

## **The Practice of Multidimensional Leadership of Principals, Job Satisfaction and Organizational Commitment Among Technical Secondary School Teachers in Malaysia.**

**Ahmad Azuan Zainudin<sup>1\*</sup>, Azlin Norhaini Mansor<sup>2</sup>, Aida Hanim A. Hamid<sup>3</sup>**

<sup>1</sup>Faculty of Education, Universiti Kebangsaan Malaysia  
43600 Bangi, Selangor  
ahmad@iab.edu.my

<sup>2</sup>Faculty of Education, Universiti Kebangsaan Malaysia  
43600 Bangi, Selangor  
azlinmansor@ukm.edu.my

<sup>3</sup>Faculty of Education, Universiti Kebangsaan Malaysia  
43600 Bangi, Selangor  
aidahanim@ukm.edu.my

\*Corresponding Author

**Abstract:** Multidimensional leadership is an important aspect in and has a relationship with job satisfaction and organizational commitment in an educational institution. This study looks at the level of multidimensional leadership practices of principals as well as job satisfaction and commitment of technical secondary school teachers in Malaysia. In addition, the study also examines the mediation effect between multidimensional leadership, job satisfaction as well as teacher organizational commitment. Data collection of this quantitative study was administered through a set of questionnaires which was distributed to 217 teachers of secondary technical schools in Malaysia. Analysis of findings were based on descriptive analysis using SPSS version 26 by looking at the mean and standard deviation. It also looked at the mediation effects of multidimensional leadership, work satisfaction as well as organizational commitment using Structural Equation Modeling (SEM) with AMOS program. The findings of the study provide an insight on the level of multidimensional leadership, work satisfaction as well as organizational commitment as practiced in secondary technical schools in Malaysia. The findings also illustrate work satisfaction as a mediator between multidimensional leadership and organizational commitment among teachers in secondary technical schools in Malaysia.

**Keywords:** Job Satisfaction, Multidimensional Leadership, Organizational Commitment

### **1. Introduction**

School principals are not only leaders but also motivators and mentors (MOE, 2016) to the school community. As leaders, they should be able to lead, administer and manage the school wisely by diversifying the leadership style or framework appropriate to the situation in order to ensure that every member of the school achieved job satisfaction and organizational commitment. Findings of various research have shown the influence of school administrators' leadership style on job satisfaction and organizational commitment of teachers (Aydin, Sarier and Uysal, 2013; Aisha Sarwar et al., 2015; Nurjanah et al., 2020). This goes to show

that leadership has an impact on increased motivation as well as job satisfaction. Bragg (2000) stated that the leadership style practiced by principals or head teachers in school affects teachers in terms of quality, performance, satisfaction, and commitment of teachers to the organization.

Work satisfaction is something that is important in human life. As stated by Zaffar Ahmad Nadaf (2018), those who hold the title of employee, job satisfaction or employees are very important throughout their period of employment. Employees are said to get satisfaction when they feel happy and satisfied with the quality of work produced (Riaz & Haider, 2010; Ravri, Mirzaei & Jamalizadeh, 2012; Aisha Sarwar et al. 2015). For Agbenyo & Darko (2018), job satisfaction should be present in every employee and it is an important need factor. Job satisfaction determines the future of an organization. An organization that can guarantee and provide job satisfaction to the employee will thrive, while organizations that cannot provide job satisfaction will affect the attitude of employees. Consequently, employees who are not motivated to work, often absent from work, neglect assigned duties even expressing their dissatisfaction by putting up a strike (Vip Paramarta & Tendi Haruman, 2005; Majid Ali, Muhammad Asif Khan, Fakhra Mushtaq, Muhammad Atif Khan & Syed Mubasher Hussain Naqvi, 2013; Kariming & Ambotang, 2018) and which creates negative impact on the organization. Moore (2012), Hadi Salehi, Elham Taghavi & Melor Yunus (2015) argue that school administration plays a key role in the formation of teachers' attitudes and it is closely related to the level of job satisfaction among teachers.

(Zaashan Ashraf, Abuzar Mehdi Jaffri, Muhammad Tariq & Muhammad Asif Khan, 2012; Wan Sulaiman, Ibrahim & Mariappa, 2013), organizational commitment is an important element to an employee because the progress and backwardness of an organization is influenced by the employee's commitment to the organization. The findings of Faizal Karim and Omar Rehman (2012), found that job satisfaction and organizational commitment have a positive relationship. These findings were found to be in line with a study conducted by Sharman and Bajpai (2010). According (Thien, Razak, Ramayah, 2014; Shafikani, 2016; Mohamad, Zakaria & Nasir, 2017), states that organizational commitment influences individual and organizational performance.

## **2. Literature Review**

The educational transformation that is plaguing the national education system demands competent leadership as the leadership style of school leaders would influence teachers' job satisfaction, commitment and trust towards the management (Mohd Yusri, Che Hasniza, Siti Zaimah, 2013; Jamalullail, Che Fuzlina, Hazita & Samsidah, 2014; Ahmad Yusri, 2016). This is in line with various research findings on how leadership style of school leaders affects the job performance, commitment and job satisfaction of teachers (Zoran Susanj 2012; Alegado, 2018; Kunagaratnam, 2018).

