

RESEARCH ARTICLE

CONTENT VALIDITY OF INSTRUMENTS MEASURING INSTRUCTIONAL LEADERSHIP, ORGANIZATIONAL COMMITMENT AND FOLLOWERSHIP IN MALAYSIAN PRIMARY SCHOOLS

Cammellia Othman¹, Abdul Halim Busari¹, Majelan Sulong²

¹Faculty of Cognitive Sciences and Human Development, University Malaysia Sarawak, 94300 Kota Samarahan, Sarawak, Malaysia

²Jabatan Pendidikan Negeri Sarawak, Malaysia

ABSTRACT - This study assessed the content validity of an instrument measuring instructional leadership, followership and organizational commitment in Malaysian primary schools. A panel of seven experts, each with 20 to 30 years of experience in education and leadership evaluated the instrument using the Content Validity Index (CVI) method. The I-CVI scores for instructional leadership, followership and organizational commitment were 0.96, 0.96, and 0.95, respectively, all above the acceptable 0.78 threshold indicating strong item validity. The S-CVI/AVE scores reached 0.96 for instructional leadership and followership and 0.95 for organizational commitment and reflecting high agreement on item relevance. For S-CVI/UA, instructional leadership and followership scored 0.80, meeting the acceptable standard while organizational commitment initially scored 0.72. After refinement, the S-CVI/UA for organizational commitment improved to 1.00, reflecting full expert consensus. Overall, the instrument demonstrates high content validity, providing a reliable basis for educational assessment and further research. This validated tool offers insights into instructional practices and organizational dynamics and supports applications in targeted training and policy development. Future research could apply this instrument in varied educational contexts to further test its adaptability, promoting broader use in educational research and policy.

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INTRODUCTION

In recent years, the focus on instructional leadership, organizational commitment, and followership within the education sector has gained significant attention, particularly in the context of improving school performance and student outcomes. Instructional leadership, a critical component of effective school management, plays a pivotal role in guiding teachers toward better teaching practices and improving student achievement (Hallinger et al., 2020). School leaders who practice strong instructional leadership provide clear direction, foster a positive learning environment and engage teachers in meaningful professional development. These findings show that good instructional leadership leads to more committed and effective teachers which is important for improving the overall learning experience (Day et al., 2016; Leithwood et al., 2020).

Another important concept in educational settings is organizational commitment which describes the psychological bond and allegiance that educators have to their institution. Meyer and Allen's (1991) model of organizational commitment identifies three key components: affective, continuance and normative commitment. Affective commitment reflects the emotional attachment teachers have to their school, while continuance commitment refers to the costs associated with leaving the organization, and normative commitment represents a sense of obligation to remain with the institution. Higher levels of organizational commitment have been linked to increased job satisfaction, reduced turnover, and improved job performance (Meyer & Herscovitch, 2001; Ikram et al., 2021).

Followership, a relatively underexplored area in educational research is equally important in shaping school culture and leadership dynamics. Effective followers are characterized by active engagement and independent critical thinking. They contribute to the success of leadership by providing support and questioning their leaders when it is essential. (Kelly, 1992; Uhl-Bien et al., 2014). In the context of education, teachers who exhibit strong followership behaviors collaborate effectively with school leaders thereby enhancing overall school performance.

Given the importance of these three constructs in educational settings, it is crucial to develop valid and reliable tools to measure them. However, there is a lack of validated instruments specifically designed to assess instructional leadership, organizational commitment and followership among teachers in Malaysian primary schools. The study aims to assess the content validity of these instruments using the Content Validity Index (CVI) method. This process involves obtaining feedback from experts in the field to determine whether the items in the instruments accurately represent the constructs they are intended to measure. After that, the study seeks to refine and improve the items based on the expert feedback

received. This step is crucial to ensure that any ambiguities or irrelevant items are addressed thereby enhancing the overall reliability and applicability of the instruments. Finally, the study aims to provide validated instruments that can be used in future research on leadership, followership and commitment in educational settings particularly in the context of Malaysian primary schools. These validated tools will contribute to more accurate assessments and better understanding of how leadership and followership dynamics influence organizational commitment in schools.

LITERATURE REVIEW

Instructional Leadership

Instructional leadership is broadly defined as the actions of school leaders aimed at improving teaching and learning within the school. Hallinger & Murphy (1985) created the concept which emphasises the leader's responsibility in creating a pleasant learning environment, defining clear goals and supporting instructors. The theoretical foundation of instructional leadership is grounded in both transformational and distributed leadership models, where leaders not only guide but also inspire their staff to achieve higher standards of academic performance (Hallinger, 2011). Instructional leadership is especially important in elementary school settings because it has a direct impact on student outcomes and teaching methods. Research has demonstrated that good instructional leadership improves student success by preparing teachers to fulfil curricular expectations and adapt to various student needs (Ghavifekr et al., 2014; Leithwood et al., 2020). In Malaysian primary schools, where the emphasis on student outcomes is intensifying, instructional leadership has been identified as a key factor in enhancing overall school performance (Ibrahim et al., 2023). By promoting teacher collaboration and facilitating continuous professional development, instructional leaders play a critical role in improving the quality of education and driving sustainable school improvement.

Organizational Commitment

Organizational commitment refers to the psychological attachment an individual has to their organization. (Meyer & Allen, 1991) conceptualized organizational commitment as a multidimensional construct, consisting of three components: affective, continuance and normative commitment. Affective commitment reflects an emotional attachment to the organization, where employees identify with the organization and are willing to put in effort for its success. Continuance commitment refers to an individual's awareness of the costs associated with leaving the organization, while normative commitment reflects a sense of obligation to remain with the organization. In educational institutions especially schools, organizational commitment is crucial for fostering a stable and motivated teaching workforce. Teachers with high levels of commitment are more likely to exhibit dedication, persistence and a proactive attitude towards both their students and the school community (Mowday et al., 1979). Studies in Malaysian schools have shown that organizational commitment among teachers is linked to job satisfaction, low turnover and a positive school climate (Zain & Shaffie, 2023).

