

The Influence of Transformational and Instructional Leadership Styles of School's Principals on Teacher's Performance, Motivation, Job Satisfaction and Student Achievement in Primary and Secondary Schools

Dian Andriadi¹, Urip Sulistiyo¹
¹Universitas Jambi, Jambi, Indonesia

Corresponding author e-mail: dianandriadi17@gmail.com

Article History: Received on 18 August 2024, Revised on 19 October 2024,
Published on 16 November 2024

Abstract: This study aims to examine the influence of transformational and instructional leadership styles of school principals on teacher performance, motivation, job satisfaction, and student achievement in primary and secondary schools. A literature review method was employed, synthesizing qualitative and quantitative studies published between 2019 and 2024. The selected studies focus on the relationship between principal leadership styles and key educational outcomes, with data retrieved from sources in both English and Indonesian. The findings highlight that instructional leadership significantly improves teacher performance and job satisfaction by providing structured support and guidance. Transformational leadership fosters motivation, enhances job satisfaction, and promotes student achievement through inspiration and collaboration. The synergy between these leadership styles enhances educational outcomes, with principals effectively balancing both approaches. This review fills a gap by exploring how transformational and instructional leadership styles interact to influence teachers and students, offering a clearer understanding of their complementary roles in various educational contexts. The study provides valuable insights for educators and policymakers by emphasizing the importance of situational leadership and the need for leadership development programs for school principals. Adopting a hybrid approach to leadership can further enhance teacher performance and student achievement.

Keywords: Instructional Leadership, Motivation, Student's Achievement, Teacher's Performance, Transformational Leadership

A. Introduction

Leadership plays a crucial role in shaping the performance of teachers, particularly in inclusive educational settings where diverse student needs must be addressed (Sengendo & Eduan, 2024). Effective leadership in educational settings is widely recognized as a pivotal factor influencing both teacher performance and

student achievement. There are several factors that affect the achievement or performance of a teacher in carrying out tasks, namely the level of education, work experience, work environment, supporting equipment or facilities, leadership, and the teacher's own motivation (Hahm & Sun, 2020). Among these factors, the leadership style of the school principal is considered a key determinant of teacher performance and student outcomes. Research has consistently shown that school principals play a crucial role in shaping the school environment, which directly impacts teacher performance and student achievement (Rachman et al., 2023). With the increasing complexity of educational demands, the need for effective leadership styles, particularly transformational and instructional leadership, has gained significant attention in educational research.

Transformational leadership is characterized by a principal's ability to inspire and motivate teachers to transcend their self-interests and work towards a shared vision for the school (Khoudri, 2024). Transformational school leaders can help teachers develop a sense of purpose, enhance their self-efficacy, and foster a collaborative and supportive school climate. In contrast, instructional leadership focuses on the principal's role in directly guiding and supporting teachers' instructional practices, ensuring the alignment of curriculum, instruction, and assessment, and monitoring student progress (Qadarsih et al., 2023). Numerous studies have established a link between leadership styles and educational outcomes. Transformational leadership is characterized by the ability to inspire and motivate teachers, fostering a collaborative environment that encourages professional growth (Boateng & Mensah, n.d.) Instructional leadership, on the other hand, focuses on the management of curriculum and instruction, emphasizing the importance of teacher development and student learning (Hashim et al., 2023). Both styles have been shown to enhance teacher job satisfaction, leading to improved performance and, consequently, better student achievement.

Despite the existing body of knowledge, there remains a gap in understanding how these leadership styles specifically interact to influence teacher performance in various educational contexts. Additionally, the mechanisms through which leadership styles affect teacher job satisfaction and student achievement are not fully explored (Hyseni Duraku & Hoxha, 2021). This lack of clarity presents an opportunity for further investigation into the nuances of these relationships. Current literature highlights the importance of leadership in fostering a positive school climate and enhancing educational outcomes. However, much of the research is fragmented, with varying definitions and measurements of leadership styles, teacher performance motivation, job satisfaction, and student achievement in primary and secondary schools. This inconsistency complicates the ability to draw comprehensive conclusions about the effectiveness of different leadership approaches.

