

Directors' Practice of Al-Ghazali Islamic Leadership Model and Teachers' Job Performance at Vocational Colleges in Johor: Teachers Perspectives

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ABSTRACT

This study examines the practice of the Al-Ghazali Leadership Model by directors and its impact on the job performance of teachers at vocational colleges in Johor. Al-Ghazali's leadership model, as outlined in his books "*al-Ehya- 'Alumuddin*," "*at-Tibr al-Masbuk Fi Nasihat al-Mulk*," and "*Book of Al-Iqtisad*," encompasses ten principles. The research employed a quantitative survey methodology and utilised questionnaires as the primary tool for data collection. The sample consisted of 330 teachers from Vocational Colleges in Johor, who were selected conveniently and voluntarily. The responses were analysed using a descriptive approach, utilising a 6-point Likert scale. The mean and standard deviation were calculated using the SPSS version 27.0 software. A pilot study was conducted to assess the validity and reliability of the questionnaire items. The findings of the study revealed that the primary principle of al-Ghazali Islamic leadership, as practised by Directors of Vocational Colleges in Johor, was the principle of 'firmness', with a mean score of 5.12. The second highest principle was 'Putting oneself in others' shoes', with a mean score of 5.11, while the third highest principle was 'Fulfilling others' rights without asserting one's own rights', with a mean score of 5.09. The Directors of Vocational Colleges in Johor demonstrated a commendable level of proficiency in implementing these principles. The expectation is that the findings of this study will serve as a source of motivation for all individuals and groups involved in the field of education, as well as the public, in their efforts to achieve the objectives outlined in the Education Blueprint 2015-2030 and the Malaysia Development Plan 2040.

Keywords: Al-Ghazali Leadership Model - Directors Practice - Teachers Job Performance

INTRODUCTION

Effective leadership requires individuals in managerial positions to possess the capacity to inspire, motivate, influence, lead, and effectively utilize all available resources within the organization. Both leaders and resources have the potential to contribute to the achievement of specific objectives. Leadership encompasses the proactive endeavour of motivating individuals to fulfil their respective responsibilities within the organisational framework. This practise guarantees that the objectives, vision, and trajectory of the organisation are followed, and that employees are provided with the chance to assume the role of liaisons or spokespersons for the organisation. Enhancing the degree of production inside an organisation is of utmost importance.

Model of Al-Ghazali Islamic Leadership

Leadership in the Islamic view is a trust and responsibility that is not only entrusted to the members that the leader leads, but one's leadership will also be held accountable before Allah SWT. Leadership is not a pleasure, but a heavy responsibility and trust which should be carried out efficiently. This is explained in *al-Mukminun* chapter of Al-Quran: Those who are faithfully true to their Amanat (all the duties which Allah has ordained, honesty, moral responsibility and trusts etc.) and to their covenants; and those who keep their prayers, they are the ones who will inherit paradise, they remain in it. (al- Mukminun: 8-11)

Leadership is not a special position one needs to chase because it is essentially regarded as a trust. Rasulullah saw once reminded Abu Dzar Al-Ghifiri who asked to be given a position to govern an Islamic territory: Meaning: *Indeed, leadership is a trust, on the day of resurrection it is an insult and regret except for those who fulfill their trust perfectly as it has been entrusted.* (Al-Bukhari & H.R Muslim, 2014).

Hujjatul Islam Imam Al-Ghazali established a model of Islamic Leadership in his books entitled *al-Ehya- 'Alumuddin, at-Tibr al-Masbuk Fi Nasihat al-Mulk* and *Book of Al-Iqtisad* (Al-Ghazali, Abu Hamid & Muhammad, 2000). According to the research conducted by Afriansyah (2018), Sharmilla (2013), Melanie and Mutohar (2018), and Mohd Nizam (2019), a comprehensive examination of al-Ghazali's work has shown ten principles of leadership. In order to effectively govern, it is imperative for a leader to empathise with the experiences and perspectives of those under their authority, so ensuring that they refrain from engaging in actions that they themselves would find undesirable. According to Mohamad Johdi Salleh and Che Noraini Hashim (2017), it is necessary for a leader to possess an understanding of the present workload of their subordinates and consistently demonstrate empathy and consideration towards them.

Second, a leader should not refuse an individual in need who seeks refuge at his home. The director or principal should always look out for the well-being of the personnel and attempt to comprehend their situation. Thirdly, a leader must have the discipline to live a simple and selfless existence. Likewise, a director or principal should assist and guide the staff under his direction (Sahito & Vaananen, 2020).

