THE RIGHT LEADER WITH THE RIGHT LEADERSHIP STYLES CREATES ORGANIZATIONAL COMMITMENTS

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Abstract - The paper reflects on the changing nature of leadership roles in increasingly globalized environment. There is need to always generate and produce new ideas in any field especially in the condition where all over the world is preparing for a touch of 21st century leadership. As changes are unchangeable, the importance of considering the realistic aspects in leading and leadership is essentially required. Leadership is the process by which leader influence their followers to achieve organizational goals Through motivating their followers, leaders help organizations realize goal achievement and adapt to the changing environment and that is why this research article placed an important view to explore the leadership styles of the school leaders and the teachers' commitment to their job in Malaysia. This paper discusses on the most leadership styles applied by the leaders in the school and the teachers' commitment towards their job in the school in Malaysia. The research article also reveals the impact of some misleading and the issues to be faced by the teachers and the students in school. The paper also suggested that moving forward the leaders necessitate taking into consideration the right styles of leading in a continuous progress.

Keywords - leadership, organizational commitment, schools, teachers, Malaysia

I. INTRODUCTION

The subject of leadership is interesting for many researchers throughout the years. The continual research in the process to conclude about a good leadership has unintentionally created the countless opportunity for the scholars in the development of many leadership theories. Studies have been carried out to determine how leadership behaviors can be used to influence employees for improved organizational outcomes in many perspectives. Indirectly, battle has been gone on how to define leadership and their attitudes toward it in multiple perspectives. The revolution has gone from a very classical, autocratic approach to a very creative and participative approach. Ideas about management and leadership have changed considerably in back several years. People who are better-educated and more articulate nowadays can't be easily managed and they can no longer be commanded in the same way as before. People from either the top management or the workers are expecting to be treated in an approachable. A real beneficial leadership style would create an organizational commitment among the workers (Simon and Mak, 2014; Jackson et al., 2013; Judge and Piccolo, 2004; Lowe et al., 1996; Koh et al.,1995).

II. LEADERSHIP AND ORGANIZATIONAL COMMITMENTS RESEARCH REVIEWS

Most of the previous studies on leadership regardless of the field and nation, has agreed to a the similar outcome that leadership styles does influence the followers commitment in the avenue of being effectiveness and stimulate cooperation (Joaquim et al., 2015; Saowanee et al., 2015; Duangjai and Saowanee, 2014; Panagiotis, 2014; Maria, 2013; Shahidul et al., 2013; Colette et al., 2013; Ritthirong and Thanomwan, 2013; Adam and Lior, 2013; Jui - Chen and Collin, 2005; Francis, 2009). In the same vein, in Malaysia most of the research done in the leadership field has proposed the same outcome showing a significance relationship between leadership styles and the corresponding variables. A research by Mohammad Khademfar & Seddigheh (2013) was done to find out the relationship between ethical leadership and organizational performance among top managers, supervisors and ordinary workers in 280 Electrical and electronic active Malaysian SMEs. It has found to be that the ethical leadership improve the environment and promote the clients have a sensitive and positive attitude toward the organizations in private and public sector and eventually made more satisfaction and more profit for community through their high performance.

Mohammad Shamsurri & Tim Mazzarol, (2010), investigate the role of leadership in influencing the level of organizational innovation performance among small and medium enterprises, SMEs suggested that the types of innovation undertaken by the SMEs will mediate the relationship between leadership and their innovation performance. A cross-sectional survey of 500 Malaysian-owned SMEs operating in the MSC found transformational leaders have a significant impact on both product and process innovation undertaken in the SMEs. While, the transactional leaders were found to put an emphasis on process innovation even though at a lower significance than transformational leaders while negatively associated with product innovation. Most of the research found to be accepting transformational than transactional leadership styles in seeing a positive outcome (Ronit et al., 2013; Jeff et al., 2012; Nurdan, 2013; Naceur et al., 2005; Kerry

et al., 2001) but for this study idea of transactional leadership will be emphasized too seems it has its roots in social psychological social exchange theory (Burns, 1978) and relies on the reciprocal and deterministic relationship between a leader and their subordinates (Burns, 1978; Bass, 1981, 1985, 1997; Bass and Riggio, 2006; Judge and Piccolo, 2004). Transactional leadership was found to be strongly aligned with the ratings of managers from Malaysia (Uma, 2010). Under this perspective, leaders and subordinates have considerable power and influence and that is why transactional leadership has been considered in the research.

