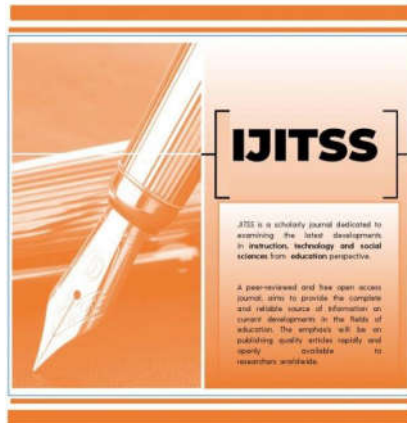


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**Headmasters’
Transformational
Leadership Style,
Teachers’
Organizational Commitment
and Job Satisfaction**

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Headmasters' transformational leadership style, teachers' organizational commitment and job satisfaction: Mediating Role of organizational commitment at Tamil National Primary Schools in Kedah

Sukuna Vathi Veraya

Article Info	Abstract
Article History Received: 10 April 2020 Accepted: 11 May 2020	In this technological era, educational institutions are facing many challenges to improve the performance of the institutions through successful leadership behaviour. The effective leaders play an essential and important role in accomplishing the target goals for the betterment of organizations through making subordinates committed and satisfied with their jobs. The aim of this conceptual paper is to investigate the impact of headmasters' transformational leadership style on teachers' organizational commitment and job satisfaction and to find the impact of organizational commitment as a mediator between the relationship of transformational leadership and job satisfaction in Primary Tamil Schools in the state of Kedah. The measuring instruments used in the study were Multifactor Leadership Questionnaire (MLQ Form 5X), The three- Component Model (TCM) survey for organizational commitment and Job Satisfaction Survey. The stratified random sampling technique will be used to collect data from 331 teachers from primary Tamil schools through survey methods.
Keywords <i>Transformational leadership</i> <i>organizational commitment</i> <i>job satisfaction</i>	

Introduction

Transformational leadership style is a successful and effective leadership style (Savery, 1994; Bass & Avolio, 1994; Sarros & Santora, 2001; Limsila & Ogunlana, 2008; Thor & Ogunlana, 2009). The impact of leadership styles has been studied on the basis of different variables and this has revealed that transformational leadership styles are more effective in increasing job satisfaction and organizational commitment among subordinates (Chen & Francesco, 2000; Raman, chang & Khalid, 2015; Xenikou & Simosi, 2006; Lok & Crawford 2001; Hu, et al., 2009; Shurbagi & Zahari, 2012). A management action is to encourage employees of an organization or institution to achieve organizational tasks and interests for the strength and productivity of the organization (Allen & Meyer, 1990). The basic aim of this paper is to determine the impact of principals' transformational leadership style on teachers' organizational commitment and job satisfaction. And also to find the role of teacher's organizational commitment between the relationship of leadership and teachers' and job satisfaction in Tamil National Primary Schools of Kedah .

Many previous studies have been conducted on leadership style and its effect on organizational performance and job satisfaction, but in this research the effects of organizational leadership performance have been studied (Bass & Avolio, 1994; Cardona, 2000; Ling, Ghazali, M.I.B & Raman, 2016; Avolio & Gardner, 2005; Limsila & Ogunlana, 2008; Peterson et al., 2012). Therefore, the impact of subordinate leadership is still poorly studied with job satisfaction and employee organizational commitment (Whiteley & Jonson, 2012). In the perspective of the importance of leadership style on teacher job satisfaction and organizational commitment and to fill gaps in existing literature reviews in the context of primary and organizational education, this study focuses on the impact of transformational leadership style on teacher job satisfaction and organizational commitment. This

theoretical paradigm has not been studied in the context of Tamil schools in Malaysia. This study is expected to fill the research gap in existing research. This study also fills in the research gap, according to Bass (1999: 23-24), that "although the concepts of transformational and transactional leadership are universally available, there is still much to be learned about how they are influenced by the context in which they occur".

According to a study conducted by Sharif (2002), the leadership style of the principals and the commitment of rural primary school teachers in Malaysia show that average levels of teacher commitment in the organization are an unhealthy phenomenon if the country aims to develop holistically. Teachers' commitment to their profession really needs immediate and serious attention. A study by Abdullah (2005) found that transformational leadership practices in primary schools have the potential to increase job satisfaction among primary school teachers. A study by Sigi and Nor (2018) found that transformational leadership style is one of the factors that increase teachers' satisfaction. A study by Won and Wahab (2018) shows that the transformational leadership style of teachers are charismatic, individualistic, inspirational and stimulating intellect and has a significant relationship with teacher work satisfaction and this relationship is positively high among Chinese school teachers.

