Moderating Effect of Principal Gender on the Structural Relationship between School Principal Leadership Styles and Teachers' Organizational Commitment in Perak Lower Secondary Schools, Malaysia

TEH THIAN LAI
Universiti Tunku Abdul Rahman, Kampar. Perak. Malaysia
Email: tehthianlai1@yahoo.com
Tel: 0195599339

WONG KEE LUEN
Universiti Tunku Abdul Rahman, Kampar. Perak. Malaysia
Email: wongkl@utar.edu.my
Tel: 0122639076

LEE THEAN CHYE
Universiti Tunku Abdul Rahman, Kampar. Perak. Malaysia
Email: leetc@utar.edu.my
Tel: 0164223366

LOH WAI LING
University Technology of Petronas, Tronoh. Perak. Malaysia
Email: lohwailing1@hotmail.com
Tel: 0165323638

Abstract

This research aims to examine how the gender of principal serves as a moderating effect between the principal's leadership traits and teachers' organizational commitment. Using SmartPLS structural equation modeling technique, the study found that the gender of principal did serve some effects on this relationship. Principal nurturant leadership was signicantly moderated by their gender on continuance commitment. The principal gender moderated significantly on the principal transformational leadership and the teacher's continuance and normative commitment. Organizational commitment of Muslim faith majority Malaysians were influence by gender stereotyping to certain extends in this study. Islamic faith still prefers males as their leader. Empirical studies suggest that Malaysians condone liberal faith as compared to majority of other Muslim countries by having more female principals.

Key Words: Transactional (TS), Transformational (TF), Nurturant (NT), Affective (AC), Continuance (CC) and Normative (NC).

Introduction

Many factors influence teachers' organizational commitment. The principal's ability to lead and to create a culture of collegiality and trust among these factors are crucial to create a successful school reforms. This

principal leadership and teacher's organizational commitment relationship is bound to moderating effects from numerous of other factors. One of the moderating factors in majority Muslim country is gender stereotyping where males still the prefer gender to lead in any organizations. This factor may serve as an obstacle for most women in advancing their career. According to Department of Statistics of Malaysia, women making up to 48.6% of the population but less than half of the population which is 45.7% are employed and only 4.8% out of the employed women are in the senior management position as well as very few of them have been appointed to Malaysian corporate boards (Catalyst, 2013; Statistics Department, 2010). Woman leadership cracking the proverbial "glass ceiling" in Malaysian education institution are far better then in corporate world. This incremental trend may influence the level of teacher's commitment and to what extend women is accepted as a leader in these institutionals. By reviewing and studying the moderating effect of this principal gender, the level of teachers' commitment toward their institutional can be specified.

Background of the Study

Male is still the preferred gender to be leader in Malaysia as a predominant Muslim country. Most of the senior position in Malaysian corporate and public sectors are still dominated by males. After much pressure from women groups and Women and Family Planning Ministry, Malaysian women now have more chances in advancing their career. Educational institutional is one of the many leading examples. With much negotiation and recommendation from various feminine groups, the emerging trend of women as a principal had become a norm in education industry. Women generally view the job of a principal as that of a master teacher or educational leader while men are more likely to view the job from a managerial-industrial perspective (Renolds, 2002). Today's principal job had goes beyond their traditional mandate were they are not only the leader but as a manager, administrator, instructional leader, curriculum leader but as well as performing paternal responsibilities (McNulty *et al*, 2005).

Statement of Problem

To date, the question remains to what extent is the moderating effect of principal gender between principal leadership styles and teachers' organizational commitment. Biological gender differences cannot be negated in a study with gender as a variable of interest. The fact that men and women develop based on biological determinants of an X or Y chromosome is evidence of gender differences (Diamond, 2006). The faith of majority Malaysian Muslims preferring males as their potential leader may influence their subordinate level of commitment. This research statement is guided to reveal the effect flaws of this principal-teacher's relationship based on principal gender.

Significance of the Study

Paramount to school improvement efforts is that educators must be committed and recognized the importance of their work. Many factors influence the level of organizational commitment including gender, which is the present research focus (Embry et al., 2008). The structural relationship between principal leadership styles and teachers' organizational commitment is moderated by the principal gender within Perak secondary schools in Malaysia. The degree of dominance of certain leadership styles and its association with certain types of teacher's commitment will also be revealed. Results will further motivate researchers to explore all variables of interest, particularly in the field of educational research.

