



**MODELLING THE RELATIONSHIP AMONG
SERVANT LEADERSHIP, ORGANISATIONAL
CITIZENSHIP BEHAVIOUR AND
TEACHER COMMITMENT**

TEH KIM PENG



**THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY**

**FACULTY OF MANAGEMENT AND ECONOMICS
SULTAN IDRIS EDUCATION UNIVERSITY**

2019





UNIVERSITI
PENDIDIKAN
SULTAN IDRIS
اونيورسيتي قنديديقن سلطان ادريس

SULTAN IDRIS EDUCATION UNIVERSITY

Please tick (✓)

Project Paper
Master by Research
Master by Mixed Mode
PhD

✓

INSTITUTE OF GRADUATE STUDIES

DECLARATION OF ORIGINAL WORK

This declaration is made on 20th of September 2019.

I. Student's Declaration

I, Teh Kim Peng (P20151000131, Faculty of Management and Economics) hereby declare that the work entitled Modelling the Relationship among Servant Leadership, Organisational Citizenship Behaviour and Teacher Commitment is my original work. I have not copied from any other students' work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written for me by another person.

Signature of the Student

II. Supervisor's Declaration

I, Associate Professor Dr. Tai Mei Kin hereby certifies that the work entitled Modelling the Relationship among Servant Leadership, Organisational Citizenship Behaviour and Teacher Commitment was prepared by the above named student, and was submitted to the Institute of Graduate Studies as a *partial / full fulfilment for the conferment of Doctor of Philosophy, and the aforementioned work, to the best of my knowledge, is the said student's work.

Date

Signature of the Supervisor





UNIVERSITI
PENDIDIKAN
SULTAN IDRIS
اونڤوسيتي فندديقن سلطان ادريس

SULTAN IDRIS EDUCATION UNIVERSITY

UPSI/IPS-3/BO 31

Pind : 01 m/s: 1/1

**INSTITUT PENGAJIAN SISWAZAH /
INSTITUTE OF GRADUATE STUDIES**

**PENGESAHAN PENYERAHAN TESIS
DECLARATION OF THESIS**

Tajuk / Title: Modelling the Relationship among Servant Leadership,
Organisational Citizenship Behaviour and Teacher
Commitment

No. Matrik /Matric No.: P20151000131

Saya / I : Teh Kim Peng

mengaku membenarkan Tesis (Kedoktoran) ini disimpan di Universiti Pendidikan Sultan Idris (Perpustakaan Tuanku Bainun) dengan syarat-syarat kegunaan seperti berikut:-

acknowledged that Universiti Pendidikan Sultan Idris (Tuanku Bainun Library) reserves the right as follows:-

1. Tesis/Disertasi/Laporan Kertas Projek ini adalah hak milik UPSI.
The thesis is the property of Universiti Pendidikan Sultan Idris
2. Perpustakaan Tuanku Bainun dibenarkan membuat salinan untuk tujuan rujukan dan penyelidikan.
Tuanku Bainun Library has the right to make copies for the purpose of reference and research.
3. Perpustakaan dibenarkan membuat salinan Tesis/Disertasi ini sebagai bahan pertukaran antara Institusi Pengajian Tinggi.
The Library has the right to make copies of the thesis for academic exchange.
4. Sila tandakan (✓) bagi pilihan kategori di bawah / Please tick (✓) from the categories below:-

☐

SULIT/ CONFIDENTIAL

Mengandungi maklumat yang berdarjah keselamatan atau kepentingan Malaysia seperti yang termaktub dalam Akta Rahsia Rasmi 1972. / Contains confidential information under the Official Secret Act 1972

☐

TERHAD/ RESTRICTED

Mengandungi maklumat terhad yang telah ditentukan oleh organisasi/badan di mana penyelidikan ini dijalankan. / Contains restricted information as specified by the organization where research was done.

☐

TIDAK TERHAD/ OPEN ACCESS

(Tandatangan Pelajar/ Signature)

(Tandatangan & Cap Penyelia/ Signature &
Official Stamp of Supervisor)

Tarikh: _____

Catatan: Jika Tesis/Disertasi ini **SULIT @ TERHAD**, sila lampirkan surat daripada pihak berkuasa/organisasi berkenaan dengan menyatakan sekali sebab dan tempoh laporan ini perlu dikelaskan sebagai **SULIT** dan **TERHAD**.
Notes: If the thesis is CONFIDENTIAL or RESTRICTED, please attach with the letter from the related authority/organization mentioning the period of confidentiality and reasons for the said confidentiality or restriction.





ACKNOWLEDGEMENTS

The completion of this thesis is definitely an arduous yet worthwhile journey which had witnessed the interweaving of countless life challenges and endless intellectual stimulations that had yielded sheer solace at the end of the day. Fortunately enough, I am not alone in this endeavor. First and foremost, I would like to dedicate my sincere thankfulness to my chief supervisor, Associate Professor Dr. Tai Mei Kin and co-supervisor, Professor Dr. Omar Abdull Kareem whom had guided and illuminated me come rain or shine. Their sacrifice in sparing their busy time to spend long hours giving guidance, advice and encouragement to me had enabled me to keep my work right on track. More important, they had inspired me to push myself to the limit to achieve new heights in my academic pursuit. As busy and yet as helpful as they can be, they never turn me down whenever I need their help and oftentimes they patiently assisted me to identify my strength and weaknesses before putting forward constructive alternatives in improving the quality of this thesis.

My heartfelt gratitude to Dr. Lei Mee Thien and Dr. Nordin Abd. Razak from University of Science Malaysia (USM) for allowing me to use the *Teacher Commitment Instrument* in my survey; and not forgetting, Dr. Michael F. DiPaola for his thoughtful sharing of the *OCB instrument* on the internet. Sincere gratitude is extended to five of my instrument evaluators whom, among of them, are renown professors of established universities in our country or senior lecturers in the area of educational management and measurement in our local educational leadership training institution for their meticulous attention and inspiring comments (e.g. Dr. Wee Eng Lee and Dr. Kamaruzaman Moidunny). Additionally, special acknowledgement also goes to Mr. Yong Chee Ken and Mr. Thanabal Palanisamy whom had translated the instruments painstakingly. Their undivided commitment had somehow facilitated the apprehension of the items in the instrument amongst the respondents of the study greatly.

Similarly, I also owe special thanks and great appreciations to all principals and teachers whom had constituted the samples of the study. Without their selflessness in facilitating and providing useful input for this study in terms of attending to the instruments certainly this study would not have been able to come to fruition one way or another. Deepest appreciation are also addressed to Dr. Hj. Abdul Razak Manaf, Mr. Manoharan Muthusamy, Mr. Lee Ah Kit and Mr. Liew Fook Sin whom had inspired and supported me to pursue my doctoral dream during my early years in the office.

Last but surely not the least, I would also want to dedicate my greatest appreciation and endless indebtedness to my beloved wife, Mdm. Chee Yee Su and children for their thoughtfulness and moral support during the journey. Their considerateness and persistence to stand by me had toughened my determination to get on my feet again during the doldrums of my life. Notably, my dear wife's constant yet tireless care and concern for me had propelled me tremendously through and through.

One thing for sure, without the presence of all the good souls mentioned above, this thesis could hardly been a reality as it is right now.





ABSTRACT

This study was aimed to develop an empirically substantiated Language Subject Leader Servant Leadership Attributes (SLSLA) Model. The study also aspired to test the model of Malay Language Subject Panel Head Organisational Citizenship Behaviour (SPHOCB) and Teacher Commitment (TEACOM). Meanwhile, it also aimed to identify whether SLSLA is significantly related to SPHOCB and whether the SPHOCB is significantly related to TEACOM. Ultimately, this study aimed to ascertain whether SPHOCB significantly mediate the relationship between SLSLA and TEACOM. Quantitative approach with Structural Equation Modelling using AMOS Version 21 was applied to test the models. A total of 820 Malay Language teachers from 198 National Secondary Schools completed the questionnaire. Exploratory Factor Analysis yielded a five-factor SLSLA Model which consists the dimensions of a) Self-Competence; b) Shares Leadership; c) Accountability; d) Teacher Capacity Building; and e) Stewardship. The findings of Confirmatory Factor Analysis demonstrated good fit statistics: normed $\chi^2 = 3.631$, GFI= .935, CFI= .958, TLI= .952, RMSEA= .057 with adequate convergent and discriminant validity, and construct reliability. The model of SPHOCB (normed $\chi^2 = 4.484$, GFI= .954, CFI= .970, TLI= .962, RMSEA= .065) and TEACOM (normed $\chi^2 = 3.663$, GFI= .977, CFI= .982, TLI= .973, RMSEA= .057) also demonstrated good fit statistics. The study showed that a) SLSLA is significantly related to SPHOCB ($\beta = .71$; $p < 0.05$); b) SPHOCB is significantly related to TEACOM ($\beta = .57$; $p < 0.05$); and c) SPHOCB partially mediated the relationship between SLSLA and TEACOM. In conclusion, the SLSLA Model would benefit educational practitioners in designing development programs for subject leaders. The implication of the study was that it had facilitated a fresh look about servant leadership in middle-management context, dimensionality of organisational citizenship behaviour, teacher commitment, and the inter-relationships among these three constructs.





PEMODELAN HUBUNGAN ANTARA KEPIMPINAN *SERVANT*, TINGKAH LAKU ORGANISASI DAN KOMITMEN GURU

ABSTRAK

Tujuan kajian ini adalah untuk membangunkan Model *Language Subject Leader Servant Leadership Attributes* (SLSLA) yang berasaskan fakta empirikal. Kajian ini juga bertujuan untuk menguji model *Language Subject Panel Head Organisational Citizenship Behaviour* (SPHOCB) dan *Teacher Commitment* (TEACOM). Pada masa sama, ia juga bertujuan mengenal pasti sama ada model SLSLA mempunyai hubungan signifikan dengan SPHOCB dan SPHOCB mempunyai hubungan signifikan dengan TEACOM. Kajian ini turut mengenal pasti sejauh mana SPHOCB mampu menjadi pengantara hubungan antara model SLSLA dan TEACOM. Pendekatan kuantitatif beserta aplikasi *Structural Equation Modelling* (AMOS versi 21) digunakan bagi menguji model-model ini. Seramai 820 guru Bahasa Melayu daripada 198 buah Sekolah Menengah Kebangsaan telah melengkapkan soal selidik berkenaan. *Exploratory Factor Analysis* telah menghasilkan lima faktor model SLSLA: a) Kompetensi Diri; b) Berkongsi Kepimpinan; c) Akauntabiliti; d) Pembinaan Kapasiti Guru; dan e) Pengawasan. Dapatan *Confirmatory Factor Analysis* menunjukkan nilai statistik yang sepadan: normed $\chi^2 = 3.631$, GFI = .935, CFI = .958, TLI = .952, RMSEA = .057; dan kesahan konvergen dan diskriminan, serta kebolehpercayaan konstruk yang memadai. Model SPHOCB (normed $\chi^2 = 4.484$, GFI = .954, CFI = .970, TLI = .962, RMSEA = .065) dan TEACOM (normed $\chi^2 = 3.663$, GFI = .977, CFI = .982, TLI = .973, RMSEA = .057) juga menunjukkan nilai statistik yang sepadan. Kajian menunjukkan a) SLSLA mempunyai hubungan signifikan dengan SPHOCB ($\beta = .71$; $p < 0.05$); b) SPHOCB mempunyai hubungan signifikan dengan TEACOM ($\beta = .57$; $p < 0.05$); dan c) SPHOCB mengantara secara separa bagi hubungan antara SLSLA dan TEACOM. Secara kesimpulan, Model SLSLA memberi manfaat kepada pengamal pendidikan dalam mereka bentuk program pembangunan bagi ketua bidang. Implikasinya, kajian ini telah memberi wajah baharu kepada Kepimpinan “servant” dalam konteks pengurusan pertengahan, perihal dimensi tingkah laku organisasi dan Komitmen Guru, dan juga hubungan antara ketiga-tiga konstruk ini.



