

## **The Role of Principals' Transformational Leadership in Promoting Teachers' Job Performance in Secondary Schools in Kuala Lumpur, Malaysia**

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### **Abstract**

The purpose of this study was to examine the impact of principals' transformational leadership (TL) in promoting teachers' job performance (JP) in selected public secondary schools in Kuala Lumpur, Malaysia. This study utilised a quantitative research methodology with a non-experimental design and aimed to determine the extent to which principals' transformational leadership impacted the components of teachers' performance. The study collected data from 30 teachers from selected pairs of public secondary schools in Kuala Lumpur, Malaysia through questionnaires and analyzed the collected data through descriptive statistics through SPSS to determine the correlation between principals' TL and teachers' JP in selected public secondary schools in Kuala Lumpur, Malaysia. The results show that in secondary schools in Kuala Lumpur, Malaysia, most principals exhibit TL characteristics, and most teachers have a high JP. The coefficient between principals' TL and teachers' JP is 0.634, indicating a significant positive correlation between principals' TL and teachers' JP. The model coefficient of TL of principals on JP of teachers is 0.521, indicating that principals were rehabilitated and promoted, and the teachers' JP also improved significantly. The present study informs the principals of public secondary schools in Kuala Lumpur, Malaysia on TL to improve JP and provides valuable insights to improve the Malaysian education system and enhance teachers' JP.

**Keywords** : principal, transformational leadership, teacher, job performance, educational leadership

### **1. Introduction**

The term "transformational leadership" has garnered a lot of interest and attention, particularly in the field of educational leadership. (Fook & Sidhu, 2009). The importance of the principal's transformational leadership role and its potential impact on student achievement and school performance have sparked interest in Malaysia (Arokiasamy et al., 2016). Transformational leadership highlights finding and solving problems as well as working together with stakeholders to enhance organisational performance (Hallinger, 1992). Transformational leadership aims to increase participants' commitment (Burns, 1978), inspire them to realise their full potential and assist them in

putting aside their self-interest in favour of the greater good (Bass & Avolio, 1993) in order to build the organisation's and its members' overall capacity to achieve these outcomes. Transformational leadership is crucial when it comes to improving the quality of education services. As per the findings of Jones et al. (2015), a leader who brings about a change has the ability to foster a strong sense of dedication among staff members, resulting in higher levels of job satisfaction and motivation through transformational leadership. By understanding the particular challenges and opportunities that principals face in Malaysia, this study seeks to provide valuable insights into the effective and practical application of a principal's transformational leadership in Malaysian educational context.

To fully comprehend Malaysian principals' role as transformational leaders, it is important to analyse the multitude of challenges they face in the educational setting (Marasan et al., 2021). According to Tajasom and Ahmad (2011), principals in Malaysia are confronted with a wide range of complex issues, some of which include the integration and application of technology into the learning environment as well as the multicultural and linguistic diversity among students. In addition, principals have a lot on their plates between administrative duties, paperwork and inspiring and motivating students and teachers (Kamrozzaman et al., 2023). Therefore, to correctly figure out how well transformational leadership works in Malaysia, we need to know how school principals deal with these problems and use their distinctive leadership skills to make positive changes in their schools (Abdullah et al., 2018).

Research has shown that the transformational leadership of principals has a significant influence on teachers in the school (Raman et al., 2015). According to a study by Along and Mansor (2023), principals who demonstrate transformational leadership attributes establish a nurturing and empowering healthy atmosphere for their students. Additionally, transformational principals enable teachers to thrive in their pedagogical responsibilities by cultivating an environment that promotes trust, collaboration, and academic development (Raharja et al., 2022). Consequently, this nurturing atmosphere cultivates a robust commitment that corresponds to the school's mission and objectives, thereby enhancing teachers' drive, contentment, and overall teaching performance.

Furthermore, transformational leadership positively influences teachers' classroom performance and effectiveness. Leithwood and Jantzi (2006) found that educators who work under transformative leaders are more inclined to demonstrate creative methods of instruction, proactively involve students in the learning process, and adapt their lesson plans to cater to the specific needs of their class. Students in these classrooms can thus attain successful learning outcomes and general academic achievement.

