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Article

Sustainable Leadership Practices among Schools Principals and their Relationship with Teacher Commitment in Malaysia Rural School

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Abstract: Through sustainable leadership practices school are able to maintain their missions and goals in facing difficulties and challenges. Such a practice enhances teacher commitment, especially in shaping a better school working environment in achieving the organization goals. Past studies have found a significant link between sustainable leadership practices and the teacher commitment. However, there has been little discussion about the phenomenal relationship in rural National Secondary School context. Hence, this study surveyed the level of sustainable leadership practices among school principals and the teacher commitment in SMK in rural part of Malaysia. It also investigated whether there is a relationship between both variables. Using proportionate random sampling, 450 teachers represented the sample. Due of the COVID-19 epidemic and the research population's remote location, data were collected via mail. The findings revealed that principals had a high level of sustainable leadership practises (M = 4.18, SD = 0.52) as well as a very high degree of teacher commitment (M = 4.33, SD = 0.45). Teacher commitment was also positively connected with sustainable leadership practises (r = 0.503, p 0.05). The Ministry of Education Malaysia can apply these findings to improve sustainable leadership practises in the National Education Principals Professional Qualifications, which are intended exclusively for future Malaysian school principals. In this perspective, it is hoped that these findings will contribute to the body of knowledge on sustainable leadership practises and teacher commitment.

Keywords: Management; rural schools; sustainable leadership; sustainable development goal; teacher commitment

Introduction

The United Nations has set a target of having educated and skilled students from low- and middle-income countries in sustainable development by 2030. It is possible to achieve it through education, as demonstrated by the fourth Sustainable Development Goal (SDG). The SDG's purpose is to provide quality education to all people in order to establish a peaceful and prosperous world (United Nations [UN], 2022). However, the COVID-19 pandemic has had unanticipated global repercussions that were not anticipated in the previous three years. Individuals, society, the economy, and education around the world are all feeling the effects. Severe learning losses were observed in Asia as well as the Pacific Region countries, necessitating immediate recovery efforts in order to avoid long-term negative consequences on student learning growth, wellbeing, future salaries, and economy-wide performance (Molato et al., 2022).

The major difficulty of education worldwide is to adapt the system of education to the context so that the system's objectives can be met (Organisation for Economic Cooperation and Development [OECD], 2020).

As a result, in order to achieve its objectives, the education system must remain sustainable. The impact of change on the current world of education has resulted in school organisations becoming more complex, with an ongoing effect on increasing demands for diversity: diversity towards stakeholders, diversity of organisational structure and culture, diversity in the way information is processed and transmitted, diversity in the number of people contributing to the tasks set, and diversity in developing the organization's goals in a sustainable manner (Neesha, 2021). Sustainable leadership practises are thought to have the capacity to improve organisational practises by reorienting and overseeing agendas to strengthen stakeholder engagements (Aung & Hallinger, 2022). Sustainable leadership has the ability to have an advantageous effect on performance targets, resulting in long-term enhancements in institutions and communities.

In the face of changes or problems, the human factor has the ability to directly impact the school culture, as teachers represent the driving force for transformation that leads the mission to reach the vision that their school's principals intend. To attain this noble goal, the strong dedication of teachers is required because an organization's quality is in their hands. Teacher commitment, according to Latipah and Mohd Khairuddin (2021), refers to a person's serious attitude towards performing their jobs or commitments in order to be effective in executing them and the results of the work to be attained. The main impact of teacher commitment can be seen in the success of the education of pupils as planned during the implementation of Malaysian Education Development Plan (PPPM) 2013-2025, which aims at six aspirations: knowledge, critical thinking skills, leadership skills, bilingualism, ethical and spiritual skills, and having a sense of national identity. Rahayu et al. (2020) discovered that teacher dedication is essential in this regard since the decline and growth of a school is dependent on the support of its surroundings.

