The Relationship and Influence of Principals' Multidimensional Leadership on Work Satisfaction and Organizational Commitment of Technical Secondary School Teachers in Malaysia

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Abstract

Multidimensional leadership is a form of leadership style that can be applied by educational leaders in managing and administering schools. The application of this leadership style would also influence work satisfaction as well as organizational com4a3Q21mitment among teachers. This study looks at the strength of the relationship between principals' multidimensional leadership with work satisfaction and commitment of technical secondary school teachers in Malaysia. In addition, it also looked at predictive factors which influence principals 'multidimensional leadership and work satisfaction on teachers' organizational commitment. This quantitative study was based on a survey of 217 secondary technical school teachers in Malaysia who completed a set of questionnaires. The findings were analyzed using the SPSS 26 version, which included Pearson Correlation and Linear Regression Analysis. The study's findings shed light on the relationship between multidimensional leadership, work satisfaction, and organizational commitment in Malaysian secondary technical schools. The findings also illustrate the predictive factor between multidimensional leadership, work satisfaction as well as organizational commitment in secondary technical schools in Malaysia.

Keywords: Job Satisfaction, Multidimensional Leadership, Organizational Commitment

1. Introduction

The Malaysia Education Blueprint (2013-2025) has entered its third wave beginning 2021. In order to fulfill the basic goal of third wave, the Ministry of Education Malaysia (MOE) aims to improve operational flexibility to develop a culture of peer leadership for the growth of professionalism excellence. This is a barrier that school administrators must overcome in order to achieve the thirds wave's initial objectives. The increasingly complicated educational system necessitates the use of proper leadership styles by school leaders in order for improvements to be implemented in schools. Furthermore, the suitable leadership style would influence teacher work satisfaction and organizational commitment, allowing all educational reforms to be executed and goals to be met (Alegado, 2018; Kunagaratnam, 2018).

As outlined in the second wave of the Malaysian Education Quality Standard, school leaders not only lead but the role is also to motivate and guide (MOE, 2016) to the school community. Leaders must strategically govern and lead the school by adjusting the leadership style dependent on the situation in order to guarantee that each and every individual of the institution is content and devoted to their mission. Several studies have shown that the leadership style of school administrators affects teacher work satisfaction and commitment (Aydin, Sarier and Uysal 2013; Aisha Sarwar et al.2015; Nurjanah et al. 2020). Applying appropriate leadership will lead to increased motivation and work satisfaction. As suggested by Bragg (2000), teachers' quality, productivity, work satisfaction, and commitment are all affected by the leadership style used by school leaders.

A leader must have interpersonal skills, the capacity to inspire, motivate, and enthuse his or her teachers in order for them to work together and to emphasize programmes that promote teachers' self-development (MOE, 2019). It is critical for teachers to have a high degree of emotional intelligence in order to collaborate with principals in achieving the goals and programmes that have been set forth,

because high levels of work satisfaction among teachers can affect commitment (Syiem, 2012; Khairuddin, 2017) which would lead to increased outcome. It is suggesting that leadership patterns of school leaders have an impact on teachers' work patterns and organizational commitment to completing tasks (Raman, Mey, Don and Khalid, 2015; Kieres & Gutmore, 2014; Kouni Zacharo et al. 2018).

Various studies that have been conducted on multidimensional leadership. Khairy Bazli and Bity Salwana, (2020), Azmira and Mohd Izham, (2019) have conducted studies related to the principal's multidimensional leadership and teacher work satisfaction. Similarly, Noraziyanah and Aida Hanim (2019) have conducted a study related to the multidimensional leadership of principals with teachers' organizational commitment. This research specifically looked at principles' multidimensional leadership style, work satisfaction and commitment of teachers as very few studies of such nature have been conducted.

The purpose of this article is to identify the relationship and influence of multidimensional leadership of principals, work satisfaction and organizational commitment as practiced in technical secondary school teachers in Malaysia based on the following research objectives:

1. to analyze the relationship between principals 'multidimensional leadership with work satisfaction and organizational commitment.
2. to identify the predictive factors which influence principals' multidimensional leadership, work satisfaction and organizational commitment among teachers.

2. Literature Review

In the context of this study, the main focus of the discussion are three main variables of the study namely Multidimensional Leadership (Bolman & Deal 1991; 2003), work satisfaction (Alderfer, 1969) and Organizational Commitment (Meyer & Allen, 1997).

