Multidimensional Leadership and Its Relationship with Intermediate Leader Commitment in Transformation Primary School 2025 (TS25) in Seremban

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Abstract

Flexible or multidimensional leadership practices can influence teachers in personalizing each mission and vision to be achieved. This study explores and analyzes the multidimensional leadership of middle leaders and the relationship with commitment in the 25-transformation primary school (TS25) in the district of Seremban, Negeri Sembilan. The objective of the study is to identify the level of multidimensional leadership practices covering the aspects of structural, symbolic, human, and political leadership as well as to see the influence of their multidimensional leadership with a commitment to the organization of the primary school. The design of the study is a quantitative study that uses face-to-face and online survey methods. A sample of 201 middle leaders (Senior Assistant and Head of Committee) at 15 primary schools in Seremban district. The Leadership Orientation (LO) questionnaire is used to look at the multidimensional leadership practices of the leaders of the opposition and commitment. The findings show that middle leaders' multidimensional leadership practices are at a high level. According to the teacher's perception, the highest dimension of leadership is that human resource leadership is followed by cultural, political, and structural leadership. Overall, the findings show that the multidimensional leadership practices of middle leaders (r = 0.595, p < 0.01) have a significant relationship with the commitment to the organization in primary school TS25 Seremban district. The implication of the study is that teachers need exposure to multidimensional leadership practices so that there is a balance in the lead to help them make the right decisions based on situations that will positively impact school excellence. The results of the study can be concluded that the multidimensional leadership practices of teachers in primary schools in the Seremban district provide a single over the success and excellence of the school.

Keywords: Multidimensional Leadership, Intermediate Leader, Commitment to Organization, Primary School Transformation Programme 2025 (TS25)

Introduction

The Malaysian Ministry of Education (MOE) has established the School Transformation Program 2025 (TS25) since 2013. This is one of the initiatives to improve student achievement in schools. The success of these students will be achieved if the cooperation between the effective leadership of teachers and their competence with the cohesion and integrity of parents and teachers is utilized. The book National Education Policy (Fourth Edition), summarizes that MOE always implements continuous initiatives to enhance the potential of individuals who are integrated into the total so that the balance can be realized harmoniously. A multifaceted balance that is intellectual, spiritual, emotional, and physical. According to Bity Salwana (2018) in his study stated that commendable attitudes such as being proactive, with integrity, creative and innovative, dedicated and committed to the task, working together, and highly skilled in problem-solving should be possessed by a leader so that competence can be maintained, the school administration will be better and then the school's goals will be achieved. Teacher leadership practices help students' excellent academic achievement (Musa et. al, 2017). Accordingly, various types of leadership styles have been known and used. However, the relationship between multidimensional leadership commitment for middle leaders and the TS25 program is still lacking.

As highlighted in a study by Bakar and Alias (2018), the hierarchy of multidimensional leadership practices is structural leadership, followed by symbolic leadership, human resource leadership, and political leadership. The intention of the TS25 program expects that at the global level, it is found that every student can compete with leadership skills, thinking skills, bilingual skills, high knowledge, ethics, and national identity. For that reason, the principal or head teacher is an important element in motivating other educators. The intended leader is a middle leader or Head of the Panel. This leader is the backbone of a school to determine if the TS25 program is achieved. This view is consistent with the study of Abang Adam, (2018) who stated that middle leaders in education in Malaysia are made up of Heads of Fields and Heads of Committees.

In short, a high level of commitment is needed for the transformation of education from all school members in making this MOE agenda plan a success. Next, the success and effectiveness of this educational change is achieved with the cooperation of middle leaders. This is because middle leaders play an important role in planning, managing, controlling, and implementing the TS25 program in order to achieve high quality. Middle leaders also need to have high skills in managing the school curriculum and are responsible for determining progress in teaching and learning for student development. It was found that head teachers who practice multidimensional leadership influence the level of achievement of TS25 program implementation high (Noraziyanah et.al; 2019).

