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PRINCIPAL LEADERSHIP STYLE AND TEACHER COMMITMENT MEDIATED BY TEACHER WELLBEING IN ISLAMIC SCHOOLS IN MALAYSIA

Ismail Hussein Amzat^{1*}, Saidah Na'ilah Masrum¹, Talatu Salihu
Ahmadu², Alyahmadi Hamed³ & Sarah Najwa Mohd Amirrudin¹

[1]

Department of Social Foundation &
Educational Leadership,
Kulliyah of Education, International
Islamic University Malaysia

[2]

Department of Social Studies
Federal College of Education Kano, Nigeria

[3]

Arab Open University, Oman

Corresponding Author:

Department of Social Foundation &
Educational Leadership,
Kulliyah of Education, International
Islamic University Malaysia

E-mail:

[sunland72@gmail.com]

ABSTRACT

Behind every successful school there is an excellent principal. The purpose of this study was to investigate the effect of principals' leadership styles on teacher commitment mediated by teacher wellbeing in some Islamic schools in Malaysia. The population consisted of teachers from both the public and private Islamic schools in Selangor. The sample was 390 teachers from 30 Islamic schools in the State of Selangor, Malaysia. Participants were selected using purposive sampling technique. Questionnaires were the main instruments for data collection. The instruments for the study were Leadership Styles by Kurt Lewin, Teacher Wellbeing Questionnaires (TWQ) and Organizational Commitment Questionnaire (OCQ). For the data analysis, the study used variance-based Structural Equation Modelling using SmartPLS statistical software. The findings indicated an effect of principal leadership style on teacher wellbeing and the effect of teacher wellbeing on teacher organizational commitment. Partial mediation of teacher wellbeing was found between leadership styles and teacher commitment. This research responded to the awakened call on improving Islamic schools around the world, contributed to the impact of school leadership on teacher enhancement and the indirect influence of school leadership on learning. Several discussions, implications and recommendations were made for development of Islamic schools in Malaysia and around the world.

Keywords: Principal Leadership Style, Teacher Wellbeing, Teacher Organizational Commitment, Islamic schools, Malaysia.



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INTRODUCTION

At present, improving leadership in schools has become a top priority for education decision-makers worldwide. This is due to the crucial role that school leaders play in developing teacher skills and assisting teachers with effective instructional tools to enrich teaching and learning. School leaders play an important role in motivating teachers and improving their capacity (OECD, 2009). Principal leadership influences teacher commitment and teacher commitment is considered a main concern across schools (Marshall, 2015). Through good school leadership style, teacher is committed to teaching (Panezai and Shah, 2021) and certain leadership styles like transformative, transactional, and laissez-faire had a statistical correlation with teacher commitment (Hai, Van & Tuyet, 2021). Teacher wellbeing is the enabler of student wellbeing (Quinlan, 2017; Slemp et al., 2017) and therefore, school leaders must address it in order achieve the educational goals (Cann, Riedel-Prabhakar and Powell, 2021).

In regard to Islamic schools, in today's world, Islam is ranked as the fastest-growing religion and by the year 2070, Muslims are projected to surpass Christians population (Lipka, 2017; Ezzani et al., 2021). With this projection, the global attention will be paid to the Islamic world; affairs; organizations and development. Malaysia as predominately Muslims country and contemporary Muslim society, Islamic education and traditional Islamic schools have witnessed tremendous growths and development. In Malaysia, there are different types of Islamic or religious schools; public and private schools. Some were funded by the government while some by states. The emergence of Private Islamic Primary Schools (PIPS) in Malaysia gives confidence in obtaining a holistic education. Suhid, Fakhruddin, Roslan, Mutalib, & Noh (2014) established that teachers of Private Islamic Primary Schools (PIPS) have great commitment towards their work. This commitment of teachers displayed improvement in learners and school performance. Thus, encouraging parents the opportunity to send their children to study at PIPS. Similarly, Uzliwa, Riyanto, & Roesminingsih (2018) recognized that the principals of Islamic Elementary School Plus Al Azhar always provide directives and guidance meant at refining the quality of teacher performance in agreement with the school's purpose of vision.

Like every organizational leadership, the Islamic leadership according to Gazi (2020) aims to achieve organizational goals, compete ahead of others to seek Allah's guidance and success in the hereafter. Salleh, Mohamad, and Khalid (2018) revealed the best practice of Islamic leadership principles demonstrated among Malaysian principals of excellent secondary schools include self-confidence, responsibility, accountability, trust and inspired a shared-vision. Therefore, recommended that these practices are relevant to principals in order to manage and coordinate school effectiveness and accomplishments. Additionally, Malik et al. (2017) noted that principals demonstrated positive leadership behavior which aided both the principal and teachers at Jordan Islamic schools become creative and possess all the creativity traits.

