

Headmasters' HRM Practices, Teacher Commitment, and Student Development in Tamil National Type Primary Schools: Evidence from a Cross-Sectional Survey in Federal Territory of Kuala Lumpur

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Received: 27 August 2025 / Accepted: 29 April 2026

Abstract. This study investigates the relationships among headmasters' human resource management (HRM) practices, teacher commitment, and students' holistic development encompassing academic, co-curricular, and character domains in Tamil national-type primary schools (SJK(T)) in the Federal Territory of Kuala Lumpur. The study utilized validated instruments, specifically the Human Resource Management Practices Questionnaire (adapted from [insert main HRM instrument source/author], focusing on subscales like staff development and reward systems), the Organizational Commitment Questionnaire (OCQ), and the Student Holistic Development Scale (SHDS). Importantly, the data for student development represented teacher perceptions of student outcomes, not objective student scores. These findings strongly suggest that supportive HRM practices implemented by headmasters enhance teacher commitment, and this enhanced commitment, in turn, fosters greater student growth across academic and personal domains. Furthermore, the correlation and regression results conceptually support the perspective that teacher commitment potentially acts as a key mediating mechanism through which headmasters' HRM practices influence student outcomes. The results underscore the critical importance of effective leadership and HRM competencies in strengthening overall school outcomes, with particular implications for policy, leadership training, and practice in minority-language schools. Future research should adopt longitudinal and mixed-methods designs across diverse educational contexts to further validate and extend these insights, specifically to test the hypothesized mediating role of teacher commitment.

Keywords Provide human resource management; teacher commitment; student development; school leadership; Tamil primary education

Introduction

Effective school leadership is widely recognized as a critical factor influencing teacher performance, organizational effectiveness, and student achievement. In educational institutions, school leaders are not only responsible for administrative management but also play an important role in managing human resources to ensure teachers remain motivated, competent, and committed to achieving educational goals. Human Resource Management (HRM) practices in schools refer to systematic strategies implemented by school leaders to manage teachers effectively through professional development, performance appraisal, communication, recognition, and supportive leadership practices (Armstrong & Taylor, 2023). In the educational context, effective HRM practices contribute significantly to enhancing teacher motivation, job satisfaction, organizational commitment, and instructional quality (Nguyen et al., 2022). Consequently, the effectiveness of HRM practices has become increasingly important in ensuring sustainable school improvement and positive student outcomes.

Teacher commitment is another crucial factor associated with school effectiveness and student success. Teacher commitment refers to teachers' psychological attachment, loyalty, dedication, and willingness to exert

effort toward achieving school objectives and improving student learning outcomes (Meyer & Allen, 1997). Highly committed teachers are more likely to demonstrate professionalism, adopt innovative teaching practices, participate actively in school activities, and maintain strong relationships with students and colleagues (Collie, 2021). Previous studies consistently indicate that when teachers perceive supportive leadership and fair HRM practices, their level of commitment toward the school and profession increases significantly (Leithwood et al., 2020). This increased commitment subsequently contributes to higher student engagement, improved academic achievement, and holistic student development.

In Malaysia, educational transformation initiatives emphasize the importance of effective school leadership in improving educational quality and student performance. The Malaysia Education Blueprint 2013–2025 identifies school leaders as key agents of educational change responsible for strengthening school effectiveness and teacher quality (Ministry of Education Malaysia, 2013). Similarly, the National Professional Qualification for Educational Leaders (NPQEL) highlights the role of headmasters as instructional and human resource leaders who are responsible for creating positive school climates and enhancing teacher performance. In this context, headmasters' HRM practices are essential in fostering collaborative school cultures, improving teacher morale, and ensuring effective teaching and learning processes. Effective school leaders who provide professional support, recognize teacher contributions, and encourage continuous professional development are more likely to cultivate high levels of teacher commitment and organizational effectiveness.

The importance of HRM practices and teacher commitment becomes even more significant within minority-language educational settings such as Tamil national-type primary schools (SJK(T)) in Malaysia. SJK(T) schools operate within unique educational and sociocultural environments that require school leaders to address multiple responsibilities simultaneously. Besides maintaining academic excellence, these schools also play a vital role in preserving Tamil language, cultural heritage, and community identity. However, many SJK(T) schools continue to face several challenges, including limited resources, declining student enrolment, teacher shortages, and inconsistent student achievement. These challenges place additional pressure on headmasters and teachers in ensuring school sustainability and educational effectiveness. In such circumstances, effective HRM practices become particularly important in retaining teachers, strengthening teacher commitment, and promoting positive student development outcomes.