Fourth, Muslim leaders must calmly carry out their responsibilities and duties. This quality or value exemplifies the tremendous authority of a leader. Fifth, a leader must be impartial and attempt to satisfy all parties. As a Muslim leader, he should not engage in favouritism and nepotism. All employees should receive equal privileges and treatment (Zakariya, Bjørkestøl, & Nilsen, 2020). Sixth, a leader must be fully aware of the trust placed in him and the fact that he will be held accountable in the afterlife. Al-Ghazali also stated that a good Islamic leader will always be fond of knowledgeable people and be close to the Alim (educated scholars of Islamic law). A great Muslim leader would also support activism and educational initiatives. The Abbasiyyah, the Umayyah government, and the Uthmaniah Turkish government all engaged in this activity, as did Khalifah ar-Rashidin, the head of the Umayyah government (Saaeda Shah, 2006). Hence, it is unsurprising that the Caliphate era witnessed the establishment of a significant Muslim community comprising proficient individuals across all disciplines. Educational institutions and knowledge exploration were actively pursued. This demonstrates the need for a leader to set a good example by having a thirst for knowledge before instructing his followers to do the same (Işik, 2020).

In addition, al-Ghazali asserted that a leader ought to possess the capacity to regulate the conduct of their subordinates so as to prevent any violations of Islamic principles. In essence, it is imperative for the Islamic leader to exhibit firmness in order to effectively uphold the principle of *amar maaruf nahi munkar*, which entails promoting virtuous actions and discouraging immoral Behaviour (Abbas, M. A., & Kowang, T. O., 2020). According to Surayya Abu Bakar and Mohamad Johdi Salleh (2018), it is vital for a leader to possess a robust inner resilience when it comes to matters pertaining to religion, and to consistently demonstrate unwavering determination in advancing the umma.

Therefore, an Islamic leader should exhibit the ten attributes listed above when communicating with the people under his authority. As a key part of the larger attempt to elevate the status of educators, the role and responsibilities of the college director or principal are highlighted.

Rationale of the Study

A study by Inspectorates of School Malaysia (2019) explained that school excellence is closely related to the quality of school principals or headmasters. Their ability and capability to manage the school has contributed to the efficient and effective organization of a school with a good culture and environment (Andriani, Kesumawati & Kristiawan, 2018). Furthermore, the presence of such highly competent principal fosters an atmosphere of positivity, resulting in both teachers and students exhibiting a sense of contentment. Consequently, pupils develop a genuine enthusiasm for their academic pursuits, leading to a heightened sense of pride in their educational institution. Simultaneously, it is expected that the students' academic performance,

involvement in co-curricular activities, and personal attributes would exhibit a commendable and outstanding standard.

Good leadership is crucial to ensure the effective process of achieving the desired vision and mission of an agenda. According to Mohamad Johdi, Nazifah Alwani Mohamad, and Robita Khalid (2018) school excellence has always been associated to the principal's roles. Furthermore, the Inspectorates of School Malaysia (2019) have elucidated that the issue of poor leadership within an Organisation has emerged as a prominent subject of discourse within the field of ethical and moral leadership qualities. An increase in misconduct or disciplinary violations will become rampant if the principal or director of an organization does not have a good personality (Atmaca, Rızaoğlu, Türkdogan, & Yaylı, 2020). Hence, the utilisation of Islamic leadership remains very pertinent across many epochs due to its foundation provided by the Al-Quran and the hadith (Imam Al-Ghazali, 2017). The focus of the study is to examine the practice of the al-Ghazali Islamic leadership model by college directors at Vocational Colleges in Johor.

Research Questions:

This study seeks to examine the relationship between directors' practise of the al-Ghazali Islamic leadership model and teachers' job performance in Johor's vocational colleges. The study specifically seeks to address the following questions:

Question 1:What is the level of al-Ghazali Islamic Leadership Model practiced by the Directors of Vocational Colleges in Johor?

Question 2:What is the Directors' best practice of al-Ghazali Islamic Leadership Model at Vocational Colleges in Johor?

Question 3:What is the relationship between Directors' practice of al-Ghazali Leadership Model and Teachers Job Performance?

Question 4:Which principle of al-Ghazali leadership model is more significant with Teachers' Job Performance?

