

LEADING FOR IMPACT: HOW TRANSFORMATIONAL LEADERSHIP BEHAVIORS OF SCHOOL PRINCIPALS PROMOTE TEACHERS' JOB SATISFACTION AND JOB PERFORMANCE IN SHARJAH PRIVATE SCHOOLS, UAE

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ABSTRACT

The study aims to gain a comprehensive understanding of the impact of transformational leadership behaviors demonstrated by school principals, such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, on teachers' job satisfaction and performance in Sharjah private schools. Although the four components of transformative leaders have been the focus of many research investigations, empirical grounding does not fully articulate how such characteristics influence teachers' job satisfaction and job performance in the UAE. An exploratory sequential mixed methods approach has been used in the study, with a qualitative data collection and analysis phase followed by a quantitative data gathering and analysis phase. The qualitative data collection phase aims to gather in-depth information on the issue through in-depth open-ended interviews. Then, the quantitative data collection phase is done by comprehensive closed-ended questionnaire to acquire more information about the issue, providing the best opportunity to test the findings from the previous phase and determining how broadly the findings can be applied. The study found that transformational school principals can have a significant impact on school development when they provide inspirational motivation and personalized care for their followers.

Keywords: *transformational principals, inspirational motivation, individualized consideration, job satisfaction, job performance*

INTRODUCTION

In the emerging world of education, leadership is no longer regarded solely as an administrative role, but rather as visionary direction, emotional support and intellectual stimulation. The present paper addresses how transformational leader behaviors of school principals in Sharjah-based private schools in the United Arab Emirates influence the performance and general satisfaction of teachers with their jobs, concerning the increased role of the principal in the success of an institution.

Research Objectives

1. To identify the key transformational leadership behaviors demonstrated by principals in Sharjah private schools.
2. To examine the influence of transformational leadership behaviors on teachers' job satisfaction in Sharjah private schools.
3. To investigate how transformational leadership behaviors affect teachers' job performance in Sharjah private schools.

Research Questions

1. What are the principals' leadership behaviors that may affect teachers' job satisfaction and teachers' job performance among Sharjah Private Schools?
2. In what ways do principals' leadership behaviors influence teachers' job satisfaction among Sharjah Private Schools?
3. In what ways do principals' leadership behaviors influence teachers' performance among Sharjah Private Schools?

LITERATURE REVIEW

Transformational Leadership

Effective leadership makes the difference between success and failure. It is commonly defined as a dynamic process in which people influence other people so as to reach a mutually desirable end. Northouse (2021) underscores that leadership is neither only a role of power but a process of influence and collaboration with people. Transformational Leadership especially remains one of the most effective forms of leadership in modern context. Nguyen et al. (2021) reveal that transformational leadership increases employee engagement and improves their firms with the feeling of common purpose and innovation.

The principle of transformational leadership usually encompasses four elements, including Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration (Khan et al., 2020; Ghasabeh & Provitera, 2020). See Figure 1.

1. **Idealized Influence** means that leaders are a model to be looked up to which creates respect, trust, and appreciation in followers (Eliophotou Menon, 2021).
2. **The Inspirational Motivation** refers to describing an inspirational vision that dynamizes and motivates the followers (Zehir et al., 2020).
3. **Intellectual Stimulation** is one in which the leaders instigate questioning assumptions and promote creativity and innovation in the minds of followers (Lee et al., 2023).

4. **Individualized Consideration** refers to a situation in which leaders support their needs, serve as tutors, and shape their personal development (Shafique & Kalyar, 2020).

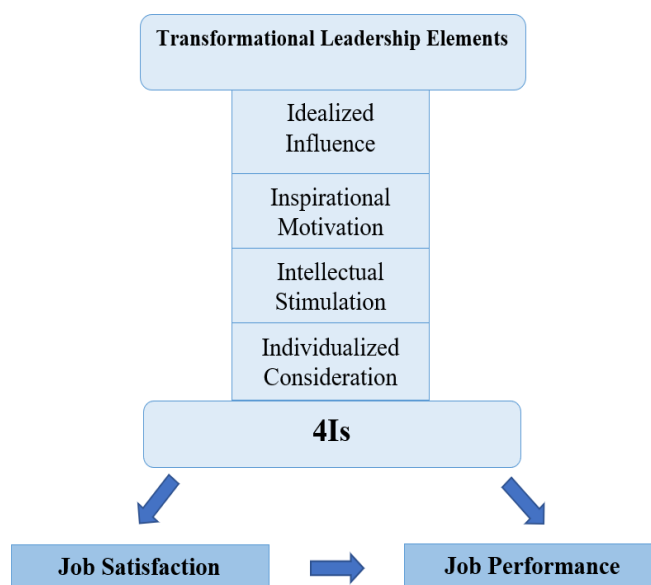


Figure 1: The four elements of Transformational leadership behaviors and its impact

Recent research endorses the effectiveness of these behaviors. As an example of successful community-based studies, Choi et al. (2022) identified that a transformational leader is crucial to employee engagement and performances as they introduce a culture of trust and creativity. Alrowwad et al. (2021) have found out that companies operated under the guidance of transformational leaders exhibit enhanced work team collaboration and satisfaction.

