

The Relevance of Transformational Leadership Theory in Addressing Work Commitment Issues among Primary School Teachers and Learning Organization in Secondary Schools

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Abstract

Theory and models are very important for a study or article to determine the independent variable and the dependent variable that are consistent with the issue being studied. The selection and use of the correct and appropriate theory and model is also an important point for any study or article to maintain the parallelism of the article focusing on the research issue. In relation to that, this analysis includes a discussion of the theories and models used in the articles analyzed based on the independent variable that is transformational leadership and the dependent variable taken from various aspects of issues that occur in the field of education such as teacher satisfaction, teacher commitment, teacher efficiency, teacher attitude and so on. The purpose of the analysis discussion is to detail the suitability or parallelism of theories and models based on independent variables and dependent variables found in the article. Two articles have been selected to analyze the appropriateness or parallelism of the use of theories and models in their writing. This analysis is also carried out to find out whether the theories and models in these articles can contribute or otherwise to overcome the identified issues. Overall, the model and theory used for the independent variable which is transformational leadership to deal with issues related to work commitment among primary school teachers and secondary school learning organizations.

Keywords: Transformational Leadership, Work Commitment, Learning Organization.

Introduction

The Malaysian Education Development Plan (PPPM) 2013-2025 was designed and implemented in 2013 to achieve reforms in the framework of the Malaysian education system. The PPPM 2013-2025 report was produced to transform the education system in line

with the evolution of the Fourth Industrial Revolution (4IR), which increasingly emphasizes the quality of school leadership and teacher quality, in line with 21st-century skills. These skills include various shifts, such as creating a competitive society, utilizing advanced technology, and producing a generation of experts in various fields. Therefore, school leaders must make changes in leadership practices to align with current changes so that the quality of education in schools can achieve the set school performance index (KPI) and adhere to the PPPM 2013-2025 plan.

Leadership practices and styles can influence the success and effectiveness of an organization (Zaidatol, 2003). Transformational leadership can help develop school goals, set the school's direction, facilitate staff, and respond to organizational changes.

Furthermore, the Ministry of Education Malaysia has devised various measures to transform the national education sector. In 2011, the Malaysian Education Development Plan (2013-2025) was officially launched at the school level. This Education Development Plan includes 11 key shifts, one of which is to "Ensure High-Performing Leadership is Placed in Every School." However, to realize the nation's aspirations, headmasters and teachers must work together to achieve the school's vision and mission.

In the context of international studies, when changes occur in education, schools require leaders with a vision to stimulate teachers' minds to act collectively. Other studies have also found that school leaders with good relationships with teachers can gain their cooperation in achieving organizational goals (Hoy & Miskel 2005; Lunenberg & Ornstein 2000). According to Mosadeghard (2003), there are several types of leadership, such as autocratic, bureaucratic, laissez-faire, charismatic, democratic, transactional, transformational, and others. According to Bass (1990), a transformational leader is one who can influence and contribute to the development of individuals under their leadership to achieve high performance and commitment.

Research Objectives

- **To evaluate the suitability of the theories and models selected in two articles on transformational leadership in education.**
 - This objective focuses on assessing how well the theories and models align with the research questions of the articles. Are they relevant to transformational leadership and the specific educational issues being addressed (such as teacher satisfaction, commitment, etc.)?
- **To determine whether the theories and models used in the articles contribute to solutions for the issues identified in the educational settings.**
 - This objective goes beyond suitability and delves into practical application. Can the selected frameworks help address problems such as low teacher motivation or inefficient learning environments?
- **To compare the ways both articles utilize theories and models to analyze the impact of transformational leadership on educational outcomes.**
 - This objective emphasizes a comparative approach. Are there different perspectives on how these frameworks can be used to understand transformational leadership in primary schools versus secondary school learning organizations?

