



UNIVERSITI PUTRA MALAYSIA

***MEDIATING EFFECTS OF JOB SATISFACTION ON RELATIONSHIP
BETWEEN DISTRIBUTED LEADERSHIP, ENTREPRENEURIAL
LEADERSHIP AND ORGANIZATIONAL COMMITMENT AMONG
SECONDARY SCHOOL TEACHERS IN PENINSULAR MALAYSIA***

SITI AMINAH BINTI ZULKEFLI

FPP 2022 43



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By

SITI AMINAH BINTI ZULKEFLI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in
Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

April 2022

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

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SITI AMINAH BINTI ZULKEFLI

April 2022

Chair : Siti Salina binti Mustakim, PhD
Faculty : Educational Studies

The purpose of this study is to investigate the mediating effect of job satisfaction on the relationship between distributed leadership, entrepreneurial leadership and organizational commitment among secondary school teachers in Peninsular Malaysia. Professional development among teachers is increasingly critical due to the high number of workload in school; extracurricular management, clerical work, and engaging with parents and communities.

This study was designed as a quantitative correlational study using the survey method of data collection. A set of instruments consisting of five assessment parts with 151 questions by Three-Dimensional Model (TCM), Distributed Leadership Readiness Scale (DLRS), Entrepreneurial Leadership Questionnaire (ELQ), and Job Satisfaction Survey (JSS) are utilized for the study to 350 respondents. Descriptive, inferential analysis, and structural equation modeling were used to elaborate the collected data.

The result shows that organizational commitment is at a moderate level meanwhile distributed leadership, entrepreneurial leadership and job satisfaction are at high level. Only gender shows no significant difference in organizational commitment while age and length of service show significant differences in organizational commitment. The result indicated that there is a significant relationship between organizational commitment, distributed leadership, entrepreneurial leadership and job satisfaction.

Structural equation modeling (SEM) analysis by using bootstrapping shows that distributed leadership has a partial mediation effect on organizational commitment and no mediation effect on entrepreneurial leadership. The result of SEM indicated that

distributed leadership, entrepreneurial leadership, and job satisfaction managed to estimate 43% of variance in organizational commitment.

The findings of this study strengthen the understanding the importance of distributed and entrepreneurial leadership towards organizational commitment in presence of job satisfaction as a mediator. This study contributed to some recommendations for practice, theory, and future research to improve the level of organizational commitment in presence of distributed leadership, entrepreneurial leadership and job satisfaction as mediator.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

**KEPUASAN KERJA SEBAGAI MEDIATOR TERHADAP HUBUNGAN
ANTARA KEPIMPINAN TERSEBAR, KEPIMPINAN KEUSAHAWANAN
DAN KOMITMEN ORGANISASI DALAM KALANGAN GURU-GURU
SEKOLAH MENENGAH DI SEMENANJUNG MALAYSIA**

Oleh

SITI AMINAH BINTI ZULKEFLI

April 2022

Pengerusi : Siti Salina binti Mustakim, PhD
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Kajian ini bertujuan untuk mengkaji kesan perantara kepuasan kerja dalam hubungan antara kepimpinan tersebar, kepimpinan keusahawanan dan komitmen organisasi dalam kalangan guru-guru sekolah menengah di Semenanjung Malaysia. Pembangunan professional dalam kalangan guru semakin kritikal kerana jumlah beban kerja yang tinggi di sekolah; pengurusan tambahan kokurikulum, kerja perkeranian, dan melibatkan diri dengan ibu bapa dan komuniti.

Kajian ini direka sebagai kajian kuantitatif berbentuk korelasi dengan menggunakan kaedah pengumpulan data. Satu set instrument yang mengandungi 5 bahagian penilaian dengan 151 soalan iaitu soal selidik *Three-Dimensional Model (TCM)*, *Distributed Leadership Readiness Scale (DLRS)*, *Entrepreneurial Leadership Questionnaire (ELQ)*, dan *Job Satisfaction Survey (JSS)* telah digunakan untuk kajian ini kepada 350 orang responden. Analisis diskriptif, inferensi dan *Structural Equation Modeling* telah digunakan untuk menghuraiakan data yang telah dikutip.

