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The Impact of TVET Institute Directors' Servant Leadership Style on Teachers' Job Commitment in the Cambodian Context

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ABSTRACT

The quality, cost-effectiveness and leadership responsiveness necessary for Technical and Vocational Education and Training (TVET) are affected by the lack of active leadership, stakeholder participation and staff commitment. Also, TVET Institutes are not very valuable and are not regarded by some Cambodians as a form of higher education, such as college or university education. In light of that, the primary purpose of this study was to analyze the impact of TVET Institute directors' servant leadership (S-LEA) style in promoting TVET teachers' job commitment (J-COM) in Cambodia. To achieve the study's purpose, the three research questions were developed at the levels of S-LEA style practice, teachers' J-COM, and the influence of S-LEA style practices on teachers' J-COM. The quantitative research approach and correlational study design were employed. A total of 225 TVET teachers from 8 TVET Institutes in Phnom Penh City participated in this study, using a simple random sample that provided all teachers an equal chance of selection through the [1] sample size determination procedure. The research data were collected via a questionnaire and analyzed using quantitative methods, including one-sample t-tests, correlation analyses, and simple linear regression. The research found that S-LEA practice and teachers' J-COM were at moderate levels. It was also revealed that a significant correlation existed between TVET Institute directors' S-LEA style and TVET teachers' J-COM ($r(225) = 0.77, p < 0.01$). As a result, the regression model shows that S-LEA practices are a significant predictor of teachers' J-COM ($f(1,222) = 157.792, p < 0.01$). This study makes significant contributions both theoretically and practically. TVET Institutes offer a number of advantages to all Cambodians. As a national technical training program, TVET Institutes have performed a number of vital functions, including boosting the economy, benefiting the private sector, supporting the educational system, and fostering the development of both professional and personal traits.

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1. INTRODUCTION

Royal Government of Cambodia [2] carefully announced that in order to maintain economic momentum and compete with other countries in the Asia-Pacific region and around the world, Cambodia must diversify its economic activities to include high-value-added industries (such as automotive parts and electronics). Cambodia's economic diversification is based on technological innovation and adaptability [2]. To address these technological advancements, Cambodia needs more qualified personnel, particularly in critical industries such as construction, automotive repair, and computer technology. This underscores Cambodia's vital need to expand its labor force capacity through education and leadership, particularly Technical and Vocational Education and Training (TVET). In addition to providing Cambodian workforces with the knowledge, competence, skills, working attitudes, professional ethics, high productivity, and competitiveness required for lifetime employment, TVET is essential for enhancing the Cambodian quality of life.

1.1 Background of the Study

Numerous researchers have examined leadership styles and other characteristics [3], [4], [5]. Leadership style is a pattern of behavior used by leaders to persuade followers to achieve their own and the organization's goals [6], [7]. For example, investigated leadership styles in relation to teachers' professional commitment and coaching, delegating, facilitating, and directing. [8], [9] investigated transformative, transactional, and laissez-faire leadership styles, respectively. Other researchers have defined leadership as authoritarian, democratic, bureaucratic, or laissez-faire in their investigations. In Cambodia, many researchers [10], [11], [12], [13], [14], [15], [16] investigated authoritarian, democratic, transactional, and transformational leadership styles inside Cambodia.

Remarkably, many scholars from all around the world have used a variety of terminology and idioms to describe distinct types of educational leadership. Instructional [17], [18], transformational [19], [20], [21], and other forms of leadership (such as collective, distributed, ethical, servant, and many others [22], [23]) were studied in educational contexts. However, these several leadership typologies used to explain educational leadership may differ from one another, particularly in educational leadership. Nonetheless, several educational leadership styles have been investigated in conjunction with several school-based variables (such as teachers' job satisfaction, dedication, school effectiveness, students' academic progress, and teacher performance).