This study examines the impact of a principal's transformational leadership on enhancing teachers' job performance at selected public secondary schools in Kuala Lumpur, Malaysia. By conducting extensive research into the relationship between principals' adoption of transformational leadership and how well teachers perform, this study seeks to offer valuable insights for enhancing the educational system and improving the effectiveness of teachers in Malaysia.

This study will advance transformational leadership research in education and benefit Malaysia's school leaders, policymakers, and stakeholders. Furthermore, it can provide valuable understanding regarding the significance of a principal's transformative leadership in educational settings and propose strategies to enhance the teachers' job performance in public secondary schools situated in Kuala Lumpur, Malaysia.

## **2. Problem Statement**

Leadership, according to Asbari (2020), within the educational context, refers to the principal's attempt to effectively motivate as well as inspire the school staff to work together productively towards the established educational and pedagogical objectives. In order to make sure that school education goes well, principals play a crucial role (Ruslan, 2020). Principals are therefore accountable

for ensuring that teachers successfully perform their responsibilities appropriately. In their role as leaders of educational institutions, principals are expected to be able to facilitate and encourage developments in science and technology, as well as improvements in the performance of teachers. As stated by Tanjung et al. (2020), leadership involves an individual putting in every effort possible to motivate, inspire, direct, and inspire others to work with enthusiasm and assurance towards the accomplishment of shared objectives.

Andriani (2019) highlights the significant impact of principal leadership on teacher performance. To enhance teacher performance, a professional school principal should have a clear vision for the quality of institutions, teachers, and students, commit to improving teacher quality, provide education-related information, prioritise student needs, support education personnel development, refrain from criticism without solid evidence, make positive changes, build effective teamwork, and improve monitoring and evaluation mechanisms. These factors will help improve teacher performance and ensure the institution's overall success.

In the current educational landscape, it is highly questionable that teachers who are under increasing pressure from inadequate supervision, a demanding workplace, and an unbalanced work-life schedule will produce high-calibre students. It's presumably that a lack of awareness and realisation of the issues is the cause of the teachers' lack of understanding of their problems and issues. Based on Waters (2013), several studies have found a correlation between principals' leadership practices and teacher perceptions. It stated that teachers who are dissatisfied with their jobs can have an impact on student achievement in the classroom.

Furthermore, it has been suggested in previous research by Verma (2012) that the effectiveness of principals' leadership is dependent on the teachers' perception of the principal's leadership style. The primary responsibility of the school principal is to provide guidance to teachers as they carry out their daily activities with the aim of achieving the objectives and missions of the school. However, there would be cases where certain principals may adopt unsuitable leadership approaches, such as relying on tools rather than collaborating as partners to address administrative and student requirements (Viswanathan, 2015). Therefore, the authority of the principal is crucial, as it holds the key to navigating the direction and improving the quality of schools by providing guidance and motivation to teachers to meet expectations. Moreover, improving the work environment for teachers can significantly influence the organization's overall efficiency. The higher level of efficiency will subsequently enhance the level of balance between work and personal life (Sattar et al., 2018).

There were many questions raised regarding the principal's transformational leadership and how it may bring impact on the performance of teachers in school. Therefore, this study seeks to examine the role of the principal's transformational leadership in promoting teachers' job performance in selected public secondary schools in Kuala Lumpur, Malaysia.

### **3. Research Objectives**

1. To identify which components of principals' transformational leadership influences teacher's job performance in selected public secondary schools in Kuala Lumpur, Malaysia
2. To examine the relationship between principals' transformational leadership and teachers' job performance in selected public secondary schools in Kuala Lumpur, Malaysia

### **4. Research Questions**

1. What are the components of principal transformational leadership influences teacher's job performance in selected public secondary schools in Kuala Lumpur, Malaysia?
2. Is there are significant relationship between principal's transformational leadership and teachers' job performance in selected public secondary schools in Kuala Lumpur, Malaysia?

## **5. Literature Review**

### **5.1 Fundamental Theories**

#### **5.1.1 Job Demands Resources (JD-R) Theory**

JD-R theory explores how leadership affects employees from the perspective of job demands and resources. This theory constructs three main ways: 1. Directly affecting job demands, job resources, and personal resources; 2. Regulating the impact of job demands and resources on employee happiness and performance; 3. Influencing job crafting and self-sabotage (Bakker & Demerouti, 2017). This theory is often used to analyze the impact of the work environment on employees' psychological state and work performance. And leadership is a very decisive factor in the work environment. Because inspiring leadership can bring a positive and optimistic work attitude to employees and is a positive work resource. Transformational leadership can often have a more lasting impact on employees than other factors in the work environment (Antonakis & Day, 2017). Of course, some destructive leadership will increase job demands, which will have a negative impact on employee status and performance.

