Principal Leadership Capacity, Teacher Motivation, and Job Satisfaction in Tamil National-Type Primary Schools in Malaysia

Fariha Diyana Awang Ali[1], Ahmad Salahuddin M Azizan[2], Tham Jia Hao[3], Rashidin Idris[4], Kamariah Hussein[5]

[1,3]Faculty of Education, Open University, Open University Malaysia

[2]Faculty of Social Sciences & Humanities, Open University Malaysia

[4]Faculty of Education & Social Sciences, Universiti Selangor

[5]Faculty of Technology and Applied Science, Open University Malaysia

ABSTRACT

Teacher motivation and satisfaction are commonly acknowledged to be important factors in the improvement of instructional quality and school performance. Yet, there has been scant empirical research exploring how school leadership capacity contributes to these outcomes within culturally distinct school contexts. This article explores the relationships among principal's leadership capacity, teacher motivation and job satisfaction in Tamil national-type primary schools (SJKT) in Malaysia. Utilizing a quantitative cross-sectional survey design, responses were received from 152 teachers through structured questionnaires that assessed perceptions of leadership ability, motivation and satisfaction with job. Variable levels and interrelations were examined using descriptive statistics and Pearson correlation analyses. The results reveal that there is a significant and positive relationship between principal leadership capacity and teacher motivation and job satisfaction. Furthermore, teacher motivation is highly associated with job satisfaction, thereby indicating that it does serve as a key relational mechanism between leadership practices and teachers' professional well-being. The study provides empirical evidence from a less well-researched school setting and demonstrates the importance of leadership capacity in cultivating supportive organizational conditions that serve to increase teacher motivation and satisfaction. Implications for school leader development and policy interventions to enhance teacher well-being and school effectiveness in diverse educational settings are considered.

Keywords: Educational leadership; principal leadership capacity; teacher job satisfaction; teacher motivation

INTRODUCTION

Teacher motivation and job satisfaction are important factors that influence the quality of teaching and school effectiveness. Teachers who are highly motivated and satisfied with their careers tend to show stronger professional commitment and play a positive role in student achievement (Zakariya & Wardat, 2024). Therefore, grasping the factors that influence teacher motivation and job satisfaction remains a major focus of educational research.

School leadership, particularly principals' leadership capacity, plays an important role in shaping teachers' work environments (M Azizan et al., 2025). Leadership capacity encompasses school leaders' ability to guide teaching, support teachers, and nurture a positive school climate (Sekharan & Ayiaboo, 2022). Recent studies have shown that competent leadership is significantly associated with increased teacher motivation and job satisfaction (Paul, 2023; Sagathevan & Izham, 2022).

However, empirical studies in the context of language minority schools, such as Tamil National Type Schools (SJKTs) in Malaysia, remain limited. These schools operate in unique socio-cultural environments and face

several organisational challenges that can influence teachers' professional experiences (Thumbarayan et al., 2024). In addition, recent research suggests that teacher motivation plays an important role in the relationship between school leadership and job satisfaction (Xiao & Zheng, 2025; Xin & Tahir, 2024).

Accordingly, this study examines the relationships among principal leadership capacity, teacher motivation, and teacher job satisfaction in Tamil National Type Schools in Shah Alam, Malaysia. The findings of this study are expected to contribute to the educational leadership literature and to have practical effects on school leadership development and teacher well-being.

Based on the research objectives, this study is guided by the following research questions:

1. What is the level of principal leadership capacity in Tamil national-type primary schools in Shah Alam?

2. What is the level of teacher motivation in Tamil national-type primary schools in Shah Alam?

3. What are the relationships between principal leadership capacity, teacher motivation, and teacher job satisfaction in Tamil national-type primary schools in Shah Alam?

LITERATURE REVIEW

Principal Leadership Capacity in Schools

In educational institutions, leadership is typically defined as a process of influencing school staff to work collectively towards achieving shared goals (Ali et al., 2024). In schools, the role of principals is not limited to administrative management; it also encompasses responsibilities as instructional leaders who guide teaching and learning practices and shape the ethical direction of school staff (Özdoğru & Sarıer, 2024). Effective school leadership requires principals to balance management roles with pedagogical leadership and ongoing teacher professional development (Galdames-Calderón, 2023).

