HEADMASTERS' SUSTAINABLE LEADERSHIP AND TEACHERS' ORGANIZATIONAL COMMITMENT IN PASIR GUDANG PRIMARY SCHOOLS

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A project report submitted in partial fulfilment of the
requirements for the award of the degree of
Master of Education (Management and Administration)

School of Education
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FEBRUARY 2021

DEDICATION

All my love begins and ends at them. This is for you Appa and Amma.

ACKNOWLEDGEMENT

ABSTRACT

Sustainable leadership is a significant leadership that spreads, lasts, and sustains by putting deep and broad learning for all. Ministry of Education Malaysia has set guidelines to ensure and enhance leadership effectiveness by improving the headmaster's knowledge, skills and experiences. However, studies have proven that headmasters are lacking in developing and sustaining leadership effectiveness in schools. This study aimed to investigate the level of sustainable leadership among headmasters and the level of teachers' organizational commitment in public primary schools of Pasir Gudang, Johore. This study also examines the correlation between sustainable leadership practice and teachers' organizational commitment. A quantitative method is employed in this study. A digital questionnaire is sent to 114 teachers who were selected by non-probability purposive sampling. The data analyzed using Statistical Package for Science Social (SPSS) version 26. The analysis signifies that the level of headmasters' sustainable level is low and similarly the level of affective and normative commitment of teachers recorded is low. In contrast, the continuance commitment of teachers is remarkably high. Furthermore, the employment of the non-parametric Spearman Correlation test denotes a strong and high positive correlation between the two variables and the correlation is statistically significant. The researcher forwarded recommendations that the headmasters should undergo more training and development workshops to comprehend the importance of sustainable leadership in current educational settings and different target populations also can be chosen to generalize. In the future, the qualitative method can be considered to understand the concept of sustainable leadership in depth.

ABSTRAK

Kepimpinan Lestari adalah sejenis kepimpinan signifikan dengan ciri penyebaran, ketahanan lama dan kelestarian dengan meletakkan pembelajaran mendalam dan luas sebagai fokus utama di mana kepimpinan tersebut akan dibawa ke generasi akan datang walaupun ketiadaan pemimpin itu. Kementrian Pendidikan Malaysia telah membuat garis panduan untuk memastikan dan meningkatkan keberkesanan kepimpinan dengan menambahbaikkan pengetahuan, kemahiran dan pengamalaman. Namun, kajian membuktikan ada Guru Besar menunjukkan tahap yang rendah dalam mengembangkan dan menjaga kelestarian kepimpinan. Kajian bertujuan untuk mengenalpasti tahap kepimpinan Lestari Guru Besar dan tahap komitmen guru terhadap organisasi dalam kalangan sekolah-sekolah rendah awam di Pasir Gudang, Johor disamping mengenalpasti tahap korelasi yang wujud di antara Kepimpinan Lestari dan komitmen guru terhadap organisasi. Kaedah kuantitatif telah digunakan. Satu soal selidik digital telah diedarkan kepada guru-guru. Sebanyak 114 guru yang dipilih melalui persampelan bukan kebarangkalian bertujuan telah merekodkan respon mereka. Data-data telah dianalisis dengan menggunakan *Statistical Package for Science Social* (SPSS) versi 26. Analisis menandakan Kepimpinan Lestari Guru Besar adalah rendah dan tahap komitmen guru terhadap organisasi mereka juga rendah bagi jenis komitmen afektif dan normatif manakala jenis komitmen kontinuan adalah tinggi. Selain daripada itu, ujian bukan parametrik Spearman menunjukkan wujudnya korelasi positif yang kuat dan tinggi di antara dua pembolehubah. Korelasi juga signifikan secara statistik. Pengkaji mempertengahkan beberapa cadangan yang memanfaatkan bagi kajian masa depan. Kumpulan Guru Besar seharusnya diberi lebih sesi latihan dan bengkel pembangunan untuk memahami kepentingan Kepimpinan Lestari. Selain itu, kajian masa depan boleh meliputi kumpulan sasaran yang berbeza. Kajian bersifat kualitatif boleh dipertimbangkan agar konsep kepimpinan mapan dapat dihadami secara mendalam.

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LIST OF ABBREVIATIONS

UNESCO	-	United Nations Educational, Scientific and Cultural Organization
MOE	-	Ministry of Education Malaysia
IAB	-	Institute of Aminuddin Baki
JPN	-	State Education Department
PPD	-	District Education Office
eRAS	-	Educational Research Application System
URL	-	Uniform Resource Locator.
SPSS	-	Statistical Package for the Social Sciences
SERA	-	Scottish Educational Researcher Associations
BERA	-	British Educational Research Association
SD	-	Strongly Disagree
DA	-	Disagree
N	-	Neutral
A	-	Agree
SA	-	Strongly Agree