Thus, principals of Islamic schools adopt a democratic leadership model through an open communication style and deliberation on all policies established by the institution with all Islamic components of school, that teachers and other administrative staff support the achievement of goals, vision and mission of headmaster of Islamic school (Amka, 2020). Though, Hammad and Shah (2019) claimed that scholars are searching for recent educational leadership (instructional leadership, emotional leadership, and Rabbani leadership) trends in Islamic-based education. Given this, few scholars have expressed the need to reestablish what Muslim scholars have offered educational leadership since Islam's early history (Arar & Haj-Yehia, 2018; Saada & Magadlah, 2020).

Consequently, building and sustaining Islamic schools is not an easy task as there are lots of challenges being faced. For instance, most Islamic schools are perceived as outdated and lack trust of the community and the parents in the form of blaming the schools when children do not perform well. Therefore, Islamic schools should always keep the vision and mission by periodically reviewing principal leadership to achieve the expectations bestowed on them by the community. As et al. (2022) concluded that studies on Islamic-based educational leadership are still very rare, with little international collaboration. Equally, Harun et al. (2021) observed that there are few studies related to



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leadership styles within religious based schools, teacher well-being and teacher commitment especially in Malaysian Islamic schools.

Though, Nurjanah et al. (2020) highlighted several studies have shown that the leadership style of school principals affects teacher work satisfaction and commitment. However, this study may compensate the limitations of previous studies that only focused on the effect of a single type of leadership. It will definitely contribute to the scarcity of research and studies in Islamic schools around the world. Across borders, there is a deficit of studies on the functionality of Islamic schools and its administration. As a matter of fact, very little is known about leadership practice, principals' leadership styles; behavior and the influence on teacher development or professional development in Islamic schools. Globally and locally, these variables have yet to be explored among teachers in Islamic schools especially, in Malaysia.

In light of this, this study aims to investigate if there is any significant direct-effect of principal leadership styles on teacher organizational commitment, direct-effect of principal leadership styles on teacher wellbeing; the direct-effect of teacher wellbeing on teacher organizational commitment and the mediating of teacher wellbeing between leadership styles and teacher commitment.

THEORETICAL FRAMEWORK

Education leadership refers to the leader's typical and verbal inspiration of the system, through experienced influence on behavior. This study focuses on how principal leadership styles influenced teacher commitment and well-being, it is important to recognize how the findings of this study support Kurt Lewin's leadership style and theory (democratic, autocratic and Laissez-faire style). In regard to leadership styles, the democratic style fits precisely in the learning situation as it advocates for the inclusion of all players in pursuing the organizational goals. Several kinds of literature on school leadership styles have continuously supported autonomous leadership as it is believed to advance the performance of schools. Leadership in a school setting is considered by many attributes: formation of students' body working collectively and participation that leads to decision-making by a group.

The autocratic principal mostly focuses on task success rather than relationships. He decides alone, expects respect and obedience from teachers. Often exercises power with coercion which is valuable during crisis situations. The focus of leadership propositions according to Powell, Butterfield and Bartol (2008) has remained transformational leaders' actions for more than two decades. Burns (1978) argues that leadership is about transubstantiating in circumstances where the leaders and the followers are generally diverse in performance and outlook. Therefore, the leader- follower relation is known as the transformational process of influence that is generally perceived as transformational leadership (Bass & Avolio, 1993). Transformational leaders are considered to have great moral standards and are those who inspire, influence, and encourage people to work together (Boberg, 2013).

One of the new leadership propositions (transformational leadership) was developed by incorporating behavioral, particularity as well as contingency styles of leadership (Abu Daud Silong, 2009). Bass and Avolio (1994) proposed a full- range proposition of leadership that includes transformational, transactional, and laissez- faire. Still, Antonakis et al., (2003), stated that transformational leaders are practical as they help followers negotiate pretensions through persuasion to do further than needed (Sosik et al., 1998).

More so, the theory of commitment developed by Meyer and Allen (1991) focused on three dimensions (affective, normative and continuance). Affective means positive identification with, attachment to, and involvement with the association (Mahal, 2012). Normative commitment implies the passions of obligation that formed in the existent grounded on perceived attachment to the organizational pretensions, or loyalty to the profession. Continuance dimension refers to the extent to which an employee feels dedicated to his organization as a construct of his compensation (Meyer & Allen, 1984; Singh Gupta, 2015). Fisher (2009) developed workplace wellbeing with three dimensions (personal, communal, and environmental) within the school context.



HYPOTHESIZED MODEL

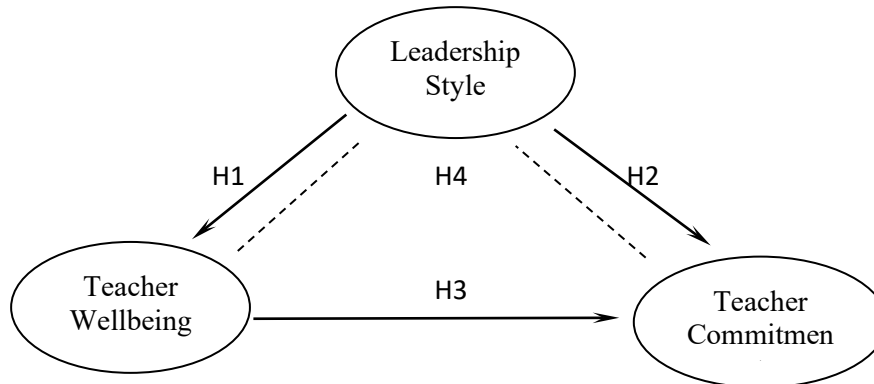


Figure 1. Research Hypothesized Model

This research will test the following hypotheses:

H1: Principal leadership style will have a substantial effect on teachers' commitment in Islamic schools.