Researchers in the field of leadership are increasingly inclined to know the role of middle leaders in schools (Haris et al., 2019; Shaked & Schechter, 2019; Zhang et al., 2022). In addition to carrying out school administration duties, middle leaders are the main leaders in teaching and learning (T&L) like other teachers to ensure that student achievement is as good as targeted. In short, the responsibility and role of the Committee Leader as a middle leader in the school is so great, this demands a high level of commitment. Even middle leaders need to be clear about what the best leadership characteristics are and should be practiced. Therefore, this study is important to identify the level of multidimensional leadership practices of middle leaders, their relationship with their commitment to effective teaching, and the relationship between teachers in TS25.

Apart from that, middle leaders are strategic planners as well as change implementers. In this context, middle leaders are future leaders who are the main pillar in strategic planning toward the achievement of school excellence. In line with the study of Ali & Hamzah (2019), the relationship with job satisfaction is moderate for high school principals who practice multidimensional leadership. In the context of leadership, PPPM 2013-2025 (MOE, 2013) has given the emphasis on involving middle leaders. Therefore, a study on the level of multidimensional leadership practice of middle leaders with commitment and its relationship with the practice of the TS25 program of primary schools in Seremban, Negeri Sembilan needs to be carried out.

Study Context
The pressure faced in the field of academic management is the cause of teacher job dissatisfaction (Daud, 2002; Shahril et al, 2010; Azlina et. al, 2011). The welfare of teachers is neglected as a result of being burdened with non-academic tasks (KPM, 2013). In fact, teachers also always feel that they are not appreciated (Rusmini, 2006) so some of them apply for early retirement. The percentage of applications for early retirement clearly shows an increase. If this matter is not dealt with well, it can have a bad effect on the education of the country (Anari, 2012).

The attitude of leaders who are seen to practice favoritism in the distribution of teacher duties is also one of the factors of teacher dissatisfaction (Shahril et al, 2010). In fact, there are a few leaders who practice autocratic leadership and are less competent in management, causing the teacher's workload to increase, leading to teacher dissatisfaction (Ghani & Crow, 2013).

Another problem related to teacher dissatisfaction is related to the teaching supervision practice of head teachers (Hamdan & Nurlia, 2003). As is known, head teachers are mentors in teaching and supervising teachers in schools. But unfortunately, this role is not executed perfectly by them. The concept of a Professional Learning Community that should be practiced in schools is not practiced enough to result in the KPM's goals not being fully achieved (Zuraidah et.al, 2014)

Research Objectives
The objective of the study is to:
1. Detecting the level of multidimensional leadership practices of middle leaders of TS25 Schools in Seremban.
2. Identifying the level of commitment of middle school leaders TS25 in Seremban.
3. Determine the difference in the level of multidimensional leadership practices based on demographic factors in TS25 School in Seremban district.
4. Determine the difference in the level of commitment of middle leaders based on the demographics of Primary School TS25 in the Seremban district.
5. Determine the relationship between the multidimensional leadership of middle leaders and organizational commitment in TS25 schools in Seremban district.

Literature Review
Multidimensional leadership practices have implications for education (Bolman & Deal, 2003). Principals assisted by middle leaders who practice effective leadership can influence the work culture of teachers from the aspect of commitment to achieving student success and school quality in TS25 schools. This ensures that the school can achieve the vision, mission, and

objectives that have been preserved. This shows that multidimensional leadership is seen as a factor that drives educational excellence.

On the other hand, Talip and Tiop (2020) stated that the principal's multidimensional leadership and cultural norms influence the aspect of location but from the aspect of gender there is no difference. They also stated that the principal's multidimensional leadership practices are high especially for human resources, followed by structural, symbolic, and political. However, strategic political and symbolic leadership also has an influence on the work of teachers in MRSM.

