

A Conceptual Framework on Authentic Leadership and Teachers' Commitment to Change: The Mediating Role of Job Satisfaction

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Abstract

Transformation School Programme 2025 (TS25) is aimed to enhance school qualities and the success rate of students in Malaysia. TS25 also determines the 21st-century workforce demand and the Fourth Industrial Revolution needs. However, far fewer studies examined authentic leadership in the context of TS25, although teachers' commitment and job satisfaction mutually reinforced one another. Given the centrality of TS25, a comprehensive conceptual model incorporating authentic leadership, commitment to change, and job satisfaction was reported. The conceptual model was drawn from the authentic leadership theory, commitment to change model, and two-factor theory. Based on the proposed framework, it was found that employees' work attitudes and outcomes depended upon school leaders. School administrators might better consider successful and effective school leadership that is realised through authentic leadership for improvement. The proposed framework might better be recontextualised across leaders in broader Malaysian education to generate positive outcomes.

Keywords: *Authentic leadership, commitment to change, job satisfaction, transformation school*

Introduction

Educational transformation is needed to meet the demands of the country to compete globally in this digital and borderless world (Hechanova, Caringal-Go, & Magsaysay, 2018; Hui & Singh, 2020). Given the centrality of the Malaysian Education Development Plan (2013-2025), the Ministry of

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Education (MoE) shifted the education system so notable institutions could serve as social agents of change (Ministry of Education, 2013). One of the MoE shifts included Transformation School Programme 2025 (TS25), a change that is typically understood as education reform. TS25 depends upon how Malaysian schools encounter 21st-century challenges and competitions (Ismail & Abdul Aziz, 2019). Two focal points of TS25 were outlined: to cultivate best practices to boost the quality of academic offerings and inculcate students' noble values, soft skills, and attitudes. In broader terms, TS25 also serves to realise outstanding human capital manned by quality, aspiring, and visionary leaders, active and joyful learning environment, competent and highly committed teachers, and collective community commitments (Ministry of Education, 2013).

An increasing collection of literature acknowledges the significance of school leaders' roles and responsibilities with the complexity of educational system reforms (Al-Kiyumi & Hammad, 2020; Bada, Ariffin, & Nordin, 2020; Kafa & Pashiardis, 2021; Hallinger, Ruengtrakul, & Wongwanich, 2018; Liu, 2015; Thien & Adams, 2021; Waisy & Wei, 2020). It has been noted that current changes require responsiveness and effective management (Taftania, Kusna, Mahardika, Retno Nugraheni, Eriyani, Yulindasari, Sholihah, & Gunawan, 2020). In addition, school organisation significantly depends upon school leadership. Given the pressure accorded to school leaders, the administration is central to alter

teachers' performance, such as their beliefs, values, motivations, skills, and knowledge (Bada et al., 2020; Leithwood, Harris & Hopkins, 2020; Wahab, Mansor, Hussin, & Kumarasamy, 2020). Thus, it has conclusively been shown that school leaders depend upon intellectual strength to lead a change effectively, outline a clear school mission and vision, and mould human values (Al-Mahdy, Emam, & Hallinger, 2018; Bada et al., 2020; Kulophas et al., 2018; Srivastava & Dhar, 2019).

Background

A dramatic surge in academic literature centralises authentic leadership, particularly over the past decade in the West (Gardner, Cogliser, Davis, & Dickens, 2011). Scholars like Avolio and Gardner (2005) and Walumbwa, Avolio, Gardner, Wernsing, and Peterson (2008) posited various definitions and meanings to authentic leadership. Avolio and Gardner (2005) stated that authentic leadership was understood from leadership, ethics, and positive organisational behaviour. Authentic leadership was recognised as positive leadership needed when technology caused a rapidly changing environment in exchange for desirable outcomes. Meanwhile, Walumbwa et al. (2008) described authentic leadership as "a trend of leadership style that draws on and promotes both ethical climate and positive psychological capacities in order to develop relational transparency perspective, greater self-awareness, balanced information processing, and an internalised moral on the part of leaders collaborating with followers, promoting positive self-development".

Numerous features of authentic leaders have been discovered via research. First and foremost, real leaders display high levels of integrity and morality, engage with followers with openness, clarity, and honesty, as well as create a conducive environment for achieving work objectives (Kafa & Pashiardis, 2021; Ribeiro, Duarte, & Fidalgo, 2020). Secondly, followers are typically committed to formulating changes in the presence of authentic leadership (Bakari, Hunjra, Jaros, & Khoso, 2019). It was found that authentic leadership among school leaders determined teachers' attitudes and behaviours to formulate school changes (Kulophas et al., 2018; Srivastava & Dhar, 2019). Effective leadership is central to school improvement in observance of educational challenges and parents, teachers, other stakeholders, and students involved in making changes. School leaders may foster authentic leadership by advocating collaboration and provide a supportive teaching environment to oversee changes (Ismail, Muhammad, Omar, & Raman, 2020; Kafa & Pashiardis, 2021; Kulophas et al., 2018). School administrators might better consider new insights on authentic leadership, which were reported for TS25 improvement.