Adding to the above study, another research was conducted to identify the influence of transformational leadership style on employees' organizational commitment to change in Malaysia higher education context. A total of 458 lecturers voluntarily participated in this study. The findings suggested that two dimensions of transformational leadership style namely, idealized influence and inspirational motivation were found to have positive relationship with personal commitment to change (May et al., 2010). In order to gain commitment from workers, it has confirmed that leader should have the ability to create a sense of referent power (Bass, 1985) via charismatic leadership and only transformational leader uses these characteristics to motivate the followers behaviour (Burns, 1978) and the leaders also do not criticize (Burns, 1978; Bass and Riggio, 2006; Villiers, 2003).

Generally, leadership behavior was found to be significantly related to organizational commitment (Diether et al., 2016; Seyfi et al., 2015; Araújo and Lopez, 2014; Kah and Kok, 2009; May et al., 2009; Dennis et al., 2013; Nurharani et al., 2013; Cemal et al., 2012) and organizational culture played an important role in moderating this relationship (Steffen et al., 2016; Norlina et al., 2015; Stephen et al., 2013; Zafer, 2012). Vice versa to the above matter, organizational commitment was found to be significantly associated with only job satisfaction but not with employee performance in one study, where only supportive culture influenced the relationship between commitment and satisfaction (Lee Huey & Kamarul Zamman, 2009). The curiosity became stronger to use moderators in finding impact on the relationship between two variables in this study with the supporting previous literatures which proofing a significance results, especially on the cultural impacts. This means leadership is not a sole winner in leading and that should not take for granted by the leaders.

Apart from a leadership in private organization, Malaysia schools leaders are also having their own styles in leading the school administration. According to Leithwood (1994) and Halingger (2005), instructional leadership is needed in schools because it is the main task of a principal at the school in distributing the instruction. A study to examine the instructional leadership of principals and the teachers' commitment in three MJSCs in Pahang among 113 teachers reveals that the relationship between instructional leadership and the level of teachers' commitment is high. There is a significant relationship between instructional leadership and the level of teachers' commitment in three MJSCs in Pahang. In terms of the implications of the study, the principal should use his own intelligence in instructional leadership skills to develop teachers' commitment (Nik et al., 2014). In another study, involving 123 principals done in the same state, Pahang explored the practice of instructional leadership among principals, has proofed a strong relationship between the instructional leadership domains of manage instructional program and promote learning environment with the affective domain of attitude towards change (Jamelaa and Jainabi, 2011).

In contrast, in the school preferred leadership styles, another leadership preference study (Saufi, Wafa, & Hamzah, 2002), with samples of 142 Malaysian managers revealed that the managers do prefer their leaders to lead using the participative and delegative styles. However, ethnic difference was apparent; Malay and Indian managers preferred to be led in the participative style, whereas Chinese managers preferred the delegating style. Currently, most of the administrators are facing problems of applying suitable leadership style in their administration seems like both private and public organization having different preferred leadership styles yet with corresponding environment or cultural effects. Saufi et al., (2002), concluded that the leadership preference of Malaysian managers seems to conform quite closely to the Western findings. Yet, in another study, Mansor and Kennedy (2000) found that Malaysian managers rated the dimensions of decisiveness, team integration, diplomacy, modesty, humane orientation and autonomy as being more important contributors to effective leadership than did managers in most other countries.

If the leadership styles do not a preferred one by the subordinates, it may give an impact to the organization as a whole. In a study by (Saowanee et al., 2015), to investigate the leadership styles of school administrators that affecting teacher effectiveness, a total of 254 administrators and teachers from schools under the Office of Kalasin Primary Educational Service Area 1 were used. Findings showed that there are two types of leadership styles of school administrators, namely supportive leadership and participative leadership styles which have significantly affecting teacher effectiveness. In conclusion, namely supportive

leadership and participative leadership styles need to be used in parallel in order to increase teachers' working effectiveness (Waro, 2006). Increased workload is one of the biggest issues for almost every teacher in the school (Suseela and Faizah, 2011) hence, leadership skills are very essential among school leaders to overcome those issues among the teachers. Effectiveness and ineffective schools depending on one's leadership skill of school principals as it's often the key factor (Blackburn, 2009). According to some scholars, encouragement for positive school climates, including high-quality of school culture; teaching and learning; assessment; academic and non-academic performance; two-way communication; accountability; teacher and student attitudes and relationship among school, families and the broader community are related to the school principals' good leadership skill (Chen, 2008; Hallinger, 2004).