The achievement gaps which existed within technical secondary schools could affect the goal of the Ministry of Education Malaysia (MOE) which is aimed at providing skilled human capital needed by the industry through the Vocational Technical Education and Training (TVET) Program. This is in line with the goals of the Twelfth Malaysia Plan (2021-2025),

specifically the first element which is Policy Enabler 1 (Developing Future Talent) where the government strives to improve the technical and vocational education and training (TVET) ecosystem to develop student talent to meet the demand for skilled and semi-skilled manpower in technical and vocational fields at the industrial level both locally and internationally.

In the school context, effectiveness, success, performance and achievement of students is closely related to teacher commitment (Ilham, 2015; Masoumeh and Faizal, 2016; Mohamad, Zakaria & Nasir, 2017; Ambotang & Bayong, 2018). This is because committed teachers have the potential to develop innovative students through teaching strategies that can lead to academic achievement.

At the same time, principals play a crucial role. They need to have interpersonal skills, the ability to inspire, inject motivation and enthusiasm to their teachers to move forward as well as emphasize programs that enhance teachers' self-development (MOE, 2019). This is important for teachers to have good emotional intelligence to enable them to work hand in hand with principals in realizing the goals and programs that have been planned. A good emotional intelligence can provide a high level of job satisfaction that can affect organizational commitment (Khairuddin, 2017) which leads to improved school performance. This clearly proves that teachers' 'working style and teachers' commitment are also influenced by the leadership style of school leaders (Kieres & Gutmore, 2014; Raman, Mey, Don & Khalid, 2015; Kouni Zacharo et al. 2018).

In addition, the Malaysian Education Blueprint (2013-2025) is entering the Third Wave starting 2021. At the beginning of Third Wave, all schools, principals, headmasters and teachers are expected to achieve the performance level above the minimum standard. Therefore, to achieve the initial goal of Third Wave, the Ministry of Education Malaysia (MOE) focuses on increasing operational flexibility to foster a culture of peer leadership for the development of professional excellence. This is a challenge that needs to be faced by school leaders to realize the initial goals of Third Wave. This increasingly complex education system requires school leaders to apply diverse and appropriate leadership styles to influence teachers' job satisfaction and commitment towards the organization (Alegado, 2018; Kunagaratnam, 2018).

There are limited studies conducted related to multidimensional leadership style, job satisfaction and organizational commitment of teachers. This can be evidenced based on studies conducted by Azmira & Mohd Izham (2019) and Khairy Bazli & Bity Salwana, (2020) which focused on principals' multidimensional leadership style and teachers' job satisfaction. Similarly, a study conducted by Sani Ibrahim et al. (2011), Norasmah et al. (2012) and Noraziyannah and Aida Hanim, (2019) looked at multidimensional leadership of principals and teachers' organizational commitment. Therefore, this article looks at the practices of multidimensional leadership of principals, job satisfaction and organizational commitment among technical secondary school teachers in Malaysia based on the following objectives of the study:

1. To identify the level of multidimensional leadership practices of principals as well as job satisfaction and organizational commitment of technical secondary school teachers in Malaysia.
2. To identify the mediation effect of the relationship between multidimensional leadership, job satisfaction and organizational commitment among teachers.

### **3.. Methodology**

This quantitative study was conducted based on a survey. The use of survey study design is based on its ability to provide a numerically measurable description of all three variables namely multidimensional leadership, job satisfaction and organizational commitment (Creswell & Clark, 2007; Creswell, 2014). Therefore, a set of questionnaires was administered for the purpose of the data collection process.

The questionnaire for leadership orientation in this study was adapted based on a questionnaire presented by Bolman and Deal (1991). This leadership orientation questionnaire consisted of four dimensions namely Structural Leadership, Human Resource Leadership, Political Leadership and Symbolic Leadership. The job satisfaction questionnaire in this study was adapted from M.K Bilal, J.M Jangir and S.S Bhakar, (2014) Whereas the organizational commitment questionnaire items were adapted based on a questionnaire by Ali Yusob and Roger Gill (1999). The scale used for the items in the questionnaire was in the form of a five-point Likert scale namely (1) never, (2) rarely, (3) once in a while, (4) often and (5) always.

For the purpose of this study, 217 teachers were chosen as samples for the study based on Krejcie and Morgan (1970) using systematic random sampling technique. For data analysis, both descriptive and inferential analysis methods were undertaken using Statistical Package for the Social Sciences (SPSS) version 26 looking at the mean score and standard deviation. The structural equation modelling (SEM) analysis using AMOS (analysis of moment structure) software was also undertaken to test the model of structural equation and directly analyse the moderation effect between the dimension of principals' multidimensional leadership, teachers' work satisfaction as well as organizational commitment as practiced in the Malaysian technical schools.

### **4. Findings**

This section will discuss the findings of the study by looking at the level of multidimensional leadership practice of principals, the level of teachers job satisfaction and organizational commitment as well as the mediation effect between the three variables.

#### **4.1 The level of multidimensional leadership practice of technical secondary school principals in Malaysia**

Based on Table 1, the result of the analysis shows that the overall mean score of multidimensional leadership of principals based on teachers' perceptions is  $M = 4.16$ ,  $SP = 0.37$ . This shows that the level of multidimensional leadership of technical secondary school principals in Malaysia was at a high level. In addition, the result of the analysis also indicated that principals most often practiced structural leadership style ( $M = 4.27$ ,  $SP = 0.55$ ), followed by human resource leadership style ( $M = 4.19$ ,  $SP = 0.62$ ), symbolic leadership style ( $M = 4.10$ ,  $SP = 0.64$ ) and political leadership style ( $M = 4.03$ ,  $SP = 0.66$ ). Overall, it is found that the principals of technical secondary schools in Malaysia practiced multidimensional leadership in managing schools.