TABLE OF CONTENTS

	Page
DECLARATION OF ORIGINAL WORK	ii
DECLARATION OF THESIS	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
ABSTRAK	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xii
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
LIST OF ABBREVIATIONS	xix

CHAPTER 1 INTRODUCTION

1.1	Overview	1
1.2.	Background of the Study	6
1.3	Statement of the Problem	12
1.4	Purpose of the Study	20
1.5	Objectives of the Study	21
1.6	Research Questions	21
1.7	Research Hypotheses	23
1.8	The Conceptual and Theoretical Framework of the Study	25
1.9	Significance of the Study	31
1.10	Operational Definition	38
1.11	Conclusion	42

CHAPTER 2 LITERATURE REVIEW

2.1	Introduction	43
2.2	Leadership	45
2.3	Servant Leadership	47
2.4	Research on Servant Leadership	55
2.5	Servant Leadership in Educational Leadership and Management Context	65
2.5.1	Teacher Capacity Building	66
2.5.2	Stewardship	73

2.5.3	Accountability	77
2.5.4	Self-Competence	83
2.5.5	Compassion	90
2.5.6	Altruism	95
2.5.7	Shares Leadership	100
2.6	Subject Leader	104
2.7	Subject Leader and Servant Leadership	111
2.8	Subject Panel Head	122
2.9	Organisational Citizenship Behaviour	123
2.10	Teacher Commitment	135
2.11	Relationship between Servant Leadership and Organisational Citizenship Behaviour	145
2.12	Relationship between Servant Leadership and Work Commitment	150
2.13	The Mediating Effect of Organisational Citizenship Behaviour on the Relationship between Servant Leadership and Teacher Commitment	154
2.14	Social Exchange Theory as an Explanation for the Effect of Servant Leadership on Organisational Citizenship Behaviour and Teacher Commitment	157
2.15	Social Learning Theory as an Explanation for the Effect of Organisational Citizenship Behaviour on Teacher Commitment	160
2.16	Conclusion	163

CHAPTER 3 METHODOLOGY

3.1	Introduction	165
3.2	Research Design	166
3.2.1	Positivism vis-à-vis Deductive Approach	166
3.2.2	Quantitative Approach using Survey Method	169
3.2.3	Structural Equation Modelling (SEM)	170
3.3	Research Instruments	171
3.3.1	Development of the Language Subject Leader Servant Leadership Attributes (SLSLA) Instrument	173
3.3.2	Malay Language Subject Panel Head Organisational Citizenship Behaviour (SPHOCB) Instrument	190

3.3.3	Malay Language Teacher Commitment (TEACOM) Instrument	198
3.4	Items Reviewing	201
3.4.1	Reviewing by Supervisors	202
3.4.2	Reviewing by Panel of Experts	218
3.5	Translation and Back Translation	221
3.5.1	Personal Interview	237
3.5.2	Evaluation of Item Clarity	238
3.6	Pilot Test	239
3.6.1	First Pilot Test Sampling	240
3.6.2	Assessment of Internal Consistency Reliability	241
3.6.3	Second Pilot Test Sampling	242
3.6.4	Assessing Construct Validity through Exploratory Factor Analysis	242
3.6.4.1	Exploratory Factor Analysis on SLSLA	245
3.6.4.2	Exploratory Factor Analysis on SPHOCB	260
3.6.4.3	Exploratory Factor Analysis on TEACOM	264
3.7	Final Survey	273
3.7.1	Population and Sample Size	273
3.7.2	Sampling Procedure	275
3.7.3	Survey Administration	277
3.7.4	Data Collection Method	279
3.8	Data Analysis	280
3.8.1	Data Preparation	282
3.8.2	Preliminary Data Analysis	284
3.8.3	Assessing Construct Validity through Confirmatory Factor Analysis (CFA)	284
3.8.4	The Assessment of Measurement Model	285
3.8.4.1	Goodness of Fit	286
3.8.4.2	Convergent Validity	289
3.8.4.3	Discriminant Validity	290
3.8.4.4	Confirmatory Factor Analysis (CFA) on Second Order Measurement Model	291
3.8.5	The Assessment of Structural Model	293

3.9	Ethical Consideration	295
3.10	Conclusion	297

CHAPTER 4 DATA ANALYSIS AND RESULTS

4.1	Introduction	298
4.2	Data Preparation	299
4.3	Demographic Characteristics	303
4.4	The Assessment of the Measurement Model	305
4.4.1	The Measurement Model of SLSLA	306
4.4.2	Assessing Construct Validity of SLSLA through CFA	313
4.4.2.1	Convergent Validity of SLSLA	314
4.4.2.2	Discriminant Validity of SLSLA	316
4.4.3	SLSLA as a Second Order Construct	317
4.4.4	Summary	319
4.4.5	The Measurement Model of SPHOCB	321
4.4.6	Assessing Construct Validity of SPHOCB through CFA	325
4.4.6.1	Convergent Validity of SPHOCB	325
4.4.6.2	Discriminant Validity of SPHOCB	327
4.4.7	SPHOCB as a Second Order Construct	330
4.4.8	Summary	332
4.4.9	The Measurement Model of TEACOM	335
4.4.10	Assessing Construct Validity of TEACOM through CFA	341
4.4.10.1	Convergent Validity of TEACOM	342
4.4.10.2	Discriminant Validity of TEACOM	343
4.4.11	TEACOM as a Second Order Construct	344
4.4.12	Summary	346
4.5	The Assessment of the Structural Model	348
4.6	Summary of the Hypotheses Testing and Findings	359
4.7	Conclusion	373

CHAPTER 5 DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1	Introduction	375
5.2	Summary of the Findings	376
5.3	Discussion on Findings	378
5.3.1	To Develop and Test SLSLA	379
5.3.2	To Test the Model of SPHOCB	393
5.3.3	To Test the Model of TEACOM	399
5.3.4	To Identify Whether SLSLA is Significantly Related to SPHOCB	405
5.3.5	To Identify Whether SLSLA is Significantly Related to TEACOM	411
5.3.6	To Identify the Relationships among SLSLA, SPHOCB and TEACOM	419
5.4	Implications and Recommendations	425
5.4.1	Theoretical Implications	425
5.4.2	Practical Implications	430
5.4.3	Limitations and Direction for Future Research	435

5.5	Conclusion	440
-----	------------	-----

REFERENCES	443
------------	-----

APPENDICES	496
------------	-----

LIST OF TABLES

Table No.		Page
1.1	Significance of the study	37
2.1	Dimensions measured by Organisational Leadership Assessment (OLA)	56
2.2	The Multidimensional Instruments of Servant Leadership and its Details	58
2.3	Dimensions measured by Servant Leadership Assessment Instrument (SLAI)	60
2.4	Dimensions measured by Servant Leadership Questionnaire (SLQ)	60
2.5	Dimensions measured by Hale and Field's Servant Leadership Instrument	61
2.6	Dimensions measured by Servant Leadership Profile (SLP)	62
2.7	Dimensions measured by Servant Leadership Scale (SLS)	63
2.8	Dimensions measured by Servant Leadership Behaviour Scale (SLBS)	64
2.9	Dimensions measured by Servant Leadership Survey (SLS)	64
2.10	Servant Leadership Attributes in Educational Leadership and Management (ELM) Context	67
2.11	Different Designations to Middle Leaders whom assumed Subject Leadership	105
2.12	The Subject Departments in Malaysian Secondary Schools and the Subjects under its Purview	107
2.13	The Conceptual Connection between Subject Leader and Servant Leadership	116
2.14	The Extended Theoretical Connection between Subject Leader and Servant Leadership according to Organisation Theory	121
2.15	The Dimensions of OCB and its Description	127
2.16	Summary of the Previous Research on the Relationship between Servant Leadership and Organisational Citizenship Behaviour	149
2.17	Summary of the Previous Research on the Relationship between Servant Leadership and Work Commitment	153
3.1	The Educational Leadership Related Servant Leadership Dimensions and Sub-dimensions Identified for the Study	173



3.2	Initial Version of Subject Leader Servant Leadership Attributes (SLSLA) Instrument and its Items	175
3.3	Initial and Modified Instrument Items for Malay Language Subject Panel Head Organisational Citizenship Behaviour (SPHOCB) Instrument	193
3.4	Malay Language Teacher Commitment (TEACOM) Instrument and its Items	199
3.5	The Improvised SLSLA Instrument Items after Reviewed by Supervisors	204
3.6	The Comparative Overview of the Improvised SPHOCB instrument's Items after Reviewed by Supervisors	219
3.7	The Improvised SLSLA Instrument after Expert Validation	222
3.8	The Improvised SPHOCB Instrument after Expert Validation	236
3.9	Item Clarity Average Scores of the Dimensions and Construct of SLSLA, SPHOCB and TEACOM	239
3.10	Selected Items of SLSLA for Final Survey, Its Initial Construct, Factor Loading and Cronbach's Alpha	251
3.11	Retained Items of SLSLA from Content Adequacy Test to PCA and the Selected Items for Final Survey	254
3.12	Selected Items of SPHOCB for Final Survey, Its Initial Construct, Factor Loading and Cronbach's Alpha	265
3.13	Retained Items of SPHOCB from Content Adequacy Test to PCA and the Selected Items for Final Survey	266
3.14	Selected Items of TEACOM for Final Survey, Its Initial Construct, Factor Loading and Cronbach's Alpha	270
3.15	Retained Items of TEACOM from Content Adequacy Test to PCA and the Selected Items for Final Survey	271
3.16	The Total Number of Items throughout Each Stage of Instrument Development Process	272
3.17	Total Number of Schools and Respondents for Final Survey based on Proportionate Stratified Random Sampling	278
3.18	Summary of Goodness-of-Fit Indices	288
3.19	The Threshold of the Assessment of the Construct Validity of the Measurement Models	290
4.1	Demographic Characteristics of Respondents	305
4.2	Standardised Factor Loadings, Squared Multiple Correlations, Average Variance Extracted for SLSLA	314
4.3	Summarised Assessment of Convergent Validity for SLSLA	315





4.4	SLSLA Average Variance Extracted and Shared Variance Estimates	317
4.5	Summary of Results of Null Hypotheses Testing for RQ1	320
4.6	Standardised Factor Loadings, Squared Multiple Correlations, Average Variance Extracted for SPHOCB	326
4.7	Summarised Assessment of Convergent Validity for SPHOCB	326
4.8	SPHOCB Average Variance Extracted and Shared Variance Estimates	327
4.9	Chi-square Difference Test of SPHOCB	328
4.10	Summary of Results of Null Hypotheses Testing for RQ2	334
4.11	Standardised Factor Loadings, Squared Multiple Correlations, Average Variance Extracted for TEACOM	342
4.12	Summarised Assessment of Convergent Validity for TEACOM	343
4.13	TEACOM Average Variance Extracted and Shared Variance Estimates	343
4.14	Summary of Results of Null Hypotheses Testing for RQ3	347
4.15	Summary of the Mediation Test between SLSLA and TEACOM for RQ6	358
4.16	Summary of Results of Null Hypotheses Testing for RQ4, RQ5 and RQ6	360
4.17	Summary of Results of Null Hypotheses Testing (Ho1-Ho6)	361
4.18	The Proposed and Identified Subject Leader Servant Leadership Attributes and Associated Sub-Attributes	364
4.19	The Identified Subject Panel Organisational Citizenship Behaviour Instrument (SPHOCBI) and the Concerned Items	367
4.20	The Identified Teacher Commitment Instrument (TEACOMI) and the Concerned Items	369
4.21	Summary of the Findings	372