Literature Review

Tracing back gender expectations and stereotyping through Bandura's social cognitive theory (Bussey & Bandura, 1999) and Vygotsky's socio-cultural theory (Vygotsky, 1978) are amazing. Both theories purport that through social contexts and interactions, gender differences are recognized and acted upon (Frawly,

2008; Grisoni & Beeby, 2007). Gender stereotyping is one of the most influential factors in majority Muslim country when leadership is concerned (Ahmad Shafaat, 2011). Malaysian of which Islam is the official religion prefers male as the leader in most of the organizational. Supported by Islamic teaching through Verse 34 of Surah an-Nisa from the Quran and the eastern cultural value of the non-Muslim (mainly Chinese and Indian) where man is still preferred to be a leader (Ahmad Shafaat, 2011). This religious and cultural value may serve as an influential moderator factor between these principal-teacher relationships. Expectations of gendered behavior, particularly related to women in positions of leadership - can contribute to negative feelings of organizational commitment (Celikten, 2010). Continuously increases in female teachers and leadership attracts more attention and potential influence of leaders gender on teachers' perceptions of commitment (Muchiri, Cooksey, Milia, & Walumbwa, 2011)

As school principals gain awareness of the potential differences between males and females in education and increase their knowledge related to factors that promote teacher's organizational commitment, they will be able to address those needs. Considering the importance of gender role suggested by social learning theorists and the implications of global change toward gender equity, further study of gender expectations in the educational environment and beyond is necessary (Miller, 2002). Retaining committed teachers is an integral piece of school improvement efforts, and information gleaned from the current study assists school administrators in sustained growth by keeping those teachers in the classroom and organization. Researches done by Renolds (2002) suggesting women are not accepted or respected in school system are quite surprising where this profession is traditionally viewed as "feminine" while educational leadership is staged as "masculine". The prevalence in perceptions on educational leadership is synonymous with male gender may influence teachers' beliefs and attitudes regarding a female leader (Lawson, 2008; Anastasaki & Koutra, 2005).

School leadership was mainly a form of internal leadership with a focus on assuring teachers' commitment. Principalship was primarily concerned with improvement, ensuring school performance in general and maximizing the processes of teaching and learning of knowledge, skills and values to students (Cheng, 2010). Three most common styles of leadership theories suggested by previous researchers include a) transformational, Avolio & Bass (2004), b) transactional, Avolio & Bass (2004) and c) nurturant leadership (Sinha, 1979). Transformational leadership involves motivating followers to move beyond their own self-interests for the benefits of the group and the organization and view their task from the new perspectives (McLaurin & Amri, 2008). Transactional leadership involves motivating the followers with rewards, praises and promises. There are mutual agreements between the leader and followers, where once the followers achieve the work objectives, they will be rewarded. The nurturant leadership style has a strong emphasis on task accomplishment at the same time had expected a high standard of performance, explicit role delineation blended with affection and care for the subordinate social life.

Influence of Principal Leadership on Teacher Commitment

Researchers have cited leader behavior and gender as having significant effects on commitment (Afolabi et al., 2008; Ware & Kitsantas, 2007). Technically, everything school principals do could be regarded in one way or another as bringing support for teaching and learning (Prestine & Nelson, 2005). For this reason, educators and policymakers alike seek a frame for effective leadership that can produce sustainable school improvement and continuous teacher commitment (Lambert, 2002). Many teachers feel that their commitment toward their job is linked to their commitment to administrators or principals and they feel more committed to their tasks when principals are able to create work communities that are supportive and stimulating, student-oriented, facilitate feelings of community, and foster their feelings of efficacy (Geijsel, Sleegers, Leithwood, and Jantzi 2003; Yu, Leithwood & Jantzi, 2002). In addition, Tabbodi (2009) found that in addition to leadership styles, other factors that contribute to teachers' commitment included age and gender. Afolabi (2008), Karakus and Aslan (2009) findings reaffirm women and younger respondents showed higher commitment than men and older respondents. Both of these significant findings stressed the

implications of gender biases on organizational commitment. Although study done by Reuvers, van Engen, Vinkenburg, and Wilson-Evered (2008) conclude that transformational leadership styles, though more often exhibited by women, were more influential for innovative work behaviors by employees when exercised by male leaders. Chen et al. (2010) illustrated in his study in Shanghai, China concluded that gender was not found to be a moderating variable between either transformational (characterized as feminine) or transactional (characterized as masculine) leadership styles and organizational commitment. This result contradicted with previous study conducted by Meier et al. (2006) which confirmed gender influences on managerial behaviors and the ability to work with subordinates.

Today Challenges to Principal Leadership Style

A progressive and productive school is dependent upon a principal's ability to inspire teachers toward a shared vision and motivate a sense of identification with the school to exert the necessary effort to achieve success (Chen et al., 2010; Kouzes & Posner, 2011). The pervasive view of the principal as the sole instructional leader in school is inadequate and increasingly difficult given the current demands for academic accountability and accessibility (Smylie *et al*, 2002; Marsh, 2000). This challenging view has been proven by many studies that found teachers participating in decision making and collaborative teacher principal relationship contribute to school effectiveness, teaching commitment, and improvement in student performance (Katzenmeyer & Moller, 2001; Glover, Miller, Gambling, Gough & Johnson, 1999; Marks & Louis, 1997; Ovando, 1996; Taylor & Bogotch, 1994 in Green Lee, 2007). Furthermore, these researches stretch that collective capabilities of teachers that brought together are able to deal with complex problems, manage ambiguous tasks, and develop new courses of action as well as serving as a catalyst for their commitment and teaching professionalism.