**Table 1.** Mean, Standard Deviation and Multidimensional Leadership Level of Principals ( $N = 217$ )

<b>Multidimensional Leadership</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Level of Practice</b>
Structural Leadership	4.27	0.55	High
Human Resource Leadership	4.19	0.62	High
Political Leadership	4.03	0.66	High
Symbolic Leadership	4.10	0.64	High
<b>Overall Mean</b>	<b>4.13</b>	<b>0.60</b>	High

Mean level: 1.00-2.33 low, 2.34-3.66 moderate. 3.67-5.00 High (Nunnally, 1994)

#### 4.2 The level of job satisfaction among technical secondary school teachers in Malaysia

In this study, the level of job satisfaction of technical secondary school teachers was measured based on three dimensions of job satisfaction, namely the need for existence (Existence), the need for relationship (Relatedness) and the need for development (Growth). Findings from the descriptive analysis are shown in Table 2.

**Table 2.** Mean and Standard Deviation of Teacher Job Satisfaction Practice ( $N = 217$ )

<b>Dimension</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Level of Practice</b>
<b>Job Satisfaction</b>			
Existence	4.06	0.56	High
Relatedness	4.14	0.60	High
Growth	4.18	0.50	High
<b>Overall Mean</b>	<b>4.13</b>	<b>0.49</b>	High

Mean level: 1.00-2.33 low, 2.34-3.66 moderate. 3.67-5.00 High (Nunnally, 1994)

Based on Table 2, the analysis shows that the level of job satisfaction of technical secondary school teachers in Malaysia is at a high level ( $M = 4.13$ ,  $SP = 0.49$ ). The findings also shows that technical secondary school teachers in Malaysia had the highest level of job satisfaction for growth dimension ( $M = 4.18$ ,  $SP = 0.50$ ), followed by the relatedness dimension ( $M = 4.14$ ,  $SP = 0.60$ ) and the existence dimension ( $M = 4.06$ ,  $SP = 0.56$ ).

### 4.3 The level of organizational commitment among technical secondary school teachers.

The level of organizational commitment of technical secondary school teachers was measured based on three constructs namely affective commitment, continuous commitment and normative commitment which consisted of 14 items. The findings from the descriptive analysis conducted are shown in Table 3.

**Table 3.** Mean and Standard Deviation of Organizational Commitment (N = 217)

<b>Commitment</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Level of Practice</b>
Affective	4.26	0.34	High
Continuous	4.22	0.45	High
Normative	4.20	0.47	High
<b>Overall Mean</b>	<b>4.23</b>	<b>0.42</b>	High

Based on Table 3, it shows that the overall mean score of organizational commitment among technical secondary school teachers is  $M = 4.23$ ,  $SP = 0.42$ . This indicates that organizational commitment among technical secondary school teachers was at a high level. The findings also shows that technical secondary school teachers had the highest level of commitment for affective commitment ( $M = 4.26$ ,  $SP = 0.34$ ) followed by continuous commitment ( $M = 4.22$ ,  $SP = 0.45$ ) and normative commitment ( $M = 4.20$ ,  $SP = 0.47$ ).

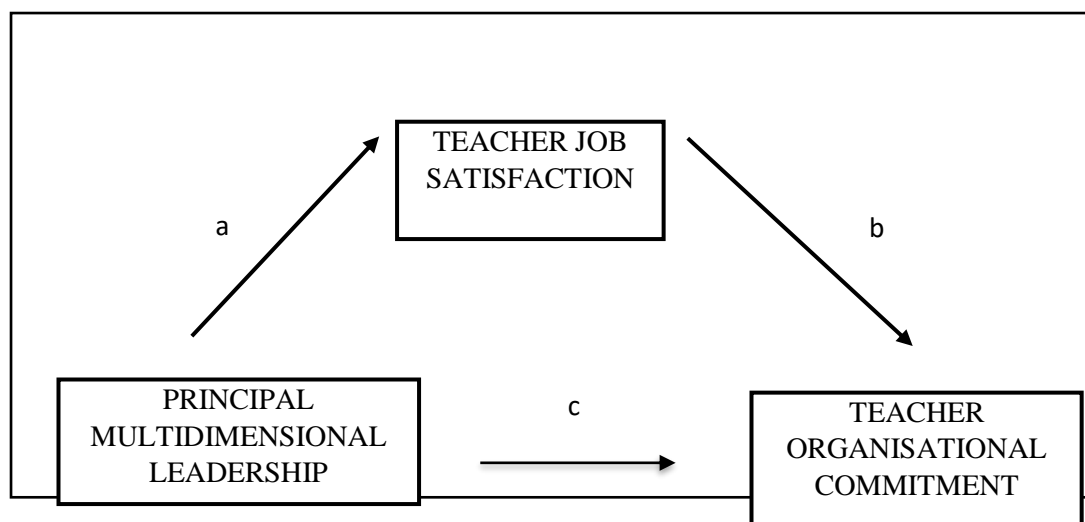
### 4.4 Mediation effect in the relationship between principals' multidimensional leadership,

#### job satisfaction and organizational commitment among technical secondary school teachers in Malaysia.

Structural Equation Model (SEM) using AMOS software was undertaken as the statistical technique to analyse the mediation effect in the relationship between multidimensional leadership of principals, job satisfaction and organizational commitment among technical secondary school teachers in Malaysia. The findings of this study were also used to test the following hypothesis:

$H_{01}$ : There is no mediation effect in the relationship between principals' multidimensional leadership, job satisfaction and organizational commitment among technical secondary school teachers in Malaysia.