LIST OF SYMBOLS

(f) - Frequency

% - percentage

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CHAPTER 1

INTRODUCTION

1.1   Introduction

Remarkable consequences and effects of globalization, information and communication technology advancement, economic reformation and transformation, insistence for societal improvements, and global rivalries are propagating and impelling drastic educational changes and reformations in almost all developing countries. People habitually be of the opinion that the process of thinking, incorporation of multiple intelligence, demonstration of creativeness, acquisition of problem-solving skills through action learning together with life-long learning are predominant rudiments and fundamentals in fostering sustainable development among young generation and the community in a rapidly evolving atmosphere (Sheryl et al. 2015). In conjunction with this, Bartlette (2015) acknowledges that school education **should accept and apply these reformations to enhance students' performance and** achievement in attaining knowledge and skills to overcome life complexities. In such circumstances, the present-time educational reforms exert greater accountability and participation on school leadership which is extremely challenging and demanding to realize sustaining school development and to express flexibility in receiving and responding to new waves of educational reforms as admitted by Yip et al. (2017).

A quite large number of researches has been done in explaining and emphasizing the role of school leaders ascertains that their leadership practices contribute a larger portion in sustaining school development and enhancement of learning in classrooms. Samad et al. (2015) together with Lian and Tui (2017) maintains the view that effective school development immensely demands effective leadership for a comprehensive flourishment. Furthermore, studies from Antonakis et al. (2015) and Toby et al. (2016) on investigating the role of a school leader who **demonstrates the capacity as a change agent and culture builder in developing students'**

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educational achievement holistically also declares that there is a call for leadership that advances and sustains the success of the people within and beyond its organization. **Together with students' achievement, the process of constructing, sustaining, and conveying knowledge within the organization through 'organizational learning', the** process of elucidating, organizing, retaining, and sharing experiences and knowledge **through 'knowledge management' and the process of building capacity within the** organization to comprehend and provide relevant knowledge to accomplish organizational purpose **through 'organizational learning' are key determinants of** leadership practice of a sustaining school development ascertains Andevski & **Arsenijevic, (2017). UNESCO's (2015) report to the United Nations claimed that the** current-time education should provide educational values which are possible to be investigated, debated, scrutinized, and put in the application. Barnett & Mc Cormick (2018) and Al-Zawahreh et al. (2019) confirm that the utmost challenge of leadership here is to generate the possibility to sustain and to develop at the same time. Hence, Shriberg (2016) and Metcalf & Benn (2017) endorsed that there is a call for a sustainable leadership practice due to the urgency to overcome challenging educational changes and reformations, provide quality education, and to ensure the prosperity of schools for now and for future.

Suriyankietkaew & Avery (2016) confirms that sustainable leadership puts learning first before achievement and evaluation. This means this leadership cultivates deep and broad learning that lasts and assists the generation of now and future to fulfill their needs, requirement, and interests on their own by taking into accounts the prosperity of all. It is clearly shown by Fable et al. (2017) again in the second scene, when the author remarks that sustainable leadership in schools supports the development and continual improvement to accomplish the shared vision of the school by engaging teachers, supporting staff, students, parents, and the community collectively. Sustainable leadership cares not only for its school, but it extends its influence to the surrounding schools to ensure all the children prosper and flourish together by exerting a strong social justice (Hargreaves and Fink, 2006; Sana Rehman et al. 2019; Al-Zawahreh et al. 2019). **Sustainable leadership secures children's life by** remembering educational practitioners that education is for everyone, the poor and marginalized have no exceptional (Sheryl, 2015). Besides, sustainable leadership spreads its authority towards all organizational members and believes the profits are

refundable to improve more and more. This leadership does not invest in short-term **targets because it might have disappeared over the leader's and resources' departure** (Beteille, 2018; Avery and Bergsteiner, 2017). Therefore, the investments have a greater focus on training the human resources, faith-building, and fellowship. Cosby (2016) and Edwards et al. (2016) expresses that serious consideration given on school and leadership succession helps the organizational members to sustain their favorable performances even in the absence of the leader. Sustainable leadership motivates both senior leaders and novice leaders to stay committed to improving school until their endeavors are embedded within and beyond wide-ranged culture, at the same time ensure the preparedness of people when they are introduced to a new leader (Jafri, 2019; Kantrabutra, 2016). Furthermore, sustainable school leadership respects the past as a valuable and beneficial resource more than a weakness. Whenever it is to initiate any new improvement efforts, sustainable school leadership makes inspections of the past and learns from its collective history. McCann & Hold (2018) and McCann & Sweet (2018) speculate that initiating and introducing sustainable leadership in every school is important because it has a wide-spread influence and substantial contribution to the development and improvement of all stakeholders including students, teachers, staffs together with their community.