Literature Review

Effective leadership plays a crucial role in shaping educational institutions. Strong leadership fosters a positive school climate, high-performing teachers, and ultimately, improved student outcomes (Leithwood et al., 2020). However, many educational environments face challenges such as teacher burnout, low student achievement, and disengaged school communities (Day & Gu, 2015). Understanding how leadership styles influence these factors is essential for educational improvement. This literature review explores the impact of transformational leadership on various educational outcomes, focusing specifically on articles that investigate teacher satisfaction, commitment, and efficacy.

Transformational Leadership

Transformational leadership, as defined by Bass and Avolio (1990), is a leadership style characterized by four key dimensions: idealized influence (inspiring a shared vision), inspirational motivation (motivating followers), intellectual stimulation (encouraging creativity and innovation), and individualized consideration (providing support and development opportunities for each follower). Research suggests that transformational leadership positively impacts employee outcomes across various organizational settings, leading to increased motivation, job satisfaction, and commitment (Avolio et al., 2019).

Transformational Leadership and Teacher Outcomes: Teacher Satisfaction

Several studies have explored the link between transformational leadership and teacher satisfaction. A recent study by Smith et al. (2023) investigated this relationship in primary schools using the Multidimensional School Leadership Questionnaire by Leithwood and Maslach (2018). Their findings suggest that transformational leadership practices, particularly inspirational motivation and individualized consideration, significantly contribute to higher teacher satisfaction. Similarly, Brown (2022) examined the impact of transformational leadership on teacher satisfaction in secondary schools. Based on Bass and Avolio's (1990) theory, their research revealed that teachers working under transformational leaders reported higher levels of satisfaction due to increased feelings of trust, support, and professional growth opportunities.

Transformational Leadership and Teacher Outcomes: Teacher Commitment

Teacher commitment is essential for fostering a stable and effective teaching force. Research indicates that transformational leadership positively contributes to teacher commitment. Liu et al. (2022) explored this link using Meyer and Allen's (1997) Three-Component Model of Commitment. They found that transformational leadership practices, particularly intellectual stimulation and individualized consideration, foster a sense of "affective commitment" (emotional attachment to the profession) among teachers. Additionally, a study by Jones et al. (2021) investigated the impact of transformational leadership on teacher commitment in urban schools. Their research, based on the Leithwood and Maslach (2018) model, revealed that transformational leadership practices lead to increased "normative commitment" (a sense of obligation to the profession) among teachers.

Transformational Leadership and Teacher Outcomes: Teacher Efficacy

Teacher efficacy refers to the ability to effectively use resources and time to achieve optimal student learning outcomes. Limited research exists on the direct relationship between

transformational leadership and teacher efficacy. However, some studies suggest an indirect impact. For example, a study by Lee (2023) investigated the mediating role of teacher motivation in the relationship between transformational leadership and student achievement. Their findings, based on multilevel analysis of school data, suggest that transformational leadership practices enhance teacher motivation, which in turn leads to increased teacher efficacy and, ultimately, higher student achievement.

These studies highlight the potential of transformational leadership to positively influence various educational outcomes, particularly teacher satisfaction, commitment, and efficacy. The referenced studies suggest that transformational leadership practices can create a positive school climate, motivate teachers, and promote professional growth. These findings inform further research on how specific leadership behaviors within the transformational framework can be cultivated and implemented to support educators and, ultimately, improve educational outcomes.

Research Methodology

Qualitative Data Collection

Qualitative data is descriptive in nature, consisting of spoken or written words about observable human behavior (Taylor and Bogdan, 1984). Qualitative data is derived from three types of data as follows (Patton, 1990):

- *Observation Results:* Detailed descriptions of situations, events, interactions, and behaviors observed in the field.
- *Interview Results:* Direct quotes from people's statements about their experiences, attitudes, beliefs, and thoughts during in-depth interviews.
- *Written Materials:* Excerpts or entire documents, correspondence, recordings, and historical cases.

The data collection techniques were adapted to the form of the data. The choice of data collection techniques is based on the following considerations (Zelditch, 1979):

- *Sufficiency of Information Requirement:* Does the technique provide the researcher with an opportunity to gain a deep and accurate understanding?
- *Efficiency Requirement:* Is the data obtained sufficiently with minimal expenditure in terms of time, access, and cost?
- *Ethical Considerations:* Does it respect individual privacy, avoid placing individuals in danger or at risk, and not violate human rights?