LIST OF FIGURES

Figure No.		Page
1.1	The Conceptual and Theoretical Framework with Study Hypotheses	27
2.1	The Positioning of Subject Leader in School Administration Hierarchy	109
3.1	Research Design of the Study	167
3.2	The Instrument Development Process of the Study	172
3.3	Post-Survey Administration and Data Collection Process	281
4.1	SLSLA Measurement Model 1	307
4.2	SLSLA Measurement Model 2	309
4.3	SLSLA Measurement Model 3	311
4.4	SLSLA Measurement Model 4	312
4.5	SLSLA Second Order Measurement Model	318
4.6	SPHOCB Measurement Model 1	322
4.7	SPHOCB Measurement Model 2	324
4.8	Uncorrelated SPHOCB Model	329
4.9	SPHOCB Second Order Measurement Model	331
4.10	SPHOCB Second Order Measurement Model 2	333
4.11	TEACOM Measurement Model 1	336
4.12	TEACOM Measurement Model 2	338
4.13	TEACOM Measurement Model 3	339
4.14	TEACOM Measurement Model 4	340
4.15	TEACOM Second Order Measurement Model	345
4.16	The Structural Model of SLSLA- SPHOCB-TEACOM 1	349
4.17	The Structural Model of SLSLA- SPHOCB-TEACOM 2	351
4.18	The Structural Model of SLSLA- SPHOCB-TEACOM 3	352
4.19	The Structural Model of SLSLA- SPHOCB-TEACOM 4	354
4.20	The Structural Model of SLSLA- SPHOCB-TEACOM 5	355
4.21	The Structural Model of SLSLA- SPHOCB-TEACOM 6	356
4.22	The Structural Model of SLSLA- SPHOCB-TEACOM 7	357
4.23	Five Servant Leadership Dimensions Identified by the Study	362
4.24	The Identified Subject Leader Servant Leadership Attributes (SLSLA) Model	366
4.25	The Identified Conceptual Framework of the Study	370

LIST OF APPENDICES

		Page
3.1	Consent from Instrument Developers of Using Developed Instrument	496
3.2	The Retention and Rejection of the SLSLA Instrument Items after Expert Validation	497
3.3	The Retention and Rejection of the SPHOCB Instrument Items after Expert Validation	502
3.4	The Revised Translated Questionnaire	503
3.5	Average Scores of Item Clarity for SLSLA Instrument	514
3.6	Average Scores of Item Clarity for SPHOCB Instrument	520
3.7	Average Scores of Item Clarity for TEACOM Instrument	521
3.8	The Cronbach's Alpha and Item-Total Correlation of SLSLA, SPHOCB and TEACOM Instrument for Assessment of Internal Consistency Reliability	522
3.9	Correlation Matrix of SLSLA (EFA)	534
3.10	Communalities of SLSLA	540
3.11	KMO and Bartlett's Test of SLSLA	541
3.12	Total Variance Explained of SLSLA	542
3.13	Scree Plot of SLSLA	545
3.14	Parallel Analysis of SLSLA	546
3.15	Comparison of Eigenvalues from PCA and Criterion Values from Parallel Analysis of SLSLA	547
3.16	Total Variance Explained of SLSLA (2)	548
3.17	Rotated Component Matrix of SLSLA (Varimax with Kaiser Normalization)	549
3.18	Rotated Component Matrix of SLSLA (Promax with Kaiser Normalization)	551
3.19	Rotated Component Matrix of SLSLA (Varimax with Kaiser Normalization) (2-nd run)	554
3.20	Correlation Matrix of SPHOCB (EFA)	557
3.21	Communalities of SPHOCB	558
3.22	KMO and Bartlett's Test of SPHOCB	559
3.23	Total Variance Explained of SPHOCB	560
3.24	Scree Plot of SPHOCB	561
3.25	Parallel Analysis of SPHOCB	562

3.26	Comparison of Eigenvalues from PCA and Criterion Values from Parallel Analysis of SPHOCB	563
3.27	Total Variance Explained of SPHOCB (2)	564
3.28	Component Transformation Matrix of SPHOCB	565
3.29	Rotated Component Matrix of SPHOCB (Oblimin with Kaiser Normalization) (2-nd run)	566
3.30	Component Correlation Matrix of SPHOCB	567
3.31	Component Plot in Rotated Space of SPHOCB	568
3.32	Pattern Matrix of SPHOCB	569
3.33	Correlation Matrix of TEACOM (EFA)	570
3.34	Communalities of TEACOM	571
3.35	KMO and Bartlett's Test of TEACOM	572
3.36	Total Variance Explained of TEACOM	573
3.37	Scree Plot of TEACOM	574
3.38	Parallel Analysis of TEACOM	575
3.39	Comparison of Eigenvalues from PCA and Criterion Values from Parallel Analysis of TEACOM	576
3.40	Total Variance Explained of TEACOM (2)	577
3.41	Component Transformation Matrix of TEACOM	578
3.42	Rotated Component Matrix of TEACOM (4-Factors Structures)	579
3.43	Rotated Component Matrix of TEACOM (3-Factors Structures)	580
3.44	Questionnaire for Final Survey	581
3.45	Approval Letter from Educational Planning and Research Division, Ministry of Education	588
4.1	Extreme Values	589
4.2	Test of Normality	590
4.3	Skewness and Kurtosis of the SLSLA, SPHOCB and TEACOM	591
4.4	Normal Q-Q Plot of SLSLA	592
4.5	Normal Q-Q Plot of SPHOCB	593
4.6	Normal Q-Q Plot of TEACOM	594
4.7	Normal Q-Q Plot of the combined SLSLA, SPHOCB and TEACOM	595
4.8	Descriptives of the combined SLSLA, SPHOCB and TEACOM	596
4.9	Scatterplot of the combined SLSLA, SPHOCB and TEACOM	597
4.10	Pearson Product-Moment Correlation Coefficient of the combined SLSLA, SPHOCB and TEACOM	598

4.11	Box's Test of the combined SLSLA, SPHOCB and TEACOM	599
4.12	Coefficients ^a of the combined SLSLA, SPHOCB and TEACOM	600
4.13	Modification Indices of SLSLA	601
4.14	Standardised Residual Covariances of SLSLA	602
4.15	Critical Ratio and p-value of SLSLA	603
4.16	Rotated Component Matrix of SLSLA (Varimax with Kaiser Normalization)	604
4.17	Modification Indices of SPHOCB	605
4.18	Standardised Residual Covariances of SPHOCB	606
4.19	Rotated Component Matrix of SPHOCB (Varimax with Kaiser Normalization)	607
4.20	Critical Ratio and p-value of SPHOCB	608
4.21	Correlation Matrix of SPHOCB	609
4.22	Variances of SPHOCB Second Order Measurement Model 2	610
4.23	Modification Indices of TEACOM	611
4.24	Standardised Residual Covariances of TEACOM	612
4.25	Rotated Component Matrix of TEACOM (Varimax with Kaiser Normalization)	613
4.26	Critical Ratio and p-value of TEACOM	614
4.27	Modification Indices for Error Terms of the Structural Model	615
4.28	Modification Indices of the Structural Model 2	618
4.29	Modification Indices of the Structural Model 3	622
4.30	Modification Indices of the Structural Model 4	625
4.31	Modification Indices of the Structural Model 5	628
4.32	Modification Indices of the Structural Model 6	630
4.33	Standardised Indirect and Direct Effects and its Respective p-Values	633



LIST OF ABBREVIATIONS

ACT	Accountability
AIC	Akaike Information Criterion
ALT	Altruism (SLSLA)
AMOS	Analysis Moment of Structures
ATR	Altruism (SPHOCB)
AVE	Average Variance Extracted
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CIV	Civic Virtue
CMP	Compassion
CPR	Commitment to Profession
CR	Critical Ratio
CRI	Composite Reliability Index
CSC	Commitment to School
CST	Commitment to Students
CTE	Commitment to Teaching
CVR	Content Validity Ratio
EFA	Exploratory Factor Analysis
ELM	Educational Leadership and Management
EM	Expectation Maximization
GFI	Goodness of Fit Index
GOF	Goodness of Fit
IAB	Institut Aminuddin Baki
IFI	Incremental Fit Index
KMO	Kaiser-Meyer-Olkin
LCML	Leadership Course for Middle Leaders
MI	Modification Indices
MOE	Ministry of Education
NFI	Normed Fit Index
NSS	National Secondary School





OCB	Organisational Citizenship Behaviour
PCA	Principal Component Analysis
PPPM	Pelan Pembangunan Pendidikan Malaysia 2013-2025
RMSEA	Root Mean Square Error of Approximation
SEC	Self-Competence
SEM	Structural Equation Modelling
SFL	Standardised Factor Loading
SHL	Shares Leadership
SKPMg2	Standard Kualiti Pendidikan Malaysia gelombang 2
SLSLA	Subject Leader Servant Leadership Attributes
SLSLAI	Subject Leader Servant Leadership Attributes Instrument
SMC	Squared Multiple Correlation
SPHOCB	Subject Panel Head Orgzanitional Citizenship Behaviour
SPHOCBI	Subject Panel Head Orgzanitional Citizenship Behaviour Instrument
SPSS	Statistical Packages for Social Sciences
STW	Stewardship
TCB	Teacher Capacity Building
TEACOM	Teacher Commitment
TEACOMI	Teacher Commitment Instrument
TLI	Tucker-Lewis Index
VIF	Variance Inflation Factor
df	Degree of Freedom
r	Correlation Estimate
χ^2	Chi-square





CHAPTER 1

INTRODUCTION



1.1 Overview

The contemporary ever-changing educational climate had made it too complex for school principals to manage their respective schools alone nowadays (Katyal & Evers, 2014; Pierce, 2003; Somech & Oplatka, 2015). The high demand placed by government and stakeholders on schools in terms of higher educational outcomes and accountability in the name of “return on investment” (Ministry of Education Malaysia [MOE], 2012) had placed greater pressure for quality leadership among principals to lead their schools successfully (Katyal & Evers, 2014; Pierce, 2003; Somech & Oplatka, 2015). And, Malaysia is no exception as it had invested a fairly substantive amount of resources in harnessing our national educational standards (MOE, 2012). In view that educational work in this century is more complicated and demanding thus principal as the sole leader in school is arguably no longer an effective educational leadership model





(Somech & Oplatka, 2015; Spillane, Halverson, & Diamond, 2004; York-Barr & Duke, 2004).

Although exceptional principals exist nonetheless they are not ubiquitous in all schools (Ross, Lutfi, & Hope, 2016). Given the presence of ambitious educational reform corollary to the global volatile educational climate which had made it difficult for principals to assume responsibility and authority alone therefore distributed leadership had gained attention recently (Bolden, 2011; Bush, 2013). In this sense, research indicates that distributing leadership across the school is wise as this not only expands the scope of leadership, it also enhances organisational outcomes and teachers' job satisfaction whilst developing prospective formal educational leaders and increasing the school's capacity to meet contemporary society expectation towards the school (Bush, 2011; Ross et al., 2016). In other words, the emergence of distributed leadership is timely so as to cater to the extra demand placed on schools nowadays (Hartley, 2010; Ross et al., 2016).

Since the leadership by principal not necessary the real leadership as they are involved in many tasks (Fairman & Mackenzie, 2015) and the fact that leadership should extend within an organisation if we were to meet the different needs that arise nowadays (Heng & Marsh, 2009) thus top performing school systems are moving away from the idea of one "heroic" leadership to one of distributed leadership where assistant principals and other members of middle management such as subject heads employ leadership sharing in schools (MOE, 2012). More important, this approach is able to enhance teachers' commitment level (Harris, 2008; Hulpia & Devos, 2009; Msila, 2013). At one hand, teachers who assumed leadership responsibility tend to be more





committed after their professional needs and job satisfaction are fulfilled when given center-stage to lead others (Ross et al., 2016). On the other hand, this culture of shared governance would permeate the school thus creating a vibrant work climate that significantly influence teachers' morale altogether (Hulpia, Devos, & Van Keer, 2010; Louis, Leithwood, Walstrom, & Anderson, 2010; Ross et al., 2016).