Dapatan kajian menunjukkan komitmen organisasi berada di tahap yang sederhana manakala kepimpinan tersebar dan kepimpinan keusahawanan dan kepuasan kerja adalah berada di tahap yang tinggi. Hanya jantina menunjukkan tiada perbezaan yang signifikan terhadap komitmen organisasi manakala umur dan tempoh bekerja menunjukkan terdapat perbezaan yang signifikan terhadap komitmen organisasi. Dapatan kajian ini mendapati terdapat hubungan yang signifikan antara komitmen organisasi, kepimpinan tersebar, kepimpinan keusahawanan dan kepuasan kerjaya.

Analisis SEM yang menggunakan kaedah *bootstrapping* menunjukkan kepimpinan tersebar mempunyai kesan mediator yang separa terhadap komitmen organisasi

namun kepemimpinan keusahawanan tidak mempunyai sebarang kesan mediator. Hasil kajian menunjukkan bahawa kepimpinan tersebar, kepimpinan keusahawanan dan kepuasan kerjaya dapat menjangkakan 43% varian di dalam komitmen organisasi.

Kajian ini mengukuhkan lagi kefahaman terhadap kepentingan kepimpinan tersebar, kepimpinan keusahawanan terhadap komitmen organisasi dengan adanya kepuasan kerjaya sebagai mediator. Kajian ini menyumbang kepada beberapa cadangan terhadap praktis, teori dan kajian lanjutan untuk meningkatkan lagi tahap komitmen organisasi dengan adanya kepimpinan tersebar, kepimpinan keusahawanan dan kepuasan kerjaya sebagai mediator.



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May ALLAH bless all of you!

I certify that a Thesis Examination Committee has met on 27 April 2022 to conduct the final examination of Siti Aminah binti Zulkefli on her thesis entitled “Mediating Effects of Job Satisfaction on Relationship Between Distributed Leadership, Entrepreneurial Leadership and Organizational Commitment Among Secondary School Teachers in Peninsular Malaysia” in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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LIST OF ABBREVIATIONS

AMOS	Analysis of Moment Structure
ANOVA	Analysis of Variance
AVE	Average Variance Extracted
CFA	Confirmatory Factor Analysis
CFI	Comparative of Fit Index
CR	Composite Reliability
CMIN	Chi Square Value
DF	Degree of Freedom
DL	Distributed Leadership
EL	Entrepreneurial Leadership
EPRD	Education Planning and Research Division
GFI	Goodness of Fit Index
JS	Job Satisfaction
KPM	Kementerian Pendidikan Malaysia
MEB	Malaysia Education Blueprint
MoE	Ministry of Education
NFI	Normed Fix Index
OC	Organizational Commitment
RMSEA	Root Mean Square Error of Approximation
SEM	Structural Equation Modeling
SPSS	Statistical Package for Social Science
TLI	Tucker-Lewis Index
M	Mean
SD	Standard Deviation

CHAPTER 1

INTRODUCTION

1.1 Introduction

This research is about the mediating effects of Job Satisfaction (JS) in the relationship between Distributed Leadership (DL) and Entrepreneurial Leadership (EL) with Organizational Commitment (OC) among secondary school teachers in Peninsular Malaysia. The background of the study, problem statement, research objectives, research questions, and research hypotheses were briefly elaborated in this first chapter. Besides that, this chapter discussed the significance of the study, the limitation of the study, and the definition of variables. Lastly, the summary of the research was concluded in the last part of this chapter.

1.2 Background of the Study

Malaysia Education Blueprint (MEB) was introduced in 2013 by the Ministry of Education to understand the existing performance and challenges of Malaysia education system and to establish a clear vision and aspiration of Malaysia education system. MEB's goal is to lay forth a comprehensive reform plan for the system, including major reforms to the Ministry of Education. One of the main focuses of the Blueprint is teachers and school leaders. Shift 5 of Malaysia Education Blueprint (MEB) was highlighting that the most important entity in developing human capital is teachers and school leaders (Malaysia, 2012). The focus in this shift was in line with the mission of the National education system is to develop individual potential through the world-class quality of education (KPM, 2012). The most important school-based determinant of student outcomes is teacher quality and effective school leadership was required to achieve significant improvements in student success (KPM, 2012).

One of the characteristics of teachers' quality is teacher must have a high commitment towards their job because high commitment among the employee is one of the key successful factors of any organization (Ibrahim, Wan Sulaiman, Ibrahim, Abdul Malek, & Bausing, 2018; Wan Sulaiman, Ibrahim, & Mariappa, 2013; Metcalfe & Dick, 2002). OC among teachers is really important because a committed teacher can produce more promising learning outcomes among students (Ling, 2016). Furthermore, OC among teachers will influence student academic achievement and school effectiveness (Mohamad, Abd Latif Kasim, Zakaria, & Nasir, 2016; Park, 2005). OC, according to Meyer, Allen, and Gellatly (1990), is described as an attitude toward their organization that is marked by positive cognitive and affective components.