H2: Principal leadership style will have a significant direct-effect on teachers' wellbeing in Islamic schools.

H3: Teacher wellbeing will have a substantial effect on teachers' commitment in Islamic schools.

H4: Teacher wellbeing will mediate between leadership principal leadership style and teachers' commitment in Islamic schools.

LITERATURE REVIEW

Leadership Styles

School leaders have numerous beliefs about the purposes of education in society. School leadership is synonymous with a variety of leadership styles (autocratic, democratic, Laissez Faire, transformational, distributive, instructional) and many other styles. The aim of the transformational leadership model is to encourage institutional capability growth and enrich individual commitment to the organization (Veraya, 2020). Veeriah et al. (2017) established that headmasters' transformational leadership style has a substantial influence on teachers' organizational commitment. In other words, it enhances leadership attitudes of headmasters to be more effective and appropriate with teachers' organizational commitment.

Bellibas and Liu (2018) asserted that student achievement reflects the importance of school effectiveness which is positively influenced by transformational leadership (Anderson 2017). To rephrase, transformational leadership is absolutely associated with student achievement, school conditions, teachers' emotions and beliefs, with teachers' practices (Leithwood, Sun et al., 2020). Igwe et al. (2017) recognized that autocratic leadership style was absolutely associated with students' academic performance. On the contrary, Achimugu and Obaka (2019) disclosed that authoritarian principal leadership style was dominant in Nigeria. Though, students under democratic principal leadership performed better than their counterparts under the authoritative and laissez-faire principals. Given this, Abd Wahab and Mohd (2018) observed teachers highly perceived the level of democratic and autocratic leadership style of their headmaster. Thus, headmasters' transformational leadership style has a substantial influence on teachers' organizational commitment (Veraya, 2022).

Sukarmin and Sin (2022) acknowledged that some leadership styles or models (e.g., instructional leadership) have a modest effect on teacher organizational commitment. Consequently, if teachers' commitment is to be boosted, school principals must practice extensive instructional leadership. More so, in Malaysia teachers with low job satisfaction perceive principal transformational leadership as fairly moderate (Arokiasamy et al., 2016). Despite this, Yuniarti and Muchtar (2016) observed that transformational leaders interact with subordinates like partners to



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comprehend and conduct their work. This condition affects the progress of employee workplace well-being and teacher work engagement (Kok, 2018), comfort, and enthusiasm at work (Promchart & Potipiroon, 2020).

From the Islamic perspective, Prophet Muhammad is the best example of good leadership that must be followed by all Islamic leaders especially, school principals since Prophet Muhammad was both a leader and a teacher. Several Muslims and Non-Muslims have acknowledged Prophet Muhammad (PBUH) as a great leader who inspired many people especially in leadership (Rahman & Hariandi, 2017). According to Brooks and Mutohar (2018); Hammad and Shah (2019), Islamic leadership practices are designed from the traditions of the Holy Quran (sacred book) and the Hadith (actions and sayings of Prophet Muhammad). Hence, Islamic leaders are enjoined by their faith to defend the essential dignity of each communal member and expose injustice (Ezzani & Brooks, 2019).

On the issue on leadership styles, Kurt Lewin has contributed significantly to this aspect by introducing three types of leadership styles in 1930s: democratic, autocratic and laissez-fair leadership styles. The styles measure types of organizational leadership and the effect on the organization and workers. Measuring the impact of each style in educational settings, a study of Peker, Inandi and Gilic (2018) on leadership style found democratic and despotic leadership style of the school managers predicted all the mobbing teachers suffer except work commitment. Among the styles, democratic leadership had a great influence on teacher discipline performance in a study by Astuti, Unurrahman and Wahyudi (2019) in the Southeast Pontianak District, Indonesia and school principals adopted democratic leadership style in a study done by Tiwari (2021) in higher second schools in Nepal.

Teacher emotional commitment can be influenced and decided by the styles that a leader displayed. A study of Kicil (2022) on a comparison between democratic, autocratic and laissez-fair in public and private schools in Konya District, Turkey, found score differences among leadership styles of principals and the common leadership style practiced by academic administrators in South Arabic was democratic leadership style. Besides, it has been reported that, teacher performance increases when the democratic leadership style is applied by principals (Sarwar, Tariq & Yong, 2022). With the above mentioned studies, principal leadership styles played an important role on the overall teacher development and performance.