Followership

Followership refers to the behaviors of individuals who are in subordinate roles within an organization but who actively engage in supporting or challenging their leaders when necessary. Kelly (1992) introduced different styles of followership which is ranging from passive to exemplary. Effective followership involves active engagement and critical thinking. In educational settings, strong followership is characterized by teachers who are not only compliant but also contribute to decision-making and help implement school goals. The impact of followership on school performance has been gaining attention in recent years. Teachers who demonstrate strong followership skills can enhance the effectiveness of school leadership by supporting initiatives, providing feedback and fostering a culture of collaboration (Chaleff, 2018). Research shows that schools with a lot of involved followers do better because teachers work with leaders to reach common goals (Uhl-Bien et al., 2014). In Malaysian primary schools, followership is still a relatively underexplored area but it holds significant potential for improving leadership dynamics and overall school outcome (Arshad et al., 2022).

Content Validity Index (CVI)

The Content Validity Index (CVI) is a widely used method for assessing the validity of a measurement instrument in terms of how well its items represent the construct being measured. Developed by Lynn (1986), the CVI relies on expert judgment to evaluate the relevance and clarity of each item on a scale. The Item Content Validity Index (I-CVI) is calculated for individual items, while the Scale Content Validity Index (S-CVI) provides an overall measure of the instrument's validity. Lynn (1986) found that 6 to 10 experts view items with I-CVI scores of 0.78 or higher legitimate and suitable for content validity evaluation. With a smaller panel of 3 to 5 experts, I-CVI must equal 1.00 to indicate total agreement. In order to exhibit outstanding content validity, the Scale-Content Validity Index Average (S-CVI/Ave) should be equal to or more than 0.90, and the Scale-Content Validity Index Universal Agreement (S-CVI/UA) should be at least 0.80 (Polit & Beck, 2006). In the Malaysian context, the CVI has been applied to validate instruments tailored to local educational settings, providing a framework for ensuring that measurement tools are both culturally and contextually relevant (Nur Syarima Shafiee et al., 2020).

METHODOLOGY

Figure 1 shows the framework of the study, a summary of the construction process and the validity of the content of the instrument of instructional leadership, organizational commitment and followership in Malaysia primary school.

Instrument development relies on content validity to ensure that items reliably measure constructs. Lynn (1986) proposed the systematic method for assessing content validity specifically focussing on the use of expert panels. She proposed that content validity could be quantified by calculating the Content Validity Index (CVI), where experts rate the relevance of individual items. This approach was further refined by Polit and Beck (2006), who emphasized the importance of having an expert panel with relevant qualifications to assess each item's clarity and relevance. These phases have since become a standard method for assessing and improving the validity of instruments in educational and psychometric research. The process is generally divided into four key phases: the construction of measurement constructs, the selection of expert panels, the implementation of the content validity assessment and the refinement of items based on feedback. The study included a rigorous evaluation process consisting of four stages to assess the content validity of the survey instrument.

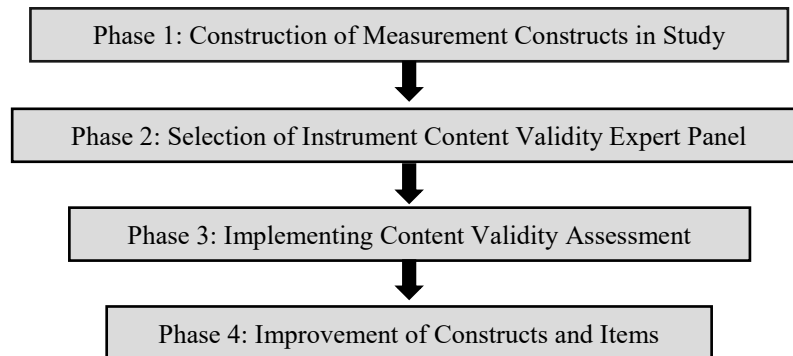


Figure 1. Study framework for item construction, content validity and CVI for study surveying tools

1) Phase 1: Construction of Measurement Constructs in Study

In the first phase, the constructs for this study were selected based on well-established and validated models in educational leadership, followership and organizational commitment. Specifically, the Principal Instructional Management Rating Scale (PIMRS) developed by Hallinger (2011) was chosen to measure instructional leadership, the Revised Kelly Followership Questionnaire (KFQ-R) developed by Kevin et al., (2019) to measure followership and the Three-Component Model of Employee Commitment Survey (TCM-ECS) developed by Meyer & Allen (2004) to assess organizational commitment. These models were selected due to their strong theoretical foundations, extensive validation in educational and organizational contexts and their ability to provide a comprehensive view of the constructs.

The PIMRS by Hallinger (2011) is one of the most widely recognized tools for assessing instructional leadership particularly in school settings. It consists of 50 items that evaluate various dimensions of instructional leadership such as defining the school's mission, managing instructional programs and promoting a positive school climate. Recent studies have continued to utilize PIMRS to measure instructional leadership in diverse educational contexts. For example, a study by Shaked (2021) examined instructional leadership practices among school principals in Israel using PIMRS, demonstrating the tool's continued relevance and adaptability in different countries. Similarly, Day et al., (2020) used PIMRS to investigate the impact of principal instructional leadership on teacher practices and student achievement across multiple school settings. These recent studies affirm that the PIMRS remains a robust and reliable measure of instructional leadership in educational research.

The Revised Kelly Followership Questionnaire (KFQ-R), revised by Kevin et al., (2019) builds on the original work of Kelley (1992) and provides an updated framework for understanding followership behavior. The KFQ-R contains 25 items that assess followership across two dimensions: active engagement and independent critical thinking. Recent studies have increasingly recognized the importance of followership in educational settings. For instance, Othman & Busari (2024) explored the role of followership in organizational commitment, using the KFQ-R to highlight how follower behaviors can significantly impact organizational commitment. Another study by Tuhumury & Parnawa Putranta (2023) applied the KFQ-R to examine employees followership styles with perceived supervisor support underscoring the growing relevance of followership field. These studies demonstrate that the KFQ-R provides a comprehensive understanding of how followers particularly teachers engage with leadership in educational contexts.

