

The Relationship between Teacher leadership and Teacher Commitment in National Type Secondary Schools in Klang, Selangor

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Abstract

The study identified the relationship between teacher leadership and teacher commitment of teachers in National Type Secondary Schools (NTSS) in Klang, Selangor. The study employed a quantitative approach by using a questionnaire survey. A total of 346 teachers were selected as respondents through two-stage sampling techniques; disproportionate stratified sampling and simple random sampling method from 20 NTSS in Klang, Selangor. Based on Katzenmeyer and Moller's (2001) seven dimensions of the Teacher Leadership Scale and three dimensions of the Teacher Commitment Scale by The (2019), the study unraveled that the level of teacher leadership ($M=4.174$; $SD=0.336$) was at a high level and the level of Teacher Commitment ($M=4.67$; $SD=0.405$) was at a Quite High level. Moreover, the t-test revealed that there was a significant difference in terms of gender for teacher commitment [$t(344)=3.369$; $p=0.001$]. Furthermore, One-Way ANOVA revealed that there was no significant difference in teacher commitment in terms of age [$F(3, 342)=1.779$; $p=0.151$] and academic qualification [$F(2, 343)=1.278$; $p=0.280$]. Finally, there was a significant relationship between teacher leadership and teacher commitment ($r=0.220$; $p<0.01$). The study would provide the knowledge base and practical insights for the Ministry of Education and educational practitioners about the level of teacher leadership and teacher commitment especially in designing professional development programs for school teachers. Moreover, the findings can be used by school leaders as a reference in enhancing teacher leadership and teacher commitment in the process of school improvement and effectiveness.

Keywords: Teacher leadership, Teacher commitment, National Type Secondary Schools

INTRODUCTION

Malaysian Education Blueprint 2013-2015 drafted that the Malaysian Education System is shifting towards a high-quality education. To create an enhanced quality and a top-notch education, worthy intents must never be passed over by all citizens and society (Ministry of Education, 2012). First and foremost, teachers need to come forward and embrace leadership in an effort to promote educational excellence. They need to bear in mind that leadership is not only for the school administrators (Tahir, Musah, Hussain, Al-Hudawi, & Daud, 2020). As far as Teacher's Commitment is concerned, Clarence & George (2021), have specified earlier that Teacher's Commitment is significant in identifying whether the teacher remains attached to their profession. Moreover, Farber (1991) claimed that teachers who stay in the teaching profession are indeed committed to it and are contented with what they are doing. In an educational setting, Reyes (1990) posited that committed teachers are highly hard-working, deliver better performance in work, and dedicate extra time to school activities. Similarly, Thien &

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Razak (2014) proposed that committed teachers possess resilient psychological bonds towards their students, school, teaching and their professional.

According to Kamaruzaman, Musa, & Hashim (2020), teacher leadership in Malaysia is an issue that has not been spoken about frequently and is a new-fangled area of research. Despite holding significant positions in school such as senior assistants, committee chairman, field heads, and senior subjects, teachers did not consider themselves in a place that unveiled Teacher Leadership. Similarly, Lokman et al. (2020) mentioned that in-depth exploration is required in Teacher Leadership, especially in the implementation of its concept in our Malaysian settings. Furthermore, another aspect that is emphasized in the Malaysian Blueprint is the “master teachers” dimension. Master teacher’s role is to provide pedagogical assistance to their colleagues (Bush & Ng, 2019). They articulated that the growth of Teacher leadership is limited due to the highlight on formal hierarchy (Bush, Glover, Ng & Romero, 2016). They further added that this gives the impression of limiting the rise of Teacher leadership from personal initiatives (Bush & Ng, 2019).

