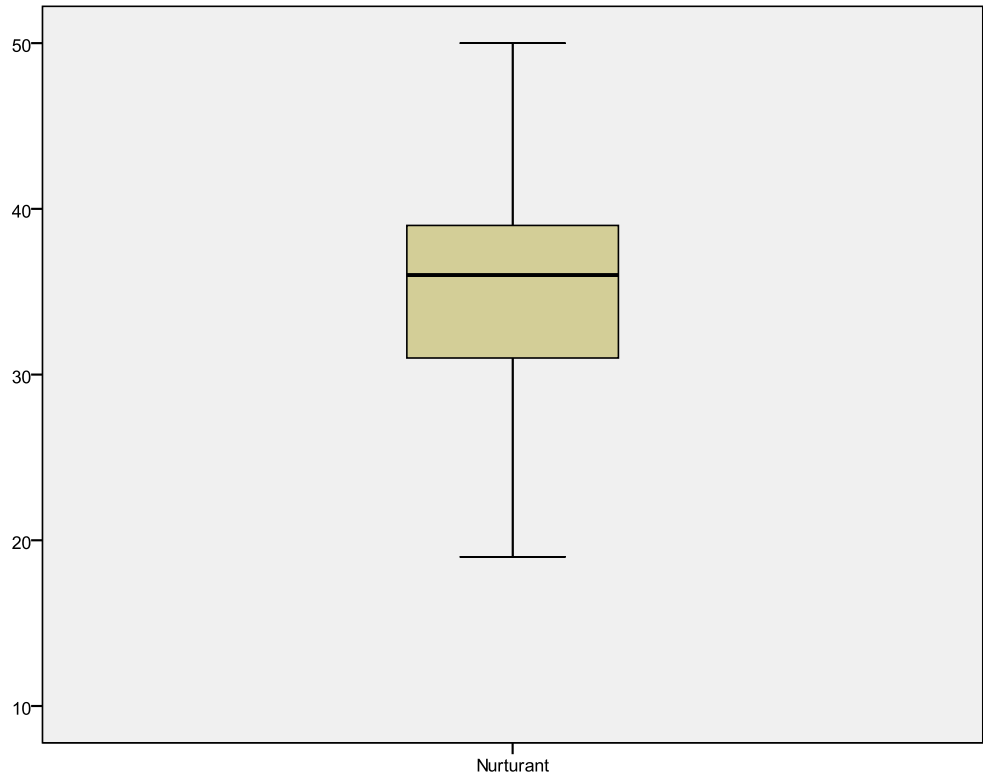


Normal Q-Q Plot of Nurturant

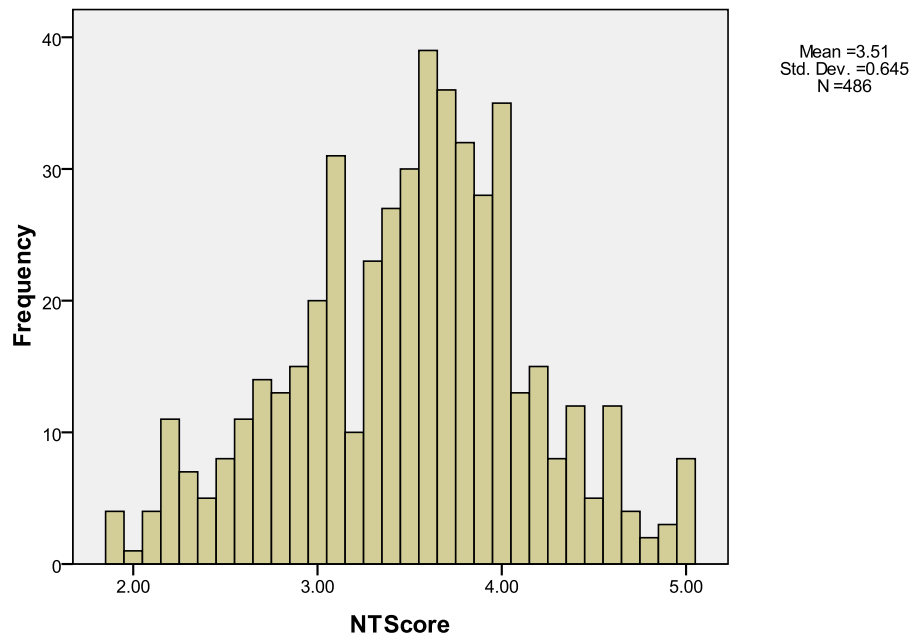


Detrended Normal Q-Q Plot of Nurturant