This study aims to contribute to the existing literature by reviewing the relationship

between transformational and instructional leadership styles and their influence on teacher performance motivation, job satisfaction, and student achievement in primary and secondary schools. By synthesizing findings from various studies, this research seeks to provide a clearer understanding of the interplay between these variables, offering insights that have been underexplored in previous research.

Transformational and instructional leadership are not mutually exclusive but rather, complementary approaches to school leadership. Transformational leadership focuses on inspiring and motivating teachers to transcend their self-interests and work towards a shared vision for the school, while instructional leadership emphasizes the principal's role in guiding and supporting teachers' instructional practices (Berkovich & Hassan, 2024). The two leadership styles can be viewed as complementary, as transformational leadership can create the necessary conditions for effective instructional leadership to thrive.

The concept of transformational leadership was introduced in 1978 by James MacGregor Burns, who defined it as "the process of influencing major changes in the attitudes and assumptions of organization members and building commitment for the organization's mission and objectives" (Hyseni Duraku & Hoxha, 2021). Transformational leaders are able to inspire and motivate teachers to go beyond their self-interests and work towards a shared vision for the school. These leaders can help teachers develop a sense of purpose, enhance their self-efficacy, and foster a collaborative and supportive school climate. In contrast, instructional leadership centres on the principal's role in guiding and supporting teachers' instructional practices. Instructional leaders work to align curriculum, instruction, and assessment, and monitor student progress to provide feedback and support to teachers. This approach highlights the principal's expertise in curriculum, instruction, and assessment, and their ability to effectively coach and develop teachers (Cox & Mullen, 2023). Recent research suggests that they can be integrated to enhance school performance and student outcomes (Jamil et al., 2024). Effective principals often combine practices associated with both transformational and instructional leadership, leveraging the strengths of each approach.

Therefore, teacher performance is significantly influenced by the principal's leadership. Teacher performance refers to the capability and success of educators in carrying out their instructional responsibilities. Teacher performance can also be influenced by various factors, one of which is the principal's leadership (Alzoraiki et al., 2023). The performance of a teacher is very important in educating students and for the future of the nation. It should be noted that the duties of a teacher have been regulated in the RI Law No. 14 of 2005, namely "teachers are professional educators with the main tasks of educating, guiding, teaching, directing, training, assessing and evaluating students at the level of early childhood education, education and training, primary, and secondary education.

There are numerous environmental factors that can impact teacher performance, three of which are as follows: 1. Principal Leadership: Principal leadership is the effort of an individual entrusted as the organizational leader in a school to influence its members, including teachers, staff/employees, students, and the school committee, in realizing an educational goal. 2. Principal's Motivation: Principal's motivation is an encouragement provided by principals to teachers to be more actively engaged in carrying out their performance, which includes planning, implementation, and evaluation. 3. A Conducive Climate: Good classroom management, the ability to manage facilities and infrastructure, as well as positive relationships between teachers, students, employees, and principals, can create a pleasant school atmosphere (Hildayati, 2024).

B. Methods

This research uses a literature study approach. The purpose of this literature review is to establish a theoretical foundation that can support solving a problem. The author undertakes this literature study after determining the topic of writing and formulating the problem, before collecting necessary data in the field. The review process begins with a search on a search engine, such as Google Scholar and Scopus, for articles containing the keywords "leadership, principals, efforts to improve teacher performance, motivation, job satisfaction and student achievement". The search focuses on articles published between 2019 and 2024 that are relevant to the mentioned keywords. The inclusion criteria in this study were: 1) qualitative and quantitative studies examining the relationship between transformational leadership, instructional leadership, and teacher performance improvement; 2) research articles published in English and Indonesian; and 3) excluding dissertations and theses. The steps in this literature review are:

Step 1: Define the Problem

1. Select a topic that aligns with interests and the issue at hand.
2. Ensure that the problem statement is complete and precise.

Step 2: Literature Review

1. Investigate literature pertinent to your research area.
2. Gain an overview of the topic through your research.
3. Choose sources that provide a solid foundation of knowledge related to the subject.
4. Ensure sources offer a summary of prior research.