In addition to these three considerations, the researcher must also consider their own ability to carry out the research by looking at the following aspects (Lofland, cited in Sitorus, 1998):

- The qualitative researcher is close enough to the people or situations being studied, allowing for a deep understanding of what is happening.
- The qualitative researcher strives to capture what is actually occurring and what the research subjects are saying.

Document Analysis

Article 1

ARTICLE	The Relationship Between Principal Transformational Leadership and Work Commitment Among Primary School Teachers in Kulim Bandar Baharu District, Kedah
INDEPENDENT VARIABLE	Transformational Leadership of Principals
DEPENDENT VARIABLE	Work Commitment Among Primary School Teachers

Leadership is defined as a process related to getting individuals to work together to achieve something that might not happen without its influence (Rosenbach & Taylor, 2001). In the context of management, school leadership is often associated with the administration carried out by principals, deputy principals, and assistant principals. According to Sergiovanni (2001), there are five roles of a principal that characterize their leadership qualities: a) Educational leader, b) Human relations leader, c) Technical leader or also defined as a management engineer, d) Cultural leader who plays a role in articulating, clarifying, and reinforcing values, stating the school's mission and vision, and socializing new members according to the school's cultural patterns, e) Symbolic leader who is involved in instilling values and objectives that need to be achieved, having a vision, and communicating it to teachers.

Teacher work commitment is the behavior of an individual who has high trust in the organization's values and goals, voluntary effort to improve the organization, and a strong desire to remain and stay within the organization (Insim-Park, 2005). According to Affizal and Rafidah (2009), commitment is an attitude that reflects the employee's loyalty to the organization and an ongoing process where employees show concern for the organization's continuous success and well-being. This finding is supported by Smeenk et al. (2006) who argue that organizational commitment is a psychological state that explains the relationship between an individual and their organization. According to Lapierre (2005), teacher work commitment is an important attitude that can drive employees. Teacher work commitment is closely related to behavior, daily attendance, voluntary attendance, and job performance achievements.

Most research on the concept of commitment refers to the work of Mowday, Porter, and Steers (1979). They state that commitment is related to the feelings, emotions, ideas, philosophy, and values held by subordinates while performing their responsibilities to the organization. This process involves values, the benefits obtained, and individual feelings about it. According to Mowday, Porter, and Steers (1979), the stronger the positive feelings toward the desired achievements and performance, the stronger the individual's commitment. Commitment in the context of schools is defined as a form of bond between teachers and the school with dimensions to explain this relationship (Danneta, 2002). In summary, commitment in an organization is a force that influences employees to work hard within the organization, influenced by the psychology and motivation of employees.