METHODOLOGY OF THE STUDY

This study aims to identify the level of al-Ghazali Islamic Leadership Model practiced by the Directors of Vocational Colleges in Johor. The study adapted a quantitative survey and used questionnaires as instrument for data collection from 330 teacher-respondents who voluntarily and conveniently agreed to participate in the study. They were from Kolej Vokesional Kluang, Kolej Vokesional Muar, Kolej Vokesional Pasir Gudang, Kolej Vokesional Segamat, Kolej Vokesional Kota Tinggi, Kolej Vokesional Tanjung Puteri, Kolej Vokesional ERT Azizah, Kolej Vokesional Perdagangan, Kolej Vokesional Tanjung Piai, Kolej Vokesional Tun Hussein Onn, and Kolej Vokesional Pagoh (Ministry of Higher Education Malaysia, 2022).

The responses were presented descriptively in mean and standard deviation generated through SPSS version 23.0. An earlier pilot study was conducted to screen questionnaire items for validity and reliability. The fundamental responses were measured using a 6-point Likert scale with the following values: 1-strongly disagree, 2-disagree, 3- somewhat disagree, 4-somewhat agree, 5-agree, 6-strongly agree. Whilst the level of responses was presented as 1.00-1.99 - Very Low; 2.00-2.99- Low; 3.00-3.99-Moderate; 4.00-4.99-High; 5.00-6.00 Very High. The data analysis and results of the study are presented in the following sections.

Data Analysis and Finding of the Study

Table 1 to Table 11 demonstrate the results of the data analysis from the study conducted at selected Vocational Colleges in Johor stated above.

Level of al-Ghazali Islamic Leadership Model practiced by the Directors of Vocational Colleges in Johor

Question 1: What is the level of al-Ghazali Islamic Leadership Model practiced by the Directors of Vocational Colleges in Johor?

Table 1 presents the level of al-Ghazali principle of **putting himself in others' shoes** practiced by the Directors of Vocational Colleges in Johor perceived by 330 teacher-respondents of the study.

Table 1 shows interesting results that three of the items in the principle of putting himself in others' shoes practiced by Directors of Vocational Colleges in Johor achieved a 'Very High' level and only one item obtained a high level.

Table 1: Level of al-Ghazali Leadership principle of puts himself in others' shoes practiced by Directors of Vocational Colleges in Johor (N = 330)

No	Item	Mean	SD	Rank	Level
1	He always looks after the welfare of the college staff	5.12	0.711	2	Very High
2	He carries out his duties together responsibly	5.28	0.673	1	Very High
3	He is considerate in delegating task	4.98	0.802	4	High
4	He is a person who appreciates the teacher's service	5.07	0.799	3	Very High
	Average	5.11	0.657		Very High

Note:

1. Response Scale:

1-strongly disagree, 2-disagree, 3- somewhat disagree, 4-somewhat agree, 5-agree, 6-strongly agree.

2. Level Scale:

1.00-1.99 - Very Low; 2.00-2.99- Low; 3.00-3.99-Moderate; 4.00-4.99-High; 5.00-6.00 Very High.

Table 1 demonstrated that the first highest score was item 2 'He carries out his duties together responsibly' achieved mean 5.28 and standard deviation 0.673. Second highest was item 1 'He always looks after the welfare of the college staff' obtained mean 5.12 and standard deviation 0.711. Third was item 'He is a person who appreciates the teacher's service' mean 5.07 and standard deviation 0.799. Fourth was item 3 'He is considerate in delegating task' with mean 4.98 and standard deviation 0.802.

The overall results on Table 1 show that the principle of director **putting himself in others' shoes** was at a very high level with a mean score of 5.11 and a standard deviation of 0.657.

Table 2 shows the level of al-Ghazali principle of **ready to serve** practiced by the Directors of Vocational Colleges in Johor perceived by 330 teacher-respondents of the study.

Table 2 discovers interesting results that three of the items in principle of **ready to serve** practiced by Directors of Vocational Colleges in Johor achieved a 'Very High' level and only one item obtained a high level.

Table 2: Level of al-Ghazali Leadership principle of ready to serve practiced by the Directors of Vocational Colleges in Johor (N = 330)

No	Item	Mean	SD	Rank	Level
5	He carries out the task entrusted to him	5.38	0.589	1	Very high

6	He never complains while on duty	5.00	0.788	3	Very high
7	He solves problems without hurting anyone	4.73	0.930	4	High
8	It is easy to deal with your director	5.12	0.859	2	Very high
	Average	5.06	0.677		Very high

Note:

1. Response Scale:

1-strongly disagree, 2-disagree, 3- somewhat disagree, 4-somewhat agree, 5-agree, 6-strongly agree.