Principal leadership capacity comprises a set of competencies that enable school leaders to perform their roles effectively. These competencies include rational and fair decision-making, clear and coherent communication, conflict resolution, and the ability to motivate and support teachers in carrying out their professional duties (Voelkel et al., 2024). Principals with high leadership capacity tend to build positive professional relationships with teachers, thereby establishing a conducive, trust-based work environment (Zhang et al., 2025). Recent studies show that open and consistent leadership in decision-making can increase perceptions of organisational justice and strengthen teachers' devotion to the school (Jiang & Liu, 2024; Özdoğru & Sarıer, 2024).

The literature review also shows that effective school leadership directly affects teacher attitudes and organisational outcomes. Principals who support teacher well-being, value their contributions, and provide meaningful professional development opportunities can build a positive school culture (Javornik & Klemenčič, 2023). This supportive school culture, in turn, promotes work commitment, openness to collaboration, and career satisfaction among teachers. Leadership that is responsive to teachers' needs also helps reduce work stress and improve their professional well-being (Skaalvik & Skaalvik, 2023).

In addition, contemporary research stresses the importance of certain leadership approaches in increasing teacher motivation and commitment (Kareem et al., 2023). Instructional leadership focuses on the role of principals in monitoring and guiding the quality of teaching, while transformational leadership stresses the formation of a collective vision, inspiration, and development of teacher capacity. Distributive leadership, on the other hand, promotes the sharing of power and accountability among school staff through collaborative decision-making (Wilson et al., 2023). Recent empirical studies have found that this leadership strategy positively impacts teacher motivation, particularly by promoting professional collaboration, continuous learning, and an awareness of collective responsibility for the school's success (He et al., 2024; Salas-Rodríguez & Lara, 2023).

The principals' leadership capacity is an important factor in developing a supportive and effective school climate (Veletić et al., 2023). Effective leadership not only determines the performance and effectiveness of school

organisations but also plays a key role in increasing teacher motivation, commitment, and job satisfaction (Sucuoğlu & Uluğ, 2022). This makes the leadership capacity of principals a key factor to address in efforts to improve teacher well-being and school effectiveness, especially among diverse and challenging school environments.

Teacher Motivation

Teacher motivation refers to the totality of internal and external factors that influence teachers' willingness and desire to fulfil their professional duties in education. Internal factors include interest in the teaching profession, personal satisfaction, intrinsic value of teaching, and professional identity as an educator. External factors include rewards, organisational support, professional development opportunities, and the school's work environment (Castro et al., 2022). Recent research shows that teacher motivation is an important factor that influences teachers' levels of commitment, performance, and professional well-being (Li et al., 2024).

Highly motivated teachers tend to be actively involved in lesson planning, employ effective teaching strategies, and build positive relationships with students (Yang & Sanchez, 2022). In addition, motivated teachers take greater initiative to improve their professional competence through participation in continuous career development training. This motivation helps teachers face occupational challenges more positively and with greater resilience, thereby improving the quality of teaching and learning in schools (Richter et al., 2024).

The current literature emphasises that teacher motivation is multidimensional and is guided by a combination of intrinsic and extrinsic factors. Intrinsic motivation comes from internal satisfaction, such as a sense of meaning in work, self-achievement, and devotion to the educational mission (Berkovich & Hassan, 2023). On the other hand, extrinsic motivation is determined by external factors such as recognition, incentives, leadership support, and an encouraging work environment. Empirical studies show that a balance among intrinsic and extrinsic factors is important for maintaining teacher motivation in the long term (Asif et al., 2024; Yan et al., 2025).

School leadership, particularly the principal's role, has been identified as a key factor influencing teacher motivation. Principals who value teachers' contributions, offer helpful feedback, and offer professional support can increase teachers' motivation. Supportive leadership practices also help create a positive, safe work environment, thereby encouraging teachers to actively engage in teaching and school development activities (Mansor et al., 2021). On the other hand, a lack of leadership support, poor communication, and inconsistent direction can undermine teachers' enthusiasm, commitment, and engagement in their professional tasks (Özdoğru & Sarıer, 2024).

Overall, teacher motivation is an important construct influenced by individual and organisational factors, particularly school leadership. Teacher motivation is not only related to teaching performance, but also works as an important link between leadership practices and teachers' professional well-being (Zhou et al., 2024). Therefore, efforts to increase teacher motivation should emphasise the role of school leadership in developing an encouraging, meaningful work environment.

Teacher Job Satisfaction

Teacher job satisfaction has been widely examined due to its close association with teacher retention, instructional quality, organisational commitment, and school effectiveness. Contemporary literature conceptualises teacher job satisfaction as a multidimensional construct reflecting teachers' cognitive and affective evaluations of their professional roles, rather than as a stable individual trait. This perspective recognises that satisfaction is shaped by organisational conditions within schools rather than individual disposition alone.