Job Demands are defined as aspects of work that require continuous effort. If high-demand work is continued, burnout will occur, which will have a negative impact on employee health and work performance. Job Resources are the parts of the work environment that provide support and incentives, such as wages, rewards, leadership care, etc., which can effectively balance employees' work status and relieve stress (Bakker & Demerouti, 2017). Since the publication of this theory, one of the more important developments is that personal resources have been included in the scope of consideration. Personal resources mainly refer to personal beliefs about work, such as self-efficacy, optimism, etc. These aspects can be achieved through good work environment resources or personal growth. Once employees have high personal resources, it is conducive to producing lasting positive effects (Bakker, & Demerouti, 2007). TL has been proven in many studies to be positively related to job satisfaction, organizational commitment, and autonomy. TL is conducive to providing employees with work resources due to its own leadership charisma, role model role, as well as care and intellectual stimulation for employees, and is also conducive to having a sustained positive impact on the organization by motivating employees to generate more personal resources. (Li & Liu, 2022; Maheshwari, 2022).

Therefore, based on job demands resources theory, leaders can start from three paths and consider how to improve job resources and reduce job demands for employees through leadership behaviors (Bakker & Demerouti, 2017). According to the first one, direct impact. Leaders can directly promote the rationality of employees' work arrangements, improve work safety, and provide work support. The second is to exert indirect influence when it is impossible to change directly. For example, when work requirements cannot be changed, create a reasonable work rhythm and maintain work balance. Finally, regarding job shaping and personal destruction, it is more inclined to innovative incentives, such as motivating employees to find their own work direction, discover challenges, and develop creative work content. Leaders are committed to making employees active, proactive, and relaxed in completing their jobs.

#### **5.1.2 Resource-Based Theory(RBT)**

RBT mainly focuses on how an organization can generate sustainable competitive advantages over other organizations based on the organization's internal resources. The resources of an organization can be divided into three parts. The first is material resources, the second is human resources, and the third is organizational capital resources (Barney & Clark, 2007). Regarding physical capital resources, it is easy to understand, that is an organization's tangible assets, including raw materials, equipment, products, etc. The second refers to the intangible assets such as intelligence, ability, experience, technology and so on of the organization's employees. This is also closely related to the

research theme of our article. Human resources produce work performance, and work performance is a very important part of organizational resources. How to effectively improve employees' work performance is the focus of an enterprise to maintain sustained competitive advantage. Finally, the company's organizational capital resources are also intangible assets, which refer to the company's structure, management system, coordination system, and the relationship between the organization and the external environment (Barney et al., 2011).

RBT has four dimensions to evaluate the above resources, namely value, rareness, imperfect imitability, and substitutability. If the resources owned by an organization are valuable and rare, they cannot be easily imitated, and they are not substitutable. Then based on these resources, the organization must have a high degree of sustainable competitive advantage. The RBT model that combined these four dimensions was called the VRIS model, which was later replaced by VRIO, because it is not enough for an organization to simply possess these resources, but also needs to organize and coordinate to effectively utilize these resources (Barney & Clark, 2007) . Based on this, the theory can provide certain guidance for studying leadership and work performance. Because when a leadership style can coordinate and manage various organizational resources, encourage organizational members to develop their own abilities, and accomplish organizational goals easily and efficiently, it can maximize resource utilization and maintain the organization's sustainable competitive advantage.

### 5.2 Theoretical framework

The theoretical framework can be used to support and elicit research questions. A clear theoretical framework can help researchers understand which theories are related to the topic they want to study, and what known conclusions and shortcomings there are. This study uses Job-demands resources theory as the theoretical basis of transformational leadership. From the perspective of job demands and resources, we need to understand what kind of demands leadership behavior will have on employees in the organizational environment, what kind of resources are provided, and how they will affect job performance. Use Resources-based theory as the theoretical basis of job performance. This theory regards human resources as an important part of organizational resources, and at the same time confirms the competitiveness that these resources can bring to the organization from four different dimensions. Appropriate leadership is an important means to maximize resource efficiency. Therefore, how a leadership style can effectively coordinate organizational resources and maximize employees' job performance is the main content of this study.