2. Level Scale:

1.00-1.99 - Very Low; 2.00-2.99- Low; 3.00-3.99-Moderate; 4.00-4.99-High; 5.00-6.00 Very High.

Table 2 shows that the first highest score was item 5 'He carries out the task entrusted to him' achieved mean 5.38 and standard deviation 0.589. The second highest score was item 8 'It is easy to deal with your director' with mean 5.12 and standard deviation 0.859. Third in the rank was item 6 'He never complains while on duty' mean 5.00 and standard deviation. Fourth was item 7 'He solves problems without hurting anyone' mean 4.73 and standard deviation 0.930 at a high level.

The overall results in Table 2 show that the practice of the principle of the director is ready to serve as a whole is at a very high level with a mean score of 5.06 with a standard deviation of 0.677.

Table 3 demonstrates the level of al-Ghazali principle of **moderate** practiced by the Directors of Vocational Colleges in Johor perceived by 330 teacher-respondents of the study.

Table 3 shows interesting results that three of the items in principle of moderate practiced by Directors of Vocational Colleges in Johor achieved a 'Very High' level and only one item obtained a high level.

Table 3: Level of al-Ghazali Leadership principle of **moderate** practiced by the Directors of Vocational Colleges in Johor (N = 330)

No	Item	Mean	SD	Rank	Level
9	He is modest with everyone	5.01	0.783	3	Very high
10	He is not extreme in task delegation	4.81	0.881	4	High
11	He creates a flexible job environment	5.02	0.844	2	Vey high
12	He is smart in solving problems	5.04	0.840	1	Very high
	Average	4.96	0.719		High

Note:

1. Response Scale:

1-strongly disagree, 2-disagree, 3- somewhat disagree, 4-somewhat agree, 5-agree, 6-strongly agree.

2. Level Scale:

1.00-1.99 - Very Low; 2.00-2.99- Low; 3.00-3.99-Moderate; 4.00-4.99-High; 5.00-6.00 Very High.

Table 3 shows that the first highest was item 12 ‘He is smart in solving problems’ acquired mean 5.04 and standard deviation 0.840. Second highest level was item 11 ‘He creates a flexible job environment’ obtained mean 5.02 and standard deviation 0.844. Third highest was item 9 ‘He is modest with everyone’ with mean 5.01 and standard deviation 0.783. All these three statements were at a very high level.

The lowest was item 10 ‘He is not extreme in task delegation’ obtained mean 4.81 and standard deviation 0.881 at a high level.

The overall results in Table 3 show that the practice of the ‘director is moderate’ was at a high level with a mean score of 4.96 and a standard deviation of 0.719.

Table 4 shows the level of al-Ghazali leadership principle of **calm** practiced by the Directors of Vocational Colleges in Johor perceived by 330 teacher-respondents of the study.

Table 4: Level of al-Ghazali Leadership principle of **calm** practiced by the Directors of Vocational Colleges in Johor (N = 330)

No	Item	Mean	SD	Rank	Level
13	Always does the job systematically	4.98	0.840	3	High
14	He is ready to learn something new in performing tasks	5.13	0.675	1	Very High
15	He divides his time wisely	5.07	0.706	2	Very High
16	He is calm in carrying out his duties	4.86	0.842	4	High
	Average	5.01	0.666		Very High

Note:

1. Response Scale:

1-strongly disagree, 2-disagree, 3- somewhat disagree, 4-somewhat agree, 5-agree, 6-strongly agree.

2. Level Scale:

1.00-1.99 - Very Low; 2.00-2.99- Low; 3.00-3.99-Moderate; 4.00-4.99-High; 5.00-6.00 Very High.

Table 4 presents that the highest score was item 14 ‘He is ready to learn something new in performing tasks’ acquired mean 5.13 and standard deviation 0.675. The second highest score was item 15 ‘He divides his time wisely’ with mean 5.07 and standard deviation 0.706. Both items were at a very high level.

Third was item 13 ‘Always does the job systematically’ mean 4.98 and standard deviation 0.840. Fourth level was item 16 He is calm in carrying out his duties obtained mean 4.86 and standard deviation 0.842. Both items were at a high level of practice.

The overall results in Table 4 show that the level of practice in the element of the ‘director is calm in performing duties’ is at a very high level by obtaining a mean score of 5.01 with a standard deviation of 0.666.

Table 5 shows the level of al-Ghazali leadership principle of **Fair** practiced by the Directors of Vocational Colleges in Johor perceived by 330 teachers as respondents of the study.