In the context of education, transformational leadership is particularly vital. School leaders must guide their institutions through constant change while inspiring and supporting staff and students. Transformational leadership in schools is best described as a principal's capacity to elevate the school to new heights of performance and morale (Leithwood et al., 2020). The principal creates and communicates a shared vision and supports its implementation through collaboration and trust (Liu et al., 2022).

Furthermore, the transformational behaviors of school principals have a direct impact on teacher job satisfaction and commitment. Zhou and Liu (2023) and Bayram et al. (2022) found strong correlations between transformational leadership and teacher motivation, retention, and well-being. When principals demonstrate individualized support, recognize teacher efforts, and involve them in decision-making, teachers are more likely to feel valued and aligned with the school's mission, ultimately resulting in improved student outcomes.

Transformational leadership is especially crucial regarding education. School leaders have to ensure that their institutions are on a continuous path of change as they supervise the staff and students and motivate them. Transformational school leadership can only be defined as the ability of a principal to take the school to newer heights in terms of performance and

morale (Leithwood et al., 2020). The principal makes and shares a common vision and fosters its realization by collaboration and trust (Liu et al., 2022).

Additionally, the changes of the school principals' transformations may affect the teacher career satisfaction and dedication directly. Transformation leaders also show high correlations with teacher motivation, retention, and well-being according to Zhou and Liu (2023) and Bayram et al. (2022). Teacher outcomes are better when they find more value and worth in the school system and when they feel in tune with the school mission through individual support, encouragement, and inclusion in decision-making by the principals.

METHODOLOGY

An exploratory sequential mixed-methods strategy was employed with a qualitative phase and then a quantitative phase. To gather in-depth information regarding the topic, nine people were interviewed. Then, information was analyzed using open coding, axial coding and finally thematic coding. In the second phase, the findings from phase 1 were utilized to design a reliable questionnaire in order to collect and analyze a lot more data. Data triangulation was conducted from both phase 1 and phase 2. By integrating qualitative and quantitative research and data, a broader understanding of the subject under investigation was achieved, while addressing the limitations of each approach.

Phase 1: Qualitative Data Collection

Nine open-ended interviews with teachers in Sharjah private schools served as the study's primary instrument.

Interview Sampling Strategy and Rationale

Participants were selected from full-time department heads in private schools in Sharjah. They maintained direct contact and regular interaction with school principals, possessed a minimum of two years of professional experience, and spoke Arabic as their native language. Importantly, none of the nine volunteers were supervised or evaluated by the researcher during the study.

Phase 1: Data Analysis and Initial Findings

Nine interviews had been conducted in Arabic. The open coding was done in Arabic first, then translated into English. Two fluent specialists in the field back-translated these English translations. 81 open codes have been created. The process of creating open codes continued until saturation is reached which has been reached after seven interviews. Two more interviews had been conducted to assure saturation. After saturation, 10 Axial codes have been written in both Arabic and English. These English translations were back checked by two proficient experts in the subject prior to initiation on thematic coding, which resulted in 3 thematic codes (See Table 1).

Table 1: Phase 1 Findings

Research questions	Anchor codes	Open codes	Axial codes	Thematic codes
The 1st research question	principals' leadership behaviors	36	4	Inspirational motivation and individualized consideration are the core behaviors of transformational principals.
The 2nd research question	teachers' job satisfaction	18	3	Transformational principals who demonstrate inspirational motivation and individualized consideration more effectively facilitate teacher satisfaction.
The 3rd research question	teachers' job performance	27	3	Transformational principals who demonstrate inspirational motivation and individualized consideration have a significant impact on teacher job performance.
Total	3	81	10	3

Phase 2: Quantitative Data collection

A structured questionnaire was distributed in order to collect more data that will aid in the creation of more broad conclusions.

Questionnaire Sampling Strategy and Rationale

Purposive sampling was employed for quantitative data collection. In that regard, the Sharjah Private Education Authority was contacted to spread the questionnaire to all private schools in Sharjah.

Data Collection and Instrumentation

The construction of the questionnaire was dependent on the finding from phase 1 to develop the questionnaire's validity and reliability. When determining the sample size, the questionnaire was distributed to all Sharjah private school. The number of private schools in Sharjah is estimated to be around 100. As a result, the total number of employees may be roughly 4000, as each school may appoint almost 40 teachers. A 10% return rate, or around 400 responses was anticipated. 424 responses were received as expected.