Conceptual Framework and Hypothesis

The principal is considered the agent of change, influencing directly or indirectly the actions of teachers and the attainment of commitment as the outcomes. However, gender cannot be studied in isolation of social and cultural factors, which both factors operate on the assumption that the acquisition of gender roles occurs through observations and experiences. This assumption provided the foundation for the theoretical framework in this study where leader gender has also moderated the principal-teacher relationship that had a significant influence on teacher commitment. Figure 1 shows this research conceptual framework.

Figure 1 The Conceptual Framework
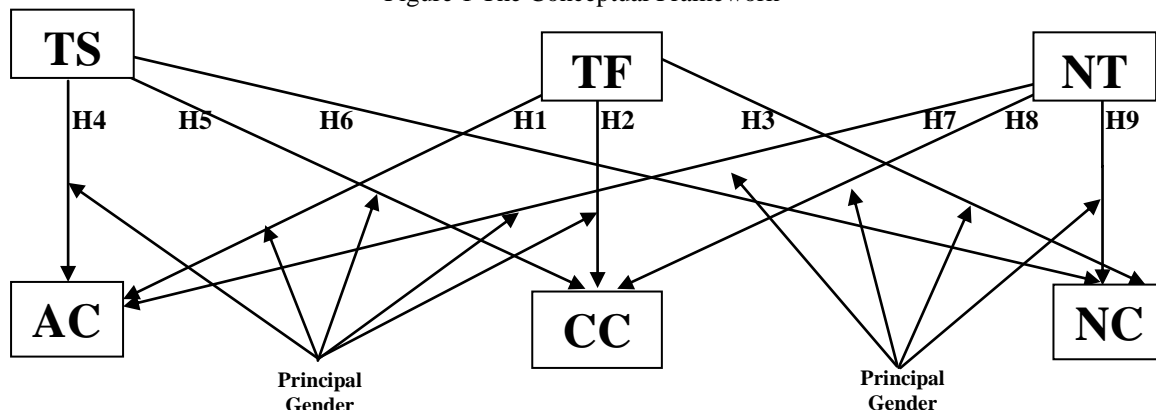
The researcher hypothesized that specific leadership styles moderated by principal gender will have a strong relationship on the level of schoolteachers' commitment. Nine hypotheses had been concluded from literature review for further testing in this study.

Research Methodology

Respondent schools were classified according to their recent PMR examination result and Average School Grade Index (SKPM/NKRA standard, 2010). Participants were both male and female teachers and ranging from 24 to 57 years old teaching in the lower secondary schools. Seven hundred and twenty questionnaires were distributed to all the 48 schools (15 questionnaires X 48 schools) chosen using simple random sampling method. Questionnaires were pilot tested and some items were reconstructed from the original questionnaires to ensure the items are having high reliability, the final version of the questionnaires sets were distributed to the respondents with the assistance of each school senior assistance. All questionnaires were numbered according to each selected school, any omission or unreturned of questionnaires will proceed with kind reminder letter, e-mail, post card, telephone calls through their school senior assistance.

All samples chosen had equal chances and able to represent the overall population of 225 schools at that time. Using the G-power proposed by Faul and Erdfelder (2009), the researcher has calculated the required sample size for the different statistical tests that employed in this study. By specifying the effect size, d=0.3 (medium), $\alpha = 0.05$, Power = 0.95, the program had calculated a total of sample size 134 for a two-tailed t-test. For ANOVA f-test with fixed effects, omnibus and one-way, the required samples size is 210 after specifying the effect size, f value= 0.25 (medium), α= 0.05, power= 0.95 and Groups = 2. Finally for the F-test in multiple regression (fixed model, R^2 deviation from zero), by specifying the value of effect size, $f^2 = 0.15$ (medium), α= 0.05, power = 0.95 and the number of predictors = 3, the total sample size required is 119.

The statistical level of significance for most studies in the teaching field is often fixed at alpha = .05. With little consensus on the recommended sample size for Structural Equation Modeling or SEM (Sivo *et al*, 2006), Garver and Mentzer (1999), and Hoelter (1983) proposed a 'critical sample size' of 200 as a rule of thumb as sufficient for statistical power analysis (Hox & Bechger, 2001 ; Garver and Mentzer, 1999 ; Ding, Velicer & Harlow, 1995 ; Hoelter, 1983). Since there was no fixed sample size as discuss earlier, this study final collection of 495 samples size is well above the samples size confirmed by using G-Power. The total sample of 486 (after discarding 9 outliers using boxplot) was used in this study analysis yielding a 67.50 % respond rate reached over the minimum required of 50 % respond rate as suggested by Dilman (2000) and AAPOR standard (American Association for Public Opinion Research, cited in Johnson & Owens (2000) for a mailed survey to maintain its validity.