Finally, the Three-Component Model of Employee Commitment Survey (TCM-ECS) by Meyer & Allen (2004) was selected to measure organizational commitment. This model identifies three distinct forms of commitment: affective commitment (emotional attachment), continuance commitment (cost-based commitment), and normative commitment (obligation-based commitment). The TCM-ECS has been widely applied in various educational studies over the past five years. For example, Aminah Zulkefli et al., (2021) used the TCM-ECS to explore relationship between organizational commitment and distributed leadership among secondary schools' teachers in Malaysia, finding significant relationships between these variables. Similarly, Nguyen et al., (2020) applied the TCM-ECS in their study of teacher retention and job satisfaction in Vietnam, highlighting the model's ability to capture the nuances of teacher commitment across different cultures. These studies underscore the relevance and applicability of the TCM-ECS in examining organizational commitment in educational institutions.

The justification for choosing these established models is clear. It's easy to see why these well-known types were chosen. First, they have been thoroughly tested and are now commonly used in many recent studies which proves their dependability. Second, these models cover all the important ideas of teaching leadership, followership and organizational commitment which are necessary to understand how schools work. This study is based on strong theoretical theories because it uses these models. This makes sure that the traits being tested are true and reliable and it also follows current trends in educational research. The CVI evaluation was undertaken in Malaysian primary schools to confirm that the instruments evaluating instructional leadership, organisational commitment and followership are culturally appropriate and correctly reflect the Malaysian educational system. This is essential for developing reliable tools that can provide meaningful insights into school leadership and teacher behaviors in this specific setting.

2) Phase 2: Selection of Instrument Content Validity Expert Panel

After constructing the instrument, the selection of experts was based on carefully defined criteria to ensure their expertise and extensive experience in the fields of education and leadership. According to Lynn (1986), it is recommended to engage six to ten experts for content validity studies. By following this guideline, seven experts were selected for this study. These experts were qualified to assess the content validity of the instrument in the context of Malaysian primary schools since they had 20 to 30 years of experience in the education system, especially in leadership and management roles. Their experience was crucial for assessing the relevance and clarity of the items related to instructional leadership, organizational commitment and followership.

Scholars have emphasized that experts should be chosen based on specific criteria including their academic qualifications, experience in the field and familiarity with the subject matter being assessed. Yusoff (2019) stresses that experts must have a deep understanding of the constructs being evaluated to provide meaningful feedback on the instrument's content validity. The experts in this research were chosen based on their backgrounds in academics in educational leadership or similar subjects. Their experience working as teachers or administrators for more than 20 years and their present positions as advisors or leaders in educational institutions. This is in line with Polit and Beck (2006), who highlight the importance of selecting experts with relevant experience and qualifications to ensure the validity and reliability of the instrument being assessed. Additionally, expert's willingness to participate actively in the evaluation process was another important criterion as noted by Rubio et al., (2003), who argue that active engagement is essential for obtaining in-depth feedback. This varied group of school administrators, educational leadership specialists and academics evaluated the instrument's structure, clarity, and cultural relevance for Malaysian primary schools.

Official appointment letters were issued to the selected experts through their affiliated universities and institutions. The instruments and evaluation forms were distributed electronically via email and other platforms like WhatsApp, ensuring timely communication and feedback. The experts had one month to study the instrument, assessing item alignment with constructs and suggesting modifications. This thorough selection of the expert panel followed Lynn (1986) and Polit and Beck (2006) best practices to ensure that the comments would considerably improve and validate the instrument. A summary of the seven selected experts is provided in Table 1 below.

Table 1. List of panels expert

Expert	Field of Expertise	Position	Service Period	Institution
Expert 1	Educational Leadership	Senior Lecturer	23	Universiti Malaya
Expert 2	Education and Language	Senior Lecturer	26	Universiti Kebangsaan Malaysia
Expert 3	Educational Leadership	District Education Officer	29	District Office of Education
Expert 4	Educational Leadership	Deputy Director	29	Department of State Education
Expert 5	Educational Assessment	Senior Lecturer	30	Aminudin Baki Institute
Expert 6	Educational Leadership	Chief Assistant Director	26	Ministry of Education Malaysia
Expert 7	Educational Leadership	Chief Assistant Director	29	Ministry of Education Malaysia

3) Phase 3: Implementing Content Validity Assessment

Content validity refers to the extent to which a measurement instrument accurately reflects the specific construct it is intended to measure (Polit & Beck, 2006; Lynn, 1986; Rubio et al., 2003). In this phase, content validity assessment is conducted to ensure that the developed instrument is consistent with the theoretical concepts it aims to measure (Sekaran & Bougie, 2016). To achieve this, the Content Validity Index (CVI) is employed a widely accepted method for quantifying content validity. This method is particularly useful in evaluating the relevance of each item and the overall scale of the instrument (Polit & Beck, 2006; Polit et al., 2007). When the instrument was ready to be used in this study, a group of seven professionals with a combined 20 to 30 years of expertise in educational leadership were assigned the responsibility of assessing its items. The experts were provided with a 4-point scale to rate the relevance of each item, ranging from not relevant to highly relevant. The experts' ratings were used to compute the Item Content Validity Index (I-CVI) for each item which represents the proportion of experts who rated the item as quite relevant or highly relevant (Polit & Beck, 2006). An I-CVI value of 0.78 or higher is generally considered acceptable, indicating that there is sufficient agreement among the experts regarding the relevance of the item (Yusoff, 2019). "Additionally, the Scale Content Validity Index

(S-CVI) was calculated to determine the overall validity of the instrument, where Polit and Beck (2006) recommended that the Scale-Content Validity Index Average (S-CVI/Ave) should be equal to or greater than 0.90, while the Scale-Content Validity Index Universal Agreement (S-CVI/UA) should be at least 0.80 to demonstrate excellent content validity of the overall instrument.