Changes and problems in education have a greater impact on schools in rural locations. In their study on teaching in rural schools, Amirah et al. (2018) discovered that rural schools are still significantly behind in terms of infrastructure, which is exacerbated by a lack of self-motivation among students who see education as less important. Ideologically, teacher commitment is an outline of life experience in the school society that is shaped by its school leader. Where it is capable of reflecting the norms, goals, values, connections, and teaching and learning practises that promote the organization's involvement in accomplishing the school's vision and mission (Johnson et al., 2007; Sharique et al., 2019). Understanding current sustainable leadership practises among school administrators and their association on teacher commitment in rural schools might thus yield crucial insights, particularly for rural schools.

Literature Review

The literature review consists a brief discussion on sustainable leadership, teacher commitment and rural schools in Malaysia.

1. Sustainable Leadership

Because it is built on the necessity of continuous learning, sustainable leadership is a pillar in the growth of an organisation (Al-Zawahreh et al., 2019). According to some researchers, embracing sustainable leadership allows a business to become more inventive by making continual improvements in order to achieve a continuous competitive edge and build on its success (Nazir et al., 2022). This is because principals that practise sustainable leadership take a proactive approach, establishing positive relationships with internal and external stakeholders and remaining alert to changes in their environment (Gerard et al., 2017).

The researchers conducted the current study by adapting seven basic principles of sustainable leadership in the fields of education: (i) depth: sustainable leadership matters, (ii) length: sustainable leadership last, (iii) breadth: sustainable leadership spread, (iv) justice: sustainable leadership improve its surrounding environment, (v) diversity: sustainable leadership promotes cohesive diversity, (vi) resourcefulness: sustainable leadership does not deplete human resources, and (vii) conservation: sustainable leadership honors and learns from the best of the past to create an even better future (Hargreaves & Fink, 2006). These ideas are shaped by the different aspects involved in producing a higher quality and more sustainable working environment. Principals can lead the school more clearly and successfully through sustainable leadership practises, enabling for not only short-term but also long-term planning and execution.

Principals that practise sustainable leadership will work consistently to ensure that their organisation remains in its optimal shape so that the school's sustainability is maintained and continued despite any obstacles or crises that may emerge. As a result, school principals must employ sustainable leadership practises so that the spirit and philosophy of education are properly followed in order to improve the achievement and success of their schools. Studies on sustainable leadership practise are not new in Malaysia. Nevertheless, previous research studies have solely concentrated on both elementary and secondary excellent schools (Mohd Izham et al., 2018; Mohamad Tufiq & Aida Hanim, 2018; Raja Nurmunirah & Mohamed Yusoff, 2021; Zamri Zakaria & Mohd Izham, 2020; Nik Sasliza & Mohd Izham, 2020), regardless of the fact in SMK can be challenging as school principals have to deal with students in different age groups who will eventually be the future leaders in the development of the country.

2. Teacher Commitment

Teacher commitment is found to be the key to affecting each teacher's attitudes and behaviour towards their organisation, particularly those linked to effectiveness, loyalty, and well-being (Cohen & Kessler, 2013). Since teacher commitment is multidimensional, it is simple to identify elements that influence the quality of the teacher's work and to infer the level of the teacher's attitude and conduct in the classroom (Crosswell, 2006; Meyer & Herscovitch, 2001). A teacher's commitment is formed by interconnected factors and is not viewed as a separate entity. Teacher dedication can be ascribed to character and background variables in general.

According to Louis (1998), there are four elements of teacher commitment: (i) commitment to the school as a social unit, (ii) commitment to the school's academic goals, (iii) commitment to the student as a unique individual rather than an 'empty ship to fill', and (iv) commitment to the body of knowledge. Evonne et al. (2014) applied that elements in the Malaysian context and concluded that four factors that help determine the degree of commitment of teachers in Malaysia. They are (i) the teacher's dedication to the school, (ii) the teacher's dedication to teaching, (iii) the teacher's dedication to the students, and (iv) the teacher's dedication to the profession itself.