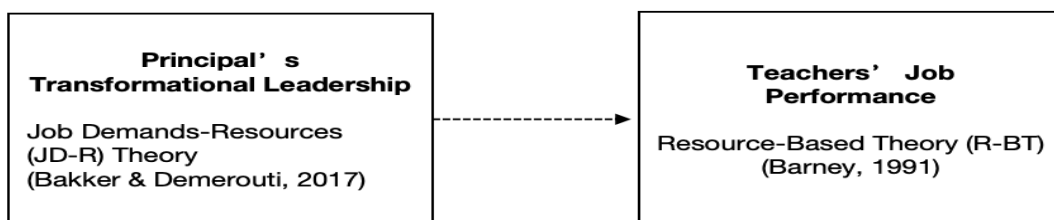


Figure 1: Theoretical Framework

### 5.3 Transformational Leadership

Research on leadership initially focused on leaders. For example, great man and trait theory mainly focus on the personal characteristics, or charisma, of leaders. And the decisions leaders make and the contributions they make to the organization. In the 21st century, researchers have paid more attention to leadership relationships, including leaders, followers, and organizational environment

within the scope of research. Like situational leadership, distributed leadership, instructional leadership, and transformational leadership (Li & Liu, 2022). These leadership types place more emphasis on how to maximize the capabilities of organizational members through effective leadership behaviors and enhance the participation and enthusiasm of organizational members. Ultimately promoting organizational change and progress (Maheshwari, 2022).

Transformational leadership (TL) has certain distributed characteristics, such as sharing organizational goals, vision and mission with other members of the organization. It emphasizes the participation of organizational members in decision-making, and the leader is highly empowered to promote employee participation and enthusiasm. This is a bottom-up type of leadership. Leaders will consider providing individualized support to employees and realigning organizational goals (Bass, 1999). This type of leadership requires leaders to be more inclusive, especially tolerant of uncertainty and ambiguity, and requires leaders to have the ability to cope with the chaotic process of change (Hallinger, 2003). The rapid development of society requires leaders to be more innovative and inclusive, so that the influence of an organization does not come only from a few leaders, but from a wider range of members of the entire organization. This leadership type is more collaborative, interactive, flexible, and exploratory (Hallinger, 2003).

The definition of TL is as follows: TL is a style by which leaders consider each individual's aspirations and abilities as well as those of the team (Bass, 1999; Felfe, 2006). Transactional leadership is often used to compare with transformational leadership. Transactional leadership is considered to weaken employees' organizational commitment and job satisfaction and is detrimental to employee performance. For relatively pure moral leadership, TL appears to have higher comprehensive quality and is more effective. Because transformational leadership includes the leadership elements of ethical leadership, and at the same time combines personal care and motivation for organizational members with organizational goals, it improves employee performance and promotes the achievement of the organization's common goals (Park et al., 2022 ). TL is considered to be the leadership type most conducive to improving work performance in most cases (Imran et al., 2020).

Bass (1985) theorized four key components of TL: 1. Idealistic influence, in which leaders put the interests of the organization first and set a good example for organizational members; 2. Inspirational, in which leaders serve as The team creates exciting goals and visions; 3. Personalized consideration, the leader can pay attention to, support and encourage team members; 4. Intellectual stimulation, the leader continuously improves the team members' understanding of the problem through encouragement and guidance. Carless et al. (2000) developed the four dimensions of TL into seven. In addition to the similar dimensions of supportive leadership, lead by example, charismatic leadership, and innovative, three dimensions of vision, staff development, and empowerment are also added. Emphasizing TL will also provide employees with clear organizational goals and vision. Pay attention to employees' needs, provide opportunities, and encourage employee development. The last step is to include employees in the joint solution process, improve employees' ability to solve problems, promote participation, and also help improve employees' sense of responsibility.

#### **5.4 Job Performance**

Borman and Motowidlo (1997) defined job performance (JP) as "the effectiveness with which job incumbents perform activities that contribute to the organization's technical core either directly by implementing a part of its technological process, or by providing it with needed materials or services". The JP of employees includes many influencing factors, including employees' organizational commitment, sense of mission, internal motivation, etc., and TL is conducive to stimulating employees' self-awareness and self-worth to achieve the highest performance (Shao et al., 2022). By comparing different styles of leadership, TL can effectively enhance employees' confidence and intrinsic value through charisma and motivation. Can have a greater positive impact on JP than other leadership types.