Studies revealed the specific effects of authentic leadership. More recent studies have confirmed that authentic leaders determined subordinates' attitudes, behaviour, and work performance in the context of teachers' academic optimism and engagement (Ismail et al., 2020; Kafa & Pashiardis, 2021; Kulophas et al., 2018). Several studies have revealed that authentic leadership affected commitment to change (Bakari et al., 2019; Ribeiro et al., 2018; Semedo, Coelho, & Ribeiro, 2016), trust (Alkaabi & Wong, 2020), and commitment (Imam, Naqvi, Naqvi, & Chambel, 2020). Several study analyses have reported that authentic leadership mediated empowerment (Imam et al., 2020; Wong & Laschinger, 2013), influenced teachers' academic optimism (Kulophas, Ruengtrakul, & Wongwanich, 2015; Kulophas et al., 2018), determined job satisfaction (Wirawan, Jufri, & Saman, 2020), and impacted work engagement (Azanza, Moriano, Molero, & Lévy Mangin, 2015; Kaya & Karatepe, 2020). However, a study shows a somewhat contradictory finding. Authentic leadership is a negative psychological predictor that needs satisfaction in the classroom for male teachers in the survey conducted by Berkovich and Gueta (2020). Their findings contradict theoretical and qualitative studies that portray authentic leadership has a favourable impact on teacher-student relationships. The research emphasizes a distinct student demographic of disengaged teens, whose motivating academic foundation and re-engagement methods are more complicated.

Recent research has shown an increasing interest in teacher job satisfaction. While job satisfaction, in general, is a well-studied topic in organisational behaviour, less is known about teacher job satisfaction (Veretennik & Kianto, 2020). In general, as observed from prior studies, the majority of available research on factors affecting teacher job satisfaction has been undertaken in industrialised countries, and in the case of developing nations, almost no attention has been devoted to the nature of teacher's job satisfaction (Bakari et al., 2019; Veretennik & Kianto, 2020). To implement any educational changes, the role of teachers is important. The duties and responsibilities of teachers in schools nowadays are not mainly on academic responsibilities, but on non-academic responsibilities too. Teachers' workload is one factor contributing to teachers feeling dissatisfied with work and unable to commit to carrying out their duties as educators (Ahmad & Amir, 2018; Syed Ali, Hassan, & Mat Som, 2017). Both studies concluded that a conducive and positive school environment

mattered because teachers in Malaysia were moderately satisfied with teaching and working conditions. Thus, it is important to provide a positive atmosphere at school to foster job satisfaction (De Stasio, Fiorilli, Benevene, Boldrini, Ragni, Pepe, & Briegas, 2019). Based on these findings, it is important that teacher job satisfaction is being emphasized as it will affect students' performance and educational quality in Malaysia.

Despite many studies, conceptual inconsistencies continue to impede research on a commitment to change (Mahmmud, Hassan, & Shaharudin, 2019). It is reported that different types of leadership have been found to influence the degree of commitment in followers in previously published works like transformational, transactional, servant, contingent reward, change and authentic leadership (Bakari et al., 2019; Hechanova et al., 2018; Mahmmud et al., 2019). It is also noted that there is still a lack of studies conducted on authentic leadership and the effect on employees' attitudes and behaviours (Ribeiro et al., 2018). Thus, it remains unclear how different factors related to teachers' behaviour, such as commitment to change, can be connected with authentic leadership in the TS25 program in Malaysia since the literature has been limited.

Other studies had tested the mediator role of empowerment (Imam et al., 2020; Wong & Laschinger, 2013), teachers' academic optimism (Kulophas et al., 2015, 2018), trust (Haryokusumo, 2017), job satisfaction (Wirawan et al., 2020), and work engagement (Azanza et al., 2015; Kaya & Karatepe, 2020) between authentic leadership and other constructs. However, preliminary studies specifically examine the role of job satisfaction as a mediator about authentic leadership and commitment to change within non-Western educational contexts. Addressing the gaps, academic literature on authentic leadership was expanded by proposing a conceptual framework incorporating job satisfaction as a mediator to determine the relationship between authentic leadership and teachers' commitment to change. The conceptual framework on school leaders' practice offer insights into positive benefits. By focusing on Malaysia's TS25, varying novel practices of authentic leadership across different cultures could be identified (Oh, Cho, & Lim, 2018; Wirawan et al., 2020).