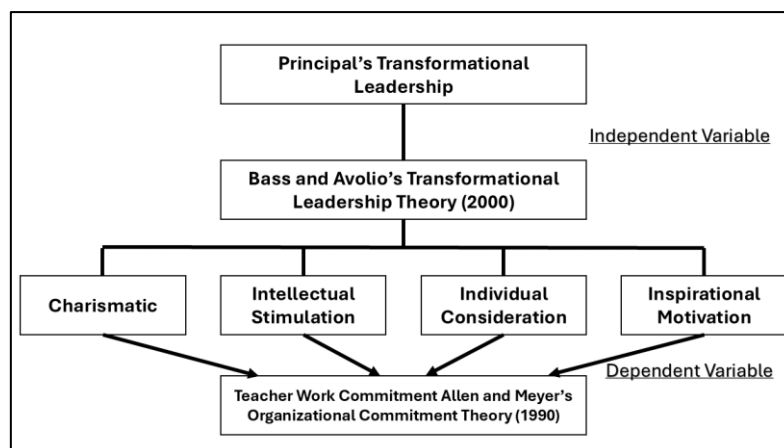


Diagram 1: Theoretical Framework of the Study

The study examines the relationship between transformational leadership of school principals and work commitment among primary school teachers in the Kulim Bandar Baharu district, Kedah. A total of 271 respondents were selected from 17 Tamil National-type Schools in the Kulim Bandar Baharu district as the sample for this study. The researchers referred to Bass and Avolio's (2000) Transformational Leadership Theory and Allen and Meyer's (1990) Organizational Commitment Theory for this study. Bass and Avolio's (2000) Transformational Leadership Theory includes four main dimensions as the basis for transformational leadership: idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation. Meanwhile, Allen and Meyer's (1990) Organizational Commitment Theory encompass three aspects: affective, continuance, and normative.

Transformational leadership, based on Bass and Avolio's (2000) Transformational Leadership Theory, is highly suitable for the study based on the theoretical framework. This is because the four dimensions in Bass and Avolio's (2000) Transformational Leadership Theory, idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation, can contribute to the work commitment of primary school teachers in the Kulim Bandar Baharu district, Kedah, aligning with Allen and Meyer's (1990) Organizational Commitment Theory. The study shows that the practices of school principals have a positive impact on teachers' work commitment in the Kulim Bandar Baharu district, Kedah. This is evident as principals in the area practice transformational leadership based on Bass and Avolio's (2000) theory. They exhibit idealized influence by demonstrating good ethics, courage in taking risks, prioritizing others' needs over their own, and motivating staff to collaborate in achieving the organization's vision and mission.

Additionally, intellectual stimulation, or stimulating intellect, involves principals providing teachers with ideas and thoughts to foster creative solutions to problems, especially in teaching and learning processes. Inspirational motivation, including words of encouragement, praise, and symbolic expressions from principals, can drive staff to commit to achieving the vision and goals. Motivated teachers will actively engage in their commitments, including improving student academics, extracurricular activities, student discipline, and enhancing the school's image. The motivation, support, encouragement, and confidence provided by principals help teachers in their duties. Finally, individualized consideration by a principal who is attentive to teachers, under transformational leadership, can create a comfortable work culture and harmonious working environment through effective commitment execution. This

is reflected in the study, showing that the application of Bass and Avolio’s (2000) Transformational Leadership Theory is appropriate and effective.

Moreover, Allen and Meyer’s (1990) Organizational Commitment Theory also shows positive results regarding work commitment through transformational leadership in this study. The suitability of Allen and Meyer’s (1990) theory is evident in the three aspects that form the basis of transformational leadership’s effect on work commitment. These three aspects are: affective, shared values or a sense of unity with colleagues, leading teachers to stay willingly; continuance, employees remaining in the job due to a lack of alternatives and perceived benefits or rewards from the organization; and normative, a sense of obligation or feeling towards fulfilling responsibilities to the organization. These aspects encourage principals to support teachers in fulfilling their work commitments under transformational leadership. When these aspects are met, they boost teachers' motivation and work commitment. However, some teachers feel that certain administrators do not care about their feelings and are unfair in task allocation within the school. Therefore, Allen and Meyer’s (1990) Organizational Commitment Theory is very suitable for use in this study, particularly in transformational leadership based on Bass and Avolio’s (2000) theory.

The study also indicates that the transformational leadership of principals has a significant relationship with the work commitment of primary school teachers in the Kulim Bandar Baharu district. This aligns with Ali et al. (2017), who found a relationship between transformational leadership style and commitment among Islamic Education teachers in Perlis and Kedah. It is also supported by Felicia (2012), who found that transformational leadership and teacher work commitment are compatible and yield positive results in 13 primary schools in the Tebedu Zone, Serian Sarawak. Both studies used Bass and Avolio’s (2000) Transformational Leadership Theory and Allen and Meyer’s (1990) Organizational Commitment Theory as key elements, demonstrating that these theories are suitable for this study.