Many educationalists believe that among the community stakeholder, teachers play an essential role and contribute a huge portion in determining and establishing the success of quality education in a school (Zeichner, 2015; Thomas & Brady, 2015). A school will be directed towards its leadership succession and sustenance effectively if the teachers are fully committed to their job to attain and envision organizational goals. **This is because teachers' commitment in schools shows their psychological attachment** toward their organization which persuades them to put great effort into their jobs (Sykes, et al. 2017), focus on the shared goal accomplishment, and reflects adherence to the organization they serve, Tessema (2017) pointed out that high level of commitment among teachers motivates them to perform tasks to realize desirable organizational outcomes. Adding to this, Richter et al. (2018) provide affirmation that teachers as effective communicators between school and society should be committed genuinely due to their significant responsibility in developing the life of students and

the community surrounding them. Making teachers stay committed to their organization also one of the most challenging yet essential roles of a successful leader (Erdogan & Enders, 2017). Many pieces of research recorded strong shreds of evidence on teachers' organizational commitment and school succession (Lian & Tui, 2017; Fonsen & Soukainen, 2020; Tasci & Titrek, 2020). It is hard to reach favorable outcomes of a school organization without teachers' organization commitment as a key contributing factor.

1.2   Background of The Study

School efficiency study has concentrated strongly on student outcomes; a more efficient school is commonly portrayed as one that facilitates better student outcomes than would be assumed based on characteristics of student intake. It can be argued, but it is necessary but not a sufficient condition for a good school to establish conditions that facilitate greater school effectiveness. Therefore, while observable results such as student success and achievement are recognized as key measures of school effectiveness, they are not sufficient to ensure that they are established in certain respects. Loeb et al. (2015) in their study, documented five characteristics of effective schools, locating the school leadership at the top. In the same vein, a three-year longitudinal study from Shannon & Blysma (2017) and Lazaridou & Iordanides (2017) in 13 schools also indicating that the teachers' opinions on the strengths and weaknesses of their schools and their proposals for advancement emphasizing a sustained focus on professional development and effective leadership. Hence, effective leadership is highly needed and forms a fundamental building block for the excellent growth and development of a school.

The relationship between school leadership and productive educational performance is well reported throughout many studies. Investigations and exploration carried out on school effectiveness specify that excellent leadership is unvaryingly one of the prime factors contributing to school to reach its effectiveness. The research literature on school effectiveness and reform has focused attention on the necessity for the role of headmasters or principals to surpass their existing roles as an administrator

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and manager to be change leaders (Kythreotis et al. 2017). However, studies from McCann & Holt (2018) proclaimed that school leaders are not initiating any educational reforms and changes due to a lack of determination in encountering risks and lack of innovation to bring in transformations. They added that this makes the people and the organization face stagnation and perform tasks in the way works are done. Such school leaders not attempting to invite meaningful and useful changes to the school.

The leadership journey of school leaders is subjected to have career histories in which they experience both voluntary and involuntary transfers, rotations, and placements, which greatly contributes to leadership sustenance and its succession (Fink, 2015). Okoko et al. (2015) study support this by claiming that teachers perceive **their principals' arrival, decampment, disappearance, withdrawal, and their retirement** as a revolving door by the names of systemic rotations, transfers placements, and rearrangements gradually mold teachers to be resistant towards the new, but sadly they ignore the efforts of the past. Fullan (2004) and Fullan (2005) indicates that the most egregious error is to find for the excellent and outstanding leader because accrediting one **individual for all the success or failures of schools results in staffs' over**-reliance on leadership, disempowerment, instigating a learned helplessness condition where the staffs have been conditioned to expect discomfort in accepting and applying changes even the opportunities are highly available. Gemmil and Oakley, (2016) claimed that consequently the reformations as well as transformations that have been established **and implemented during that leader's tenure are often disappeared and forgotten upon** the **individual's departure.**

Leadership succession and its sustainability over a longer time raises a fundamental question to be answered, that is how does the substitution of one school leader to the next to adopt, adapt, eliminate important changes or sustain? According to Caeiro (2020), regularly scheduled school leader rotation and retirements appear to stimulate and give rise to more complex conundrums than it untangles. The dynamic **nature of leadership which varies with its leader's needs individuality as** we discussed before is being a stumbling block to endure leadership succession and its long-term sustenance in developing and improving school together with its people (Fonsen &

Soukainen (2020). Reassignment and relocations are not only applied to school leaders, but also to leadership succession and sustainability because leader's mobility incapacitates them to drive the school and the people for their betterment. Therefore, the result that can be displayed is that the school improvement rises under a leader and sinks under the next or vice versa. This phenomenon can be widely seen in Malaysian educational settings (Jeffri et al. 2019). School leaders are enthusiastic about bringing ultimate changes and reforms without referring to the lessons that can be corrected from the past. Nan et al. (2018) commented that this situation creates more complexities in the organizational systems because too many changes and frequent reforms in the working culture can deplete subordinate's energy towards the adaptation. In order to vanquish the phenomena of non-sustainability in leadership due to school leader transitions a leadership that sustains need to be established and practiced widely (Hargreaves, 2017).