The CVI process involves converting the ordinal scale data from the experts into two categories: relevant or irrelevant. This binary classification helps simplify the analysis and provides clear insights into which items meet the validity threshold. According to Lindell et al., (1999) the CVI offers direct information on the consensus among experts, making it an effective tool for assessing content validity. If any items do not meet the required I-CVI threshold, as determined by the number of experts, the items must be reassessed and possibly revised. Items that fail to achieve an I-CVI of 0.78 or higher are carefully reviewed and improved based on expert feedback. To represent the concepts of instructional leadership, organisational commitment and followership in the context of primary schools in Malaysia, this iterative procedure guarantees that the final instrument is accurate and dependable. Throughout this phase, it is crucial to address any discrepancies between experts' ratings. When disagreements occur, they are typically discussed and adjustments are made to the items to improve clarity or relevance. For instance, if an item is deemed unclear or ambiguous by several experts, the wording may be refined to ensure it aligns with the intended construct. After revisions are made, the instrument may undergo a second round of content validity assessment to confirm that the adjustments have improved the item's relevance.

In summary, the implementation of the CVI in this study ensures that the instrument is thoroughly evaluated and refined based on expert feedback. In order to create a valid and reliable instrument that measures instructional leadership, organizational commitment and followership in the setting of primary schools in Malaysia, this procedure is repeated till the end. Table 2 below illustrates the appropriateness of the CVI values according to the number of experts and references used.

Table 2. Expert number and accepted score index value

Validity Index	Required Value (3-5 experts)	Required Value (6-10 experts)	Sources
I-CVI	1	≥ 0.78	Lynn (1986)
S-CVI/AVE	≥ 0.90	≥ 0.90	Polit & Beck (2006), Polit et al., (2007)
S-CVI/UA	≥ 0.80	≥ 0.80	Polit & Beck (2006), Polit et al., (2007)

4) Phase 4: Improvement of constructs and items

After the content validity assessment forms were received from the expert panel, the I-CVI analysis was performed on each construct and study item. As per the recommendation from Lynn (1986), each item was required to achieve an I-CVI score of at least 0.78 to be considered valid. During this process, experts provided critical evaluations of the items and were encouraged to offer detailed written feedback, including suggestions for improvement. Their comments helped the researcher understand areas where the items needed refinement or rewording. The expert feedback was essential in identifying issues related to sentence structure, grammar and overall clarity of the items. The content validity forms captured these comments and based on the feedback, modifications were made to the items. This included revising sentence arrangement, correcting grammatical errors, improving clarity in item wording and ensuring that the technical language was appropriate for the intended audience. The goal of these revisions was to ensure that each item was both linguistically clear and conceptually aligned with the constructs of instructional leadership, organizational commitment and followership. Furthermore, the improvement process also involved making adjustments to the measurement scale to enhance the questionnaire's readability and ease of response. By refining wording and style based on expert comments, the final instrument reduced uncertainty and helped respondents answer questions properly and consistently. This phase ensured that the instrument was well-suited for future empirical use in the Malaysian primary school context.

RESULT

The content validity assessment results are presented using the I-CVI and the S-CVI scores for each construct: instructional leadership, organizational commitment and followership. The I-CVI scores for each item were calculated by determining the proportion of experts who rated the item as quite relevant or highly relevant on the 4-point scale. Items achieving an I-CVI score of 0.78 or higher were considered valid as recommended by Lynn (1986). For the instructional leadership construct, which consists of 50 items, the I-CVI values ranged from 0.85 to 1.00, with an overall S-CVI/AVE of 0.96. Similarly, the followership construct consisting of 25 items, demonstrated I-CVI values ranging from 0.85 to 1.00, with an S-CVI/AVE of 0.97. The organizational commitment construct comprising 18 items, yielded I-CVI values between 0.85 and 1.00, with an S-CVI/AVE score of 0.95. All three constructs met the threshold for content validity and confirming that the majority of items were deemed relevant by the expert panel. To measure the content validity of the instrument in this study, I-CVI and S-CVI were calculated based on the feedback from the seven experts. The I-CVI is used to assess the validity of each individual item by determining the proportion of experts who rated the item as either quite relevant or highly relevant on a 4-point scale. The formula for I-CVI is:

$$I - CVI = \frac{N_{\text{experts giving a rating of 3 or 4}}}{N_{\text{total experts}}}$$

This research comprised seven experts, therefore each question had to be evaluated relevant by at least six of them (a minimum I-CVI of 0.78) to be valid (Lynn, 1986). This ensures that the majority of experts agreed on the relevance of the items. The S-CVI was also calculated to measure the overall content validity of each construct. The S-CVI/AVE is the average of all the I-CVI values for each item in the construct and is calculated as follows:

$$S - CVI/AVE = \frac{\sum I - CVI}{N_{\text{items}}}$$

This formula determines if the entire scale is content-valid for assessing the target construct. In this study, the expert ratings and the I-CVI scores were used to revise and refine the instrument, ensuring its clarity, relevance and appropriateness for the Malaysian primary school context. The overall findings show that the validity of the content of the instructional leadership, organizational commitment and followership is high and can be used as a measuring tool in this study. According to Yusoff (2019), the formula for measuring validity is:

- i. To measure the amount of expert consent is to calculate the sum of all experts who agree on each item. Example: on the item B1 (Total expert consent is an expert 1+ expert 2 + expert 3 + expert 4 + expert 5 + expert 6+ expert 7 = 7)
- ii. Value I-CVI = The amount of approval of the expert ÷ the number of experts. Example: Item 1 (B1) (7÷7=1)
- iii. Value S-CVI/AVE = Sum of all I-CVI values ÷ Total Number of Item. Example: Item 1 (B1) (1 + 0.86 + 0.86 + 1 + 1 + 1 + 1 + 1 + 1 ÷ 10 = 0.972)
- iv. Value S-CVI/UA = Number of Items with Full Agreement ÷ Total Number of Item. Example: Item 1 (B1) (1+1+1+1+1+1+1+1+1+1÷10=0.80)