For two reasons, scholars agreed that OC is an effective method to ensure school achievement (Firestone & Pennell, 1993; Rosenholtz, 1985). First, OC is linked with student achievement. A teacher with a high sense of commitment to the school will have an indirect impact on instructional quality and student academic success through school organization (Marks & Louis, 1997). The second argument is that higher OC leads to increased self-efficacy, job and career satisfaction, and organizational citizenship behavior in any organization (Dee et al., 2006; Somech & Bogler, 2002; Firestone & Pennell, 1993; Kushman, 1992; Rosenholtz, 1989).

The curricular, plans, and policies in education are always changed to meet the desire of the current world. The most powerful school-based influencers of student outcomes are teachers (KPM, 2013; Dee, Henkin, & Singleton, 2006). Based on these reasons, teachers are required to have commitment at a high level in their job. Every education policies and planning are focused on student well-being. School teachers are the persons who will implement all government policies to make sure no children are left behind in education. The school achievement depends on the whole system, values, beliefs, spirit, and culture practiced by all members of the school especially the principal (Jamaliah & Yusof, 2011). Teachers must fully contribute their commitment to the school while principals must do their best as a leader with good leadership practice to make sure their subordinates are satisfied with their job so they can give the best commitment to their work. Like in other countries, education in Malaysia consists of elementary school and secondary school. There are public and private schools in Malaysia and based on the statistic of enrollment in the Malaysia Education Blueprint report, more than 80% of Malaysian kids went to public school to gain their education. Hence, this research focused on public secondary schools because the public school must implement all government policies including what was planned in the blueprint (Ling, 2016).

As mentioned in MEB (2013), good teachers alone are not enough. Other factors can boost OC among teachers. According to Bandura cognitive theory (1986), human action is the outcome of the interplay between personal, behavioral, and environmental factors. OC is the behavioral outcome from the interaction of personal and environmental factors. School is an open system and leadership is the input of environmental factors. Many environmental factors influenced teacher's OC and the most common variable in several comprehensive studies is leadership practice among principals (Meyer & Allen, 1997; Ross & Gray, 2006; Nguni et al., 2006; Dee, Henkin, & Singleton, 2006; Rehman, et al 2012; Saeed, 2013). According to the Malaysia Education Blueprint (2013), data from international research reveals that good school leadership is essential to make significant improvements in student accomplishment. There are many leadership styles in the leadership literature such as instructional leadership, transformational leadership, DL, and EL but in this study DL and EL were used to find their significant relationship with OC in mediating effect of JS among secondary school teachers in Peninsular Malaysia.

According to the blueprint, the Education system can't be successful if there is no dedication and commitment from the school leaders and teachers (KPM, 2013). The leadership style of a principal at an educational institution, particularly at a school, has an impact on teachers' commitment to their organization. Teachers are more devoted to

the school when principals provide constructive criticism, support, and acknowledgment, as well as well-stated school goals (Nguni et al., 2006; Park, 2005; Tsui & Cheng, 1999). Malaysia Education Blueprint (2013) was an important guideline for education in Malaysia. There was a third wave of planning to advance the quality of schools' teachers as well as principals according to this Blueprint. The first wave starts in 2013-2015 to improve standards of teacher selection and training and the support system for teachers. As for the school leaders, the focus of this first wave is improving the selection standard of principals and support systems. The goal of the second wave of MEB which starts from 2016 to 2020 is to improve teacher career pathways and development, as well as to elevate the profession and move towards DL for the principal. Hence, from this plan, DL idea needs to explore more and this research contributed some findings to give some idea of the ongoing wave 3 plan.

From 2021 to 2025, the third wave of MEB focused on developing a peer-led culture of professional excellence between school administrators and teachers. Teachers in a peer-led culture encourage and inspire each other, sharing the best practices, and hold one another responsible to professional standards. Meanwhile, every school should have supporting school leaders and high-performing principals with the leadership abilities to drive continuous innovation and improvement. The study of EL should be highlighted in contributing ideas for this on-going plan because EL is related to the proactive and innovative leaders, as well as take risks and carry out entrepreneurial approaches in performing their leadership responsibilities and roles (Thornberry, 2006). There is a need to study about DL and EL to contribute some ideas for the current wave 3.