By virtue of its importance, servant leadership is a leadership style that emphasizes teamwork, involves others in decision-making, is firmly grounded in moral and compassionate behavior, and seeks to enhance institutional quality while simultaneously supporting employee personal growth [24]. The secret to servant leadership is concentration. The leader places a high value on followers, and their actions and demeanor reflect this. In contrast, transformational leadership focuses the leader's attention on the organization [10], [25], [12]. Servant leadership is distinctive in terms of its follower emphasis. Another leadership style in the workplace is servant leadership, which entails addressing followers' specific needs and interests one-on-one while redirecting their self-interest toward others within the enterprise and the community as a whole. Furthermore, servant leaders ensure

that the institution and its followers are logically developed and nurtured in order to improve the community's and its stakeholders' general well-being [26].

According to Hartley [27], effective school leaders prioritize constant inspiration and personal development for their followers. Throughout the process, they emphasize how followers' objectives and criteria should coincide with the desired outcomes for the school's development. Effective school leaders motivate their personnel to perform better and become more engaged in the organization [28], [25], [12]. According to Khan [29], leadership has a direct impact on teachers' commitment, and transformational leadership approaches greatly increase teachers' organizational performance [30]. Servant leadership and teacher job satisfaction have a substantial, favorable correlation [31]. Furthermore, servant leadership and teacher job satisfaction have a substantial positive relationship [31].

1.2 Statement of Problem

Several academics conducted independent studies to better understand the relationships between various leadership typologies and teachers' levels of dedication. The word "affective commitment" refers to an employee's identity, involvement, and emotional connection to the organization [32]. According to Liden et al. [33], normative commitment relates to an employee's sense of obligation to remain a part of the organization. The perceived costs to the employee of leaving the organization, such as the dissolution of professional links and the inability to transfer learned job abilities, are referred to as continuity commitment [34], [35], [36]. In addition, [37], [38] investigated the effectiveness of leadership typologies and organizational commitment among teachers in schools and other organizations. The majority of this research backs up the notion that dedication and leadership are associated. However, there are differences across studies in terms of their techniques, the types of leadership they embrace, the samples they use, the analytical approach, and the atmosphere.

To provide examples of variability in Israel, Marshall [35] and Moses [39] examined the links between leadership styles, teachers' job commitment, and other demographic variables at 11 alternative Arab high schools, using a sample of 307 teachers. Furthermore, there were differences in the outcomes. More research is required to fully understand the expected contextual differences between Cambodia and other countries worldwide. These studies differ in the subjects they target, the procedures they employ, the sampling approaches they use, and the environments or locations in which they are conducted.

As a result, many researchers and scholars in Cambodia were encouraged to investigate how the servant leadership style affects teachers' dedication to their work in order to close current research gaps in the TVET context. Furthermore, despite the fact that teachers' dedication is critical to students' academic performance, academic outcomes, and teachers' professional and pedagogical practice, the researchers discovered a community rumor that Cambodian TVET teachers lacked it. Furthermore, the researchers overheard the community criticizing these TVET administrators for their poor servant-leadership skills (Ministry of Labor and Vocational Training [40], [41], [42]).

To the researchers' knowledge, there are no previous studies on servant leadership and job commitment among TVET public staff in Cambodia. In the educational

environment, Cambodian teachers and students condemned these TVETs for interrupting the teaching-learning process. The teachers did not promote the students' academic performance and accomplishments. They did not promote their teaching professions or educational strategies. In essence, this study hypothesized that low teacher commitment was associated with weak servant-leadership practices at TVET Institutes in the Cambodian context. Therefore, TVET institution directors should be able to develop appropriate growth plans and leadership training programs that help all institution employees in Cambodia acquire the necessary leadership skills over time.

1.3 Purposes of the Study

The purposes of this study were threefold:

- a. To explore the level of TVET institute directors' servant-leadership practices in the Cambodian context.
- b. To determine the level of job commitment among TVET institute teachers in the Cambodian context.
- c. To determine whether TVET institute directors' servant-leadership practices predict TVET teachers' job commitment in the Cambodian context.

1.4 Research Questions

Based on the study's purposes, the following research questions were developed.