Instructional Leadership Content Validity Index (CVI) Scores

Table 3, table 4 and table 5 shows the CVI scores for instructional leadership by three dimensions. Result shows the strong item relevance across all dimensions: defining the school's mission, managing instructional programs and promoting a positive school climate. For defining the school's mission, all items except B2 and B3 achieved I-CVI of 1.00, resulting in S-CVI/AVE of 0.97 and an S-CVI/UA of 0.80, indicating strong validity. In managing instructional programs dimension, almost all items were rated 1.00, leading to S-CVI/AVE of 0.99 and S-CVI/UA of 0.93, reflecting high expert agreement. For promoting a positive school climate, most items scored well with S-CVI/AVE of 0.94 and S-CVI/UA of 0.80, showing overall item relevance and agreement among experts. These findings indicate strong content validity across all areas although slight refinement could further enhance consistency.

Table 3: Overall finding of content validity index (CVI) for defining the school's mission

Item/Experts	E1	E2	E3	E4	E5	E6	E7	Expert in Agreement	I-CVI	Result
B1: Develop focused annual goals for the entire school.	1	1	1	1	1	1	1	7	1	Accepted
B2: Aligns the school's goals with staff responsibilities.	1	1	1	1	1	1	0	6	0.86	Accepted
B3: Utilizes needs assessments to gather staff input for goal setting.	1	1	1	1	1	1	0	6	0.86	Accepted
B4: Uses student performance data to shape the school's academic goals.	1	1	1	1	1	1	1	7	1	Accepted
B5: Creates goals that are easily comprehensible to the school's teachers.	1	1	1	1	1	1	1	7	1	Accepted
B6: Effectively communicates the school's mission to the entire school community.	1	1	1	1	1	1	1	7	1	Accepted
B7: Engages teachers in discussions about the school's academic goals during staff meetings.	1	1	1	1	1	1	1	7	1	Accepted
B8: Refers to the school's academic goals when collaborating with teachers on curriculum decisions.	1	1	1	1	1	1	1	7	1	Accepted
B9: Ensures the school's academic goals are visibly displayed on bulletin boards or posters around the school.	1	1	1	1	1	1	1	7	1	Accepted
B10: Refers to the school's mission during assemblies or student discussions.	1	1	1	1	1	1	1	7	1	Accepted
Proportion Relevance	1.00	1.00	1.00	1.00	1.00	1.00	0.80		0.97	
S-CVI/AVE = 0.97										
S-CVI/UA = 0.80										

Table 4. Overall finding of content validity index (CVI) for managing instructional programs

Item/Experts	E1	E2	E3	E4	E5	E6	E7	Expert in Agreement	I-CVI	Result
B11: Ensures that teachers' classroom priorities align with the school's established goals.	1	1	1	1	1	1	1	7	1	Accepted
B12: Reviews student work to evaluate the effectiveness of classroom instruction.	1	1	1	1	1	1	1	7	1	Accepted
B13: Regularly conducts informal classroom observations.	1	1	1	1	1	1	1	7	1	Accepted
B14: Identifies specific strengths in teachers' instructional practices during conferences or in written evaluations.	1	1	1	1	1	1	1	7	1	Accepted
B15: Highlights specific areas for improvement in teachers' instructional practices during evaluations or conferences.	1	1	1	1	1	1	1	7	1	Accepted
B16: Clearly defines the roles of principals, vice-principals, or teacher-leaders in coordinating the curriculum across grade levels.	1	1	1	1	1	1	1	7	1	Accepted
B17: Utilizes school-wide testing results to inform curricular decisions.	1	1	1	1	1	1	1	7	1	Accepted
B18: Ensures that the classroom curriculum aligns with the school's curricular objectives through monitoring.	1	1	1	1	1	1	1	7	1	Accepted
B19: Evaluates the alignment between the school's curricular objectives and achievement tests.	1	1	1	1	1	1	1	7	1	Accepted
B20: Actively participates in reviewing curricular materials.	1	1	1	1	1	1	1	7	1	Accepted
B21: Holds meetings with teachers to discuss student progress.	1	1	1	1	1	0	1	6	0.85	Accepted
B22:m Discusses academic performance results with faculty to identify strengths and weaknesses in the curriculum.	1	1	1	1	1	1	1	7	1	Accepted
B23: Uses test results and other performance metrics to assess progress towards school goals.	1	1	1	1	1	1	1	7	1	Accepted
B24: Communicates the school's performance results to teachers via memos or newsletters.	1	1	1	1	1	1	1	7	1	Accepted
B25: Updates students on the school's academic progress.	1	1	1	1	1	1	1	7	1	Accepted
Proportion Relevance	1.00	1.00	1.00	1.00	1.00	0.93	1.00		0.99	
S-CVI/AVE= 0.99										
S-CVI/UA = 0.93										

Table 5. Overall finding of content validity index (CVI) for promoting a positive school climate

Item/Experts	E1	E2	E3	E4	E5	E6	E7	Expert in Agreement	I-CVI	Result
B26: Minimizes interruptions to instructional time caused by public address announcements.	1	1	1	1	1	1	1	7	1	Accepted
B27: Ensures that students are not called out of class during instructional time.	1	1	1	1	1	0	1	6	0.85	Accepted
B28: Implements consequences for students who are tardy or truant, ensuring they understand the importance of instructional time.	1	1	1	1	1	0	1	6	0.85	Accepted

Table 5. (cont.)