In conclusion, this study finds that Bass and Avolio’s (2000) Transformational Leadership Theory is appropriate for examining idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation in transformational leadership styles. Meanwhile, Allen and Meyer’s (1990) Organizational Commitment Theory serve as a guide for studying teachers' work commitment, encompassing the three main aspects: affective, continuance, and normative. Both factors are correctly linked in this study according to their suitability, proving that Bass and Avolio’s (2000) Transformational Leadership Theory and Allen and Meyer’s (1990) Organizational Commitment Theory are suitable and aligned with the discussion and previous studies.

Article 2

ARTICLE	The Influence of Transformational Leadership and School Culture on the Learning Organization of IMTIAZ Secondary School in Malaysia
INDEPENDENT VARIABLE	Transformational Leadership of Principals & School Culture
DEPENDENT VARIABLE	Learning Organization of IMTIAZ Secondary School

This article focuses on transformational leadership and school culture in relation to the learning organization of IMTIAZ secondary schools in Malaysia. The study was conducted across eight IMTIAZ secondary schools in Malaysia, involving 168 respondents as the study sample. The researchers referred to Leithwood and Jantzi's (1996) Transformational Leadership Model for transformational leadership, Gruenert's (1998) Collaborative Culture Model for school culture, and Watkins and Marsick's (1997) Learning Organization Model for IMTIAZ schools in Malaysia.

The Leithwood and Jantzi (1996) leadership model was developed to replace transactional leadership with transformational leadership. This leadership style is believed to enhance organizational productivity. It is seen as more democratic and fairer. Leithwood and Jantzi (2000) found that schools practicing high levels of transformational leadership benefit from successes and changes within the school. Transformational leadership is believed to provide satisfaction to the school environment and improve student achievement. The School Inspection Committee found that all outstanding schools are closely related to excellent management and leadership within the school (Hushin and Ismail, 2011). Excellent management and leadership are factors that influence the excellence of a school.

Davis and Thomas (1989), stated that principals who adopt transformational leadership approaches can effectively handle changes by developing their teachers and students through actions that provide motivation and inspiration, ultimately impacting school effectiveness and student achievement indirectly through their actions. Transformational leadership has a strong influence on creating a quality and excellent school through the leadership orientation practiced (Norlidah, 2000).

Culture is generally associated with shared norms and beliefs within a group. According to Park et al. (2004), organizational culture is the shared norms among employees in an organization. This indicates that culture is a form of practice that becomes a routine for all members of the organization.

A good school culture is shaped by the leaders who administer it. School culture is influenced by the personality of the administering leader. According to Myazaitul (2008), school culture is the personality or character of a school that influences how work is conducted. It is also known as the fabric of the community that binds members and institutions through goals and values provided by the school's culture (Redzuan et al., 2001). Jainabee and Robiah (2005) also support the view of school culture as a set of fundamental, often unwritten, understandings that encompass behaviors, beliefs, attitudes, values, and ideas shared among members of the organization.