Recent studies define teacher job satisfaction as encompassing perceptions of workload, professional autonomy, leadership support, collegial relationships, recognition, and opportunities for professional development (Klassen et al., 2020). Empirical evidence indicates that job satisfaction is context-sensitive and varies according to school climate and organisational practices. Teachers report higher levels of satisfaction when organisational conditions promote fairness, participation in decision-making, and constructive interpersonal relationships (Collie et al.,

2019).

Research further indicates that teachers' professional evaluations of their work are influenced by the balance between positive working conditions and occupational strain. Favourable work environments characterised by manageable demands and access to professional resources are associated with higher job satisfaction, whereas excessive workload and limited autonomy are associated with lower satisfaction (Admiraal & Kittelsen Røberg, 2023). These findings position teacher job satisfaction as an outcome shaped by organisational conditions and psychosocial processes.

Teacher motivation has also been identified as closely associated with job satisfaction. Motivated teachers tend to report greater professional fulfilment and lower emotional exhaustion, suggesting that motivation plays an important role in shaping how teachers interpret their work experiences (Skaalvik & Skaalvik, 2020). This relationship highlights the importance of examining motivational processes when exploring teacher job satisfaction.

Leadership practices and teacher job satisfaction

Recent research on teacher job satisfaction has shifted from examining leadership styles to analysing specific leadership practices that shape teachers' work environments. This shift reflects recognition that leadership influences job satisfaction indirectly by shaping organisational conditions rather than through direct leader–follower interactions alone.

Empirical studies demonstrate that leadership practices influence teacher job satisfaction primarily when they enhance professional autonomy, meaningful collaboration, and perceptions of fairness within schools (Liu et al., 2021). Instructional and distributed leadership practices are associated with higher job satisfaction when they foster supportive school cultures and shared responsibility, rather than increasing administrative burden.

Research also shows that not all leadership-driven initiatives produce positive outcomes. Collaboration that is professionally meaningful and focused on instructional improvement is positively associated with job satisfaction, whereas administratively driven coordination may intensify workload without improving teachers' professional experiences (Liu et al., 2021). Leadership practices that expand responsibilities without safeguarding autonomy may therefore undermine job satisfaction.

From an organisational perspective, leadership practices shape teachers' work experiences by influencing the availability of job resources and the intensity of job demands. Supportive leadership contributes to psychological safety, professional recognition, and participative school cultures, whereas ineffective leadership may exacerbate role ambiguity and administrative pressure (Admiraal & Kittelsen Røberg, 2023). Leadership practices thus function as structural mechanisms that either support or constrain teacher job satisfaction.

While transformational and empowering leadership practices have been associated with higher levels of teacher job satisfaction, much of the existing evidence is based on cross-sectional self-report data, limiting causal interpretation (Kaya et al., 2024). Meta-analytic studies confirm consistent associations between leadership practices and job satisfaction while highlighting variation across contexts and methodological approaches (Shi et al., 2024).

Connecting the Dots Between Leadership Capacity, Motivation, and Job Satisfaction

Recent literature consistently demonstrates that the influence of school leadership on teacher job satisfaction is rarely direct. Instead, leadership operates through organisational and psychological mechanisms that shape teachers' daily work experiences. In particular, leadership capacity influences the availability of job resources such as autonomy, professional support, trust, and participative school climate, which subsequently affect teacher motivation and, ultimately, job satisfaction.

From a theoretical perspective, Self-Determination Theory (SDT) provides a strong explanatory framework for understanding these relationships. SDT posits that the satisfaction of basic psychological needs autonomy,

competence, and relatedness is essential for sustaining work motivation and well-being. Empirical studies in educational settings show that autonomy-supportive leadership practices enhance teachers' intrinsic motivation and professional engagement, which are positively associated with job satisfaction and lower turnover intentions (Collie, 2023). When principals demonstrate leadership capacity through fair decision-making, professional trust, and meaningful support, teachers are more likely to perceive their work environment as need-supportive, strengthening motivational outcomes.