Literature Review

The Concept of Authentic Leadership

Authentic leadership is a multidimensional concept in leadership that combines transformational and ethical leadership, ethics, and positive organisational behaviour, drawing on prior positive psychology research (Avolio, Gardner, Walumbwa, Luthans, & May 2004; Gardner, Avolio, Luthans, May, & Walumbwa, 2005). In three distinct countries: Kenya, China, and the United States, Walumbwa et al. (2008) investigated work-related behaviours connected to authentic leadership traits beyond what prior transformational and ethical leadership gives. Relational transparency (genuine self in social relationships), self-awareness (identifying oneself), balanced processing (being balanced in judgements and treating others), and internalised moral viewpoint (great moral values) are all significant and positive correlated with ethical leadership and the four dimensions of transformational leadership, according to their research.

Moreover, Walumbwa et al. (2008) discussed the four dimensions of authentic leadership. The concept of self-awareness refers to the ability of leaders and developed followers to obtain a better understanding of how they see themselves through self-reflection and input from others, as well as the impact their actions may have on others and the ability to use reflective reasoning. Authentic leaders are truthful in their interrelationships with others and true to themselves (Avolio et al., 2004). Therefore, they are less prone to feel defensive while engaging with others, and they recognise identities, strengths, and weaknesses when they have the aspect of self-awareness (Gardner, Cogliser, Davis, & Dickens, 2011). At the same time, acceptance of one's views and opinions is referred to as relational transparency, including allowing others to reciprocate the sincerity to transparency. Authentic leaders do not fake or conceal information to ensure the followers develop trust towards them over time. They demonstrate a genuine positive interest in others, which fosters trust and connection with the leader, and they reduce the expression of inappropriate emotions like denials, misrepresentations, and exaggerations (Walumbwa et al., 2008). The next concept is balanced processing which requires leaders' willingness to reach objective and fair judgements, including looking for and listening to people with different views. Through a balanced and equitable social process, they establish and enact reasonable, unbiased practices (Azanza et al., 2015; Mousa, Massoud, & Ayoubi, 2020; Walumbwa et al., 2008). Finally, the concept of internalised moral judgement reflects leaders as having ethical beliefs, self-controlled, self-motivated, and committed to remaining morally consistent in their ideas and behaviours,

despite the intended result (Gardner et al., 2005). This involves maintaining self-disciplined and refusing to let organisational, political, or cultural demands influence their authenticity (Walumbwa et al., 2008).

Authentic leadership is theoretically related to the concept of authenticity through attributes such as integrity (Gardner et al., 2005; Leroy, Anseel, Gardner, & Sels, 2015; Wong, Laschinger, & Cummings 2010) and trust (Hassan & Ahmed, 2011; Walumbwa et al., 2008) as it is related to earning respect and trust from the followers. When leaders can have the trust of their followers, they can also positively affect work-related outcomes such as work engagement (Ahmad & Chin, 2018; Oh et al., 2018; Towsen, Tander, & Van der Vaart, 2020; Wirawan et al., 2020), job satisfaction (Baquero, Delgado, Escortell, & Sapena, 2019; Walumbwa et al., 2008; Wirawan et al., 2020; Wong, Laschinger, & Cummings, 2020), and commitment (Bakari et al., 2019; Darvish & Rezaei, 2011; Imam et al., 2020; Ribeiro et al., 2020). Therefore, when the psychological state of followers is elevated and the organisational environment and behaviour are positive, this can inspire the followers to flourish.

In conclusion, this authentic leadership takes the shape of behavioural leadership, which fosters increased moral stance, self-awareness, transparency of working relationships, and balanced information processing between leaders and followers, all of which contribute to excellent self-development. Consequently, unfavourable factors can be controlled and reduced (Ismail, Abdullah, & Abdullah, 2019). Therefore, followers gain credibility and trust by exhibiting a genuine desire and commitment to serve and develop followers by fostering reflection and growth and allowing for their own more effective leadership. An authentic leader must possess high moral character, empower followers to identify with the leader and guide promising followers on any work outcomes.

The Concept of Commitment to Change

Commitment to change was initially suggested by Conner (1992) as a three-stage process derived from a psychological perspective. However, based on Conner's model, commitment to change is only assessed purely in psychological terms. He states there are three levels in commitment to change, namely awareness, acceptance of change, and ends in the commitment for a change initiative. For example, when a person has the awareness (preparedness) that the changes implemented are important, he will accept (acceptance) the difference, and this will result in the change (commitment) planned will be successfully implemented. In a different study, Coatsee's (1999) model incorporates psychological factors that emphasize the concept of participation, with similar goals or values related to change, are skilled at implementing change, and there is a reward structure in the organization.