Multidimensional Leadership

Multidimensional leadership is a form of leadership style that can be used and practiced by leaders to manage and administer schools. The foundation of multidimensional leadership is the Four Framework Model of Leadership (Bolman and Deal, 1991; 2003). There are four frameworks or styles of multidimensional leadership (Bolman and Deal, 1991; 2003) namely structural, human resource, political and symbolic. Multidimensional leadership style is also often associated with situational leadership style and is suitable to be applied especially when a leader has to make decisions related to administrative matters in school (Bolman and Deal, 1997).

Bolman and Deal (1997) suggest that in an era of complicated organizational change, leaders must diversify their leadership styles in order to be more effective. Thus, Bolman and Deal (1997) have proposed the Four Framework Model of Leadership which includes four types of leadership styles or orientations like structural, human resource, symbolic and political leadership. Bolman and Deal (1997) stated that the four framework model of leadership is a combination of major management theories for example structural leadership is a reflection of classical management theory, human resource leadership is similar to Maslow's (1957) needs theory, political leadership and symbolic leadership are based on political and sociocultural perspectives.

Sani Ibrahim et al. (2011) conducted a study on Multidimensional Leadership Orientation among Malaysian polytechnic heads of department and its association with lecturers' commitment. The objectives were to determine the heads of department's leadership orientation using Bolman and Deal's (1991) Four Leadership Framework Model, as well as the relationship between heads of department leadership orientation and lecturer commitment. This quantitative study involved 841 lecturers and 76 heads of departments from 24 polytechnics in Malaysia. The study used the Leadership Orientation Survey (LOS) questionnaire constructed by Bolman and Deal (1991). Based on the perception of lecturers, it was found that the heads of polytechnic departments in Malaysia have practiced human resource leadership (Mean = 3.88, SD: 0.56), structural leadership (Mean = 3.84, SD = 0.65), political leadership (Mean = 3.80, SD = 0.61) and symbolic leadership (Mean = 3.79, SD = 0.63). This shows that the heads of department are more dominant in using human resource leadership in polytechnic administration matters. Additionally, analysis of findings also

proved the existence of a significant positive relationship between the human resource leadership style of the head of the department with the commitment of lecturers of the polytechnic college.

Work Satisfaction
The second variable of the study was work satisfaction. Aldelfer (1969) suggests that there are three main dimensions which are the main essence of work satisfaction (Existence, Relatedness and Growth). According to Vroom (1964), the concept of work satisfaction is an individual's attitude at a certain time. The attitude of the individual depends on the job or field of interest. At this stage, an individual will usually show a positive attitude towards the job he is interested in and a negative attitude towards the field or job he is not interested in. According to Locke (1976), an employee will feel satisfied with his job if the job is in line with his interests and job expectations. According to Khamlud (2013), work satisfaction is defined when an employee gets pleasure or joy in doing a job because through the job he can perform the role effectively and is able to provide quality results for the work in charge. In addition, an employee gets work satisfaction if the existing work environment encourages an individual to channel skills, abilities and interests towards his or her job.

Mohd Khairy Bazli and Bity Salwana (2020) have conducted a study on the relationship between multidimensional leadership of head teachers and teacher work satisfaction. This study was conducted in five urban primary schools in Tampin district, Negeri Sembilan. A total of 132 teachers were involved as samples of the study. The study design was a cross -sectional survey based on simple random sampling. Leadership Orientation (LO) and work satisfaction ERG Alderfer (JSERGA) questionnaires were used as research instruments. The findings of the study indicated that there was a moderately significant relationship between the multidimensional leadership of head teachers and work satisfaction. A mean analysis of the overall multidimensional leadership level of head teachers found that structural leadership is the main leadership style followed by symbolic leadership, human resource leadership and finally political leadership. Meanwhile, the analysis of the level of work satisfaction of teachers recorded a high level for each

dimension of work satisfaction, namely existence, relatedness and growth.

In addition, Arifin Sultana, Md Nazirul Islam Sarker and AZM Shafiullah Prodhan (2017) have also conducted a study related to the comparison of work satisfaction on 40 teachers between public and private primary schools in Bogra District, Bangladesh. The objectives were to identify (i) the relationship between the level of work satisfaction of teachers according to demographic factors such as socio -economic, gender and level of education and (ii) the comparison of work satisfaction between teachers who teach in public and private primary schools. According to the study's findings, there was no substantial difference in work satisfaction between public and private elementary school teachers. Furthermore, the survey discovered that female teachers are more satisfied with their jobs than male teachers. Furthermore, the study also proves that gender, experience and educational level were among the factors that also influence the level of work satisfaction of teachers in school.