Complementing SDT, the Job Demands–Resources (JD-R) model conceptualises leadership as a structural factor that shapes the balance between job demands and job resources. Within this framework, leadership capacity contributes to job resources by fostering participative cultures, psychological safety, and clarity of expectations, while ineffective leadership may amplify job demands such as administrative burden and role ambiguity. Recent large-scale studies confirm that job resources are positively associated with teacher job satisfaction, whereas excessive demands are negatively related to satisfaction and well-being (Admiraal & Kittelsen Røberg, 2023; Li, 2025). Leadership practices therefore influence job satisfaction indirectly by regulating this balance rather than acting as an isolated predictor.

Motivation has been repeatedly identified as a key psychological mechanism linking leadership conditions and job satisfaction. Studies grounded in SDT and JD-R show that motivated teachers tend to evaluate their professional roles more positively, even under challenging conditions, due to higher resilience and perceived meaning in work (Skaalvik & Skaalvik, 2020). Recent empirical evidence further supports mediation models in which leadership practices influence job satisfaction through motivational and organisational variables such as organisational commitment and psychological well-being (Kandemir, 2025). These findings reinforce the view that motivation functions as an intermediary process through which leadership capacity translates into satisfaction outcomes.

Contemporary leadership research also emphasises that leadership effects are embedded within organisational practices rather than leadership labels. Distributed and empowering leadership practices have been shown to contribute to teacher job satisfaction primarily when they enhance professional autonomy and meaningful collaboration (Eryilmaz, 2026; Shi et al., 2024). Longitudinal and multi-wave studies indicate that these effects unfold over time, as leadership practices gradually shape school climate and teachers' motivational orientations (Berkovich & Hassan, 2023). This temporal dimension supports the argument that leadership capacity influences job satisfaction through sustained organisational conditions rather than short-term perceptual alignment.

Synthesising these perspectives, the literature supports a linear and theoretically grounded model in which principal leadership capacity shapes organisational and psychological conditions within schools, these conditions enhance teacher motivation, and heightened motivation contributes to higher levels of teacher job satisfaction. This integrated perspective aligns with both SDT and JD-R frameworks and is supported by recent empirical findings across diverse educational contexts. Within under-researched school settings such as Tamil national-type primary schools, examining these interconnected relationships offers valuable insight into how leadership capacity contributes to teachers' professional well-being through motivational pathways.

METHODOLOGY

This study adopted a quantitative, cross-sectional survey design to examine the relationships between principal leadership capacity, teacher motivation, and teacher job satisfaction. The research was conducted in Tamil national-type primary schools (Sekolah Jenis Kebangsaan Tamil, SJKT) located in Selangor, Malaysia. Teachers currently serving in these schools constituted the study participants. The focus on SJKT schools was deliberate, as these institutions represent an under-researched segment of the Malaysian education system with distinct linguistic, cultural, and organisational characteristics, thereby providing a meaningful context for examining leadership-related influences on teacher outcomes.

Data were analysed using the Statistical Package for the Social Sciences (SPSS) version 26. Descriptive statistics, including means and standard deviations, were employed to determine the levels of principal leadership capacity, teacher motivation, and teacher job satisfaction. One-sample t-tests were conducted to examine whether the observed mean scores differed significantly from the test values, thereby indicating the

overall levels of the constructs under investigation. Pearson product–moment correlation analysis was used to examine the strength and direction of relationships among principal leadership capacity, teacher motivation, and teacher job satisfaction. These statistical techniques were selected as they are appropriate for examining group-level perceptions and linear relationships among continuous variables in cross-sectional survey research.

RESULTS

Principal Leadership Capacity

Table 1: Results Of One-Sample T-Test On The Level Of Principal Leadership Capacity Among Teachers In Tamil National-Type Primary Schools, Shah Alam.

Variable	Mean (M)	SD	t	df	p
Principal Leadership Capacity	112.10	24.96	53.64	151	< .001

Note. p < .05.

The results indicate that the mean score for principal leadership capacity (M = 112.10, SD = 24.96) was significantly higher than the test value, t(151) = 53.64, p < .001. This finding suggests that teachers generally perceived their principals as demonstrating a high level of leadership capacity. The statistically significant result indicates that perceptions of leadership capacity among principals in the sampled schools were consistently positive across respondents.

Teacher Motivation

Table 2: Results Of One-Sample T-Test On Teacher Motivation Levels In Tamil National-Type Primary Schools, Shah Alam.

Variable	Mean (M)	SD	t	df	p
Teacher Motivation	62.01	10.66	67.68	151	< .001

Note. p < .05.

The results show that the mean score for teacher motivation (M = 62.01, SD = 10.66) was significantly higher than the test value, t(151) = 67.68, p < .001. This indicates that teachers in the sampled schools generally reported a high level of motivation. The statistically significant finding suggests that teacher motivation is positively perceived across the respondent group.