Previous literature has extensively examined the relationships between school leadership, teacher commitment, and student achievement. Numerous studies have shown that transformational and supportive leadership practices positively influence teacher motivation, job satisfaction, and organizational commitment (Hallinger & Wang, 2021; Leithwood et al., 2020). Similarly, studies conducted in Malaysian schools suggest that effective school leadership contributes significantly to improved teacher performance and student achievement (Rahman et al., 2022). Nevertheless, existing studies present several inconsistencies and limitations. Some researchers argue that HRM practices directly influence student outcomes, while others suggest that teacher commitment acts as a mediating mechanism between leadership practices and student achievement (Yusoff & Saidin, 2021). Furthermore, many previous studies primarily focus on mainstream national schools, urban educational settings, or secondary schools, with limited attention given to minority-language primary schools such as SJK(T).

Despite growing interest in educational leadership and HRM practices, research specifically examining the interrelationship among headmasters' HRM practices, teacher commitment, and student development within SJK(T) schools remains limited. Existing literature rarely investigates how HRM practices influence teacher commitment and subsequently contribute to student development in minority-language school contexts. Additionally, previous studies often focus mainly on academic achievement without comprehensively examining student development from academic, co-curricular, and character-building perspectives. Therefore, a significant contextual, empirical, and practical gap exists in understanding how effective HRM practices can enhance teacher commitment and support holistic student development in SJK(T) schools.

This study is guided by Organizational Commitment Theory and Transformational Leadership Theory, which explain how leadership practices and organizational support influence employee attitudes, commitment, and organizational outcomes. Organizational Commitment Theory suggests that supportive organizational

environments strengthen employees' emotional attachment and dedication toward organizational goals (Meyer & Allen, 1997). Meanwhile, Transformational Leadership Theory emphasizes the role of leaders in motivating, inspiring, and empowering employees to achieve higher levels of performance and commitment (Bass & Riggio, 2006). These theoretical perspectives provide a strong foundation for examining the influence of headmasters' HRM practices on teacher commitment and student development.

This study contributes to existing literature in several important ways. Theoretically, the study extends the application of HRM and educational leadership theories within the understudied context of minority-language schools in Malaysia. Methodologically, the study utilizes validated multidimensional instruments to examine the relationships among HRM practices, teacher commitment, and student development systematically. Practically, the findings are expected to provide useful insights for policymakers, educational administrators, school leaders, and leadership training institutions regarding effective HRM strategies that can strengthen teacher commitment and improve student outcomes in SJK(T) schools. Furthermore, the study may support the development of more inclusive educational policies that recognize the unique needs and challenges of minority-language schools in Malaysia.

Therefore, this study aims to examine the relationship between headmasters' HRM practices, teacher commitment, and student development in Tamil national-type primary schools (SJK(T)) in the Federal Territory of Kuala Lumpur. Specifically, the objectives of this study are: (a) to identify the levels of headmasters' HRM practices, teacher commitment, and student development; (b) to determine the levels of the dimensions within each variable; (c) to examine the relationships among HRM practices, teacher commitment, and student development; and (d) to assess the influence of HRM practices and teacher commitment on student development. Based on these objectives, the study further investigates whether significant relationships exist among the variables and whether HRM practices and teacher commitment significantly predict student development outcomes.

Methodology

Research Design

This study employed a quantitative, cross-sectional survey design to address the research objectives. The design was deemed appropriate as it enabled the systematic collection of numerical data to examine the relationships among headmasters' human resource management (HRM) practices, teacher commitment, and student development at a single point in time. The survey approach allowed for statistical testing of hypothesized relationships and mediation effects within a naturally occurring educational setting.

Sample

The target population consisted of all teachers in the 15 Tamil national-type primary schools (SJK(T)) located in the Federal Territory of Kuala Lumpur. According to records from the WPKL Education Department, the total population comprised 330 teachers. Using Krejcie and Morgan's (1970) sample size determination table, the minimum required sample size was 177 teachers. Given the relatively small and well-defined population, a larger target sample of 226 teachers (68.5% of the population) was selected to enhance representativeness, with an additional 30% buffer included to account for potential non-response and incomplete questionnaires.