The second wave of the blueprint plan starts from 2016 and end in 2020. During this phase, the Ministry of Education has been moved towards a model of DL to ensure that DL in education is aligned with international best practices where an effective, high-quality school leadership pervades the entire organization. Distributed leadership is still the priority according to the blueprint when the ministry's mission in approaching Wave 3 by 2021 to 2025 is to develop a peer-led culture of professional excellence where school leaders mentor and train one another, develop and disseminate best practices, and hold their peers accountable for meeting professional standards, according to the blueprint (KPM, 2013). Principals are no longer the only ones who carried all responsibility in school but the trend changed towards a culture of shared responsibility (Rosnarizah & Zulkifli, 2009).

Previous research showed that DL has a significant correlation with OC (Hulpia & Devos, 2010; Rabindarang & Bing, 2012; Marlia & Yahya, 2016). DL is a type of collective leadership in which leadership responsibilities are distributed across a group of people rather than being handled by a single person in an organization or group (Haris, 2014). Bennett et al. (2003) in Harun (2016) said that DL allows the employee to hold a formal or non-formal leadership position to lead an organization. DL is not restricted to persons at the top of organizations but it can be spread among all members of the organization (Elmore, 2000; Copland, 2003; Hulpia & Devos, 2010a).

Besides DL, EL has been used in this research to know its significant relationship with OC in mediating effect of JS among secondary school teachers in Peninsular Malaysia. One of the focuses in the third wave of MEB starting from 2021 until 2025 is school leaders with the leadership skills to implement ongoing innovation and improvement expected in every school. Since the idea of EL is related to innovative and proactive leaders, the study of EL with OC is terribly needed to improve the quality of education in Malaysia. Renko, El Tarabishy, Carsrud, and Brännback (2015) define EL as "the intersection of leadership and EL." Even EL was mostly used in the business study, but EL also can be practiced in the school setting. There are researches about EL has been conducted by scholars in the field of education such as Pihie, Bagheri, and Asimiran (2014) and Dahiru et al. (2017). The results show a positive outcome for EL in education.

EL, according to Gupta (2004), is described as leadership that develops visionary scenarios that are used to collect and organize a "supporting cast" of participants who are devoted to the discovery and exploitation of strategic value creation. It entails a leader's ability to influence and steer group members' performance toward organizational goals, which include spotting and maximizing opportunities. If DL focused on sharing responsibility, EL focused on opportunity. EL was used in this research because scholars believed this type of leadership can improve school performance.

Pihie, Bagheri, and Asimiran (2014) believe that school principals need EL characteristics, knowledge, and competence to carry out their responsibilities based on leadership principles and that this empowers educational leaders to meet students' various requests as well as the ever-changing demands of the school environment. Apart from that, Berglund and Holmgren (2006) believe that entrepreneurial qualities and approaches can be used to improve all elements of education and schooling, particularly school leadership, by influencing people's behavior and task performance.

Research about the relationship between OC and EL is very limited in the educational administration field of knowledge. Yang, Pu, and Guan (2019) research was referred to in this study as the result of their research demonstrates that affective commitment functions as a mediator for EL. Entrepreneurial leaders inspire subordinates' affective commitment by defining an achievable challenge and inspiring a resolve to work hard, according to their findings. From the literature, OC among teachers will influence school effectiveness (Mohamad, Abd Latif Kasim, Zakaria, & Nasir, 2016; Park, 2005). Research by Dahiru et al. (2017) showed that EL can boost school effectiveness. Therefore, it can be predicted that EL is significant with OC.

The mediating effect of JS in the relationship between OC, DL, and EL among secondary school teachers in Peninsular Malaysia was investigated in this study. As mentioned earlier, OC is the behavioral outcome of the interaction of personal and environmental factors. JS is the personal factor for this research. It is because JS is an inner motivation of every worker and the main element in the work environment that needs to be extra attention on it in every organization. Employee JS refers to how they feel about their work and various facets of their jobs (Spector, 1997). According to

previous studies, JS and OC are strongly linked (Nahid, 2011; Rehman, et al 2012; Saeed et al., 2013; Mohamad, Abd Latif Kasim, Zakaria, & Nasir, 2016).