It is indicated in Table 5 that the Directors of Vocational Colleges in Johor practiced all four items of al-Ghazali leadership principle of Fair at a high level perceived by 330 teacher-respondents of the study.

Table 5: Level of al-Ghazali Leadership principle of **Fair** practiced by the Directors of Vocational Colleges in Johor (N = 330)

No	Item	Mean	SD	Rank	Level
17	He is fair in delegating task	4.75	0.881	3	High
18	He always gives equal opportunities to all college staff	4.83	0.925	1	High
19	He was fair and not cruel	4.80	0.875	2	High
20	He does not play favourite	4.71	0.849	4	High
	Average	4.77	0.821		High

Note:

1. Response Scale:

1-strongly disagree, 2-disagree, 3- somewhat disagree, 4-somewhat agree, 5-agree, 6-strongly agree.

2. Level Scale:

1.00-1.99 - Very Low; 2.00-2.99- Low; 3.00-3.99-Moderate; 4.00-4.99-High; 5.00-6.00 Very High.

Table 5 presents that the highest level was item 18 ‘He always gives equal opportunities to all college staff’ obtained mean 4.83 and standard deviation 0.925. Second highest was item 19 ‘He was fair and not cruel’ with mean 4.80 and standard deviation 0.875. Third was item 17 ‘He is fair in delegating task’ mean 4.75 and standard deviation 0.881. Fourth was item 20 ‘He does not play favourite’ acquired mean 4.71 and standard deviation 0.821.

The overall results in Table 5 shows that the level of practice for the principle of the ‘director is fair’ is at a high level by obtaining a mean score of 4.77 with a standard deviation of 0.821.

Table 6 shows the level of al-Ghazali model of **Prioritising the Syura (consultation)** practiced by the Directors of Vocational Colleges in Johor perceived by 330 teacher-respondents of the study.

Table 6: Level of al-Ghazali Leadership principle of **Prioritising the Syura** practiced by the Directors of Vocational Colleges in Johor (N = 330)

No	Item	Mean	SD	Rank	Level
21	He is very concerned about Islamic law in everything he does	5.04	0.730	2	Very high
22	He does not enjoy things that can make him deviate from the religion	4.95	0.771	4	High
23	He is very trustworthy with his responsibilities as a college director	5.28	0.685	1	Very high
24	He always practices the right principles of job	5.02	0.772	3	Very high
	Average	5.07	0.656		Very high

Note:

1. Response Scale:

1-strongly disagree, 2-disagree, 3- somewhat disagree, 4-somewhat agree, 5-agree, 6-strongly agree.

2. Level Scale:

1.00-1.99 - Very Low; 2.00-2.99- Low; 3.00-3.99-Moderate; 4.00-4.99-High; 5.00-6.00 Very High.

Table 6 demonstrates that the highest score was item 23 ‘He is very trustworthy with his responsibilities as a college director’ acquired mean 5.28 and standard deviation 0.685. Second highest was item 21 ‘He is very concerned about Islamic law in everything he does’ with mean 5.04 and standard deviation 0.730. Third highest was item 24 ‘He always practices the right principles of job’ mean 5.02 and standard deviation 0.772. All these three items were at a very high level of practice.

Fourth rank was item 22 ‘He does not enjoy things that can make him deviate from the religion’ acquired mean 4.95 and standard deviation 0.771 at a high level.

The overall results on Table 6 show that the level of practice for the ‘director prioritising the *syura* (consultation)’ element is at a very high level of a mean score 5.07 with a standard deviation of 0.656.

Table 7 presents the level of al-Ghazali Leadership principle of **close to the Alim** (educated scholars in Islamic laws) practiced by the Directors of Vocational Colleges in Johor perceived by 330 teachers as respondents of the study.

It is shown in Table 7 that only item 28 was practiced at a very high level. The other three items were practiced at a high level.

Table 7: Level of al-Ghazali Leadership principle of **close to the Alim** practiced by the Directors of Vocational Colleges in Johor (N = 330)

No	Item	Mean	SD	Rank	Level
25	Likes to befriend religious people	4.92	0.694	3	High
26	He is always actively involved in religious activities	4.99	0.629	2	High
27	He always discusses religion with those who are knowledgeable about religion	4.90	0.714	4	High
28	He loves spiritual activities	5.12	0.655	1	Very high
	Average	4.98	0.591		High

Note:

1. Response Scale:

1-strongly disagree, 2-disagree, 3- somewhat disagree, 4-somewhat agree, 5-agree, 6-strongly agree.