- a. What is the level of TVET institute directors' servant-leadership practices in the Cambodian context?
- b. What is the level of job commitment among TVET institute teachers in the Cambodian context?
- c. To what extent do TVET institute directors' servant-leadership practices predict TVET teachers' job commitment in the Cambodian context?

1.5 Theoretical and Conceptual Framework

Theoretically, social cognition theory provides support for the correlations between variables [43]. In Nyhan [44], the job demand-resources (JD-R) model was introduced, as was Omidifar [45] 's social exchange theory (1959). According to these views, employee performance is influenced by both intrinsic (professional autonomy, personal growth, and organizational commitment) and extrinsic (pay and management style) factors. Given these theoretical criteria, internal commitment is one facet of a teacher's job performance.

According to these beliefs, the best results are achieved when leaders and employees have reasonable expectations of fit and of reciprocal behavioral influences. Social Exchange Theory (SET) describes how constructive leader activities, such as those observed in servant leadership, can increase follower commitment and positive workplace behaviors. When leaders show support and build trust, followers acquire a sense of duty to reciprocate with acts that benefit the organization, such as organizational commitment. This theory proposes that servant leadership instills a sense of obligation in teachers, resulting in increased organizational commitment. For this study, TVET institute directors' servant leadership (S-LEA) style practices are conceptualized as the independent variable, while teachers' job

commitment (J-COM) is the dependent variable. J-COM consists of three dimensions: (1) Affective Commitment (A-COM); (2) Normative Commitment (N-COM); and (3) Continuance Commitment (C-COM). The conceptual framework used in this study is presented in Figure 1 below.

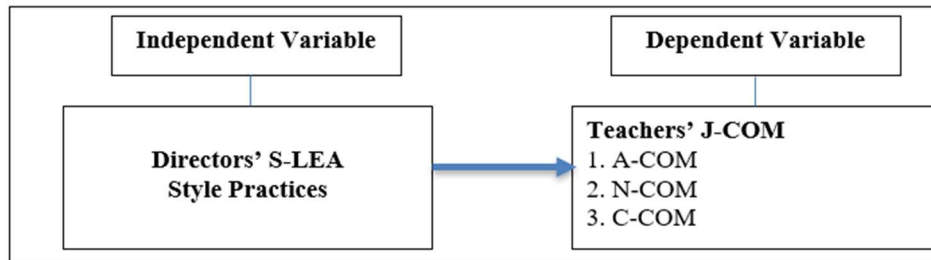


Figure 1. The Conceptual Framework of the Study

2. METHODS

2.1 Research Design

The research study employs quantitative methods to synthesize data and depict patterns and trends in line with the specific research purposes and research questions. Because the purpose of this study is to investigate the contribution of S-LEA to teachers' J-COM, a correlational research approach was used. Other statistics can be utilized to help the investigator validate relationships in a sample for the study. This design addresses the research challenges, and a research methodology explains how the approach will be implemented. A quantitative correlational design is ideal for this type of research, as it can quantify opinions, behaviors, attitudes, and other variables [46].

This research study uses a correlational design, as it is most suited to answering the research questions and the issue statement [47]. Furthermore, the design suggests that the study is non-experimental because it allows the researcher to investigate the current correlations among numerous factors without requiring, allowing, or modifying any of them [48], [46]. After an event has occurred, correlational research determines the relationship between dependent and independent variables [49], [50], [48]. The purpose of this study is to categorize variables and identify how they interact, i.e., whether changing one variable will inevitably influence another. However, this study's scope was limited to a preliminary quantitative examination.

