

Teacher Commitment Portal: The Innovation of Principal's Leadership Styles and Organizational Commitment Among Sport Educators in Perak

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ABSTRACT

This study investigates the relationship between principal leadership styles and organizational commitment among sport educators at Manjung, Perak. Conducted from October 2021 to January 2022, the research employed a quantitative approach, utilizing the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (2004) and the Organizational Commitment Questionnaire (OCQ) by Meyer and Allen (1991). Due to data collection constraints during the COVID-19 pandemic, a sample size of 30 sport educators was obtained. This study serves as a preliminary/exploratory investigation. Given the sample size, the statistical power is limited, and findings should be interpreted with caution. Descriptive statistics and Pearson correlation analysis were conducted to examine the relationship between principal leadership styles ($M = 4.35$, $SD = .509$) and organizational commitment ($M = 4.65$, $SD = .668$) among sport educators ($N = 30$). The analysis revealed a weak, negative, and non-significant correlation between principal leadership styles and organizational commitment, $r(28) = -.055$, $p = .775$. To bridge the identified operational gaps between administrative leadership and teacher commitment, the Teacher Commitment Portal was established as a novel managerial system to systematically enhance educator retention and institutional efficacy.

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1. INTRODUCTION

Durdađi (2013) emphasizes that the foundation of an effective educational system lies in schools where educational activities provide students with essential experiences for their future. A successful school principal builds a strong culture with a clear mission, effectively channels resources towards organizational goals, and coordinates these resources to achieve the curriculum's objectives. High-performing leaders in schools can significantly influence organizational commitment and student achievement. Effective teaching, driven by quality sport educators and strategic leadership, is crucial for school improvement. Therefore, the key to maximizing organizational commitment and performance depends on principals who lead with suitable leadership styles.

School achievement hinges on student outcomes, teacher quality, and the quality of school leaders. The Malaysia Education Blueprint 2013-2025 highlights the importance of high-performing school leaders, with specific emphasis on shift number 5, which aims to ensure effective leadership in every school. This includes rigorous selection criteria and succession planning, leadership competency demonstrations, and the completion of the National Professional Qualification for Educational Leaders (NPQEL). Initiatives such as the New Principal Career Package, mentorship programs, and annual assessments focus on enhancing leadership skills and accountability to improve student outcomes. Instructional leadership skills, clear vision communication, and the development of a peer-led culture of professional excellence are essential traits of effective educational leaders, contributing to overall school success.

According to Aina (2013), leadership involves taking actions and making efforts to influence subordinate's behavior in order to achieve the organization's objectives. While in a school setting, a leader who fulfils a significant function in bridging the gap between school and the community, serves as powerful individuals at the management level, and supports sport educators' work performance while enhancing the school's productivity is principal. Besides, a suitable leadership style influences principals to handle important matters as they are a medium to build the technical core to accomplish educational objectives. The leadership styles are divided into transformational leadership, transactional leadership and laissez-faire leadership which is developed by Bruce J. Avolio.

According to Bass (1985), transformational leaders carry traits to lead by priorities and values of the employees and motivate them to perform beyond the level of expectancy. Tucker and Russell (2004) stated that transactional leaders establish goals for employees and practice reward and punishment systems for employees in order to be high performing employees and their support to achieve the goals. While Bass (1985) stated that laissez-faire leaders avoid numerous roles such as taking responsibility, giving directions, making decisions, and ignore the development of the employees.

According to Van Dick et al., (2004) the degree to which members of an organization understand themselves as a part of the organization and feel a sense of attachment to it is called organizational commitment. Roper (2009) states that the concept of organizational commitment might have fewer absences and turnover also enhance productivity of employees. Accordingly, employers should have a significant role in developing employee commitment rather than relying on commitment to emerge naturally from within a person as it is emphasized that organizational commitment consist of affective commitment, continuance commitment and normative commitment. Therefore, the purpose of this study is to determine the relationship between the principal's leadership styles and organizational commitment among sport educators in Manjung, Perak by using a quantitative method encompasses instrumentations developed by Bruce J. Avolio and Bernard M. Bass (1985) which is The Multifactor Leadership

Questionnaire and Meyer and Allen (1991) which is The Organizational Commitment. The relationship between the two variables is consequent from the correlation coefficient analysis. In order to understand how issues of principal's leadership styles regulate organizational commitment among sport educators in Manjung, Perak, a statement of research problem is portrayed in following section. In short, this study was conducted to answer the following research questions:

- I. Is there any significant relationship between the principal's leadership styles and organizational commitment among sport educators in Manjung, Perak?
- II. What are the relative contributions of the principal's leadership styles towards the variation score of organizational commitment among sport educators in Manjung, Perak?
- III. What is the innovation derived from the findings of the study between the principal's leadership style and organizational commitment among sport educators in Manjung, Perak?