According to the research of Andrade et al. (2020), the inspection of job performance is mainly divided into two parts. The first is task performance, which mainly includes employees' work skills and work behaviors based on organizational tasks. The second is context performance, which mainly includes the social and psychological support received from the work environment in order to achieve organizational goals, and based on this background, employees' proactive strategic behaviors for the organization. Dividing work performance into two dimensions is helpful to understand whether the same leadership style will have different impacts on employees' different performance behaviors. Because task performance and context performance are two different aspects of job performance. One is a more direct examination of work tasks and employee abilities, and the other is based on employees' organizational commitment, work enthusiasm, loyalty and other organizational citizenship behaviors in the broader organizational, social and psychological environment. According to previous research results on TL and JP, TL will have a significant positive impact on both dimensions of JP (Alwali & Alwali, 2022; Nazari et al., 2022; Manzoor et al., 2019).

### **5.5 Previous Research**

There are many studies on TL and JP, and related research has been carried out in many fields. Hospitals (Alwali & Alwali, 2022), banks (Nazari et al., 2022), hotels (Jiatong et al., 2022), various management companies (Manzoor et al., 2019), and even orchestras (Kammerhoff et al., 2019). It is usually TL that is associated with organizational commitment, job satisfaction, and JP. TL is considered an efficient leadership style that can have a lasting impact on employees through ideal influence, personal care, intellectual stimulation, and innovation incentives, improve employee capabilities and sense of responsibility, and thereby promote organizational change (Alwali & Alwali, 2022 ; Jiatong et al., 2022; Manzoor et al., 2019).

In the field of education, TL is also considered an effective measure to deal with future challenges (Lamm et al., 2021). Because TL can establish inspiring goals for the organization and influence subordinates through its own strong example. And improve the abilities of organizational members through personal care and intellectual stimulation, jointly cope with organizational challenges, and achieve organizational goals (Ferozi & Chang, 2021; Lamm et al., 2021). Due to these characteristics, leadership behaviors with TL are positively related to teachers' job satisfaction, self-efficacy, teachers' work commitment, and students' sense of participation and achievement (Li & Liu, 2022). Because leaders will pay attention to individual needs and goals, be committed to promoting individual ability development, and provide conditions and support. At the same time, link personal goals with the goals of the organization by creating a friendly environment. This type of leadership does not directly issue instructions to promote and control employees to achieve organizational goals, but promotes employees to have a high level of participation and self-efficacy through personal stimulation, improves employee JP, and indirectly promotes the achievement of organizational goals (Ferozi & Chang, 2021).

### **5.6 Research Hypothesis**

H1: Principals' transformational leadership will be positively related to teachers' job performance in selected international schools in Kuala Lumpur, Malaysia.

### **5.7 Conceptual framework**

#### ***5.7.1 Principal's Transformational Leadership(PTL)***

The role of the conceptual framework is to answer the research questions and explain the research questions. A clear conceptual framework allows researchers to understand the variables being studied, their dimensions, and the relationships between them. For TL, the four well-known dimensions are ideal leadership, personal concern, intellectual stimulation, and innovative motivation (Bass & Bass Bernard, 1985).

However, in this study, we adopted the seven dimensions of TL proposed by Carless and colleagues (2000) because they refined the four dimensions proposed by Bsaá (1985) and are more simple and practical. These seven dimensions are (Carless et al., 2000):

**Vision:** Whether managers can provide employees with clear goals, visions and plans. This is a very core quality for a manager with a transformational leadership style.

**Staff Development:** Leaders pay attention to the needs of subordinates and are committed to providing challenging opportunities for subordinates and stimulating the development of their abilities.

**Supportive leadership:** This includes the leader's recognition of employees, giving positive feedback to employees, giving information to employees and the team, and seeing the team's efforts and achievements.

**Empowerment:** Promoting joint decision-making is a very important leadership behavior in the current competitive environment. Because effectively promoting employees' participation in decision-making and problem solving is conducive to improving their autonomy and sense of responsibility for the organization, and is also conducive to creating a cooperative and positive working atmosphere.

**Innovative:** By reasonably allocating challenging tasks, employees are encouraged to take risks and develop critical thinking, which is conducive to improving employees' open thinking and problem-solving abilities.