Relationships Between Leadership Capacity, Motivation, and Job Satisfaction

Table 3: Pearson Correlation Matrix Between Principal Leadership Capacity, Teacher Job Satisfaction, And Teacher Motivation

Variable	1	2	3
1. Principal Leadership Capacity	1	.98**	.90**
2. Teacher Job Satisfaction	.98**	1	.88**
3. Teacher Motivation	.90**	.88**	1

Note. p < .01 (two-tailed)

Pearson product–moment correlation analysis was conducted to examine the relationships among principal leadership capacity, teacher motivation, and teacher job satisfaction in Tamil national-type primary schools in Shah Alam. The results indicate a strong, positive, and statistically significant relationship between principal leadership capacity and teacher job satisfaction ($r = .98$, $p < .01$). Principal leadership capacity was also strongly and positively correlated with teacher motivation ($r = .90$, $p < .01$). In addition, a significant positive relationship was found between teacher motivation and teacher job satisfaction ($r = .88$, $p < .01$).

Overall, the findings suggest that higher perceived levels of principal leadership capacity are associated with higher levels of teacher motivation and job satisfaction. The strong association between teacher motivation and job satisfaction further indicates that motivation is closely linked to teachers' professional well-being within the school context.

DISCUSSION

This study's results support the role of principal leadership capacity based on empirical evidence in influencing teachers' motivation and job satisfaction among Tamil national-type primary schools in Malaysia. In line with international leadership studies, competent, supportive and fair perceived principals are related to more favourable teacher attitudes and professional well-being (Fong et al., 2025; Ghani et al., 2025; Kasim et al, 2025). Nonetheless, the significance of the relationships found in this study highlights an amplified interest in leaders' practices within culturally and organisationally bound school contexts such as SJKT schools.

A unique contribution of this study is the attention on teachers' perceptions on leadership capacity instead of only the leadership style (Zubairi et al, 2024). This view will shed light on how managerial skills of school leaders like decision making, communication and motivation support significantly influence teachers' work experiences at a daily level. Particularly in SJKT settings, where schools usually function under tight resource constraints and high community expectations, leadership capacity may serve as a compensatory factor for maintaining teacher motivation and satisfaction.

The close relationship between teacher motivation and job satisfaction also indicates that motivation is a vital psychological process through which leadership practices affect the professional well-being of teachers. When teachers interpret leadership practices as supporting and facilitating, they will feel more intrinsic and extrinsic motivation that increase job satisfaction (Bartol & Locke, 2000). While no causal inference should be drawn from the current study, results are consistent with organizational and motivation theories which highlight the importance of psychological needs satisfaction and employee well-being.

Notably, this study contributes the field of educational leadership by presenting empirical data from an under-investigated school setting. A great deal of Malaysian school leadership research concentrates in national schools, and little in vernacular schools. By raising the discourse on SJKT schools, this paper tries to demonstrate the respective significance and contextualisation of leadership capacity accordingly emphasise a call for culturally responsive leadership development.

Taken together, the results recommend developing leadership capacity as a strategic means to contribute to teacher motivation and job satisfaction particularly within schools that enrol diverse linguistic and cultural communities. Future studies using longitudinal or mixed method designs might continue this work by investigating the influence of leadership practices on teacher motivation over time and the mechanisms through which leadership capacity leads to lasting professional well-being.

Implication

These findings suggest the need for enhancing principals' leadership competencies, especially at motivating teachers, positive communication and moral decision making. Employee motivation and job satisfaction are enhanced through supportive, transparent management practices which can create a positive school climate. At the policy making level, findings suggest that addressing teacher well-being and leadership should be an integral part of school effectiveness, and there is a need for an evidence-based framework to guide professional development. Future studies are recommended to use multiple methods or longitudinal research designs to

investigate the relationships over time and expand the study contexts to other schools for greater generalisability.

CONCLUSIONS

The findings of the study reveal that principal leadership capacity is one of the factors contributing to teacher motivation and job satisfaction in Tamil national-type primary schools in Malaysia. Good leadership practices lead to motivated teachers, and satisfied teachers are crucial for the maintenance of instructional quality and school success.

The study has implications for educational leadership literature and is of practical benefit to school leaders and policy makers as it discusses an under-researched school context. Increasing leadership capability is seen as an effective way of promoting teacher well-being and improving educational achievement.