Many researchers found that JS can be the mediating effect for OC (Hackett, Bycio, & Hausendorf, 1994; Iverson & Roy, 1994; Hunt, Chonok, & Wood, 1985). Teachers' commitment and JS can have an impact on students' academic achievement and school accomplishment (Mohamad, Abd Latif Kasim, Zakaria, & Nasir, 2016). Several studies have discovered that school leadership is linked to OC and teacher JS (Nguni, Slegers, and Denessen, 2006; Bogler, 2001, 2005; Koh, Steers, and Terborg, 1995; Hoy, Tarter, and Bliss, 1990; Aelterman, Engels, Evans and Johnson, 2007). In organizational psychology, JS is a frequently use construct studied due to a direct influence on the employees' work in an organization (Templer, 2012; Vercellino, 2008). It is because, from the JS, an employee will feel happy in the workplace if the employer understands their employees by feeling appreciated and given an opportunity to show their talent without close supervision by their employer. However, there has been a lot of discussion about whether work satisfaction and OC are related. (Starnes & Truhon, 2006). According to Mathieu and Zajac (1990), commitment lead to increased JS, but Lawrence, Glidden, and Jobe (2006) found JS predicted counselors' work commitment.

All of the interaction within the variables needs empirical data before concluding. Therefore, this research was conducted to identify mediating effects of JS in the relationship between DL and EL with OC among secondary school teachers in Peninsular Malaysia.

1.3 Problem Statement

Professional development among teachers is increasingly critical due to the high number of workload in school; extracurricular management, clerical work, and engaging with parents and communities. These issues are the primary statement of the problem that initiate the researcher to further in-depth investigating on the organizational commitment influenced by entrepreneurial leadership and distributed leadership in the presence of job satisfaction as the mediator in the study. Organizational commitment is crucial in education because commitment among teachers can influence student academic achievement and school performance (Mohamad, Abd Latif Kasim, Zakaria, & Nasir, 2016). The education sector is a sector that is constantly evolving and new methods of teaching and learning are often introduced. Teachers in Malaysia are not only involved with classroom teaching and learning but they also need to spend time on other non-academic work such as extracurricular management, professional development, engaging with parents and the community, and clerical work (Antin & Dzulkifli, 2018; KPM, 2013). With such many tasks given, teachers were really required to have high level of commitment towards their job but some teachers feel it is a burden and lead them to stress (Ambotang & Bayong, 2018). As the consequence, their commitment will be decreased and they might choose to retire early, or worse they will become problematic teachers.

Effective solutions need to take by the authorities to guarantee all teachers are committed and satisfied with their job since many teachers many teachers apply for early retirement (Lahlouh et al., 2022; Rosli, 2022; Sinar Harian, 2016; Hasibuan, Mariatin & Ananda, 2019; Khek, 2018). The problem related to low commitment among educators occurs in every level of schooling either in private, primary, and upper secondary schools but this research just focused on public secondary schools. It is because public schools need to implement and obey all government rules and policies. Besides that, most of the students' enrollment was at public schools compared to private schools. Hence, this empirical study must be conducted to get concrete data about the actual level of organizational commitment among secondary school teachers in Peninsular Malaysia to help the responsible entity in education, particularly in secondary school to ensure all teachers are highly committed.

Organizational commitment is influenced by many factors and the most frequent variable in quite a lot of comprehensive studies is leadership practice among principals (Meyer & Allen, 1997; Rehman, et al 2012; Saeed et al., 2013). According to Bandura's theory, besides environmental factors like leadership, personal factor also contributed to the behavior outcome that is organizational commitment. Some studies recommend that employees must be satisfied with their employment before they can turn out to be committed to the organization, while others claim that work satisfaction is a result of organizational commitment (Mathieu & Zajac, 1990; Glidden & Jobe, 2006; Alsughayir, 2020; Abdul Halim et al., 2021). Teaching and learning session during the pandemic changed from face-to-face learning to online learning and it really needs a high level of commitment from the teachers to ensure the learning process still carry on and no student dropped out. However, some researchers reported that school teachers showed less dedication to their organization due to stress (Akartuna & Serin, 2022; Malik, 2020). Thus, this research needs to carry out to get firm results about organizational commitment among teachers in the presence of distributed leadership, entrepreneurial leadership, and mediating effect of job satisfaction.

The role of principal in organization is indispensable. Many types of leadership have been studied with teachers' organizational commitment but in this research, the researcher only focused on distributed leadership and entrepreneurial leadership because this leadership was highlighted in the blueprint. Besides that, previous researchers agreed more research needs to carry out about distributed leadership in the Malaysian context (Rosnarizah & Zulkifli, 2009; Harun, 2016; Nguni et al., 2006; Ross & Gray, 2006; Dee, Henkin, & Singleton, 2006; Mayer and Allen, 1997). As for entrepreneurial leadership, it is a leadership style that quite new to apply in the Malaysian education system and there is only a little research was done about it in the field of education.