Therefore, the variables of multidimensional leadership practices of middle leaders and commitment are key factors and contributors to the program in TS25 primary schools. According to Norasmah et.al, (2012) department heads who practice a multidimensional leadership orientation affect their commitment to the effectiveness of their leadership. Bujang Rahman (2014) stated that empirically the multidimensional leadership role of teachers has four dimensions (administrator, manager, supervisor, and educator) balanced to achieve optimal education in schools. Principals who practice the four-dimensional framework of multidimensional leadership in middle schools in the Melaka Tengah district produce a good relationship with their job satisfaction (Azmira & Mohd Izham, 2019).

It was found that varied and flexible leadership practices provide better effectiveness compared to using one leadership style (Abdul Shukor et.al 2004). The multidimensional leadership model is used because it is formed through the other four dimensions and develops independently. The relationship between the principal and the teacher is closely related and can improve student achievement performance if the leader is oriented towards multidimensional leadership (Gaziel, 2003; Cheng, 2005). While Thomas (2005) stated that a positive effect on organizational climate balance occurs if leaders practice a combination of multidimensional leadership frameworks.

The Malaysian Ministry of Education has implemented reforms in the TS25 program in line with its goal of requiring flexible and diverse or multidimensional leadership styles. Bolman & Deal (1991,1997) stated that leaders who are oriented towards diverse leadership will respond well to administrative tasks because they are more flexible. According to Faridah et.al, (2020) role ambiguity or conflict occurs for middle leaders when carrying out daily tasks during the Industrial Revolution 4.0. Therefore, to ensure that their role is still relevant, their competence should be studied in line with current developments.

Methodology
The design of this study is a survey method with a quantitative approach. The population of the study is transformation 2025 primary school teachers in the Seremban district, a total of 201 Senior Assistants and Committee Leaders from 15 TS25 primary schools in Seremban. The selected sample is based on the chart of Morgan and Krejcie (1970).

This study uses a questionnaire as a research instrument. It is divided into three components which are component A (3 items): teacher demographics. Component B (23 items): multidimensional leadership practices of middle leaders guided by Bolman and Deal's (2003) leadership framework. While component C (20 items): commitment to the organization based on Meyer and Allen's Commitment Theory (1997).

Before the questionnaire was distributed for the pilot study, the instrument was validated by the researcher's supervisor. A pilot study was carried out to obtain an index of reliability and validity of questionnaire items. Reliability is to describe internal stability and consistency (Creswell, 2018). While the validity of a constructed instrument refers to the extent to which

an instrument measures what it should be measured (Creswell, 2010). Through the Cronbach Alpha value test when measuring the internal consistency of a construct it will be referred to, (Cronbach 1946; Norusis 1977). Categories for Cronbach Alpha reliability values according to Babbie (1992) as in Table 1:

Table 1
Cronbach Alpha reliability value (1946)

Alpha Cronbach value	Explanation
0.90 – 1.00	Higher
0.70 – 0.89	High
0.30 – 0.69	Medium
0.00 – 0.30	Low

The results of the pilot study were obtained, validity and reliability were tested. According to Azizi Yahya et al (2017), validity is very important in any study conducted because its success is measured through the measurement of a construct where validity refers to the extent of success in measuring what is being studied. The study shows that the reliability value (Cronbach Alpha) for each component as well as the validity value is above 0.6, ie the Cronbach Alpha value of Part B is 0.967 while Part C is 0.868.

Next, the implementation of the study is through an application from EPRD and permission from the Negeri Sembilan Department of Education. During the Covid-19 pandemic, movement is limited and researchers or respondents are not allowed to enter school grounds. So, to ensure the smoothness of this study, the researcher used WhatsApp, telegram, and sms applications to communicate with head teachers in all primary schools in Seremban to get cooperation in carrying out research in their schools. The questionnaire is in the form of a Google Form and the "link" of the Google form link and print is communicated to the Headmaster of the school involved in the study. A brief explanation along with a pamphlet on how to answer the questionnaire in the form of a "soft copy" was given to the Head Teacher via Google Meet. All information provided is confidential for research purposes only. The study sample consisted of 201 middle leader respondents (Senior Assistants and Committee Leaders) in 15 TS25 primary schools in the Seremban district. The data analysis process is carried out after the data is obtained.