**Lead by Example:** Leaders with a transformational style not only clearly communicate the goals of the organization and their own ideals and beliefs, but are also consistent in their actions with their words. This kind of leader can usually set an example in the organization, set an example for employees, and enhance employee confidence.

**Charismatic Leadership:** The charisma of a leader is a very important organizational resource, because being charismatic usually makes followers feel that the leader is worthy of respect, trust, and that the leader is capable, which will also permanently motivate employee performance .

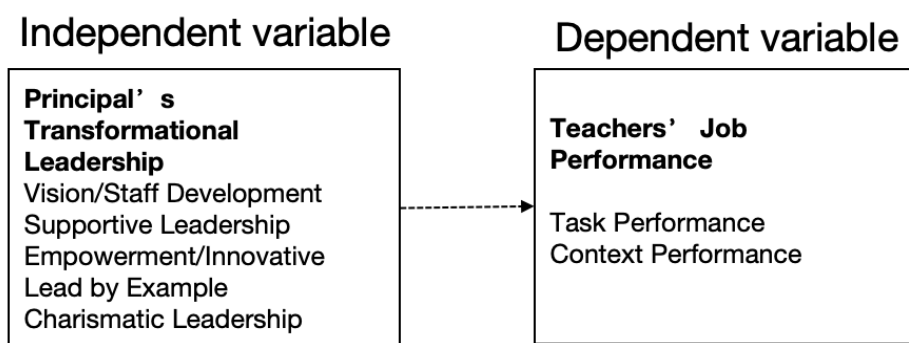
### **5.7.2 Teachers' Job Performance(TJP)**

As for job performance, it can be examined from two dimensions: task and context. These two dimensions arise from different motivations, involve different behavioral patterns, and can also form independent explanations for the judgments of leaders and subordinates (Motowidlo & Van Scotter, 1994).

**Task performance** mainly focuses on the time and energy invested directly by organizational members to complete organizational tasks. As well as indirect preparation work, such as early planning, cooperation during the process, and later summary. Teachers' task performance refers to teaching work, as well as other lesson preparation, learning, cooperation and other matters in order to complete the teaching work.

**Context performance**, on the other hand, focuses on the broader organizational, social, and psychological environment. Pay attention to employees' organizational citizenship behaviors, which mainly include the following five categories: 1. Recognize and defend the goals of the organization; 2. Actively adhere to organizational rules; 3. Cooperate with others and help others; 4. Use extra enthusiasm to help complete tasks successfully; 5. Voluntarily perform tasks other than those specified (Motowidlo & Van Scotter, 1994).





**Figure2:** Conceptual Framework

## 6. Research Methodology

### 6.1 Research design

This study was conducted using quantitative methodology and non-experimental research design through an online Google Form questionnaire.

### 6.2 Research setting

In Kuala Lumpur, there are 89 secondary schools (SMK) spread over 3 districts (Sentul, Keramat and Bangsar Pudu). Bangsar Pudu was chosen as the research site because it has the most secondary schools (46 schools) to facilitate a simple random sampling. Teachers were chosen as the sample for this study because teachers' evaluations of principal leadership have a higher validity compared to principals' self-assessments (Hallinger & Wang, 2015).

### 6.3 Population and sampling

According to the statistics of the MOE, there are 46 secondary schools (SMK) and 3,395 secondary schools' teachers in Bangsar Pudu district in Kuala Lumpur. The population determined by this study is 3,395, and the minimum sample size is determined to be 30.

### 6.4 Instrument

Principals' TL was assessed by the 7-item adopted from Carless et al. (2000). The scale consists of seven dimensions: Vision, Staff Development, Supportive Leadership, Empowerment, Innovative Thinking, Lead by Example, and Charisma.

Teachers' JP was measured by the 10-item adopted from Andrade et al. (2020). The scale consists of two dimensions: Task performance (5 items) and Context performance (5 items). All items will be measured using a five-point Likert scale (1 = strongly disagree, 5 = strongly agree).

## 7. Data analysis

Data from this survey was analyzed through SPSS software. Descriptive statistical analysis was performed to provide an overview of principals' TL and teacher's JP, including maximum, minimum median value and standard deviation. Correlational analysis was carried out to determine the relationship between principals' TL and teacher's JP. Pearson's correlation coefficient was used to test the relationship between these two variables. Multiple regression analysis was utilized to evaluate how principals' TL influence teacher's JP.