Figure 1 shows the proposed model of the study which involved three variables namely multidimensional leadership of the principal as an independent variable, job satisfaction as a mediator and organizational commitment as a dependent variable.



**Fig. 1** Proposed Model of the Role of Job Satisfaction as a Mediator

The analysis for mediation effect between the variables of the study involved both direct and indirect effects. The result of the analysis shows that the influence of principals' multidimensional leadership variables on teachers' organizational commitment had a direct effect and was represented by c. In addition, there were two indirect effects as shown in Figure 1 namely (a), the influence of multidimensional leadership of principals on teacher job satisfaction, and (b) the influence of teacher job satisfaction on teacher organizational commitment. In the study there were two types of mediators being highlighted namely full mediators and partial mediators. As suggested by Zainudin Awang (2018) the existence and determination of the type of mediator in the study depends on (i) the value of the indirect effect should be greater than the direct effect, (ii) both indirect effects are significant, (iii) significant or insignificant direct impression. If the direct effect is significant, then a partial mediation exists in the study, whereas if the direct effect is not significant, a full mediation exists in the study.

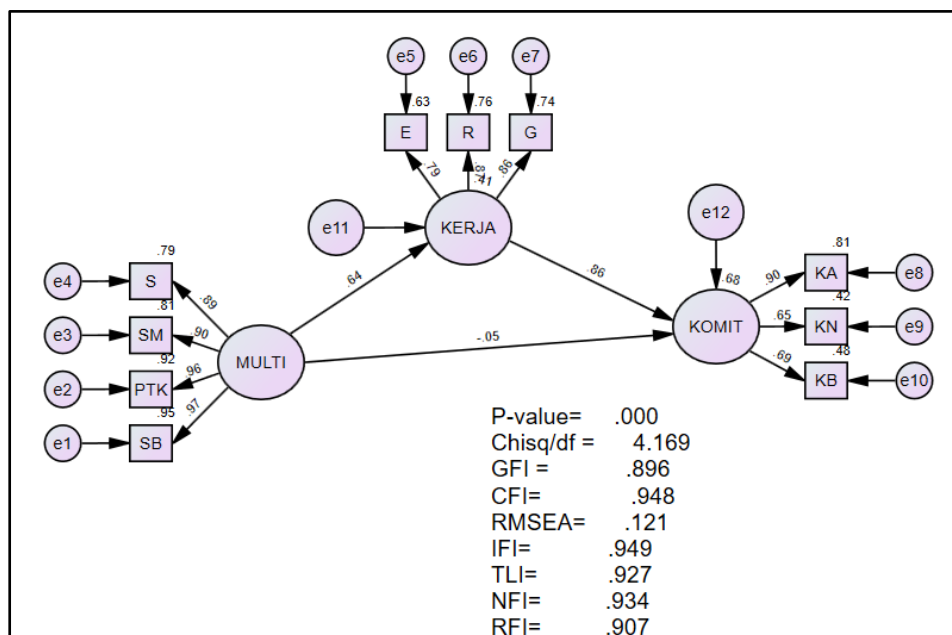
Figure 1 shows a structural model involving the three main constructs in this study namely multidimensional leadership, teacher job satisfaction and teacher organizational commitment. Whereas Table 4 shows the values of Standard Regression Coefficient and significance for each path in the structured model of the study

**Table 4.** Regression coefficients and significance value for paths between multidimensional leadership, job satisfaction and organizational commitment

Construct	Path	Construct	Standard Regression	S.E.	C.R.	P Value	Keputusan
KERJA	<---	MULTI	0.64	0.048	9.405	0.001	Significant
KOMIT	<---	KERJA	0.86	0.100	9.484	0.001	Significant
KOMIT	<---	MULTI	-0.05	0.057	-0.701	0.483	Not significant

Significant p <0.001

Guidelines: KERJA: Job Satisfaction, KOMIT: Organizational Commitment, MULTI: Multidimensional Leadership



Indirect Effect= 0.64x0.86=0.550

Direct Effect = 0.05

Indirect effect > Direct Effect, therefore mediation effect existed

Both paths (multidimensional leadership - job satisfaction and job satisfaction - organizational commitment) were significant.

Hence, there is a full mediation effect as the direct effect is not significant

**Fig. 2 Structural Model**

In conclusion, the findings of this study proved that the job satisfaction construct acts as a full mediator in the relationship between principals' multidimensional leadership and teachers' organizational commitment. Thus, the results clearly indicate that the H<sub>01</sub> hypothesis is rejected.