Phase 2: Data Analysis and Initial Findings

In the quantitative data analysis, the data had been exported to Excel and then analyzed electronically using exploratory factor analysis to identify relevant and meaningful factors that address the research questions guiding the study with the help of Statistical Package for Social Scientists (SPSS) software.

Characteristics of Participants

A total number of 424 responses have been collected after roughly 45 days of spreading the questionnaire. Participants were split 79.5% female and 20.5% male. 41.2% of the participants were non-Arab, while 58.8% from Arabic-speaking nations. 26.7% had 5 years or less of work experience, 31.1% have between six and ten years of experience, 21.5% had 11 to 15 years of experience, while more than 16 years of experience are represented by 20.8%. 29.6% have experience working with 1-2 principals, 39.9% of respondents have experience working with three to four principals, 17.7% have dealt with five or six principals and 13.2% of workers have had a total of more than 6 principals. Interestingly 66% are teachers. Department heads make up 21.7% while the administrative workforce is 11.6% which includes 5% as vice principals and 6.6% as administrator. 0.7% do not work respectively.

Scale Reliability

In determining the reliability of the questionnaire, Cronbach's alpha for questions that used a 4-point Likert scale is 0.906 which indicates excellent internal consistency as shown in Table 2.

Table 2: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.906	20

KMO & Bartlett's Test of Sphericity

The KMO & Bartlett's Test of Sphericity were calculated to determine the adequacy of data for factor analysis. The KMO result is .913 which means that factor analysis can proceed. Additionally, the significance level is small enough to confirm sufficient correlations among items (See Table 3).

Table 3: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.913
Bartlett's Test of Sphericity	Approx. Chi-Square	3324.488
	df	190
	Sig.	<.001

Exploratory Factor Analysis

Exploratory factor analysis was performed to count the variables' influences and identify how the variables related to one another. It also aided in figuring out what each component stands for. The first component has the strongest correlation with questions on job performance. The

behaviors of the transformational principals make up the second component. The third factor has the strongest correlation to job satisfaction (See Table 4).

Table 4: Rotated Component Matrix^a

Rotated Component Matrix ^a	Component		
	1	2	3
Encouragement and motivation received by the principal impact my job performance.	.671		
Recognition/Appreciation received by the principal impacts my job performance.	.669		
Training/Professional Development workshops organized by the principal improves my performance.	.668		
Coaching & mentoring received by the principal impact my job performance	.657		
My job satisfaction increases my job performance.	.698		
Understanding the purpose of tasks assigned increases my job performance.	.656		
My principal empowers me to be a creative & independent problem solver.	.515	.578	
My principal encourages and motivates me.		.754	
My principal appreciates my hard work.		.783	
My principal empowers and trusts me to take the lead of tasks.		.704	
My principal follows up on my work and provides feedback.		.693	
My principal shows empathy and cares about me.		.542	
Financial reward from the principal impacts my job satisfaction.			.503
Lack of appreciation from the principal affects my job satisfaction.			.643
Lack of empowerment from the principal affects my job satisfaction.			.610
The high workload assigned by the principal affects my job satisfaction.			.717
The high workload assigned by the principal affects my job performance.			.662

Credibility & Validity

Credibility, validity and reliability were assured throughout data collection and analysis

Credibility. To assure the credibility of the study, three key procedures are used: reflexivity, member checking, and data triangulation.

Reflexivity. The researcher remained open to preconceptions, prejudices, and experiences, all of which may impact the research.

Member checking. Participants were contacted following their interviews to ensure that the interviews were appropriately transcribed verifying their authenticity.

Reliability. Cronbach's alpha for questions that used a 4-point Likert scale is 0.906 which is Excellent (See Table 2).

Validity. Triangulation of findings from both the qualitative and quantitative phases enhanced internal validity and supported the drawing of valid conclusions.

Data Triangulation. Data triangulation was used to assure both credibility and validity. The data has been triangulated from qualitative and quantitative results. Triangulating data from phase 1 and 2 resulted in 3 main themes.

FINDINGS

Theme One

Theme one is “Inspirational motivation and individualized consideration are the core behaviors of transformational principals.” It reflects the core behaviors of principals, and it answers the first research question; what are the principals’ leadership behaviors that may affect teachers’ job satisfaction and teachers’ job performance among Sharjah Private Schools?

The research findings indicate that participants emphasized inspirational motivation and individualized consideration as the most crucial behaviors they receive from the principal. The principals’ behaviors were defined as the second component in the Factor Analysis (See Table 4).

Starting from the inspirational motivation, the participants emphasized on the importance of encouragement, appreciation and empowerment to achieve a common goal. Participant 1 stated, “The most important thing is encouragement and motivation.” Participant 3 explained, “The inspiration I receive from my current principal makes me feel I can overcome any obstacle.” Participant 8 reported, “The teachers were very fond of my previous principal, and one of the ways she used to do to encourage them to work successfully was to make a WhatsApp group. When the principal attends any lesson, she posts them on WhatsApp and thank the teachers. Although there may be some negative points in the lesson, those negative points were discussed personally with the teachers while the positive points are shared with a thanking message in the WhatsApp group.” The concept of encouragement was emphasized by 88.44% of the questionnaire participants who appreciated the encouragement from the principal (See Figure 2).