The Statistical Package for Social Science software (SPSS VERSION V26) was used by the researcher in this study to analyze the data. Descriptive analysis involving the calculation of mean values, percentages, and standard deviations will be used by the researcher. For inference, the Pearson correlation coefficient test was used to test the hypothesis, looking at the significant difference between the multidimensional leadership practices of TS25 primary school middle leaders and their relationship with their commitment to the organization that is the related school.

Result

To obtain the findings of the study, descriptive analysis involving the calculation of mean values, frequencies, percentages, and standard deviations was applied to determine the level of the principal's instructional leadership practice. Questionnaires are used as an instrument to obtain information related to research questions. For rate-type questionnaires, the researcher used the Likert Scale method. The Likert scale is a simple and accurate way of collecting information. Through the questionnaire, respondents are free to choose to express

their opinions based on the questions on the questionnaire instrument to obtain information and this is a good method for the researcher (Creswell, 2014) based on Table 2 below:

Table 2
Five Scala Likert (5)

Score	Variable
5	Strongly Agree
4	Agree
3	Disagree
2	Do not agree
1	Strongly disagree

Descriptive analysis, which is to determine the level of multidimensional leadership practices practiced, is based on frequency, mean, mode, and median values. Using graphics such as tables and diagrams to facilitate data reading and summarizing the study findings MOE (2006) suggests using a mean score interpretation scale which is divided into five Likert scales as in Table 3.

Table 3
Interpretation of Mean Score

Mean Score	Score Interpretation
1.0 - 1.80	Very low
1.81 – 2.60	Low
2.61 – 3.40	Medium
3.41 – 4.20	High
4.21 – 5.00	Very high

Source : Norasmah(2002)

While inferential analysis using one-way ANOVA and Pearson's correlation coefficient as in Table 4 was used to get a significant difference method evaluation on all variables.

Table 4
Interpretation of Pearson Correlation Values

r	Interpretation
0.10 – 0.29	Very low
0.30 – 0.49	Medium
0.50 – 0.69	Strong correlation
0.70 – 1.00	Very Strong correlation

The study on the level of multidimensional leadership practices of intermediate leaders of primary schools TS25 in the Seremban district.

According to Table 5, the perceived level of multidimensional leadership practices among middle leaders in TS25 primary schools, as reported by the teachers, is at a high level. The mean score is 4.26 with a standard deviation of 0.396, indicating a strong perception of effective leadership practices within the school.

Further analysis of the dimensions of multidimensional leadership practices reveals that all aspects are rated at a high level by the teachers. The scores for each dimension are as follows: structural leadership (mean = 4.14, SD = 0.477), human resource leadership (mean = 4.40, SD = 0.425), political leadership (mean = 4.20, SD = 0.471), and cultural leadership (mean = 4.32, SD = 0.453). These findings indicate that middle leaders in TS25 primary schools are proficient in implementing various leadership practices across different dimensions.

The ability of middle leaders to diversify their leadership practices based on specific situations is highlighted in the analysis. This flexibility allows them to adapt their leadership approaches to different needs and contexts within the school. Furthermore, these effective leadership practices have a positive impact on the overall climate of the school and contribute to increased work commitment among the teachers.

In summary, the results of Table 5 demonstrate that middle leaders in TS25 primary schools are perceived to exhibit a high level of multidimensional leadership practices. Their proficiency in various dimensions of leadership, including structural, human resource, political, and cultural aspects, reflects their ability to effectively lead and create a conducive work environment. These leadership practices positively influence the commitment and dedication of the teachers within the school.

Table 5
Levels of Multidimensional Leadership Practice of Middle School Leaders TS22

	Mean	SD	Level
Structural leadership	4.14	.477	High
Human resource leadership	4.40	.425	High
Political leadership	4.20	.471	High
Cultural leadership	4.32	.453	High
Overall (Multidimensional leadership practices of middle leaders)	**4.26**	**.396**	High

The study on the level of practice of the level of commitment of TS25 primary school middle leaders in the Seremban district to the organization.