Teacher Wellbeing

Well-being is a life entirely devoted to Allah (Joshanloo & Weijers, 2019). Scholars have established that factors of work professionalism determine the well-being of teachers in schools like work pressure (Cuevas, Ntoumanis, Fernandez-Bustos, & Bartholomew, 2018) and workload (Bermejo-Toro, Prietoursúa, & Hernández, 2016). Acton and Glasgow (2015) perceived teacher wellbeing as a sense of individual professional realization, satisfaction, commitment, and contentment created in a collaborative way with fellow teachers and students that influences teaching quality. Na'imah, Tjahjono, and Madjid (2021) have categorized teacher's wellbeing into four dimensions: social, emotional, professional and the 'Amal Jariyah dimension. Thus, TWB has attracted empirical attention, given its significance from a personal as well as a societal perspective (McCallum et al., 2017).

In Islamic schools, religious leadership supports individuals' subjective wellbeing by guiding them to accomplish their aims and providing services to society (Sholikhah et al. 2019). Na'imah, Tjahjono and Madjid (2021) identified transformational leadership and workplace spirituality as antecedents of teacher workplace well-being. However, teacher well-being depends extremely on aspects creating attrition, burnout, and teacher turnover making teachers deal with significantly high levels of stress and low levels of well-being (Education Support Partnership Health Survey 2017).

Though, Ortan et al. (2021) argued that a favorable working environment reduces burnout, emotional exhaustion and teacher turnover, while enhancing well-being, teacher retention and job satisfaction. Consequently, scholars like (Benevene et al. 2020; Grant et al., 2019) confirmed working environment performs a vital role in teachers' well-being, specifically when it comes to decent alliance, the feeling of being appreciated and fairly treated. Moreover, the study of Van der Vyver et al. (2020) found a clear relationship between principals' leadership styles and teacher



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professional wellbeing in South Africa with a significant positive contribution of transformational leadership on teacher wellbeing.

However, Mercer et al. (2020) claimed that well-being is considered significant for teachers teaching at different levels while fostering creativeness and constructive connection with students that increase their achievement. Based on this, Harding et al. (2019) established the existence of a relationship between better teacher well-being and lower student psychological difficulties. On the contrary, low teacher wellbeing (TWB) is a hindrance to school improvement and educational reforms which lead to higher rates of teacher absenteeism (Education Support, 2019). Although, teacher well-being can be enhanced through flawless teaching skills and abilities apparent in a teacher's career that requires to be developed, since they will unavoidably influence students' well-being (Swabey et al., 2021).

Billaudeau et al. (2022) emphasized that autonomy at work, experiencing safety at school, the quality of dealings with superiors and quality of relationships with students are consistently associated with teacher wellbeing in France, Québec and Belgium. While, teachers from Morocco, Gambia and Mexico also affirmed that the safety and autonomy at work was consistently associated with wellbeing indicators. Consequently, during the COVID-19 pandemic, the factors most constantly associated with the teachers' wellbeing across countries were related to security and autonomy at work.

Teacher Commitment

Teacher commitment is the major factor that improves effective instruction in school (Jalani 2021). The process of teaching and leadership devoted with commitment according to Karuppanan et al., (2021) is a crucial factor in school success. Teachers having high commitment in teaching and counseling directed towards students' needs and effective teaching practices further inspire students. Hence, the affective committed teachers tend to perform their works better which enhances their wellbeing.

Leaders who adopt human resource leadership styles in governing school organizations have a constructive influence on teachers' attitudes and in turn influence teachers' organizational motivation, satisfaction and commitment in schools (Kalkan et al. 2020). Scholars like Aida Hanim and Hamid (2022); Sukarmin and Sin (2022) affirmed principals' leadership has a moderate influence on teacher commitment in Malaysian schools. Similarly, Ribeiro et al. (2018) established transformational leaders encourage employees' affective commitment (AC) which, in turn, enhances their individual performance (IP). Also, Malik et al. (2017) expressed transformational leadership components have significant influence on employee commitment and job satisfaction.

Teacher commitment had a significant effect on student academic success through student engagement in Islamic public schools. Normative commitment in the school and the profession correlates absolutely with the teachers' commitment, which are attitudes toward behavior reflected in their intention to remain in the teaching profession. That is, teachers feel indebted to remain as teachers with a sense of loyalty and solidarity towards colleagues (interpersonal relations) without abandoning the teaching profession (El Kalai et al., 2021).

Normative commitment means a sense of responsibility to remain in a job that is extremely dependent on a person's characteristics and independent work context (Baret & Renaud, 2014). Though, Noor, Sa'aid, and Majid (2014) identified three Islamic leadership principles: Justice (Al-Adl), Trust (Al-Amanah) and Honesty (AlSiddiq) having significant relationships with teacher commitment in Malaysia. Likewise, Islamic organizational leadership influences teacher commitment through an Islamic work ethic in Islamic schools (Purnomo 2022).