Going from being motivated to being appreciated. The interviews revealed that employees enjoy having their efforts recognized and appreciated by the principal. Participant 9 reported, “It is important for the teacher to feel valued and appreciated and the principal praises their work all the time.” The participants agreed that appreciation can be simple words of gratitude, but they nevertheless meant a lot to them. They value recognition in the form of a word or a certificate. According to Participant 1, “The appreciation does not necessarily have to be a promotion, nor does it have to be a financial reward. A certificate in front of other colleagues could be appreciation.” This is what was clearly mentioned by 84.43% of questionnaire participants who spoke about principals appreciating their work (See Figure 2).

Empowerment to achieve the common goal is another aspect that participants focused on. Participant 2 expressed that the principal inspired them to achieve a common goal. She professed, “One goal, everyone works on one goal.” Participant 7 verified, “The successful principal shares the common goal not only the heads of departments but also with the teachers.” Participant 9 spoke about the importance of high expectations the principal set for them. She stated, “Of course, see if the principal, for example, includes certain standard, a goal, a vision, and high expectations, and then pushes teachers to achieve them. They will certainly achieve them.” The previous results are confirmed by 86.79% questionnaire participants who particularly value being inspired, empowered and trusted (See Figure 2).

The other transformational leadership behavior, participants appreciated, is the individualized consideration through assistance, consideration, individualized follow-up, and feedback they receive from the principle. Participant 3 reported that the principle used to monitor her work, keep tabs on the development, and suggest next actions. Participant 3 indicated, “From time to time, the principal follows the progress, performance, improvement and this is how he follows up with us on the development.” Participant 6 stated, “There is a need for follow-up by the principal to the department, a need for discussion and harmony about all matters, tasks or activities.” The follow-up by the principal is confirmed by 85.85% questionnaire participants who appreciated the follow-up and feedback from the principal (See Figure 2).

Moving from the regular feedback to the individualized care and support, Participants appreciated the individualized care by the principal. Participant 5 stated how the principal supported her when she faced a problem. Participant 5 elaborated that the principal took in mind the teachers’ wellbeing as well as the students’ wellbeing. She reported, “There are activities for teachers, like students, we received a lot of care.” Participant 6 also mentioned that, “Here, the principal must consider the physical, morale, and psychological conditions of teachers.” The statements aligned with 78.77% of the questionnaire participants who appreciates the care and support received by the principal (See Figure 2).

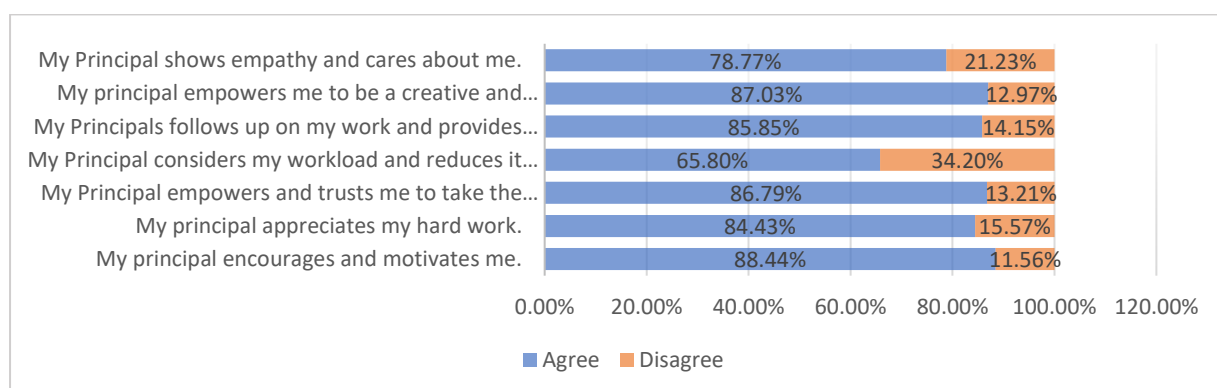


Figure 2: Survey results - Principals’ Behaviors

Participants consider coaching as an important aspect that reflects the individualized consideration form the principal. Participant 1 verified, “The coaching by the principal depends on the personal weaknesses. It means that each person receives individual training and coaching according to their needs.” Participant 2 asserted, “The principal sees exactly what are

the weaknesses, what are the strength, and he knows exactly how to set short-term goals on a basis that is quickly achieved, which is the best type of training for me.” Participant 4 discussed life skills tutoring and how helpful the principal had been in guiding her to keep her composure and be more emotional intelligent. She pointed out, “I received individual training on good dealings and on how to be a more patient, more rational and less nervous person. Thank God, I am more patient now.” The results of individualized consideration align with the results of the questionnaire which indicates that 87.97% receive coaching from the principal which positively influence their job performance (See Figure 4).