Since middle management team is conceptually linked to distributed leadership (Heng & Marsh, 2009) hence there was an increasing focus on the roles of subject leaders and classroom teachers in leading and managing school (Hammersley-Fletcher & Brundrett, 2005; Heng & Marsh, 2009; Leithwood, 2016; O' Neill & Flecknoe, 2000). More important, it has been found that subject leaders (also known as Head of Department) are able to play a significant role to enhance teacher commitment (Bolan & Turner, 2003; Ghavifekr & Mohammed Sani Ibrahim, 2014; Turner, 2003). Besides, previous studies in our country also indicated subject leaders have significant roles in shaping school culture and determining the school's success (Hanizah Mafoz, 2005; Nasiriah Md Yusuf, 2001; Norhunaini Tahir, 2001; Shahrulbanun, 2005; Tajuddin Mohd Yunus, 2012). This is because subject leaders have more daily contact with teachers cf. principal as they are also teaching staff therefore this renders them the potential of being the catalyst to leverage teachers' psychological attachment towards the school and determination to bring about change (Ghamrawi, 2010; Leithwood, 2016).

Hence, given the fact that subject leaders serve, teach and lead (Blandford, 1997) therefore it is argued that they engaged in servant leadership as one of their leadership styles (Brown & Rutherford, 1998b; Leithwood, 2016). Although numerous researches





indicated that servant leadership is significantly related to work commitment across various work organisations nonetheless there was a lack of evidence that any of these researches involved school's middle leaders, especially subject leaders (Ebrahim, Hoshyar, & Nourbakhsh, 2013; Linggoh Untan, Abd Latif Kasim, Ishak Sin, & Arumugam Raman, 2016; Mahembe & Engelbrecht, 2013; Sokoll, 2014). Considering this, investigating the subject leader's servant leadership behaviour, the relationship between subject leader's servant leadership and work commitment seems quite worth-pursued in the first place.

Specifically, the type of commitment that of interest should be somewhat different as all the researches above focused mainly on organisational commitment as opposed to other types of commitment (Ebrahim et al., 2013; Linggoh Untan et al., 2016; Mahembe & Engelbrecht, 2013; Sokoll, 2014). This is because teachers might have several types of commitment in relation to their school, students, teaching profession, or classroom teaching (Mohammed Sani Ibrahim, Ghavifekr, Ling, Saedah Siraj, & Mohd Ibrahim Azeez, 2013) and teachers' behaviour might vary according to the types of commitment they emphasised (Cohen, 2000; Somech & Bogler, 2002). For this reason, teacher commitment should be viewed in a broader context, particularly as a multidimensional construct that encompasses four dimensions i.e. commitment to students, teaching, school and profession, as opposed to school organisation only (Thien & Nordin Abd Razak, 2014; Thien, Nordin Abd Razak, & Ramayah, 2014).

Meanwhile, the development of teacher commitment is also dependent on the mutual interaction between teachers and teacher leaders (Ackerman & Mackenzie, 2006; Mayo, 2002; Rogers, 2006; Smylie et al., 2002). Building on social learning





theory (Bandura, 1977), this holds true as followers tend to engage their leaders as point of reference in regulating their emotional investment towards their work and organisation (Tee, Paulsen, & Ashkanasy, 2013). Since teacher leaders are oftentimes avid workers that are willing to exert extra effort in their work i.e. performing organisational citizenship behaviour (OCB) compared to other teachers (Killion & Harrison, 2006; Lieberman & Miller, 2013; Oplatka, 2009; Somech & Ron, 2007; Teacher Leadership Exploratory Consortium, 2010) therefore teacher leaders might arguably be seen able to play significant roles in enhancing teacher commitment when teachers emulate their positive work attitude (Hulpia & Devos, 2009; Janssen, 2004).

Given this, enlisting teacher leaders' extra-role behaviour or OCB in exploring teacher commitment seems to be another meaningful task along the line. Specifically, teacher leaders harness the cognitive and emotional attachment of teachers towards the school, students learning and instructional skills (Crowther, Ferguson, & Hann, 2002; Fairman & Mackenzie, 2015; Gunter, 2003; Harris, 2005; Lieberman & Miller, 2004, 2013; Teacher Leadership Exploratory Consortium, 2010) while at the same time, they share responsibility with administrators (e.g. subject leaders) in handling organisational issues besides improving school's professional climate and teachers' morale altogether through daily formal or informal interactions with colleagues (Ackerman & Mackenzie, 2006; Fairman & Mackenzie, 2015; Lieberman, Saxl, & Miles, 2007; York-Barr & Duke, 2004).

Put together, it is clear that investigating teacher commitment from a new perspective by enlisting subject leaders and teacher leaders is arguably a worth pursuing academic inquiry. In view that studies on teacher commitment in the context of our





multiracial society had started to gain interest lately (Fauziah et al., 2010; Najeemah, 2012) and the studies on OCB are still at its infancy in school context (Somech & Oplatka, 2015) therefore more inquiries into this realm of knowledge are required because teacher commitment and OCB are complicate human behaviour that is contingent in nature and subjected to the nature of the work; personal and contextual antecedents of teachers; and even the influence of culture (Cohen, 2011; Han & Yin, 2016; Nordin Abd Razak, Darmawan, & Keeves, 2010; Somech & Oplatka, 2015).

1.2 Background of the Study

Over the years, teachers' role had expanded tremendously and this had deteriorated teachers' work commitment level gradually (Bartlett, 2004). For this reason, teaching is regarded as a stressful profession that often led to low commitment among teachers (Williams, 2010). Although such phenomenon warrants attention and remedy nonetheless it had been worsened by the emergence of excessive educational demand from parents and society, global educational reform and increasing clerical work besides excessive workload in schools (Gu & Day, 2013; Mackenzie, 2013; OECD, 2005; Perianani & Ibrahim Ahmad Bajunid, 2008). Succinctly, "...there can be little doubt that teachers' work in this century is more complex and demanding than ever and that sustaining commitment and motivation requires significant emotional and intellectual investment on the part of the individual teacher and school leadership" (p.x, Somech & Oplatka, 2015). Consequently, low commitment among teachers had become a common issue in many countries (Moses, Admiraal, & Berry, 2016).





Although studies on work commitment are abundant nonetheless most of the studies focused on organisational commitment throughout the years (Hasani & Sadeghi, 2013; Rusliza Yahya & Fawzy Ebrahim, 2016; Thien & Nordin Abd Razak, 2014). As noted, this is parsimonious for school context as teachers might possess other types of commitment (Cohen, 2000; Somech & Bogler, 2002). Inevitably, after reviewing the literature, it has been found that remarkably scarce researches investigated the four types of commitment outlined by Thien et al (2014) mentioned earlier (Mohamad Rozi, Abd Latif Kasim, Sofiah Zakaria, & Faezah Mohd Nasir, 2016; Thien & Nordin Abd Razak, 2014; Thien et al., 2014). This is especially the case for the studies involving relationship between servant leadership and teacher commitment hitherto in which there was a lack of studies which had been found to investigate these unique types of teacher commitment in relation to servant leadership (Ebrahim et al., 2013; Linggoh Untan et al., 2016; Mahembe & Engelbrecht, 2013; Sokoll, 2014).

Meanwhile, it also has been found that almost all studies regarding commitment that were carried out in education context above employed correlational analysis and regression analysis (Ebrahim et al., 2013; Linggoh Untan et al., 2016; Sokoll, 2014) with only one study by Mahembe and Engelbrecht (2013) that employed Structural Equation Modelling (SEM) as method of data analysis. Given SEM is a more efficient data analysis method in dealing with latent construct such as “commitment” compared to the aforementioned methods which were deemed irrelevant to a certain degree therefore a more comprehensive data analysis method using SEM is presumably necessary at this point (Zainudin Awang & Mahadzirah Mohamad, 2016).





Critically, all of the studies on the relationship between servant leadership and commitment only focused on the roles of the principal rather than subject leaders (Ebrahim et al., 2013; Linggoh Untan et al., 2016; Mahembe & Engelbrecht, 2013; Sokoll, 2014). Although subject leaders are capable to affect teachers' motivation and performance (Bennett, Woods, Wise, & Newton, 2007; Busher & Harris, 2000; Heng & Marsh, 2009; Leithwood, 2016; Poultney, 2007; Turner, 2003) nonetheless less attention has been given to the roles that they can assume (DeNobile, 2017). This corresponds to the reason why DeNobile (2017) and Leithwood (2016) claimed in unison that middle leader's such as subject leader's role are often under-explored when it comes to school improvement issues.

In view that there has been increasing focus on middle leader's roles in schools (Harris & Jones, 2017; Lárusdóttir & O'Connor, 2017; MOE 2012) and there are some evidences that some of the principals in our country tend to abdicate part of their leadership roles to subject leaders due to the overwhelmed managerial workload nowadays (Sharina Razyanti, 2014) thus engaging subject leaders to investigate teacher commitment issues merits attention. Particularly, their role as servant leader as suggested by Tajuddin Mohd Yunus (2012).

On the other hand, when we think about improving teacher commitment, we tend to focus our efforts upon our most disgruntled teachers instead of our "most effective" people — teacher leaders (Whitaker, Whitaker, & Lumpa, 2009). According to Whitaker et al. (2009), teacher leaders are the "superstar teachers" whom are able to exert influence to boost the morale of their peers as they are the "keen worker" with a good work attitude. Besides, they were also excellent and experienced teachers who





were respected by their colleagues for their instructional expertise and competence (Ghamrawi, 2010; Harris & Muijs, 2003; Snell & Swanson, 2000; Wise, 2001). Critically, teacher leaders lead by engaging, inspiring and motivating others because they are perseverant, resourceful, action-oriented, committed, and passionate (Angelle & Dehart, 2016; Jackson, Burrus, Basset, & Roberts, 2010; Katzenmeyer & Moller, 2001; Lieberman et al., 2007).

Therefore, utilizing teacher leaders to boost the commitment of the teachers is a feasible move as they generally portray an enthusiastic disposition towards teaching profession and school (Fairman & Mackenzie, 2015; Hulpia & Devos, 2009; Leithwood, 2003; Whitaker et al., 2009). Implicitly, this points to the fact that the attitude and behaviour of the teacher leader have considerable bearing in influencing teachers' work commitment (Donaldson, 2007). This holds true to some point as, based on social learning theory (Bandura, 1977), most of the people learn and shape their attitude and behaviour by observing others therefore this implies that any extra-role behaviour or organisational citizenship behaviour (OCB) (Organ, Podsakoff, & MacKenzie, 2006) demonstrated by the teacher leader was deemed able to influence teachers' morale to a certain extent. After all, teacher leaders always model high degree of professional commitment in their leadership practices (Fairman & Mackenzie, 2015).

For this study, given the fact that subject panel head (*Ketua Panitia*) is placed directly under the purview of subject leader (*Guru Kanan Mata Pelajaran* or *Ketua Bidang*) in school management hierarchy in terms of curriculum management (Tajuddin Mohd Yunus, 2012) thus the role of the subject panel head warrants attention, particularly as "formal teacher leader" (Silva et al., 2000). This is based on the fact that





most of the subject panel head were appointed on the basis of high mastery in instructional competence and subject expertise (Shaliha Shafie, 2011) which corresponds to the central tenet of teacher leader to a certain extent in that instructional competence is the prerequisite for the designation of “teacher leader” title to any teaching staff (Harris, 2005; Katzenmeyer & Moller, 2001; York-Barr & Duke, 2004). In addition, since they were appointed by school administration to lead teachers on their respective subjects thus this arguably warrants them the title “leader” formally (MOE, 2012; Nurul Huda Hamzah, 2007).