A total of 210 usable questionnaires were returned, yielding a high response rate of 93.0% (210/226). To assess potential non-response bias, a comparison of key demographic variables (gender and teaching experience) between respondents and non-respondents was conducted. No statistically significant differences were found, indicating that non-response bias was minimal and that the sample adequately represented the target population.

Instrument

Data were collected using a structured questionnaire consisting of four sections. The instrument was initially developed in English and subsequently subjected to forward and back-translation by two bilingual experts to

ensure linguistic accuracy and conceptual equivalence within the Malaysian context. The questionnaire consisted of four sections:

- i. Section A: Demographic information included age, gender, teaching experience, and school name.
- ii. Section B: Headmasters' HRM Practices instrument that comprises 20 items adapted from Guest et al. (2003) and refined through Malaysian studies (Siti Syafiqah Shahmah, 2014; Nancy, 2017). The sub-dimensions were, Professional Development (5 items), Performance Appraisal (5 items), Communication (5 items), Reward Systems (5 items).
- iii. Section C: Teacher Commitment measured using 18 items adapted from Allen and Meyer's (1997) Organizational Commitment Questionnaire, covering: Affective Commitment (6 items), Continuance Commitment (6 items), Normative Commitment (6 items),
- iv. Section D: Student Development Consisted of 15 items assessing: Academic Achievement (5 items), Co-curricular Participation (5 items), Character Formation (5 items). All items were measured using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Data Collection Process

Data collection was conducted between March and April 2024, following approval from the university's Research Ethics Committee and the relevant educational authorities in WPKL. Questionnaires were distributed through school principals to teachers in the participating schools. Participants were informed of the purpose of the study, assured of voluntary participation, and guaranteed confidentiality and anonymity. Written informed consent was obtained prior to participation, and all procedures complied with the Personal Data Protection Act (PDPA).

Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 26. Descriptive statistics (means and standard deviations) were used to summarize the levels of HRM practices, teacher commitment, and student development. Reliability was assessed using Cronbach's alpha coefficients, all of which exceeded .80, indicating strong internal consistency. Pearson's product-moment correlation analysis was conducted to examine bivariate relationships among variables. To test predictive and mediating effects,

Hierarchical Multiple Regression (HMR) analysis was performed. HRM practices were entered in Step 1, followed by teacher commitment in Step 2 to assess mediation effects. Assumptions of normality, linearity, and multicollinearity were verified prior to analysis, with VIF values well below the recommended threshold. Given that teachers were nested within 15 schools, Intra-Class Correlation (ICC) was computed to assess clustering effects. The ICC value was below .05, indicating that most variance occurred at the individual level, thus justifying the use of HMR.

To address Common Method Bias (CMB), procedural remedies (anonymity, item separation, varied sequencing) were applied. Additionally, Harman's Single-Factor Test confirmed that no single factor accounted for more than 50% of the variance, suggesting that CMB was not a significant concern. All statistical tests were conducted at the 0.05 significance level.

Ethical Consideration

Ethical approval was obtained from the university's Research Ethics Committee prior to data collection. Permission was also secured from the WPKL Education Department and school principals. Participation was strictly voluntary, and respondents were informed of their right to withdraw at any stage without penalty.

All data were treated confidentially, with no personal identifiers collected. The study adhered to ethical principles of informed consent, anonymity, confidentiality, and data protection, in accordance with institutional guidelines and national regulations.

The Findings

Descriptive statistics for the main variables and their respective sub-dimensions are presented in Table 1. The interpretation of the mean scores was based on a three-level classification of the five-point scale (1.00–2.33: Low; 2.34–3.67: Moderate; 3.68–5.00: High). Overall, teachers rated headmasters' HRM practices at a high level ($M = 3.80$, $SD = 0.60$). Specifically, the highest-rated sub-dimension was Professional Development ($M = 4.00$), followed by Communication ($M = 3.90$) and Performance Appraisal ($M = 3.70$), all falling in the High category. However, the Reward Systems sub-dimension received a moderate mean rating ($M = 3.60$), suggesting this area may need further attention.

Teacher commitment was also rated at a high level overall ($M = 4.05$, $SD = 0.50$). Analysis of the sub-scales revealed that Affective Commitment ($M = 4.20$) was the highest, indicating teachers feel a strong emotional attachment to their schools, followed closely by Normative ($M = 4.00$) and Continuance Commitment ($M = 3.95$). Perceptions of student development were rated as high ($M = 3.75$, $SD = 0.55$), with Academic Achievement ($M = 3.80$) and Character Formation ($M = 3.75$) being marginally higher than Co-curricular Participation ($M = 3.70$). All main scales and sub-scales demonstrated good internal consistency, with Cronbach's alpha (α) values of .83 or higher.