Organizational Commitment
The third variable of the study was organizational commitment. The three main dimensions in organizational commitment namely affective, continuous and normative commitment are the main essences in organizational commitment (Meyer & Allen, 1997). Meyer and Allen (1997) proposed the Three-Component Model of Commitment, which has become a popular commitment model, particularly in organizational commitment research (Meyer et al. 2002). This model states that organizational commitment refers to the behavior of organizational members toward the organization that can be measured in terms of affective, continuous and normative commitment. Affective commitment reflects the employee's commitment to the organization i.e. the employee gets emotional stability in the organization where this emotional stability is not necessarily available in other organizations. Ongoing commitment shows the commitment of employees to the organization because they think about the impact that occurs in terms of cost, economic and social aspects if they leave the organization. While normative commitment means employee commitment to the organization is based on duties and

responsibilities to the organization. Organizational commitment becomes important because it can measure the extent to which an employee's loyalty to his or her organization despite getting better opportunities from other organizations.

Commitment is defined by Porter, Steers, Mowday, and Boulin (1974) as a person's allegiance and involvement in an organization. Organizational commitment, on the other hand, is defined by Mowday, Porter, and Steers (1982) as the degree to which an employee identifies with the organization and his or her role in it. Organizational commitment, according to Wiener (1982), is the motivation from within an individual to accomplish something in order to attain the organization's goals. Organizational commitment, according to Meyer and Allen (1997), refers to employees' associations with the organization that affect their devotion to it. Based on this definition, employees with strong organizational commitment are more loyal to the organization than those with low organizational commitment.

In rural Sabah, Latipah & Khairudin (2021) performed research on teachers' commitment towards the organization and its relation with teaching quality of Malay language teachers. The main objective of this study is to see the relationship between organizational commitment and the quality of teachers' teaching in the Malay language subjects involving schools in rural Sabah. To collect research data, this quantitative study used a survey design based on a series of instruments. The data was examined using descriptive statistics such as mean value and standard deviation, as well as inferential statistics such as Pearson Correlation analysis results. The findings of the study reveal that the organization's commitment and the quality of teachers' instruction were both high. Aside from that, the findings of the study revealed that there was a highly significant association between organizational commitment and teacher teaching quality, with a correlation coefficient of $r = 0.613$.

3. Research Method

A survey was used to perform this quantitative research. The capacity to provide a numerically measurable description of all three variables, namely multidimensional leadership, work satisfaction, and organizational commitment, justifies the adoption of survey study design for this research (Creswell & Clark, 2007; Creswell, 2014). Thus, for the purpose of this study, a set of questionnaires was distributed for the aim of data collection.

The leadership orientation questionnaire used in this study were adapted from Bolman and Deal's original questionnaire (1991). Structural, Human Resource, Political and Symbolic Leadership are the four components of this leadership orientation questionnaire. The items for work satisfaction dimension used in this study were adapted from MK Bilal, JM Jangir and SS Bhakar, (2014) and the items for organizational commitment dimension were adapted from Ali Yusob and Roger Gill (1999). Each question in the survey was graded on a five-point Likert scale: (1) never (2) seldom (3) once in a while (4) frequently, and (5) always.

A total of 217 teachers were chosen as samples for this study using the systematic random selection technique. Statistical Package for the Social Sciences was used to analyze the data for the study (SPSS version 26). The Pearson Correlation analysis was used to investigate the correlation between the Multidimensional Leadership dimension, teacher work satisfaction, and organizational commitment in Malaysian technical schools. The Linear Regression Analysis was also used to see predictive factor between multidimensional principal leadership, work satisfaction as well as teacher organizational commitment in secondary technical schools in Malaysia.

4. Results

This section will discuss the findings by examining the strength of the relationship between principals' multidimensional leadership, work satisfaction and teacher organizational commitment, as well as identifying the main influences in principals' multidimensional leadership and work satisfaction on organizational commitment among Malaysian technical secondary school teachers.