Item/Experts	E1	E2	E3	E4	E5	E6	E7	Expert in Agreement	I-CVI	Result
B29: Encourages teachers to utilize instructional time for teaching and reinforcing new skills and concepts.	1	1	1	1	1	1	1	7	1	Accepted
B30: Restricts disruptions to instructional time from extracurricular and co-curricular activities.	1	1	1	1	1	1	1	7	1	Accepted
B31: Engages in informal conversations with teachers during recess and break times.	0	1	1	1	1	0	1	5	0.71	Accepted
B32: Makes occasional classroom visits to discuss school matters with teachers.	0	1	1	1	1	1	1	7	0.85	Accepted
B33: Participates in extracurricular and co-curricular activities.	0	1	1	1	1	0	1	6	0.71	Accepted
B34: Covers classes when teachers are absent or delayed.	1	1	1	1	1	1	1	7	1	Accepted
B35: Provides direct instruction or tutoring to students when needed.	1	1	1	1	1	1	1	7	1	Accepted
B36: Recognizes and reinforces superior teacher performance during staff meetings or through newsletters and memos.	1	1	1	1	1	1	1	7	0.85	Accepted
B37: Privately acknowledges and praises teachers for their efforts and performance.	1	1	1	1	1	1	1	7	1	Accepted
B38: Recognizes teachers' exceptional performance by placing memos in their personnel files.	1	1	1	1	1	1	1	7	1	Accepted
B39: Rewards teachers for their exceptional efforts by offering opportunities for professional recognition.	1	1	1	1	1	1	1	7	1	Accepted
B40: Provides opportunities for professional growth as a reward for teachers' significant contributions to the school.	1	1	1	1	1	0	1	6	0.85	Accepted
B41: Ensures that in-service training for staff aligns with the school's goals.	1	1	1	1	1	1	1	7	1	Accepted
B42: Actively supports the implementation of skills acquired during in-service training in the classroom.	1	1	1	1	1	1	1	7	1	Accepted
B43: Ensures full staff participation in important in-service activities.	1	1	1	1	1	1	1	7	1	Accepted
B44: Leads or participates in in-service activities focused on teaching and learning.	1	1	1	1	1	1	1	7	1	Accepted
B45: Allocates time for teachers to share ideas and insights from various training programs during meetings.	1	1	1	1	1	1	0	6	0.85	Accepted
B46: Recognizes outstanding student achievements with formal rewards, such as inclusion on the honor roll or mention in the principal's newsletter.	1	1	1	1	1	1	1	7	1	Accepted
B47: Uses school assemblies to recognize students for academic excellence or exemplary behavior.	1	1	1	1	1	1	1	7	1	Accepted
B48: Recognizes exceptional student achievement by inviting them to the principal's office.	1	1	1	1	1	1	1	7	1	Accepted

Table 5. (cont.)

Item/Experts	E1	E2	E3	E4	E5	E6	E7	Expert in Agreement	I-CVI	Result
B49: Contacts parents to inform them of their child's improvement, exemplary performance, or contributions to the school.	1	1	1	1	1	1	1	7	1	Accepted
B50: Actively supports teachers in recognizing students' contributions and achievements in class.	1	1	1	1	1	1	1	7	1	Accepted
Proportion Relevance	0.80	1.00	1.00	1.00	1.00	0.90	1.00		0.94	
S-CVI/AVE= 0.94										
S-CVI/UA = 0.80										

Followership Content Validity Index (CVI) Scores

In table 6 and table 7, the CVI scores for followership show that most items achieved I-CVI values of 1.00, indicating a strong consensus among experts on the relevance of these items. In independent critical thinking, most items achieved full expert agreement with an I-CVI of 1.00 except for items C4, C7, and C8, which had I-CVI scores of 0.85 and indicating a need for revision. The S-CVI/AVE for this section was 0.97 and the S-CVI/UA was 0.77. It showing high item relevance but slightly lower universal agreement. For active engagement, all items were highly rated except for C19 and C25 which scored 0.85 and suggesting minor revisions. This section achieved S-CVI/AVE of 0.97 and S-CVI/UA of 0.83, reflecting strong overall agreement among experts. These findings confirm strong content validity though minor adjustments will enhance clarity and agreement across all items.

Table 6. Overall finding of content validity index (CVI) for independent critical thinking

Item/Experts	E1	E2	E3	E4	E5	E6	E7	Expert in Agreement	I-CVI	Result
C1: I think about how my work helps the society.	1	1	1	1	1	1	1	7	1	Accepted
C2: I spend time thinking about how my work contributes to my personal satisfaction.	1	1	1	1	1	1	1	7	1	Accepted
C3: I evaluate activities that are needed to achieve organisational goals.	1	1	1	1	1	1	1	7	1	Accepted
C4: I generate and evaluate the latest ideas that contribute to the organisation goals.	1	1	0	1	1	1	1	6	0.85	Need Revision
C5: I try to solve problems rather than depending on the leader.	1	1	1	1	1	1	1	7	1	Accepted
C6: I help any team to see the potential and risk of ideas and plans.	1	1	1	1	1	1	1	7	1	Accepted
C7: I help any team to see the potential and risk of ideas and plans.	1	1	1	1	1	0	1	6	0.85	Need Revision
C8: I evaluate my strength and weaknesses in the workplace.	1	1	1	1	1	1	0	6	0.85	Need Revision
C9: I question in depth about the wisdom of leaders in making decisions.	1	1	1	1	1	1	1	7	1	Accepted
C10: I do what the leaders request regardless of my beliefs	1	1	1	1	1	1	1	7	1	Accepted
C11: I act on my own ethical standards as compared to my workgroup (team).	1	1	1	1	1	1	1	7	1	Accepted
C12: I pointed out my views on important issues, even though it could be conflicting with colleagues.	1	1	1	1	1	1	1	7	1	Accepted
C13: I pointed out my view on important issues, although it could be conflicting with the leaders.	1	1	1	1	1	1	1	7	1	Accepted
Proportion Relevance	1.00	1.00	0.92	1.00	1.00	0.92	0.92		0.97	
S-CVI/AVE = 0.97										
S-CVI/UA = 0.77										