According to Table 6, the level of commitment among middle leaders in TS25 Primary School in the Seremban district was assessed using three dimensions: affective commitment, ongoing commitment, and normative commitment. The findings indicate that the overall level of commitment among middle leaders is moderately high, with a mean score of 3.94 and a standard deviation of 0.415.

Further analysis of the commitment dimensions reveals that the scores for continuous commitment (mean = 3.93, SD = 0.416) and normative commitment (mean = 3.84, SD = 0.582) are also at a moderately high level. However, the dimension of affective commitment stands out with a high score, indicating a stronger level of emotional attachment and identification with the organization, as reflected in the mean score of 4.04 and a standard deviation of 0.494.

These findings suggest that middle leaders in TS25 Primary School in the Seremban district exhibit a significant level of commitment across the assessed dimensions. Particularly, the emotional connection and attachment to the organization (affective commitment) appear to be prominent among middle leaders. This high level of commitment implies a strong dedication and investment in the school, which can positively impact their performance and the overall success of the organization.

Table 6

Level of Commitment of Middle Leaders to Primary School Organization TS25

	Mean	SD	Level
Affective commitment	4.04	.494	High
continuous commitment	3.93	.416	Medium high
normative commitment	3.84	.582	Medium high
Overall (Middle leaders' commitment to the organization)	**3.94**	**.415**	**Medium high**

The relationship between middle leaders' multidimensional leadership practices and commitment to the organization in TS 25 primary schools in Seremban district.

To examine the relationship between the multidimensional leadership practices of middle leaders and commitment to the organization in TS25 primary schools in the Seremban district, a Correlation Test was conducted. The results, displayed in Table 7, demonstrate that there is indeed a significant relationship between the two variables. Specifically, the study found that the multidimensional leadership practices of middle leaders exhibit a significant positive correlation with a commitment to the organization in Primary School TS25 in the Seremban district.

The correlation coefficient (r) value of 0.595 indicates a moderately strong positive relationship between the variables. Furthermore, the p-value ($p < 0.01$) suggests that the observed relationship is statistically significant. These findings affirm that as middle leaders engage in multidimensional leadership practices, their commitment to the organization in TS25 primary schools in the Seremban district increases significantly.

In summary, the study's results underscore the importance of multidimensional leadership practices and their influence on commitment to the organization among middle leaders in TS25 primary schools in the Seremban district. These findings emphasize the positive correlation between the two variables, indicating that nurturing multidimensional leadership practices can foster greater commitment to the organization within the school context.

Table 7

Pearson correlation analysis of the relationship between Middle Leaders' Multidimensional Leadership Practices and Organizational Commitment in TS 25 primary schools in Seremban district.

	Commitment to the organization	
	r	Sig. P
Structural leadership	0.467**	.000
Human resource leadership	0.505**	.000
Political leadership	0.555**	.000
Cultural leadership	0.543**	.000
Multidimensional leadership practices of middle leaders	**0.595****	**.000**

** $p < 0.01$

Discussion

Based on the study's findings, the level of multidimensional leadership practices among middle leaders in TS25 primary schools, as perceived by teachers, is at a high mean score level. The structural leadership dimension emerged as the top choice, followed by human resource leadership, political leadership, and cultural leadership.

This finding differs from a previous study on TS25 schools by Noraziyanah and Aida (2019), where human resource leadership was found to be the most practiced dimension. In this study, the prominence of structural leadership may be attributed to the influence of the latest technology and its alignment with current trends in education.