Step 3: Evaluate Data

1. Examine the contributions of the articles on the topic.
2. Identify relevant articles that add to the discussion.
3. Consider both quantitative and qualitative data, and a mix of the two.

Step 4: Analysis and Interpretation

1. Analyse and summarize the findings from the literature.

C. Results and Discussion

The following presents the results of this research conducted by the author. The results focus on transformational and instructional leadership on teachers and student. The articles reviewed are research conducted. The scope of this research was carried out in various educational institutions. The results of the literature review conducted by the author are presented in the table below:

Title	Author and Year	Method	Leadership style	Outcome Measurement	Finding
The Influence of the Principal's Leadership Style and Work Motivation on Teacher Performance.	(Yulvita et al., 2024)	Quantitative research method Study location: SMPS St. Isidorus Lewotala, East Flores, NTT Population: Entire school community Sample size: 17 people Data collection methods: Observation, questionnaires, and documentation Data analysis methods: Descriptive analysis and multiple linear regression analysis	Instructional	Teacher performance Motivation Job satisfaction and Student achievement.	There is a significant influence of the principal's leadership style on the performance of teachers, with a contribution of 44.6%. There is a significant influence of work motivation on the performance of teachers, with a contribution of 64.9%. There is a significant influence of the principal's leadership style and teacher performance together on the performance of teachers, with a contribution of 74.2%.
The Contribution of Moralistic Leadership and Adhocracy Organizational Culture to the Performance of Public Elementary	(Irawati et al., 2023)	Research approach: Explanatory Research type: Ex-post facto Population: 259 teachers Sample: 157 teachers Data collection method: Questionnaire	Instructional	Teacher performance.	Instructional leadership of the school principal has a significant effect on teacher performance, with an effect of 54.1%. Professional competence has a significant effect on teacher

School Teachers.		Data analysis techniques: Descriptive data analysis Prerequisite tests (normality, multicollinearity, heteroscedasticity, linearity) Hypothesis testing using simple and multiple linear regression			performance, with an effect of 75.6%. Instructional leadership of the school principal and professional competence together have a significant effect on teacher performance, with an effect of 78.4%.
Elementary School Teachers Performance: How The Role of Transformational Leadership, Competency, and Self-Efficacy?.	(Muliati et al., 2022)	Ex post facto research design (non-experimental) Population of 32 teachers, with the entire population used as the sample (total sampling) Data collection methods: Questionnaires to measure transformational leadership and work motivation Document recording to measure teacher performance	Transformational	Teacher performance	Transformational leadership style of the school principal has a significant contribution of 33.51% to the performance of teachers. Work motivation has a contribution of 35.51% to the performance of teachers. The combined contribution of transformational leadership style of the school principal and work motivation to the performance of teachers is 69.02%.
The Impact of the Principal's Leadership Style on Teacher Job Satisfaction and Work Motivation.	Eko Solihin, M. Giatman, Ernawati Ernawati (2021)	Descriptive survey research design Purposive sampling of 62 teachers and 1 school principal Data collection using questionnaires Quantitative and qualitative data analysis using SPSS	Instructional	Teacher job satisfaction and teacher work motivation.	The principal's leadership style had a significant positive impact on teacher job satisfaction, with a mean value of 4.22. The principal's positive leadership style had a positive impact on teacher work motivation, with a

software					mean value of 4.04. The positive impact of the principal's leadership style on teacher job satisfaction and motivation is a good sign for the individual and the development of vocational high schools. School principals have an important influence in improving educational standards. School principals must implement effective instructional leadership in order to improve the quality of education. The implementation of instructional leadership at SMP N 16 Surakarta was based on the Hallinger and Murphy model of instructional leadership, which consists of three dimensions: setting the school's mission, managing instruction effectively, and cultivating a suitable school climate.
Unleashing Students' Potential Toward Outstanding Achievement through the Role of the Principal's Instructional Leadership.	S. Purnomo, Wahyudi Taufan Santoso, Rita Dwi Nawanti, D. Darsinah, Wafrotur Rohmah (2024)	Qualitative research approach Data collection methods: - Interviews - Observations - Document analysis Data analysis: - Descriptive, non-statistical analysis	Instructional	Student achievement and academic performance.	
The Influence of Transformational Leadership Style and	Alice Yeni Verawati Wote, Jonherz Stenlly	Survey method: Sample size of 52 teachers Statistical analysis using t-	Transformational	Teacher performance and job satisfaction	Transformational leadership style of the school principal has a positive effect on