Reviewing the literature again, there was a lack of studies utilizing OCB as the “mediator” pertaining the relationship between servant leadership and work commitment (e.g. organisational commitment) (Aznarahayu & Nasina, 2013; Ebrahim et al., 2013; Goh & Low, 2014; Linggoh Untan et al., 2016; Miao, Newman, Schwarz, & Xu, 2014; Zhou & Miao, 2014). Since servant leadership is significantly related to OCB (Hunter et al., 2013; Newman, Schwarz, Cooper, & Sendjaya, 2015; Shim, Hyun, & Tae, 2016; Zehir, Akyuz, Eren, & Turhan, 2013) and OCB is also significantly related to work commitment (Hasani & Sadeghi, 2013; Pourgaz, Naruei, & Jenaabadi, 2015) therefore this implies OCB presumably bears influence on teacher commitment to a certain extent. Given this, incorporating OCB demonstrated by the subject panel head as the mediating variable between subject leader’s servant leadership and teacher commitment seems theoretically practical.

At this point, it is seemingly evident that there is a relationship between servant leadership, organisational citizenship behaviour and teacher commitment. As research suggested that leaders who possess various positive states or traits, goals, values, and





character strengths can significantly influence followers (Liden, Wayne, Zhao, & Henderson, 2008; Walumbwa, Peterson, Avolio, & Hartnell, 2010) as posited in social learning theory (Bandura, 1977) thus it can be posited that such relationship is tentatively valid at this juncture. Besides, there is ample empirical support for a positive relationship between servant leadership and followers' emulation of pro-social behaviours (Coetzer et al., 2017; Liden et al., 2008; Neubert, Kacmar, Carlson, Chonko, & Roberts, 2008). Moreover, considering female teachers are the predominant sex in teaching profession and the fact that female tend to demonstrate more servant leadership than their male counterparts (Liden, Wayne, Liao, & Meuser, 2014; Sergiovanni, 2013) therefore this had afforded another reason for the researcher to embark on such interest.



leadership is crucial in emotionally sustaining organisations (Crawford, 2018) in which followers tend to look to the leader as a point of reference to assess the appropriateness of their emotional investment towards their work and organisation (Tee, Paulsen, & Ashkanasy, 2013) therefore servant leadership, OCB and work commitment in school context arguably warrant attention (Ambali, Suleiman, Ahmad, Rozalli, & Zahrah, 2011; Somech & Oplatka, 2015; Wasti et al., 2016). After all, since school is a “mini-society” that is constituted by clusters of staff of diverse interests, relationships, and work behaviours (Donaldson, 2007) culminated in a web of complex social interaction processes among its members therefore what others do always influences our responses and engagement in the mutual influencing process (Gronn, 2000; Harris, 2004; Spillane, Hallett, & Diamond, 2003).





1.3 Statement of the Problem

Subject leaders, also traditionally known as head of departments, are administrative teachers whom are assigned to oversee and manage instructional and management work needs of different subjects taught in secondary schools (Bolam & Turner, 2003; Ghamrawi, 2013; Leithwood, 2016; Poultney, 2007; Turner, 2003, 2005). Generally, subject leaders in Malaysia are quite capable in their instructional and management duties (Tajuddin Mohd Yunus, 2012) but they were quite constrained in their leadership role because they are ill-equipped in this sense (Leithwood, 2016; Norhunaini Tahir, 2001; Nurul Huda Hamzah, 2007). The lack of training on educational leadership skills sometimes had hampered their role execution to a certain degree (Harris, Busher, & Wise, 2000; Nurul Huda Hamzah, 2007; Tajuddin Mohd Yunus, 2012). This subsequently affects their relationship with their subordinates e.g. subject panel heads (*Ketua Panitia*) and teachers, and consequently caused some subject leaders being viewed as rigid “task-orientated” department advocates (Alcoyes @ Azman Mardan, 2012).

Although it was argued that they normally engaged in instructional leadership because much of their work is classroom-based but little is known about other types of leadership that are feasible for them (Ghavifekr & Mohammed Sani Ibrahim, 2014; Tajuddin Mohd Yunus, 2012). This includes servant leadership as one of the purported leadership practices (Brown & Rutherford, 1998b; Leithwood, 2016; Tajuddin Mohd Yunus, 2012). Predominantly, servant leadership emphasizes professional growth of followers (Dennis & Bocarnea, 2005; Laub, 1999; Liden, Wayne, Zhao, & Henderson, 2008; Van Dierendonck & Nuijten, 2011) thus this somewhat complements the work





of subject leaders as they are indeed assigned formally to handle teachers' professional development for the academic subjects under their purview in schools (MOE, 1992). Secondly, servant leadership is best suited for public service sector and educational institutions due to its strong emphasis on service for a good cause to the society (Crippen, 2005a, 2010; Shim et al., 2016; Smith, 2005).

Additionally, leadership should not be taken a personal tool for self-aggrandizement but as a mean to provide service to people in general (Finley, 2012; Focht & Ponton, 2015). This is especially the case for school context because schools, as part of the public service sector have accepted the philosophy of service to the people e.g. students and stakeholders, in as much the same way as the business world focuses on service to customers alike (Ibrahim Ahmad Bajunid, 2008) given the fact that school is a "service organisation" (DiPaola & Neves, 2009) and teaching is considered as a service to the society in terms of nurturing quality human capital for common welfare (Somech & Oplatka, 2015). Considering this, constructing a servant leadership model for subject leaders is arguably essential as servant leadership is a type of ethical and value-based leadership model (Reed, Vidaver-Cohen, & Colwell, 2011; Van Dierendonck, 2011) that accentuates service to the organisation and community at large based on moral purpose (Greenleaf, 1977; Laub, 1999; Liden, Wayne, Zhao, & Henderson, 2008; Spears, 2010; Van Dierendonck, 2011).

However, despite numerous studies, there is still confusion about the operationalization of servant leadership (Coetzer et al., 2017; Van Dierendonck, 2011). In particular, there was a lack of widely agreed upon models or instruments to explicate and measure servant leadership (Coetzer, Bussin, & Geldenhuys, 2017; Green,





Rodriguez, Wheeler, & Baggerly-Hinojosa, 2015; Parris & Peachey, 2013; Van Dierendonck, 2011). Critically, to the researcher's best knowledge, there was a lack of servant leadership model specifically designed for subject leaders to date. This was supported by Hoizen (2014) who argued that there is a need for servant leadership in school context though it is an amenable leadership style for educational leaders (Geer & Coleman, 2014; Hoizen, 2014). According to him again, school leaders should be servant leaders especially those whom are service-oriented (Hoizen, 2014, p.131). Given subject leaders serve, teach and lead (Blandford, 1997; Peter, 2000); and teaching is a service profession (Hargreaves, 2000; Noddings, as cited Somech & Oplatka, 2015) along with the fact that school is a service organisation, as mentioned earlier therefore this speaks for itself the need for this research in its own right. After all, "The best leaders serve" (Blanchard & Miller, 2014, p.25).



Meanwhile, although there are a number of instruments for servant leadership across various organisations nonetheless most of these instruments were designed for the Western society and researchers should not adopt these instruments haphazardly because servant leadership operates differently under different cultural and institutional context (Liu, Hu, & Cheng, 2015) though it is a universal leadership concept (Timiyo, 2016). Taking into account that "There is a large gap in research on servant leadership in cross-cultural settings" (Whitfield, 2014, p.65) hence this study was set to fill such gap by developing a measurement model, particularly for subject leaders in relation to educational leadership and management (ELM) context (Crippen, 2005b, 2005a, 2010; Leithwood, 2016).





Just as the subject leaders, teacher leaders such as subject panel heads were also constrained in performing their leadership duties (Friedman, 2011; Klinker, Watson, Furgerson, Halsey, & Janisch, 2010; Margolis & Huggins, 2012; Sanders, 2006; Wenner & Campbell, 2016). However, given teacher leaders are oftentimes more committed and resourceful in their work compared to their peers (Danielson, 2006; Jackson et al., 2010; Lieberman & Miller, 2013; Whitaker et al., 2009) thus investigating the extra-role behaviour i.e. organisational citizenship behaviour (OCB) of teacher leaders merits attention. Critically, as subject panel heads have also been enlisted to share school leadership with school principal under the Malaysia Education Blueprint (2013-2025) thus the OCB demonstrated by subject panel heads should be prioritised as they are formal teacher leader whom are appointed by the school administration and affiliated direct under the subject leader in school management hierarchy (Angan, 2014).



However, a review of the literature reveals the OCB construct was suffering from dimensionality issues (Agarwal, 2016; Belogolovsky & Somech, 2010; DiPaola & Neves, 2009; Lo & Ramayah, 2009; Somech & Oplatka, 2015; Somech & Ron, 2007). Over the years, many studies across various organisations indicated that OCB is a multidimensional construct (Agarwal, 2016; Lo & Ramayah, 2009; Somech & Ron, 2007). Nonetheless, according to DiPaola and Neves (2009), OCB is a single-dimensional construct in school setting as educational institution is indeed a “service organisation” that accentuates extra-role behaviour among its constituents. Their views were in-line with the previous research by Lepine, Erez and Johnson (2002) and Hoffman, Blair, Meriac and Woehr (2007).





Given the fact that researchers must cognizant of the contextual and operational issues in studying OCB therefore the unidimensionality of OCB instrument developed by DiPaola and Neves (2009) deserves attention (Agarwal, 2016; Lo & Ramayah, 2009). Moreover, studies regarding the dimensionality issues of OCB were remarkably insufficient in our country and oftentimes the dimensions developed by scholars thus far were overlapped in nature (Talebloo, Ramli Basri, Aminuddin Hassan, & Soaib Asimiran, 2015). Although the study by Talebloo et al. (2015) recently confirmed the multidimensionality of OCB construct nonetheless it only involved primary school teachers from partial school districts (*Pejabat Pendidikan Daerah*) in one of the states in Malaysia i.e. Selangor as sample thus it was not generalizable to secondary schools (Talebloo et al., 2015). Taking into consideration the fact that OCB still entrapped with dimensionality issues and this construct varies according to contextual influence which eventually would affect its measurement and conceptualization (Somech & Oplatka, 2015) hence further clarification on such inconsistency by this study seems inevitable at this point.

On the other hand, as noted earlier, low commitment in teaching profession had become a ubiquitous phenomenon nowadays and our country is not spared in this sense (Arumugam Raman, Cheah, Yahya Don, Yaakob Daud, & Rozlina Khalid, 2015; Galton & MacBeath, 2008; Moses et al., 2016; Naffi Mat, 2011). Oftentimes, “negligence”, “laziness”, “purposeful lethargy”, and “lack of dedication and zeal to work” are among the accusations hurled by certain parties upon teachers nationwide (Mayandi, 2011). Besides, misdeeds such as violations of rules and regulations, showing boredom in teaching, being slothful in teaching and checking students’ work, refusing to teach in rural areas, focusing more on giving tuition and running side





business for extra income has also been reported by local mass media occasionally (Arumugam Raman et al., 2015). To make matter worse, incidents such as losing temper, abusing students physically and mentally e.g. slapping, kicking and humiliating students etc. also happened repeatedly (Arumugam Raman et al., 2015).

Although it couldn't be ascertained that all these teacher misdeeds were the manifestation of teacher commitment issues but considering that the entire Malaysian teacher population which amounted to 420,000 teachers were burdened with heavy workload problems (MOE, 2015) and workload always causes commitment attrition (Fransson & Frelin, 2016) thus this alludes that Malaysian teachers are somewhat facing work commitment issues (Arumugam Raman et al., 2015; Cammellia Othman & Jati Kasuma, 2016; Jamalullail Abdul Wahab, Che Fuzlina Mohd Fuad, Hazita Ismail, & Samsidah Majid, 2014; Ling & Mohammed Sani Ibrahim, 2013; Thien & Nordin Abd Razak, 2014). Sadly, the teachers' work commitment construct is also not spared from contention. Although studies on Malaysian teachers' commitment are available but most of the studies are either small-scale research or that only focused on organisational commitment (Arumugam Raman et al., 2015; Cammellia Othman & Jati Kasuma, 2016; Jamalullail Abdul Wahab et al., 2014; Lingoh Untan, Abd Latif Kasim, Ishak Sin, & Arumugam Raman, 2016) true to the literature that less attention has been given to professional commitment compared to organisational commitment (Yousaf, Sanders, & Abbas, 2015).