Furthermore, the commitment of middle leaders is crucial for the success of a school or organization, as they form the backbone of management and administration. The findings indicate that the commitment level of middle leaders is at a moderately high level. Affective commitment emerged as the highest choice, followed by continuous commitment and normative commitment. The multidimensional leadership commitment of middle leaders plays a significant role in aligning the mission and vision of the organization, in line with Bolman and Deal's (2003) definition of multidimensional leadership. The comfort derived from middle leaders' commitment to the organization stems from the quality of their multidimensional leadership, which in turn enhances the job satisfaction of teachers in TS25 primary schools. This finding aligns with the Organizational Commitment Theory proposed by Mayer and Allen (1997) and supports the notion that committed employees contribute to improved quality and performance in their work.

The Correlation test results demonstrate a strong relationship between the multidimensional leadership practices of middle leaders and their commitment to the organization in TS25 primary schools in the Seremban district. This suggests that higher levels of multidimensional leadership practices among middle leaders correspond to increased commitment to the organization. This finding aligns with the Leadership Theory of Organizational Commitment by Fatimah (2014) and supports the notion that multidimensional leadership, as a flexible leadership style, enhances performance and success in the educational context, as mentioned by Abd Ghani and Gabbidon (2005) and Castiglia (2006). The study by Mumford et al. (2002) further reinforces the influence of multidimensional leadership on commitment to the organization. Overall, the findings establish a significant relationship between middle leaders'

multidimensional leadership and their commitment to achieving organizational (school) excellence.

In conclusion, the study's findings highlight the importance of multidimensional leadership practices and their impact on commitment to the organization among middle leaders. The relationship between these factors is critical for promoting a positive work environment, enhancing teacher satisfaction, and ultimately contributing to the overall success of TS25 primary schools in the Seremban district.

Implication of The Research

The leadership model employed in this study is Bolman & Deal's Multidimensional Leadership Model (1991 & 2003). This model proves to be highly suitable and in line with the objectives of this study. It encompasses various dimensions of leadership that are relevant to the research context. In a similar vein, Meyer and Allen (1991) employed this model to assess the degree of commitment exhibited by middle leaders toward their respective organizations. However, in the present study, another commitment model, namely Organizational Commitment developed by Maths and Jackson (2006), is utilized to explore the commitment to either remain with the organization or opt for alternative options. Unlike Meyer and Allen's model, this comprehensive commitment framework serves as a better fit for the research objectives and provides a broader understanding of commitment dynamics within the organizational context.

According to Ibrahim et al. (2015), the Ministry of Education has emphasized the collaborative efforts of head teachers or principals with the District Education Office and the State Education Department in managing the administrative aspect of schools. This collaboration is crucial in assessing the overall success of a school. Consequently, establishing effective communication and a harmonious relationship between head teachers and middle leaders becomes paramount in ensuring the realization of the primary education goals in TS 25 primary school.

The significance of head teachers and middle leaders cannot be overstated, as their roles directly influence adherence to primary education policies. The success or failure of implementing these policies hinges on two key factors: acceptability and feasibility. Thus, it becomes imperative for head teachers and middle leaders to demonstrate an unwavering commitment to translating the educational aspirations of the nation into tangible outcomes. By embracing this precise commitment, they contribute significantly to the fulfillment of the country's educational vision.

Previous research has consistently highlighted the importance of implementing multidimensional leadership practices within educational institutions. These practices, characterized by their various dimensions, serve as valuable references for educational settings. Notably, the multidimensional leadership exhibited by middle leaders in TS25 elementary schools has been found to have a significant correlation with organizational commitment.

Aligned with the objectives of the TS25 program, it is crucial for leaders to demonstrate a cohesive commitment. In this regard, the middle leaders in TS25 primary schools in the Seremban district exhibit a commendable level of commitment. Their multidimensional leadership style, coupled with a high level of commitment and a clear vision, promotes quality, competence, and high aspirations within the school. This conducive learning environment contributes to the achievement of students in TS25 primary schools, fostering an enjoyable and effective learning experience.