2.2 Target Population and Research Samples

This study was carried out at 8 TVET Institutes in Phnom Penh City, Cambodia, during the academic year 2024/2025. A simple random sampling procedure was used to choose all 8 TVET institutes. In these 8 institutes, there were all 8 Institutes, with 520 TVET teachers teaching during the study period. The target population for sampling comprised 530 TVET teachers. The research samples for this study consisted of 225 TVET teachers drawn from 8 TVET Institutes in Phnom Penh City using a sample size determination procedure [1] (See Table 1). Using simple random sampling procedures, the appropriate number of teachers was selected from each sample institute in accordance with the teacher population in each TVET Institute. The details of the research sample selection are as follows:

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<https://doi.org/10.58421/misro.v5i1.1319>**Table 1. The Surveyed Research Samples Classifying by TVET Institutes**

No.	TVET Institute	TVET Teachers	
		P	S
1.	A (pseudonym)	89	36
2.	B (pseudonym)	83	34
3.	C (pseudonym)	79	32
4..	D (pseudonym)	62	28
5.	E (pseudonym)	91	36
6.	F (pseudonym)	47	22
7.	G (pseudonym)	55	25
8.	H (pseudonym)	24	12
Total		530	225

Note: *P* = Population, *S* = Samples

2.3 Research Tools and Data Collection Procedures

The principal research tool in this study's quantitative methodology was a set of questionnaires. To obtain data from TVET institute teachers, this study administered a 42-item closed-ended questionnaire. The questionnaire consists of 42 closed-ended questions, 26 linked to servant leadership (S-LEA) and 16 connected to teachers' job commitment (J-COM). Based on this, the S-LEA scale was derived from Russell [51] while the teachers' J-COM scale was adapted from [52]. Following that, two experts were requested for content validity. The questionnaire was then pilot-tested on 25 TVET teachers who were not part in the study sample before being distributed to the study's final research sample. The reliability of the Cronbach's alpha of the S-LEA scale was 0.85, while the J-COM scale for teachers was 0.88, both of which are at a good [53] in social and educational sciences.

To make comprehension easier for TVET institute teachers with varied backgrounds and demographics, the research study instrument questionnaire had to be translated from English to Khmer and then back to English for comparison. The S-LEA and J-COM documents were translated into Khmer (the national language of Cambodia). The methodology used in this study to back-translate the calibration tool adheres to the theoretical and practical recommendations made by Song and Chea [54]. Four language experts were charged with analyzing the translated S-LEA and J-COM to determine their content validity. Khmer was the first language. Four language experts were chosen based on Song and Chea's [54] suggestions.

Given its importance, research participants were requested to complete a demographic survey. TVET teachers are more likely to participate in the study because they are interested in the subject. The study also asks about demographics and future goals. The questionnaires were distributed in person. The research participants were sent a letter requesting their cooperation and a Khmer questionnaire. The researcher asked the study participants to return the completed questionnaires. One week later, a telephone follow-up was conducted to boost the response rate.

2.4 Data Analysis and Statistical Procedures

To analyze the questionnaire data, this study employed quantitative data analysis methods. To address and achieve the study's objectives, the data were analyzed using both descriptive and inferential statistical methods. This study used simple descriptive statistics

(mean and standard deviation) and a one-sample t-test to analyze data about S-LEA practices and teachers' J-COM, while Pearson correlation and multiple regression were used to examine the contribution of S-LEA style to teachers' J-COM.

In this study, a correlation coefficient can vary from -1 to +1. More exactly, -1 demonstrated a perfect negative association, indicating that current teachers' moral standards and leadership techniques are diametrically opposed. On the other hand, +1 showed a complete positive correlation, indicating a link between present teacher morale and leadership tactics. There was no link between them, as indicated by a correlation of zero (0).

Correlation is a statistical technique used to investigate the relationship between two variables. Nonetheless, this correlation-based approach failed to predict or explain the relationship between a single dependent variable and multiple independent factors. As a result, multiple regression was implemented. Spillane et al. [55] employed multiple linear regression to estimate the criterion variance between the predictor variables R and R^2 . Spillane et al. [55] state that the R -value can vary. A number of zero implies no linear association between the predictor and the criterion scores, whereas a value of one shows a linear relationship. In general, any value between zero and one implies that the predictor and criterion variables have a less-than-ideal connection.

2.5 Ethical Considerations

When conducting human research or any study that requires data collection from individuals, researchers must address ethical considerations. The researcher is a valuable tool for investigating the phenomenon. Understanding scholars' perspectives on three major areas is critical [56], [57], [58]. The three categories are the investigation's subject, study participants, and research context. Thanh and van Quang [58] argue that when conducting research, researchers should consider confidentiality and authorization. They should also be granted access to the participants.