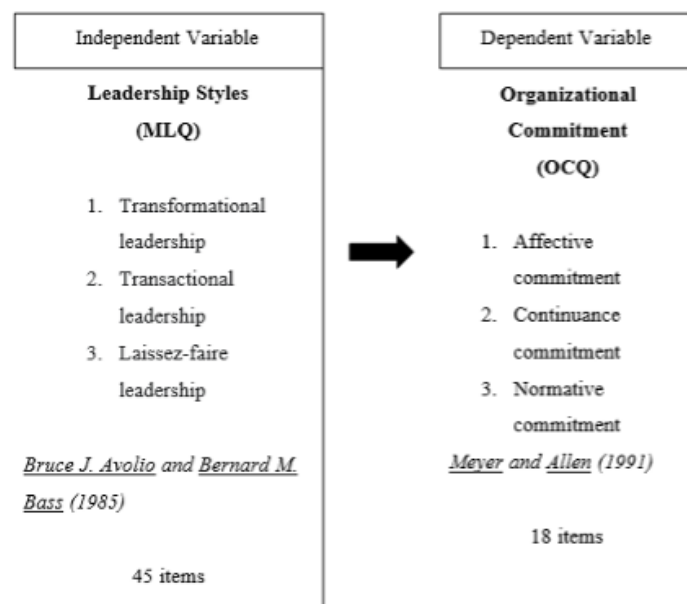


Figure 1: Theoretical Framework

These two different theories are Leadership Styles and Organizational Commitment. Creswell stated that the theoretical framework is an integrated set of structures or perspectives that governs the interaction between variables. This study looked into the link between principal's leadership styles and sport educators' organizational commitment. According to Dale and Fox (2008) in their research, they stated that effective leadership styles contribute to a higher level of commitment inside the organization. The foundation of this research was based on transformational and transactional leadership theory by Burns (1978), which was later developed by Bass (1985) to provide a viable model for effective leadership in a social organization setting. Leadership theory by Bass was adopted for two main reasons. In the beginning, Bass identified two styles of leadership in his leadership theory: transformational and transactional leadership. These two dimensions were extensively used in previous leadership studies. Second, Dimitrov and Darova (2016)

justify that the MLQ has a high level of support and has been well evaluated for its accuracy on its theoretical constructs that Bass's model admits. The researchers select organizational commitment as a dependent variable. Organizational commitment entails a multidimensional notion characterized by three components of commitment: affective, continuous and normative (Meyer & Allen, 1997). This phenomenon has the potential to influence a variety of workplace outcomes, both directly and indirectly. Apparently, the fact that it could affect the overall outcomes of particular organizations achieve, as well as the anomalies such as sneaking out, absenteeism, instability and such. Randall, Fedor and Longenecker (1990) agree that organizational commitment is widely acknowledged as a critical component of overall organizational success.

2. METHOD

Research Design and Respondents

The researchers are using non-experimental research design, which correlation design was applied to this study. According to Polit and Beck (2012), manipulation of variables does not occur with this design, but an interest exists to observe the phenomena and identify if a relationship exists. Moreover, Rutberg and Bouikidis (2018) stated that standardized questionnaires or experiments to collect numeric data have been applied in quantitative study. Thus, this study is a quantitative study where the researchers' used questionnaires that consist of close-ended questions as a tool to collect the data from the respondents. In this study, the target population is sport educators in Manjung, Perak. This study involves 30 sport educators in Manjung, Perak as the respondents. Random sampling technique was used in this study to select the respondent to answer the questionnaire. The sample respondents are only sport educators who teach secondary school in Manjung, Perak. However, the sample size of 30 respondents presents a key methodological limitation, as it lacks sufficient statistical power to represent the broader population of sport educators in Manjung, Perak. Consequently, the generalizability of the findings is limited, highlighting the need for future research to utilize larger, more representative samples to enhance statistical power and validate these conclusions.