Job Satisfaction on the Performance of Elementary School Teachers.	Patalatu (2019)	tests			teacher performance. Teacher job satisfaction has a positive effect on teacher performance. The school principal's leadership style and teacher job satisfaction together have a positive effect on the performance of elementary school teachers, with a contribution of 43.7%.
The Effect of Transformational Leadership and Work Motivation on Teacher Performance Through Teacher Discipline	Dina Marlina, Ahmad Suriansyah, Metroyadi (2019)	The study used a quantitative approach with descriptive methods, involving a sample of 105 people. Data was collected through a 5-point scale questionnaire covering transformational leadership, work motivation, work discipline, and teacher performance. The hypotheses were tested using path analysis.	Transformational	Teacher performance, work motivation, and work discipline.	There is a direct effect of transformational leadership on work motivation, work discipline, and teacher performance. There is a direct effect of work motivation and work discipline on teacher performance. There is an indirect effect of transformational leadership on teacher performance through work motivation and work discipline.
The Influence of the Principal's Transformational Leadership Style, Achievement Motivation, and Job Satisfaction on the	Elsida Aritonang, D. Hutaeruk (2024)	The study used a quantitative research method, specifically path analysis, based on the positivist philosophy. The study population or sample was studied, with	Transformational	Achievement motivation Job satisfaction Organizational commitment	The principal's transformational leadership style has a positive effect on teachers' achievement motivation, with a path coefficient of 0.688 and a direct influence of 47.3%.

Organizational Commitment of Junior High School Teachers in Tanjung Morawa District.		sampling done using random techniques. Data was collected using research instruments, and the data analysis was quantitative/statistical to test the hypotheses.		The principal's transformational leadership style also positively impacts teachers' job satisfaction, with a path coefficient of 0.696 and a direct influence of 48.4%. Furthermore, the principal's transformational leadership style, achievement motivation, and job satisfaction positively influence teachers' organizational commitment, with a total effect of 31%.	
The Principal's Transformational Leadership Style and Its Influence on Student Achievement. 40	Regita Damopolii, Alfian Erwinsyah (2019)	Quantitative research approach Conducted at SMA N 1 Pinolosian school Used statistical analysis, including t-tests and simple regression analysis, to examine the relationship between transformational leadership style and student achievement	Transformasional	Student achievement	The transformational leadership style of the school principal had a significant influence on student achievement at SMA N 1 Pinolosian. - The transformational leadership style of the school principal accounted for 49.3% of the variance in student achievement, while 50.7% was influenced by other factors.

This literature review analyzes the impact of transformational and instructional leadership styles on teacher performance, motivation, job satisfaction, and student achievement in primary and secondary education. The synthesized studies provide valuable insights into how different leadership approaches shape educational outcomes.

The findings confirm that instructional leadership significantly enhances teacher performance. According to (Rachmad et al., 2023), the instructional leadership of school principals positively influenced teacher performance by 54.1%, and combined with teachers' professional competence, the effect rose to 78.4%. Similarly, (Berkovich & Hassan, 2024) reported a contribution of 44.6% from instructional leadership to teacher performance, highlighting how effective management of instruction aligns with better teaching practices. Moreover, work motivation has a direct and significant effect on teacher performance, with an original sample value of $\beta = 0.379$, indicating that motivated teachers are more likely to perform effectively in their instructional roles" (Sari et al., 2022)

Moreover, instructional leadership also impacts teachers' job satisfaction and motivation. As (Khokhar et al., n.d.) Indicated, instructional leadership improves job satisfaction (mean value 4.22) and motivation (mean value 4.04), suggesting that structured guidance and support from principals create an environment conducive to teacher development and well-being.