Low, Goh, & Tan, (2022) were supportive when they revealed teachers have a positive connection with their students, especially those vulnerable are more committed to their work, when the workload is well managed, it provides teachers with a sense of competence and fulfilment, that leads to increasing professional commitment. Adnan, Mamat, Ibrahim, & Mohamed (2019) attested that self-efficacy belief has an effect on teacher commitment



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(i.e., profession, teaching field, student and school). That is, teachers with high efficacy tend to be more committed to the teaching profession, school and students. Besides, transformational leadership has a substantial effect on affective commitment and continuance commitment. In acknowledgement, Chi et al. (2013) confirmed that previous findings portray teacher efficacy performs a substantial role in affecting teacher commitment in school.

METHODOLOGY

The research methodology used in this study focused on the following sub-sections: population, sampling procedure, sample size, instruments, and data analysis techniques.

Population and Sampling Procedure

The population for this study consisted of teachers from 30 Islamic schools, both from the public and private sectors in Selangor. In 2019, there were 1,528 Islamic schools in Selangor that registered with the Selangor Islamic religious department (JAIS). In order to maintain an error level of 10% and a confidence level of 95%, it was calculated that the researcher needs approximately 96 responses. Regarding the sample size, it was very difficult to collect data from all Islamic schools in Selangor. Thus, the study used quota sampling through taking sample size based on the region that has more Islamic schools and dividing them into quotas (i.e., Gombak, Hulu Klang and Kuala Selangor) and 390 teachers participated in this study. Kline (2005) suggested a least sample size of 200 for any SEM analysis.

Instruments

More than 600 questionnaires were sent to teachers in the regions mentioned, and 500 were retrieved. During data cleaning, some questionnaires were discarded for not being appropriate to use. Eventually, 390 questionnaires were used for this study. The questionnaire for this study consisted of 68 questions. Leadership style instrument partially adopted from Kurt Lewin to measure principal leadership style in Islamic Schools consists of 20 items. Initially, Kurt Lewin leadership style has four dimensions: democratic, autocratic and laissez-fair. However, in this study, only democratic and autocratic dimensions were adopted while adding perceived transformation leadership style as the third dimension. Laissez-fair dimension was omitted in this study being least productive of the three styles. It was also due to the Islamic school context where school principals are in full control of the schools—making laissez-fair dimension and its nature irrelevant to the context.

Transformational leadership in adopted in this study and considered as 'perceived transformational leadership style'. This adoption is due to the transformational leadership large contribution in the field of leadership and becoming the main paradigm when it comes to organizational leadership. To assess teacher wellbeing, the instrument was adopted from Ekwulugo (2015) thesis on teacher wellbeing in the UK. The instrument has 22 items and three dimensions (environmental, communal and personal). Teacher commitment was measured using the Organizational Commitment Questionnaire (OCQ) which Allen and Meyer (1990) developed. The instrument has three factors/dimensions namely: affective, continuance, and normative with 21 items. All the instruments adopted in this research are well recognized instruments. OCQ instrument is well-known in measuring organizational commitment, Kurt Lewin leadership style instrument is the only instrument that measures democratic, autocratic and laissez-fair leadership styles. Meanwhile, teacher wellbeing was developed by Ekwulugu utilizing Rea (2015) Wellbeing Toolkit programme.

Data Collection & Analysis

This study uses online questionnaires through Google Forms and distributed to the participants using WhatsApp, Facebook, and Instagram to the respondents. All participants were informed about the purpose and procedure of the study in the introductory section. The participation in this study was voluntary where participants were given the right to withdraw without any explanation. The identity of the participants remained anonymous as their data were kept privately and confidentially. The data collected were transferred into IBM SPSS 22 for data cleaning, reliability and validity. The SmartPLS statistical software was used for the data analysis. While the path analysis was deployed to determine the effect of exogenous variable (Independent) on an endogenous variable (dependent).



FINDINGS

Demographic

The participants' demographic information was collected using the first part of the online survey questionnaire. The demographic information included gender, age, working years at school, marital status, and highest education level. Only 390 of the online survey questionnaires were valid for the analysis. As illustrated in Table 1, 78.2% (n=305) were female teachers while 21.8% (n=83) were males. For the working experience, majority of the respondents 74.1% (n=289) had the experience of 1-5 years, 51.8% (n=202) were secondary teachers while 48.2% (n=188) were primary. In terms of academic qualification, majority of the teachers that participated were degree holders.

Table 1: *Demographic Characteristic of Participants*

Characteristic	N	%
Gender		
Male	83	21.8
Female	305	78.2
Working Years		
1-5	289	74.1
6-10	48	12.3
11-15	24	6.2
16-20	17	4.4
21 ABOVE	12	3.1
School Level		
Primary	188	48.2
Secondary	202	51.8
Highest education level		
Diploma	28	7.2
Degree	282	72.3
Master	58	14.9
PhD	11	2.8
Other	11	2.8
Total	390	100.0

Measurement Model

The measurement model used in this study identifies the relationship of the items with their constructs. To determine validity, Convergent Validity was checked by considering the criteria given by Fornell and Larcker (1981) where factor loading of all items was significant and greater than 0.70. Also, Average Variance Extracted (AVE) was greater than 0.50 (or square root of AVE > 0.707) and ensuring the Composite Reliability index was greater than 0.70 for each construct. In this study, Table 2, presents Convergent and AVE and the values for each are greater than the acceptable threshold of 0.5 and therefore, we can conclude that convergent validity is confirmed and achieved by seeing significant item loading more than 0.70.