**7.1 Descriptive Statistics**

**7.1.1 Transformational Leadership (TL)**

**Table 1.** Descriptive Statistics-TL

	N	Minimum	Maximum	Mean	Std. Deviation
TL1	30	2	5	3.77	.898
TL2	30	2	5	3.87	.973
TL3	30	2	5	3.83	.950
TL4	30	1	5	4.10	.960
TL5	30	2	5	3.77	1.040
TL6	30	2	5	3.73	.944
TL7	30	2	5	3.90	.885
Valid N (listwise)	30				

According to the seven items in Table 1, the median value of each item is greater than 3.5, indicating that most principals can exhibit TL traits. It shows that most principals can convey clear ideals and promote their own values. These principals provide support, encouragement and affirmation to teachers' growth, which can promote teachers' cooperation and encourage teachers to think about problems with new thinking. They can be respected by teachers and can mobilize teachers' enthusiasm through their excellent abilities.

**7.1.2 Teacher performance (TP)**

**Table 2.** Descriptive Statistics-JP

	N	Minimum	Maximum	Mean	Std. Deviation
JP1	30	1	5	3.63	.928
JP2	30	2	5	3.77	.817
JP3	30	2	5	3.83	.986
JP4	30	2	5	4.10	.960
JP5	30	2	5	4.13	.860
JP6	30	2	5	4.03	.850
JP7	30	1	5	3.80	.847
JP8	30	1	5	4.03	1.033
JP9	30	2	5	4.03	.809
JP10	30	2	5	4.17	.950
Valid N (listwise)	30				

According to the 10 items in Table 2, the median value of each item is greater than 3.5, indicating that most teachers have high JP. It shows that most teachers are willing to take the initiative to learn new knowledge and complete tasks in a planned manner according to the principal's expectations of them. They are committed to solving work problems and improving work results.

**Table 3.** Descriptive Statistics-TL & JP

	N	Minimum	Maximum	Mean	Std. Deviation
TL	30	2.29	5	3.8524	0.65999
TP	30	2.3	4.8	3.9533	0.54186

Through descriptive statistical analysis (table 3), the descriptive statistical analysis of principals' TL and teachers' JP can be obtained, in which the mean values of principals' TL and bad teachers' JP are 3.8524 and 0.39533, respectively, both of which are greater than 3.5, indicating that the respondents agree with principals' TL and teachers' JP.

**7.2 Correlational Statistics**

**Table 4.** TL & JP Correlational Statistics

		TL	JP
TL	Pearson Correlation	1	.634**
	Sig. (2-tailed)		0.000
	N	30	30
JP	Pearson Correlation	.634**	1
	Sig. (2-tailed)	0.000	
	N	30	30

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

Through correlation analysis (table 4), the relationship between TL and JP can be obtained. The significance of principals' TL and JP was 0.000, less than 0.05, indicating that there was a significant correlation between principals' TL and JP and the coefficient was 0.634, indicating that there was a significant positive correlation between principals' TL and JP

**7.3 Multiple Regression Statistics**

**Table 5.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.634a	0.402	0.381	0.42629	2.285

a Predictors: (Constant), Principals' TL

b Dependent Variable:JP

The table 5 shows that the model R square is 0.402, indicating that the independent variable can explain 40.2% of the change of the dependent variable, that is, the model fits well, and the Durbin-Watson statistic is 2.285, which is greater than 2 and less than 4, indicating that the model has no autocorrelation.

**Table 6.** ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.427	1	3.427	18.856	.000b
	Residual	5.088	28	0.182		
	Total	8.515	29			

a Dependent Variable: JP

b Predictors: (Constant), Principals' TL

Through table 6, the overall significance of the model is 0.000, which is less than 0.05, indicating that there is at least one independent variable in the model that has a significant impact on the dependent variable.