REFERENCES

1. Aronoff, S., (1989). Geographic Information Systems: A Management Perspective. Ottawa: WDL Publications. Admiraal, W., & Kittelsen Røberg, K.-I. (2023). Teachers' job demands, resources and their job satisfaction: Satisfaction with school, career choice and teaching profession. Teaching and Teacher Education, 125, 104063. https://doi.org/10.1016/j.tate.2023.104063
2. Ali, F. D. A., Idris, R., Shanmugam, J., Zaimi, F. H. M., Nazri, N. S., & Nizam, U. A. (2024). Unheard Struggles: Addressing Mental Health Challenges in Academia. International Journal of Advanced Research in Education and Society, 6(3), 780-789.
3. Ali, F.D.A, Ne'Matulah, K.F., Shamsudin, N.H., Amin, N.M. & Hamedi, W.H.W (2024). Beyond The Classroom: The Multifaceted Role of Malaysian Lecturers in Higher Education, International Journal of Advanced Research in Education and Society, 6(4), 61-73.
4. Asif, S., Xiaoqing, D., Shrabonty, S. S. & Mahamud, A. (2024). Evaluating the Balance between Intrinsic and Extrinsic Motivation in Aspiring Teachers: A Case Study at a Public University. Al-Qanṭara, 10(4). https://doi.org/10.24953/al-qantara.10.4.633
5. Berkowich, I. & Hassan, T. (2023). Teachers' intrinsic and extrinsic motivation as mediators of the effect of principals' perceived distributed leadership on organizational learning capability. International Journal of Educational Management, 37(6-7), 1552-1570. https://doi.org/10.1108/IJEM-03-2023-0115
6. Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. Journal of Educational Psychology, 104(4), 1189–1204. https://doi.org/10.1037/a0029356
7. Castro, A. J., Jabbar, H., & Núñez Miranda, S. (2022). School Choice, Teachers' Work, and Professional Identity. Education policy analysis archives, 30(1-2), 104. https://doi.org/10.14507/epaa.30.6122
8. Eryilmaz, N. (2026). Distributed leadership and teacher job satisfaction over time: Evidence from international datasets. Studies in Educational Evaluation, 78, 101315. https://doi.org/10.1016/j.stueduc.2025.101555
9. Fong, A. C., Haripen, M. A., Thangadurai, T., Suhaimi, P. F. Ibrahim, N. N., Zubairi, A.,Ghani, A. A. M., Idris, R. (2025). Stress and style: Investigating the link between leadership approach and employee strain in Kuala Langat. International Journal of Research and Innovation in Social Science (IJRISS), 9(10), 3667-3672
10. Galdames-Calderón, M. (2023). Distributed Leadership: School Principals' Practices to Promote Teachers' Professional Development for School Improvement. Education Sciences 13(7), 715. https://doi.org/10.3390/educsci13070715
11. Ghani, A. M. M., Foad, S. A., Rashid, Y. K., Fong, A.C.,Suhaimi, P. F., Zubairi, A.,Thangadurai, T., Ibrahim, N. N., Idris, R. (2025).Flourishing minds, flourishing workplaces: The impact of psychological well-being on employee performance. International Journal of Research and Innovation in Social Science (IJRISS), 9(10), 3661-3666.
12. He, P., Guo, F., & Abazie, G. A. (2024). School principals' instructional leadership as a predictor of teachers' professional development. Asian-Pacific Journal of Second and Foreign Language Education, 9, 63. https://doi.org/10.1186/s40862-024-00290-0
13. Hussein, K., Awang Ali, F. D., & Radzi, N. H. (2025). Promoting lecturer well-being through resilience:

A conceptual framework for addressing burnout. International Journal of Education, Psychology and Counseling, 10(59), 524–532.

14. Javornik, Š., & Klemenčič Mirazchiyski, E. (2023). Factors Contributing to School Effectiveness: A Systematic Literature Review. European Journal of Investigation in Health, Psychology and Education, 13(10), 2095-2111. https://doi.org/10.3390/ejihpe13100148

15. Jiang, X. & Liu, R. (2024). Factors influencing school climate: an empirical study based on the TALIS principal survey. Humanities and Social Sciences Communications 11, 722. https://doi.org/10.1057/s41599-024-03203-1

16. Kandemir, A. (2025). Empowering leadership and teachers' job satisfaction: The mediating role of organisational commitment. Journal of Educational Administration. https://doi.org/10.1016/j.actpsy.2025.105715