2. Level Scale:

1.00-1.99 - Very Low; 2.00-2.99- Low; 3.00-3.99-Moderate; 4.00-4.99-High; 5.00-6.00 Very High.

Table 7 demonstrated that the first highest was item 28 ‘He loves spiritual activities’ achieved mean 5.12 and standard deviation 0.655. Second highest was item 26 ‘He is always actively involved in religious activities’ obtained mean 4.99 and standard deviation 0.629. Third was item 25 ‘Likes to befriend religious people’ with mean 4.92 and standard deviation 0.694. Fourth was item 27 He always discusses religion with those who are knowledgeable about religion’ mean 4.90 and standard deviation 0.714.

The overall results in Table 7 show that the level of practice for the element of the ‘director is close to the *Alim* (educated scholars in Islamic laws)’ is at a high level with a mean score of 4.98 and standard deviation of 0.591.

Table 8 presents the level of al-Ghazali Leadership principle of **Fulfilling others’ rights without claiming his own rights** practiced by the Directors of Vocational Colleges in Johor perceived by 330 teachers as respondents of the study.

It is shown in Table 8 that three items achieved mean of a very high level. There was only one item practiced at a high level.

Table 8: Level of al-Ghazali Leadership principle of **Fulfilling others’ rights without claiming his own rights** practiced by the Directors of Vocational Colleges in Johor (N = 330)

No	Item	Mean	SD	Rank	Level
29	He is not selfish	4.97	0.704	4	High
30	He always prioritizes the welfare of college residents	5.05	0.761	3	Very high
31	He is generous and caring with college staff	5.09	0.698	2	Very high
32	He never refuses if anyone wants to discuss or chat with him	5.25	0.663	1	Very high
	Average	5.09	0.627		Very high

Note:

1. Response Scale:

1-strongly disagree, 2-disagree, 3- somewhat disagree, 4-somewhat agree, 5-agree, 6-strongly agree.

2. Level Scale:

1.00-1.99 - Very Low; 2.00-2.99- Low; 3.00-3.99-Moderate; 4.00-4.99-High; 5.00-6.00 Very High.

Table 8 presents that the first highest level was item 32 ‘He never refuses if anyone wants to discuss or chat with him’ acquired mean 5.23 and standard deviation 0.663. Second highest was item 31 ‘He is generous and caring with college staff’ with mean 5.09 and standard deviation 0.698. Third rank was item 30 ‘He always prioritizes the welfare of college residents’ mean score 5.05 and standard deviation 0.761. The lowest practiced was item 2 ‘He is not selfish’ acquired mean of 4.97 and standard deviation 0.704 at a high level.

The overall results in Table 8 show that the level of practice of the element of the ‘director fulfilling others’ rights without claiming his own rights’ is at a very high level with a mean score of 5.09 and a standard deviation of 0.627.

Table 9 presents the level of al-Ghazali Leadership principle of **Firm while performing his responsibilities** practiced by the Directors of Vocational Colleges in Johor perceived by 130 teachers as respondents of the study.

It is very interesting as shown in Table 9 that all four items achieved a very high level of practiced by the Directors of Vocational Colleges in Johor perceived by 130 teachers as respondents of the study.

Table 9: Level of al-Ghazali Leadership principle of **Firm while performing his responsibilities** practiced by the Directors of Vocational Colleges in Johor (N = 330)

No	Item	Mean	SD	Rank	Level
33	He is firm in decision making	5.26	0.642	1	Very high
34	He will explain what you need to do especially in relation to responsibilities	5.18	0.644	2	Very high
35	He always has a systematic leadership	5.02	0.670	4	Very high
36	He always practices the right principles of job	5.03	0.641	3	Very high
	Average	5.12	0.558		Very high

Note:

1. Response Scale:

1-strongly disagree, 2-disagree, 3- somewhat disagree, 4-somewhat agree, 5-agree, 6-strongly agree.

2. Level Scale:

1.00-1.99 - Very Low; 2.00-2.99- Low; 3.00-3.99-Moderate; 4.00-4.99-High; 5.00-6.00 Very High.

Table 9 demonstrates that the first highest score was item 33 ‘He is firm in decision making’ achieved mean 5.26 and standard deviation 0.642. Second highest was item 34 ‘He will explain what you need to do especially in relation to responsibilities’ with mean score 5.18 and standard deviation 0.644. Third was item 36 ‘He always practices the right principles of job’ obtained mean 5.03 and standard deviation 0.641. Fourth was item 35 ‘He always has a systematic leadership’ achieved mean 5.02 and standard deviation 0.670 at a very high level of practiced.