**Table 7.** Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.947	0.469		4.155	0		
	TL	0.521	0.12	0.634	4.342	0	1	1

a Dependent Variable: Teachers' JP

The model coefficient (table 7) showed that the significance of principals' TL on JP was 0.000, indicating that principal transformation had a significant impact on JP, and the coefficient was 0.521, which was greater than 0, indicating that principal transformation had a significant positive impact on teacher performance. That is, when the principal is transformed and improved, the performance of teachers is also significantly improved. Here the principals' transformational leadership is set to Y and the teachers' performance is set to X. Then the model equation:  $Y = 1.947 + 0.521 * X$

### 8. Discussion

The current study investigated on TL in promoting teachers' JP. The study sought to ascertain the direct impact of TL on teachers' JP, as well as to identify the components of principal TL that impact teacher JP and to examine the relationship between TL in principals and teachers' JP.

The results of the research showed a positive connection between TL and JP, which is similar with Imran et al.'s (2020) findings, who demonstrated that TL activities contribute to teachers' JP, ultimately improving classroom performance and an organization's effectiveness. According to the findings of Park et al., (2022), TL improves employee performance. As a result of TL, teachers' performance in educational institutions will improve.

Similarly, the results of hypothesis 1 uncovered a link between TL and JP, that is corroborated by research (Alwali & Alwali, 2022; Nazari et al., 2022). TL is regarded as an effective leadership style that can have a long-term impact on employees through ideal influence, personal care, intellectual stimulation, and innovation incentives, thereby improving employee capabilities and sense of responsibility and promoting organizational change (Alwali & Alwali, 2022). Finally, these findings revealed that principal TL has a favorable relationship with teacher JP. Positive and effective principals' leadership benefits teachers, the seriousness of teachers' job, and all elements of

teachers. By inspiring teachers to strive for greatness, caring for teachers to foster a positive environment, set a good example, and establish a caring team.

The current study makes numerous contributions to academic literature and leadership practice. This study adds to the body of knowledge already available on leadership by investigating the relationship between TL and teachers' JP (Buil et al., 2018; Holten et al., 2018). Second, most TL studies have been done in commercial settings, such as hospitals (Alwali & Alwali, 2022), banks (Nazari et al., 2022), hotels (Arkat, 2020), various management businesses (Manzoor et al., 2019), and even orchestras (Iverson, 2023). Previous research on TL and job performance in Malaysian public schools has been undertaken (e.g., Mirsultan & Marimuthu, 2021; Ahmad, 2020). The current study, on the other hand, studies how TL affects employee performance in the workplace in chosen schools, therefore this research will bring useful and relevant insights in the TL literature.

In practice, this study would benefit organizational leaders in a variety of ways. For example, leaders should meet with teachers individually to assess their motivational level, behaviors, and potential resources to share, as well as design reciprocal job criteria. They should provide coaching and mentorship to help individuals go up the learning ladder, resulting in higher levels of engagement, optimism, excitement, happiness, hope, and success. Furthermore, leaders should establish an open climate in the workplace so that everyone may participate in arguments, and a pleasant environment motivates subordinates to work together to achieve organizational objectives.

## 9. Conclusion

The purpose of this study was to provide an in-depth discussion on the impact of selected public secondary schools in Kuala Lumpur, Malaysia. Through empirical analysis, a significant positive relationship was found between principals' TL and teachers' JP, indicating that principals' TL style has a positive impact on improving teachers' JP. Factors such as ideal influence, intellectual stimulation, inspirational motivation, and focus on the individual in a PTL style can be used as an effective framework for improving JP, providing a valuable reference for public secondary school principals in Kuala Lumpur, as well as a direction for principals in other schools to understand and develop their leadership competencies to better improve teachers' JP. However, there are still some limitations in this study, this study did not discuss in detail the specific issues faced by principals' TL in improving teachers' JP and the sample size of the study was limited to 30 teachers in public secondary schools in Kuala Lumpur, Malaysia, which is not representative of all schools and settings. In addition, there was no discussion of the potential impact of external factors such as school resources, policies or community support on the effectiveness of principals' TL in improving teachers' JP. In future research, larger studies with more diverse samples of teachers and schools should be conducted to increase the generalizability of the findings and to investigate the specific challenges and barriers principals face in implementing TL and strategies to improve JP, examine the long-term effects of TL on JP, including student achievement and overall school improvement, in addition to exploring the role of external factors such as school resources, policies, and community support in influencing the effectiveness of TL in improving teacher JP. The role of external factors, such as school resources, policies, and community support, in influencing the effectiveness of transformational leaders in improving JP. A more comprehensive understanding of the mechanisms by which TL impacts JP will provide school leaders with more actionable practical guidance.

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