Theme Two

The second theme is “Principals who demonstrate inspirational motivation and individualized consideration more effectively facilitate teachers’ satisfaction.” It answers research question two; in what ways do principals’ leadership behaviors influence teachers’ job satisfaction among Sharjah Private Schools? The relationship between principals’ behaviors and staff job satisfaction was defined as the third component in the Factor Analysis (See Table 4).

The relationship between transformational leadership behaviors and teachers’ job satisfaction is influenced by encouragement, appreciation, empowerment, and consideration. The participants agreed that the importance of encouragement and appreciation on their job satisfaction. Participant 2 expressed her satisfaction when she received a message from the principal appreciating her work. Participant 2 reported that, “The principal sent me a message without any occasion. Thank you for that [...] Neither did I expect the message, nor the date, nor the time. It was a long time ago. I almost cried out of joy. It was the nicest message I received in my life.” Participant 3 stated her feeling when she receives appreciation from the principal saying, “I was over the moon. I can never forget the rewarding by the principal in front of everyone. The certificate that I received was an honor in front of everyone, and this leaves a positive impact on me.” Participant 9 described her feeling of satisfaction as if she is a queen saying, “I feel I am the queen inside the classroom.”

On the other hand, the lack of appreciation affected the job satisfaction as stated by participants. Participant 1 expressed her disappointment from lack of appreciation saying, “With a principal who does not follow up or does not appreciate my work, I am disappointed, for sure, I will not develop.” Participant 2 described how disappointing it is when a teacher is not being valued for their work saying, “I know a teacher got good rating during inspection. The administration did not say a thanking word to him. Imagine the feeling of frustration and disappointment he felt.” The results of lack of appreciation on job satisfaction are aligned with the questionnaire results that 81.37% agreed that lack of appreciation influences job satisfaction (See Figure 3).

Although participants ascertained the importance of financial reward, they made it clear that the psychological satisfaction is more important for them than the materialistic satisfaction. Participant 4 stated, “The materialistic reward is not everything. We certainly love the material motive because we are foreigners in another country, but for sure the morale motive is very important.” Participant 1 ascertained, “Not necessarily every motivation should be a financial amount. A certificate could be motivation and appreciation especially in front of other colleagues.” The findings were aligned by 79.01% who valued the psychological support more than the materialistic reward (See Figure 3).

In addition to encouragement and appreciation, participants reported that empowerment and workload have an effect on job satisfaction. Participant 3 said, “The feeling of empowerment raises, enhances, and develops my problem-solving skill because I became independent in making decisions.” Participant 5 spoke about the empowerment she witnessed years ago in her previous school saying, “Years ago, when the administration was good and was providing empowerment not only for the leader, but also for teachers the atmosphere of the work was good.” Participant 8 also confirmed that stating, “When I know that my goal is clear and I have the authority to act as much as I can, I achieve my goal.”

On the other hand, participants share their input about the lack of empowerment. Participant 1 spoke about her frustration with the lack of empowerment stating, “That principal was using the policy of controlling. I felt limited, that it. He was limiting our potential even our thinking.” Participant 2 spoke about her disappointment saying, “Some decisions were made without even taking our opinions, and they were mainly related to our work. I consider it a lack of appreciation.” Those results have been confirmed by 81.37% questionnaire participants who assured that lack of empowerment affects their job satisfaction (See Figure 3).

Workload is another factor that affects job satisfaction. Participant 3 expressed how relevant the workload to job satisfaction saying, “The more teachers are psychologically comfortable, the more they work hard. The more their workload is eased, the more they are able to enhance students’ achievements. It is important for teachers to be psychologically comfortable. The work pressure increases their tension and increases psychological fatigue, but it is very easy for principal to reduce the workload on teachers.” Participant 8 also stated that, “The pressure of work is too much, but when teachers work with a principal who is with them step by step, supports them even with a word, explains to them, and works like them, it would be easier for them. psychology is the most important thing [...] speaking about the pressure of work, you know, that pressure of work is physical fatigue. If you sleep, you will rest, but psychological fatigue, I swear to God, is what really matters.” The results align with 81.37% questionnaire participants who confirmed that the high workload affects their job satisfaction (See Figure 3).