To ensure the continuous progress of the TS25 Program in terms of teaching and learning, it is essential to prioritize ongoing teacher training and development. The study's findings confirm the significant organizational commitment observed in Primary School TS25 within the Seremban district. Consequently, in order to maintain and sustain this commitment, it is crucial for both current and future middle leaders to be exposed to multidimensional leadership approaches. This exposure will enable them to strike a balance in their leadership practices, allowing them to make informed decisions based on the specific circumstances they encounter. Ultimately, this balanced leadership approach will have a positive impact on the overall excellence of the school.

In addition to exposure to multidimensional leadership, providing training opportunities such as sending middle leaders to courses is a proactive step towards enhancing their knowledge and skills. By engaging in such training, middle leaders can continually improve their professionalism as educators, considering the ever-evolving nature of education and the advancements in technology. This approach acknowledges the need for teachers to stay abreast of changes and equip themselves with the necessary tools to effectively navigate the dynamic educational landscape.

Conclusion

The conducted research primarily focuses on identifying the style of middle leaders in TS25 primary schools throughout Negeri Sembilan concerning multidimensional leadership practices. Additionally, the study explores the relationship between the leadership style of middle leaders and their commitment to the organization in TS25 Negeri Sembilan primary schools. Based on these findings, the researcher proposes several suggestions for future studies:

a)   The current study is limited to TS25 primary schools, which may limit the generalizability of the findings. Therefore, it is recommended that future research involve a larger sample size, potentially encompassing primary schools at the state or national level. This broader scope would yield more accurate and comprehensive research results.

b)   Further studies should expand the scope by including non-teacher support staff in the examination of the multidimensional leadership style of middle leaders and its impact on organizational commitment. Considering their role in supporting school excellence, it is important to understand how their involvement and interactions with middle leaders contribute to the overall dynamics of leadership and commitment within the organization.

c)   Another recommended area of study is to explore the multidimensional leadership style of middle leaders and its relationship with commitment to the organization specifically among the teachers they lead. This investigation would provide valuable insights into how the leadership style of middle leaders influences the commitment levels of the teachers under their guidance, ultimately impacting the overall effectiveness of the school.

By conducting future studies in these areas, a more comprehensive understanding of multidimensional leadership practices, organizational commitment, and their interrelationships can be attained, leading to informed strategies and interventions to enhance leadership effectiveness and organizational success in primary schools.

The present study has successfully identified that middle leaders in TS25 primary schools in the Seremban district demonstrate a high level of multidimensional leadership. The findings indicate that these middle leaders effectively implement the four dimensions of multidimensional leadership, namely structural leadership, human resources, politics, and

culture, in managing their schools. Their caliber, working alongside the headmaster, plays a crucial role in driving the school toward success in today's challenging education landscape. This aligns with the findings of Abd Ghani and Gabbidon (2005); Castiglia (2006), which highlight the flexibility of multidimensional leadership and its positive impact on school performance and success.

Furthermore, the study establishes a comprehensive explanation of the strong and significant relationship between middle leaders' multidimensional leadership and their commitment to the organization in TS25 primary schools in Negeri Sembilan. This positive commitment inspires other educators to strive for the success of students in TS25 primary schools. These findings are consistent with Mumford et al.'s (2002) research, which emphasizes that leaders oriented toward multidimensional leadership can influence their commitment to the organization. In conclusion, the study confirms that the significant relationship between middle leaders' multidimensional leadership and their commitment to the organization contributes to the outstanding success of TS25 primary schools in the Seremban district.

This study shares similarities with a study by Darus and Abdullah (2021), which highlights that effective, diverse, quality and excellent leadership is essential for achieving school goals. Multidimensional leadership is recognized as a driving factor in producing quality education. Therefore, it is imperative to continually enhance the culture of multidimensional leadership for the sake of excellence. The Aminuddin Baki Institute plays a crucial role in training prospective principals and head teachers through the NPQEL (National Professional Qualification for Educational Leaders) course, aiming to cultivate dedicated leaders who can effectively realize the goals, vision, and mission of an excellent school, as outlined in the vision of the Ministry of Education (MOE). This vision strives to create schools capable of nurturing distinguished individuals.

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