The study adheres to ethical standards, including protecting the anonymity of research participants by using pseudonyms, obtaining informed consent from potential participants, minimizing or eliminating the risk of harm to participants, and allowing participants to withdraw from the study at any time without consequences. Collected data were handled with care to ensure participant responses remained confidential while managing data dissemination and limiting access. After examining the data, the researcher ensured it was stored in secure folders, protected, and disposed of after 3 years.

3. RESULTS

3.1 Results of the Surveyed Research Samples' Demographic Characteristics

This section presents findings on TVET teachers' demographic data, including gender, age, educational level, and work experience. To further describe the research samples, demographic characteristics were collected via a demographic questionnaire. Table 2 below presents its results.

Table 2 below shows that 225 TVET teachers responded to each dispatched survey, with 126 (56%) males and 99 (44%) females. TVET teachers were classified into age groups ranging from 25 to 41 and higher. That is, 10 teachers (4.45%), 46 teachers (20.45%), 55 teachers (23.56%), 67 teachers (29.77%), and 49 teachers (21.77%) were assigned to the age

groups 25 years and under, 26 to 30 years, 31 to 35 years, 36 to 40 years, and 41 years and above, respectively. As a result, it was determined that the majority of TVET teachers were aged between 26 and 41 years old and above. When teachers were asked about their educational levels, 188 (83.56%), 32 (14.22%), and 5 (2.22%) reported having a BA, MA, or Ph.D., respectively. According to these data, the majority of teachers held a BA, followed by first-degree holders. If additional resources are available, it appears that institutes have sufficient staff to meet the minimum requirements. However, as long as people are classified as Ph.Ds. continue to work in TVET institutes, there appears to be a mismatch in reaching the expected standards. In terms of current work experience, the majority of the sample TVET teachers have worked for more than 10 years, which may have given them sufficient experience to understand administrators' leadership styles and assess their level of dedication to their institutes. So that they can appropriately react to the objects contained and collect data as needed.

Table 2. TVET Institute Teachers' Demographic Data (n=225)

No.	Characteristic	Category	Frequency	Percentage
1.	Gender	Male	126	56.00
		Female	99	44.00
2.	Age	< 24-25 Years	10	4.45
		26-30 Years	46	20.45
		31-35 Years	53	23.56
		36-40 Years	67	29.77
		> 41 Years	49	21.77
3.	Educational Level	Bachelor	188	83.56
		Master	32	14.22
		Ph.D.	5	2.22
4.	Working Experience	< 5 Years	18	8.00
		6-10 Years	86	38.22
		11-15 Years	71	31.56
		16-20 Years	39	17.33
		> 20 Years	11	4.89

Because of its significance, the questionnaire data reveal three sequential categories of the subject under investigation. The three categories are the level of S-LEA style practice, the level of teachers' J-COM, and the contribution of S-LEA style to teachers' J-COM.

3.2 Results of the Research Question 1

The first research question was asked: "What is the level of TVET institute directors' servant leadership style practices in the Cambodian environment?" The first research question was directed at identifying the level of the S-LEA style practices. To assess the extent of S-LEA-style practices in TVET Institutes, this study used simple descriptive statistics, including Mean (M) and Standard Deviation (S.D.). To assess this level, the researchers used the scoring technique proposed by [59] for the five-point Likert-scale questionnaire. According to this scoring principle, the mean score for observations 1-2.4 indicates low performance; the mean score of 2.50-3.40 indicates moderate performance; and the mean score of 3.50-5.00 indicates high performance.