Previous research about organizational commitment in Malaysia has been studied by many scholars and found mixed result of organizational commitment level (Sharif et.al, 2002; Nordin et.al, 2008; Boon, 2016; Ling, 2016; Jamail and Don, 2016; Mohamad et. al, 2016; Mohammed Aboudahr and Jiali, 2019). There is no direct research that correlates entrepreneurial leadership and organizational commitment but research about entrepreneurial leadership in school context found there is a significant relationship between entrepreneurial leadership, teacher empowerment, and school effectiveness

(Dahiru A. S., Pihie, Basri, & Hassan, 2017). According to Ibrahim, Wan Sulaiman, Ibrahim, Abdul Malek, and Bausung (2018), organizational commitment can improve school effectiveness. Hence, it can make the assumption entrepreneurial leadership can be used as a predictor for organizational commitment and this research needs to carry out to prove this statement. Previous research showed mixed results about the relationship between organizational commitment and job satisfaction. Thus, this gap of finding needs further investigation.

Overall, research has been done by previous scholar on job satisfaction, organizational commitment, distributed leadership, and entrepreneurial leadership but there is no specific research in educational administration that directly combined organizational commitment with distributed leadership, entrepreneurial leadership and job satisfaction. From the gap of the previous finding, this research needs to be conducted to contributed knowledge and finding to the field of educational administration particularly about organizational commitment, distributed leadership, entrepreneurial leadership and job satisfaction theory and practice at school. Hopefully, it can help the school administrator or ministry to make a strategic plan to improve the productivity and effectiveness of Malaysian schools. Therefore, this research has been conducted to identify the mediating effects of job satisfaction on the relationship between organizational commitment, distributed leadership and entrepreneurial leadership among secondary school teachers in Peninsular Malaysia.

1.4 Objective of the Study

The main objective of this study is to examine the mediating effect of job satisfaction in the relationship between distributed leadership, entrepreneurial leadership and organizational commitment at secondary school teachers in Peninsular Malaysia. From the main objective, four specific objectives were designed as below:

- 1) To determine the level of organizational commitment, distributed leadership, entrepreneurial leadership, and job satisfaction among secondary school teachers in Peninsular Malaysia.
- 2) To determine the significant difference of organizational commitment among secondary school teachers in peninsular malaysia based on age, gender, and length of service.
- 3) To determine the relationship between distributed leadership, entrepreneurial leadership, job satisfaction, and organizational commitment among secondary school teachers in Peninsular Malaysia.
- 4) To determine the mediating effect of job satisfaction in the relationship between distributed leadership and entrepreneurial leadership with organizational commitment among secondary school teachers in Peninsular Malaysia.

1.5 Research Questions

To identify the research objective, four research questions are formulated as below:

- RQ 1 : What are the level of organizational commitment, distributed leadership, entrepreneurial leadership, and job satisfaction among secondary school teachers in Peninsular Malaysia?
- RQ 2 : Is there any significant difference in organizational commitment among secondary school teachers in Peninsular Malaysia based on age, gender, and length of service?
- RQ 3 : Is there any relationship between distributed leadership, entrepreneurial leadership, job satisfaction, and organizational commitment among secondary school teachers in Peninsular Malaysia?
- RQ 4 : Does job satisfaction mediate the relationship between distributed leadership, entrepreneurial leadership with organizational commitment among secondary school teachers in Peninsular Malaysia?

1.6 Research Hypotheses

From the research questions 2 and 3, ten research hypotheses were developed to examine mediating effects of Job Satisfaction (JS) in the relationship between Distributed Leadership (DL) and Entrepreneurial Leadership (EL) with Organizational Commitment (OC) secondary school in Peninsular Malaysia. Below are the research hypotheses of this research:

H_{a1}: There is a significant difference in OC among secondary school teachers in Peninsular Malaysia based on age.

H_{a2}: There is a significant difference in OC among secondary school teachers in Peninsular Malaysia based on gender.

H_{a3}: There is a significant difference in OC among secondary school teachers in Peninsular Malaysia based on length of service.

H_{a4}: There is a significant correlation between DL and OC among secondary school teachers in Peninsular Malaysia.