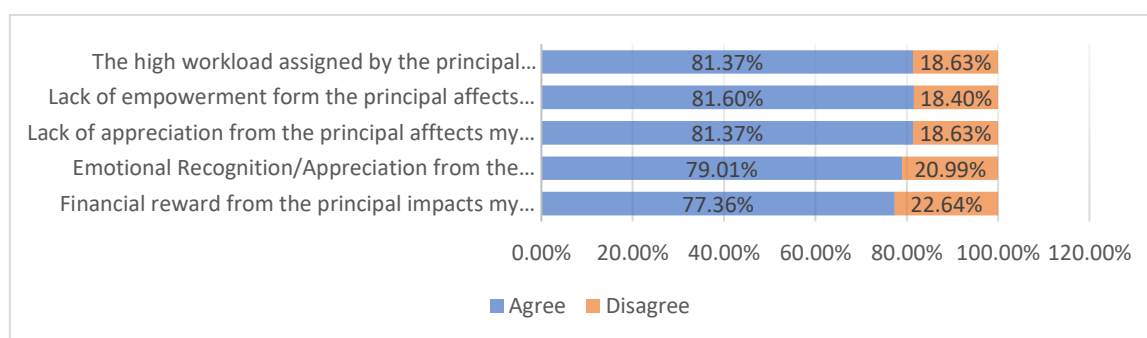


Figure 3: Survey Results - Job Satisfaction

Theme Three

The third theme, “Principals who demonstrate inspirational motivation and individualized consideration have a significant impact on teacher job performance” answers research question three; in what ways do principals’ leadership behaviors influence teachers’ performance among Sharjah Private Schools? The relationship between principals’ behaviors and staff job performance was defined as the first component in the Factor Analysis (See Table 4).

The relationship between transformational leadership behaviors and teachers’ job performance is influenced by encouragement, appreciation, empowerment, explaining the purposes of tasks, caring, reducing workload, and coaching. Starting from encouragement, Participant 7 spoke about her motivation to work harder saying, “The more the principal hears me and supports me, the more I like to work harder and work even in non-official working hours.” Participant 9 spoke about the high expectations set by the principals. She expressed how the principal motivation influenced her planning positively, she was motivated to perform even better to meet his expectations stating, “I got praise because of my planning, so I will do even better next time. I was striving to do my best in order to meet the principal’s expectations.” Participant 5 confirmed that saying, “Of course, reinforcement gives the teacher a lot of motivation to work, and the lack of reinforcement, of course, reduces performance.” Participant 2 implied, “The feeling of appreciation and motivation makes everyone work from their heart.” The results for the impact of encouragement on job performance align with 96.23% questionnaire participants who agreed that encouragement by the principal impacts the job performance of the teachers (See Figure 4).

Moving from encouragement to appreciation, Participant 1 explained the importance of appreciation saying, “The more praise I receive from the principal the more I work.” Participant 2 spoke about the day she received an unexpected nice thanking message from the principal saying, “It was the nicest message I received in my life. I went home, and I opened the laptop and carried on working although it was a weekend. He gave me enough energy to work on weekends.” Participant 6 also stated, “It affects positively, the more appreciation, love and respect I receive, the more performance, work, and effort I exert.”

On the other hand, lack of appreciation negatively affects the job performance. Participant 2 described how disappointing it is when a teacher is not being valued for their work saying, “I know a teacher got good rating during inspection. The administration did not say a thanking word to him. Imagine the feeling of frustration and disappointment he felt. He became more careless because he knew that whether he did or did not, the result will be the same. That reduced the feeling of giving or the motivate to give.” The results for the impact of appreciation on job performance align with 94.58% questionnaire participants who agreed that the teachers’ job performance is influenced by the principal’s appreciation (See Figure 4).

Empowerment is another inspirational motivation behavior that affects job performance. Participant 5 spoke about the time her principal trusted her to take the lead of the section and appreciated her work stating, “I got HOD position without any experience as an HOD. It was the first time I held responsibilities for the first time I was responsible for them, but I worked hard 24/7. I really exerted much effort; I did not literally sleep to complete tasks assigned to me for the first time. I read about things for the first time. I did that because the principal trusted me and showed appreciation to my work, so I was ready to do anything. Of course, the appreciation or reinforcement gives the teacher a lot of motivation to work, and the

lack of reinforcement, of course, reduces performance.” Participant 1 implied, “Independence influences the performance, as we say, as long as the teacher or the leader is being empowered to be independent, they will be more creative.” Participant 3 reported, “Motivation and empowerment lead to great performance.”

On the other hand, participants made it clear that lack of empowerment affects performance negatively. Participant 2 stated, “Lack of empowerment limits the creativity; nothing can fit all teachers or all students.” Participant 3 mentioned her experience when she had no voice at work, “Previously, I used to deal with administration that adapted compulsory orders policy, and it was executed. The level of work was terribly low because none could highlight their own thoughts.” The results for the impact of empowerment align with 87.03% questionnaire participants who agreed that empowerment by the principal impacts teachers’ performance (See Figure 4).