Relationship Between Principal Multidimensional Leadership, Work Satisfaction and Organizational

Commitment of Technical Secondary School Teachers in Malaysia

Pearson Correlation Test *(Pearson Product-moment)* was used to analyze the relationship between the first independent variable which is the multidimensional leadership of the principal, the second independent variable which is work satisfaction and the dependent variable of teacher organizational commitment. Pearson correlation test was also used to test the H_01 hypothesis to H_03 namely:

> H_01: There is no significant relationship between principals 'multidimensional leadership and teachers' work satisfaction.

> H_02: There is no significant relationship between principals 'multidimensional leadership with teacher organizational commitment.

> H_03: There is no significant relationship between work satisfaction and teacher organizational commitment.

The strength of the correlation between the relationship of the two variables is based on the relationship strength scale of Cohen, Manion and Marrison (2011) which is 0.01 to 0.20 (very weak), 0.21 to 0.30 (weak), 0.31 to 0.50 (moderate), 0.51 to 0.80 (strong) and 0.81 to 1.00 (very strong). Table 1 shows the results of the Pearson Correlation Test between the multidimensional leadership variables of principals with work satisfaction and organizational commitment of technical secondary school teachers in Malaysia. The findings showed that there was a strong relationship between principals' multidimensional leadership with work satisfaction ($r = 0.622$, $p < 0.01$) and a moderate relationship with organizational commitment ($r = 0.434$, $p < 0.01$). The findings also show that there is a strong relationship between work satisfaction and organizational commitment ($r = 0.637$, $p < 0.01$). This means H_01, H_02 and H_03 were rejected.

Table 1: Relationship between principals 'multidimensional leadership with teacher work satisfaction and organizational commitment.

		Multidimensional Leadership	Work Satisfaction	Organizational Commitment
Multidimensional Leadership	Pearson correlation	1	0.622 **	0.434 **
	Sig. (2-tailed)		.000	.000
	N	217	217	217
Work Satisfaction	Pearson correlation	0.622 **	1	0.637 **
	Sig. (2-tailed)	.000		.000
	N	217	217	217
Commitment	Pearson correlation	0.434 **	0.637 **	1
	Sig. (2-tailed)	.000	.000	
	N	217	217	217

The relationship between each dimension of multidimensional leadership of principals with work satisfaction was also analyzed as shown in Table 2. The findings show that there is a strong and statistically significant relationship between the four dimensions of multidimensional leadership with work satisfaction that is the dimension of structural leadership ($r = 0.525$, $p < 0.01$), human resource leadership ($r = 0.688$, $p < 0.01$), political leadership ($r = 0.570$, $p < 0.01$) and symbolic leadership ($r = 0.582$, $p < 0.01$).

Table 2: Correlation between multidimensional leadership dimensions with work satisfaction

Multidimensional Leadership Constructs	Work Satisfaction (r)	Sig (2 tailed)
Structural Leadership	0.525	0.000
Human Resource Leadership	0.688	0.000
Political Leadership	0.570	0.000
Symbolic Leadership	0.582	0.000

Significant correlation at $p < 0.01$

Next, the relationship between each dimension of multidimensional leadership of principals with organizational commitment variables were also analyzed as shown in Table 3. The findings show that there is a moderate and statistically significant relationship between the four multidimensional leadership constructs with organizational commitment i.e. structural leadership constructs ($r = 0.392$, $p < 0.01$), human resource leadership constructs ($r = 0.448$, $p < 0.01$), political leadership ($r = 0.398$, $p < 0.01$) and symbolic leadership ($r = 0.415$, $p < 0.01$).

Table 3: Correlation between multidimensional leadership dimension with organizational commitment

Multidimensional Leadership	Organizational Commitment (r)	Sig (2 tailed)
Structural Leadership	0.392	0.000
Human Resource Leadership	0.448	0.000
Political Leadership	0.398	0.000
Symbolic Leadership	0.415	0.000

Significant correlation at $p < 0.01$

Finally, the relationship between each dimension of work satisfaction was also analyzed namely existence needs, relatedness needs and growth needs with organizational commitment. The findings of the study in Table 4 show that there is a strong and significant relationship between each dimension of work satisfaction with organizational commitment.