The first instrument sought information on respondents' demographic background. Leadership styles were determined using the MLQ-5X by Avolio and Bass and NT leadership style by Sinha questionaires (1980), while Organizational Commitment Questionnaires (OCQ) developed by Allen determines the teachers' organizational commitment (Meyer, 1996). Bass and Avolio have validated MLQ-5 X in their extensive and rigorous researches as well as other researches (Sekaran & Bougie, 2010; Kirkbride, 2006; Ozaralli, 2003).

Nunnally (1978) suggested that alpha coefficients of 0.70 or more ($\alpha \geq 0.70$) are considered good reliability for exploratory research. To reconfirm the factors analysis, CFA was used to test and confirm a pre-specified relationship between the indicators and the latent variables. In this study, factor loading of 0.70 was assigned as a cut-off point. All extracted items for each construct are based on factor loading ≥ 0.7.

Next, the study tested the convergent validity. As suggested by Hair *et al*. (2010), the study used the factor loadings, composite reliability and average variance extracted to assess convergence validity. The loadings for all items exceeded the recommended value of 0.5 (see Table 1). The average variance extracted (AVE) measured the variance captured by the indicators relative to measurement error, and it should be greater than 0.50 to justify using a construct (Hair *et al*. 2010).

Table 1 Composite Reliability, Convergent and Discriminant Validity for Leadership Styles

Construct	Compo-site Reliability ≥ 0.7	AVE should be ≥ than 0.5	NT	TF	TS	Cronbachs α should be ≥ 0.7	Communality should be ≥ 0.5
NT	0.922	0.627	0.792			0.900	0.627
TF	0.916	0.550	0.717	0.741		0.898	0.550
TS	0.843	0.642	0.440	0.458	0.801	0.725	0.642

Note: a. Composite Reliability (CR) = (square of the summation of the factor loadings)/{(square of the summation of the factor loadings) +(square of the summation of the error variances)}
b. Average Variance Extracted (AVE) = (summation of the square of the factor loadings)/{(summation of the square of the factor loadings)+ (summation of the error variances)}

The fourth questionnaire employed in this study refers to Organizational Commitment Questionnaire (OCQ) developed by Meyer and Allen (1996). By using CFA for each of the organizational commitment factors, results indicated that each factor loading was independent of the other and demonstrated satisfactory reliability and validity (refer Table 2 and Table 3).

Table 2 The Cronbach's Alpha (α) of Organizational Commitment Questionnaire (OCQ)

Researchers	Commitment	AC	CC	NC
Allen and Meyer (1996)		.95	.79	.73
Kuehn and Al-Busaidi (2002)		.74	.75	.49
Wasti (2003)		.79	.58	.75
Kent and Sullivan (2003)		.73	.78	.76
Kickul, Lester, and Belgio (2004)		.86	.70	.86
Teh (2013)		0.72	0.78	0.72

Sources: Chen *et al*, (2010, p 248-261)

Besides the Cronbach's alpha value, to further strengthen and support of this questionnaire reliability and validity, Table 3 below depicted the composite reliability, convergent and discriminant validity for AC, CC and NC. The loadings for all items exceeded the recommended to justify using a construct (Hair *et al*. 2010). No major cross loadings or loadings on other factors are accounted which confirms the reliability and discriminant validity for this OCQ.

Table 3 Composite Reliability, Convergent and Discriminant Validity for Organizational Commitment

Construct	Composite Reliability ≥ 0.7	AVE should be ≥ than 0.5	AC	CC	NC	Cronbachs α should be ≥ 0.7	Communality should be ≥ 0.5
AC	0.824	0.540	0.735			0.715	0.540
CC	0.846	0.581	0.149	0.762		0.775	0.581
NC	0.836	0.633	0.477	0.311	0.795	0.720	0.633

Note: a. Composite Reliability (CR) = (square of the summation of the factor loadings)/{(square of the summation of the factor loadings) + (square of the summation of the error variances)}
b Average Variance Extracted (AVE) = (summation of the square of the factor loadings)/{(summation of the square of the factor loadings)+ (summation of the error variances)}

The normality test for this study data was done through skewness and kurtosis test. All value of skewness and kurtosis test were within ± 0.5 (Table 4), a value far better than suggested by George, D and Mallery, P (2005) and Pallant (2001).

Table 4 Skewness and Kurtosis test

	N	Mean	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TS	486	37.1728	.006	.111	-.141	.221
TF	486	97.2675	.011	.111	-.244	.221
NT	486	35.1049	-.156	.111	-.167	.221
Affective	486	17.2325	.003	.111	-.466	.221
Continuance	486	16.0679	.114	.111	-.272	.221
Normative	486	17.5041	.194	.111	-.364	.221
Valid N (list wise)	486					

To strengthen the assumption that the distribution was normal, the Normal Q-Q and P-P plots for the six constructs were carefully observed. All the six Expected Normal versus Observed Values indicated that the points are closely aligned in straight lines implying linear association thus implicating normal spreads of data for all variables.