Sharing the purposes of tasks was highlighted as an important inspirational motivation behavior in job performance. Participant 8 ascertained that saying, “As long as goals are clear, teachers will certainly work from their heart.” Participant 4 added, “The more I understand the work, the more quality I produce the work.” Participant 6 assured saying, “Understanding the purposes of tasks shortens a lot of time and effort for the teachers. They do work while they are satisfied because they are convinced of its importance.” The results for the impact of understanding the purposes of tasks align with 98.11% questionnaire participants who agreed that understanding the purposes of tasks by the principal impacts the teachers’ job performance (See Figure 4).

The individualized consideration through reducing workload and coaching positively influence job performance as agreed by participants. Participant 5 stated, “Of course, workload affects the performance, of course, as long as there is a workload, the quality would be poor. The smaller the task is, the higher its performance, the less workload, the higher the performance.” The results align with 83.02% of questionnaire participants who agreed that high workload affects job performance (See Figure 4).

Participants appreciated the coaching received from the principal and expressed its importance in developing their performance. Participant 2 reported, “The principal sees exactly what are the weaknesses, what are the strengths, and he knows exactly how to set short-term goals on a basis that is quickly achieved, which is the best type of training for me. I developed from a weak teacher to an outstanding teacher in three months only because of individual coaching, and he was with me, step by step.” Participant 9 clarified how she owes her previous principal her development in her career. She stated, “I give him great credit. He frankly guided me in many things. He is the owner of the credit. He taught me many things. So far, I follow the instructions that I took from him.” The results align with the 97.87% questionnaire participants who emphasized on the impact of coaching on job performance (See Figure 4).

Finally, the impact of job satisfaction on job performance is greatly highlighted by the participants. Participant 2 expressed that, “Anyone who is satisfied and happy will give the best.” Participant 7 indicated, “The more the teacher’s job satisfaction is very high inside the school or in the place where they work, the more they are motivated and their ability to perform is higher.” Participant 9 pointed out, “If the teacher is satisfied, loves the job, and feels appreciated, they will be psychologically comfortable, and works from heart.” The results align

with 96.70 of questionnaire participants who agreed that job satisfaction increases job performance (See Figure 4).

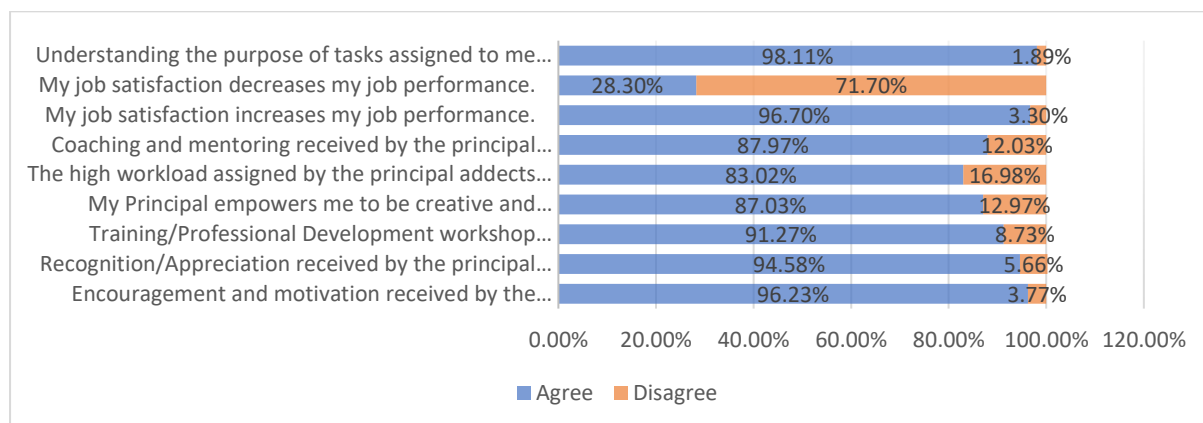


Figure 4: Survey Results – Job Performance

DISCUSSION

According to the results of the study conducted, inspirational motivation and individualized consideration are the two preferred behaviors of the two valued transformative principals to the followers. The findings indicate inspirational principal motivates followers to pursue the vision of a school through passion, helping them achieve high standards, and by providing a feeling of common knowledge. This is in line with the available contemporary literary sources and demonstrates that transformational leaders employ motivational tactics in order to foster a sense of shared commitment and uplift team spirit (Nguyen et al., 2020; Sabir & Means, 2022). The followers are motivated to the vision through the establishment of meaningful and purposeful goals and the delivery of purposeful tasks by these leaders (Al-Husseini & Elbeltagi, 2021). For individualized consideration, the participants valued listening, well-being caring and coaching principled principals. As explained by Zhang et al. (2021), when it comes to individualized consideration, it creates a psychologically safe environment in which the followers get a sense that they have a receiving ear and that the leader is on their side. Employee trust and morale are increased by empathetic organizational leadership in the form of mentorship and coaching (Koch et al., 2019; Lee & Carpenter, 2020). In such a way, transformational principals act as mentors and help both in personal and professional development (Jain & Duggal, 2021).