In this sense, apart from commitment to school, teachers also possess commitment to students, teaching and profession (Thien & Nordin Abd Razak, 2014). Nonetheless, the Teacher Commitment instrument developed by Thien et al. (2014)





which covers these four dimensions had never been cross-validated with secondary school teachers sample (Thien et al., 2014). Considering this, this study was notably practical to refine this teacher commitment instrument based on three reasons. Primarily, because this construct is malleable contextually (Wasti et al., 2016). Secondly, teachers' teaching styles and students' learning styles as well as their behavioural differences due to age difference between these two levels of schooling were significantly different (Blanchard, 2017; Christine, 2018; Tajularipin Sulaiman & Hor, 2011). Thirdly, since professional commitment is significantly related to organisational commitment in that the degree of a teacher whom is committed to the profession, teachers and students alike would also dictate the commitment to the school relatively (Yousaf et al., 2015). Hence, this speaks itself the need to determine the true nature of teacher commitment starkly.



the instrument because this type of commitment is arguably changeable by default due to the stressful working environment and over-burdening of clerical work that happened on teachers nowadays in which all these would deprive the joy of teaching students indirectly (Nurwahida Faradila Taharim, Jayasuriya, Lim, & Mazhar, 2017; Ryan et al., 2017). Conceptually, since "Teaching is an experiment. You cannot be sure what the responses will be to your intentions, plans and actions...and...it always evident and open to a range of interpretations"(Blanchard, 2017, p.7) thus this implied that the devotion to teaching is arguably vulnerable to the influence of contextual factors. Realistically, this more so when our country is facing a new educational facelift through the eminent A New Narrative of Educational Practice (*Naratif Baharu Amalan Pendidikan*) in which this had witnessed ranges of revamps upon curriculum, pedagogy and assessment execution (Amin Senin, 2018, 2019) that, in turn, would likely to





influence the ways that teachers teach in the classrooms. With this in mind, this insinuates that some kind of inquiry is inevitable to seek further clarification.

Meanwhile, although subject leaders are able to evoke commitment but there are distinct evidences that they were underutilised in many ways (Leithwood, 2016; Turner, 2003) despite the fact that they were expected to motivate and support teachers to harness the professional commitment and learning climate of the school (Bennett et al., 2007; Ghavifekr & Mohammed Sani Ibrahim, 2014; Hammersley-Fletcher & Brundrett, 2005; Leithwood, 2016; Poultney, 2007; Turner, 2006). In other words, the roles that can be assumed by subject leaders are not fully explored to date (Leithwood, 2016). Taking this into consideration, investigating the proposed servant leadership impact of the subject leader on the subject panel heads' OCB and teacher commitment seems timely and functionally apt at this juncture.

Last but not least, although there were many studies that investigated the effects of servant leadership on work outcomes such as commitment and OCB (Coetzer et al., 2017) nonetheless none of these studies utilised OCB as mediator in investigating the relationship between servant leadership and their construct of interest. This is because a review of literature indicates that most of the servant leadership-OCB studies used “procedural justice”, “trust” and “service climate” as mediator (Hunter et al., 2013; Newman et al., 2015; Shim et al., 2016) while “trust” and “perceived organisational support” had been used favourably as mediator in servant leadership-commitment studies (Aznarahayu & Nasina, 2013; Chinomona, Mashiloane, & Pooe, 2013; Goh & Low, 2014; Miao et al., 2014; Zhou & Miao, 2014). Considering school is a “peer-pressure factory” in which what a few key people do and say often influence others to



a certain degree (Whitaker et al., 2009) and the fact that human tends to emulate their counterparts behaviour due to social learning inclination so as to adapt to their current environment (Bandura, 1977) therefore enlisting subject panel head's OCB as mediator that influences teacher commitment indirectly is arguably and theoretically plausible.

Against this backdrop, it was apparent that there is a critical need to examine the dimensions of servant leadership, organisational citizenship behaviour and teacher commitment respectively and subsequently engage these three constructs collectively to verify their posited inter-relationship through the lens of our local contextual richness.

1.4 Purpose of the Study

The main purpose of this empirical study was to develop an empirically substantiated model of Language Subject Leader Servant Leadership Attributes (termed as SLSLA for brevity) besides developing and validating a school-context-related servant leadership instrument to illuminate servant leadership attributes among subject leaders in Malaysia secondary schools. The study also aspires to test the model of Malay Language Subject Panel Head Organisational Citizenship Behaviour (termed as SPHOCB for brevity) and Teacher Commitment (TEACOM). Meanwhile, the study was also aimed to identify whether the SLSLA is significantly related to SPHOCB. Concurrently, this study also aimed to identify whether SPHOCB is significantly related to TEACOM. Ultimately, this study was intended to ascertain the relationships among SLSLA, SPHOCB and TEACOM.



1.5 Objectives of the Study

Based on the purpose of the study above, six research objectives (RO) were designed:

RO 1: To develop and test the Model of Language Subject Leader Servant Leadership Attributes (SLSLA).

RO 2: To test the Malay Language Subject Panel Head Organisational Citizenship Behaviour (SPHOCB) model.

RO 3: To test the Teacher Commitment (TEACOM) model.

RO 4: To identify whether the Language Subject Leader Servant Leadership Attributes significantly related to Malay Language Subject Panel Head Organisational Citizenship Behaviour.

RO 5: To identify whether Malay Language Subject Panel Head Organisational Citizenship Behaviour is significantly related to Teacher Commitment.

RO 6: To identify the relationship among Language Subject Leader Servant Leadership Attributes, Malay Language Subject Panel Head Organisational Citizenship Behaviour and Teacher Commitment.

1.6 Research Questions

Subsequently, this study addressed the following research questions (RQ):

RQ 1: Was the model of Language Subject Leader Servant Leadership Attributes (SLSLA) construct-valid?

RQ 1.1: Could the Subject Leader Servant Leadership Attributes be explained by seven factors: *Teacher Capacity Building*,





Stewardship, Accountability, Self-Competence, Compassion, Altruism and Shares Leadership?

RQ 1.2: Did each indicator have a non-zero loading on the hypothesised (targeted) factor?

RQ 1.3: Did each indicator have a zero loading in the other (non-targeted) factors?

RQ 1.4: Were the error terms uncorrelated?

RQ 2: Were the psychometric properties of Malay Language Subject Panel Head Organisational Citizenship Behaviour (SPHOCB) model reasonable?

RQ 2.1: Could the Subject Panel Head Organisational Citizenship Behaviour (SPHOCB) be explained by one factor only?



RQ 2.2: Did each indicator have a non-zero loading on the hypothesised (targeted) factor?

RQ 2.3: Were the error terms uncorrelated?

RQ 3: Were the psychometric properties of Teacher Commitment (TEACOM) model reasonable?

RQ 3.1: Could Teacher Commitment be explained by the following four factors: *Commitment to Students, Commitment to Teaching, Commitment to School and Commitment to Profession?*

RQ 3.2: Did each indicator have a non-zero loading on the hypothesised (targeted) factor?





RQ 3.3: Did each indicator have a zero loading in the other (non-targeted) factors?

RQ 3.4: Were the error terms uncorrelated?

RQ 4: Was the Language Subject Leader Servant Leadership Attributes significantly related to the Malay Language Subject Panel Head Organisational Citizenship Behaviour?

RQ 5: Was the Malay Language Subject Panel Head Organisational Citizenship Behaviour significantly related to Teacher Commitment?

RQ 6: Did the Malay Language Subject Panel Head Organisational Citizenship Behaviour mediate the relationship between Language Subject Leader Servant Leadership Attributes and Teacher Commitment?



1.7 Research Hypotheses

Lastly, six research hypotheses (H) were derived to guide the study. The following were the hypotheses for RQ1 – RQ6:

RQ 1: Was the model of Language Subject Leader Servant Leadership Attributes (SLSLA) construct-valid?

H1: The Language Subject Leader Servant Leadership Attributes (SLSLA) Model could be explained by the following seven factors: *Teacher Capacity Building, Stewardship, Accountability, Self-Competence, Compassion, Altruism and Shares Leadership*.





H1a: Each indicator has a non-zero loading on the hypothesised (targeted) factor.

H1b: Each indicator has a zero loading in the other (non-targeted) factors.

H1c: The error terms were uncorrelated.

RQ 2: Were the psychometric properties of the Malay Language Subject Panel Head Organisational Citizenship Behaviour (SPHOCB) model reasonable?

H2: The Subject Panel Head Organisational Citizenship Behaviour (SPHOCB) can be explained by one factor only.

H2a: Each indicator has a non-zero loading on the hypothesised (targeted) factor.

H2b: The error terms were uncorrelated.

RQ 3: Were the psychometric properties of the Teacher Commitment (TEACOM)

model reasonable?

H3: Teacher commitment could be explained by the following four factors: *Commitment to Students, Commitment to Teaching, Commitment to School and Commitment to Profession.*

H3a: Each indicator has a non-zero loading on the hypothesised (targeted) factor.

H3b: Each indicator has a zero loading in the other (non-targeted) factors.

H3c: The error terms were uncorrelated.

RQ 4: Was the Language Subject Leader Servant Leadership Attributes significantly related to the Malay Language Subject Panel Head Organisational Citizenship Behaviour?

H4: The Language Subject Leader Servant Leadership Attributes were significantly related to Malay Language Subject Panel Head Organisational Citizenship Behaviour.





RQ 5: Was the Malay Language Subject Panel Head Organisational Citizenship Behaviour significantly related to Teacher Commitment?

H5: The Malay Language Subject Panel Head Organisational Citizenship Behaviour was significantly related to Teacher Commitment.

RQ 6: Did the Malay Language Subject Panel Head Organisational Citizenship Behaviour mediate the relationship between Language Subject Leader Servant Leadership Attributes and Teacher Commitment?

H6: Malay Language Subject Panel Head Organisational Citizenship Behaviour mediated the relationship between Language Subject Leader Servant Leadership Attributes and Teacher Commitment.



1.8 The Conceptual and Theoretical Framework of the Study

A conceptual framework is a visual model of the postulated relationship between independent and dependent variables in a research, especially in quantitative research (Creswell, 2012; Hamidah Yusof, Jamal Yunus, & Khalip Musa, 2015). It comprises a set of concepts, assumptions, expectation, beliefs and theories that underpinned the research (Creswell, 2012; Robson, 2002). As such, the conceptual framework for the current study answers to the purpose of delineating the SLSLA, SPHOCB and TEACOM whilst illuminating the causal relationships among these constructs.

A review of the literature in Chapter II had identified the latent variables and their respective factors which constituted the entire framework of this study as indicated in



Figure 1.1. Briefly, the study was confined to three latent variables and 11 of their respective factors as follows:

- (i) Latent variable 1 (independent variable): Language Subject Leader Servant Leadership Attributes (SLSLA) which is measured by seven factors i.e. *Teacher Capacity Building, Stewardship, Accountability, Self-Competence, Compassion, Altruism* and *Shares Leadership*.
- (ii) Latent variable 2 (mediating variable): Malay Language Subject Panel Head Organisational Citizenship Behaviour (SPHOCB) which is a single-dimensional construct.
- (iii) Latent variable 3 (dependent variable): Malay Language Teacher Commitment (TEACOM) which is measured by four factors i.e. *Commitment to Students, Commitment to Teaching, Commitment to School* and *Commitment to Profession*.