The overall results in Table 9 show that the level of practice of the element of the ‘director adopts a firm attitude’ is at a very high level with a mean score of 5.12 and a standard deviation of 0.558.

Table 10 presents the level of al-Ghazali Leadership principle of **Gathers information before making a decision** practiced by the Directors of Vocational Colleges in Johor perceived by 330 teachers as respondents of the study.

It is shown in Table 10 that two principles of al-Ghazali Leadership model of Gathers information before making a decision were practiced at a very high level by the Directors of Vocational Colleges in Johor. The other two principles were practiced at a high level.

Table 10: Level of al-Ghazali Leadership principle of **Gathers information before making a decision** practiced by the Directors of Vocational Colleges in Johor (N = 330)

No	Item	Mean	SD	Rank	Level
37	He is interested to hear others’ opinions	4.98	0.776	3	High
38	He is particular in decision making	4.95	0.786	4	High
39	He will discuss about any matters before making a decision	5.09	0.653	1	Very high
40	He will first make careful planning	5.03	0.746	2	Very high
	Average	5.01	0.668		Very high

Note:

1. Response Scale:

1-strongly disagree, 2-disagree, 3- somewhat disagree, 4-somewhat agree, 5-agree, 6-strongly agree.

2. Level Scale:

1.00-1.99 - Very Low; 2.00-2.99- Low; 3.00-3.99-Moderate; 4.00-4.99-High; 5.00-6.00 Very High.

Table 10 demonstrated that the first highest was item 39 ‘He will discuss about any matters before making a decision’ achieved mean 5.09 and standard deviation 0.653. Second highest was item 40 ‘He will first make careful planning’ acquired mean 5.03 and standard deviation 0.746. Third was item 37 ‘He is interested to hear others’ opinions’ with mean score 4.98 and standard deviation 0.776 at a high level. Fourth was item 38 ‘He is particular in decision making’ mean of 4.95 and standard deviation 0.786.

The overall results in Table 10 show that the practice of the element the ‘director gathering information before making the decision’ is at a very high level with the mean score of 5.01 and a standard deviation of 0.668.

Best Practice of al-Ghazali Islamic Leadership Model by the Directors of Vocational Colleges in Johor

Question 2:What is the Directors’ best practice of al-Ghazali Islamic Leadership Model at Vocational Colleges in Johor?

Table 11 presents the Best Practice of al-Ghazali Islamic Leadership Model by the Directors of Vocational Colleges in Johor perceived by 330 teacher-respondents of the study.

It is interesting to observed in Table 11 that seven principles of al-Ghazali Islamic leadership model were practiced at a very high level by the Directors of Vocational Colleges in Johor. The other three were practiced at a high level as perceived by 330 teachers-respondents.

Table 11: Best Practice of al-Ghazali Islamic Leadership Model by the Directors of Vocational Colleges in Johor (N=330)

	Principles of al-Ghazali Leadership Model	Mean	SD	Rank	Level
1	Putting yourself in others’ shoes	5.11	0.657	2	Very high
2	Ready to serve	5.06	0.677	5	Very high
3	Moderate	4.96	0.719	9	High
4	Calm in performing duties	5.01	0.666	7	Very high
5	Fair	4.77	0.821	10	High
6	Prioritising the <i>syura</i> (consultation)	5.07	0.656	4	Very high
7	Close to the <i>Alim</i> (educated scholars in Islamic laws)	4.98	0.591	8	High
8	Fulfilling others’ rights without claiming his own rights	5.09	0.627	3	Very high
9	Firm	5.12	0.558	1	Very high
10	Gathering information before making a decision	5.02	0.668	6	Very high
	Average	5.02	0.664		Very high

Note:

1. Level Scale:

1.00-1.99 - Very Low; 2.00-2.99- Low; 3.00-3.99-Moderate; 4.00-4.99-High; 5.00-6.00 Very High.

Table 11 indicated that the first highest principle of al-Ghazali Islamic leadership model practiced by the Directors of Vocational Colleges in Johor was principle 9 ‘firm’ achieved mean 5.12 and a standard deviation 0.558 at a very high level as perceived by 330 teacher-respondents. Second highest was principle 1 ‘Putting yourself in others’ shoes’ obtained mean 5.11 and standard deviation 0.657. Third highest was principle 8 ‘Fulfilling others’ rights without claiming his own rights’ acquired mean 5.09 and standard deviation 0.627. Fourth ranked was principle 6 ‘Prioritising the *syura* (consultation)’ with mean 5.07 and standard deviation 0.656. Fifth ranked was principle 2 ‘Ready to serve’ mean 5.06 and standard deviation 0.677. Sixth was principle 10 ‘Gathering information before making a decision’ mean 5.02 and standard deviation 0.668. Seventh was principle 4 ‘Calm in performing duties’ mean 5.01 and standard deviation 0.666. All these principles were practiced at a very high level by the Directors of Vocational Colleges in Johor as perceived by 330 teachers-respondents.