On the other hand, Kellerman (2018) and Thordarson & Gallagher (2018) claimed that participation and contribution of leaders towards the achievement of sustainable improvement must be evaluated over many years and a number of principalships also taken into account. Since the school leaders' mobility of arrival and departure in schools are being a continual dilemma in sustaining their leadership, Mian et al. (2020) and Rigby (2018) believe that it creates uncertainty and timidity among leaders in determining and deciding leadership in their newly appointed, transferred and relocated schools. Leal et al. (2018) and Leal et al. (2020) also stipulate that the school leaders both beginner and well-experienced encounter insecurities and unsure whether to adopt, adapt or restructure all the past leadership from the first day of their arrival. When the equilibrium is not established between the past, present, and future, the leader will be not able to nourish a long-lasting learning succession in students and most important teachers, which is the primary accountability of all educational leaders (Nan et al., 2018). This faltering leadership resulted from an unstable leader is also interrelated with leadership succession which is the last challenge of leadership. However, if a leader is not capable or competent to accept the challenge, then it is a clear indicator of human and material depletion rather than its development (Lytle, et al. 2018).

Outstanding leadership is not possible to be achieved by individual icons or heroes. In a complex, expeditious world, leadership cannot lay on the shoulders of a few because the load is too abundant (Fonsen & Soukainen, 2020). In greatly complex organizations, which operate and perform knowledge-based functions necessitates **everyone's brainpower in order to respond, reorganize and retool to** withstand unforeseeable and sometimes enormous insistences. Sealing intelligence at only one individual leader results in rigidity and raises the probability of inaccuracy and imperfections (Caeiro, 2020). The capacity for learning improvement and advancement can be magnified if the leader introduces, initiate permits the implementation of collective intelligence, an intelligence that is boundless and interminable more than specified, multifarious more than unvaried, be in the ownership of everyone more than just a few. Such leadership promotes and enhances a network of cooperation, collaboration, and association among people, organizational structures, and cultures (Gemmil and Oakley, 2016). When the people are included in an organization and the leadership is distributed evenly and individual leadership, which creates severe malfunctions can be prevented. However, many kinds of research in educational settings revealed that school leaders feel more comfortable and confident in taking organizational decisions without providing opportunities for the teachers to participate. It is clearly stated that school leaders strongly feel and believe they are the most powerful individual and including teachers in decision-making **processes will portray the leader's image** of incompetency in taking decisions. Supporting this, studies from Jeffri et al. (2019) revealed that school leaders are not welcoming the concept of collective decision making which turns dissatisfaction and frustration among teachers.

Keeping school and student succession together with its sustainability in mind, a school leader cannot act solo, thus, Anna et al. (2020) proclaimed that collaboration and cooperation from teachers, most importantly their commitment towards the shared vision is extremely necessary. Magdalena et al. (2020) also maintain the same view that teachers who are highly committed to their organizational needs and requirements can fulfill the aim of attaining and reaching the shared vision and it provides an appropriate background and **key factor for schools to ensure learners' nourishment** over a long time. Moreover, Wei et al. (2020) mentioned that teachers are an important workforce to carry the implementation task of school goal and mission and carry out

instruction process which involves teaching and learning. Teachers, whose organizational commitment is high, in which their capacity for development and success is empowered indicates an enhancement in the quality of school and its education. Teachers are the real agents of change and play an extensive role in visualizing changes in education. In this context, Orla & Fiona (2020) commented that teachers need to be included and involved in a supportive school environment, in which they are facilitated to play a greater role of effective agentic in developing themselves and their colleagues.

Hattie (2015) and Magnus (2019) highlight that teachers' individualities such as their commitments and will have the greatest influence on their students' achievement. The essence of the school organization is carried by principals and their decisions and relationships with their teachers have a significant influence on teacher satisfaction, engagement, and commitment levels. Jocelyn et al. (2017) indicate that the influence or relationship of leadership has a substantial effect on the work performance of the teacher and can either make or mar the teacher. In the same vein, Hackman & Johnson (2009) believe that whatever the setting may be, the followers prosper if the leader is effective but the followers fail when the leader is ineffective. **Studies in identifying school leaders' strategies and efforts for leader**-teacher relationship enhancement shows that school leaders putting extremely low consideration and attention towards building and maintaining a professional relationship with teachers. An environment that lacks or fails in fostering a good relationship between a leader and the follower diminishes in terms of productivity and sustainability (Fairholm, 2015: Fairholm & Fairholm, 2016; Fairholm, 2015).

Comparably, the attributes of a school leader in terms of giving support to the **members and making fair decisions have a significant impact on the member's** performance, commitment towards the organization and at the same time, it necessitates a mutually exchanging relationship. Kuozes and Posner (2006) emphasize such a complex phenomenon that leadership success depends entirely on the ability of the leader to develop and sustain a relationship that induces subordinates to work consistently towards the accomplishment of organizational goals. Also, Yvonne et al. **(2017) emphasize that teachers as a school's professional community need to be**

attracted and retained by developing and applying clear systems of professional standards, by providing strong support school-based professional learning communities through which teachers attain improvements through observed data and shreds of evidence on successful practice and lastly by setting up professional networks where schools acquire beneficial knowledge from and underpin one another in their attempts and endeavors to improve.