Instrument

This research employed a questionnaire as its primary method for data collection, strategically designed to answer the research questions. The questionnaire consists of 3 sections with a total of 68 items. Section A is seeking out the demographic information of sport educators in Manjung, Perak with 5 items. While section B is to measure the leadership styles that is used by the principals and lastly in section C focused on the organizational commitment by the sport educators. The questionnaire structure included a demographic section (Section A). Through the adapt and adopt method, Section B is derived from established research, incorporating elements from 'The Multifactor Leadership Questionnaire' by Bruce J. Avolio and Bernard M. Bass (1985) 'The Organizational Commitment Questionnaire' by Meyer and Allen (1991) for Section C. Administered in both English and Malay, the instrument utilized a Likert scale to assess respondents' levels of agreement or disagreement, as well as satisfaction or dissatisfaction.

Data Collection Procedure

The researchers began by identifying the problem and establishing appropriate procedures: defining objectives, designing the method, selecting the sample, collecting and analyzing data, and presenting the results with discussions, implications, and recommendations. Conducted from October 2021 to January 2022, the study focused on the principals' leadership styles and organizational commitment among sport educators in Manjung, Perak. It aimed to investigate mean scores, identify commitment levels, determine relationships, evaluate predictors, and develop innovations based on findings. Using adapted questionnaires from the Multifactor Leadership Questionnaire (MLQ) and Meyer and Allen's Organizational Commitment model, the study collected data via Google Forms due to COVID-19. Responses from 30 participants were analyzed using SPSS 27.0 for both descriptive and inferential statistics. The researchers used Statical Package for the Social Science (SPSS) software to analyze all the data. There are three statistics analyses that were used in this research which are descriptive statistics, inferential statistics and regression statistics.

3. RESULTS

In order to fulfil the research objectives, researchers did correlation analysis to test the relationship between the principal's leadership styles and organizational commitment among sport educators in Manjung, Perak.

Table 1. Correlations of Leadership Styles and Organizational Commitment

		Leadership Style	Organizational Commitment
Leadership styles	Pearson Correlation	1	-.055
	Sig. (2-tailed)		.775
Organizational Commitment	Pearson Correlation	-.055	1
	Sign. (2-tailed)	.775	
N		30	30

The results of the Pearson Product Moment Correlation Coefficient study between the three aspects of leadership styles and organizational commitment are shown in Table 4.12. The table above shows negative, weak and not significant correlation has been identified between the leadership styles and organizational commitment ($r = -.055$, $p > .05$).

The following tables show the predictions of the contributing factors of leadership style towards organizational commitment.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.171 ^a	.029	-.042	.682

Predictors: (Constant) Transformational, Transactional

Dependent Variable: Organizational Commitment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	.381	2	.190	.409	.668 ^b
	Residual	12.574	27	.466		
	Total	12.955	29			

a. Dependent Variable: Organizational Commitment

b. Predictors: (Constant) Transformational, Transactional

Coefficients^a

Model	Unstandardized Coefficients		Unstandardized Coefficients		T	Sig
	B	Std. Error	Beta			
(constant)	4.498	1.218			3.694	.001
Transformational	-.224	.255	-.227		-.889	.382
Transactional	-.279	.387	-.184		-.719	.478

a. Dependent Variable: Organizational Commitment R²=.171, Adjusted R²=-.029, F=409, p<.01

Predictors: (Constant) transformational, transactional

The multiple regression statistical analysis was employed to measure relative contribution of leadership styles as independent variable toward dependent variable of organizational commitment. The above table shows there is no significant equation $F(2,27) = .409$, $p > .05$, with $R^2 = .029$. It indicated that the value of R square cannot be used to predict the contribution of independent variables toward dependent variables.