Table 7. Overall finding of content validity index (CVI) active engagement

Item/Experts	E1	E2	E3	E4	E5	E6	E7	Expert in Agreement	I-CVI	Result
C14: The alignment between my personal and organisational goals helped me remain involved in the workplace.	1	1	1	1	1	1	1	7	1	Accepted
C15: I am committed to my work role.	1	1	1	1	1	1	1	7	1	Accepted
C16: I contribute best to the workplace.	1	1	1	1	1	1	1	7	1	Accepted
C17: My involvement in the workplace gives a passion for colleagues.	1	1	1	1	1	1	1	7	1	Accepted
C18: I develop competencies in work to increase my value to the organisation.	1	1	1	1	1	1	1	7	1	Accepted
C19: When starting a new job, I will work for a successful tasked important for leaders.	0	1	1	1	1	1	1	6	0.85	Need Revision
C20: Leaders can give me the assignment without being monitored because knowing that I will finish it.	1	1	1	1	1	1	1	7	1	Accepted
C21: I complete a task beyond my duty.	1	1	1	1	1	1	1	7	1	Accepted
C22: When I am not the leader of the group project, I am a contributor on a high level.	1	1	1	1	1	1	1	7	1	Accepted
C23: I emphasise the contribution of colleagues even though I do not accept credit.	1	1	1	1	1	1	1	7	1	Accepted
C24: I'm trying to understand the leader' perspective.	1	1	1	1	1	1	1	7	1	Accepted
C25: I am working to achieve the requirements and goals of the leader.	1	1	1	1	1	1	0	6	0.85	Need Revision
Proportion Relevance	0.91	1.00	1.00	1.00	1.00	1.00	0.83		0.97	
S-CVI/AVE = 0.97										
S-CVI/UA = 0.83										

Organizational Commitment Content Validity Index (CVI) Scores

In table 8, table 9 and table 10, shows the CVI for organizational commitment covered three areas: affective commitment, normative commitment and continuance commitment. In affective commitment, most items achieved full agreement except for D3, D4, and D5 which scored 0.85 and require minor revision. This section achieved S-CVI/AVE of 0.93 and an S-CVI/UA of 0.50, indicating some room for improvement in agreement. In normative commitment, all items achieved perfect scores with S-CVI/AVE and S-CVI/UA of 1.00, reflecting complete consensus. For continuance commitment, most items scored well but D13 and D16 had I-CVI scores of 0.85, suggesting minor revisions. The section's S-CVI/AVE was 0.94 and S-CVI/UA was 0.66 and showing strong item relevance but indicating the potential for further refinement.

Table 8. Overall finding of content validity index (CVI) affective commitment

Item/Experts	E1	E2	E3	E4	E5	E6	E7	Expert in Agreement	I-CVI	Result
D1: I would be delighted to spend the remainder of my career at this school.	1	1	1	1	1	1	1	7	1	Accepted
D2: I really feel as if this school's problems are my own.	1	1	1	1	1	1	1	7	1	Accepted
D3: I don't feel a strong sense of belonging at this school.	0	1	1	1	1	1	1	6	0.85	Need Revision
D4: I don't feel emotionally attached to this school.	0	1	1	1	1	1	1	6	0.85	Need Revision
D5: I don't feel like I'm part of a family here at school.	0	1	1	1	1	1	1	6	0.85	Need Revision
D6: This school holds significant personal meaning for me.	1	1	1	1	1	1	1	7	1	Accepted
Proportion Relevance	0.50	1.00	1.00	1.00	1.00	1.00	1.00		0.93	
S-CVI/AVE = 0.93										
S-CVI/UA = 0.50										

Table 9. Overall finding of content validity index (CVI) normative commitment

Item/Experts	E1	E2	E3	E4	E5	E6	E7	Expert in Agreement	I-CVI	Result
D7: At the moment, staying at my school is driven by necessity as much as desire.	1	1	1	1	1	1	1	7	1	Accepted
D8: Leaving my school right now would be very difficult, even if I wanted to.	1	1	1	1	1	1	1	7	1	Accepted
D9: A large part of my life would be disrupted if I decided to leave my school now.	1	1	1	1	1	1	1	7	1	Accepted
D10: I feel I have limited options to consider leaving this school.	1	1	1	1	1	1	1	7	1	Accepted
D11: If I hadn't invested so much of myself into this school, I might consider working elsewhere.	1	1	1	1	1	1	1	7	1	Accepted
D12: One of the few downsides of leaving this organization would be the lack of available alternatives.	1	1	1	1	1	1	1	7	1	Accepted
Proportion Relevance	1.00	1.00	1.00	1.00	1.00	1.00	1.00		1.00	
-CVI/AVE = 1.00										
S-CVI/UA = 1.00										

Table 10. Overall finding of content validity index (CVI) continuance commitment

Item/Experts	E1	E2	E3	E4	E5	E6	E7	Expert in Agreement	I-CVI	Result
D13: I don't feel obligated to stay with my current employer.	1	1	1	1	1	1	0	6	0.85	Need Revision
D14: Even if it were to benefit me, I don't feel it would be right to leave my organization now.	1	1	1	1	1	1	1	7	1	Accepted
D15: I would feel guilty if I left my school at this time.	1	1	1	1	1	1	1	7	1	Accepted
D16: This school is deserving of my loyalty.	0	1	1	1	1	1	1	6	0.85	Need Revision
D17: I wouldn't leave my school right now because I feel obligated to the people here.	1	1	1	1	1	1	1	7	1	Accepted
D18: I am greatly indebted to my school.	1	1	1	1	1	1	1	7	1	Accepted
Proportion relevance	0.83	1.00	1.00	1.00	1.00	0.16	1.00		0.95	
S-CVI/AVE = 0.94										
S-CVI/UA = 0.66										

Summary of Overall Content Validity Findings

Table 11 summarizes the findings of content validity for instructional leadership, followership and organizational commitment among teachers in Malaysian primary schools. A high level of content validity was found across all three constructs according to the compilation of the data about the overall content validity. Both instructional leadership and followership were able to attain I-CVI of 0.96, S-CVI/AVE of 0.96, and S-CVI/UA of 0.80, so exhibiting good expert agreement and achieving the requirements that were set out. With an I-CVI of 0.95, S-CVI/AVE of 0.95 and S-CVI/UA of 0.72, the score for organisational commitment was significantly lower than the other scores. This indicates that the item is somewhat relevant but that there is a little lower level of universal agreement. For the most part, these findings demonstrate a high level of content validity nevertheless, the coherence of the organisational commitment construct might be improved by making some small alterations.