**5. Discussion**

**5.1 Principal's Multidimensional Leadership Level**

Overall, the study proves that technical secondary school principals have adopted the leadership style of Bolman and Deal (1991) namely structural, human resource, political and symbolic leadership. The findings of the study indicate that the principal's practice of this leadership style was at a high level. The findings also indirectly implied that school principals have adopted diverse leadership styles when leading, managing and administering school communities. This in line with several research findings which suggested that the ability to



use diverse leadership styles is a major contributor that influence the level of job satisfaction and organizational commitment school teachers (Mareena Mohamad et al. 2011; Mohd Ghazali and Wan Norhayati, 2019; Nurul Ain 2017; Necati Cobanoglu, 2020; Saravanan & Shahrizan, 2020)

The style of leadership that is often used by principals to lead, manage and administer schools can be divided into two types namely leadership that is the main practice and leadership that is rarely used. The leadership that is the main practice is the leadership that is commonly used, while the leadership that is rarely used is the leadership that is not the norm of principals in administrative matters in schools. Bolman and Deal (2003) state that the leadership commonly used by educational leaders is structural leadership and human resources. It is in line with the findings of this study, where structural and human resource leadership are the first and second leadership styles used by technical secondary school principals to lead, manage and administer schools.

## **5.2 Teacher Job Satisfaction Level**

As for the level of teachers job satisfaction based on the overall feedback from teachers in technical secondary schools in Malaysia, the findings have shown that the three dimensions of job satisfaction, namely the need for existence, the need for communication and the need for development are at a high level. These findings indicate that principals' leadership practices were able to provide high job satisfaction to technical secondary school teachers, however, the teachers expected that the principals to increase their level of teacher job satisfaction even more. This shows that there is still room for improvement that needs to be done by principals to increase teachers' level of job satisfaction to a better level, especially for the dimensions of existence needs and relationship needs.

The findings of this study are in line with the findings of Azmira and Mohd Izham (2019), Khairy Bazli and Bity Salwana (2020), Darin Jan, Joe Angelo, Henry James, Erylle Shane (2020), Kalaivani and Karupiah (2021) who found the level of satisfaction the work of teachers was at a high level. The findings of this study shows that teachers achieved high levels of job satisfaction probably because the school principals have successfully met most of the extrinsic and intrinsic needs of teachers thus leading to teachers achieving high levels of job satisfaction. However, the findings of this study were not in line with the findings of Anjilus and Roslee (2018), Reduan, Izwan and Azman (2020) who found that teachers' job satisfaction is at a moderate level. In addition, Teferi et al. (2016) in their study also found that the level of job satisfaction of teachers is at a low level.

## **5.3 Teacher Organizational Commitment**

As for organizational commitment, the feedback received from technical secondary school teachers in Malaysia as a whole indicated that the practice of affective, continuous and normative commitment dimensions were at a high level. This means that the commitment of the teachers' organization to the school was also at a high level. These findings also indicated that school principals have the right knowledge and skills to manage teacher organizational commitment well. However, the teachers expected their principals to further improve their

knowledge and skills in managing the organizational commitment of teachers to even a better level. This implies that there is still room for improvement that needs to be done by technical secondary school principals to further improve their competence in managing the teachers' organizational commitment.

The findings from this study were found to be in line with the studies of Tang and Tengku Ahmad (2015), Marlia and Yahya Don (2016), Khairuddin, Maspiah and Halimah (2017), Siva et al. (2018), Erdogan (2019), Latipah and Khairudin (2021) who found that organizational commitment was at a high level. In addition, the findings of this study were also supporting the theory of organizational commitment which states that an organization will remain strong when it receives high support and commitment from the people in the organization. This could happen if the leaders apply elements of leadership that can increase employee commitment to the organization.

#### **5.4 Teacher job satisfaction as a mediator in the relationship between principals' multidimensional leadership and organizational commitment of technical secondary school teachers in Malaysia**

The findings of the study found that teacher job satisfaction plays a role as a mediator in the relationship between the multidimensional leadership of principals with the organizational commitment of technical secondary school teachers in Malaysia. The findings of this study are in line with studies conducted by several other researchers (Williams and Hazer's, 1986; Yang 2012; Nguni et al. 2006; Mohamad, 2012; Lam Ka Hou, 2013; Humantal Banjarnahor et al. 2018 and Norhaily Abdul Halim et al. 2021) which has proven job satisfaction acts as a mediator in the relationship of leadership style with organizational commitment. Although many studies have been done on the relationship between leadership style and job satisfaction and organizational commitment, there are no findings related to the study of the relationship between multidimensional leadership style of principals with job satisfaction and organizational commitment involving technical secondary school teachers in Malaysia.

The findings indicated that principals multidimensional leadership cannot directly influence teachers' organizational commitment, yet principals multidimensional leadership can influence teachers' organizational commitment through teachers job satisfaction. Therefore, the principals of technical secondary schools in Malaysia should ensure that the extrinsic and intrinsic needs of teachers are taken care of as best as possible so that teachers can give maximum organizational commitment to the school.

## **6. Conclusion**

In conclusion, this study is very useful and beneficial especially to technical secondary school principals in Malaysia. Based on the findings of this study, principals were informed of the influence of leadership style on job satisfaction and organizational commitment of teachers towards improving student achievement and school effectiveness. The findings from this study also serve as an added value in the field of educational leadership, especially to school leaders and policy makers in Malaysia. This can be seen based on the findings on the

relationship between the multidimensional leadership of principals, job satisfaction and organizational commitment of technical secondary school teachers in Malaysia. Multidimensional leadership which is basically applied by leaders to make decisions related to school administration. At the same time this leadership also affects and influences job satisfaction and organizational commitment of teachers.