Meanwhile, considering the fact that latent constructs must be grounded in a theoretical framework to gain relevance in social sciences (Netemeyer, Bearden, & Sharma, 2003) therefore several underpinned theories were identified to serve as the basis of the study. At one hand, theories are crucial in identifying, classifying, formulating, envisaging the relevant phenomenon or eventuality that underlie the research (Hamidah Yusof et al., 2015) while on the other hand, it serves as a medium to understand the probable relationship between the independent variables and dependent variables (Creswell, 2012). More important, the outlined theories can provide a solid foundation for understanding the functional elements that are effective to build a dynamic environment in schools (Whitaker et al., 2009). For this reason, the

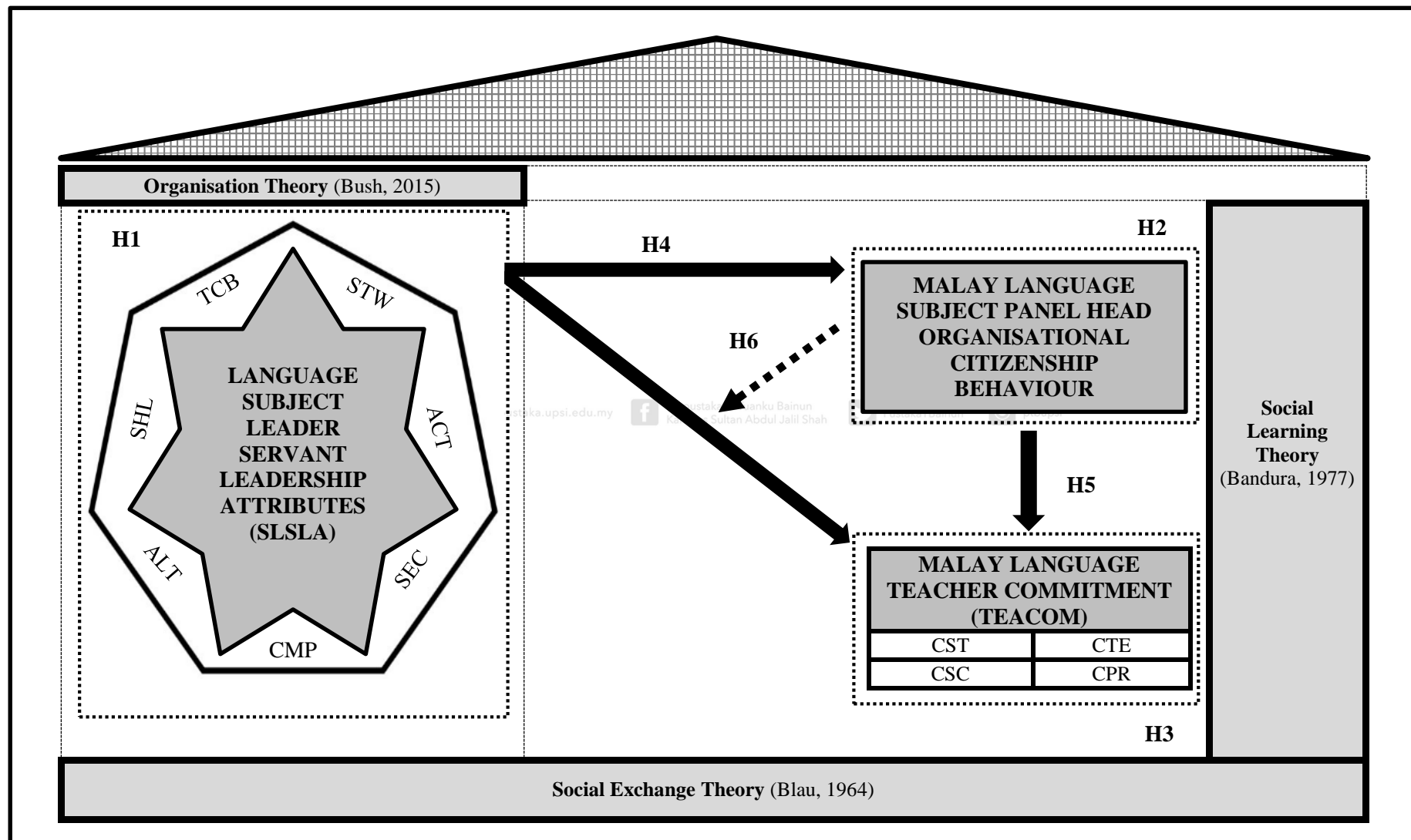


Figure 1.1. The Conceptual and Theoretical Framework with Study Hypotheses. Note. TCB=Teacher Capacity Building; STW=Stewardship; ACT=Accountability; SEC=Self-Competence; CMP=Compassion; ALT=Altruism; SHL=Shares Leadership; CST=Commitment to Students; CTE=Commitment to Teaching; CSC=Commitment to School; CPR=Commitment to Profession



identified theories were deliberately incorporated into the conceptual framework so as to provide a realistic overview regarding the actual mutual influencing process among these three constructs as shown in Figure 1.1 earlier.

As almost all the relationship between leader and followers is basically an exchange process therefore social exchange theory (Blau, 1964) was employed to explore the underlying mechanism that delineate the influence of servant leadership on OCB and teacher commitment. social exchange theory is the most influential conceptual paradigm for understanding workplace behaviour, especially the influence of leadership on organisational outcome such as OCB and teacher commitment (Cropanzano, Anthony, Daniels, & Hall, 2017; Cropanzano & Mitchell, 2005). Since leader-and-follower relationship is a social transaction that involves the exchange of trust between the followers and their leader (Cropanzano & Mitchell, 2005) and reciprocity is a norm in almost every societies (Levinson, as cited in Cropanzano et al., 2017) therefore this theory is able to capture the dynamics that influence the relationship between the constructs of the study. Critically, this is especially the case for the context of this study particularly because school is an emotional workplace that is characterised by complex social and relational interactions (Crawford, 2018; Fernet, Trepanier, Austin, & Julie, 2016; Hargreaves, 2000).

As leadership is an exchange of socio-emotional elements between the leader and followers which subsequently dictates the followers' attitude, behaviour and motivation in the organisation (Kuvaas & Dysvik, 2009) thus a school leader that addressed followers emotional and psychological needs would be able to secure trust from teachers which would prompt teachers to return the leader's favour by exert more





energy on their work (Elstad, Christophersen, & Turmo, 2011; Shore, Tetrick, Lynch, & Barksdale, 2006). Although economic exchange (e.g. salary, promotion opportunities) is equally critical nonetheless it is not as potent as the social exchange (e.g. trust) between both parties in dictating the emanation of OCB because human tends to emphasize socio-emotional stimulation as the main factor that motivates them to manifest positive work attitude, behaviours and consequently gaining satisfaction from work in their daily functions (Elstad et al., 2011; Kuvaas & Dysvik, 2009; Shore et al., 2006).

On the other hand, social learning theory by Bandura (1977) was employed to illuminate the dynamics between OCB and teacher commitment. Primarily, this is given the fact that human generally tends to emulate any desirable qualities e.g. attitudes, values and behaviours, that they perceived if such qualities are considered apt and practical or even beneficial for them in real life practice (Bandura, 1977). Besides, most of the human behaviour in the workplace is corollary of the attitude and behaviours of their situated community (Bommer, Miles, & Grover, 2003). Further, given teachers often work in groups hence they are able to observe the predispositions of their counterparts and this would create opportunities for emulation i.e. social learning (Bandura, 1977, 2012; Bommer et al., 2003; Chow, 2013; Somech & Drach-Zahavy, 2007). More importantly, since human often employ cognitive strategies to influence their thinking patterns in determining to reproduce or not reproduce the modeled behaviours that they witnessed hence this would somewhat influence their work commitment to a certain degree, as posited in social learning theory (Bandura, 1977; Winkler, 2010).





For this study, it was posited that social learning begins when the attention of the teachers was attracted by the organisational behaviour of their subject panel head before this modelled behaviour was retained in teachers' psyche for future emulation in which this would indirectly influence their work commitment to a certain extent later on (Winkler, 2010). However, as human behaviour is complicate and situational hence not all the modelled behaviour would bear the same leverage on the work attitude of the teachers (Winkler, 2010). An exemplary work behaviour that seems desirable to certain organisational members might not necessarily convey the same presentable meaning to others in the same organisation (Bandura, 1977, 2001; Winkler, 2010). Oftentimes, the extent of the social learning is subjective to the influence of age, personal interest and work experience of the teachers (Brown & Treviño, 2014; Winkler, 2010). Based on this, investigating the extent of this social learning seems inevitable at this point. In other words, to what extent SPHOCB would have leverage on TEACOM.

Last but not least, considering this study involves building an educational leadership model hence the researcher employed organisation theory (Bush, 2015) as the main framework to illuminate the relevance (or even the irrelevance) of the postulated dimensions to school context. At one hand, this is because the theory provides a realistic yet sensible perspective for educational practices (Bush, 2015). This is especially the case when Bush (2015) exhorted that "Our understanding of school leadership theory and practices would be greatly enhanced by more studies which seek to apply organisational theory to a wide variety of school context,..." (p.45). On the other hand, more importantly, given leadership is by virtue a dyadic interaction between the leader and organisational reality (Dalakoura, 2010; Spillane, 2006) hence this implied that the servant leadership model should be interpreted through organisation





theory in order to yield a realistic educational leadership model that does not detach from reality.

1.9 Significance of the Study

As subject leaders were more likely to have difficulty in extracting themselves from their own subject leadership and managerial work to consider a more comprehensive leadership role (Hammersley-Fletcher & Brundrett, 2005; Leithwood, 2016; Tajuddin Mohd Yunus, 2012) therefore this study was hoped to open up a new frontier for them to apply the philosophy of servant leadership in leading their department as a specific community (Chow, 2013). Consequently, subject leaders would be able to conceive their role in a proactive fashion rather than act as a conduit between the senior management team and teachers (Turner, 2003). This is by no means to claim this study offered an ultimate leadership style especially suitable for subject leaders but rather it could be considered as a “leadership manual” for any subject leaders whom are interested with practicing servant leadership as an alternative leadership option in addition to their leadership repertoire.

In this context, the indigenous Subject Leader Servant Leadership Attributes (SLSLA) Model that was developed would be able to provide well-guided principles in enhancing subject leaders’ leadership roles. To the researcher’s point of view, this could be considered a contribution in terms of “innovation” (Zuraidah Zainol, 2014) at the methodological level. This is because there has been a lack of specific servant leadership model for educational leadership context to date, especially for subject





leaders. With the presence of such model, it was believed that subject leaders would be more well-informed of the holistic leadership roles that they have to play (Alcoyes @ Azman Mardan, 2012; Gurr & Drysdale, 2013; Leithwood, 2016; Poultney, 2007). Consequently, this would yield more well-informed school middle leadership practices which eventually would dictate the quality of learning in schools in return (Grootenboer, 2018).

On a broader sense, given the transformation from routine manager to educational leader for subject leaders is a crucial effort (Bush, 2002) therefore this study was also aimed to assist the National Institute for Educational Leadership and Management, *Institut Aminuddin Baki* (IAB) to conduct more comprehensive leadership training to all the middle leaders across our nation in addition to their recent Leadership Course for Middle Leaders or simply LCML (*Institut Aminuddin Baki*, 2018). This is especially the case when developing middle leaders (e.g. subject leaders) was stipulated as one of the critical initiatives i.e. the 87th initiative in our National Educational Blueprint 2013–2025 (*Pelan Pembangunan Pendidikan 2013–2025*) in which IAB has been entrusted with the task to train middle leaders for schools nationwide (*Institut Aminuddin Baki*, 2018; MOE, 2012).