Table 4: Correlation between each dimension of work satisfaction with organizational commitment

Work Satisfaction Dimension	Organizational Commitment (r)	Sig (2 tailed)
Existence Needs	0.544	0.000

| Relatedness Needs | 0.554 | 0.000 |
| Growth Needs | 0.601 | 0.000 |

Significant correlation at p <0.01

Work Satisfaction Predictor Factor Influencing The Organizational Commitment Of Technical Secondary School Teachers In Malaysia

The Linear Regression Analysis was undertaken to identify whether teacher work satisfaction is a significant predictive factor in influencing the organizational commitment of technical secondary school teachers in

Malaysia. Findings from the Linear Regression Analysis were also used to answer the fourth hypothesis of the study as follows:

H_04: Work satisfaction is not a significant predictive factor influencing the organizational commitment of technical secondary school teachers in Malaysia.

Table 5: Linear Regression Analysis (Stepwise Method): Dimensions of Work Satisfaction Contributing to Teacher Organizational Commitment

Dimensions of work satisfaction	B	Beta (β)	value of t	p	R^2	(%) of Influences
Constant	1.154		4.622	0.00		
Growth	0.463	0.429	6.166	0.00	0.361	36.10
Existence	0.255	0.265	3.805	0.00	0.040	4.00

Significant correlation at p <0.01

The findings of the study showed that from the three dimensions of work satisfaction, namely the need for existence, relatedness and growth there were two dimensions, namely the need for existence and growth, which have a significant relationship to the organizational commitment of technical secondary school teachers in Malaysia.

The growth needs dimension was the primary and highest predictor of organizational commitment with (β = 0.429, t = 6.166, p = 0.00) and R^2 = 0.361. This shows that the growth needs dimension contributes 36.1 % to the organizational commitment of technical secondary school teachers in Malaysia. The analysis also shows that for each additional unit of the growth needs, the organizational commitment of teachers will increase by 0.463 units. Meanwhile, existence needs (β = 0.265, t

= 3.805, p. = 0.00) was the second predictor influencing teacher organizational commitment with a percentage rate of 4%. At the same time for each additional unit of existence needs, the organizational commitment of teachers also increased by 0.255 units. This proves the dimension of work satisfaction i.e. the need for existence and development are significant predictors of influencing or contributing to teacher organizational commitment, therefore H_04 is rejected.

In conclusion, the dimension of work satisfaction, namely the dimension of growth needs and existence has influenced 40.1% of the organizational commitment of teachers in technical secondary schools in Malaysia. The regression equations that can represent this study are as follows:

$$Y = 1.154 + 0.463X_1 + 0.255X_2$$

Where:

Y = Organizational Commitment

X_1 = Growth Needs

X_2 = Existence Needs

Multidimensional leadership as a predictive factor in influencing the organizational commitment of technical secondary school teachers in Malaysia

The researcher used Linear Regression Analysis to identify whether the multidimensional leadership construct of principals is a predictive factor that influences the organizational commitment of technical secondary school teachers in Malaysia. At the same time, the findings from this Linear Regression Analysis will also be used to answer the fifth hypothesis of the study:

$H_0 5$: Multidimensional leadership is not a predictive factor in influencing the organizational commitment of technical secondary school teachers in Malaysia.

Table 6: Linear Regression Analysis (Stepwise Method): Dimensions of multidimensional leadership contributing to teacher organizational commitment

Dimensions of Multidimensional Leadership	B	Beta (β)	value of t	p	R^2	(%) of Influences
Constant	2.479		10.925	0.000		
Human Resource	0.394	0.448	7.342	0.000	0.200	20%

Significant correlation at $p < 0.01$

The findings of the study show that from the 4 dimensions of multidimensional leadership, namely, structural leadership, human resources, political and symbolic, only human resource has a significant relationship to the organizational commitment of technical secondary school teachers in Malaysia. Human resource leadership was the primary and highest predictor of organizational commitment with ($\beta = 0.448$, $t = 7.342$, $p = 0.00$) and $R^2 = 0.200$. This demonstrates that human resource leadership has a 20% impact on the organizational commitment of technical secondary school teachers. The analysis also shows that for every additional one unit on human resource leadership, the organizational commitment of teachers will increase by 0.394 units. In conclusion, human resource leadership is a significant predictor influencing the organizational commitment of technical secondary school teachers in Malaysia, ($p < 0.05$). Therefore hypothesis $H_0 5$ is rejected.