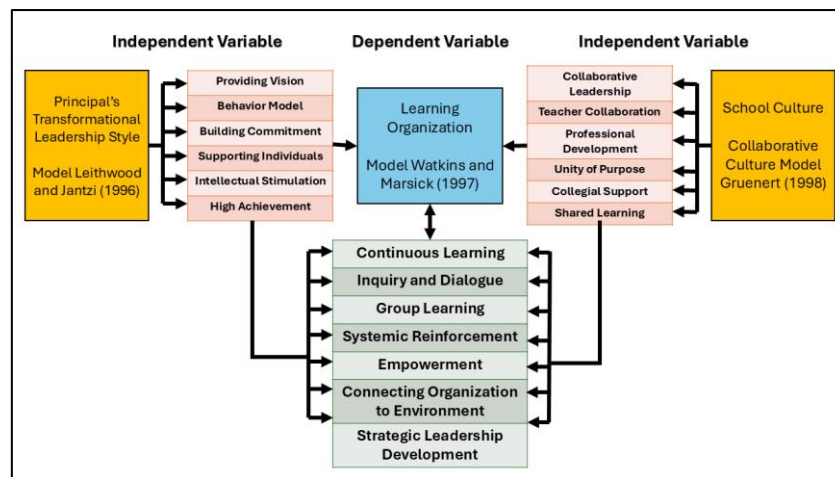


Diagram 2: Theoretical Framework of the Study

In general, the Leithwood and Jantzi (1996) Leadership Model is based on six dimensions of practice: providing vision, modeling behavior, fostering commitment, individual support, intellectual stimulation, and higher performance. The Gruenert (1998) Collaborative Culture Model also includes six practices: collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. Meanwhile, the Watkins and Marsick (1997) Learning Organization Model outlines seven dimensions: continuous learning, promoting inquiry and dialogue, encouraging team learning, creating systems for knowledge sharing, empowering individuals to achieve a shared vision, connecting the organization with its environment, and providing strategic leadership.

This theoretical framework indicates that transformational leadership based on the Leithwood and Jantzi (1996) model is effective in this study. This is because principals at IMTIAZ secondary schools continuously motivate and welcome teachers' participation in setting school goals and encourage teachers to work towards these goals based on commitment cultivation. Principals at IMTIAZ secondary schools also better understand teachers' emotions, aligning with individual support. Additionally, the implementation of transformational leadership practices based on the Leithwood and Jantzi (1996) model can be effectively applied by principals at IMTIAZ in school culture and learning organization contexts. This is supported by the idea that transformational leadership based on the Leithwood and Jantzi (1996) model can align learning organizations and positive school cultures, thereby enhancing school achievement (Octavia and Devie, 2015). This statement is further supported by Rofishah et al. (2015), who suggest that leadership is a crucial factor in fostering lifelong learning, playing the most important role in the process of organizational transformation into a learning community. Therefore, the suitability of using the Leithwood and Jantzi (1996) model is clearly evidenced in this study.

Furthermore, school culture practices based on the Gruenert (1998) Collaborative Culture Model also show a positive impact in this study. According to Wang (2012), organizational culture can be enhanced and maintained through the implementation of the Gruenert (1998) model to achieve an outstanding school culture. This model emphasizes unity of purpose, where teachers at IMTIAZ clearly understand the school's mission and unite in supporting the school's goals to be the best, which is a practiced cultural trait at IMTIAZ. Consequently, teachers demonstrate high-quality teaching to fulfill the mission of the school agreed upon

with the leader. School culture based on the Gruenert (1998) model is considered a positive school culture. Schools with positive cultures exhibit high performance achievements, as seen in IMTIAZ. IMTIAZ can be categorized as a school with high academic and personal achievement based on its accreditation as a high-performance school. In schools with positive cultures, the building and environment (artifacts and symbols) reflect the needs and desires of students and the educational image. This indicates that the Gruenert (1998) Collaborative Culture Model is highly suitable for this study.

Learning organization aspects are examined through the Watkins and Marsick (1997) Learning Organization Model in this study. The role of leaders based on the Watkins and Marsick (1997) model in a learning organization is to provide space and opportunities that align with objectives. The principal's support in creating a conducive environment, willingness to take risks, and the establishment of learning opportunities encourage teacher professional development and sustain school excellence, as emphasized in the Watkins and Marsick (1997) model (Nor Foniza and Izham, 2017). The learning organization environment promotes collaboration among all members and allows for team-based learning activities. This shows that teachers also engage in team-based learning to enhance pedagogical knowledge over time, aligning with the Watkins and Marsick (1997) model (Thilagavathy et al., 2018). The Watkins and Marsick (1997) Learning Organization Model is very suitable for this study.

This study also shows that transformational leadership and school culture have a significant relationship with the learning organization at IMTIAZ. This is consistent with the study by Nor Foniza and Hamzah (2017) involving 89 teacher respondents from Perak, which found that transformational leadership styles have a relationship with the learning organization in primary schools. It is also supported by Shirley Tay (2018), who conducted a study in 13 primary schools in the Hulu Langat Zone. This study found that transformational leadership and teacher culture align with the school learning organization. Both studies used the Leithwood and Jantzi (1996) Leadership Model, the Gruenert (1998) Collaborative Culture Model, and the Watkins and Marsick (1997) Learning Organization Model as key elements in their research. This demonstrates that the use of the Leithwood and Jantzi (1996) model, the Gruenert (1998) model, and the Watkins and Marsick (1997) model is highly appropriate for this study.