Evonne et al. (2014) also identifies two implications in determining a teacher's commitment to their career in addition to the four aspects. The first is their increased proclivity to participate in the activities of their professional associations. The second implication is that their dedication to their field improves their professional skills, knowledge, and abilities. Overall, these four elements are critical in today's school environment. In short, teacher commitment to the profession is founded on strong motivation and interest in working to develop their professional skills, knowledge, and teaching ability. It is considered that when a teacher's commitment in these areas is realised, a more peaceful and constructive working atmosphere is created.

3. Malaysia Rural Schools

Malaysia has eleven provinces and three federal territories. Within the states, there are quickly developing areas such as metropolitan areas, as well as rural areas that are far away from or close to the development of urban areas. The Department of Statistics Malaysia (2000) defines urban areas as "gazetted areas and built-up areas bordering them, and an amalgamation of these two areas with an estimated population of 10,000 or during the 2000 Population and Housing Census," while rural areas have fewer than 10,000 people.

In preparation for the 21st century and to create highly qualified personnel based on the Industrial Revolution 4.0, the government enacted the Rural Development Policy (DPLB) 2030. In this way, rural communities can improve their human capital capability, live better lives, and be safer (Ministry of Rural Affairs, 2020). In conjunction with this rural development effort, educational institutions such as rural schools are included to ensure the success of this agenda, which is reflected in the PPPM 2013-2025, which focuses on the development of students with six aspirations: knowledge, critical thinking, leadership, bilingualism, ethics and spirituality, and national identity.

4. Conceptual Framework

Hargreaves and Fink (2006) seven-dimensional sustainable leadership practises were used as the independent variable, and Lei Mei et al. (2014) four-dimensional of teacher commitment were used as the dependent variable. In general, the conceptual framework (Figure 1) was created keeping the Malaysian school environment in mind.

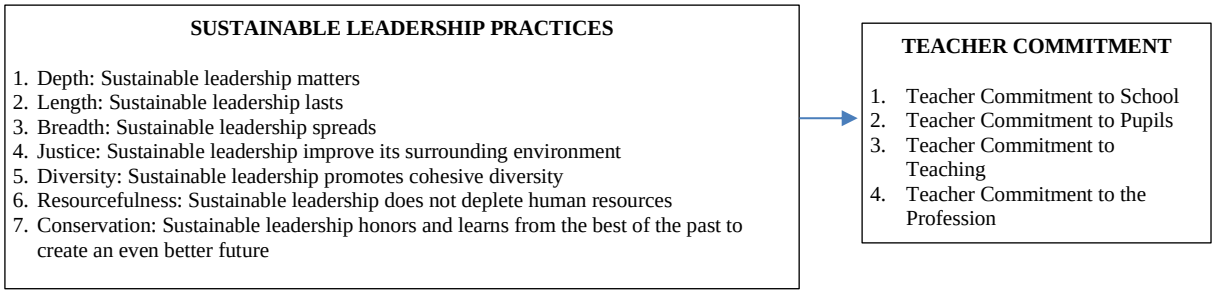

Figure 1. Conceptual Framework

The survey results provide a preliminary overview of the level of school climate and teacher commitment in Malaysia rural SMK, as well as practical recommendations to the Malaysia Ministry of Education (MOE), State Education Department (SED), District Education Office (DEO), and school leaders of SMK in rural areas in their efforts to provide higher-quality education. As therefore, these are the research objectives:

i. Identify the level of sustainable leadership practices among school principals in SMK rural areas in Malaysia,
ii. Identify the level of commitment of teachers in SMK rural areas in Malaysia, and
iii. Identify the relationship between sustainable leadership practices among school principals and teacher commitment in SMK rural areas in Malaysia.

Methodology

A brief description of the conceptual framework, the research methodologies, the study participants, the data collecting instrument, the data validity and reliability, and finally data processing and analysis will be included in the materials and methods in this section.

1. Participants

Respondents with more than a year of employment experience can provide trustworthy data on (Kingstrom & Mainstone, 1985). In the study, teachers having a minimum of one year of teaching experience in SMK from rural areas of Johor, Melaka, Negeri Sembilan, Selangor, Perak, Kedah, Perlis, Pahang, Terengganu, Kelantan, Sabah, and Sarawak were included. None teachers in the federal territories participated in the survey because there were no rural SMK in areas of Kuala Lumpur, Putrajaya, and Labuan.