Equally, Walsh & Walsh (2009) and Kuozes and Posner (2006) focuses more on school leaders, implying that cultivating and sustaining a productive association with teachers significantly improves the potential for student performance rather than just the inherent skills, personalities, and behaviors of them. Even though the leader and the follower work collaboratively, to this date, some researchers still uphold a belief that all the aspects involved in leadership roles are only exemplified by an individual (Hackman & Johnson, 2019). This is due to the greater concentration given to the leadership literature which emphasizes the influence of a leader, forgetting the other essential aspects such as effective communication and relationship with stakeholders. This phenomenon developed misperception, disagreement, and complication in understanding what leadership and its relationship with the followers is (Alisa et al., 2017).

On the other hand, Janet & Sarah's (2015) studies demonstrated that teachers as mediators who are directly connected and related to leaders and learners are forced to encounter hardships and failures in their job due to poorly developed and established associations. Many studies revealed that no distribution of leadership could bring in empowerment among teachers to share their workloads (Cheng et al. 2016; Sun & Leithwood, 2015; Janet & Sarah, 2015; Alisa et al., 2017). Answering the question on how empowerment and distribution of leadership bring changes in an individual educator. Kimwarey, Chirure & Omondi (2015) states that an empowered individual is skillful and knowledgeable and he/she develops in a positive way while Bogler (2015), Veisi et al. (2015) together with Mohd Ali & Yangaiya (2015) claimed that empowered teachers believe in their abilities, comprehend the system they work within well, contribute time and energy to their work and respect others. Balyer et a. (2017) and Balyer et al. (2015) believe that teachers will cultivate and enhance their

competence and empowerment ultimately helps them to discover their strengths and weaknesses by themselves and strengthen their attachment with the organization through organizational commitment.

Teacher empowerment through the distribution of leadership is related to many management strategies that occur in schools such as decision makings and facilitate administration and all these can be evaluated from a few factors. For instance, teacher empowerment can be evaluated in terms of job satisfaction, participation level in a decision-making process, organizational commitment, conflict, instructional practice, **and students' achievement. Studies from Sweetland & Hoy (2015); Rinehart et al. (2017); Balyer, Ozcan & Yildiz (2017)** show that distributing leadership among **teachers has given a great impact on teachers' professional development, organizational development, and students' achievements because they become highly** committed and dedicated in pursuing the shared vision. Lastly, reviewing the benefits that this type of leadership can provide and with the leadership that spreads around, it is a useful approach to be practiced in schools to ensure teachers succession together **with students' and schools'.** Therefore, good leadership that nourishes and blossoms teacher individuals is needed to foster paradigm changes and new mental models, which eventually retain teachers and sustain their organizational commitment, so that they can enhance the lives of students, schools, and the community for betterment.

Studies and surveys to indicate the strong positive influence of sustainable leadership in developing a school towards its success and sustenance will help school leaders to realize the significance of sustainable leadership (Hargreaves & Fink, 2015; Davies, 2017). However, educationalists recorded relatively fewer studies and revealed less attention towards sustainable leadership in the educational setting. Sufficient studies need to be conducted in exploring this subject area in order to construct a well-established leadership that does not requires unnecessary substitutions **and alterations in organizational culture over a leaders' arrival or departure. This** phenomenon continues to show its endurance in an educational setting if there is no emphasis given to the implementation of sustainable leadership. At the same time, teachers as important and substantial individuals in a school organization often

unacknowledged and unrecognized for their great effort to accomplish organizational vision and goals. This causes the teachers to express declined commitment in their job in which the relationship between them and the school leader drops off. Insufficient **studies in addressing teachers' organizational commitment** levels leaves a huge gap **and the issues related to teachers' organizational commitment remained untouched for** years.

1.3   Problem Statement

School success can be measured by various indicators. The most significant indicator is the school leadership which acts as an influential tool to uplift the lives of students, teachers, stakeholders, and the surrounding community. School leadership plays a remarkable role in determining the attainment of quality education for all learners and a quality working environment for the workers. Recent studies show school leaders experiencing dilemmas in balancing leadership practices from the past when the previous leader left (McCann & Holt, 2018; Jeffri et al., 2019; Toby et al., 2016). In such dilemmas, the leaders bring in unwanted and unnecessary changes which unable to enhance the quality of school organization but depletes the energy of the stakeholders. If a sustainable leadership established in schools, then the **stakeholders perform daily tasks even without their leader's** presence because the vision and goals that need to be accomplished are informed and agreed upon collectively (Antonakis et al., 2015; Samad et al., 2015; Andevski & Arsenijevic, 2017; Barnet & Mc Cormick, 2018). The people in the organization work independently to fulfill the needs and requirements of an organization because the biggest profit gained by investing in sustainable leadership is the higher degree of organizational commitment manifested by the members (Fable, 2017; Suriyankietkaew & Avery, 2016; Metcalf & Benn, 2017).