Transformational leadership also plays a pivotal role, particularly by enhancing motivation and performance. (Sibonghanoy Groenewald et al., 2024) found that transformational leadership contributed 33.51% to teacher performance, with an additional 35.51% boost from teacher motivation. Together, they accounted for 69.02% of the total performance effect. These results align with findings from (Alzoraiki et al., 2023), where transformational leadership, combined with job satisfaction, improved performance by 43.7%.

In terms of student outcomes, transformational leadership fosters academic success. (Cox & Mullen, 2023) highlighted that 49.3% of the variance in student achievement was explained by the principal's transformational leadership, showing the importance of visionary leadership that inspires teachers and students alike. Similarly, the qualitative analysis by Wahyudi et al. (2024) emphasized the importance of instructional leadership models, such as those proposed by Hallinger and Murphy, in improving academic performance by cultivating a supportive school climate.

The interaction between leadership styles and teacher characteristics plays a crucial role. Rachmad et al., (2023), demonstrated that transformational leadership indirectly influences teacher performance through enhanced work motivation and discipline. In parallel, (Jamil et al., 2024) found that transformational leadership, achievement

motivation, and job satisfaction positively impact teachers' organizational commitment, contributing to long-term institutional stability and effectiveness.

Both leadership styles transformational and instructional exert significant but distinct influences. Instructional leadership focuses on structured guidance and instructional improvement, which directly boosts teaching performance. In contrast, transformational leadership promotes long-term motivational and developmental gains, inspiring teachers to engage deeply with their roles. This difference highlights the importance of situational leadership, where principals can adopt a hybrid approach depending on the needs of their staff and students.

Overall, these findings underscore the value of leadership development programs for school principals, equipping them with the competencies needed to implement both instructional and transformational practices effectively. Such interventions not only enhance teacher performance but also positively impact student achievement, fostering a thriving educational environment.

D. Conclusions

This literature review highlights that both instructional and transformational leadership styles significantly impact teacher performance, motivation, job satisfaction, and student achievement. Instructional leadership directly enhances teacher performance through structured guidance, while transformational leadership fosters motivation and long-term engagement. A combination of these leadership styles creates a more supportive and productive educational environment, benefiting both teachers and students. Effective leadership development for school principals is essential to ensure continuous improvement in educational outcomes.

E. Acknowledgement

The author expresses deep gratitude to Universitas Jambi, Indonesia, for its steadfast support during this research. Special thanks are given to the educators and students of the Doctoral Program in Education for their significant contributions to the studies referenced in this paper. The author also sincerely appreciates the reviewers for their valuable feedback, which greatly improved the quality of this work.

References

- Alzoraiki, M., Ahmad, A. R., Ateeq, A. A., Naji, G. M. A., Almaamari, Q., & Beshr, B. A. H. (2023). Impact of teachers' commitment to the relationship between transformational leadership and sustainable teaching performance. *Sustainability (Switzerland)*, 15(5). <https://doi.org/10.3390/su15054620>
- Berkovich, I., & Hassan, T. (2024). Principals' digital instructional leadership during