Table 2: *Formative Outer Measurement Model Assessment, Construct Discriminant Validity and Reliability*

Latent constructs and	Loading	Cronbach's	Composite	Discriminant	Average
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indicators		Alpha	Reliability	Validity	Variance Extracted
LEADERSHIP STYLES					
<i>Democratic</i>		0.84	0.88	0.78	0.61
PLS_12	0.72				
PLS_14	0.74				
PLS_16	0.83				
PLS_19	0.79				
PLS_20	0.82				
<i>Autocratic</i>		0.66	0.81	0.77	0.59
PLS_2	0.72				
PLS_7	0.78				
PLS_11	0.79				
<i>Transformational</i>		0.85	0.90	0.83	0.69
PLS_8	0.79				
PLS_9	0.87				
PLS_15	0.79				
PLS_18	0.86				
ORGANIZATIONAL BEHAVIOUR					
<i>Continuance Commitment</i>		0.85	0.93	0.93	0.87
OCC_6	0.94				
OCC_7	0.92				
<i>Normative Commitment</i>		0.71	0.83	0.79	0.66
OCN_3	0.78				
OCN_4	0.83				
OCN_4	0.73				
<i>Affective Commitment</i>		0.75	0.85	0.81	0.67
OCA_5	0.75				
OCA_6	0.85				
OCA_7	0.84				
TEACHER WELLBEING					
<i>Communal</i>		0.93	0.84	0.76	0.57
TWBC_1	0.75				
TWBC_10	0.77				
TWBC_11	0.76				
TWBC_12	0.77				
TWBC_13	0.70				
TWBC_14	0.73				
TWBC_15	0.77				
TWBC_2	0.73				
TWBC_3	0.76				
TWBC_5	0.71				
TWBC_7	0.74				
TWBC_8	0.83				
TWBC_9	0.80				
<i>Environment</i>		0.91	0.93	0.81	0.66



TWBE_1	0.76				
TWBE_2	0.87				
TWBE_3	0.82				
TWBE_4	0.76				
TWBE_5	0.81				
TWBE_6	0.83				
TWBE_7	0.80				
Personal		0.91	0.92	0.80	0.65
TWBP_3	0.78				
TWBP_4	0.86				
TWBP_5	0.76				
TWBP_6	0.81				
TWBP_7	0.80				
TWBP_8	0.82				
TWBP_9	0.80				

Moreover, AVE was also significant for convergent validity by seeing AVE square root of each construct bigger than 0.70. In the table also, Composite reliability was achieved by seeing all constructs exceeded 0.70 while discriminant validity was sufficient by meeting the criterion.

Structural Model

To predict the effect of principal leadership styles on teacher organizational commitment and teacher wellbeing, standardized path coefficients were checked by observing the R^2 values. In this study, the bootstrapping resampling procedure (with 500 samples) was run to approximate the import of the path in the structural model. T-statistics was also considered to check and determine the effect of exogenous variable (Independent) on the endogenous variable (Dependent).