Apart from leadership, the success of the school relies largely on teachers as practitioners and supporters of sustainable leadership. The participation and engagement of teachers in all school activities and processes are the clear determinants that they have a sense of attachment and belonging towards the organization they serve

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which commonly known as organizational commitment (Zeichner, 2015; Skyes, 2017; Ritcher, 2018; Erdogan & Enders, 2017). Declined organizational commitment will drive teachers to exhibit increased absenteeism, burnout, and unpunctuality, and weakened commitment levels among teachers create unfavorable teaching and learning atmosphere which exerts greater pressure and negative impacts on students' life. In current educational settings, the absence of empowerment and reduction in delegated responsibilities endanger teachers' organizational commitment (Lian, & Tui, 2017; Cosby, 2016; Jafri, 2015). They are often neglected and ignored in decision-making processes. In such circumstances, teachers are less motivated and committed to the perform their tasks wholeheartedly due to an exclusion in important discussions and conversations.

An effective leadership together with an effective organizational commitment playing a significant role in school success. Leadership inappropriateness and unsuccessful establishment lead the school organization and teachers as a key contributing member towards its failure. Based on these reviews, it is obvious that headmasters in public primary schools of Pasir Gudang, Johore need to need to furnish themselves with sufficient sustainable leadership knowledge to facilitate the development and sustenance of their schools with the support of teachers. This research would fill the gap of studying the level of sustainable leadership level among headmasters and the organizational commitment among teachers in public primary schools of Pasir Gudang, Johore.

1.4   Research Objectives

This research has its purpose to investigate sustainable leadership practice among headmasters in Pasir Gudang, Johore, and the teachers' level of organizational commitment in school. The seven principles of sustainable leadership namely, depth, length, breadth, justice, diversity, resourcefulness, and conservation along with three antecedents of organizational commitment that are affective, continuous, and normative will be investigated. Therefore, objectives of this research are as follows:

(a)   To investigate the level of sustainable leadership practice among headmasters in public primary schools of Pasir Gudang, Johore.

(b)   To investigate the level of organizational commitment among teachers in public primary schools of Pasir Gudang, Johore based on the leadership style implemented by the headmaster.

(c)   To identify the correlation **between headmasters' sustainable leadership practice and the level of teachers' organizational commitment in** public primary schools of Pasir Gudang, Johore.

1.5   Research Questions

In this research, the level of sustainable leadership practice among headmasters placed as an independent variable, which is responsible for increasing and raising the **level of teachers' organizational commitment. The level of teachers' organizational commitment as a dependent variable strongly reliant on the headmasters' leadership** practice in schools. In accordance with these research objectives, the research questions that the researcher would like to investigate are as follows:

(d)   What is the level of sustainable leadership practice among headmasters in schools of Pasir Gudang, Johore?

(e)   What is the level of organizational commitment among teachers in schools of Pasir Gudang, Johore based on leadership style implemented by the headmaster?

(f)   What is the correlation **between headmasters' sustainable leadership practice and teachers' organizational commitment in schools of Pasir Gudang,** Johore?

1.6   Research Hypothesis

Hypothesis drawn to answer the third research question through inferential statistical analysis. The hypothesis as follows:

H_{o1}:   There is no statistically significant correlation **between headmasters' sustainable leadership practice and level of teachers' organizational** commitment in schools of Pasir Gudang, Johore?

H_{a1}:   There is statistically significant correlation **between headmasters' sustainable leadership practice and level of teachers' organizational** commitment in schools of Pasir Gudang, Johore?

1.7   Significance of the study

1.7.1   Advantages towards the Ministry of Education/ Institute of Aminuddin Baki/ State Educational Department/ District Educational Office.

The findings of this study can serve as a guideline to facilitate the Ministry of Education Malaysia (MOE), Institute of Aminuddin Baki (IAB), State Education Department (JPN), and District Education Office (PPD) to plan, design, and conduct any form of appropriate sustainable leadership-related courses for headmasters or senior assistant teachers to produce more school leaders with the potential to become excellent headmasters and to lead the school administration in a better way. This study will be also beneficial to make jurisdictions made on school leaders who are experiencing rotations, placements, and transitions throughout their service in order to make them display and manifest excellent leadership by conserves the past and creating the future. The findings of this study are also capable to serve as the foundation for the KPM, JPN, and PPD and impel them in designing an appropriate course or workshop to meet and realize the objectives of creating excellent headmasters without depleting the time, money and energy of oneself and the other around us.

1.7.2 Advantages Towards Future Headmasters

The findings of this study are expected to serve as a guide and reference to aspiring young teacher leaders, novice and long-serving headmasters. This study will be able to deepen the leadership knowledge on how to sustain a leadership that never **fades after the leader's departure. It encourages and stimulates headmasters to stay** motivated and willing to take on challenges and conflicts in the current school multifaceted settings, which encounter continual changes, reformations and transformations. The principles of sustainable leadership enhance and advance the potential and capacity of a school leader to foster life-long learning among themselves and the other leaders, distribute the leadership by empowering the followers to make them prosper, handle resources carefully to create harmless circumstances which benefits the leader him/herself, next leader, teachers and most importantly schoolchildren.

1.8 Research framework

There are two models used in this research namely, Framework of Sustainable Leadership in Education shown in Figure 1.1 and Three Component Model of Organizational Commitment shown in Figure 1.2.