Table 1. Descriptive statistics for main variables (N = 210)

Variable	Mean	SD	Cronbach's α
HRM Practices (overall)	3.80	0.60	0.88
Teacher Commitment	4.05	0.50	0.85
Student Development	3.75	0.55	0.83

Scale: 1 = Strongly Disagree, 5 = Strongly Agree.

Table 2 presents the Pearson correlation coefficients among the main study variables. All bivariate correlations were positive and statistically significant at the $p < .001$ level. HRM practices showed a moderate positive correlation with teacher commitment ($r = .45$) and with student development ($r = .38$). This suggests that stronger HRM implementation is related to both higher teacher dedication and better student outcomes. Teacher commitment exhibited a strong positive correlation with student development ($r = .50$), indicating that higher levels of teacher dedication were significantly associated with greater student progress across all domains. These significant correlations provide preliminary support for the hypothesized positive linear relationships and the potential mediation effect.

Table 2. Pearson correlations among study variables (N = 210)

	1	2	3
1. HRM Practices	—		
2. Teacher Commitment	.45** (p<.001)	—	
3. Student Development	.38** (p<.001)	.50** (p<.001)	—

A hierarchical multiple regression analysis was conducted to examine the predictive effects of HRM practices and teacher commitment on student development (Table 3). Prior to analysis, the Variance Inflation Factor (VIF) was checked, with values ranging from 1.25 to 1.26, well below the cut-off of 10, confirming that multicollinearity was not a concern. In Step 1, HRM practices alone significantly predicted student development ($\beta = .38$, $p < .001$), accounting for 14% of the variance ($R^2 = .14$).

In Step 2, the inclusion of teacher commitment significantly improved the model ($\Delta R^2 = .21$, $p < .001$). In the final model, both HRM practices and teacher commitment emerged as significant predictors of student development. Specifically, Teacher Commitment ($\beta = .40$, $p < .001$) showed a stronger predictive effect than HRM Practices ($\beta = .25$, $p = .002$). Overall, the combined model explained a substantial 35% of the variance in student development, $F(2, 207) = 55.30$, $p < .001$.

The reduction in the standardized coefficient of HRM practices when teacher commitment was added to the model (from $\beta = .38$ in Step 1 to $\beta = .25$ in Step 2) provides strong preliminary evidence for a partial mediation effect, suggesting that a significant portion of the influence of HRM practices on student development is transmitted through the teachers' level of commitment. Table 3. Hierarchical regression predicting Student Development (N = 210)

Table 3. Hierarchical regression predicting Student Development (N = 210)

Predictor	β	SE	t	p
HRM Practices	.25	.08	3.12	.002**
Teacher Commitment	.40	.07	5.71	<.001**

$R^2 = .35$; $F(2,207)=55.30$, $p < .001$

These findings clearly demonstrate that both headmasters' HRM practices and teacher commitment are positively and independently associated with student development in SJK(T) schools. The analysis confirms that while supportive HRM practices—particularly in the domains of professional development and communication—are essential for establishing a supportive organizational foundation, teacher commitment emerges as the strongest, most direct predictor of student progress across academic, co-curricular, and character domains. The strong scores in Affective Commitment suggest that the supportive environment cultivated by headmasters translates into genuine loyalty and dedication among teachers. The data highlights a potential mechanism where effective HRM practices serve as an antecedent, fostering high teacher commitment, which in turn drives enhanced student development outcomes. These results align robustly with theoretical models positing that organizational practices must first influence employee attitudes (commitment) before achieving maximized organizational effectiveness (student outcomes).

Discussion

The findings of this study provide empirical support for the theoretical proposition that headmasters' human resource management (HRM) practices, teacher commitment, and student development are systematically interrelated within SJK(T) schools. Specifically, the results indicate that favourable perceptions of HRM practices are associated with higher levels of teacher commitment, which in turn significantly predict student development outcomes. This pattern reinforces established organizational behaviour and educational leadership theories that position HRM practices as antecedents of employee attitudes, which subsequently influence organizational effectiveness (Guest, 2001; Meyer & Allen, 1997).