## 7. References

1. Abdul Wahab, J., Mohd Fuad, C. F., Ismail, H., & Majid, S. (2014). Headmasters' transformational leadership and their relationship with teachers' job satisfaction and teachers' commitments. *International Education Studies*, 7(13), 40-48.
2. Ahmad Yusri Ismail. (2016). Gaya kepemimpinan pengetua dan kepuasan kerja guru di Sekolah Menengah Kebangsaan Daerah Marang, Terengganu. *Proceedings of the ICECRS*, 1(1), v1i1-577.
3. Aisha Sarwar, Mehwish Mumtaz, Zillae Batool & Sundus Ikram. (2015). Impact of leadership styles on job satisfaction and organizational commitment. *International review of management and business research*, 4(3), 834-844
4. Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational behavior and human performance*, 4(2), 142-175.
5. Alegado, P. J. E. (2018). The challenges of teacher leadership in the Philippines as experienced and perceived by teachers. *International Journal of Education and Research*, 6(6), 291-302.
6. Ali Yusob Zain & Roger Gill. (1999). A psychometric assessment of the Malay version of Meyer and Allen's organizational commitment measure. *Malaysian Management Review*, 34(1), 32-39.
7. Ambotang, A. S., & Bayong, N. (2018). The relationship between the burden of duties and stress towards teacher's commitment at the primary school. *Jurnal Pendidikan Bitara UPSI*, 11, 11-21.
8. Anjilus, W., & Talip, R. (2018). Pengaruh Iklim Organisasi Terhadap Kepuasan Kerja Guru Akademik di Pusat Tingkatan Enam. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 3(4), 35-49.
9. Aydin, A., Sarier, Y., & Uysal, S. (2013). The Effect of School Principals' Leadership Styles on Teachers' Organizational Commitment and Job Satisfaction. *Educational sciences: Theory and practice*, 13(2), 806-811.
10. Azmira Ali & Mohd Izham Mohd Hamzah. (2019). Amalan Kepimpinan Multidimensi Pengetua Dan Hubungan Dengan Kepuasan Kerja Guru Sekolah Menengah Di Daerah Melaka Tengah. *Melaka. International Journal of Modern Trends in Social Sciences*, 2(7).
11. Bakar, M. R. A., Sham, I. C., & Husin, A. M. (2020). Hubungan antara Kepuasan Pekerjaan dan Komitmen Organisasi di Kalangan Pensyarah Politeknik Tuanku Syed Sirajuddin. *Jurnal Dunia Pendidikan*, 2(3), 41-45.
12. Banjarnahor, H., Hutabarat, W., Sibuea, A. M., & Situmorang, M. (2018). Job Satisfaction as a Mediator between Directive and Participatory Leadership Styles toward Organizational Commitment. *International Journal of Instruction*, 11(4), 869-888.
13. Bilal, M. K., Jangir, J. M., & Bhakar, S. S. (2014). DEVELOPMENT AND STANDARDISATION OF MOTIVATION MEASURE FOR DOCKYARD EMPLOYEES. *Prestige International Journal of Management & IT-Sanchayan*, 3(1), 42.
14. Bolman, L. & Deal, T. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. *Human Resource Management* 30(4): 509-534.
15. Bolman, L. & Deal, T. (1997). *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, CA: Jossey-Bass.
16. Bolman, L. G., & Deal, T. E. (2000). *Reframing organizations: Artistry, choice, and leadership*. National Association of Secondary School Principals. *NASSP Bulletin*, 84(612), 88.
17. Bolman, L., & Deal, T. (2003). *Reframing Organization: artistry,choice and leadership*. Ed ke 2 San Francisco: Jossey-Bass
18. Bragg, D. D. (2000). Preparing community college deans to lead change. *New Directions for Community Colleges*, 2000(109), 75-85.