Moreover, due to the fact that Malaysia would be facing a depletion of eligible school leaders in the future hence this study was hoped to contribute to the efforts in nurturing educational leaders for school leadership succession later on (MOE, 2012). Considering this and also along with the fact that servant leadership attributes can be learned (Stewart, 2012; Winston & Ryan, 2008) therefore this study would contribute as a matter of “extension” (Zuraidah Zainol, 2014) to our local leadership training





managerialism. Ultimately, it could also be regarded as a conceptual “extension” (Zuraidah Zainol, 2014) to the servant leadership literature because the concept of “subject leaders as servant leaders” was rarely addressed by the related literature over the years (Tajuddin Mohd Yunus, 2012).

Another important conceptual contribution of this study was that it would likely to answer to the postulations by Van Dierendonck (2011) about the prevalence of servant leadership practices in countries that are high in “humane orientation”. According to Kabasakal and Bodur (2004) humane orientation is the cultural climate that emphasizes benevolence and caring behaviour in society. Specifically, citizens of a society that is high in humane orientation often concern about and sensitive towards others, portrays a amiable demeanor and prone to tolerate inconveniences (Kabasakal & Bodur, 2004; Van Dierendonck, 2011; Winston & Ryan, 2008). Since Malaysia is one of the ASEAN countries that is high in humane orientation (Van Dierendonck, 2011; Winston & Ryan, 2008) and human orientation is the antecedent to servant leadership (Van Dierendonck, 2011) therefore this study was hoped to shed lights on such conceptual presumption through the mean of “replication” (Zuraidah Zainol, 2014) using Malaysian sample.

Meanwhile, the dimensionality issues of the single-dimensional organisational citizenship behaviour instrument addressed in this study would advance a better understanding of the nature of extra-role behaviour among Malaysian teachers as it was argued that educational context OCB was a multidimensional construct as opposed to single-dimensional one (Agarwal, 2016; Elstad, Christophersen, & Turmo, 2011; Somech & Ron, 2007; Somech & Optlatka, 2015). Although, according to the





researcher's best knowledge, there were several local studies which had provided preferable evidence to the first but there was a lack of evidence that the OCB of subject panel head was whether the first or the later one. Therefore, it was hoped that the result of this study would be able to provide useful insights in this regard. Similarly, the dimensions of Malaysian teacher commitment instrument and its psychometric properties that would be validated using the sample of secondary school teachers population, as recommended by the authors of the instrument i.e. Thien et al. (2014) would also contribute to the body of knowledge regarding work commitment of Malaysian secondary school teachers. In other words, this study contributes to the methodological sense in terms of instrument validation through replication using local contextual richness.



Malaysia (MOE) and school principals to extend their understanding about teacher commitment, particularly Malay Language teacher commitment. This is crucial as Malay Language, along with English Language, is one of the two core subjects that underlie our nation's "Upholding the Malay Language and Strengthening Command of English" (*Memartabatkan Bahasa Malaysia dan Memperkukuh Bahasa Inggeris*, MBMMBI) educational policy. As this educational policy is aimed to uphold the Malay Language while strengthening command of English in schools therefore understanding the Malay Language teacher commitment is a *sine qua non* in this sense. Critically, any educational improvement efforts would be futile without the presence of high commitment among teachers (Bogler & Somech, 2004; Talebloo et al., 2015). Considering this, the study would be able to extend our knowledge of Malay Language teacher commitment in assuming their professional roles in this regard.





While at the conceptual level, the outcomes of this study was hoped to provide a more holistic insight about Malaysian secondary schools' teacher commitment instead of mere organisational commitment and subsequently fill the literature gap mentioned earlier. To the researcher's best knowledge, this was seldom attempted before as most of the previous studies on teacher commitment only focused on organisational commitment while precluding the importance of professional commitment. This also includes the study of servant leadership as all the studies to date only investigated the relationship between servant leadership and organisational commitment which consists of normative, affective and continuance commitment, instead of other types of commitment. Thus, this study would render its significance by extending the commitment literature and expanding our knowledge about teacher commitment conundrum.



On the other hand and at the theoretical level, the functionality of the social exchange theory and social learning theory in explaining the inter-relationship between servant leadership, OCB and teacher commitment would be able to be clarified through this study. This is given the fact that human are sentient purposive beings hence human functioning is always socially interdependent, richly contextualised and conditionally customised to the complex dynamics of the conditions they were situated (Bandura, 2001; Liden et al., 2014). With this in mind, assuming all humans to respond exactly to what is postulated in the aforementioned theories seems impractical and thus deserves further clarification. For this reason, this study was hoped to provide more insights on such ambivalence as an extension to the *a priori* knowledge.





Last but not least, the empirical outcome of this study was hoped able to verify the postulated inter-relationship among Language Subject Leader Servant Leadership Attributes (SLSLA), Malay Language Subject Panel Head OCB (SPHOCB) and Malay Language Teacher Commitment (TEACOM). Such outcome was much anticipated to confirm empirically the claims made earlier in that middle leaders are able to uplift teachers' morale in their own way if given centre-stage in school leadership roles. Specifically, the result of the study and items in the questionnaires would be helpful for the Ministry of Education, policy makers and schools' principals to identify the "best practices" that can be played by subject leaders and the mediating roles that can be assumed by subject panel heads in dealing with teacher commitment attrition. Based on this, this study not only could somewhat be regarded as an empirical "innovation" to Malaysia educational management practices because it would provide a fresh look on the realistic functions of Malaysian middle leaders in school daily operation, instead, it would also contribute to the literature because there was a lack of studies utilizing OCB as a mediator in the investigation of the effect of servant leadership on teacher commitment.

Apparently, the outcome of this study is arguably diverse and considerably critical in its own right. This is because its significance not only is managerially, methodologically, conceptually, theoretically and empirically far-reaching but it also encompasses several levels of contribution in extension, innovation and replication sense. Table 1.1. provides an overview of the significance of this study.



Table 1.1

Significance of the Study

Domains	Level of Contribution		
	Extension	Innovation	Replication
Managerial	<ul style="list-style-type: none"> ■ A proactive leadership role for subject leaders as servant leaders. ■ A more comprehensive leadership training for subject leaders. ■ A better understanding of Malay Language teacher commitment in assuming their professional roles. 	<ul style="list-style-type: none"> ■ A clearer understanding of the realistic functions that can be assumed by middle leaders like subject leaders and subject panel heads in inspiring teacher commitment. 	
Methodological		<ul style="list-style-type: none"> ■ A specific indigenous servant leadership model or instrument i.e. SLSLA for subject leaders. 	<ul style="list-style-type: none"> ■ The validation of the dimensional issues of the SPHOCB instrument. ■ The validation of the psychometric properties of the TEACOM instrument with secondary school teachers as sample.
Conceptual	<ul style="list-style-type: none"> ■ An extension to the current servant leadership and commitment literature. ■ A more comprehensive insight about teacher commitment. 		<ul style="list-style-type: none"> ■ A prospective corroboration of “humane orientation” construct to servant leadership practice in Malaysia.
Theoretical	<ul style="list-style-type: none"> ■ A prospective corroboration of the postulations outlined in the social exchange theory and social learning theory in explaining the relationship among the constructs of the study. 		
Empirical		<ul style="list-style-type: none"> ■ The use of OCB as the mediator in investigating the effects of servant leadership on work commitment. 	



1.10 Operational Definition

Servant leadership is the moral practice of accentuating the self-growth and welfare of others, particularly school members and stakeholders over the self-interest of the leader, guided by a commitment to serve the students, teaching work, school organisation and teaching profession.

Teacher Capacity Building (TCB) is the transfer of competencies necessary for individuals and groups in order to identify their issues and subsequently address their concerns in performing tasks.

Stewardship (STW) is the focus on the realization of social responsibility to build community at organisational i.e. school level and societal level. It is materialised by establishing a collaborative and inclusive professional learning community within the department level of the school and this specific teacher community always advocates students' interest courageously guided by the awareness that school is obliged to nurture holistic student development to contribute to societal welfare.

Accountability (ACT) is the leader's willing acceptance of the responsibilities inherent in the leadership position to serve the organisation guided by implicit or explicit expectation that the leader will portray congruence between behaviour and communications and more importantly, the leader is able to justify his or her beliefs, decisions or actions to constituents with sound reasons.





Self-Competence (SEC) refers to the degree a leader is cognitively, emotionally and socially competent in carrying out organisational tasks.

Compassion (CMP) is the displaying of sympathy followed by actions to relieve emotional distress or physical discomfort by providing emotional support and work flexibility among teachers or even material.

Altruism (ALT) is the pro-social attitude that is characterised by the sacrifice of personal interest to help teachers and optimize teachers' interest with no expectation for reward.

Shares leadership (SHL) refers to the encouragement by the subject leader to teachers to manage work problems personally, lead others, share and coordinate tasks with others in task accomplishment and decision making process based on a shared purpose.

Organisational Citizenship Behaviour (OCB) is individual helping and serving behaviour that is discretionary and not rewarded by the organisation, guided by the awareness to benefit school and students.

Teacher commitment (TEACOM) is the psychological attachment of teachers to engage in student learning, teaching work, school organisation and teaching profession.





Commitment to Students (CST) is the extent to which teachers exert efforts to engage responsibly in students' learning, personal development, achievement and social integration issues regardless of students' academic difficulties and social background.

Commitment to Teaching (CTE) is the extent to which teachers willingly to engage in teaching duties through providing effective teaching, demonstrating high enthusiasm in teaching work, portraying positive attitude towards teaching work and spending extra-time to students.

Commitment to School (CSC) is the teachers' personal affiliation to the school organisation culminated in the form of personal vocation to retain "membership" in the school they served by accepting the goals and values of the school, engaging actively in school activities, preserving the school's image in all occasions.

Commitment to Profession (CPR) is the teachers' self-pride of being a "teacher" and the conscientiousness to harness professional competence constantly in order to preserve the reputation as an "educator."

Organisational commitment is the vocation of an employee to exert extra effort on his or her work and the desire to maintain organisational membership in an organisation as a result of identification with the goals and values of the organisation, personal affectivity towards the organisation and careful





consideration of the costs that would be inflicted upon him or her if organisational membership is discontinued.

Subject leader is “*Guru Kanan Mata Pelajaran*” or “*Ketua Bidang*”. With reference to the circulars from Ministry of Education dated 13th March 1986, “*Surat Pekeliling Ikhtisas Bil. 4/1986*” and “*Surat Pekeliling KP(BS) 8542/PEK/(9): Panduan Senarai Tugas Guru Kanan Mata Pelajaran, Sekolah Menengah*” (dated 23rd March 1992), subject leader is department head for the department of Language (*Bahasa*) or Humanities (*Kemanusiaan*) or Science and Mathematics (*Sains & Matematik*) or Technique and Vocational (*Teknik & Vokasional*) in secondary schools of Malaysia. Their duty encompasses (a) managing department and curriculum, (b) mentoring teachers, (c) supervising instructional work (e) managing school programs and teachers’ professional development, and (e) maintaining good interpersonal relationship with school members.

Subject Panel Head is “*Ketua Panitia*”. According to the circular entitled *Surat Pekeliling Ikhtisas Bil. 4/1986*, subject panel head is subject matter leader whom was assigned informally by school administrators to improve the teaching and learning quality of any given subjects in school. Besides, he or she is also responsible for crafting innovative teaching strategies, improving students’ academic performance, collaborating with academic associations or even other subject panels to ensure high instructional standard are achieved for the subject led.





Secondary School is the extension of the national primary schools that provides intermediate level education to adolescents.

Attributes is the quality or characteristics inherent in or ascribed to an individual.

1.11 Conclusion

Generally, this chapter had provided an overview of the entire study ranging from the precursors that evoked the interest of the researcher to embark on the study to the multiple contributions that the study was deemed to produce. Along the way, problem statements; purpose and objectives of the study; research questions and hypotheses; theoretical and conceptual framework of the study, and also operational definitions were provided to justify the study whilst illuminating the inquiry path that framed the study. With this, the thesis now proceeds to the literature review chapter pertinent to the research for a thorough apprehension of the SLSLA, SPHOCB and TEACOM constructs respectively and more importantly, their inter-relationships in the context of the study.