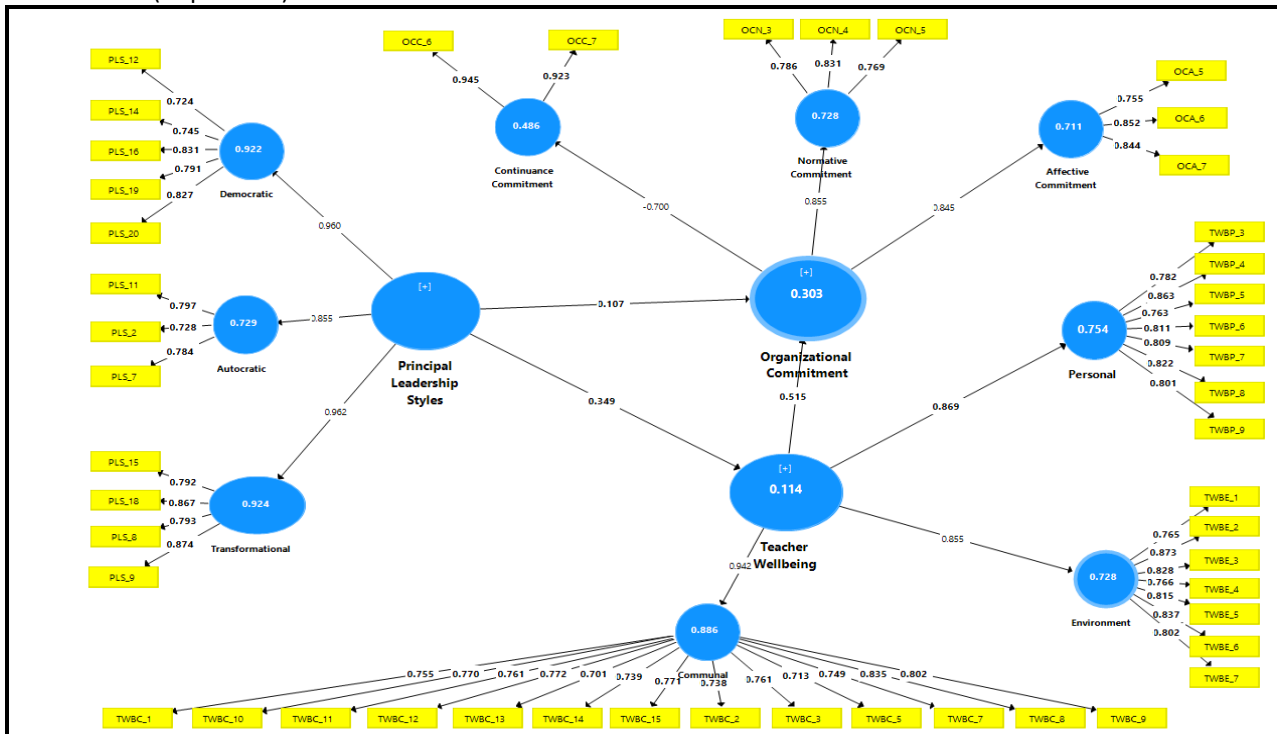


Figure 2: Measurement Model and Path Analysis of the effect of Principal Leadership Styles, Organizational Commitment and Teacher wellbeing.



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The 4 presents the T-statistics of path coefficients. Looking at figure 2 and table 3, it shows that principal leadership styles have a substantial effect on teacher wellbeing. ($b= 0.349$, $T= 4.28$, $p < 0001$) and direct-effect of teacher wellbeing on teacher organizational commitment ($b= 0.515$, $T= 5.94$, $p < 0001$) while there is no direct-effect of principal leadership styles on teacher wellbeing. In terms of mediation, this study found a partial mediation of teacher wellbeing amongst principal leadership style and teacher commitment.

Table 3. T-Statistics of Path Coefficients and P-Values

Variables	T Statistics	P Values
Organizational Commitment -> Affective Commitment	24.892	0.000
Organizational Commitment -> Continuance Commitment	2.492	0.013
Organizational Commitment -> Normative Commitment	26.715	0.000
Principal Leadership Styles -> Autocratic	29.274	0.000
Principal Leadership Styles -> Democratic	122.882	0.000
Principal Leadership Styles -> Organizational Commitment	1.139	0.255
Principal Leadership Styles -> Teacher Wellbeing	4.283	0.000
Principal Leadership Styles -> Transformational	148.633	0.000
Teacher Wellbeing -> Communal	54.957	0.000
Teacher Wellbeing -> Environment	16.103	0.000
Teacher Wellbeing -> Organizational Commitment	5.943	0.000
Teacher Wellbeing -> Personal	27.194	0.000

Table 4 displayed the hypothesis of the research model in terms of acceptance and rejection.

Table 4. Summary of the Structural Model

<i>Hypothesis</i>	<i>Findings</i>	<i>Variable</i>	<i>Conclusion</i>
H1: Principal leadership styles will have a significant direct effect on teacher wellbeing in Islamic schools	Significant	Principal leadership styles & teacher wellbeing	Supported & Accepted
H2: Principal leadership styles will have a significant direct effect on teachers' Islamic schools.	Insignificant	Principal leadership styles & organizational commitment	Not supported & rejected
H3: Teacher wellbeing will have a significant direct effect on teachers' commitment in Islamic schools	Significant	Teacher wellbeing & organizational commitment	Supported & Accepted
H4: Teacher wellbeing will mediate between principal leadership style and teachers' teachers' commitment in Islamic schools.	Significant	Teacher wellbeing	Supported & Accepted

DISCUSSION AND CONCLUSION



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The paper determined to examine the relationship between principal leadership style, teacher wellbeing and teacher commitment. We found a considerable connection between principal leadership style and teacher wellbeing, and teacher wellbeing with teacher organizational commitment as hypothesized earlier. Based on the findings, the data obtained are considerably important as it exemplifies and expand the research about principal leadership style in Malaysian Islamic schools.

Drawing upon different leadership styles, we focused on three styles (autocratic, democratic and transformational leadership). For instance, the autocratic principal primarily focused on task accomplishment rather than relationships. He frequently exercises power with coercion during crisis situations. While the democratic leadership style implies principal's competence and personal honesty where he derived policies from teachers' decisions. However, transformational leadership occurs when a principal raises the interests of his teachers to generate awareness beyond their own self-interest for the benefit of the school (Bass & Avolio, 1993). The findings of this study supported the contribution of the transformational leadership on teacher wellbeing (Vyver et al., 2020).