The sample size should be between 390 and 500 respondents, according to Sekaran and Bougie's (2016), Roscoe's (1975), Krejcie and Morgan's (1970) and Cohen (1992) standards. Based on proportional random sampling and a twenty percent rise in the total number of respondents to account for the possibility of the questionnaire instrument being damaged (Frenkel & Wallen, 2009), a sample size of 470 teachers was necessary. The 470 teachers who agreed to engage in this study were than chosen using an algorithm that generates random numbers as shown in Table 1.

Table 1. Research population and sample for SMK in rural areas

Region	State In Malaysia	Ratio Calculation	Total School Sample	Total Teacher Samples
North	Perak	42^a X 47^b / 585^c	3	3 X 10^d = 30
	Pulau pinang	1^a X 47^b / 585^c	1	1 X 10^d = 10
	Kedah	14^a X 47^b / 585^c	1	1 X 10^d = 10
	Perlis	8^a X 47^b / 585^c	1	1 X 10^d = 10
	Negeri sembilan	27^a X 47^b / 585^c	2	2 X 10^d = 20
South	Melaka	7^a X 47^b / 585^c	1	1 X 10^d = 10
	Johor	67^a X 47^b / 585^c	5	5 X 10^d = 50
Middle	Selangor	8^a X 47^b / 585^c	1	1 X 10^d = 10
	Pahang	98^a X 47^b / 585^c	8	8 X 10^d = 80
East	Kelantan	17^a X 47^b / 585^c	1	1 X 10^d = 10
	Terengganu	40^a X 47^b / 585^c	3	3 X 10^d = 30
Borneo	Sabah	141^a X 47^b / 585^c	11	11 X 10^d = 110
	Sarawak	115^a X 47^b / 585^c	9	9 X 10^d = 90
Total			**47**	**470**

a. Number of school population in rural areas by the state in Malaysia
b. Number of schools samples in rural areas in Malaysia
c. Number of population of schools in rural areas in Malaysia
d. Number of samples per school

2. Data Collection Instrument

The questionnaire is divided into three sections: Part A is about demographics, Part B is about sustainable leadership practises, and Part C is on teacher commitment. Part A requested information regarding gender, age, duration of service, length of service in the present school, best academic accomplishment, position grade, and position held in the current school. Part B, on the other hand, comprised of seven aspects represented by sixty items, all of which were derived from the sustainable leadership practises model (Hargreaves & Fink, 2006), as well as literature by Mohd Izham et al. (2018) and Mohamad Taufik and Aida Hanim (2018). Finally, Part C included 25 items that represented the four dimensions of teacher commitment is based on Evonne's (2014). The part being guided by literature reviews conducted by Musliza et al. (2020) and Mohd Aizat et al. (2018), who investigated similar subjects in Malaysia.

Permission to conduct research was sought from the MOE, the SED, the SEO, and the schools involved to ensure that the data gathering protocols were followed. Due to the COVID-19 pandemic and the expansion of influenza outbreaks, the survey forms were sent and collected via mail. Furthermore, the approach of using the mail was chosen above other modes of communication because the schools participated in this study were situated in rural locations with limited internet access. The respondents answered to the survey items on a 5-point Likert scale, with 1 representing Strongly Disagree, 2 representing Disagree, 3 representing Less Agree, 4 representing Agree, and 5 representing Very Agree.

3. Data Validity and Reliability

In conducting quantitative studies, the process of validity and reliability is critical in determining the degree of reliability of the instruments generated in order ensure that the questionnaire items can be replicated and that their validity can accurately measure the variables (Babbie, 2016; Golafshami, 2003). The Item Specification Table (JSI) was created to ease the process of structuring the content of the fields examined to be better organised and systematic for review by three experts in the field of research. Their feedback was also used to improve the goods to better suit the Malaysian school's environment.