Besides, in terms of teacher commitment, interestingly, in 2015 Malaysian government introduced an ‘exit policy’ in the national education system. In this, teachers who scored 60% and below in the evaluation that is done through outcome forms, might be terminated (Mohamad, Kasim, Zakaria, & Nasir, 2017). Lastly, the researchers conducted on leadership in schools are mostly on distributive leadership (Daud, Mohamad, Khalid, Don, Omar, Raman & Hussin(2015); Jamail & Don, 2016; Bush, Hamid, Ng & Kaparou, 2018; Jamail, Don, & Zain (2019), transformational leadership (Khalip Musa, 2013; Arokiasamy, Abdullah & Zohir, 2016; Aziah Ismail & Al Amin Mydin, 2018), instructional leadership (Muda, Mansor, Ibrahim, 2017) and authentic leadership (Ismail, Abdullah & Abdullah, 2019) related to school heads and subject heads. Research involving principals’ leadership styles and teachers’ organizational commitment is quite common Teh, Wong, Lee & Loh (2014). Therefore, the researcher is convinced that despite Teacher leadership and Teacher Commitment being important variables in our educational system and much research conducted involving these two variables, literature examining solely the relationship between Teacher Leadership and Teacher Commitment needs to be conducted (Colak, & Yilmaz, 2014). Therefore, conducting this research will be extremely useful for researchers who will be carrying out research on a similar topic in the future.

LITERATURE REVIEW

Teacher leaders come from different backgrounds and different sets of skills and despite that, all of them share a mutual aspiration which is to use their competence for the benefit of their students and to develop students’ learning (Adams, Samat, & Samah, 2018). Whether it is in formal or informal roles, teacher leaders are recognized as important assets for school development. The ability of teacher leaders to mould themselves into different positions and fulfill the necessities of any situation becomes perilous when the requirement for more teacher leaders is not buttressed with empirical substantiation (Adams et al., 2018). There are high chance that the technical hitches of the teacher leadership concept, the causes that constrain the efficiency of teacher leadership and the tussles teacher leaders face will intrigue researchers to seal the gaps with knowledge (Adams, et al., 2018). Education is the main vehicle for the success of national development and is an important tool in producing energy resources through the agenda of producing first-class human capital (Ministry of Education, 2007). Therefore, the Malaysian Ministry of Education has taken proactive steps towards elevating the quality of education in Malaysia to world-class, as well as to make it a center of excellence of knowledge civilization. Teachers who are committed in educating their students are the catalyst to that aspiration. Hence, when the aspiration is honored, the desired quality of Malaysian education will be achieved.

A recent study has been conducted by Misdi, Sumintono, & Abdullah (2019) to explore the perceptions of teachers towards their leadership practice and successively discover the dimensions that are able to influence the practice of leadership among teachers at certain MARA colleges. Based on the statistical evidence, it is apparent that the perceptions of teachers towards their leadership practice are on average level. Moreover, as for the second objective of this study, statistical results state that according to

teachers' perception, the dimension "self-awareness" is extremely important and easy to implement. The level of "self-awareness" among participants was in an average level as well (Misdi et al., 2019). There were also several issues identified in Teacher leadership in local and foreign contexts.

As claimed by Hamzah, Noor & Yusof (2016) leadership at a school level is habitually allied with school principals and headmasters specifically. It is extremely crucial for teachers to acknowledge that the term "leadership" is not custom-made for solely school administrators. By means of encouraging education excellence, teachers need to carry themselves as a leader. In Malaysian settings, research was carried out by Raman, Chang & Khalid (2015). In excellent schools of Kubang Pasu District, Kedah to examine the relationship between School Climate and Teachers' Commitment. This study has 178 teachers from five different excellent primary schools that were randomly selected as respondents. One of the objectives of this study was to find out the level of Teachers' Commitment in these five excellent schools. The Teacher Commitment questionnaire for this research was adapted from Teachers Organizational Commitment by Celep (2000). From the descriptive statistical analysis, it was evident that Teachers from these five schools had a high level of commitment (Raman et al., 2015). To be precise, the results showed a mean value of 3.88 for Commitment towards the school, a mean value of 4.17 for commitment towards teaching tasks, a mean value of 4.20 for commitment towards the teaching profession, a mean value of 4.15 for commitment towards teamwork and finally an overall mean value of 4.08. These values are considered to be high. It is believed that the high level of Teachers' Commitment is one of the reasons that affects the school's performance (Raman et al., 2015). Moreover, Najeemah (2012) has claimed that psychologically teachers who have a high level of commitment tend to be more bonded with the school, the subjects they teach as well as with their students. Thus, it reflects in their work and subsequently helps in improving students' performance (Raman et al., 2015).