- the pandemic: Impact on teachers' intrinsic motivation and students' learning. *Educational Management Administration and Leadership*, 52(4), 934-954. <https://doi.org/10.1177/17411432221113411>
- Boateng, A. Y., & Mensah, K. O. (2024). Influence of head teachers' leadership styles on job satisfaction: perspectives of ghanaian public basic school teachers. *Global Journal of Education and Learning*. <https://doi.org/10.5281/zenodo.10628687>
- Cox, J. S., & Mullen, C. A. (2023). Impacting student achievement: principals' instructional leadership practice in two title rural schools. *Journal of School Leadership*, 33(1), 3-25. <https://doi.org/10.1177/10526846221133996>
- Hashim, H., Nordin, N. M., & Othman, N. (2023). Principal teacher transformation leadership and teacher job satisfaction of transformation 25 schools in jasin district melaka. *International Journal of Academic Research in Business and Social Sciences*, 13(4). <https://doi.org/10.6007/ijarbss/v13-i4/16914>
- Hildayati. (2024). The influence of principal instructional leadership, school climate, and work motivation on teacher professionalism in public high schools throughout barito kuala regency. *EduLine: Journal of Education and Learning Innovation*, 4(1), 53-67. <https://doi.org/10.35877/454ri.eduline2377>
- Hyseni Duraku, Z., & Hoxha, L. (2021). Impact of transformational and transactional attributes of school principal leadership on teachers' motivation for work. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.659919>
- Irawati, I., Yahya, Y., Rifma, R., & Anisah, A. (2023). The Contribution of Moralistic Leadership and Adhocracy Organizational Culture to the Performance of Public Elementary School Teachers in Lubuk Basung District. *Journal of Social Research*, 2(9), 3117-3134. <https://doi.org/10.55324/josr.v2i9.1371>
- Jamil, M., Sewani, R., Muhammad, N., Professor, A., & Ghazi Khan, D. (2024). Leadership practices of head teachers: primary school teachers' perspective in public schools of punjab. *Research Journal for Societal Issues*, 6, 83-92. <https://doi.org/10.56976/rjsi.v6i>
- Khokhar, S., Nayab, G. I., Ahmed, M., Baloch, M., Bashir, M., Mirwani, R., & Authors, C. (n.d.). Transforming education through emotional intelligence: the impact of principals' instructional leadership on teachers' instructional strategy. In *Journal of Positive School Psychology* (Vol. 2023, Issue 2). <http://journalppw.com>
- Khoudri, I. (2024). Assessing the influence of teacher leadership styles on motivation and academic outcomes among secondary school students. *Edukasiana: Jurnal Inovasi Pendidikan*, 3(2), 214-227. <https://doi.org/10.56916/ejip.v3i2.676>
- Muliati, L., Asbari, M., Nadeak, M., Novitasari, D., & Purwanto, A. (2022). Elementary School Teachers Performance: how the role of transformational leadership, competency, and self-efficacy? *IJOSMAS: International Journal of Social and Management Studies*, 01, 158-166. <https://ssrn.com/abstract=4004346>
- Qadarsih, L., Aslamiah, A., & Sulaiman, S. (2023). Relationship between principal instructional leadership, job satisfaction, work commitment and performance of sdn teacher in south banjarmasin district, banjarmasin city. *International Journal of Social Science and Human Research*, 06(05). <https://doi.org/10.47191/ijsshr/v6-i5->

- Rachmad, Y., Moka, A., Badriyyah, E., Gusliana, E., & Tawil, M. (2023). The Effect of Principal Transformational Leadership and Motivation on Performance of Teacher in Islamic Elementary School. *Journal on Education*, 5(3), 7043-7056. <https://doi.org/10.31004/joe.v5i3.1493>
- Rachman, A., Suriansyah, A., & Effendi, R. (2023). The influence of school culture, principal instructional leadership and work motivation on the teacher performance of elementary school. *International Journal of Social Science and Human Research*, 06(05). <https://doi.org/10.47191/ijsshr/v6-i5-39>
- Sari, H. F., Ekawarna, E., & Sulistiyo, U. (2022). The influence of work stress, work motivation and job satisfaction on teacher performance. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 1204-1211. <https://doi.org/10.31004/edukatif.v4i1.2113>
- Sengendo, D., & Eduan, W. (2024). Headteachers' transformational leadership and its influence on academic performance: A Case of Public Secondary Schools in Uganda. *East African Journal of Education Studies*, 7(1), 61-76. <https://doi.org/10.37284/eajes.7.1.1705>
- Sibonghanoy Groenewald, E., Adolph Groenewald, C., Arjay Dela Cruz, R., & Kit Tomarong Kilag, O. (2024). *Navigating Educational Leadership: Challenges, Styles, and Impacts-A Systematic Review*. <https://orcid.org/0000-0002-2180-5874>
- Yulvita, M., Anisah, Gistituati, N., & Alkadri, H. (2024). Contribution of principal leadership style and work motivation to state elementary school teacher performance in ampek nagari sub-district. *International Jurnal Islamic Education, Research and Multiculturalism (IJIERM)*, 6(1), 43-62.