The effectiveness of the teachers' in the school could be measured by the commitment they showed towards the task assigned. A study by (Tan et al., 2011) showed some diverse in the results; instrumental leadership, supportive leadership, participative leadership had positive relationship and significant to teachers' commitment toward school but at the same time, there was no significant different between the commitment of male teachers and female teachers. It means the environment of the schools could be said function as the factors in contributing the commitment and not the gender. At the same time, the same study has found out that five domains of leadership skill that have been associated with effective school principals were instructional leadership, cultural leadership, strategic leadership, educational management leadership and organizational management leadership. Previously, some scholars have discussed about the significance roles of school principals as instructional leader (Alvy & Robbins, 2005; Robbins & Alvy, 2004; Portin, 2004; Fink & Resnick, 2001; Berlin, Kavanagh & Jensen, 1988) and some of them emphasized the important of principal cultural leadership for school effectiveness and student achievement (Karakose, 2008; Hallinger, 2004; Lam, 2003; Zhang, 1994) while others focused on the significance of strategic leadership (Chen; 2003; Glanz, 2006; Chernow, 1985). The analyses in this study precisely emphasizing more than one type of leadership styles from one leader in the contribution of the subordinate's commitment.

In another study, to find out the school effectiveness and improvement practices in excellent schools in Malaysia and Brunei, results revealed that school leaders particularly principals significantly related to the effectiveness of an effective school practices. This means that the principals in the two countries play an important role to improve their school performance. The findings match the findings by Green, Dundas and Clarke (2002) and Levin and Lezzote (1998) who reported that the behavior of the principals is the most important factor to determine the effectiveness of a school. Similarly, the local effective school researchers such as Abdul Karim Md. Nor (1989), Maimunah Muda (2004) and Shahril Marzuki (1997) also found the existence of the relationship between the roles of a school principal and school effectiveness. In fact, their study put the factor of the principals in the first order of priority in terms of the factors contributing to the effective schools. Coinciding with these findings, the government in both countries should review the basis of the selection of principals. In rationale, if the principal was appointed based on seniority without taking into account the skills, knowledge and experience, then there will be deficiencies in leadership. In other words, principals who are appointed should have been tested in terms of specific skills such as problem solving, interpersonal relationships, concepts, leadership, self-image management, communication and ability to work in a team.

CONCLUSION

In the new era, number of studies emphasizes the important for school leader to embrace transformational leadership as it affects the level of teacher commitment (Popa, 2012; Noordin, et al., 2011; Perez et al., 1999; Tesker and M. Schneider, 1999; L.E. Wood, 1998; Conley 1997; Leithwood, Tomlinson and M. Genge , 1996; M. Fullan, 1996; Hord, 1992 and Sergiovanni, 1992). It was also supported by Bass (1990) in order for successful achievement by organizations. Even in a recent research in Sarawak primary school revealed that behaviour of the headmasters has an influence on teachers' commitment (Tan, 2011). However, there are some contradictory results with different styles of leadership practiced by. For instance, in Penang, the study have shown that transformational leadership is perceived to be more effective in enhancing the school climate of urban secondary schools (Adel, 2011); while in Pahang the relationship between instructional leadership and the level of teachers' commitment is high and it is a significant relationship between instructional leadership and the level of teachers' commitment (Nik et al., 2014).

On the other hand, transformational leadership also had shown a moderate level of satisfaction among teachers in another research done in primary schools in Perak. The results of this study does not support the findings of Arokiasamy (2014); Amin, Shah and Tat (2013); Abas (2011); Aydin, Savier, and Uysal (2013); and Top et al. (2012) which showed that one of the key factors for school teachers' job satisfaction

was the transformational leadership practices by school leaders. Furthermore, lack of acknowledgement and professional support from school leaders diminished teachers' commitment all at once (Elliott & Crosswell, 2001). So, perhaps Malaysian school leaders are not practicing open leadership and sharing of power between teachers. However, Chua and Ling (2013), on their research in primary and secondary school leaders in Malaysia have proven that relationship positively. So with such lacking of leadership skills and contradiction outcomes, there is a room to explore further on the leadership styles in among leaders in the schools in Malaysia. By understanding the gap, more dynamic principal leadership style needed to be studied in order to improve the teachers' commitment level in Malaysia.

Leaders has great influence towards the school achievement quality, students' achievement and teachers' commitment (Ibrahim, 1998) but perhaps not be true all the time as there are variation on the findings of previous research. So, here leaders should be trained enough to imply the right leading styles in order to gain the commitments from their workers, especially in the school environment as stressors such as disruptive student, heavy workload and lack of support put teachers' mental health in danger (National Union of Teachers, 2009). In a recent conference relating to learner diversity in Malaysia, about 42% of teachers regarded increasing teachers' workload as the main issue in the education system seems they have to contend with the diversity of students in a class, in terms of intellectual and mental abilities and also cultural and spiritual differences (Ong et al., 2010). Leaders' must pick the right styles in leading to reduce issues among teachers instead help to enhance by using Full Range Leadership Styles rather sticking to the old methodology.

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