Moreover, a study was conducted in primary, secondary, and high schools in Milas, one of the districts of a Turkish city with a population of 1160 school teachers. Participants for this study were selected using a disproportionate cluster sampling method. The results of this study showed that there was a significant relationship between teachers' teacher leadership role and organizational commitment level. Moreover, there was a low level of positive relationship between organizational commitment levels and the expectations of Teacher leadership roles (Colak et al., 2014). Furthermore, the results indicated a moderate level of positive relationships between the level of organizational commitment and the perception of teacher leadership roles. In a nutshell, this study reveals that teachers who expect and perceive more teacher leadership roles have a high level of organizational commitment. When compared in terms of demographic variables, primary school teachers who portrayed more teacher leadership roles show higher levels of organizational commitment. Therefore, based on this study, it is evident that collaboration with fellow colleagues, taking part actively in educational procedures, and contributing to the enhancement of school tends to increase teacher's commitment (Colak et al., 2014).

METHODOLOGY

This research is classified as a correlation study that measures the relationship between Teacher leadership and Teacher Commitment. The correlation study clearly explains the relationship between the independent variable and the dependent variable (Gay, Mills, & Airasian, 2009). In this research, a quantitative survey was carried out among the teachers in National Public Secondary Schools in Klang, Selangor to investigate the relationship between Teacher leadership and Teacher Commitment. The data was collected by using questionnaires whereby participants were allowed to provide their opinions. Moreover, it is also convenient to manage and economical (Bordens & Abbott, 2008). The Teacher Leadership School Survey (TLSS) was used to measure Teacher leadership in this study. The TLSSS was researched and constructed by Katzenmeyer et al.(2001). It consists of 48 items and the items are divided into seven dimensions namely, Developmental Focus (seven items), Recognition (seven items), Autonomy (seven items), Collegiality (seven items), Participation (six items), Open Communication (seven items) and Positive Environment (seven items). The Teacher Commitment instrument (TEACOM) was utilized to measure teacher commitment in this study. Furthermore, the TEACOM

(Teh, 2019) consists of nine items that are divided into three dimensions: Commitment to School (three items), Commitment to Students (three items), and Commitment to Profession (three items).

The population of this research consists of all the National Public Secondary School teachers in Klang, Selangor. As in 2019, there are a total of 32 National Public Secondary Schools in Klang according to the school list obtained from Klang's District Education Office's official website. These 32 National Public Secondary Schools consist of 3,467 teachers which make the population of this research. The sample of this study was obtained using the Morgan's table of sampling. In this study, two stage sampling technique was used. The sampling methods that were used were disproportionate stratified sampling and simple random sampling. According to Daniel (2011) disproportionate stratified sampling means that the sample size in each unit are not proportional to the size, instead it depends on the personal judgment and comfort of the researcher. Furthermore, Daniel (2011) postulated that if proportional stratified sampling is used, the sample size in a particular unit is likely to be very small and difficult to achieve the objectives of the study. The disproportionate stratified sampling used in this study places an equal allocation which is also known as balance allocation as suggested by Daniel (2011).

As discussed above, the number of sample sizes required for the National Type Secondary School teacher population for this study was 346 respondents. To get 346 respondents, initially the researcher needed to decide how many schools should be chosen from a total of 32 National Public Secondary Schools in Klang. Klang district is divided into two divisions, which are the North Klang and South Klang with different number of National Type Secondary Schools. In order to ensure that schools from both divisions are included in the study, researcher decided to choose 10 schools from each division. Therefore, 20 schools (10 x 2) National Type Secondary Schools were used as study locations. The total of 20 schools occupy 62.5% of 32 schools and was greater than the suggestion of Bartlett et al., (2001) that claimed that the most common and time effective method to guarantee minimum samples are met is by increasing the sample size by up to 50% in the first survey distribution.