The ANOVA analyses carried out which involved the quality improvement variable on two different schools population sizes required the homogeneity of variances in the same group samples. The test analysis indicated schools administered by both gender were equal in variances as shown in Table 5 (p > 0.05). The above two assumptions were required for inferential statistics and multivariate techniques such as multiple regression in SEM.

Table 5 Levene's Test of homogeneity of Variance for Leadership Styles and Teachers' Organizational Commitment on School Population Size (N=486)

	Levene Statistic	df1	df2	Sig.
TS	2.463	1	484	.117
TF	.562	1	484	.454
NT	1.633	1	484	.202
Affective	.015	1	484	.904
Continuance	.524	1	484	.470
Normative	2.253	1	484	.134

To detect the presence of undesirable collinear data in the present study, the Tolerance (T) and the Variance Inflation Factor (VIF) values of the variables were computed by using SPSS Linear Regression procedure. Table 6 below depicts the results for collinearity test of principal leadership styles.

Table 6 Test for Collinearity of Principal Leadership Styles

No	Variables	Collinearity Statistics	
		Tolerance	Variance Inflation Factors (VIF)
1	TS	.752	1.329
2	TF	.441	2.266
3	NT	.458	2.184

As a rule of thumb, as long as the VIF values were < 10.0, multi collinearity was not a major problem. High tolerance (near to 1.0) and low VIF values (<10.0) indicated low multi collinearity. From Table 6 above, the issue of multicollinearity was subsided in this study, the coefficients derived for every relationship

between the principal leadership styles (IVs) and teachers' organizational commitment (DVs) was consideed valid and reliable. The data fitted well with the multivariate analysis employing the structural equation modeling technique involving those constructs and it would not distorted by any unwanted problems.

Results and Dicussion

The research questions that guided the study were to determine if there was a statistically significant moderation of principal gender in these principal-teacher relationships. The idea of gender stereotyping was further discussed and explained as a moderating variable and it influences on the structural relationship between principal leadership and teachers' organizational commitment. From Figure 2 and 3 we could conclude that principal gender did have certain moderating effect on this principal–teachers relationship. Figure 2 refers the path coefficient and Figure 3 refers to its respective significant level. Table 7 below depicts the overall path coefficient and significant level.

The stereotyped idea that men were more superior to women in leadership positions (Celikten, 2010) might cause H2, H3 and H8 to be accepted. Gender expectations fostered throughout life experiences might influence the attitudes used to evaluate positive or negative feelings toward school principals. Research was not clear whether teachers experience higher levels of organizational commitment was moderated by the principal gender. Likewise, to this study, not all the hypotheses were accepted. Evident was the need for further research to fill in the gaps of how a gendered society influences leadership in education, especially considering the increased presence of women in leadership positions (Eckman, 2004). The result of this present study did not totally congruence with research done by Reynolds (2002) who reported women leaders are not recognized or respected in school systems. The results of Reynolds' (2002) study were surprising in a field that was dominated by females. The profession of teaching had been traditionally viewed as "feminine," and the managing practices of education have been largely "masculine" (Lawson, 2008) was not proven in this study. A profession considered predominately female was largely led by males which characterized by the "good old boys' club" as described by Eckman (2004) again is not totally signllicantly proven. As a result, the administrative path in Malaysian school was not often ascended more quickly to male leaders than female leaders.

The 486 samples participate in this study conveyed a message that gender of principal only influence or made changes on certain principal-teacher relationship (only H2, H3 and H8). Teachers' AC was totally not moderated by principal gender on principal-teachers relationship (H4, H1 and H7 was rejected). Principal TS leadership style and teachers' organizational commitment relationship was not moderated by principal gender (H4, H5 and H6 rejected). This study results found congruence with study done by Chen et al. (2010) where gender was not found to be a moderating variable between transactional (often characterized as masculine) leadership styles and organizational commitment in Shanghai, China. Only NT-CC relationship is moderated by principal gender (H8 accepted while H7 and H9 rejected). From the study results, it seems that teachers' CC was the most moderated by principal gender as compared with the other types of commitments.

Most of the teaching respondents in this study were graduates. This may be the reason why the study yield most relationship were not significant. As the more educated the respondents are, the less stereotyping attitude toward this relationship. With this in mind, even the Muslim faith respondents are willing to accept women as their leader as long as they can perform. Consistent with previous researches was that teachers were more committed to the organization when they were provided adequate resources and support from the administrator irrespectively of their leader gender (Brown & Wynn, 2009; Denton, 2009; Scherer, 2003). Teachers were more likely to remain, not only in the profession but in the same building, when they were engaged in continued learning and development, informed and included in shared decision making, and continually renewed and inspired through collaborative efforts (Brown & Wynn, 2009; Denton, 2009).