The regression equations that can represent this study are as follows:

$$Y = 2.479 + 0.394X_1$$

Y = Organizational Commitment

X_1 = Human Resource Leadership

Multidimensional Leadership Predictive Factor Influencing Work Satisfaction Of Technical Secondary School Teachers In Malaysia

The researcher used Linear Regression Analysis to identify whether the multidimensional leadership of principals is a predictor that influences the work satisfaction of technical secondary school teachers in Malaysia. Linear regression analysis will also be used to answer the sixth hypothesis of the study:

$H_0 6$: Multidimensional leadership is not a predictor factor influencing work satisfaction of technical secondary school teachers in Malaysia.

Table 7: Multiple Regression Analysis (Stepwise Method): Multidimensional Leadership Contributors to Teacher work satisfaction

Multidimensional Leadership	B	Beta (β)	value of t	p	R^2	(%) of Influences
Constant	1.850		11.159	0.000		
Human Resource	0.545	0.688	13.897	0.000	0.473	47.3

Significant correlation at p <0.01

The study found that only human resource leadership had a significant association with work satisfaction of technical secondary school teachers in Malaysia, out of the four categories of multidimensional leadership, namely structural leadership, human resources, political, and symbolic leadership. Human resource leadership is the main and highest predictor of teacher work satisfaction with (β = 0.688, t = 13.897, p = 0.000) and R^2 = 0.473. This indicates that human resource leadership contributes 47.3 % to teacher work satisfaction.

The analysis also shows that for every additional one unit on human resource leadership, teacher work satisfaction will increase by 0.545 units.

In conclusion, human resource leadership is a significant predictor influencing work satisfaction of technical secondary school teachers in Malaysia. Therefore hypothesis H_06 was rejected in this study. The regression equations that represent this study are as follows:

$$Y = 1.850 + 0.545X_1$$

Y = work satisfaction

X_1 = human resource

5. Discussion

The Relationship Between Principal Multidimensional Leadership and Teacher Work Satisfaction

The Pearson Correlation was used to measure and determine the strength of the relationship between multidimensional leadership variables of principals with work satisfaction variables of technical secondary school teachers in Malaysia. Based on the result, it was found that overall there was a strong relationship between the two variables. However, the findings of this study differed with those of Azmira and Mohd Izham (2019), Mohd Khairy Bazli and BitySalwana (2020), who found a moderate association between multidimensional principle leadership and teacher work satisfaction.

The findings of this study have proven that school principals have a high level of competence in multidimensional leadership that is able to diversify leadership styles according to the situation in the school (Bolman and Deal, 2003) and the ability to use multidimensional leadership for planning, managing and administering school affairs as well as influencing the level of work satisfaction of teachers (Zidni et al. 2020, Ahmad, Adi, Noor, Rahman & Yushuang, 2013). In addition, principal leadership was also found to be a contributing factor to improving school image, productivity, work motivation, work performance and organizational commitment of teachers towards the school (Leithwood, Day, Sammons & Harris, 2006; Sarimah and Faridatul, 2010; Saima and Isaiah, 2018).

Based on the findings of this study and also the findings of previous studies, it is found that support from organizations, cooperation between teachers, safeguarding the interests and welfare of teachers and giving recognition or appreciation is important to ensure one's work satisfaction (Goldman & Tabak, 2010; Akbol & Arikboga, 2015; Gider et al. 2019). In addition, the attitudes and behaviors of leaders and the way employees see the support of

superiors to them also play a very important role in getting the desired work results. Employees who get work satisfaction are more productive and committed to a given task (Robbins, 2014) while employees with low work satisfaction can cause the organization to suffer.

The Relationship of Principal Multidimensional Leadership with Teacher Organizational Commitment

Based on the Pearson Correlation Analysis used to measure and determine the strength of the relationship between the multidimensional leadership variable of principals with the organizational commitment variable of technical secondary school teachers in Malaysia, it was found that overall there was a moderate relationship between the two variables. The findings suggest that principals 'multidimensional leadership is not a dominant factor influencing teacher organizational commitment but there may be other more dominant factors influencing teacher organizational commitment. Furthermore, the findings from the study were discovered to be inconsistent with studies by Mohammed Sani Ibrahim (2011), Norasmah Othman et al. (2012), Ruhaina Abdullah (2016), Noraziyanah and Aida Hanim (2019).