19. Cobanoglu, N. (2020). Investigation of Shared Leadership and Organizational Commitment in Primary and Secondary Schools: Malatya Case. *International Journal of Educational Methodology*, 6(3), 613-629.
20. Cobanoglu, N. (2020). Investigation of Shared Leadership and Organizational Commitment in Primary and Secondary Schools: Malatya Case. *International Journal of Educational Methodology*, 6(3), 613-629
21. Creswell, J. W. (2014). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4 Ed). USA: Pearson
22. Darin Jan, Joe Angelo, Henry James, Erylle Shane. (2020). Senior High School Teachers' Professional And Organizational Commitment And Their Job Satisfaction. *International Journal of Arts Humanities and Social Studies*, 5(9),143-150
23. Erdogan, E., & Cavli, E. (2019). Investigation of Organizational Commitment Levels of Physical Education and Classroom Teachers. *Universal Journal of Educational Research*, 7(1), 259-265.
24. Faizal Karim & Omar Rehman. (2012). Impact of job satisfaction perceived organizational justice and employee empowerment on organizational commitment in semi-government organizations of Pakistan. *Journal of Business Studies Quarterly*, 3(4), 92.
25. Frempong, L. N., Agbenyo, W., & Darko, P. A. (2018). The impact of job satisfaction on employees' loyalty and commitment: a comparative study among some selected sectors in Ghana. *European Journal of Business and Management*, 10(12), 95-105.
26. Getahun, T., Tefera, B. F., & Burichew, A. H. (2016). Teacher's job satisfaction and its relationship with organizational commitment in Ethiopian primary schools: Focus on primary schools of bonga town. *European Scientific Journal*, 12(13).
27. Hadi Salehi, ElhamTaghavi, E., & Melor Yunus. (2015). Relationship between Teachers' Job Satisfaction and Their Attitudes towards Students' Beliefs and Motivation. *English Language Teaching*, 8(7), 46-61.
28. Ilham Ismail. (2015). Pengaruh kepemimpinan beretika dan kepuasan kerja guru terhadap komitmen organisasi di sekolah (Doctoral dissertation, Universiti Utara Malaysia).
29. Kariming, N. F., & Ambotang, A. S. (2018). Hubungan Iklim Sekolah Terhadap Kepuasan Kerja Guru Tingkatan 6 Zon Pantai Timur Sabah. *Jurnal Komunikasi Borneo*, 6, 53-64.
30. Karnan, K., & Marimuthu, K. (2021). Gaya kepemimpinan kolaboratif pengetua dan tahap kepuasan kerja guru sekolah menengah kebangsaan [Principal collaborative leadership style and level of job satisfaction of national secondary school teachers]. *Muallim Journal of Social Sciences and Humanities*, 191-207.
31. Kementerian Pendidikan Malaysia. (2012). *Pelan Pembangunan Pendidikan Malaysia (PPPM: 2013-2025)*
32. Kementerian Pendidikan Malaysia. (2016). *Standard Kualiti Pendidikan Malaysia Gelombang 2*
33. Kieres, H. K., & Gutmore, D. (2014). A study of the Value Added by Transformational Leadership Practices to Teachers' Job Satisfaction and Organizational Commitment. *Educational Leadership Review of Doctoral Research*, 1(1), 175-184.
34. Kouni, Z., Koutsoukos, M., & Panta, D. (2018). Transformational leadership and job satisfaction: The case of secondary education teachers in Greece. *Journal of Education and Training Studies*, 6(10), 158-168.
35. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
36. Kunagaratnam, N. (2018). Factors Affecting Job Expectation and Job Satisfaction among Academic Professionals in a Private Institution of Higher Learning in Selangor. *Asian Journal of University Education*, 14(2), n2.
37. Majid Ali, Muhammad Asif Khan, Fakhra Mushtaq, Muhammad Atif Khan & Syed Mubasher Hussain Naqvi. (2013). Sway of Islamic work ethics on employees commitment and satisfaction in banking sector. *Interdisciplinary Journal of Contemporary Research in Business*, 5(8), 389-399
38. Mareena Mohamad, Norhasni Zainal Abiddin Ismi Arif Ismail, & Azizan Azmuni. (2012). Tinjauan hubungan gaya kepemimpinan dengan komitmen organisasi. *Jurnal Eksplanasi*, 1
39. Marlia Jamail & Yahya Don. (2017). Praktis kepemimpinan distributif dan komitmen terhadap organisasi berdasarkan kohort generasi guru. *Proceedings of the ICECRS*, 1(1), 275-286.
40. Masoumeh & Faizal. (2016). Four-Frame Leadership and Students' Academic Achievement. *FWU Journal of Social Sciences*, 10(1).
41. Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Sage publications.

42. Ministry of Education. (2012). Malaysian Education Blueprint (MEB 2012-2025) (Pelan Pembangunan Pendidikan Malaysia (PPPM: 2013-2025)
43. Ministry of Educations. (2016). Malaysian Education Quality Standards Wave 2 (Standard Kualiti Pendidikan Malaysia Gelombang 2)
44. Ministry of Educations. (2019). Malaysia Educational Report. Ministry of Education
45. Mohd Khairuddin Abdullah. (2017). Kecerdasan Emosi dan Komitmen Guru Terhadap Organisasi. *Jurnal Psikologi dan Kesehatan Sosial (JPsiKS)*, 44-54.
46. Mohd Khairuddin Abdullah. (2021). Komitmen Organisasi Sekolah dan Hubungannya dengan Kualiti Pengajaran Guru Bahasa Melayu Tahap Satu di Luar Bandar Sabah. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(1), 159-167.
47. Mohd Khairuddin Abdullah. (2021). Komitmen Organisasi Sekolah dan Hubungannya dengan Kualiti Pengajaran Guru Bahasa Melayu Tahap Satu di Luar Bandar Sabah. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(1), 159-167.
48. Mohd Khairuddin, A., Maspiyah, S., & Halimah, L. (2017). Kecerdasan Emosi dan Komitmen Guru Terhadap Organisasi. *Jurnal Psikologi dan Kesehatan Sosial (JPsiKS)*, 1, 44-54.
49. Mohd Khairy Bazli & Bity Salwana Alias (2020). Hubungan antara Kepimpinan Multidimensi Guru Besar dan Kepuasan Kerja Guru. *Jurnal Pendidikan Malaysia*. 45(1SI), 35-41
50. Mohd Yusri Ibrahim, Che Hasniza Che Noh, & Siti Zaimah Ibrahim. (2013). Model of e-leadership, intra-team communication and job satisfaction among school leaders in malaysia. *Dalam International Conference on Education & Educational Psychology*, 2, 94-109
51. Moore, H. L. (2012). Ethical climate, organizational commitment, and job satisfaction of full-time faculty members (Doctoral dissertation, East Tennessee State University).
52. Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School effectiveness and school improvement*, 17(2), 145-177.
53. Noraziyannah Md Jais, Aida Hanim A. Hamid. (2019). Amalan Kepimpinan Multidimensi Guru Besar Dan Hubungannya Dengan Komitmen Guru Program Transformasi Sekolah 2025. *International Journal*, 1(2), 13-26
54. Norhaily Abdul Halim, Aminuddin Hassan, Ramli Basri, Aminuddin Yusof & Seyedali Ahran. (2021). Job Satisfaction as a Mediator between Leadership Styles and Organisational Commitment of Teachers in Malaysia. *Asian Journal of University Education*, 17(2), 61-71.
55. Nurjanah, S., Pebianti, V., & Handaru, A. W. (2020). The influence of transformational leadership, job satisfaction, and organizational commitments on Organizational Citizenship Behavior (OCB) in the inspectorate general of the Ministry of Education and Culture. *Cogent Business & Management*, 7(1), 1793521.
56. Rabindarang, S., & Bing, K. W. (2012). Hubungan kepemimpinan distributif terhadap komitmen: Organisasi dan tekanan kerja dalam pendidikan teknik dan vokasional. In *National Research & Innovation Conference for Graduate Students in Social Sciences (GS-NRIC 2012)* (pp. 07-09).
57. Rabindarang, S., Khuan, W. B., & Khoo, Y. Y. (2014). Educators' reflection on organizational commitment in technical and vocational education. *International Journal of Scientific and Research Publications*, 4(2).
58. Rabindarang, S., Khuan, W.B., & Khoo, Y. Y. (2018). Amalan Kepimpinan Distributif terhadap Komitmen Organisasi Dalam Pendidikan Teknik dan Vokasional. *International Journal of Education and Training (InjET)* 4(2) November: 1-9 (2018).
59. Raman, A., Cheah, H. M., Don, Y., Daud, Y., & Khalid, R. (2015). Relationship between principals' transformational leadership style and secondary school teachers' commitment. *Asian Social Science*, 11(15), 221-228.
60. Ravari, A., Mirzaei, T., Kazemi, M., & Jamalizadeh, A. (2012). Job satisfaction as a multidimensional concept: A systematic review study. *Journal of Occupational Health and Epidemiology*, 1(2), 95-102.
61. Riaz, A., & Haider, M. H. (2010). Role of transformational and transactional leadership on job satisfaction and career satisfaction. *Business and Economic horizons*, 1(1), 29-38.