Table 3. The Mean, Standard Deviation, t-test and P-value for S-LEA Style Practices (n=225)

S-LEA Style Practices	TVET Institute Teachers				
	M	S.D.	t-test	df	P-value
	3.25	1.57	32.13	225	0.00

As indicated in Table 3 above, this study used a one-sample t-test to assess the level of servant leadership practice. The one-sample t-test yielded a t-value of 32.13 with 225 degrees of freedom, which was highly significant ($p < .001$). This implies that the observed mean differs significantly from the test value, implying that servant leadership techniques are particularly prevalent among school principals. The researchers also used the [59] grading system to determine whether servant leadership is used at a low, medium, or high level in TVET institutes. The statistics in Table 3 above reveal that the level of practice of S-LEA style is moderate, as the total mean and standard deviation across all aspects of S-LEA are 3.25 and 1.57, respectively.

3.3 Results of the Research Question 2

The second research question was asked: “*What is the level of TVET institute teachers’ job commitment in the Cambodian environment?*” The second research question sought to identify the level of J-COM among TVET teachers. To answer this question, this study employed simple descriptive statistics, such as Mean (M) and Standard Deviation (S.D.), to determine the extent of teachers’ J-COM. To test this level, the researchers employed Oxford’s (1990) scoring technique for the case five Likert scale questionnaire. According to this grading principle, the mean score for observations 1.00-2.40 indicates low performance; the mean score for 2.50-3.40 suggests moderate performance; and the mean score for 3.50-5.00 represents high performance. Teachers’ J-COM dimensions were classified into 3 categories: (1) Affective Commitment (A-COM); (2) Normative Commitment (N-COM); and (3) Continuance Commitment (C-COM).

Table 4. The Mean, Standard Deviation, t-test and P-value for Teachers’ J-COM (n=225)

Teachers’ J-COM	TVET Teachers				
	M	S.D.	t-test	Df	P-value
1. A-COM	3.38	1.05	37.45	225	0.00
2. V-COM	3.15	1.10	33.90	225	0.00
3. C-COM	3.11	1.19	31.10	225	0.00
Overall J-COM	3.21	1.11	34.15	225	0.00

Table 4 above shows that a one-sample t-test was used to calculate the average J-COM score and level among TVET teachers in the areas of A-CO, V-COM, and C-COM. To this end, the one-sample t-test was used to compare the data mean to the expected mean (4.00) for each dimension. As a result, the A-COM revealed a significant mean difference between the expected and obtained means ($t(225) = -37.44$, $p = 0.00$). In other words, the sample mean ($M = 3.38$, $SD = 1.05$) was significantly lower than the projected mean ($M = 4.00$). This shows that the TVET teachers’ A-COM dimension was below expectations. The V-COM of TVEET teachers likewise showed a significant mean difference ($t(225) = 33.90$, $p = 0.00$). This suggests that the obtained mean ($M = 3.15$, $S.D. = 1.10$) was lower than the

expected mean (4.00), implying that the V-COM of TVET teachers was lower than anticipated. A similar result appears to be achieved for the C-COM to the organization. In other words, there was a significant mean difference between the expected and actual means ($t(225) = 31.10, p = 0.00$). The actual mean was less than the projected mean (4.00); ($M = 3.11, SD = 1.19$). This shows that the commitment to TVET teacher retention was less than expected. The overall J-COM of TVET teachers likewise showed a significant mean difference ($t(225) = 34.15, p = 0.00$), indicating that TVET institute teachers had lower J-COM than expected.

3.4 Results of the Research Question 3

The third research question was asked: “To what extent do TVET institute directors’ servant leadership style practices predict TVET institute teachers’ job commitment in the Cambodian environment?” The third research question investigated the relationship between the TVET institute directors’ S-LEA style practices predict TVET teachers’ J-COM in the Cambodian environment.

Table 4. Correlation between the S-LEA and J-COM (n=225)

	A-COM	N-COM	C-COM	Overall J-COM
S-LEA	0.78**	0.76**	0.77*	0.77**

** Correlation is significant at the 0.01 level (2-tailed)

Table 5 above shows a significant correlation between TVET Institute Directors’ S-LEA style and TVET teachers’ J-COM ($r(225) = 0.77, p < 0.01$). Similarly, a significant positive association was established between S-LEA and N-COM ($r(225) = 0.76, p < 0.01$), C-COM ($r(225) = 0.77, p < 0.01$), and A-COM ($r(225) = 0.78, p < 0.01$).