Using SPS version 26 software, the quantitative data for expert consensus was analysed by calculating the consensus mean score for each item scored by the expert. The mean score between 4.00 and 5.00 was kept

since it indicated a high degree of consent, but the mean score within 3.00 and 3.99 was modified because it suggested a moderate level. Items with low mean levels, especially those within 1.00 and 2.99, were removed (Rahayu, 2017). To achieve content validity, the questionnaire was improved as advised by the experts. Overall, all items obtained a high mean score of 4.00 to 5.00, with the exception of two items in the sustainable leadership dimension, which received a moderate mean score of 3.00 to 3.99. The two items were improved in accordance with the experts' recommendations.

The reliability of the generated items can be assessed using Cronbach's alpha (Ghazali & Sufean, 2021) and the coefficient correlation. According to Pallant (2010) and Mohd Majid (2005), Cronbach's alpha coefficient of 0.9 is considered very high, followed by <0.70 to <0.89 at a high level, and <0.31 to <0.69 at a medium level, with Cronbach's alpha coefficient of <0.30 considered low. Overall, both variables had high coefficient values, with 66 items receiving a very high Cronbach's alpha coefficient value of <0.9 and 20 items receiving a high Cronbach's alpha coefficient value of <0.70 to <0.89.

4. Data Processing and Analysis

A data screening process was done by removing the patently answered data sets and issuing data sets of extreme value based on outlier tests using SPSS version 26. A total of 450 data sets were approved and evaluated in this investigation. Three data sets were deleted because they answered on a patent basis and 17 data sets were excluded because they had a high outlier value.

The frequency, percentage, mean score, and standard deviation of responses are calculated using descriptive analysis. This fulfils the first and second research questions. As a result, as shown in Table 2, the level of sustainable leadership practises among school principals and teacher commitment was assessed by the interpretation of the mean score suggested by Suzana (2015) and Mohd Azmi (2016).

Table 2. Mean score interpretation

Mean Score	Interpretation
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

Source: Suzana (2015); Mohd Azmi (2016)

To answer the third question, a correlation study using Pearson inference was performed to determine whether or not there is a relationship between the variables. The Taylor (1990) and Fauzi et al. (2014) approaches to analysing correlation coefficients were also used as shown in Table 3.

Table 3. Correlation coefficient interpretation

Magnitude Observed	Interpretation
1.0	Great Correlation
0.80 – 0.99	Very Strong Correlation
0.60 – 0.79	Strong Correlation
0.40 – 0.59	Moderate Correlation
0.20 – 0.39	Weak Correlation
0.01 – 0.19	Very Weak Correlation
0.0	No Correlation

Source: Taylor (1990); Fauzi et al. (2014)

Results

This section will provide an overview of the research's findings consist of demographic information, the level of sustainable leadership practices among school principals, the level of teacher commitment and the relationship between these variables.

1. Demographic Data

The demographic characteristics of the current study's teacher respondents were categorised by gender, age, years of service and educational background.

Table 4. Demographic profiles of teachers in rural SMK in Malaysia

Demography		Frequency	Percentage
Gender	Male	182	40.4
	Female	268	59.6
Age	51 > years old	66	14.7
	46-50 years old	82	18.2
	41-45 years old	102	22.7
	36-40 years old	78	17.3
	31-35 years old	77	17.1
	26-30 years old	31	6.9
	20-25 years old	14	3.1
Years of Service	>20	113	25.1
	16-19	88	19.6
	11-15	115	25.6
	6-10	74	16.4
	1-5	60	13.3
Highest Education Received	Certificate/Diploma	8	1.7
	Bachelor's Degree	355	78.9
	Master's Degree	84	18.7
	Doctor of Philosophy	3	.7

Table 4 shows the demographic profile of 450 teacher responders from Malaysian rural SMK. In terms of gender, the data reveals that 182 (40.4%) of the group members are male, while 268 (59.6%) are female. When it comes to age categories, the 41-45 age group has the largest proportion, at 22.7%, with 102 teachers. Furthermore, 115 teachers (25.6%) have been in service for 11-15 years, with 355 teachers (78.9%) having a Bachelor's Degree as their greatest level of study. The data also shows that the majority of participants had educational degrees lower than a Master's Degree, with only 84 (18.7%) teachers.