1.8.1   Theoretical framework
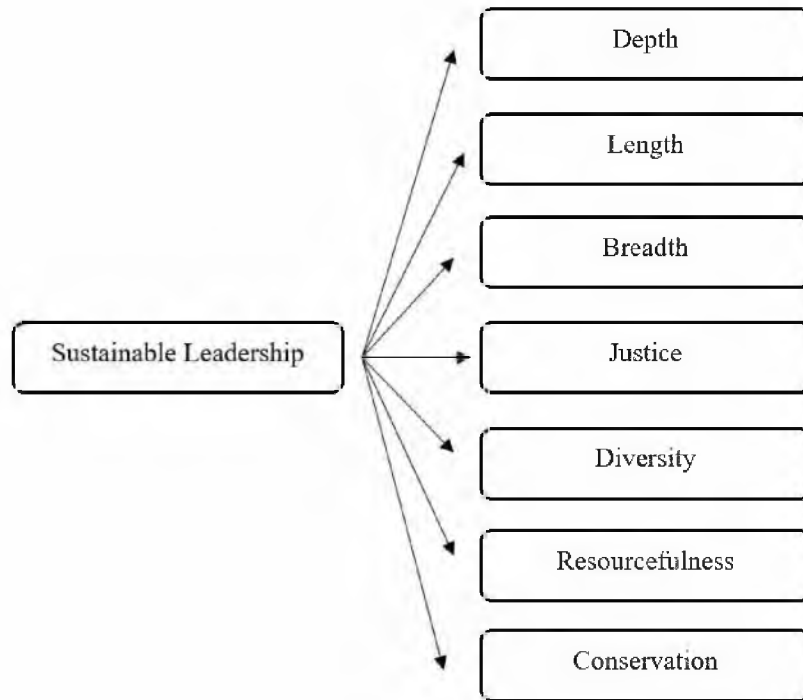
Figure 1.1 Model of Sustainable Leadership in Education, Hargreaves & Fink (2006)

Based on Figure 1.1, the Model of Sustainable Leadership in Education consists of seven principles, which are depth, length, breadth, justice, diversity, resourcefulness, and conservation. Hargreaves and Fink (2006) claimed that the framework of seven principles for sustainable leadership has guided many aspiring educational leaders. The first three-dimensional principles are to indicate sustainable educational reformation and leadership where it has depth, length and breadth. The other four principles, justice, diversity, resourcefulness, and conservation build on a deeper understanding of the meaning of sustainability and the challenges encountered in both schooling and education.
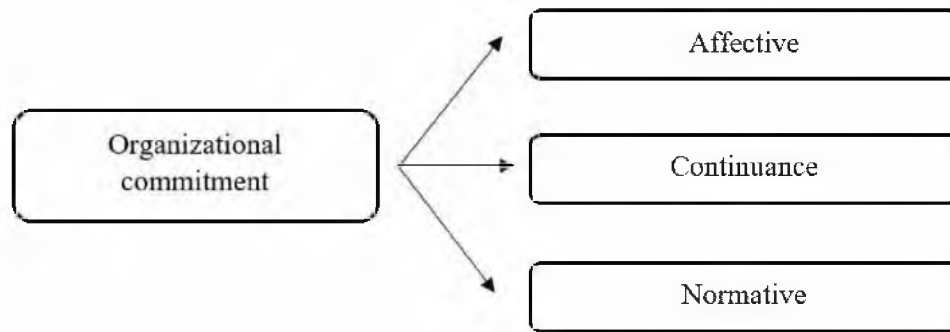
Figure 1.2 The Three-Component Model of Organizational Commitment, Meyer & Allen (1991)

Figure 1.2 shows the Three Component Model of Organizational Commitment which consists of three domains namely affective, continuance and normative commitment. According to Meyer and Allen (1991), affective, continuance, and **normative commitments are psychological states that characterize employees'** attachment with the organization to promote belief and acceptance of goals and values, willingness in exerting useful efforts, and a strong aspiration to retain membership of the organization.

Based on the two theoretical models above and after identifying the scope and limitations of this study, an integrated approach is used in this study. An integrated approach is an approach that involves the integration or adaptation of several theories to find the possible solution for answering research questions and attaining research objectives. The integration approach has the advantage of being used where it enables the researcher to conduct the study by incorporating the theories involved.

1.8.2 Conceptual Framework

Based on the two models discussed above, Model of Sustainable Leadership and the Three-Component Model of Organizational Commitment, a conceptual framework drawn as shown in the Figure 1.3.