A three-tiered commitment model is often cited as central to understanding the commitment to change (Herscovitch & Meyer, 2002). The three components depict effective (feelings-based), continuation (cost-based), and normative (obligation-based) constructs. Firstly, the component of affective is typically defined as the willingness to lend support to the change because of its inherent advantages. The affective commitment was found to be the most preferred value a company cultivated among the employees. Secondly, the continuance component usually depicts an individual's reluctance to realise targets or actions set by the organisation. Thirdly, the component of normative demonstrates the urgency to carry out duties or obligations by using available support and complying with the change (Herscovitch & Meyer, 2002). It should be noted here that the three-tiered model of commitment to change appears alongside earlier work by Meyer and Allen (1991) on the units of organisational commitment.

Teachers' commitments to change are depicted differently. Firstly, teachers' commitments vary depending upon how teachers react to school and classroom demands (Leithwood, Menzies, and Jantzi 1994). They claimed that a key component of the school reform process is teachers' willingness to change. Teachers' commitment to change was described by Leithwood et al. (1994) as follows "it involves their desire to transform the school, classroom structures and processes, as well as their affiliation with them. Teachers may find these modifications appealing on moral or pragmatic reasons. Teachers' dedication will be demonstrated in a variety of ways, from somewhat passive to extremely active".

Teachers' commitments to change, usually associated with motivation, are conceptualised across four elements: beliefs about one's capacities, personal goals, emotional arousal processes, and beliefs about one's context (Liu, 2020). Firstly, personal goals are generally understood as the internalised ideal future states that explain teachers' classroom actions that

may affect student learning disciplines (aspirations, needs, wants). As such, commitment to change could only be realised if personal goals are met and teachers' qualities are recognised. Secondly, beliefs about one's capacities generally mean the ability to trust one's skills and connection with personal goals. The beliefs emphasising capabilities also involve assessing the strength of teachers' motivation to realise their dreams: academic self-concept, elements of self-esteem, and self-confidence and efficacy form specific concepts surrounding beliefs across capacities. Thus, the components emphasising individual capacities determine how teachers are committed to change (Liu, 2020). Thirdly, positive and negative beliefs of teachers affect teachers' decisions to change. Negative beliefs affect teachers' motivation to adopt initiatives for change.

In contrast, positive values enable teachers to realise changes in schools. The context affects teachers' assumptions and expectations to change. Finally, intense emotions and physical reactions typically define emotions. Teachers whose personal goals are clear and explicit tend to have greater motivation to change. Therefore, events, duties, and obligations that promise to help teachers accomplish personal goals are considered positive. Conversely, negative emotions are generally triggered by "events, duties, and obligations" that jeopardise or threaten personal goals (Lui, 2020).

Other than the concept of teachers' dedication to change, Thien (2019) and Thien and Adams (2021) define teachers' efficacious commitment to change by arguing that teachers desire to stay at the school is because they have an emotional attachment to it. Teachers who have a high level of emotional commitment to change are more likely to cope well with organisational changes, even if they are difficult for them, emphasising the importance of identifying the elements contributing to this outcome. Liu (2020) suggests that teachers' willingness to transform or their motivation to engage in the school reform process is vital to this endeavour's success.

The Concept of Job Satisfaction

Job satisfaction has been extensively researched and continues to attract attention in current studies. Several studies have proposed various definitions of the notion. However, there are some similarities between the definitions. Job satisfaction is a feeling of pleasure, happiness, and satisfaction that comes from doing what you enjoy, according to Locke (1969) in Wirawan et al. (2020). While Aziri (2011) believe that job satisfaction is a sensation that arises from the belief that one's employment meets one's material and psychological demands. According to Spector (1997), job satisfaction measures one's thought on various job elements. Darvish & Rezaei (2011) point out that employee perceptions of job content, which delivers employee value, determine job satisfaction. In addition, Wulandari, Mangundjaya, and Utoyo (2015) assert that job satisfaction is described as an emotional reaction to an individual's task corresponding to the workplace's physical and social settings. Furthermore, job satisfaction and discontent are influenced by the nature of the work and what individuals expect from it. Job contentment is characterised by a positive and affirming approach, whereas job dissatisfaction is characterised by a cynical and criticising outlook (Mohan & Kamarudin, 2021). Therefore, it may be inferred, according to the definition provided, that individuals and employees' pleasure of working is equated with receipt of routine evaluation of work. By comparison, unclear work expectations and results may affect job satisfaction (Keserwani, Rekha, Jyothi, Geetha, Mane, & Gupta, 2021).

A two-factor Motivation Theory model, namely, hygiene and motivation-based components, could describe the source of job satisfaction (Herzberg, 1968). Hygiene factors were variables that increased unhappiness. Motivators factors, on the other hand, were identified as factors that supported satisfaction. (Barnett, 2018). Extrinsic hygiene factors include peer relationships, salary, unique relationships, supervision, personal life, subordinate relationships, status, security, organisational policy and administration, and working circumstances. When hygiene variables are present, they reduce job dissatisfaction but do not consistently boost job satisfaction.