The positive and moderate relationship between HRM practices and teacher commitment ($r = .45$) confirms Hypothesis 3 and aligns with prior empirical studies demonstrating that supportive leadership practices enhance teachers' emotional attachment and sense of obligation toward their schools (Sumampong & Arnado, 2024; Siti Syafiqah Shahmah, 2014). In the present study, professional development and communication emerged as the most highly rated HRM dimensions, suggesting that opportunities for continuous learning and transparent information sharing play a central role in fostering affective and normative commitment among teachers. This finding supports Social Exchange Theory (Blau, 1964), which posits that when employees perceive fair and supportive organizational treatment, they reciprocate through higher levels of commitment and discretionary effort.

Furthermore, teacher commitment demonstrated the strongest predictive effect on student development ($\beta = .40$), underscoring its critical mediating role between HRM practices and student outcomes. This result is consistent with Day (2008) and Choi and Tang (2009), who emphasized that committed teachers are more likely to invest sustained emotional, cognitive, and behavioural effort into teaching, thereby enhancing student academic achievement, engagement in co-curricular activities, and character development. Within the SJK(T) context, this finding is particularly salient, as teachers are tasked not only with delivering curriculum content but also with preserving linguistic and cultural identity. Such responsibilities require high

levels of affective and normative commitment, which may explain why teacher commitment emerged as the most influential predictor of holistic student development.

Importantly, HRM practices remained a significant predictor of student development even after teacher commitment was included in the regression model ($\beta = .25$), indicating a partial mediation effect. This suggests that HRM practices influence student outcomes both indirectly through teacher commitment and directly through structural and organizational mechanisms. Consistent with the Human Capital Theory (Becker, 1993), effective HRM practices such as targeted professional development, fair performance appraisal, and strategic teacher deployment enhance the quality of instructional delivery and create a school climate conducive to learning. These organizational conditions benefit students regardless of individual variations in teacher commitment, thereby reinforcing the strategic importance of HRM at the school leadership level.

Collectively, the findings highlight that HRM practices in schools should not be viewed merely as administrative or managerial functions but as developmental leadership processes that shape teacher attitudes and student outcomes simultaneously. By cultivating a supportive and trust-based organizational environment, headmasters can strengthen teacher commitment, which acts as a key psychological mechanism translating leadership practices into improved student development. This integrated perspective extends existing literature by empirically validating the mediating role of teacher commitment within the unique context of SJK(T) schools, thereby contributing both theoretical and practical insights to educational leadership and human resource management research.

Conclusion

This quantitative study aimed to investigate the relationship and predictive effect of headmasters' Human Resource Management (HRM) practices and teacher commitment on student development in Tamil national-type primary schools (SJK(T)) in Kuala Lumpur. Based on the analysis, the following conclusions can be drawn, aligning with the study's objectives: Construct Levels: Overall, teachers in SJK(T) schools perceived the headmasters' HRM practices, teacher commitment, and student development at moderately high to high levels (Mean Scores > 3.75). Sub-dimension analysis revealed that the Rewards component of HRM was rated moderately ($M = 3.60$), indicating an area for improvement. Conversely, Affective Commitment was exceptionally high ($M = 4.20$), signaling a strong emotional bond teachers have with their schools.

Relationships: All study variables demonstrated positive and statistically significant relationships. HRM practices were moderately correlated with teacher commitment ($r = .45$) and student development ($r = .38$). Crucially, teacher commitment showed the strongest correlation with student development ($r = .50$). Predictive Effects: Hierarchical regression confirmed that both HRM practices and teacher commitment are significant predictors of student development. Teacher commitment emerged as the more powerful predictor ($\beta = .40$) compared to HRM practices ($\beta = .25$). The reduction in the HRM effect after teacher commitment was added to the model indicates a potential partial indirect effect, meaning a significant portion of the

HRM practices' influence on student outcomes is channeled through teacher commitment.

In summation, this study reinforces organizational psychology and leadership theories, confirming that supportive practices by leaders (HRM) serve as critical antecedents that foster commitment among employees (teachers). This high commitment, particularly within the SJK(T) context with its dual cultural and academic mandate, acts as the primary driver of teachers' discretionary effort and, consequently, enhances holistic student progress across academic, co-curricular, and character domains.