The second important finding is that when a teacher is inspired to work through inspirational motivation and individualized consideration, satisfaction levels of the teacher improve dramatically. The significance of job happiness was based on the empowerment, appreciation, and encouragement by the principals. Interviewees claimed that failure to be recognized was a demoralizing factor. Furthermore, psychological satisfaction that can be described as feeling of autonomy and valued was of greater influence in contrast to financial incentives. It has been found that transformational leadership improves employee welfare and satisfaction by establishing independence and appreciation (Majeed et al., 2021; Garg & Dhar, 2019). Prone to feeling highly committed and satisfied are teachers who can feel autonomous

and who are appreciated by the leadership (Raza et al., 2020; Abdullah et al., 2023). The respondents emphasized that satisfaction goes hand in hand with empowerment and that they would be more fulfilled when trusted with more space and freedom to make decisions. Whereas absence of empowerment results into dissatisfaction. Research corroborates this as it indicates that power-based leadership increases intrinsic motivation and job satisfaction (Amor et al., 2020; Faiza & Saeed, 2022). Transformational leaders encourage initiatives and the application of decisions at every level (Cheung et al., 2020). Such leaders also promote the self-efficacy and confidence of the followers, strengthening the perception of competence (Park et al., 2023). The study confirms that satisfaction arises when the principals consider the case of individual teachers. When the tasks were allocated in an unexplained and unconcerned manner, the participants were not as contented. Teachers are more satisfied when the principals are empathetic and flexible about workloads. Linked to the indicators of teacher satisfaction is effective communication, support, and autonomy (Wang et al., 2021; Shin et al., 2019). Personal attention includes paying attention to differences and fostering best unique traits (Ilies et al., 2020; Lin et al., 2024).

The final conclusion narrows to job performance which enhances when principal applies inspirational motivation coupled by personalized assistance on the job. People who participated reported that they put more effort and perform better when their principals encourage, listen to them and guide them. The aspect of empowerment was also critical-teachers who felt to be trusted performed better. The conducted research has shown that transformational leadership leads to increased job performance because staff members are motivated and willing to go beyond their expectations (Lee et al., 2020; Aydin & Inandi, 2019). The transparency of the expectations also contributes to the productivity (Chen & Fang, 2022). Where the principals supported individual participants by lessening the loads, elucidating goals, and instructing their subordinates, the participants also claimed the performance increase. Empirical evidence has proved that transformational leadership has a positive impact on performance due to the psychological empowerment and mentoring (Lai et al., 2020; Zhao & Xie, 2021). Bakker et al. (2022) note that the proactive nature of leaders in terms of providing directions plays an immense role in determining the level of performance.

Lastly, the paper highlights the close relationships between job satisfaction and performance. The participants who were more satisfied continued to perform better. This denotes the current studies supporting the fact that engaged employees are better-willed and effective (Ahmed & Nawaz, 2023; Otieno & Ngari, 2021). The combination of the two techniques inspirational motivation and individualized consideration creates a motivational and positive environment and this boosts performance in the end.

CONCLUSION AND RECOMMENDATION

The recommendations are drawn from the findings as principals should encourage their followers to attain a common goal and occasionally recognize their accomplishments. In addition, it is essential that principals provide teachers with more opportunities for success while giving individualized guidance, support, coaching, follow-up, and feedback.

Since the development of schools appears to depend on how teachers feel about their jobs and how satisfied they are with them, it is essential to study the elements that influence work satisfaction. The study's findings indicate that inspirational motivation and personalized

consideration are more successful in enhancing teacher satisfaction. Therefore, it is not surprising that academics believe that schools should place a greater emphasis on enhancing teacher work satisfaction through encouragement, appreciation, empowerment, positive reinforcement, and recognition. Principals should also place greater emphasis on psychological fulfillment, which is more important than material satisfaction. In addition, it is essential to increase teachers' empowerment and autonomy in order to increase their job satisfaction, allowing them to work independently on well-defined objectives. Finally, consideration of the instructors' workload is crucial to their fulfillment.

Principals who demonstrate inspirational motivation and customized consideration have a substantial effect on the job performance of teachers, according to this research. Thus, principals need to take into account that followers are much more motivated and inspired to accomplish at a greater level when they receive encouragement, praise, empowerment, and clear assignment objectives. Principals must also consider the motivational component of empowerment in order to boost employee productivity. In addition, it is essential for the principal to address the requirements of each employee through workload reduction, mentoring, specific direction, and feedback. Those who report better levels of job performance also report higher levels of job satisfaction; therefore, it is crucial that principals understand the relationship between job happiness and job performance and how to build the school by boosting job satisfaction and accordingly job performance. A final suggestion is that scholars may investigate the relationship between transformative leadership characteristics and student accomplishment.

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