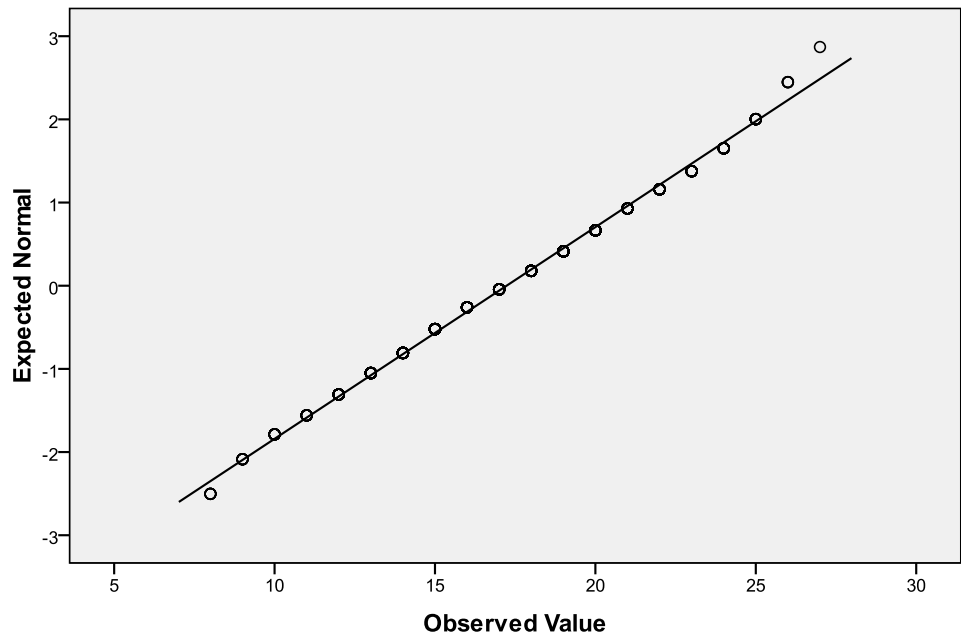




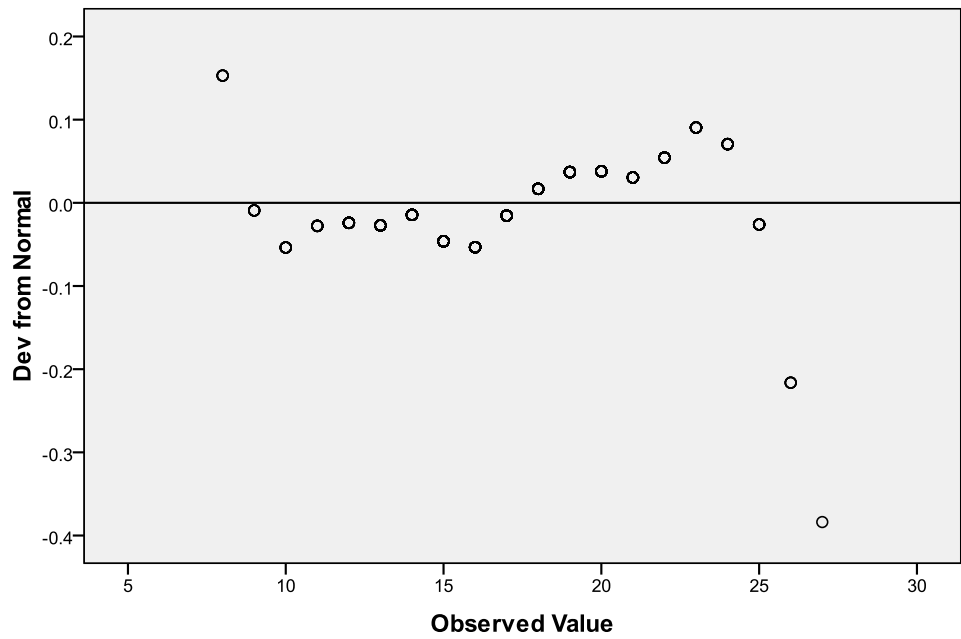
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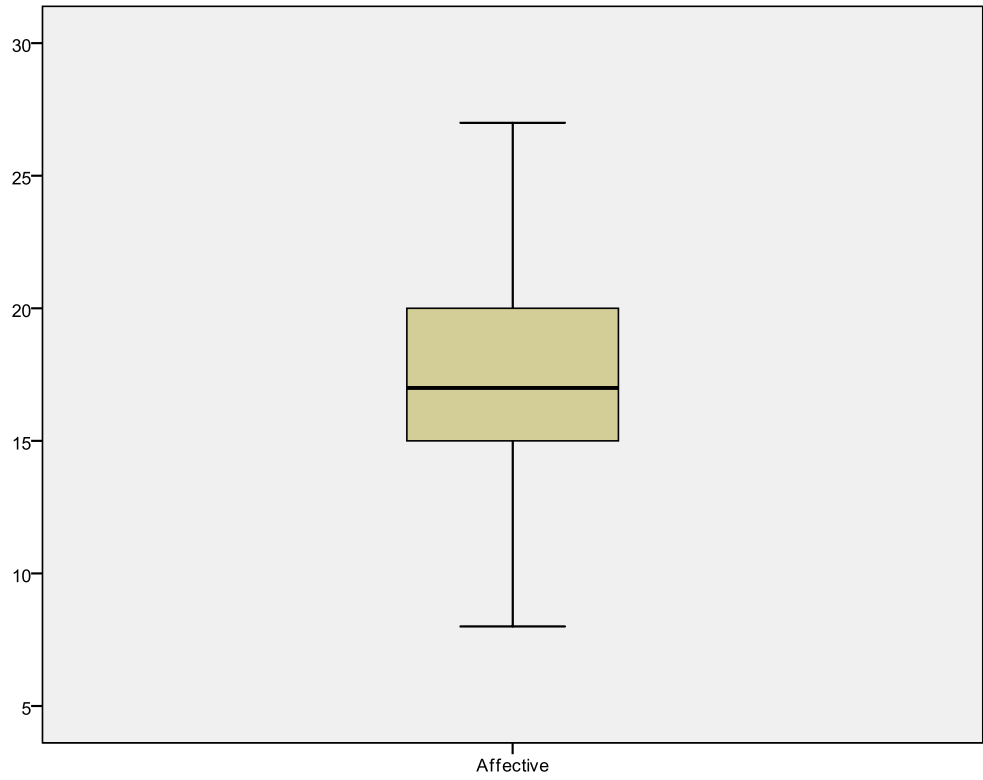