The researcher also hopes that the findings of this study will prove that the transformational leadership style of the headmasters in Tamil schools has an impact on teacher organization commitment and teacher job satisfaction. This finding maybe could be the reason for the achievement of UPSR result in year 2019 in Kedah. The findings of (Sarros & Santora, 2001; Thannimalai & Raman, 2018) proved that transformational leadership and student academic achievement in Florida primary schools show that there is a significant relationship between transformational leadership and student academic achievement. The overall achievement of Tamil schools in Kedah is 70.33% and it shows an increase of 4.67% compared to the achievement of 2018 which is 65%. According to sources in Kedah State Department of Education performance of Tamil schools is second best after Chinese schools. (Sarros & Santora, 2001) concludes that this study shows that transformational leadership affects student achievement and increases teacher satisfaction and commitment in primary school.

Research by Abdullah (2005) on the transformational leadership of teachers and their relationship to the job satisfaction of teachers at the Pontian Secondary School, Johor also found that transformational leadership is very important knowledge of human behaviour and highly skilled in the aspects of interpersonal relationships especially in understanding attitudes and motives of other people and a good relationship with subordinates. According to this study, the job satisfaction level of teachers is moderate. However, the results show that there is no relationship between principals' transformational leadership and teacher job satisfaction. This means that teachers can achieve a certain level of job satisfaction without being affected by the transformational leadership practices of a headmaster or principal.

In the context of education at Tamil schools in Malaysia, not many research has been found that uses the theoretical paradigm of transformational leadership to study the impact of the transformational leadership style of head masters' on organizational commitment and job satisfaction of teachers at Tamil schools. According to Northouse (2010), only a few studies have been conducted on the impact of different leadership styles in non-Western cultures and contexts. This research focuses on the impact of leadership style on the paradigm of transformational leadership theory on organizational commitment and job satisfaction of teachers in Tamil Schools of Kedah State. In the Malaysian context, there have been many studies of transformational leadership styles on teacher organization commitment and job satisfaction. Yet no studies have been conducted in Tamil schools across Malaysia on the leadership style of teacher organization commitment and job satisfaction. Hanim and Veloosamy (2018) conducted a study of priciplas' leadership practices and job satisfaction among Tamil school teachers in Jempol District and the results showed that teacher satisfaction levels were still at a high and moderate level.

This has prompted the researcher to carry out this study in the Tamil Schools of Kedah to look at the impact of transformational leadership on teacher job satisfaction and organizational commitment among Tamil school teachers. According to Saad (2008), Jaafar (2008), Isa (2009), Abdullah (2009) and Riaz (2010), transformational leadership relationships and teacher job satisfaction were positive. Transformational leadership has been identified as one of the best leadership styles for implementing change in school organization (Musa, Yusof, Yunus, & Hamid 2014). Meanwhile, the findings of Abdullah (2009) and Saad (2008) show that there is a strong relationship between the practice of transformational leadership and teacher job satisfaction. However, a study by Isa (2009) at the National Religious Secondary School and the National Secondary School in the state of Kedah shows that it has a moderate relationship.

In recent times there have been several issues that have affected the organizational commitment among school teachers. Among them, there have been complaints from teachers that their workload has increased. It was also pointed out by Rahman (2000) that increased workload, disempowerment of employees and stress. Recent studies have led researchers to study the relationship between transformational leadership style and organizational commitment among Tamil school teachers. Various styles of leadership are practiced but transformational leadership is used in most excellent organizations (Musa et al., 2014). According to Northhouse (2010), several types of research have been found to detect different leadership styles in western cultures and contexts. Through conducting this research, researchers can identify leadership styles based on the theoretical paradigm of transformational leadership on teacher organization commitment and job satisfaction in Tamil schools.

In the Malaysian context, there is a need to study the impact of transformational leadership on job satisfaction and organizational commitment in education. After review all national and international related literature researcher finds a gap. Therefore, this study is the first effort to investigate three theoretical paradigms including transformational leadership, job satisfaction and organizational commitment in Tamil schools in Kedah.

Literature Review

The concept of transformational leadership presented by Burns (1978) was further developed by Bass (1985) with an argument regarding the full acceptance of the concept of transactional leadership. The term change leadership was later replaced by Bass with transformational leadership, and he claimed that different leaders could easily transform their followers to become more active by using different types of motivations for different achievements. A transformational leader determined to achieve his goals through his followers, he therefore supported them by honouring them, giving them loyalty and trust to improve their performance (Bass, 1985; Bass & Avolio, 1994). For leadership style differences, Bass provides a model for measuring leadership behaviour and Bass and Avolio subsequently improve and develop the MLQ (Bass and Avolio, 1998; Bass and Avolio, 1994; Bass and Avolio, 2004). In 2004, leadership development models were introduced for different training sessions to facilitate transformational leadership.