This was illustrated in a study by Leech and Fulton (2002) in which middle and high school teachers most often perceived principals to exhibit the ability to "enable others to act" and "model the way" as described by Kouzes and Posner (2011). A leader's ability to provide the necessary nurturance and guidance was dependent upon leadership style and not based on gender. Certain leadership styles, transformational in nature, are more conducive to ensuring the described environment and can be influenced by gender (Embry et al., 2008). As for this study, H2 and H3 were accepted indicating that the influence of transformational leadership on continuance commitment was moderated by the principal gender.
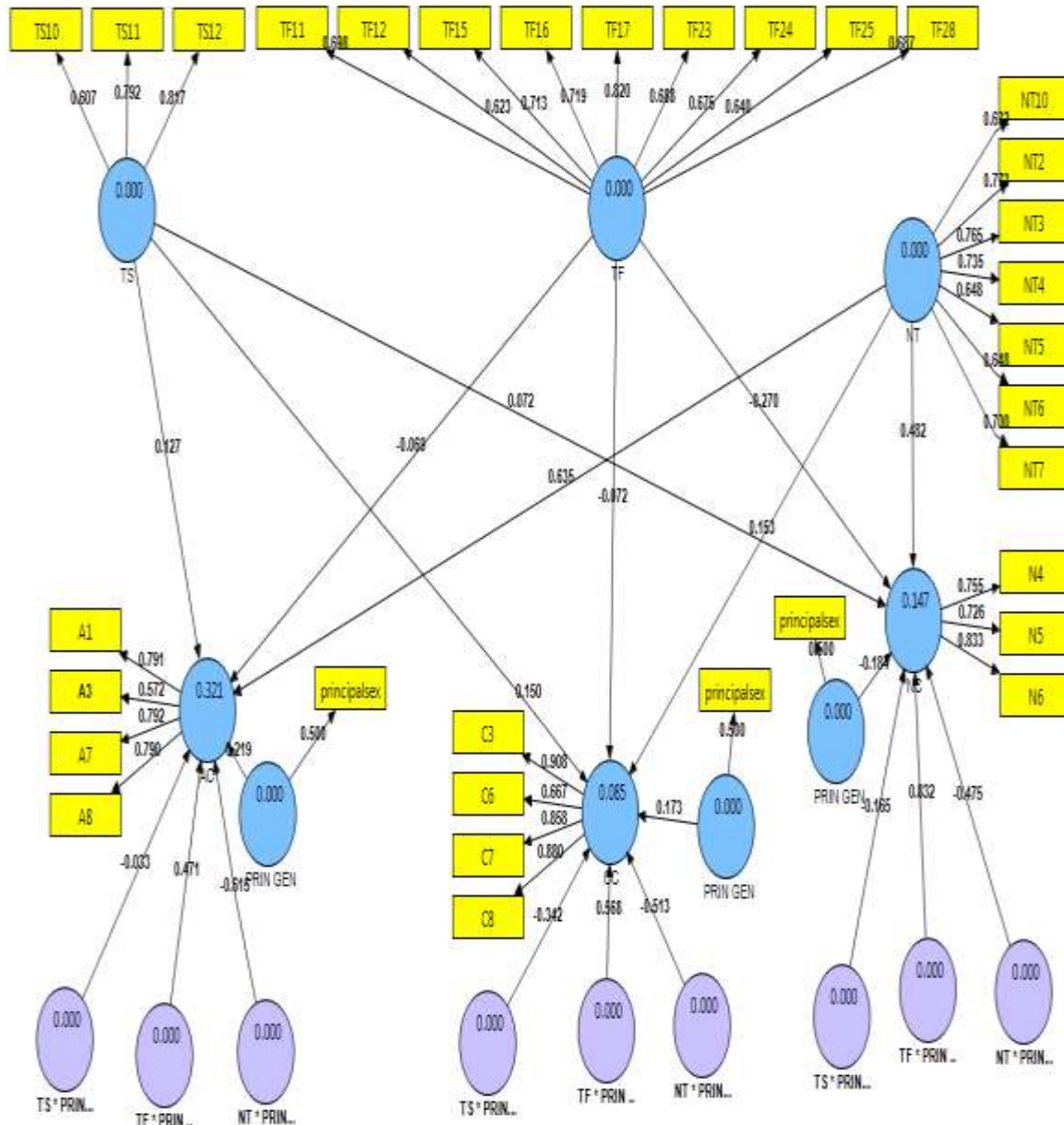