Normal Q-Q Plot of Affective

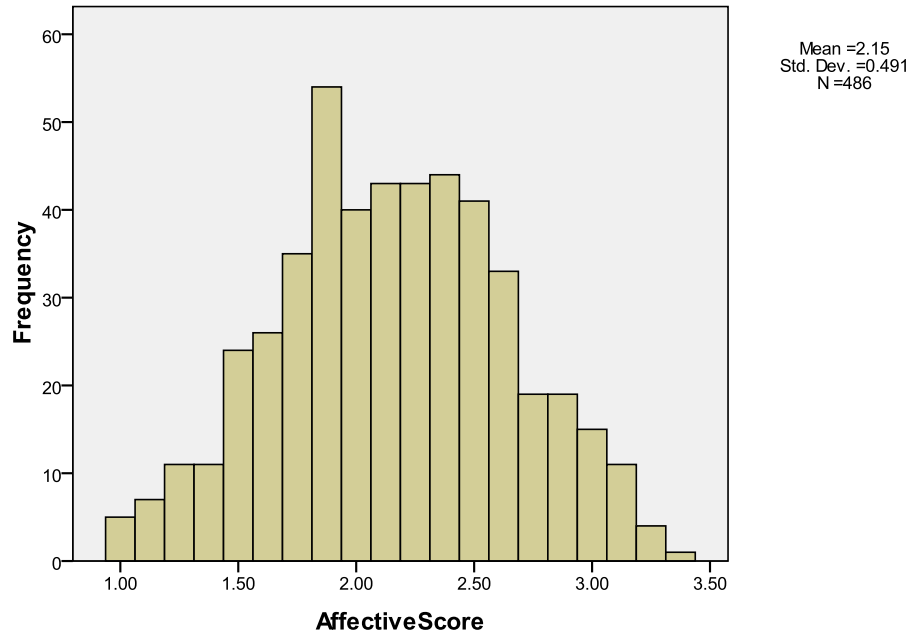


Detrended Normal Q-Q Plot of Affective

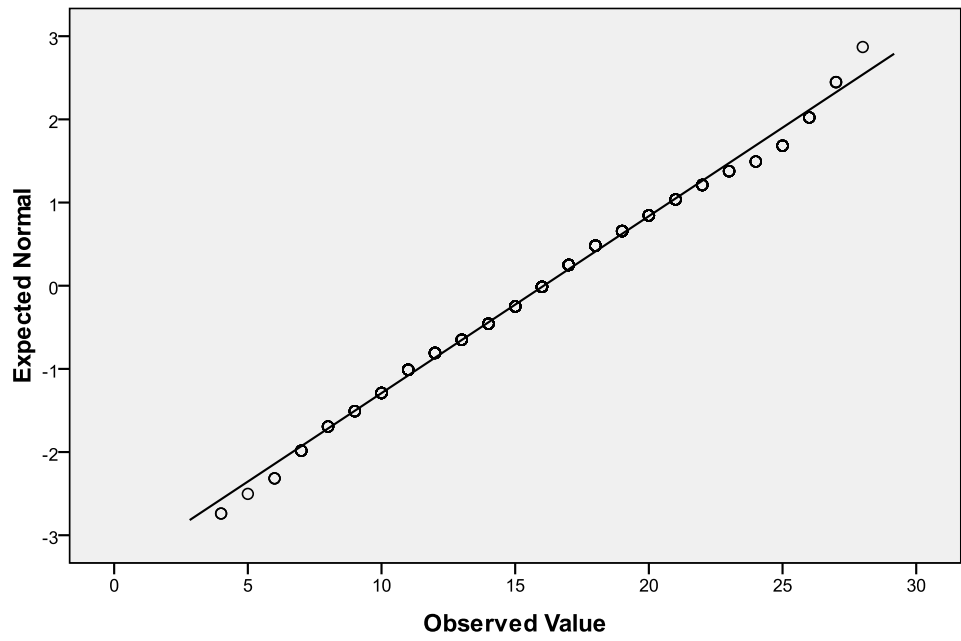




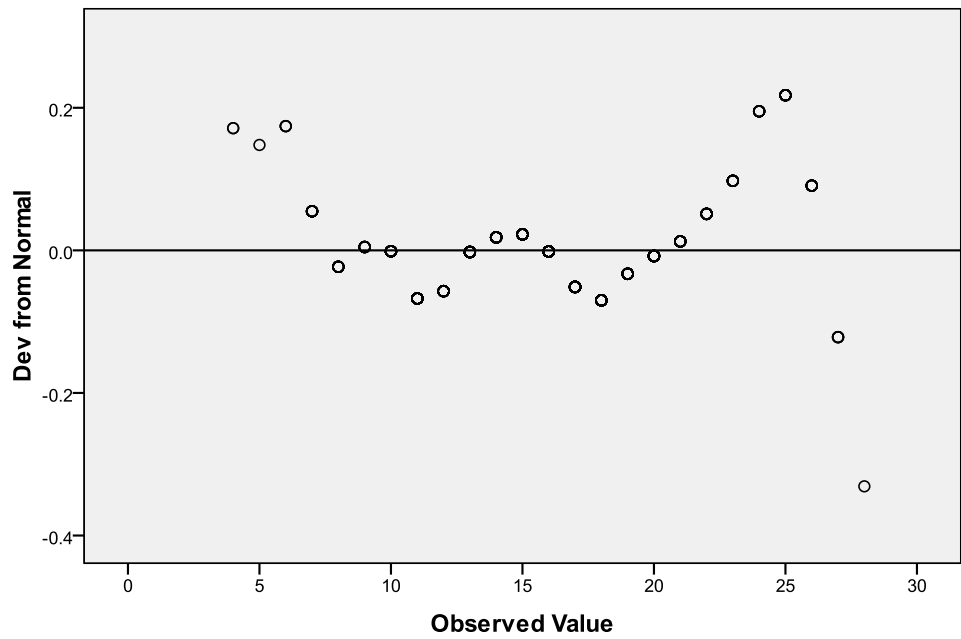
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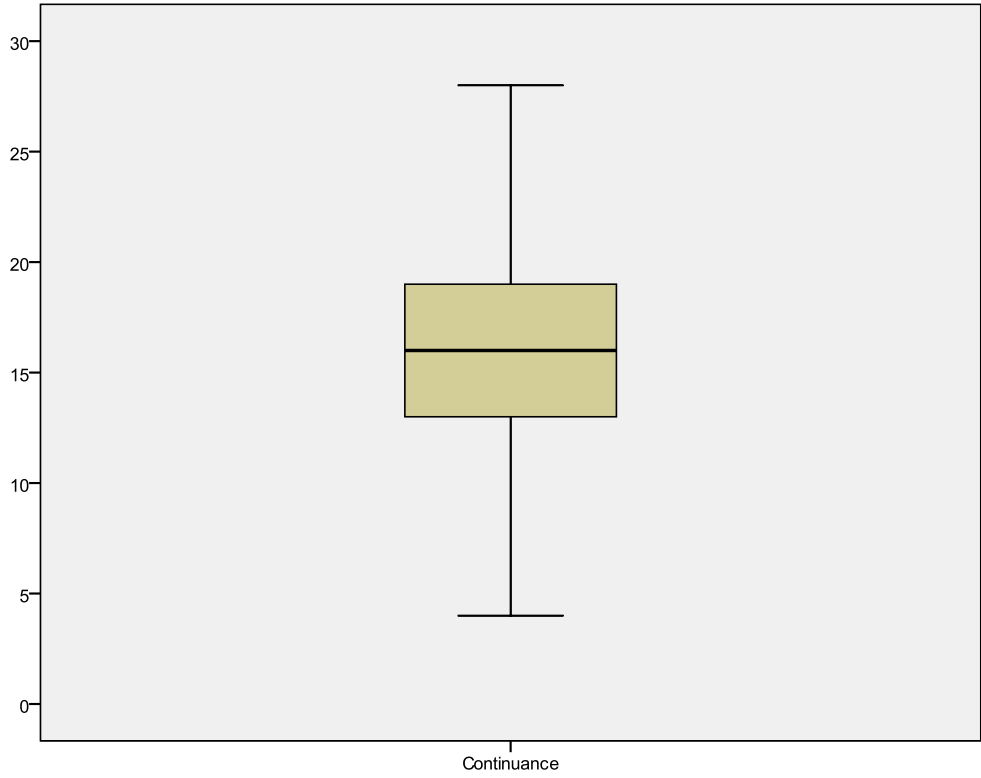