H_{a5}: There is a significant correlation between DL and JS among secondary school teachers in Peninsular Malaysia.

H_{a6}: There is a significant correlation between DL, JS, and OC among secondary school teachers in Peninsular Malaysia.

H_{a7}: There is a significant correlation between EL and OC and among secondary school teachers in Peninsular Malaysia.

H_{a8}: There is a significant correlation between EL and JS among secondary school teachers in Peninsular Malaysia.

H_{a9}: There is a significant correlation between EL, JS, and OC among secondary school teachers in Peninsular Malaysia.

H_{a10}: There is a significant correlation between JS and OC among secondary school teachers in Peninsular Malaysia.

1.7 Significant of the Study

This study discussed about the mediating effect of JS in the relationship between DL and EL with OC among secondary school teachers in Peninsular Malaysia. The study was very important to carry out in educational administration field because it can contribute new findings of theory, practice, and policy in education.

The findings of this research convey information, adding new knowledge and contributed the empirical findings about JS, DL, EL and OC in the field of educational administration. The existing OC, DL, EL and JS theories and model was developed many decades ago. Therefore, this research added some new information and knowledge to the OC three-model dimension of Meyer and Allen (1991), DL theory dimensions by Elmore (2000), EL dimension by Thornberry (2006), and JS dimensions by Spector (1997). Even many previous researches has been done about this variables, but the combination of OC, DL, EL and JS conducted in educational research is still limited in Malaysia. The importance of DL and EL in predicting OC and JS among teachers is related to the blueprint. According to the Shift 5 in blueprint, school leaders are expected to practice distributed leadership and be innovative at school to increase the quality in education. By practicing this leadership, they also need to ensure their teachers are highly committed and satisfied towards their job at school. So, this research provides answers to the relationship between these variables to strengthen the existing knowledge of OC, DS, EL and JS.

Most of the theory was developed in Western country that based on western culture and the way of thinking. Many previous researches have been conducted about JS, DL, EL and OC in Malaysia, but only a few researchers have tried to determine the JS as the mediator on the relationship between DL, EL and OC. Thus, the finding of this research contributed to the world of knowledge, especially from Malaysian culture and thought.

Furthermore, this research also significant to the practice especially for the practitioner in education such as school administrator teachers, and authorities in education. School is an organization that will not disappearing and the school members are always changed by redeployment or retirement. Every teacher must have high job satisfaction and sense of commitment toward their organization because it has been proved teachers react positively to their job and it will benefit the stakeholders in education (Mohamad, Abd Latif Kasim, Zakaria, & Nasir, 2016) Previous research found that if the level of principal leadership practice is at a low level, then commitment and JS of the

employees will be at a low level. If the finding of this research is unsatisfactory, prevention programs and strategic plan can be carried out by the principal to ensure teacher's OC and JS is at the high level. Based on this reason, research about the relationship of job satisfaction, leadership, and organizational commitment must be always carried out to ensure the school management was on the right track in managing their organization.

The finding of this research also hopefully school authorities such as the head of the District Education Office, State Education Department, or Ministry of Education can make intervention plans or continuous professional development to help teachers who have a low level of OC and low level of JS in their work. Besides that, the authorities also must help that problematic principal to be a better leader with some intervention programs like a counseling session. Otherwise, if the level of teacher's OC and JS is high, the principal needs to maintain this environment by keeping practice their leadership style and keep improving their leadership better.

As for the policy, the finding of this research can give some insight for the Ministry of Education to build and plan policy in education for better improvement. According to the Malaysia Education Blueprint (2003), from 2016 to 2020, the ministry will transition to a DL model in which effective, high-quality school leadership pervades the whole structure of all schools to ensure compliance with worldwide best practices. The finding of this research can be an indicator of the appropriateness of applying the DL can be applied or not in the Malaysia context, especially for a secondary school in Peninsular Malaysia because the sample of this research represents the population of all secondary school teacher in Peninsular Malaysia.

Besides that, this result predicted either EL style was practiced in Malaysia or not. If the level EL is high and OC and JS are high, then policy maker can be designed some new policies to make sure all school principals practice EL for better improvement in education. With these findings, the related authorities can then reinforce or transform existing human resource management policies and procedures in order to boost morale, pride, and respect for the profession in the public eye, while restoring professionalism in the pursuit of the country's mission. Another reason for the research significance of this study is this research can give insight to future researchers to conduct their research. This study provides some insight into improving interaction to maintain a dynamic and effective educational system.