Hence it can be assumed that the threshold has been met. From the selected 20 schools, 18 teachers were to be selected from each school. This led to a total of 360 teachers which is more than the actual sample size needed for this study which is 346 (Krejcie & Morgan, 1970). The technique used by the researcher in selecting the schools to be the study area is a simple random sampling technique. Researcher used this technique because each member of the population will have an equal and fair chance of being selected as a sample (Sarstedt, Bengart, Shaltoni, & Lehmann, 2017). To get 346 respondents, a total of 18 teachers had to be randomly selected from each school. However, researcher decided to use the oversampling method to choose 20 instead of 18 teachers. By using oversampling method, a larger sample will be obtained to offset the possibilities of lower response rates. Thus, the total number of respondents involved was 400 (20 x 20) teachers. Based on Fraenkel & Wallen (1993) supported this method by articulating that the larger the sample used the better it is to represent a given population.

RESEARCH FINDINGS

This section will interpret the findings for all analyses.

The Level of Teacher Leadership

Table 1 demonstrates the mean score and standard deviation teacher leadership of teachers in National Type Secondary School (NSTT) in Klang, Selangor. The findings exposed that the overall level of Teacher leadership was at a high level for teachers in NTSS, in Klang Selangor as the mean score obtained was 4.17. Moreover, the results also revealed that all the seven dimensions of Teacher leadership also displayed high levels of mean scores ranging from 4.089 to 4.407.

Table 1 Mean Score of Teacher Leadership

Dimension	M (SD)	Level
<i>Developmental Focus</i>	4.407(0.447)	High
<i>Recognition</i>	4.089(0.518)	High
<i>Autonomy</i>	4.125(0.547)	High
<i>Collegiality</i>	4.188(0.506)	High
<i>Participation</i>	4.104(0.587)	High
<i>Open Communication</i>	4.146(0.531)	High
<i>Positive Environment</i>	4.159(0.522)	High
<i>Teacher Leadership</i>	4.174 (0.336)	High

In comparison of dimensions, it is evident that the Developmental Focus dimension is the dimension that has obtained the highest score (M=4.407, SD=0.447), followed by the Collegiality dimension with a mean score of (M=4.188, SD=0.506), Positive Environment dimension (M= 4.158, SD=0.522), Open Communication dimension (M=4.146, SD=0.531), Autonomy dimension (M=4.125, SD=0.547), Participation dimension (M=4.104, SD=0.587) and finally the recognition dimension that has the lowest score (M=4.089, SD=0.518).

The level of Teacher Commitment

Table 2 demonstrates the mean score and standard deviation of the level of Teacher Commitment in National Type Secondary Schools (NTSS) in Klang, Selangor. The findings exposed that the overall level of Teacher Commitment was at a quite high level with a mean score of 4.66. In addition, the results further brought to light that all three dimensions of Teacher Commitment showed quite high mean scores ranging from 4.71 to 4.85.

Table 2 Mean Score of Teacher Commitment

Dimension	Mean (Standard Deviation)	Level
<i>Commitment to Profession</i>	4.71 (0.405)	Quite High
<i>Commitment to Student</i>	4.85 (0.387)	Quite High
<i>Commitment to School</i>	4.72 (0.432)	Quite High
<i>Teacher Commitment</i>	4.67 (0.405)	Quite High

By comparing the dimensions' mean scores, it is proven that the *Commitment to Student dimension* had the highest mean score of (M=4.85, SD=0.387), followed by the *Commitment to School dimension* (M=4.72, SD=0.432), and finally *Commitment to Profession* (M=4.71 SD=0.405).

Teacher Commitment Based on Gender

This section used a t-test analysis to examine if there was any significant difference in *Teacher Commitment* in terms of gender groups; males and females. This analysis was used to answer the third research question of the study and to test the first null hypothesis of this research, H_01 . An independent-sample t-test was conducted to compare the *Teacher Commitment* of male and female teachers. There was a significant difference in the scores of male teachers (M=4.81, SD= 0.277) and female teachers (M=4.65 SD=0.47) conditions; $t(344) = 3.369$, $p = 0.001$. As the *p-value* is less than 0.05 ($p < 0.05$), it can be clinched that there was a significant difference in *Teacher Commitment* in terms of gender, with the male teachers demonstrating a slightly higher mean score compared to female teachers; gender did affect the *Teacher Commitment*. Hence, the null hypothesis (H_01) that "there is no significant difference in *Teacher Commitment* in terms of gender" was rejected. The t-test analysis of significant differences in *Teacher Commitment* in terms of gender is shown in Table 3.