Normal Q-Q Plot of Continuance

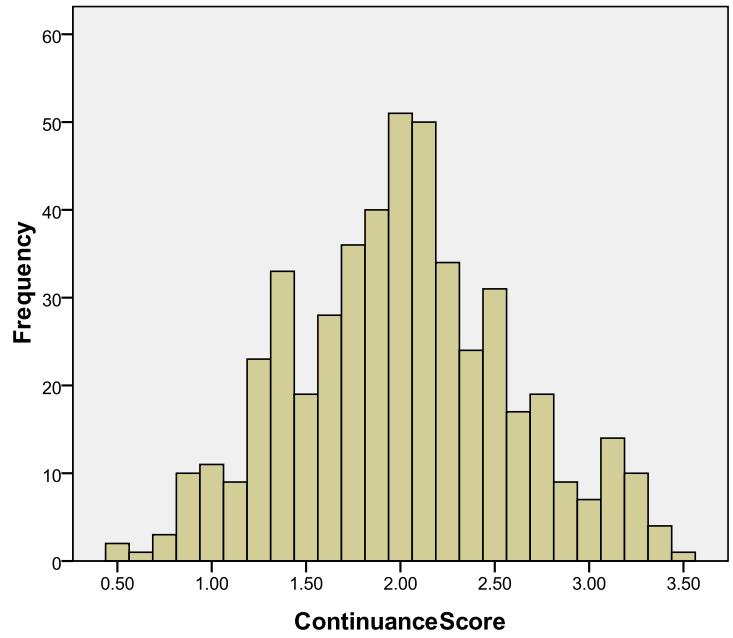


Detrended Normal Q-Q Plot of Continuance



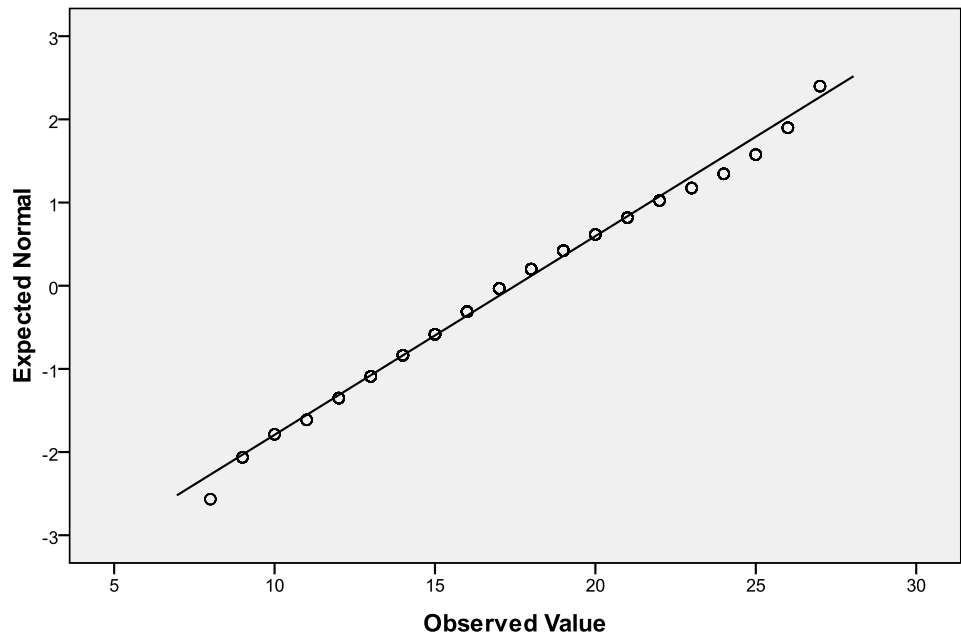


Histogram

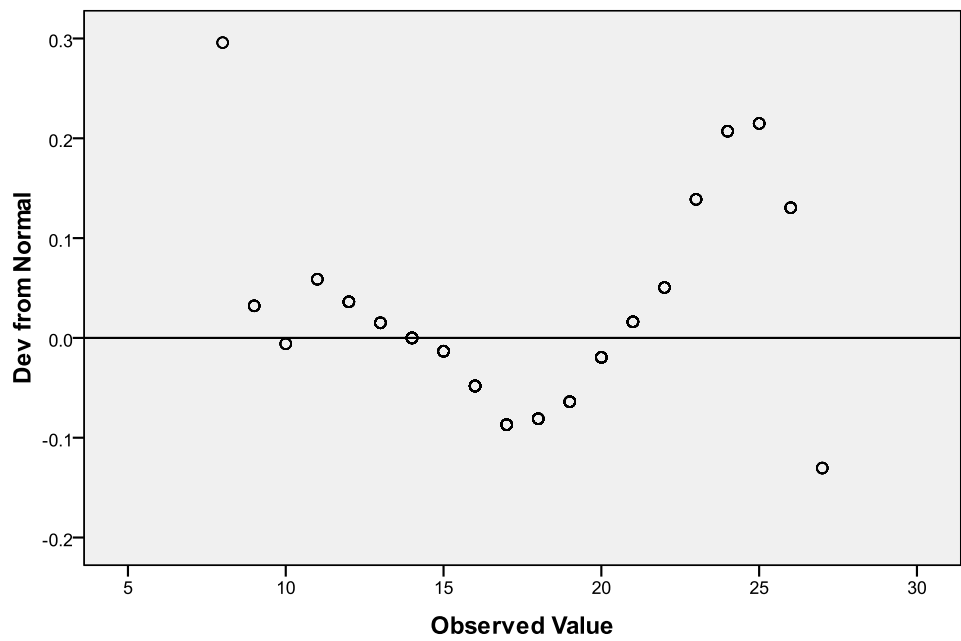


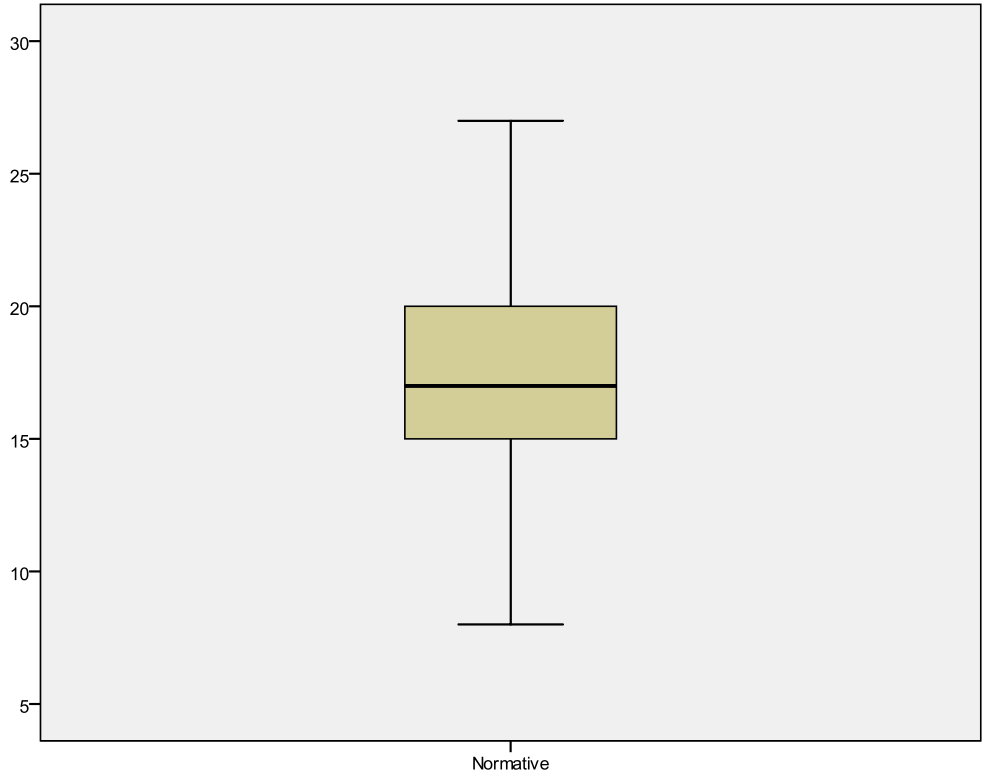
Mean =2.01
 Std. Dev. =0.587
 N =486

Normal Q-Q Plot of Normative

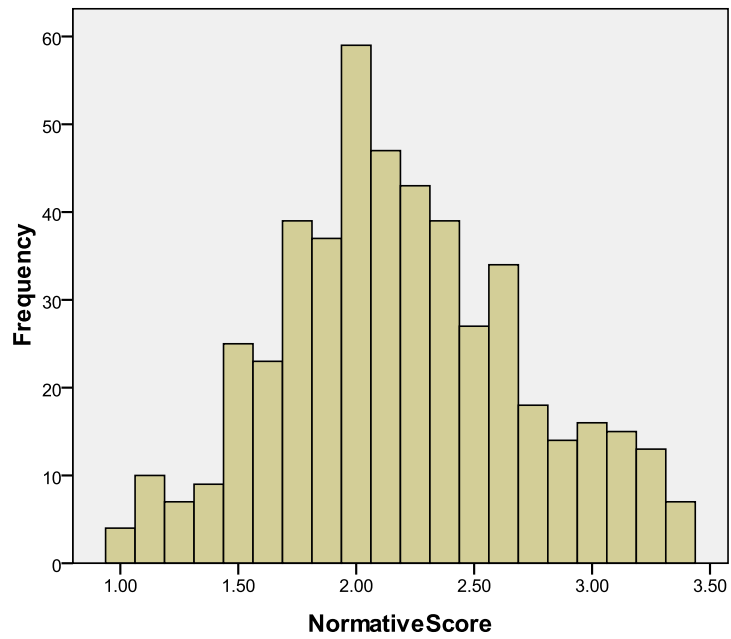


Detrended Normal Q-Q Plot of Normative



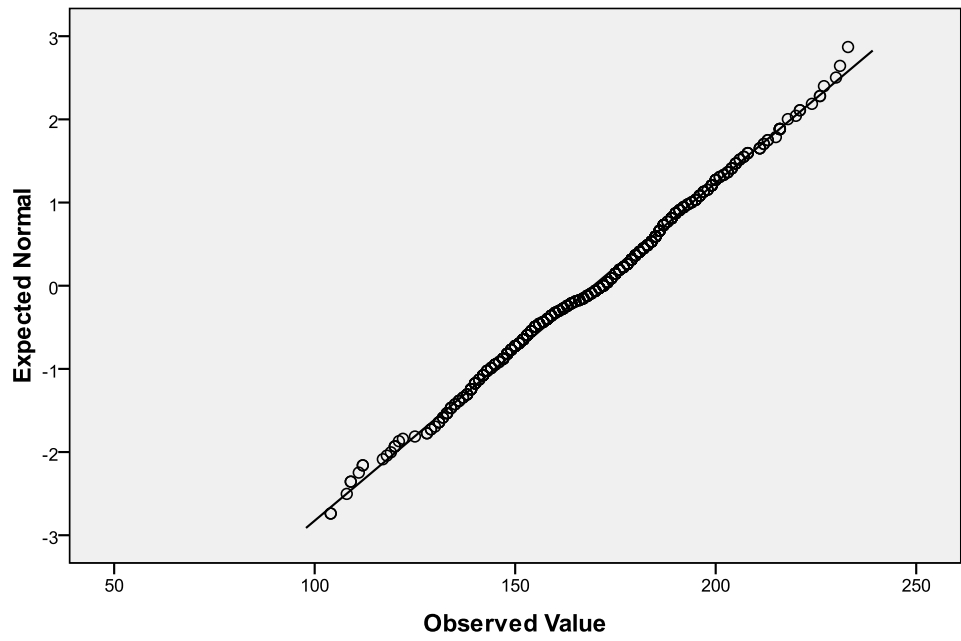


Histogram

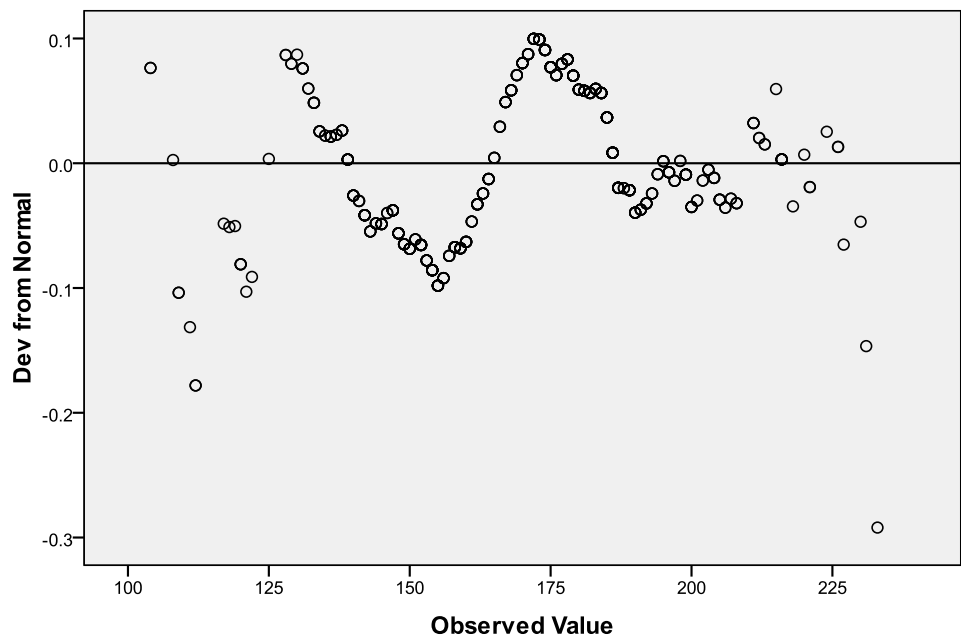


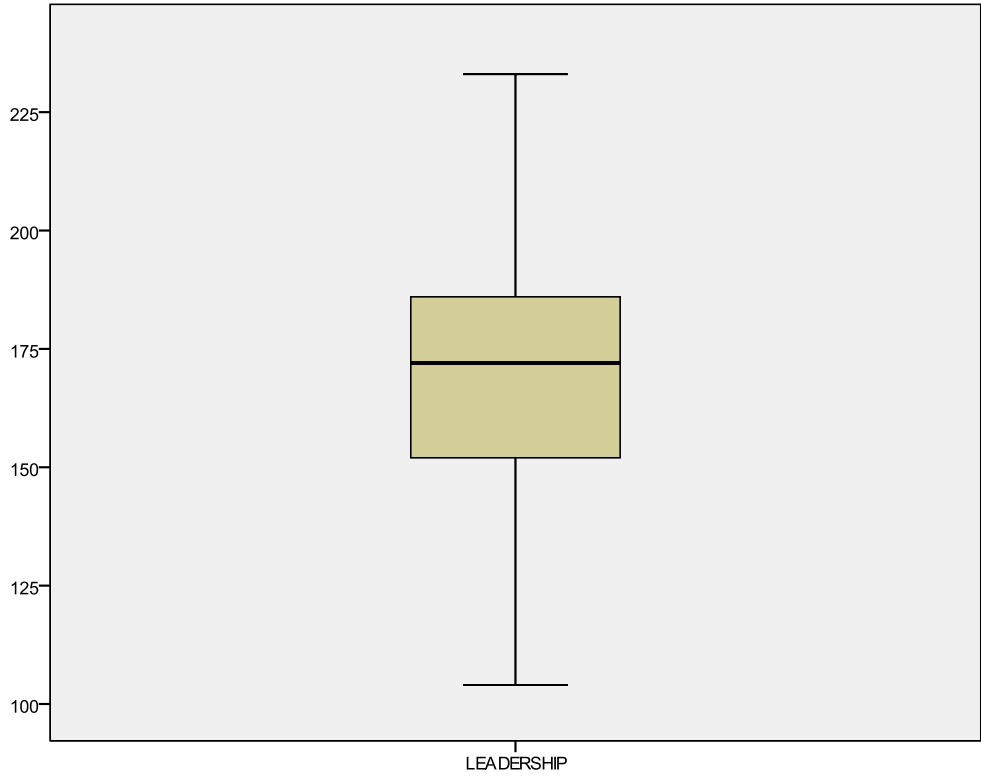
Mean =2.19
 Std. Dev. =0.523
 N =486

Normal Q-Q Plot of LEADERSHIP

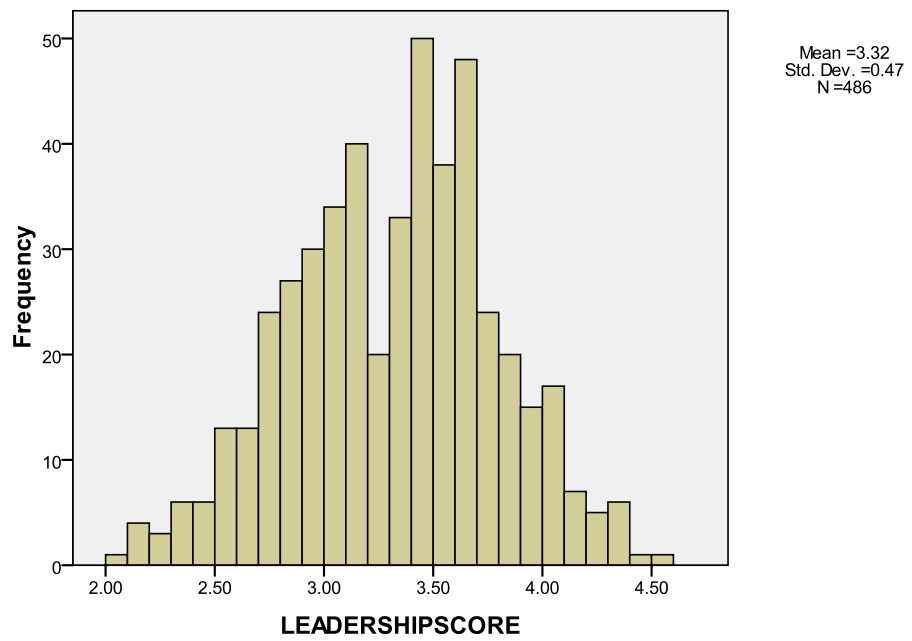


Detrended Normal Q-Q Plot of LEADERSHIP

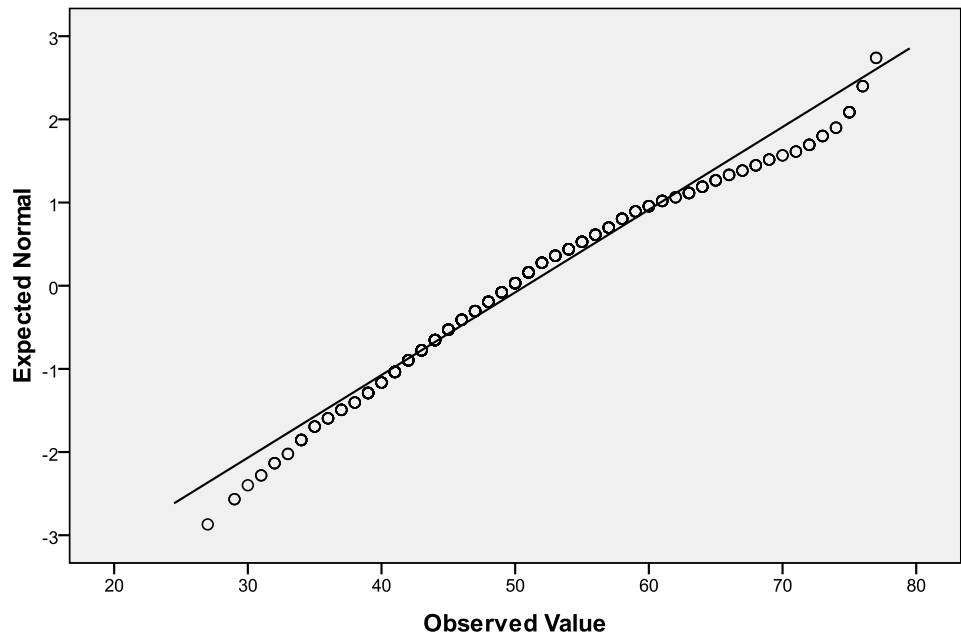




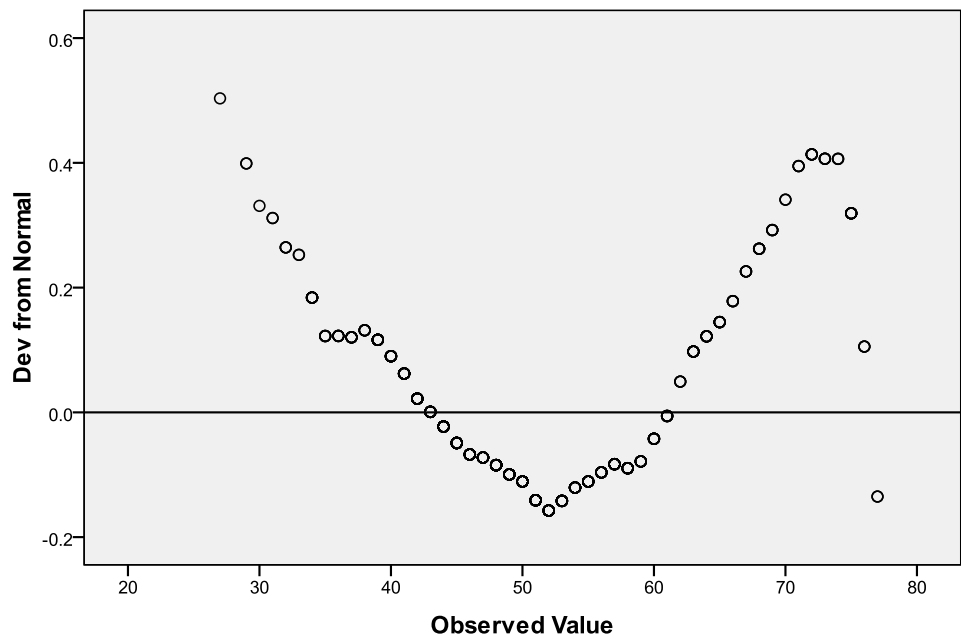
Histogram

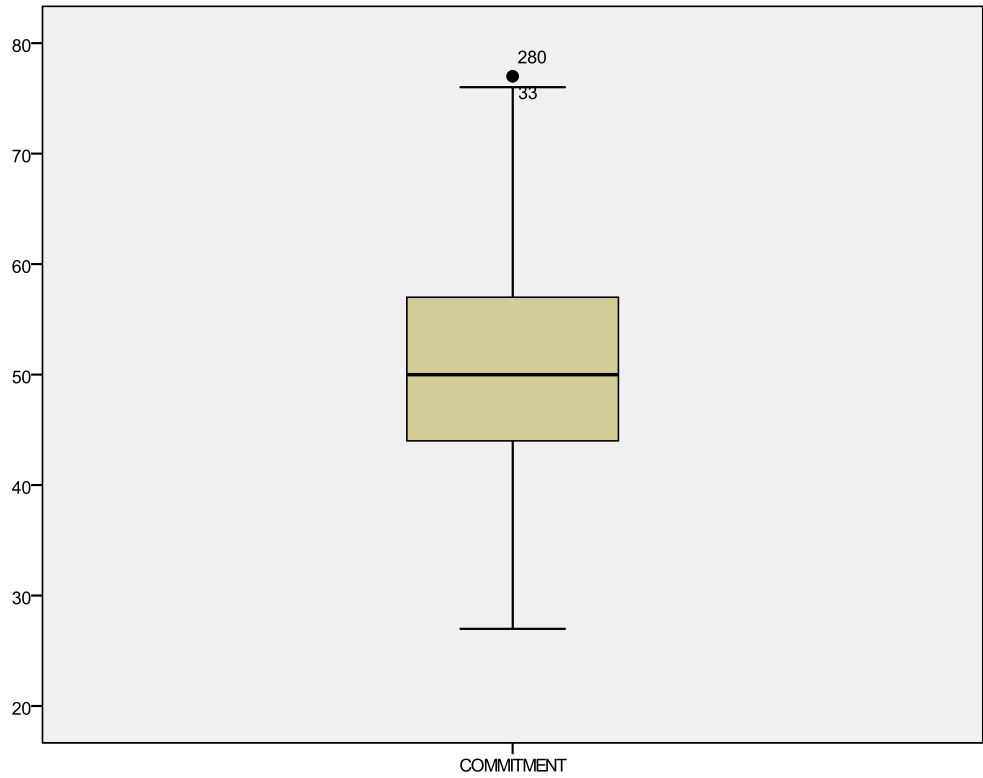


Normal Q-Q Plot of COMMITMENT

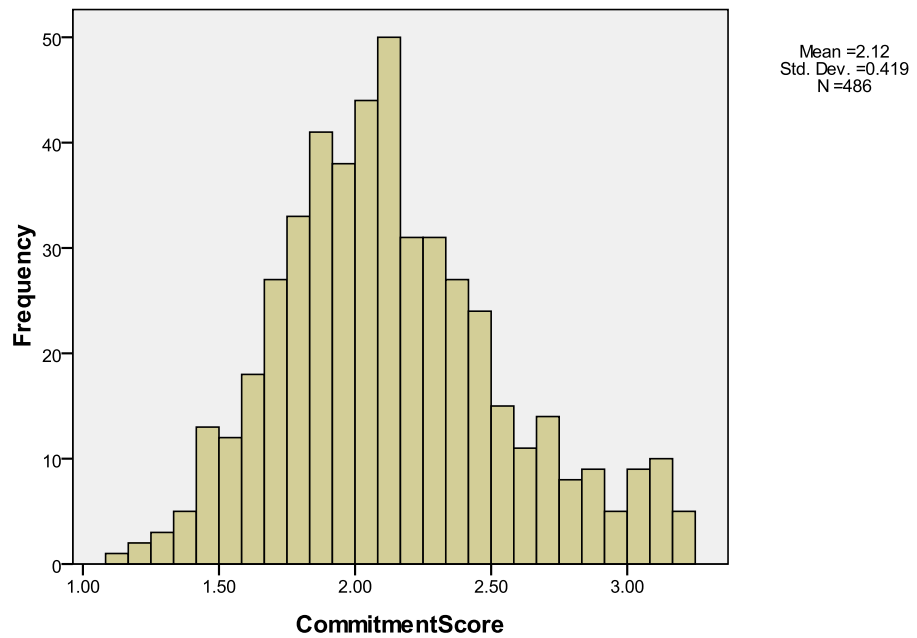


Detrended Normal Q-Q Plot of COMMITMENT





Histogram



Appendix M



BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR
PENDIDIKAN KEMENTERIAN PELAJARAN MALAYSIA

ARAS 1-4, BLOK E-8,

KOMPLEKS KERAJAAN PARCEL E

PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN

62604 PUTRAJAYA

Telefon : 03-88846591

Faks : 03-88846579

Rujuk. kami : KP(BPPDP)603/5/JLD.3(323)

Tarikh : 21 Mac 2011

IC : 600306055311

Encik Teh Thian Lai

19 Jalan Lahat

31550 Pusing

Perak

Tuan/Puan,

Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perquruan. Jabatan
Pelajaran Negeri dan Bahagian-Bahagian di Bawah Kementerian Pelajaran
Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan
tuan/puan untuk menjalankan kajian bertajuk:

**School Principal Leadership Styles And Teachers Organizational
Commitment**

diluluskan.

2. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan
instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. Kebenaran bagi
menggunakan sampel kajian perlu diperoleh dari Ketua Bahagian / Pengarah
Pelajaran Negeri yang berkenaan.

3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian
setelah selesai kelak. Tuan/Puan juga diingatkan supaya mendapat kebenaran
terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya
dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar
atau diumumkan kepada media.

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(DR. SOON SENG THAH)

Ketua Sektor,

Sektor Penyelidikan dan Penilaian

b.p. Pengarah

Bahagian Perancangan dan Penyelidikan Dasar Pendidikan

Kementerian Pelajaran Malaysia

Appendix N



JABATAN PELAJARAN PERAK
JALAN TUN ABDUL RAZAK, 30640
IPOH,
PERAK DARUL RIDZUAN.

Telefon : 05-501 5000
Faks : 05-527 7273
Portal: <http://www.pelajaran.perak.gov.my>

“ 1 MALAYSIA : RAKYAT DIDAHULUKAN, PENCAPAIAN DIUTAMAKAN ”

Ruj.Kami : J.PEL.PK.(AM)5114/4 JLD.7 (20)

Tarikh : 20 April 2011

Teh Thian Lai

19, Jln Lahat
31550 Pusing,
Perak.

Tuan,

**KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH
MENENGAH / RENDAH NEGERI PERAK**

Saya diarahkan merujuk surat tuan bertarikh 11 April 2011 yang ada kaitannya dengan surat Kementerian Pelajaran Malaysia bilangan KP(BPPDP)603/5/JLD.3 (323) bertarikh 21 Mac 2011 tentang perkara di atas.