2. The Level of Sustainable Leadership Practices Among School Principals

The current study's first goal was to determine the level of sustainable leadership practises among school principals of rural SMK in Malaysia. Table 5 displays the mean score, standard deviation, and mean interpretation of dimensions of sustainable leadership practises from the survey.

Table 5. Mean for the dimension of sustainable leadership practices among principals in rural SMK in Malaysia

Bil	Dimension	Mean	Std. Deviation	Mean Interpretation
1.	Depth: Sustainable leadership matters	4.31	.45	Very high
2.	Length: Sustainable leadership lasts	4.17	.53	High
3.	Breadth: Sustainable leadership spreads	4.14	.54	High
4.	Justice: Sustainable leadership improve its surrounding environment	4.18	.51	High

5.	Diversity: Sustainable leadership promotes cohesive diversity	4.16	.56	High
6.	Resourcefulness: Sustainable leadership does not deplete human resources	4.19	.52	High
7.	Conservation: Sustainable leadership honors and learns from the best of the past to create an even better future	4.16	.55	High
	Total	**4.18**	**0.52**	**High**

Table 5 shows that the total mean value of sustainable leadership practises among school principals was at a high level of 4.18 (SD = 0.52). The mean score range of 3.41-4.20 is regarded high (see Table 2), according to the mean score range interpretation (Suzana, 2015; Mohd Azmi, 2016). This suggests that the rural SMK principals implemented sustainable leadership in their school. The depth dimension in sustainable leadership had a highest mean value of 4.31 (SD = 0.44). Furthermore, the mean value for the dimension of length in sustainable leadership was 4.17 (SD = 0.53), followed by breadth (4.14 (SD = 0.54), justice (4.18 (SD = 0.51), diversity (4.16 (SD = 0.56), resourcefulness (4.19 (SD = 0.52), and conservation (4.16 (SD = 0.57). In conclusion, all dimensions in sustainable leadership were at a high mean score.

3. The Level of Teacher Commitment

The second goal of this study was to determine the level of teacher commitment in Malaysian rural SMK. Table 6 displays the mean score, standard deviation, and mean interpretation of survey responses addressing the dimension of teacher commitment.

Table 6. Means for the dimension of teacher commitment in rural SMK in Malaysia

Bil	Dimension	Mean	Std. Deviation	Mean Interpretation
1.	Teacher Commitment to School	4.26	.47	Very High
2.	Teacher Commitment to Pupils	4.43	.45	Very High
3.	Teacher Commitment to Teaching	4.37	.44	Very High
4.	Teacher Commitment to the Profession	4.27	.45	Very High
	Total	**4.33**	**.45**	**Very High**

Table 6 shows that the total mean value of teacher commitment in school was 4.33 (SD = 0.45). According to Suzana (2015) and Mohd Azmi (2016) interpretation of the mean score, the mean value suggested a very high level of teacher commitment among instructors in Malaysian rural SMK. The mean value of the teacher commitment dimension to students was 4.43 (SD = 0.45). While the mean value of the teacher's commitment to the school dimension was 4.26 (SD = 0.47), the mean value of the teacher commitment to teaching was 4.37 (SD = 0.44), and the mean value of the teacher commitment to the profession was 4.27 (SD = 0.45), all of which indicated a very high degree.

4. Relationship Between Sustainable Leadership Practices Among School Principals and Teacher Commitment

The current study's third goal was to investigate the association between sustainable leadership practises among school administrators and teacher commitment in rural SMK in Malaysia. Table 7 depicts the relationship between both variables.