In contrast, when hygienic aspects are missing, job dissatisfaction rises. In comparison, motivators factors comprise achievement, responsibility, growth, acknowledgement, recognition, and the work itself. These variables encourage long-term job satisfaction, yet if they are absent, they cause dissatisfaction. To conclude, leaders should not only address the hygienic elements to boost employee job satisfaction. They should also increase the motivational aspects to enhance job satisfaction. To promote long-term job satisfaction, they must maximize the levels of the six intrinsic motivators while

lowering dissatisfaction by guaranteeing hygiene elements are in effect (Barnett, 2018; Wirawan et al., 2020). Table 1 summarizes Herzberg’s Two-factor Motivational Theory.

Table 1: Summary of the Herzberg’s Two-factor Motivational Theory

Hygiene Factors	Motivation Factors
Peer relationships	Responsibility
Salary	Achievement
Superior relationships	Acknowledgement
Supervision	Growth
Personal life	Work itself
Subordinate relationships	Recognition
Status	
Security	
Organisational policy and administration	
Working circumstances	

Numerous concepts of teachers satisfaction have been identified. According to Febriantina, Suparno, Marsofiyati, and Aliyyah (2020), teacher satisfaction refers to teachers' feelings of pleasure as a positive evaluation of their job and its settings (school). Job satisfaction for a teacher is an emotional response to the work situation, with many indicators determining it, such as the job itself, salary, promotion, supervision, teamwork and workplace condition (Sembiring & Purba, 2019). Studies on teachers’ satisfaction highlight several characteristics. Firstly, teaching satisfaction generally bridges what teachers want and what the job offers (Ho & Au, 2006). Attitudinal and affective responses of teachers are considered important components of teachers’ satisfaction. In other words, the higher the degree of job satisfaction, the greater the positive teachers’ attitudes. Conversely, the higher the degree of job dissatisfaction, the greater the negative teachers’ attitudes (Kroupis, Kouli, & Kourtessis, 2019; Rezaee, Khoshsima, Zare-Behtash, & Sarani, 2020). Secondly, teachers’ job satisfaction is among the many indicators of effective teaching that may impact students’ performance (Klassen, Yerdelen, & Durksen, 2013; Skaalvik & Skaalvik, 2011); empirical evidence showed job satisfaction led to a reduction in the intention to leave work, emotional fatigue, burnout, and stress.

Previous studies also equated job satisfaction with several context-specific implications. Firstly, job satisfaction altered teaching approaches (Baluyos, Rivera, & Baluyos, 2019; Rezaee, Khoshsima, Zare-Bahtash, & Sarani, 2018; Skaalvik & Skaalvik, 2011; Toropova, Myrberg, & Johansson, 2021). Secondly, job satisfaction determined stability in choosing teaching as a career (Mau, Ellsworth, & Hawley, 2008). Thirdly, teachers who felt connected with teaching duties also experienced lower burnout levels (Kroupis et al., 2019; Toropova et al., 2021). The working environment in schools and teacher qualities determined teachers’ job satisfaction (Buonomo, Fiorilli, & Benevene, 2020; Matla & Xaba, 2020; Toropova et al., 2021; Verma & Arya, 2021). The studies emphasising school conditions and personal characteristics concluded that teacher’s workload, school working conditions, student discipline, and teacher’s cooperation affected job satisfaction. Also, school culture and teachers’ work stress significantly impacted teachers’ job satisfaction (Febriantina et al., 2020). Finally, satisfied teachers have a higher level of professional commitment and are less prone to leave the profession, especially during high teacher turnover periods (Febriantina et al., 2020).

Authentic Leadership and Job Satisfaction

Several studies in the literature report the direct relationship between authentic leadership and job satisfaction, which generate similar findings (Gardner et al., 2005; Walumbwa et al., 2008; Wirawan et al., 2020; Wong et al., 2020). Authentic leadership, an important construct in teacher professional development, determined the level of job satisfaction (Wong et al., 2020; Wong & Laschinger, 2013). Besides that, Leroy et al. (2015) stated that authentic leaders encourage and improve followers’ jobs by showing leaders’ true identities. The finding aligns with previous research by Darvish and Rezaei (2011), which revealed the need to emphasise the importance of considering aspects like leader authenticity, which they believe increase individual followers' trust in the leader and, as a result, increase job satisfaction too. As per Ismail et al. (2019), authentic leadership takes the shape of behavioural leadership, fostering increased moral perspective, self-awareness, transparency of working connections between leaders and followers, and balanced information processing, enabling good

self-development. Opportunities for career training and growth, teacher involvement in decision-making, and improved working conditions are all elements that help teachers improve job satisfaction, and therefore, reduce emotional stress.