Concrete Policy and Action Recommendations

Based on these findings, it is vital for educational authorities and school administrators to implement the following strategic measures:

Integrate HRM Modules in Leadership Programs: The Ministry of Education Malaysia (MOE) should integrate mandatory modules on Culturally Responsive HRM and Teacher Commitment Development into the National Professional Qualification for Educational Leaders (NPQEL) curriculum. These modules must emphasize people-centered practices, focusing on open communication, culturally sensitive appraisal, and non-financial recognition. **Establish Teacher Support Index in School KPIs:** The MOE should consider

incorporating a Teacher Support Index into the School Accountability Frameworks. This index, measured by teachers' perception of HRM fairness and their commitment levels, would serve as a critical non-academic Key Performance Indicator (KPI) for evaluating overall school leadership effectiveness. Dedicated Funding for SJK(T): MOE or related agencies should provide earmarked funds specifically for SJK(T) schools to facilitate specialized Professional Development (PD) and non-financial reward programs. These funds should be used to finance the recognition of teacher contributions toward language and cultural preservation and support training for effective bilingual classroom instruction.

Policy and Practical Implications

The results of this study carry several significant implications for educational leaders and policymakers, particularly within the minority-language school context.

Practical Implications for SJK(T) School Leaders. The findings underscore the need for headmasters to move beyond generic administrative oversight and focus on people-centred HRM competencies: a) **Contextual Professional Development (PD):** PD modules must explicitly focus on bilingual classroom pedagogy and culturally responsive teaching, helping teachers balance academic demands with their role in preserving linguistic heritage. b) **Fair and Contextual Appraisal:** Implement a transparent and fair performance appraisal system that recognizes and rewards teachers' contributions to students' character formation and cultural preservation efforts, rather than relying solely on standardized academic metrics. c) **Non-Financial Rewards:** Given the high dependence on affective commitment, leaders should prioritize non-financial rewards—such as public recognition of cultural mentorship, inclusion in strategic decision-making, and specialized professional growth opportunities—to reinforce loyalty and effort.

Strengthening Community Communication: Establish systematic communication channels to actively engage the school community and parents, reinforcing the preservation of mother-tongue education and strengthening the school's social mandate.

Policy Implications. **Accountability Frameworks:** The study supports the Malaysia Education Blueprint's assertion that teachers are the education system's "greatest asset." HRM effectiveness and teacher satisfaction should be considered as potential indicators in school accountability frameworks, alongside traditional metrics of student achievement. **Differentiated Strategy:** Given the research vacuum in minority-language schools, national strategies must adopt a differentiated approach that reflects the unique linguistic, cultural, and socio-economic realities of SJK(T) institutions. Tailoring HRM practices to these contexts not only enhances teacher effectiveness but also strengthens the preservation of cultural identity while advancing holistic student development, aligning with UNESCO's advocacy for equitable learning opportunities.

Limitations and Future Research

Several limitations should be acknowledged in interpreting the findings of this study. First, the cross-sectional design restricts the ability to draw causal inferences about the relationships among HRM practices, teacher commitment, and student development. While significant associations were observed, definitive causality cannot be concluded. Second, reliance on self-reported data may introduce common method bias or social desirability effects, although statistical tests (Harman's Single-Factor Test) and the high internal consistency of the scales suggest this was not a serious threat. Third, the sample was confined to urban SJK(T) schools in Kuala Lumpur, which limits the generalizability of results to rural Tamil schools or those in other Malaysian states, where contextual factors such as resource availability and community engagement may differ significantly.

Future research could address these limitations in several ways. Longitudinal designs would allow for the examination of how HRM practices and teacher commitment evolve over time and their long-term effects on student growth. Mixed-methods approaches may provide richer insights by combining quantitative survey data with qualitative evidence. Specifically, in-depth interviews or focus groups with headmasters and teachers could illuminate how HRM practices are implemented, adapted, and perceived within the Tamil school context. Finally, comparative studies across rural and urban settings, or between different vernacular and national schools, could further clarify the role of cultural and contextual factors in shaping teacher

commitment and student development. Such efforts would deepen understanding of the mechanisms through which leadership and HRM practices enhance school effectiveness in minority-language educational settings.

Acknowledgement: The authors would like to express their sincere appreciation to the participating headmasters, teachers, and officers from the Kuala Lumpur Education Department for their valuable cooperation and support throughout this study. The authors also acknowledge the assistance provided by research assistants and school administrators during the data collection process. Special thanks are extended to the Faculty of Education, Universiti Kebangsaan Malaysia, for the academic guidance and institutional support that contributed to the completion of this research

Informed Consent Statement: Informed consent was obtained from all subjects involved in the study.

Conflicts of Interest: The authors declare no conflict of interest.

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