Table 3 T-Test Analysis of Teacher Commitment Based on Gender

Demographic	N	Mean (M)	Standard deviation (SD)	Mean difference	t value	Df	P
Gender							
Male	107	4.81	0.277	0.162	3.269	344	0.001
Female	239	4.65	0.476	0.162	2.957	321.297	

Note:* significant at the level of 0.05 (2- tailed)

Teacher Commitment Based on Age

This section used One-Way ANOVA to examine if there was any significant difference in *Teacher Commitment* in terms of age groups. This analysis was used to answer the fourth research question of the study and to test the second null hypothesis of this research, Ho2. A One-Way ANOVA test was conducted to compare the *Teacher Commitment* of different age groups. There was no significant effect of age on Teacher Commitment [F (3, 342) = 1.779, p = 0.151] as the p-value was more than 0.05 (p > 0.05). It can be concluded that there was no significant difference in *Teacher Commitment* in terms of age; age did not affect *Teacher Commitment*. Hence, the null hypothesis (Ho2) that “there is no significant difference in *Teacher Commitment* in terms of age” would not be rejected. The One-Way ANOVA analysis of significant differences in *Teacher Commitment* in terms of age is shown in Table 4.

Table 4 One-Way Analysis of Teacher Commitment Based on Age

Source	Df	SS	MS	F	P
Between groups	3	0.996	0.332	1.779	0.151
Within Groups	342	63.794	0.187		
Total	345	64.790			

Note* significant at the level of 0.05 (2- tailed)

Teacher Commitment Based on Academic Qualification

One-way ANOVA was applied to examine if there was any significant difference in *Teacher Commitment* in terms of academic qualification; Degree, Master’s Degree, and Ph.D. This analysis was used to answer the fifth research question of the study and to test the third null hypothesis of this research, Ho3.

A One-Way ANOVA test was conducted to compare the *Teacher Commitment* of teachers with different academic qualifications. There was no significant effect of academic qualification on *Teacher Commitment* [F (2, 343) = 1.278, p = 0.280] as the p-value was more than 0.05 (p > 0.05). It can be concluded that there was no significant difference in *Teacher Commitment* in terms of academic qualification; academic qualification did not affect the *Teacher Commitment*. Hence, the null hypothesis (Ho3) that “there is no significant difference in *Teacher Commitment* in terms of academic qualification” would not be rejected. The One-Way ANOVA analysis of significant differences in *Teacher Commitment* in terms of Academic Qualification is shown in Table 5.

Table 5 One-Way Analysis of Teacher Commitment Based on Academic Qualification

Source	Df	SS	MS	F	P
Between groups	2	0.499	0.249	1.278	0.280
Within Groups	343	66.965	0.195		
Total	345	67.464			

Note* significant at the level of 0.05 (2- tailed)

Relationship between Teacher leadership and Teacher Commitment

This section has used Pearson’s Correlation to examine if there was any significant relationship between *Teacher leadership* and *Teacher Commitment*. This analysis was used to answer the sixth and final research question of the study and to test the fourth and final null hypothesis of this research, Ho4. The findings show that there was a significant relationship at the positive weak level with the correlation coefficient obtained $r = 0.220^{**}$ between *Teacher leadership* as an independent variable and *Teacher Commitment* as a dependent variable at a significant level $p < 0.01$. With this, the null hypothesis (Ho4) that “there is no significant relationship between *Teacher leadership* and *Teacher Commitment* among Teachers in National Type Secondary Schools in Klang, Selangor was rejected. In conclusion, there was a significant relationship between *Teacher leadership* and *Teacher Commitment* among teachers in National Type Secondary Schools in Klang, Selangor. The Pearson’s Correlation test analysis for the relationship is shown in Table 6.