Additional analysis was performed on standardized coefficient value. Based on the beta coefficient result, both transformational (-.224, $p > .05$) and transactional (-.229, $p > .05$) have no significant contribution to the dependent variable of organizational commitment. Besides that, the respondents predicted the following regression equation with:

$$y = a + b_1.x_1 + b_2.x_2$$

Y (Organizational commitment) = 4.498 (Constant) - .224 (transformational) - .279 (transactional)

Hence, when transformational increases by one unit, the organizational commitment decreases .224 units and when transactional increases by one unit, the organizational commitment decreases .279 units.

4. DISCUSSION

The first research question seeks to ascertain the relationship between principals' leadership styles and organizational commitment among the sport educators in Manjung, Perak. Overall, there was no significant correlation between principals' leadership styles and organizational commitment among the sport educators in Manjung, Perak. This may imply that the organizational commitment among the sport educator is affected by other variables that were not considered in this study such as communication between principals and sport educators, sport educators' job satisfaction, etc. This finding was supported by Hampton et al (1986) reported no linkages between organizational commitment and leadership styles. It can be assumed that there is no correlation between leadership styles and organizational commitment.

However, the finding of leadership styles has no significant correlation to organizational commitment contrary to Kim and Shin (2019) that stated there is correlation between leadership styles and organizational commitment. The respondent on the study was 203 respondents who provide more accurate data because of the large number of the sample. When comparing this study there are great differences between the sample size. The sample size determines the precision of estimates. In addition, according to Creswell (2012) the larger the sample size the less the potential error. The sample size in this study is considered small. The small sample size can cause insignificant correlation when analyzing the relationship between independent and dependent variables. Furthermore, Whitehead et al. (2016) and Hertzog (2008) recommend a minimum pilot sample size of 30 participants per group to assess preliminary relationships and establish baseline parameter estimates. Given the situational constraints imposed by COVID-19 safety protocols during data collection, this sample size provides an acceptable foundation for a preliminary correlation and regression analysis prior to undertaking wider-scale investigations. Moreover, Abasilim et al. (2019) stated that both transactional and laissez-faire leadership style has no significant relation to organizational commitment. It supported the result of this study that showed there is no correlation between independent variable of leadership styles and dependent variable organizational commitment.

The second research question investigated the relative contributions of the independent variable of leadership styles toward the dependent variable of organizational commitment among the sport educators in Manjung, Perak. The findings indicated that there are no significant relationships. These findings suggested that organizational commitment statistically does not influence the overall dimension of leadership styles transformational, transactional, and laissez-faire. The low number of the sample in a study can cause inability to draw conclusions. The sample size has to be taken into account because it enables researchers to report false and negative findings as well as estimating the precision of the findings.

The insignificant result of the finding in this study also supported Rucker et al., (2011) by the insignificant result is consequent to the small sample size. Based on the result, it showed insignificant value which means that there is no statistically difference between the tested variables therefore those variables cannot be compared. In this study the variables of transformational, transactional and laissez-faire have no correlation to the organizational commitment. Therefore, there is no contribution of the 3 dimensions of leadership styles to organizational commitment.

Furthermore, the third research question emerge the innovation derived from the findings of the study between the principal's leadership style and organizational commitment among sport educators in Manjung, Perak. The innovation framework illustrates that combining analysis and process leads to product development.