1.8 Limitation of the Study

The primary goal of this study is to look into organizational commitment and it's relationship with distributed leadership and entrepreneurial leadership in presence the role of JS as a mediator among secondary school teachers in Peninsular Malaysia. Teachers' OC and JS have been evaluated based on their own level of OC and JS toward the job. Meanwhile, DL and EL were measured based on teachers' perceptions toward their principal leadership practice at school.

The first part of the limitation of this research is the theories. From the literature, there are many theories involved in OC, leadership, and JS. However, the discussion about OC, leadership, and JS in this research has been limited to the model or theory that has been discussed in Chapter 2 only. For OC, most of the discussion referred to the Meyer and Allen (1991) Three-Component Model (TCM) about affective, normative, and continuance commitment. As for JS, Herzberg's theory and the nine dimensions of Spector (1997) have been discussed in this research. Meanwhile, DL and EL are the theory or models among so many theories and models in the knowledge of leadership. The discussion about DL focused more on Elmore's (2000) dimensions of DL and EL used Thornberry Model of EL and its dimensions.

Another limitation is the methodology. The first in the methodology part is the location of the research. This research was conducted in selected secondary schools in Peninsular Malaysia only. The school has been selected and the survey method was utilized. The method of collecting data only limited to the survey method. The questionnaire form has been distributed to the teachers at the selected schools. The results of this research were based on the answers of teachers from the questionnaires.

Besides that, another limitation is sampling. Based on data provided by the Ministry of Education (MoE) website, the population of secondary school teachers in Peninsular Malaysia is 113526 and 1491 schools. From 1491 schools, this research focused on teachers at *Sekolah Menengah Kebangsaan (SMK)* only. However, due to time constrain and cost efficiency factors, samples study of the respondents were chosen only from the selected school of one state in each zone to represent the population. A random sampling technique has been used to select the respondents. Hence, based on this limitation the results cannot be generalized to secondary schools in Sabah and Sarawak or any other countries.

1.9 Definition of Terms

1.9.1 Organizational Commitment (OC)

OC is an attitude, a belief, a sense of attachment to and in an organization (Meyer and Allen, 2004). In this research, OC is referred to the level of affective commitment, normative commitment, and continuance commitment among secondary school teachers in Peninsular Malaysia. Three-Component Model (TCM) that has been developed by Mayer and Allen (2004) has been used to measure the level of affective commitment, normative commitment, and continuance commitment among secondary school teachers.

1.9.2 Distributed Leadership (DL)

DL refers to the various sources of guidance and direction that cover the pattern of inner expertise that makes a coherent organization through the same culture to improve

teaching and school performance (Elmore, 2000). DL in this research was focused on the level of teachers' perception towards their principal leadership practice for DL. DL was referred to four dimensions of Elmore's (2000) theory that is mission, vision, and school objective, school culture, sharing responsibility, and leadership practice. DL Readiness Scale (DLRS) that has been developed by Elmore (2000) has been used to measure the level of DL in this research.

1.9.3 Entrepreneurial Leadership (EL)

EL according to Thornberry (2006) is referred to the leaders who are innovative and proactive in their leadership responsibilities and positions, as well as those who take risks and apply entrepreneurial approaches. In this research, EL is defined as referred to the level of teachers' perception towards their principal leadership practice for EL based on general entrepreneurial leadership behavior (GELB), explorer behavior (EXPB), miner behavior (MINB), accelerator behavior (ACCB) and integrator behavior (INTB). The Entrepreneurial Leadership Questionnaire (ELQ) by Thornberry (2006) was used to measure the teachers' perception towards their principal leadership practice for EL.

1.9.4 Job Satisfaction (JS)

JS is how people feel about their jobs and different aspects of their jobs (Spector, 1997). In this research, JS is the satisfaction level of secondary school teachers in Peninsular Malaysia towards their job based on nine dimensions according to Spector (1994). That dimensions are salary, promotion, supervision, additional benefit, recognition, job procedure, colleague, working environment, and communication. JS in this research was measured using nine dimensions in JS Survey (JSS) by Spector (1994).

1.10 Summary

This chapter has provided a brief overview of the background of the study, which is to determine the relationship between DL and teachers' JS. Problem statements were discusses based on previous studies. Objective, research questions were clearly stated in this chapter. The significance of the study was discussed to support the importance of why this research needs to be carried out. This chapter also stated about limitations and definition of variables that have been used to do this research.

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