2. Sukacita dimaklumkan bahawa pihak Jabatan Pelajaran Perak **tiada halangan** memberi kebenaran kepada tuan untuk menjalankan kajian dan soal selidik bertajuk **“School Principal Leadership Styles And Teachers Organizational Commitment”** di sekolah-sekolah di negeri Perak dengan syarat mendapat persetujuan terlebih dahulu daripada Pengetua/Guru Besar sekolah berkenaan.

3. Sila tuan/puan kemukakan senaskhah laporan akhir kajian ke Unit Perhubungan dan Pendaftaran, Jabatan Pelajaran Perak setelah selesai kajian dijalankan.

4. Kehadiran tuan/puan membuat kajian di sekolah berkenaan tidak seharusnya menjejaskan proses pengajaran dan pembelajaran di sekolah berkenaan.

Sekian, terima kasih.

“BERKHIDMAT UNTUK NEGARA’

Saya yang menurut perintah,


(KHAIROL AZMI BIN AHMAD ARIFIN)

Penolong Pengarah,
Unit Perhubungan dan Pendaftaran
Jabatan Pelajaran Negeri Perak
b.p. Pengarah Pelajaran Negeri Perak.
s.k. – Pengarah Pelajaran Negeri Perak

“CINTAILAH BAHASA KITA ”
(Sila catatkan rujukan pejabat ini apabila berhubung)

MANUSCRIPTS/ARTICLES PUBLICATION

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- School Principal Leadership Styles and Teachers Organizational commitment. A Research Agenda.
- 2) <http://www.Jgbm.Org>. Volume 10, Number 2. 67-75. 2014.
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- 3) <http://www.irmbrjournal.com>. Volume 3, Issue 4, Part 3. 2105-2119. 2014
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- 4) <http://irss,academyirmbr.com>. Volume 3. 26-35. 2015.
- Schools Principal Leadership Styles and Teachers' Organizational Commitment for Non-Performing Secondary Schools in Perak. Malaysia.

INTERNATIONAL CONFERENCE

- 2nd International Conference on Business and Economic Research (2nd ICBER, 2011) Conference 14th to 15th March 2011. Holiday Villa Beach Resort and Spa, Langkawi, Kedah. Malaysia.
- 5th International Conference on Business and Economics Research (5th ICBER 2014) Conference 24th to 25th March 2014. Pullman Hotel, Kuching, Sarawak, Malaysia