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

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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

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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. © 2023, University of Malaya. All rights reserved.

Author keywords

Islamic schools ; Malaysia ; Principal Leadership Style ; Teacher Organizational Commitment ; Teacher Wellbeing

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