Table 11. Summary of overall content validity findings

Construct	Item No	I-CVI (>0.78)	S-CVI/AVE (>=0.90)	S-CVI/UA (>=0.80)
Instructional Leadership	50	0.96	0.96	0.80
Followership	25	0.96	0.96	0.80
Organizational Commitment	18	0.95	0.95	0.72

DISCUSSIONS

The expert feedback provided specific insights that prompted targeted revisions across the constructs of instructional leadership, followership and organizational commitment. In instructional leadership, items such as B2, B3, and B21 were refined to remove ambiguity, while items in promoting a positive school climate (e.g., B27, B28, B36) were simplified for clarity. In followership items C4 and C7 under independent critical thinking were revised to avoid combining ideas, while C19 and C25 in active engagement were adjusted for clearer phrasing. For organizational commitment, items D3, D4, D5, D13 and D16 were rephrased to ensure each focused on a single idea, removing redundancy. Based on the expert feedback, several modifications were made to the instrument. In the instructional leadership construct, eleven items were reworded to improve clarity and reduce ambiguity. These changes focused on making the language more straightforward while maintaining the integrity of the construct being measured. For the organizational commitment construct, five double-barreled items were reworded address only one idea per question, ensuring each item measured a distinct aspect of organizational commitment. In the followership construct, the complex item flagged by the experts was rephrased to use simpler language, ensuring that respondents would be able to interpret it easily.

Additionally, minor adjustments were made across the instrument to align the language with the local educational context such as incorporating terminology commonly used in Malaysian schools. These modifications were aimed at improving the instrument's overall comprehensibility and relevance to the target audience while maintaining the conceptual integrity of the constructs. By refining the instrument based on expert feedback, the final version was significantly enhanced in terms of clarity, relevance and cultural appropriateness, making it well-suited for use in the Malaysian primary school context. Table 12 show the distribution of items after expert verification. Study items are systematically arranged and achieve a clear meaning in the study. The total value of the content validity is in line with the values set by (Polit & Beck, 2007; dan Lynn, 1986). Therefore, referring to the I-CVI score, no indication was dropped and all of them were retained in the instrument.

Table 12. Distribution of items after expert verification

Construct	Item	Item Accepted	Item Fixed
Instructional leadership			
Defining the school's mission	10	B1, B4, B5, B6, B7, B8, B9, B10	B2, B3
Managing instructional programs	15	B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B22, B23, B24, B25	B21
Promoting a positive school climate	25	B26, B29, B30, B32, B33, B34, B35, B37, B38, B39, B41, B42, B43, B44, B46, B47, B48, B49, B50	B27, B28, B31, B36, B40, B45
Followership			
Independent critical thinking	13	C1, C2, C3, C5, C6, C8, C10, C11, C12, C13	C4, C7, C9
Active engagement	12	C14, C15, C16, C17, C18, C20, C21, C22, C23, C24	C19, C25
Organizational commitment			
Affective commitment	6	D1, D2, D6	D3, D4, D5
Normative commitment	6	D7, D8, D9, D10, D11, D12	-
Continuance commitment	6	D14, D15, D17, D18	D13, D16
	93	74	19

Following targeted refinements, the S-CVI/UA value significantly improved from 0.72 to 1.0, reflecting a high level of expert consensus on item relevance. This enhancement was achieved by streamlining item language, eliminating double-barreled questions, and tailoring items to the Malaysian primary school context, ensuring cultural and contextual appropriateness. Additionally, a facilitated discussion among experts provided clarity on item interpretation, and pilot testing confirmed the refined items' clarity and alignment with study objectives. These changes led to complete universal agreement, indicating that all experts now consistently recognize each item's relevance and clarity. To further improve the S-CVI/UA, a few additional strategies can be implemented. Enhancing conceptual clarity in each item by focusing directly on core ideas and avoiding abstract language can help experts find items consistently relevant. Engaging a diverse panel of experts with varied backgrounds, including those familiar with the specific context, can provide broader feedback, uncovering any clarity issues early on. Ensuring consistent terminology across items reduces confusion from varied expressions, while offering a brief tutorial on the rating scale and item objectives helps experts apply criteria consistently. Conducting preliminary reviews with item-specific feedback before formal scoring allows experts to highlight potential clarity issues that may impact agreement. Additionally, using an iterative review process, with refinements between rounds, progressively aligns items with expert expectations. These approaches together can strengthen expert consensus, resulting in higher S-CVI/UA values and a more universally agreed-upon instrument.

CONCLUSION

In conclusion, this study successfully validated an instrument measuring instructional leadership, followership and organizational commitment for Malaysian primary schools. High I-CVI and improved S-CVI/UA scores confirm that expert-driven refinements enhanced item clarity and relevance, resulting in a reliable tool for assessing key educational constructs. This validated instrument enables educational stakeholders to evaluate leadership effectiveness and organizational commitment accurately, aiding targeted improvements in school environments. Future research should apply this tool across diverse educational and cultural settings to examine its broader applicability, ensuring it remains a valuable resource for advancing educational research and practice.

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CONFLICT OF INTEREST

The author declares no conflict of interest with any party throughout the research and writing process of this paper.

AUTHOR CONTRIBUTIONS

Cammelia Othman: Conceptualized the study, developed the methodology, conducted the formal analysis, and wrote the original draft of the manuscript.

Abdul Halim Busari: Provided supervision, guidance on the research design, and critical review of the manuscript.

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