This study also used simple linear regression to see if SS-LEA style practice had a statistically significant impact on teachers’ J-COM. As a result, Table 6 below shows the potential impact of S-LEA practice on teachers’ J-COM.

Table 6. Multiple Linear Regression Predicting the S-LEA to J-COM (n=225)

Model	B	β	t	P-value
SS-LEA Practice	.227	.289	3.513	.000
$R = .799$	$R^2 = .639$	$Adjusted R^2 = .635$	$F = 157.792$	$P = 0.00$

- a. Dependent Variable: J-COM
- b. Predictors: (Constant): S-LEA
- c. * Significant level at $p < 0.05$

Table 6 above summarizes how S-LEA influenced TVET teachers’ J-COM. This suggests that 64% of teachers’ J-COM was influenced by S-LEA practice, while other variables influenced the remaining 36%. Furthermore, the regression model shows that S-LEA practices are a significant predictor of teachers’ J-COM ($f(1,222) = 157.792, p < 0.01$). This finding indicates how much the independent variable (S-LEA style practice) influences the dependent variable (teachers’ J-COM).

4. DISCUSSION

4.1 Discussion on the Level of S-LEA Style Practice

The analysis of questionnaire data revealed that the level of practice of the S-LEA style in TVET Institutes in Phnom Penh is moderate. The one-sample t-test yielded a t-value of 32.13 with 225 degrees of freedom, which was highly significant ($p < .001$). This implies that the observed mean differs significantly from the test value, implying that servant leadership techniques are particularly prevalent among TVET Institute directors. In the current study, TVET teachers' J-COM was lower than anticipated. According to this study's findings, TVET teachers' J-COM is somewhat committed to their employment. Wang et al. [60] found that teachers were not as committed to their schools as they should have been. In the Cambodian context, Aldaibat [2] found a low level of emotional and normative commitment among general TVET teachers, though this was encouraging, with senior and experienced teachers showing particularly low levels of commitment.

In contrast to the current study's findings, Xirasagar [61] found a high level of overall commitment among teachers in the Arab-Israeli context. Interestingly, both in the community and in the classroom, a long-course curriculum is available in the Cambodian TVET context. One-year or longer training programs teach a variety of skills, including architecture, civil construction, electrical, electronics, mechanical, air conditioning, automotive, entrepreneurship, accounting, computer science, information technology, telecommunications, business, tourism, and more [2].

4.2 Discussion on the Level of Teachers' J-COM

The current study's findings reveal that the practice of S-LEA has a statistically significant impact on teachers' J-COM. This finding is consistent with the findings of [29], who discovered a favorable association between S-LEA and team commitment. The current study's findings were similar to those of Yamane [62], who discovered a favorable association between S-LEA and organizational commitment in Malaysia. Schools in general, and school leaders in particular, must endeavor to motivate their staff to stay up with present changes and advances while achieving their goals in a variety of methods [63]. The trend toward more sophisticated, intellectually demanding teaching styles suggests that teacher dedication will remain critical to effective education. Even if it is unrelated to S-LEA, Marshall [35] argued that there is a link between instructors' overall commitment and leadership styles. Marshall [35] found that affective commitment showed a negative link with transactional leadership and a good correlation with transformational leadership. Mok [38] and Zhang [64] found a robust relationship between leadership behavior and positive organizational commitment. Zhang [64] investigated the relationship and impact of leadership style on teachers' overall commitment in the Ethiopian context. In the Cambodian context, Aldaibat [2] stressed that TVET can be roughly defined as production, services, livelihoods, education, training, and skill development in a variety of vocational specialties. A component of lifelong learning, TVET can occur at the secondary, post-secondary, and technical levels.