The leadership patterns practiced by leaders are a major contributor influencing the level of follower commitment in the organization (Avolio, Walumbwa & Weber, 2009; Trottier, Van Wart & Wang, 2008; Saini et al. 2015; Yasir, Imran, Irshad, Mohamad & Khan, 2016; Zaliza and Mohd Izham, 2020). This can be observed through feedback from technical secondary school teachers who showed that the principals 'leadership was found to be less effective in influencing the level of organizational commitment of teachers. This factor may be due to principals being less clear about their responsibilities in shaping teachers' commitment due to busy schedules, principals not involving teachers in the decision-making process in school, principals less appreciative of opinions or suggestions given by teachers and less focused on teacher professionalism development programs. In addition, the vision, mission, objectives and goals of the school are not clear and are not fully shared with the school community, which

are also the cause of the low level of teacher commitment in the school (Choi et al. 2016).

Therefore, what principals need to do to strengthen the relationship between multidimensional leadership and teacher organizational commitment is to improve human resource management and administration at the school level while at the same time involve teachers in the decision - making process in schools. Through this approach it can indirectly increase teachers' well-being level which will ultimately make teachers more committed in their work (Firestone & Pennel, 1993; Bogler & Somech, 2004; Chen, Siew Ping, 2014; Ibrahim et al. 2017).

The Relationship Between Work Satisfaction and Teacher Organizational Commitment in Schools

The Pearson Correlation was undertaken to measure and determine the strength of the relationship between the work satisfaction variable with the organizational commitment variable of technical secondary school teachers in Malaysia. Based on the result of the analysis, it was found that overall there was a strong relationship between work satisfaction and organizational commitment. The findings of this study are in line with studies conducted by Syaifuizzhar et al (2018), Muhammad Reduan (2020), Musliza et al. (2020) and Ferlis Bahari (2010). However, the findings of this study are in contrast to the studies conducted by Nahid Naderi Anari (2011), Syed Mohammad Azeem (2010), Norshidah Mohamed et al. (2014) and Laimah Sungap (2017). It can be implied that work satisfaction has a significant relationship with organizational commitment, which means that if a need that drives individuals to achieve work satisfaction can be met by a leader, then it will influence individual commitment towards the organization (Locke 1976; Phoa & Nazarudin, 2019). This statement is in line with the view of Abdullah et al. (2018), an employee with a high level of work satisfaction will work harder, while at the same time always uphold the good name of the organization and will be willing to work for a longer period of time.

The findings are also parallel to the aspect of work satisfaction of Maslow's theory (1943), which stated that humans always want 'more' and if there are any needs that are not met then employees will strive to achieve and meet

those needs. Hence according to Spector (2008), there are also leaders who have given autonomy to employees. Based on the autonomy given to employees, they have more freedom, opportunity and choice to complete their tasks based on the method deemed appropriate to their respective areas of responsibility. This way they will get more satisfaction and eventually become more committed to the job. In addition, according to (Alderfer, 1969) the practice of giving recognition, reward and appreciation to employees is also one of the methods often practiced by a leader because through this method is also able to influence the level of work satisfaction. Employees will feel well cared for by the organization if they are rewarded or recognised and will be more loyal to the organization in the long run.

The Influence of Multidimensional Leadership on Organizational Commitment

The findings of the study found that multidimensional leadership has a significant relationship on the organizational commitment of technical secondary school teachers in Malaysia. The human resource leadership style dimension has influenced 20% of teacher organizational commitment levels. This clearly shows that the human resource leadership dimension is a predictive factor that influences the level of organizational commitment of technical secondary school teachers in Malaysia. This study's findings were found to be consistent with those of Sani Ibrahim et al. (2012) which stated that the dimension of human resource leadership of polytechnic directors has a significant relationship with the commitment of lecturers. However, the findings of this study were found to be different from the study conducted by Norasmah Othman et al. (2012) who have stated in their study that political leadership and symbolic leadership are significant towards the commitment of lecturers of the institution.

The findings of this study reveals that the human resource leadership style practiced by principals in technical secondary schools is an important dimension that can influence the organizational commitment of teachers. This has proven school principals are always responsive to teachers 'problems, build trust through collaborative relationships, accept teachers' ideas, give recognition for good work,

encourage teacher participation in the decision-making process and always work with all school staff. A principal who practices multidimensional leadership in the context of human resource leadership style is also said to be a principal who always supports the behavior of his subordinates, provides guidance and motivates the teachers and works in a group (Jyoti & Bhau, 2015). The consequences of such actions taken by the principals have had a positive impact on the level of commitment and loyalty of teachers towards the school (Ross & Gay, 2006; Nguni et al, 2006; Rehman et al. 2012 and Saeed et al.2013). In addition, teachers also think that leaders who adopt this human resource leadership style are approachable, quick to address issues related to teachers, sensitive to teacher needs, encourage teachers to get involved in the decision-making process in school and constantly monitor teacher activities (Hulpia, Devos & Van Keer, 2011).