17. Kareem, J., Patrick H. A., Prabakaran, N., Valarmathi, B., Tantia, V., Pramod, K. M. P. M., & Mukherjee, U. (2023). Transformational educational leaders inspire school educators' commitment. Frontiers in Education, 8, 1171513. https://doi.org/10.3389/feduc.2023.1171513

18. Kaya, A. (2024). The association between transformational leadership and teachers' creativity: Professional resilience and job satisfaction as mediators. Frontiers in Psychology, 15, 1514621. https://doi.org/10.3389/fpsyg.2024.1514621

19. Kasim, N. M., Karim, N. H. A., Kassim, S. N. F., & Idris, R. (2025). The influence of organizational commitment and employee engagement on job satisfaction among lecturers. Quantum Journal of Social Sciences and Humanities, 6(1), 202-210.

20. Klassen, R. M., Perry, N. E., & Frenzel, A. C. (2012). Teachers' relatedness with students: An underemphasized component of teachers' basic psychological needs. Journal of Educational Psychology, 104(1), 150–165. https://doi.apa.org/getdoi.cfm?doi=10.1037/a0026253

21. Liu, S., Keeley, J. W., Sui, Y., & Sang, L. (2021). Impact of distributed leadership on teacher job satisfaction: The mediating roles of teacher autonomy and teacher collaboration. Studies in Educational Evaluation, 71, 101099. https://doi.org/10.1016/j.stueduc.2021.101099

22. Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2020). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. Educational Management Administration & Leadership, 49(3), 430–453. https://doi.org/10.1177/1741143220910438

23. Li, M., Liu, F., & Yang, C. (2024). Teachers' Emotional Intelligence and Organizational Commitment: A Moderated Mediation Model of Teachers' Psychological Well-Being and Principal Transformational Leadership. Behavioral Sciences, 14(4), 345. https://doi.org/10.3390/bs14040345

24. Mansor, A.N., Abdullah, R. & Jamaludin, K.A. (2021). The influence of transformational leadership and teachers' trust in principals on teachers' working commitment. Humanities and Social Sciences Communications, 8, 302. https://doi.org/10.1057/s41599-021-00985-6

25. Özdoğru, M. & Sarıer, Y. (2024). The relationship of ethical leadership with teachers' organizational behavior, attitudes, and perceptions: a meta-analysis study. Humanities and Social Sciences Communications 11, 1538. https://doi.org/10.1057/s41599-024-04070-6

26. Paul, S. S. (2023). The Relationship between Teacher Leadership and Teacher Commitment in National Type Secondary Schools in Klang, Selangor. Management Research Journal (12), 42–52. https://doi.org/10.37134/mrj.vol12.sp.5.2023

27. Richter, E., Fütterer, T., Eisenkraft, A., & Fischer, C. (2024). Profiling Teachers' Motivation for Professional Development: A Nationwide Study. Journal of Teacher Education, 76(1), 90-103. https://doi.org/10.1177/00224871241247777

28. Sagathevan, B. & Mohd Izham, M., H. (2022). Headmaster Transformational Leadership Practices and Teacher Job Satisfaction in Tamil National Type Schools in The Federal Territory of Kuala Lumpur. Jurnal Dunia Pendidikan 4(1), 169-185. http://doi.org/10.55057/jdpd.2022.4.1.13

29. Sekharan, S. & Ayiaboo, K. (2022). Changes and challenges facing by Malaysia's Tamil schools in teaching and learning during movement control in pandemic outbreak. Muallim Journal of Social Sciences and Humanities 6(2), 70–81. https://doi.org/10.33306/mjssh/195

30. Shi, X., Fan, Q. Z., Zheng, X., Qiu, D. F., Sindakis, S., & Showkat, S. (2024). Optimal leadership styles for teacher satisfaction: A meta-analysis of the correlation between leadership styles and teacher job satisfaction. Journal of the Knowledge Economy. https://doi.org/10.1007/s13132-023-01697-9

31. Skaalvik, E.M., & Skaalvik, S. (2023). Shared goals and values in the teaching profession, job satisfaction and motivation to leave the teaching profession: The mediating role of psychological need satisfaction. Social Psychology of Education, 26, 1227–1244. https://doi.org/10.1007/s11218-023-09787-x

32. M Azizan, A. S., Abd Hamid, N. B., Abd Rahman, M. Z., Mohd Hamdan , M. A., & Bichk Koyak, S. M. Z. (2025). Meneroka literatur mengenai Nabi Muhammad (SAW): Satu sorotan sistematik. Journal of Islamic, Social, Economics and Development, 10(74), 619–633. https://academicinspired.com/jised/article/view/3277