4.3 Discussion on the Influence of S-LEA on Teachers' J-COM

The comparisons and differences between studies revealed that the impact of leadership on teachers' organizational commitment differs depending on the leadership style adopted. applied social exchange theory [45] to explain why servant leadership boosts subordinates' organizational commitment. Because supervisors are sometimes defined as the company's 'face' or 'representative' in charge of enforcing organizational policy, positive treatment by leaders should motivate subordinates to reciprocate in the form of desired work attitudes such as organizational devotion. Servant leaders should encourage subordinates to reciprocate by increasing their emotional attachment to and identification with the organization through opportunities to learn new skills, improve themselves, and participate in decision-making. Furthermore, because the principal is the organization's major speaker, receiving warm treatment from a servant leader is likely to foster deeper feelings of responsibility toward the organization, as evidenced by higher levels of normative commitment. Despite limited research on the relationship between servant leadership and emotional and normative commitment, recent studies at TVET Institutes in Cambodia have found a link between servant leaders' activities and these forms of commitment. This study found that S-LEA had a favorable impact on teachers' J-COM; the more S-LEA is practiced in TVET Institutes, the more committed teachers are to their careers. Teachers' dedication to their employment decreases as S-LEA is reduced in TVET Institutes. This study also found that better S-LEA practices are critical for improving teachers' J-COM in their professions at TVET Institutes in the Cambodian context. By boosting employability, improving domestic productivity, lowering poverty, and mobilizing skilled workers, TVET would play a major role in the country's economic development [2].

5. CONCLUSION

Encouraging public-private partnerships and gathering resources from stakeholders to assist sustainable development is one of Cambodia's TVET national policy objectives. According to this study, the level of S-LEA in Cambodian TVET Institutes in Phnom Penh is moderate. As a result, stakeholders, such as TVET Institutes, should work with aid agencies to provide in-service capacity-building training for principals in order to raise the level of S-LEA practice in TVET Institutes. This study also found that teachers' J-COM toward their profession is moderate. As a result, TVET teachers should increase their devotion to their employment.

Additionally, this research has practical and theoretical ramifications. In theory, this study adds to the body of knowledge on educational leadership and organizational commitment. Practically speaking, this study discovered that S-LEA had a considerable positive impact on teachers' J-COM. Thus, TVET Institute directors should fully adopt a servant leadership style to foster teachers' J-COM in their employment. Furthermore, this study believes its findings will benefit teachers, students, administrators, and other researchers.

It could assist teachers in understanding the level of S-LEA practices and increase their dedication to their employment. The findings of this study will also assist TVET administrators in determining the level of S-LEA practice and in implementing S-LEA to

7 improve institute performance, as well as teachers' motivation and dedication to teaching-learning practices. The study's findings would once again assist children in receiving a high-quality education through improved S-LEA practices and teachers' J-COM in their work. Furthermore, the findings of this study could serve as a starting point for other scholars to do additional research on relevant topics. Additionally, a competent TVET workforce would enable Cambodian firms to compete with their foreign rivals and potentially increase their exports. Also, the limitation of this study is its focus on TVET institutes in Phnom Penh that offer internship and employment opportunities through business partnerships, practice workshops, and full and partial subsidies. Additionally, the TVET institutes offer free lodging for students, particularly those from rural areas, those in need, and female students.

By virtue of its importance, the three recommendations for further research were theoretically and practically suggested as follows:

- 31
- 66
- 40
- 55
- 2
- a. Future research should focus on the impact of other leadership styles on teachers' job commitment. The conclusions of this study would have been more significant if the inquiry had included TVET Institutes; instead, the analysis was limited to TVET Institutes within the Cambodian setting.
 - b. This study's findings would have been more relevant if it had examined the impact of various leadership styles on teachers' commitment to their professional responsibilities; instead, it focused solely on the directors' implementation of servant leadership practices in relation to teachers' job commitments. The generalizability of this study's findings might have been improved if the research had been conducted at the subnational level; instead, the study's scope was limited to the Provincial Administration.
 - c. More research should be conducted to investigate mechanisms for expanding TVET institutions, ways to promote the value of TVET education among all Cambodians in order to increase the number of Cambodians working in technical industries and acquiring the necessary skills, and ways for TVET to attract more investors to participate in the long-term, sustainable development of its educational system.

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