In addition, these results are consistent with previous studies, which suggests that the leader's leadership style can improve job satisfaction. Similarly, a study in Spain on tourism businesses implies that significant levels of genuine leadership on all four subscales (relational transparency, balanced processing, internalised moral viewpoint, and self-awareness) are sufficient to increase job satisfaction among the outsourced workers and hotel staff (Baquero et al., 2019). It is worth noting that there are no substantial distinctions between outsourced workers and internal employees, aside from the need for self-awareness. The performance of internal hotel employees differs from that of outsourced personnel due to the information that the leader has of their strengths and shortcomings. Furthermore, in a study by Ma'ruf, Annisa, Lestari, & Akmal (2020), various leadership styles of different school principals and teachers' job satisfaction were examined to determine which style would work best in a school setting. They concluded that the adoption of principals' leadership styles has a substantial impact on teachers' job satisfaction. As a result, school principals should use an appropriate leadership style to improve teacher job satisfaction. Therefore, according to the results, the following hypothesis was proposed because it was found that authentic leadership determined job satisfaction:

H1. Teachers' perception of authentic leadership will determine job satisfaction.

Job Satisfaction and Commitment to Change

It is theoretically acknowledged that job satisfaction and commitment shape the behaviour of employees. It was found that employees' positive attitudes to organisations elevated the achievement and production of organisations (Shah, Idrees, Imam, Khan, & Mariyam, 2014). Job satisfaction and organisational commitment were also shown to have a significant correlation among private university academics and university teachers in India (Ashraf, 2020; Bashir & Gani, 2020). The study emphasising job satisfaction and organisational commitment concluded that satisfying academics increased academic performance and commitment. Anari (2012) showed that English teachers associated with job satisfaction showed a high degree of commitment to schools, indicating a direct relationship between high school English teachers' job satisfaction and organisational obligations. Previous studies found that job satisfaction determined commitment to change. To put it in another way, the greater the job satisfaction, the greater the responsibility to change (Ab Rahman, 2018; Wulandari et al., 2015). Specifically, it was found that employees who were satisfied with their jobs were given information, resources, assistance, and cooperation that enabled the employees to commit to work (Yang, 2011).

The research study by Wulandari et al. (2015) also discovered that job satisfaction positively impacts commitment to change. They stated that employee well-being is related to job satisfaction, and employee well-being during organisational transition is critical. In a different study on TVET instructors, it is found that when instructors are satisfied with their jobs, they will be more inclined to commit to organisational changes, hence reducing impediments. However, if the instructors are dissatisfied, they are less inclined to be dedicated to the task at hand (Ab Rahman & Mat Rashid, 2018). Thus, when the community college directors are concerned about instructor job satisfaction, this will positively impact instructors' commitment to change the organisation. A study by Ismail and Daud (2014) reveals that it can be established that among secondary school teachers in Kedah state, there is a strong, moderate link between work satisfaction and organisational commitment. This indicates that teacher job satisfaction and organisational commitment in the school is similarly moderate. According to them, this contradictory result shows that the teachers in this study are still dissatisfied with their jobs and are distracted due to their dedication. This could be attributed to some flaws and failures on leaders in managing teacher job satisfaction. The following hypothesis was proposed because it was found that job satisfaction determined commitment to change:

H2. Teachers' job satisfaction will determine commitment to change.

Authentic Leadership and Commitment to Change

Commitment to change is generally defined as a state of mind that connects people with the necessary actions to successfully implement the changes (Herscovitch & Meyer, 2002). Effective commitment to change, moral commitment

to change, and commitment to change were the three elements of organisational commitment to change. Firstly, in individuals characterised by affective commitment to change, the individuals believe that changes produce benefits. Secondly, individuals who feel responsible for supporting the changes are associated with normative commitment to change. Thirdly, continuance commitment to change signifies the importance of costs; the higher the costs, the greater the need for change. By comparison, the affective dimension determined individuals' organisational behaviour (Semedo et al., 2016). Thus, leaders with high affective commitment to change affected the successful organisational change by integrating values, beliefs, and moral principles.

A dramatic surge in studies was reported concerning the three dimensions of organisational commitment to change (Ribeiro et al., 2018; Semedo et al., 2016; Srivastava & Dhar, 2016). The increase in the studies concerning organisational commitment to change reified the notion that authentic leadership determined employees' affective commitment. Leaders who stayed true to themselves encouraged the employees to be committed to organisations even when employees encountered changes. For instance, it was found that authentic leadership determined Pakistani healthcare professionals' commitment to change (Bakari et al., 2019). Leaders who managed changes in organisations might better develop authentic leadership skills because authentic leadership was found to contribute to a higher level of commitment to change. In other words, authentic leadership was a crucial predictor of employees' ability to carry out specified initiatives for organisational change.