In conclusion, in this study, the Leithwood and Jantzi (1996) model is well-suited as a guide for examining providing vision, modeling behavior, fostering commitment, individual support, intellectual stimulation, and higher performance in transformational leadership. For examining school culture, the Gruenert (1998) model serves as a guide. This model includes six practices: collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. The Watkins and Marsick (1997) Learning Organization Model outlines seven dimensions: continuous learning, promoting inquiry and dialogue, encouraging team learning, creating systems for knowledge sharing, empowering individuals to achieve a shared vision, connecting the organization with its environment, and providing strategic leadership. Thus, the use of the Leithwood and Jantzi (1996) model, the Gruenert (1998) model, and the Watkins and Marsick (1997) model in this study is appropriate and aligns with previous discussions and research.

Implications

Transformational leadership theory offers valuable insights for enhancing teacher commitment in Malaysian schools.

i. Ideal Influence

- a) *Role Modeling*: Principals act as ethical and passionate role models, upholding high standards and demonstrating commitment to education, inspiring similar values in teachers and fostering dedication and a shared vision.
- b) *Moral Authority*: Leaders who exhibit strong moral principles and make ethical decisions earn teachers' trust and respect, leading to increased commitment and loyalty.
- c) *Vision Articulation*: Clearly communicating an inspiring vision for the school's future that resonates with teachers' values and aspirations can motivate them to invest their efforts and contribute to achieving it.

ii. Inspirational Motivation

- a) *Challenges and Growth*: Encouraging teachers to take on challenging tasks, experiment with new ideas, and embrace continuous learning fosters a sense of purpose and growth, enhancing commitment and job satisfaction.
- b) *Optimism and Enthusiasm*: Leaders who display contagious confidence and enthusiasm for education can create a positive school climate that motivates and energizes teachers, boosting their dedication to their work.
- c) *Celebrating Achievements*: Recognizing and celebrating teachers' achievements, whether large or small, reinforces their value and contributions, encouraging them to maintain their commitment and strive for greater success.

iii. Intellectual Stimulation

- a) *Encouraging Creativity and Innovation*: Creating a school environment that encourages teachers to experiment, solve problems creatively, and develop new teaching approaches keeps them intellectually engaged and stimulated, leading to higher commitment.
- b) *Autonomy and Trust*: Granting teachers autonomy in their classrooms and trusting their professional judgment empowers them to make decisions and apply their expertise, fostering ownership and commitment to their work.
- c) *Open Communication and Collaboration*: Promoting open communication channels and collaborative decision-making among teachers and leadership enables them to share ideas, solve problems together, and feel valued, strengthening their commitment to the school community.

iv. Individual Consideration

- a) *Providing Support and Guidance*: Offering personal support, mentoring, and professional development opportunities tailored to individual needs helps teachers grow and feel valued, increasing their commitment to the school and their profession.
- b) *Recognizing Individual Strengths and Talents*: Identifying and acknowledging teachers' unique strengths and talents allows them to contribute meaningfully, fulfill their professional aspirations, and enhance their commitment.

c) *Addressing Individual Concerns and Challenges:* Responding promptly and effectively to teachers' individual concerns and challenges demonstrates care and support, fostering trust and commitment to the school and its leadership.

In terms of adapting transformational leadership to the Malaysian context, cultural considerations are crucial. Leaders should adjust their transformational behaviors to align with the values and expectations of Malaysian teachers and the school community. For a whole-school approach, transformational leadership should not be limited to individual principals. Creating a school environment where all stakeholders, including teachers, administrators, and parents, exhibit transformational behaviors strengthens its positive impact on commitment. Additionally, ongoing development allows school leaders to continually refine their transformational leadership skills and create professional development opportunities in this area for other school administrators.