Sustainable Leadership Model Hargreaves & Fink (2006)	Three-Component Model of Organization Commitment Meyer & Allen (1991)
Length Depth Breadth Justice Diversity Resourcefulness Conservation	Affective Commitment Normative Commitment Continuance Commitment
Independent Variable	Dependent variable
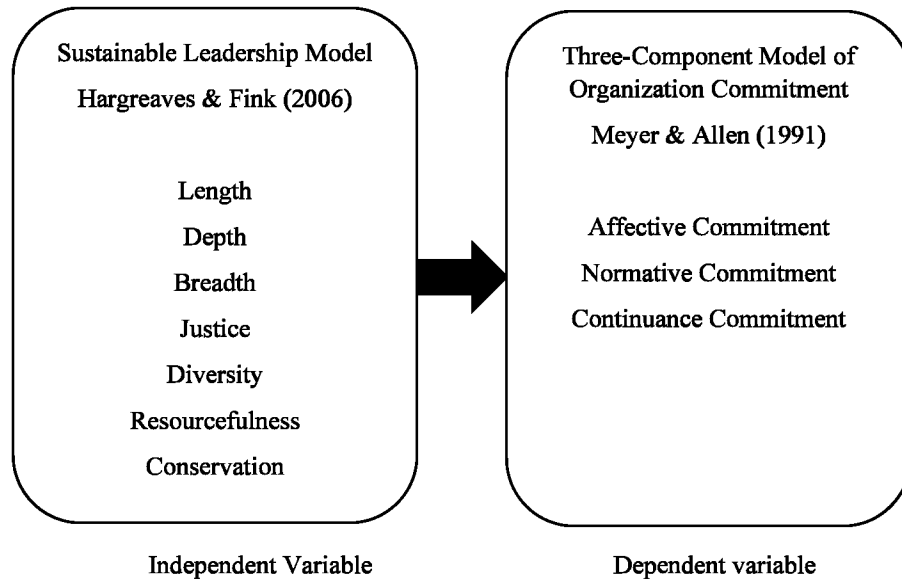
Figure 1.3 Conceptual Framework

1.9 Research Scope

The scope of this study gives great attention to teachers from primary schools of Pasir Gudang, Johore **to reveal their perspectives on the level of their headmasters'** sustainable leadership, which can be a key indicator of their organizational commitment, which can be measured through three major components such as assertive, continuance and normative.

1.10 Definitions of Terms

In order to enhance the understanding of the terms and concepts used, the following are definitions of the key phrases in this study. The terms such as headmasters, sustainable leadership, teachers, organizational commitment and primary schools are well defined in the subsequent sections.

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1.10.1 Headmasters

Headmasters are defined as the headteacher of a school. The headmaster plays a vital role in creating a good leadership practice at school to promote a conducive environment for the students to learn, for the teachers to fully engaged and for the other stakeholder to work for the succession of the school. Hence, the term headmaster in this study serves a purpose as a school leader who are responsible in initiating and establishing a sustainable leadership which propagates the lives of students, teachers, stakeholders, and the surrounding community to attain deep and broad learning for now and future.

1.10.2 Sustainable Leadership

Sustainable leadership conserves, develops, and improves profound learning for everyone that disseminates, propagates widely and has its capacity to flourish indefinitely, in which the process of enduring sustainable leadership does not mislead, mistreat, mishandle but generate constructive, productive, optimistic and is advantageous for all others around us at present and in the fullness of time. Therefore, for this study sustainable leadership is the leadership that accountable for sustaining **school leadership even in the absence of the headmaster in which the teachers'** organizational commitment also can be elevated by practicing this leadership.

1.10.3 Teachers

Teachers who are also known as educator and tutor carries a huge responsibility in facilitating learners to acquire useful knowledge, skills, competencies and moral values. They often play their roles as mediators between the school leader and the students, the school, and the community. They are also an essential part of the school that puts organizational goals and vision into action. For this study, teachers are defined as a significant individual in a school organization who perform tasks collaboratively and collectively to envision shared goals based on the leadership style

and practice of the school leader which has a strong correlation with their organizational commitment.

1.10.4 Organizational Commitment

Organizational commitment is a psychological state that illustrates the **employee's attachment affiliation and relationship towards his/her organization which** greatly influences decision-making whether to continue or discontinue the membership. Organizational commitment is strongly correlated with job satisfaction and job involvement because these factors are the key determinants of lower-level intentions to leave the organization. Having an indestructible level of organizational commitment not only construct a positive working environment, which enables employees to work dedicatedly and devotedly in pursuing shared goals and vision, but also impedes and obstructs them to display undesirable behaviors and outcomes.

1.10.5 Primary School

A primary school is an important educational institution which provides the first level of elementary and fundamental learning for the children whose age ranges from seven to twelve. The children in primary schools receive primary education which helps them to acquire necessary writing, reading, calculating, and reasoning skills. For the purpose of this study, primary school is an educational organization that operates with distinctive culture and values with the association of important members such as headmasters, teachers, students, and other stakeholders.

1.11 Summary

On a final note, this chapter discusses several core components of this study such as introduction, the background of the study, problem statement, theoretical and

conceptual framework, research objectives, research questions, and limitations of the study and definitions of terms. Literature review on sustainable leadership and **teacher's commitment in school, the correlation between sustainable leadership and the level of teachers' commitment based on their headmasters' leadership practice** together with related studies and investigations to show a clear research gap will be discussed in detai in the next chapter.

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