Table 6 Correlation Analysis between Teacher Leadership and Teacher Commitment

Variable	Teacher Commitment		
	Correlation	Sig. (p)	Correlation Strength
Teacher Leadership	0.220**	0.000	Positive Weak Correlation

DISCUSSION

The findings showed that the level of *Teacher leadership* was high with all its seven dimensions namely *Developmental Focus, Recognition, Autonomy, Collegiality, Participation, Open Communication, and Positive Environment*. Among these dimensions, the *Developmental Focus* dimension had the highest mean score and the *Recognition* dimension demonstrated the lowest score. However, the lowest mean score was still in the high range. By this, it can be concluded that the level of *Teacher leadership* was at a high level among teachers in National Type Secondary Schools (NTSS) in Klang, Selangor. The finding was parallel to several findings. First of all this research was similar to the research by Khalip Musa and Nee (2017) whereby the main purpose of the study was to find out the relationship between *Teacher leadership* and academic achievement in primary schools in Sibu district, Sarawak. Similar to the current study, one of the findings of the study found that the level of *Teacher Leadership* was at a high level.

Based on the second research question, the findings showed that the level of Teacher Commitment was quite high with all its three dimensions namely Commitment to Profession, Commitment to Student, and Commitment to School. Among these dimensions, the Commitment to Student dimension had the highest mean score, and the Commitment to Profession dimension demonstrated the lowest score. However, the lowest mean score was still in quite high range. By this, it can be concluded that the level of Teacher Commitment was at the quite high level among teachers in National Type Secondary Schools (NTSS) in Klang, Selangor. The findings were parallel to and different from several findings. First of all, this research was parallel to the findings of Suhaili Mohd Yusof (2016). A study by Suhaili Mohd Yusof aimed to identify the level of school climate, the level of Teacher Commitment, the level of Teacher Commitment based on teaching experience and gender as well as the relationship between school climates with Teacher Commitment for secondary school teachers in Machang District, Kelantan. This study found that the level of Teacher Commitment for secondary school teachers in the Machang District of Kelantan was at a quite high level similar to the findings of the current study.

Based on the third research question, it was revealed that there was a significant difference in Teacher Commitment in terms of gender. This means that gender did affect the Teacher Commitment. The finding was in contrast to the findings of Clarence, Devassy, Jena, & George, (2021) who claimed that there was no significant difference found in Teacher Commitment in terms of gender. As for this research, gender roles could be one of the most justified answers to the finding that there was a significant difference in Teacher Commitment in terms of gender. As proclaimed by Ram, Strohschein, & Gaur (2014). gender roles are instilled in the child's mind at an early age, with the girl's role being associated with being at home, handling household chores, and children, while the male's role is associated with authority and superiority. Though teaching is a comfortable line of work for women, they also are occupied with responsibilities such as caring for the house, children, and senior members of the family, as well as celebrating various rituals, festivals, and housekeeping. To support this statement in the Malaysian context, a study by Marican, Borhanuddin, & Abdullah (2009). The challenges and implications of dual carrier women on the future workforce in Malaysia from a global perspective claimed the workforce statistics in Malaysia demonstrated that 60% of the working women are married. Moreover, the findings of this research also brought to light that only 17 % of respondents expressed that their husbands lend them a hand with house chores. This study also indicated that some women indicated that carrying responsibilities such as a mother, wife, and worker are too much to handle.