On the other hand, three principles were practiced by the Director of Vocational College Johor at a high level. It is shown on Table 11 that ranked eighth was principle 7 ‘Close to the *Alim* (educated scholars in Islamic laws)’ with mean 4.98 and standard deviation 0.591. Ninth was principle 3 ‘Moderate’ mean 4.96 and standard deviation 0.719. The lowest, ranked Tenth was principle 5 ‘Fair’ with mean 4.77 and 0.821 standard deviation.

Overall, the practice of al-Ghazali Islamic leadership model by the Directors of Vocational Colleges in Johor according to the teachers’ perceptions was at an average value of mean 5.02 and a standard deviation 0.664 at a very high level.

Question 3: What is the relationship between Directors’ practice of al-Ghazali Leadership Model and Teachers Job Performance?

This section discusses the third question of the study which is *to identify the relationship between al-Ghazali model of leadership and teachers’ job performance at Kluang Vocational College*. The researcher has tested this question by using Pearson correlation. The results show that the correlation coefficient between Islamic leadership model of al-Ghazali practiced by the director with the job performance of teachers is $r = 0.649$ at the significance level $p < 0.01$. This shows that there is a significant positive relationship between the Islamic leadership of al-Ghazali model practiced by the director with the teachers’ job performance of Vocational Colleges in Johor. This relationship shows that the higher the Islamic leadership of al-Ghazali model practiced by the director is, the higher the job performance of the teachers will be. The ‘firm’ element in the Islamic leadership obtained the highest mean of 5.12. This shows the ‘firm’ element is the most practiced element by the Director of Vocational Colleges in Johor. The results of the study also show that the ‘fair’ element in the Islamic leadership of al-Ghazali model is least practiced by the Directors of Vocational Colleges in Johor with 4.77 mean score. Therefore, the director should improve this element to further enhance the effectiveness of Islamic leadership according to al-Ghazali model and to highlight the noble leadership attitude. The practice of discrimination and nepotism should be avoided as much as possible by the administration.

Question 4: Which principle of al-Ghazali leadership model is more significant with Teachers’ Job Performance?

Based on the fourth research question, namely *“to identify the leadership elements of al-Ghazali model that is more significant with teachers’ job performance”*, the results show all the leadership elements of al-Ghazali model is at a significant value, which is at the level of $p < 0.01$. This results also show that there is a strong and significant positive relationship between the ‘information gathering elements before making a decision’ with teachers’ job performance ($r = 0.663$, $p < 0.01$). This shows that the leadership practiced by the Director is liked by the teachers and they do not feel burdened with it. In addition, there is also, a weak relationship between the element of ‘close to the *Alim* (educated scholars in Islamic laws)’ with teachers’ job performance with a correlation value of ($r = 0.481$, $p < 0.01$). The director or principal should strive to uphold Islamic teachings in all aspects of leadership and daily life. The director needs to be confident with the Islamic values as proposed by al-Ghazali that will lead to the success of the college as well as be able to further improve the job performance of teachers.

CONCLUSION AND IMPLICATION OF THE STUDY

The results of the study have three implications. From a theoretical point of view, this study contributes to the development of literature related to leadership especially in the field of Islamic leadership model of al-Ghazali which is not given much attention. In terms of educational policy, those involved in leadership trainings of principals and headmasters of schools or institutions should be aware of the need to include more practical leadership practices in the training module. It is also suggested that school and institutional leaders need to be trained to institutionalize the Islamic leadership practices of al-Ghazali model through monitoring of the relevant parties. In terms of practice, the schools and institutions leaders need to apply the practice based on the context of their respective schools or institutions. The development of human capital and the performance of teachers should be given due attention as all this time schools and institutions leaders have focused more on students' achievement. Self-development and professionalism of teachers or lecturers is an essential aspect that can ensure the improvement of students, institutional and school achievements.

It is hope that the results of the study would inspire all stake-holders and citizens of education sectors towards realization of Education Blueprint 2013-2025 and Malaysia Development Plan 2030.

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