Figure 2 Path Analysis for Moderating effect of Principal Gender between principal leadership styles and teachers' organizational commitment
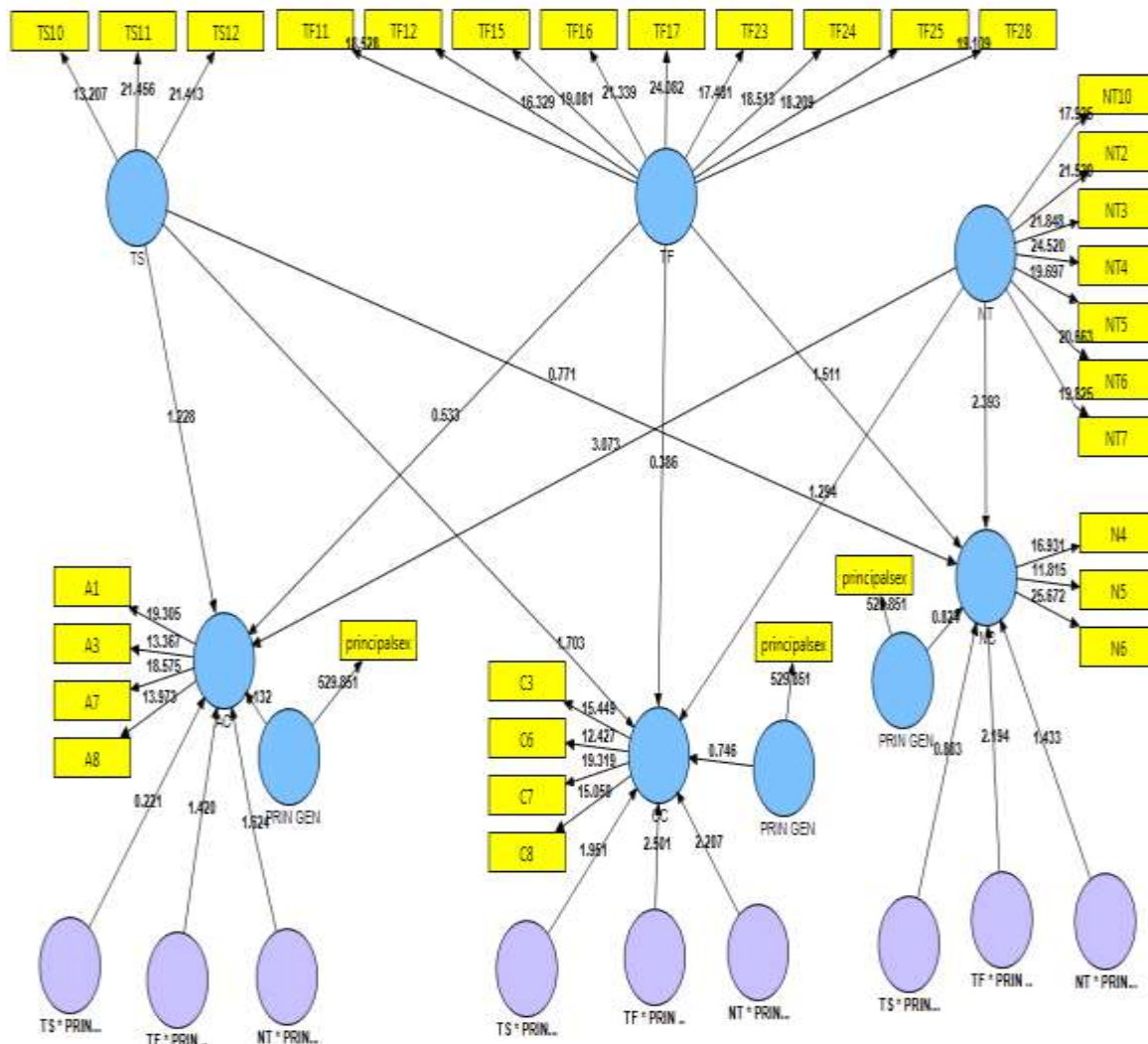
Figure 3 Significant Level for Moderating effect of Principal Gender between principal leadership styles and teachers' organizational commitment

Table 7 Path coefficients and its significant level

Principal Gender & Leadership	AC Path coefficients/t-value		CC Path coefficients/t-value		NC Path coefficients/t-value	
TS*P Gender	-0.03 (0.224)	H4 (rejected)	-0.342 (1.871)	H5 (rejected)	-0.165 (0.857)	H6 (rejected)
TF*P Gender	0.471 (1.375)	H1 (rejected)	0.568 (2.391*)	H2 (accepted)	0.832 (2.397*)	H3 (accepted)
NT*P Gender	-0.615 (1.651)	H7 (rejected)	-0.513 (2.151*)	H8 (accepted)	-0.470 (1.411)	H9 (rejected)

* significant at p<0.05
** significant at p<0.01
*** significant at p<0.001

Based on the psychological attachment and arises when respondents strongly identified with, involved in and enjoyed membership in organization, which drives a strong affective commitment to stay put within the organization because they want to. This feeling of attachment may influence the teachers' orientations to fabricate a true love toward their present school were their commitment toward school were not moderated by principal gender. This was another reason why teachers' AC was not influence by their principal gender. Thus, H1, H4 and H7 were rejected in this study. To cultivate this feeling, "sense of love" may be the answer, but yet to rationalize through empirical researches. The significant path of moderating variable (gender of principal) between leadership styles and teachers continuance commitment (H2 and H8) may not due to cost of leaving and a profit to be gained from continuing participation. The ability of principal gender influences managerial behaviors and ability to work with teachers may serve as an alternative factor for this type of commitment to significantly moderate by principal gender (Meier et al., 2006).