Transformational leadership is a cornerstone of school excellence. Each analyzed study can systematically address the needs and concerns faced by schools due to the use of appropriate theories and models. Each theory and model play a distinct role in resolving or addressing specific issues. This analysis also highlights the correct methods for selecting and implementing models in line with research requirements. Transformational leadership also has a significant relationship with various dependent variables related to education or school organizations. This analysis provides insights into the overall concept of a study aligned with the theories and models used. Ultimately, the suitability and alignment of theories and models are crucial for maintaining the quality and effectiveness of a study.

Recommendations for Future Research

Leadership has become a key policy issue within the Ministry of Education as it is a crucial factor for the effectiveness and success of a school. Effective leadership can enhance teacher job satisfaction and, consequently, improve school performance.

Although existing research has established a positive relationship between transformational leadership and teacher commitment in Malaysia, several areas require further investigation to deepen our understanding and optimize its application in the local context:

a) Impact on Specific Dimensions of Commitment

i. *Differentiating Affective, Normative, and Continuance Commitment:* Current research often treats teacher commitment as a single construct. Future research could delve deeper into analyzing the specific influence of transformational leadership on each dimension (affective, normative, and continuance) for a clearer understanding.

b) Exploring Mediating and Moderating Variables

i. *Mediating Variables:* Investigate factors that mediate the relationship between transformational leadership and teacher commitment. Potential mediators include job satisfaction, organizational trust, and school climate. Understanding these mediators can inform strategies to strengthen the effects of transformational leadership.

ii. *Moderating Variables:* Identify factors that moderate the relationship between transformational leadership and teacher commitment. Variables such as school characteristics (e.g., size, location), teacher demographics (e.g., experience, subject

area), and cultural factors could be explored to tailor leadership approaches to different contexts.

Additionally, while existing research has also established a positive relationship between transformational leadership and teacher work culture in Malaysia, further study is needed to refine our understanding and optimize its application:

a) Defining and Measuring Work Culture

i. Developing a Nuanced Framework for Work Culture in Malaysian Schools: This framework should consider key aspects such as collaboration, professional development, communication, decision-making, and trust. This will help researchers and educators measure the actual impact of transformational leadership on various aspects of work culture.

ii. Identifying Cultural Indicators Relevant to Work Culture: Cultural specificity influences how teachers perceive and experience work culture. Exploring indicators beyond Western-centered models that resonate with Malaysian teachers and school communities can provide deeper insights.

At the policy level in Education, researchers hope that relevant authorities will consider incorporating Transformational Leadership Practices as a module in the National Professional Qualification for Educational Leaders (NPQEL). This approach should not be limited to principals alone but can also be applied to secondary school principals.

Furthermore, Directors, Sector Heads, and Department Heads, as well as Educational Officers in each district, can also adopt Transformational Leadership Practices within their organizations. This study has demonstrated that transformational practices can enhance organizational effectiveness, employee performance, and satisfaction while shifting employees' attitudes from self-serving to collaborative.

At the school level, researchers hope principals will use this study as a guide for implementing transformational leadership styles in their schools. Besides improving school performance, Transformational Leadership Practices can bridge gaps among teachers through teamwork and collaboration promoted by the transformational leadership style.

Therefore, it is recommended that future studies involve a larger sample covering all schools within a district. Additionally, future research could include all teachers and support staff within a school to provide a more accurate assessment of principal transformational leadership. Qualitative research methods could also be employed to provide a detailed and comprehensive understanding of transformational leadership practices in schools.

Conclusion

In summary, all the analyzed articles justify the models and theories used correctly and align with the research issues. This analysis employs transformational leadership as the independent variable and educational issues as the dependent variables. Each article elaborates on the use of theories and models clearly and is consistent with the researched issues. The appropriateness of these theories and models is analyzed and discussed in detail from various sources and previous studies. Ultimately, the selection of a theory and model

for a study should match the study's needs and requirements to maintain the quality and consistency of the articles.

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