33. Sucuoğlu, E., & Uluğ, M. (2022). The Effects of Leadership Behaviors of Secondary School Administrators on Staff Job Satisfaction in TRNC. Sustainability, 14(21), 13989. https://doi.org/10.3390/su142113989

34. Thumbarayan, K., Kamaruzaman, F. M. & Omar, M. (2024). Issues and Challenges of Integrating Technology in Teaching and Learning Among Teachers in National Type Tamil School (NTTS). International Journal of Education, 15(4), 1–17. https://doi.org/10.5296/ije.v15i4.21535

35. Veletić, J., Price, H. E., & Olsen, R. V. (2023). Teachers' and principals' perceptions of school climate: the role of principals' leadership style in organisational quality. Educational Assessment, Evaluation and Accountability, 35, 525–555. https://doi.org/10.1007/s11092-023-09413-6

36. Voelkel, R. H., Jr., Prusak, K. J., & Van Tassell, F. (2024). Effective Principal Leadership Behaviors That Enhance Teacher Collective Efficacy. Education Sciences, 14(4), 431. https://doi.org/10.3390/educsci14040431

37. Wilson Heenan, I., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The Impact of Transformational School Leadership on School Staff and School Culture in Primary Schools—A Systematic Review of International Literature. Societies, 13(6), 133. https://doi.org/10.3390/soc13060133

38. Xiao, Y., & Zheng, L. (2025). The Relationship Between Self-Efficacy and Job Satisfaction: A Meta-Analysis from the Perspective of Teacher Mental Health. Healthcare 2025, 13(14), 1–28. https://doi.org/10.3390/healthcare13141715

39. Xin, Z. & Tahir, S. B. (2024). Ensuring Teacher's Job Satisfaction Through Distributed and Instructional Leadership of Chinese School Principals: Mediating Role of Reward, Motivation and Effectiveness. South Asian Journal of Social Sciences and Humanities 4(1), 1–12. https://doi.org/10.48165/sajssh.2024.5114

40. Yan, N., Batako, A., Czanner, G., & Zhang, A. (2025). Teacher Satisfaction in Online Education: A Two-Factor Model of Extrinsic and Intrinsic Factors Across Diverse Contexts. Technology, Knowledge and Learning, 30, 711–739. https://doi.org/10.1007/s10758-024-09799-2

41. Yang, Z., & Sanchez, H. S. (2022). Teachers' pedagogical intentions while using motivational strategies, ELT Journal, 76(4), 508–518. https://doi.org/10.1093/elt/ccab070

42. Zakariya, Y.F., & Wardat, Y. (2024). Job satisfaction of mathematics teachers: an empirical investigation to quantify the contributions of teacher self-efficacy and teacher motivation to teach. Mathematics Education Research Journal, 36, 791–813. https://doi.org/10.1007/s13394-023-00475-9

43. Zhang, C., Alias, B. S., & Nordin, M. N. (2025). Effects of Distributive Leadership on Teachers' Job Satisfaction in Public Schools: A Systematic Review. Education Sciences, 15(4), 412. https://doi.org/10.3390/educsci15040412

44. Zhou, S., Slemp, G.R. & Vella-Brodrick, D. A. (2024). Factors Associated with Teacher Wellbeing: A Meta-Analysis. Educational Psychology Review, 36, 63. https://doi.org/10.1007/s10648-024-09886-x

45. Zubairi, A. A., Ramli, A. F., & Idris, R. (2024). Cyberloafing in The Classroom: Unveiling its Impact on Teachers' Work Performance in Malacca. Quantum Journal of Social Science and Humanities, 5(6), 113-121.

46. Zubairi, A. A., Saravanan, S., Awang Ali, F. D., Megat Suhaimi, P., Masrom, N. W., & Idris,R. (2024). Digital Drift: Unraveling Impact of Cyberloafing on Job Performance among Service Workers in The Klang Valley. International Journal of Academic Research in Progressive Education and Development, 13(3), 3340-3352.

47. Ghani, A. A. M, Fong, A. C. N., Idris, R., Abu Hussien, A. N.,Salim, A. S., Rosdin, N. A.M., & Ismail, N. I. M. (2024). Raising Future Leaders: The Dynamic Influence of Parental Styles on Adolescents in Kuala Selangor. Quantum Journal of Social Science and Humanities, 5(6), 93-104.