Table 7. Pearson correlation between sustainable leadership practices among school principals and teacher commitment

Correlation Coefficient	
	Sustainable Leadership Practices Among School Principals
Teacher Commitment	.503*
***p < 0.05**	

Table 7 shows that there was a moderate positive link between sustainable leadership practises among school principals and teacher commitment. Taylor (1990) and Fauzi et al. (2014) interpret the correlation coefficient (r = 0. 503, p 0.05) to be in the range of 0.40 - 0.59, indicating a moderate correlation link between the two variables.

Discussion

According to the study, the overall level of sustainable leadership practises identified in this study is consistent with the research results of Raja Nurmunira and Mohamed Yusoff (2021), Zamri and Mohd Izham (2020), and Nik Sasliza and Mohd Izham (2020) all of which show that school principals consistently practise sustainable leadership, whether consciously or unconsciously. Strong and effective school principals who practise sustainable leadership on the other hand, do not adopt such a work culture instantly. According to Williams (2016), various elements influence their leadership practises, including their surrounding experience and the success of future school leader preparation training sessions provided by their organisations. Nonetheless, it is clear that teachers recognise the practise of sustainable leadership among principals. This allows teachers to remain with their organisations and reduces dissatisfaction with their school leadership, making them feel more comfortable in the school.

For the overall degree of teacher commitment observed in this study also consistent with the findings of Musliza et al. (2020). However, the findings of this study differed from the findings of the studies conducted by Mohd Aizat et al. (2018). They found that teacher commitment was still at a moderate level when the PPPM 2013–2025 was implemented. The findings of the current study indicated that teacher commitment had improved as a result of the positive outcome of the PPPM 2013–2025 initiative by the MOE, although with the COVID-19 pandemic. Overall, teachers in Malaysia rural SMK were very committed. The study also found that teacher commitment was developed when the school had a positive connection with themselves in a school that they decided to join and stayed in. As a result, teachers are more engaged to their duties and have enhanced interpersonal interactions in their school organisation.

This study's findings were consistent with those of studies performed by Siti Azaha and Bity Salwana (2022) and Richeal Phil and Mohd Zaki (2021), which discovered a moderately positive significant relationship between sustainable leadership practises among school leaders with teacher commitment. This is because education is continually embracing challenges and changes as a result of current and future needs. However, the current study's findings differed from those of Mohd Izham et al. (2018), who discovered a weak but significant positive relationship between sustainable leadership practises among school leaders and teacher commitment, particularly in terms of professionalism competence. According to Cohen et al. (2009), the school's way of working refers to life at the school, which includes relationships, operations, and the surroundings. It has the ability to make a positive or negative impression on the school community, which influences the attitude and commitment of those who work there.

As a result of the beneficial association that exists between sustainable leadership practises among school principals and teacher commitment, a positive school environment must be implemented (Billy & Muhammad Suhaimi, 2020). Positive sustainable leadership practises among school principals imply that schools are productive environments capable of focusing on purpose and vision even when they are no longer there. This is due to the fact that schools can than influence teacher engagement and improve their view that they're having an impact on their obligations.

Conclusion

Based on the study's findings, it is concluded that the level of sustainable leadership practises among school principals is high, the level of teacher commitment is very high, and there is a moderately positive relationship between sustainable leadership practises among school principals and teacher commitment in Malaysia SMK rural areas. As a result, high sustainable leadership practises among school principals and teacher commitment are required to ensure that the spirit and philosophy of education are firmly adhered to in order to further boost the achievement and success of rural schools. According to this study, the MOE lays a specific emphasis on a special syllabus in school principal training on the best practises in sustainable leadership, such as during the National Professional Qualification for Educational Principals (NPQEL) course.

To further strengthen the practise of sustainable leadership, the SED must regularly undertake assessments in order to discover the practises of state principals and organise relevant initiatives to improve their practises, if necessary. Because this study was based on teachers' perceptions, there is a need to investigate school principals' perceptions of their sustainable leadership practises in order to validate the current study's conclusions. By enlisting principals as survey respondents, in-depth insights into the motivations for practising sustainable leadership can be justified, and the relationship between sustainable leadership practises and teacher commitment may be studied further.

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