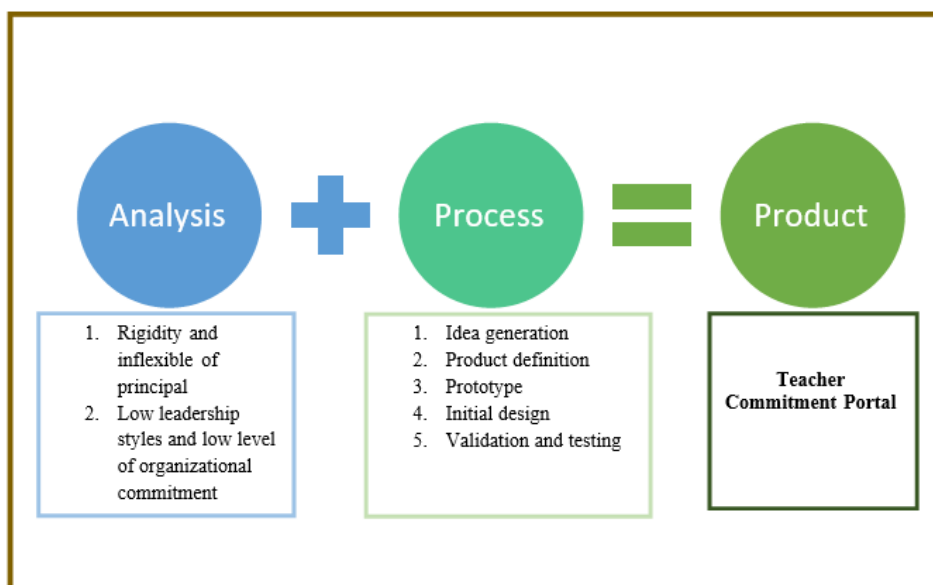


Figure 1: Combination of analysis and process leads to product development

Initially, researchers analyzed issues between leadership styles and sport educators' organizational commitment, uncovering that rigid, inflexible principals and low leadership styles reduce organizational commitment. Findings showed no correlation between these variables, highlighting the need for better management to avoid school development failure. The innovation process involved five stages: idea generation using SWOT analysis, product definition, prototyping, initial design, and validation/testing. Initially, researchers analyzed issues between leadership styles and sport educators' organizational commitment, uncovering that rigid, inflexible principals and low leadership styles reduce organizational commitment (Eyal & Roth, 2011; García-Morales et al., 2012). Researchers generated ideas, defined the product's value proposition, created a prototype, and conducted feasibility analyses. During the initial design, they produced a mock-up based on research findings, sourced materials, and collaborated with sport educators and principals to address issues. Validation and testing ensured the product's functionality before release. The end product, the Teacher Commitment Portal, aims to enhance sport educators' commitment

and principals' leadership styles. This portal fosters teacher commitment, improves organizational performance, encourages career advancement, and promotes a positive work environment. The focus on teacher commitment is essential as it significantly impacts organizational performance and goal achievement.



Figure 2: Teacher Commitment Portal's Components

5. CONCLUSION

The Teacher Commitment Portal Dashboard is a visual display showcasing teachers' performance data, including their commitment levels, those needing assistance, and career development throughout the year. The portal consists of six essential components, with the Dashboard as the homepage. The In-house Training component provides training on specific topics, representing teachers' normative commitment. The Corporate Social Responsibility section highlights social activities fostering emotional attachment to the organization, reflecting affective commitment. The Teachers' Profile component offers detailed information on teachers' performance and involvement. The Incentives section outlines benefit available to teachers, and the Teachers' Innovation component focuses on career development opportunities for teachers to enhance their skills and growth throughout the school year. Ultimately, this study intended to answer the research questions of how the principal's leadership styles could affect organizational commitment among sport educators in Manjung, Perak. Sport educators alleged the principal's leadership styles positively and it has been verified that their commitment could be based on the principal's leadership styles. Sport educators found it is effective to promote transformational leadership styles and transactional leadership styles in achieving school effectiveness. This research has shown that the transformational leadership style has the highest mean scores among the three leadership styles dimensions. One of the more significant findings to emerge from this study is that the normative commitment dimension being the highest mean among the three dimensions. It was also shown that there was no significant correlation between principals' leadership styles and organizational commitment among sport educators in Manjung, Perak. Thus, it is apparent that the principal's leadership styles played a crucial role in achieving school effectiveness in terms of organizational commitment among the sport educators.

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7. CONFLICT OF INTEREST STATEMENT

The authors have no conflicts to declare.

8. AUTHORS' CONTRIBUTIONS

Amyza Mohamad Yusop: Study design, data collection, SPSS analysis, and manuscript drafting. Fatin Adira Murad: Instrument adaptation (MLQ & OCQ) and literature review. Febria Dwi Ramadhani: Methodology section, survey distribution, and online data management. Nurhanis Mat Shom: Statistical analysis, regression interpretation, and portal innovation design. Nur Nadhirah Zulkefli: Data verification, descriptive statistics, and manuscript review. Tsania Fitri Adenia: Reference curation, theoretical framework review, and final editing.

9. DECLARATION OF GENERATIVE AI IN THE WRITING PROCESS

Gemini AI was used solely for refining the manuscript during the final stage of writing. The authors performed all original writing, data collection, statistical interpretations, and portal design decisions, and accept full responsibility for the manuscript's contents.

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