In addition, leaders who adopt human resource leadership styles in governing organizations also have a positive impact on teachers 'attitudes and in turn influence teachers' organizational motivation, satisfaction and commitment in schools (Kalkan et al. 2020; Bush et al. 2010; Eyal & Ruth 2011; Othman & Wanlabeh, 2012). This is because the honesty and sincerity of leaders in maintaining relationships, well -being and harmony in the organization make teachers more responsible and committed in performing assigned tasks. Support from leaders is important to increase teacher motivation, become a source of teacher inspiration and in turn enhance teacher competence in the field of work in schools (Kalkan et al. 2020).

The Influence of Multidimensional Leadership on Work Satisfaction

The findings of the study found that the multidimensional leadership of principals has a significant relationship with work satisfaction of technical secondary school teachers in Malaysia. The human resource leadership style dimension was found to have influenced 47.3% of teachers 'work satisfaction levels. This clearly shows the approach used by principals in administering schools such as always being responsive to teachers 'problems, building trust with teachers through collaborative relationships, accepting teachers' ideas for

school progress, recognizing teachers for good work, encouraging teacher participation in decision making and principals always work with all school staff are the factors that influence the level of work satisfaction of technical secondary school teachers in Malaysia. In comparison to several similar studies, the findings of this study are in line with the study conducted by Rhonda Davis (2011) although the findings are different from the findings of the study conducted by Azmira Ali and Mohd Izham (2019).

Based on the mean value of the items in human resource leadership, it is indicative that the practice of human resource leadership in secondary technical schools is at a high level. Principals always work with all school staff recorded the highest mean while principals encourage teacher participation in the decision-making process in schools recorded the lowest mean. Although the dimension of human resource leadership is at a high level, there are still areas for improvement that need to be done by the principal such as strengthening the approach to encourage teacher participation in the decision-making process in schools and accept ideas given by teachers for administrative improvement as well as school progress. Based on the study's findings, it is proposed that principals of technical secondary schools in Malaysia need to improve their leadership style. This is to ensure that the responsibility in leading and administering the school can be shared with the school community for a more effective school.

A leadership approach that is a *'one man show'* or only the principal who knows everything is no longer relevant in 21st century leadership. In the current context of education, the leadership empowerment approach should be that every teacher is given the opportunity to be actively involved in leadership and school administration. This is because school effectiveness depends on the ability of committed teachers and school staff, working collectively towards one goal and continuous improvement for the sustainability of school excellence (Blanchard, 2012; Mulan Alu & Ramli Basri, 2017; Nurlaili Abd Wahab & Mohd Yusof Abdullah, 2019). Through the human resource leadership style that the principal empowers teachers in the field of leadership and school administration, teachers will work collaboratively and collectively according to their respective expertise,

independently determine the appropriate method or strategy for a task and then make decisions together. This autonomy indirectly provides work satisfaction to teachers (Spector, 2008), so that the progress and excellence of the school can be implemented continuously for the sake of becoming students, quality schools and effective leadership (MOE, 2012).

6. Conclusion

Overall the findings of the study has proven the principals in secondary technical schools in Malaysia have the ability to use multidimensional leadership for planning, managing and administering school affairs as well as influencing the level of work satisfaction of teachers However, the findings suggest that principals 'multidimensional leadership is not a dominant factor influencing teacher organizational commitment but there may be other more dominant factors influencing teacher organizational commitment. It was also found that overall there was a strong relationship between work satisfaction and organizational commitment and that multidimensional leadership has a significant relationship on the organizational commitment of technical secondary school teachers in Malaysia.

The findings of this study can be added to the body of knowledge in the field of educational leadership, particularly for school leaders and policymakers in Malaysia. This can be demonstrated in the association between principals' multidimensional leadership and technical secondary school teachers' work satisfaction and organizational commitment in Malaysia. Multidimensional leadership is not only used by school leaders to make decisions about school administration but also in influencing employee work satisfaction and organizational commitment.

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