Leadership is considered an important organizational factor. Positive and transformational leadership behaviours increase commitment among workers and they feel satisfied and committed to their institution (Mowday, 1982). Many researchers have found that transformational leaders significantly impact employee organizational commitment and satisfaction and build a strong relationship between workers and organizations (Walumbwa & Lawler, 2003). Positive leadership performance enhances positive organizational commitment to a productive and effective environment (Bass, 1985; Bass & Avolio, 1994; Allen & Meyer, 1996; Cardona, 2000). In a meta-analysis by Keskes (2014), it was found that workers working under the supervision of transformational leadership have some unique attitudes towards their organizations, such as how committed they are to achieving their career goals.

Supervisors should provide organizational support to their employees (Leider et al., 2016); Effective leadership significantly impacts job satisfaction (Yi-Feng, 2016) and the role of organizational leaders is crucial to improving or improving job satisfaction among their employees (Asencio & Mujkic, 2016). On the other hand, leaders who are not involved, have toxic leadership and may negatively affect job satisfaction (Mehta & Maheshwari, 2013). There are various types of government organizations and agencies, where employees are led by their leaders with transformational leadership behaviours, more satisfied with their work (Dabke, 2016; Asencio & Mujkic, 2016; Azanza et al., 2013).

The impact of organizational commitment to job satisfaction has been an area of interest among scholars for decades (Huang, You & Tsai, 2012). This research enriches the knowledge of these variables. Job satisfaction is a predictor of organizational commitment. This fact has been confirmed by many researchers (Zehir, 2012; Anari, 2012; Raman, Don & Kasim, 2014; Eslami & Gharakani, 2012; Aydogdu & Asikgil, 2011). On the contrary, it has been argued that job satisfaction and organizational commitment are influenced by a variety of other variables and that there are two other relevant concepts. (Bushra, Usman, & Naveed, 2011; Aghdasi, Kiamanesh, & Ebrahim, 2011). The present demands that the relationship between job satisfaction and organizational commitment be reviewed on an on-going basis (Rayton, 2006).

Han, Seo and Yoon (2016) identify the mediating effect of organizational commitment on the indirect impact of transformational relationships and job satisfaction. The results show that organizational commitment has a significant relationship with job satisfaction and enhances the relationship between transformational leadership and job satisfaction. According to Shurbagi (2014), transformational leaders affect employee job satisfaction when employees are fully committed to the organization in which they work.

Results and Discussion

Studies on the impact of leadership styles on job satisfaction in Tamil-medium schools are very limited in Malaysia. Therefore, this study is a significant contribution to the study of the impact of transformational leadership styles on teachers' job satisfaction and organizational commitment in SJKT in the state of Kedah. Zembylas and Papanastasiou (2006) have also stated that very limited research has been found on teachers' job satisfaction in developing countries.

In the context of Malaysia at the lower level of education, there has been no study that has investigated the variability of organizational commitment as mediators. This conceptual paper also will explain the mediating effect of organizational commitment between transformational leadership and job satisfaction of Malaysian teachers in the education sector. The theoretical model of this study is the first attempt to study the impact of transformational leadership on organizational commitment and job satisfaction and investigate the mediating role of organizational commitment between transformational leadership and job satisfaction.

This conceptual paper is significant to attract future researchers in international and Malaysian contexts, to study the impact of leadership styles at other educational levels with other dependent variables such as cultural context, political influence and so on. This paper was significant to develop the interest of principals who were particularly noted through this study and principals in other schools in general to analyse leadership practices and to refine their leadership style and behaviour to enhance job satisfaction and organizational commitment among teachers.

Conclusion

The conceptual paper reveals that the transformational leadership style of headmasters' has a significant impact on organizational commitment and teachers' job satisfaction and that organizational commitment has a significant impact on teachers' job satisfaction. The results of this paper will prove that organizational commitment is significantly mediating the relationship between transformational leadership and job satisfaction. This conceptual will also reveal empirical evidence for leaders (headmasters) to improve their leadership attitude to be more efficient and to foster a positive relationship with job satisfaction and organizational commitment of teachers. The conceptual paper also will help to produce effective leaders who will play an essential and important role in accomplishing the target goals for the betterment of organizations through making subordinates committed and satisfied with their jobs. This research will be significant value to all educational institutions where principals have direct influence on teacher job satisfaction and organizational commitment.

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