On the other hand, the normative commitment was an obligation based and it arises out of an employee's sense of loyalty and sense of duty to the organization. In the relationship only TF-NC (H3 accepted) was significantly moderated by principal gender. Contradicted to study by Ware and Kitsantas (2007), teachers' commitment was a direct reflection of the administrator's type of leadership. Teachers' commitment in this study and willingness to strive toward exemplary performance could be influenced by the leader's gender and associated styles of expected or unexpected leadership practices. The principals' gender had no significant direct effect for commitment regarding leadership styles. However, this study did conclude that transformational leadership styles, though more often exhibited by women, were more influential for continuance commitment by teachers when exercised by male leaders (Reuvers et al., 2008). Research conducted within the business industry has provided evidence that expectations of gendered behavior, particularly related to women in positions of leadership, could contribute to negative feelings of job satisfaction and organizational commitment (Chen et al., 2010; Afolabi et al., 2008; Reuvers et al., 2008; Meier et al., 2006).

The study indicated that certain principal-teachers relationship was moderated by principal gender. This indeed confirmed that gender influences on principal managerial behaviors and the ability to work with teachers. Study by Meier et al. (2006) indicates the same findings where an organization's willingness to commit to a shared vision and dedicate their abilities toward organizational performance outcomes could be influenced by the leader's gender. Gender rules affect how men and women are treated and perceived within an organization, particularly in leadership positions (Avolio et al., 2009; Eckman, 2004; Embry et al., 2008; Reynolds et al., 2008). The number of women seeking leadership positions would continually increase and gender expectations perceived by teachers would undoubtedly influence levels of organizational commitment in the near future. Although the finding of this study indicated certain principal-teachers relationships do significantly moderated by principal gender, only teachers AC were very clear not moderated by principal gender. Relationships for TS-CC, TS-NC and NT-NC in this study indicate no moderation effect by principal gender. With only 3 out of 9 relationships were moderated by principal gender significantly in the study show that principal gender depicts a weak moderation effect in this study. Chen et al. (2010) illustrated the pronounced relationship between variables in his study concluded that gender was not found to be a moderating variable between either transformational (characterized as feminine) or transactional (characterized as masculine) leadership styles and organizational commitment.

Conclusion and Recommendations

Generally, it can be concluded that TS leadership which characterized, as masculine indicates no moderation effect among teachers commitment. NT leadership on the other hand is getting more momentum to be an influencing factor as compare to TS leadership. As TS leadership practices are subsiding in present school management. This may due to environmental factors itself. With schools implementing "Caring School" concept may eventually eroding the TS leadership in due time. The study

result is concur with many previous researches (M Fahad *et al*. 2013; Qadar *et al*. 2011; Ibrahim *et al*. 2010; Cheah, 2008; Momammed, 2008; Norazlan, 2008; Sabariah *et al*, 2008; Geijsel *et al*. 2003; Yu *et al*. 2002). School principals today need to be sensitive towards the type of teachers, schools climate, and environmental factors that they are facing before implementing the type of leadership. Teachers remain obligated and connected to present school because of high collectivism and loyalty that present in Malaysian cultures. With group oriented, respect the elders and hierarchy, emphasizing loyalty and consensus, harmony relationships among peer group and seniority especially among the Malay cultures are some of the reasons why teachers in Malaysian are normative committed and not gender based.

Researches on other industries are recommended for comparison purpose. Ongoing researches on leadership and subordinates' commitment are essential to ensure organizational progress. Longitudinal study will give a better explanation on teachers' commitment over time. No doubt, that this study may serve to benefit the principal leadership practices in present school but it also serve as an indicator for the Malaysian Ministry of Education (MOE) and Amiruddin Baki Institute (IAB) to choose, trains and deploys the type of leadership styles that are suitable for a particular school. There are still a number of developments need to be looked into, amongst others, include the bureaucratic setting of our educational system, formal school structure, problems such as principals' and teachers' mindsets, inauthentic and ineffective democratic practice, etc. As for this study limitation, the findings is only applicable in government aided-schools and may not be generalized to private schools, institution, colleges, private religious schools and others other then stated and general applicable in the State of Perak, Malaysia. The usage of this finding only serves for the purpose of betterment and school reforms both toward principals and toward teachers in our localized scenario. As for future study, it is recommended that nationwide coverage of sample will definitely solidified the study findings.

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