62. Safikhani, R. (2016). The Relation between Morality and Organizational Commitment of the Teachers with the Training Quality Level of Students in the City of Tehran Girls' Secondary Schools. *The International Journal of Indian Psychology*, Volume 3, Issue 4, No. 57, 23.
63. Sani Ibrahim. (2011). Multi-dimensional leadership orientation and lecturers work commitment: A mediating effect in leadership effectiveness among Malaysian polytechnics heads of department. *African Journal of Business Management*, 5(22), 9588-9599.
64. Sušan, Z., & Jakopc, A. (2012). Fairness perceptions and job satisfaction as mediators of the relationship between leadership style and organizational commitment. *Psihologijske teme*, 21(3), 509-526.
65. Tang Keow Ngang & Tengku Ahmad Badrul Raja Hussin. (2015). Hubungan Kepemimpinan Etika, Komitmen Afektif, Penglibatan Kerja Dan Sokongan Organisasi. *Kajian Malaysia: Journal of Malaysian Studies*, 33(1).
66. Thien, L. M., Razak, N. A., & Ramayah, T. (2014). Validating teacher commitment scale using a Malaysian sample. *Sage open*, 4(2), 2158244014536744.
67. Vip Paramarta, & Tendi Haruman. (2005). Kepuasan Kerja: Konsep, teori, pendekatan dan Skema Pengukurannya. *Jurnal Bisnis, Manajemen dan Ekonomi*, 6(3), 487-502.
68. Wan Sulaiman, W. S., Ibrahim, M. A., & Mariappa, M. S. (2013). Peranan tingkah laku kewargaan organisasi sebagai mediator dalam hubungan antara komitmen organisasi dan prestasi tugas. *Jurnal Psikologi dan Pembangunan Manusia*, 1(1), 29-35.
69. Williams, L. J., & Hazer, J. T. (1986). Antecedents and consequences of satisfaction and commitment in turnover models: A reanalysis using latent variable structural equation methods. *Journal of applied psychology*, 71(2), 219.
70. Yang, M. L. (2012). Transformational leadership and Taiwanese public relations practitioners' job satisfaction and organizational commitment. *Social Behavior and Personality: an international journal*, 40(1), 31-46.
71. Yogesh Hole et al 2019 *J. Phys.: Conf. Ser.* 1362 012121
72. Zaffar Ahmad Nadaf. (2018). Comparative Study on Job Satisfaction of J & K Bank Employees North Asian International Research Journal of Comparative Study on Job Satisfaction of J & K. *North Asian Int. Res. J. Soc. Sci. & Human*, 4(1).
73. Zainudin Awang, Lim Siew Hui & Nur Fairuza Syahira Zainudin. (2018). Pendekatan Mudah SEM. *Structural Equation Modelling*. MPWS Rich Resources Sdn. Bhd.
74. Zeeshan Ashraf, Abuzar Mehdi Jaffri, Muhammad Tariq Sharif, Muhammad Asif Khan. (2012). Increasing employee organizational commitment by correlating goal setting, employee engagement and optimism at workplace. *European Journal of Business and Management*, 4(2), 71-77.