Besides that, the findings by Ribeiro et al. (2018) suggest that authentic leadership boosts affective commitment, which boosts individual and organisational performance. This corresponds to prior studies, which discovered that employees' impressions of their leaders' genuineness impact their emotional commitment to the team and organisation. Their findings are consistent with those of Gardner et al. (2005). They found that when employees have strong perceptions of their leaders' authenticity, they are considerably more personally invested in their work and have a higher level of concentration on attaining their goals. In addition, when leaders show their concern about their subordinates' well-being and acknowledge their contributions, levels of emotional engagement to the organisation, as well as in the role and extra-role performance, strengthens (Neves, 2011). Employees will be more likely to accept vital changes to the organisation and receive a certain level of risk, for example, significant organisational changes, if they feel supported by their bosses.

A similar finding by Thien and Adams (2021) conducted in primary school revealed that leadership supervision, leadership support, participatory decision-making, and cohesive team leadership have considerable positive effects on affective commitment to change. This shows that teachers who feel a sense of ownership and are involved in the decision-making process are more inclined to embrace change, whereas teachers who do not have this opportunity are more likely to resist change in the workplace. Teachers who take part in decision-making are more likely to trust and collaborate with their principals if specific structures and processes are established in the school. Moreover, if teachers are confident their school is led by a leadership team that emphasises mutual trust, openness, open communication, group cohesiveness, and defined roles between leaders and teachers, they are more dedicated (Alkaabi & Wong, 2020; Ben Sedrine, Bouderbala, & Hamdi, 2020; Darvish & Rezaei, 2011). The following hypothesis is proposed because it was found that leadership determined commitment to change:

H3. Teachers' perception of authentic leadership will determine commitment to change.

The Mediating Role of Job Satisfaction between Authentic Leadership and Commitment to Change

During organisational change, employees' well-being is prioritised. The feelings of stress, anxiety, and insecurity could affect employees' feelings when changes occur. As such, it could be deduced that job satisfaction is directly associated with employees' well-being. A good leader nurtures comfort and displays trust in ensuring employees' work satisfaction. The greater the degree of satisfaction, the greater the employees' commitment to successfully implement changes (Wulandari et al., 2015). For instance, it was discovered that job satisfaction served as a mediating variable between changed leadership and commitment to change among the 539 State-Owned Enterprise employees in Indonesia (Wulandari et al., 2015).

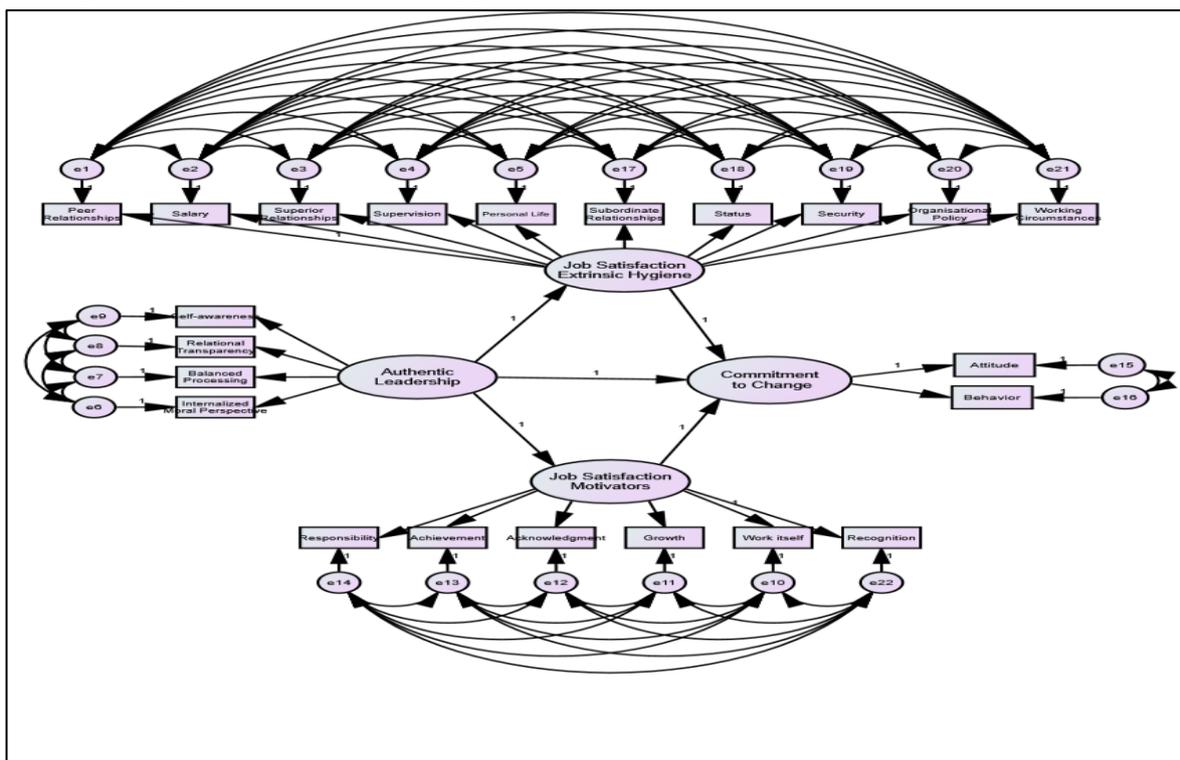
Similarly, the role of job satisfaction served as a mediator between transformational leadership and commitment to change in a community college (Ab Rahman, 2018). The study found that job satisfaction functioned as a partial mediator in determining the relationship between transformational leadership and commitment to change. The leadership practice of the directors increased the teaching staff's job satisfaction. Therefore, the leadership practice of the directors brought about a positive impact on the teaching staff's commitment to implement the desired changes. Although studies demonstrated the mediating role of job satisfaction between leadership and commitment, far fewer studies investigated the direct and indirect effects of authentic leadership on the commitment to change by considering job satisfaction as the mediator (Ismail & Daud, 2014; Sušanj & Jakopec, 2012; Yang, 2011). Therefore, the following hypothesis was posited:

H4. Job satisfaction mediates the relationship between teachers' perception of authentic leadership and commitment to change.

The Proposed Framework of The Study

Figure 1 is the proposed model demonstrating the relationship between authentic leadership and teachers' commitment to change with the mediating role of job satisfaction extrinsic hygiene and motivators. The model drew on past research and authentic leadership theory suggested by Avolio et al. (2004) and Walumbwa et al. (2008). Specifically, the idea suggested that authentic leaders could determine the followers' work attitudes in job satisfaction, commitment, behaviour, job performance, and extra efforts. The four primary principles of authentic leadership are relational transparency, self-awareness, balanced processing, and internalised moral perspective. Secondly, Herzberg's Two-Factor Theory and Herscovitch and Meyer's Commitment to Change Model were used to build the framework of this study. By focusing on the consideration of past studies concerning job satisfaction, it was suggested that authentic leaders directly affected teachers' commitment to change and authentic leaders indirectly affected commitment to change through teachers' job satisfaction. Based on the past literature, we propose the inclusion of extrinsic hygiene factors such as peer relationships, salary, superior relationships, supervision, personal life, subordinate relationships, status, security, organisational policy and administration, and working circumstances in the model. While, for the motivators factors, the model includes the dimensions of achievement, responsibility, growth, acknowledgment, recognition, and the work itself. Lastly, in terms of the aspects of commitment to change, we include the dimensions of attitude and behaviour in this model. The model proposed will not only analyse the relationships among the four constructs, but also analyse the relationships that exist between all the dimension for each construct.

Figure 1: A model demonstrating the relationship between authentic leadership and teachers' commitment to change with the mediating role of job satisfaction extrinsic hygiene and motivators.



CONCLUSION

This conceptual study aims to identify variables that determine higher commitment to change through job satisfaction, besides determining the influence of authentic leadership behaviour on employees' positive attitudes and behaviour. Authentic leadership practised by school leaders is crucial to enhance teachers' work attitude and their behaviour upon facing school transformation. This study is expected to make the following contributions. It aims to explore successful and effective school leadership for effective school improvement with a narrow focus on authentic leadership. This study hopes to broaden the theory that underlies the correlation between employee work attitude and authentic leadership. Essentially, authentic leadership generates a positive working environment in which employees feel safe dedicating their efforts to their tasks and responsibilities. Hence, the significance of this study is indisputable towards enhancing our comprehension of the link of authentic leadership at school with job satisfaction, extrinsic hygiene and motivators, and commitment to change among teachers.

The relevance of this research is amplified as numerous other factors have been identified with complex roles in the path of attaining organisational objectives. Several of these complex roles cause workplace pressure correlated with a commitment to change and leads to dissatisfaction. Therefore, school leaders should critically authentically apply their leadership skills. Presumably, enhanced job satisfaction, extrinsic hygiene and motivators with effective, authentic leadership encourage employees to be committed to organisational changes and work proactively. This present approach creates a balance by assessing job satisfaction, extrinsic hygiene and motivators as the mediator in the correlation between commitment to change and authentic leadership among TS25 school teachers.

This study upholds the notion that leaders must establish a strong argument for the necessity or, at the very least the appropriateness, of the proposed modifications, instead of imposing the changes without any convincing rationale or in a dictatorial manner. Thus, ongoing authentic leadership effectively deployed generates goodwill and favourable "leader-member exchange" correlation among teachers and principals. This builds trust among teachers towards the justifications provided by the school leaders with claimants of imminent changes.

Statements of Ethics and Conflict of Interest

"I, as the Corresponding Author, declare and undertake that in the study titled as "*A Conceptual Framework on Authentic Leadership and Teachers' Commitment to Change: The Mediating Role of Job Satisfaction*", scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation"

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