Based on the fourth research question, it was evident that there was no significant difference in *Teacher Commitment* in terms of age. This means that age did not affect *Teacher Commitment*. The research findings were also similar to research conducted by Mohamad et al. (2016). The findings of the study accentuated that there was no significant difference in *Teacher Commitment* in terms of age. Although the teachers' age in this study can be categorized into three different generations, baby boomers born 1946 to 1964, generation X born 1965 to 1980, and the Millennials born 1981 to 2000, this did not affect their commitment. In fact, due to the existence of a generation gap among these generations, it is easy to have misconceptions as what one generation finds significant might not be important to another generation and this would cause an issue for the management (Jones, 2016). Therefore, it is highly appreciable of the teachers, management, and principals of NTSS Klang, Selangor to be able to maintain a high and similar level of *Teacher Commitment* without any difference in terms of age despite working in a multigenerational workforce environment. There are several reasons that might have contributed to this positive phenomenon. First of all, is the effectiveness of teacher training courses provided by the Ministry of Education, especially the teachers training program that teachers undergo at the Malaysia Institute of Teacher Education (IPG) that encourages embedding soft skills while teaching core courses (Hassan, Maharoff, Abiddin, & Ro'is, 2015) Teachers training courses offer the expertise, skills, and abilities that are applicable to their professional lives as teachers. Teacher preparation shapes a teacher's personality in such a way that their personalities are reshaped, their routines are reformed, and their personality is reconstituted (Rahman, Jumani, Akhter, Chisthi, & Ajmal (2011).

Based on the fifth research question, it was evident that there was no significant difference in *Teacher Commitment* in terms of academic qualification. This means that academic qualification did not affect *Teacher Commitment*. Teachers with three different qualifications, namely a Degree, a Master's Degree, and a Ph.D participated in this study. The highest number of participants were Degree holders, followed by Master's degree holders and only very few percent were Ph.D. holders. However, there was no significant difference found in *Teacher Commitment* in terms of academic qualification in this study. This study was parallel to the findings of Clarence and George (2021) who investigated the role of demographic variables in organizational commitments among catholic college teachers. They unrivaled that there was no significant difference in *Teacher Commitment* in terms of academic qualification. This occurrence may be due to several reasons. Firstly, it may be due to the fact that education level is not an important indicator of *Teacher Commitment* as postulated by Mwesiga & Okendo (2018). Based on their study findings, Mwesiga and Okendo highlighted teachers' educational qualifications have little to do with their commitment to teaching. Indeed, other factors such as years of experience, gender, and marital status may contribute greatly to *Teacher Commitment*. In other words, teachers' opportunity to grow professionally is not hindered by their academic qualifications.

Based on the sixth research question, it was evident that there was a significant relationship between *Teacher leadership* and *Teacher Commitment*. A study was conducted by Risky Hasanah, Made Putrawan, and Diana Vivanti (2020) to investigate if *Teacher leadership* affects *Teacher Organisational Commitment*. Based on their results, there was a significant relationship between *Teacher leadership* and *Teacher Organisational Commitment*. Although the independent variable of this study was not *Teacher Commitment* but *Teacher Organisational Commitment*, however, as there are similarities between these two variables, the finding of the study was quite in line with the current study. Based on the discussion above, it is clear that *Teacher leadership* has a significant relationship with *Teacher Commitment*. Therefore, administrators and principals may take a hint from this finding and ensure that teachers are satisfied in terms of all dimensions of *Teacher Leadership*.

CONCLUSION

In conclusion, educational establishments are perceived as one of the main pillars that support the progress of a country. Therefore, the education system must be coherent with contemporary developments so that the subsequent human capital is of high quality and is competent to function holistically. This is as emphasized in the National Education Philosophy (NEP) and the Malaysian Education Development Plan 2013-2025 (PPPM, 2013). The practice of *Teacher leadership* and *Teacher Commitment* should be used as a solid platform in every school. This will make PPPM 2013 - 2025 a reality through the fourth shift that highlights ‘Transforming Teaching as a Profession of Choice. This second wave that is clearly preserved in PPPM 2013 – 2025 is ‘Dignifying the teaching profession and moving towards shared leadership’. This shared leadership indicates that teachers should be given sufficient and adequate space to lead in the school together with the school management. Moreover, the Ministry of Education has articulated that targets and aspirations for a quality education system in Malaysia are expected to be implemented effectively through the collaboration of all parties, especially the commitment of teachers in schools (MOE, 2013) in order to achieve the school's vision that is matched with the vision of Malaysian Education Ministry. Therefore, the embracement and enhancement of *Teacher leadership* and *Teacher Commitment* in schools could act as a driving force for schools to achieve its’ goals as well as for the nation to achieve holistic education excellence specifically in the Era of Education 4.0.

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