Similarly, it was in agreement with the findings of Hai et al. (2021) on the influence of transformative leadership style and other leadership styles on teacher wellbeing in political institutions in Vietnam. Furthermore, the current findings of principal leadership style on teacher wellbeing are not surprising because it is consistent with prior studies portraying leaders interact with subordinates as partners to comprehend and conduct their work (Yuniarti & Muchtar, 2016). With the findings of this study reporting the direct effect of leadership styles on teacher wellbeing, we can align the current findings with the findings of Peker et al. (2018), Astuti et al. (2019), Tiwari (2021), Kicil (2022) and Sarwar et al., (2022). Findings of the current study also aligned with the studies from non-Islamic schools, e.g., the study of Quinlan (2017) on positive education in Australia and Slep et al. (2017) on the influence of teacher wellbeing on student wellbeing in New Zealand. Equally, the significant effect of teacher wellbeing on teacher organizational commitment further corroborated the findings of Low, Goh, & Tan (2022). This can be interpreted that, when teachers are happy, their commitment increases and satisfaction.

Additionally, when the workload is well managed, it provides teachers with a sense of competence and fulfilment, that leads to increasing professional commitment. Besides, Harding et al. (2019) revealed the existence of a connection between better teacher well-being and lower student psychological difficulties. Alternatively, low teacher wellbeing (TWB) is a barrier to school improvement that leads to greater teacher absenteeism (Education Support, 2019). However, the finding of this study on the effect of leadership styles and teacher commitment contradicted other findings, e.g., Veraya (2022) findings on the impact of transformational leadership style on teacher organizational commitment. Also, not in line with Noor, Sa'aid, and Majid (2014) findings on the impact of Islamic leadership on teacher commitment. This can be justified that, teachers in Islamic schools are Muslims, dedicated to work and teach to their fullest ability because of the trust (Amanah) they uphold — without any leadership influence.

RECOMMENDATIONS

Given the results of this research, the following are proffered.

- Since the study utilized thirty selected Islamic private schools in Selangor, it also raised other questions like how the teachers other than that of Islamic schools in Selangor perceive Principal Leadership Style. A follow-up study should be done to incorporate a larger sample of teachers and schools.
- This study adopted quantitative methods. Thus, further qualitative research should be conducted to gain an in-depth understanding of the relationship between the principal's leadership style with teacher wellbeing and commitment.
- A replica of the study on primary schools or tertiary institutions should be conducted to determine whether the same results derived from this study will be obtained. MOE in Malaysia should consider providing more training on principal professional development to improve the principal's leadership skills.



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- This study proposes that Islamic schools around the world should select, develop and capitalize in principals or leaders who adopt democratic and transformational leadership styles since they build a climate of admiration, loyalty, respect, participation and involvement for teachers which will in turn enhance their commitment and wellbeing.

Implications & Future Study

Prior research on effective schools have stated that principals with robust leadership skills and inclination should participate actively in activities that tend to generate better schools. Thus, leadership is the main factor to the success of any school. Consequently, this study may be a baseline for Ministry of Education to provide trainings as to enhance leadership skill, particularly among the school principals. Bearing this in mind, recent schools must have effective leaders and this particular study can assist Islamic schools in Selangor and the whole of Malaysia to attain functional students and schools' performance through effective principal leadership style.

Leadership style is a vital predictor of the teacher's organizational commitment and teacher wellbeing. The types of leadership styles adopted by the principals in schools can generate synergy and handle risks whenever obstacles are encountered. Principals using varieties of leadership style may involve individualized consideration constantly igniting motivation among their subordinates as well as idealizing their influences in teacher wellbeing and teacher commitment. It is vital to state that principal leadership has been ranked in school as the second factor after teachers that leads to student achievement. Thus, professional development is extremely needed for Islamic school principals in Malaysia and teachers in Islamic schools around the world to improve their leadership skills in order to achieve the expected results.

There is confirmation that extra level of commitment is related to greater degrees of efficiency and intent of taking on more responsibility that led to more engagement, lower teacher commitment indicates lesser levels of efficiency, profession flows out, absenteeism, and weak presentation. The more committed teachers are in school, the more they become involved in their work. If the principal can make teachers more committed, these teachers will have a greater opportunity of being engaged with their work. Therefore, principals need to inspire teachers' commitment to secure more engaged teachers.

This study urges researchers in the field of school leadership and management to further explore the role of school principals in Islamic schools from regional perspectives. It would be interesting to see or know how current educational leadership theories e.g., distributed leadership, instructional leadership, member-exchange theory and transformational leadership are applied in Islamic schools and from Islamic perspectives. In addition, this study calls for more studies on the influence/effect of leadership styles on teacher commitment and wellbeing in Islamic schools in Muslim populous countries e.g., Nigeria, Pakistan, Sub-Saharan Africa and the Middle East. With the lack of supports and funds from the governments, more research is required on how Islamic schools are managed and financed in the world. With the rapid changes and the 21st century challenges, one will be inquisitive to know how Islamic schools survive and navigate those challenges.

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