



# The Influence of Pricipal Transformational Leadership Increase Teacher Motivation

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## Abstrak

Motivasi guru merupakan hal yang penting bagi peningkatan kualitas pendidikan karena mempengaruhi hasil belajar siswa. Banyak faktor yang mempengaruhi motivasi guru, salah satunya kepemimpinan transformasional. Kajian komprehensif mengenai pengaruh kepemimpinan transformasional terhadap motivasi guru dilakukan di berbagai negara, termasuk Indonesia. Penelitian, terutama *literature review* mengenai pengaruh kepemimpinan transformasional kepala sekolah terhadap motivasi guru masih sangat terbatas. Sehingga artikel ini bertujuan untuk mengkaji pengaruh kepemimpinan transformasional kepala sekolah terhadap motivasi guru. Penelitian ini menggunakan metode *literature review*. Artikel yang diulas diperoleh dari Google Scholar dengan kata kunci “*The Influence of Principal’s Transformational Leadership on Teacher Motivation*”. Terdapat 20 artikel yang sesuai dengan kriteria untuk dilakukan ulasan lebih lanjut. Temuan dari *literature review* mengungkapkan bahwa sebagian besar artikel (17 artikel) menyatakan kepemimpinan transformasional berpengaruh positif dan sebagian besar dikatakan berpengaruh signifikan terhadap motivasi guru di berbagai negara, sedangkan 3 artikel lainnya menyatakan kepemimpinan transformasional tidak berpengaruh terhadap motivasi guru.

**Kata Kunci:** *Kepemimpinan transformasional, kepala sekolah dan motivasi guru.*

## Abstract

Teacher motivation is important for improving the quality of education because it affects student learning outcomes. Many factors influence teacher motivation, one of which is transformational leadership. Comprehensive studies on the influence of transformational leadership on teacher motivation have been conducted in various countries, including Indonesia. Research, especially literature review on the influence of transformational leadership of school principals on teacher motivation is still very limited. Therefore, this article aims to examine the influence of principals' transformational leadership on teacher motivation. This research uses the literature review method. The articles reviewed were obtained from Google Scholar with the keywords "The Influence of Principal's Transformational Leadership on Teacher Motivation". There were 20 articles that met the criteria for further review. The findings of the literature review revealed that most of the articles (17 articles) stated that transformational leadership has a positive and mostly significant effect on teacher motivation in various countries, while the other 3 articles stated that transformational leadership has no effect on teacher motivation.

**Keywords:** *transformational leadership, principals and teacher motivation*

## Introduction

Education is something that is closely related to human life (Khalik, Musyaffa, & Ali, 2021), which is defined as the process of humanizing humans in order to develop their full potential (Dewi & Primayana, 2019). The purpose of education is to create a generation that has intellectual intelligence, good morals and skills needed in life (Santika, 2020). In addition, the objectives of national education stated in law number 20 of 2003 are to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens (Soviana, Zainal, & Riyanto, 2023). Therefore, education is responsible for preparing the nation to be able to compete globally (Khalik et al., 2021). One of the most significant factors in welcoming education is the teacher (Abubakar, Inuwa, & Hamma, 2018).

Teachers are individuals who have an important role in improving the quality of education in order to compete globally (Khalik et al., 2021). The role of teachers will greatly impact the development of education, so that teachers become one of the determinants of the quality of education and learning outcomes (Hyseni Duraku & Hoxha, 2021). Teachers as educators are the main factor in the implementation of educational effectiveness and educators play an important role in the success and formation of student achievement through teaching and learning activities (Soviana et al., 2023). Teacher performance determines the quality and learning outcomes which ultimately determine the quality of the school (Ali & Saleh, 2021). Therefore, good teacher performance is essential in educational activities (Bourn, Hunt, & Bamber, 2017). Some factors that affect teacher performance are personality, professional growth, communication, leadership style, discipline, work atmosphere and work motivation (Pratiwi, Prasetyo, & Shabrina, 2021).

Motivation is an encouragement to individuals to achieve a goal (Ismaya, 2021). In addition, motivation is also defined as an impulse from within the individual that underlies him to do something in order to achieve a planned goal (Agustin, 2018). Meanwhile, work motivation is a condition that encourages and directs individuals to work effectively to achieve certain goals (Purwanto,

2020). Teacher work motivation is an encouragement within the teacher so that he is enthusiastic about teaching because his needs have been met (Iphank & Ardiana, 2017). Work motivation is a very important thing in education that can affect individuals and school organizations (Lee & Kuo, 2019). Teacher work motivation is influenced by various factors and the main factor influencing it is the principal's leadership style (Hyseni Duraku & Hoxha, 2021).

Leadership is defined as the behavior of influencing subordinates by a leader to work productively so that organizational goals are achieved (Hasibuan & Hasibuan, 2016). Leadership in organizations is needed so that each member can move purposefully to achieve predetermined goals (Andriani, Kesumawati, & Kristiawan, 2018). There are five criteria used to measure leadership, namely a) how to give warnings, b) how to give orders, c) how to coordinate, d) the suitability of the order and conditions and e) the openness of the leader in receiving suggestions (Hasan, 2017).

Principals as leaders have several responsibilities that must be fulfilled, one of which is developing harmonious leadership and school management for quality improvement (Kempa, Ulorlo, & Wenno, 2017). Principal leadership will influence all school resources in achieving the stated school goals (Khalik et al., 2021). The principal's leadership style that brings together insight, creativity, perseverance, intuition and sensitivity to others and can inspire others to go beyond personal interests is called transformational leadership (Hyseni Duraku & Hoxha, 2021).

Transformational leadership has a positive effect on teacher work motivation (Emiru, 2018; Harun & Usman, 2021; Herawati & Haryono, 2020; Lee & Kuo, 2019). Transformational leadership is a process that occurs between leaders and followers to mutually improve morality and motivation related to appropriate values such as honesty, justice and responsibility (Rachmad, Mokaan, Badriyyah, Gusliana, & Tawil, 2023). A transformational leader will provide motivation by valuing and involving followers individually and in teams (Serin & Akkaya, 2020). Transformational leadership will inspire followers to improve themselves in carrying out their duties in an organization through ideal influence, inspirational motivation, intellectual stimulation and individual consideration

(Bakhtiar, 2019). Transformational leadership is referred to as true leadership because it is able to increase the motivation and passion of followers to work optimally to achieve common goals (Pardede, 2022).

Based on this description and the results of a large number of studies in the reviewed articles, it is concluded that the principal's leadership style is one of the most important factors affecting teacher motivation (Ismaya, 2021; Koran & Koran, 2017). Teacher motivation is very important in education because it affects student learning outcomes which in turn will affect the improvement of education quality (Khalik et al., 2021). There are several leadership styles that influence teacher motivation, one of which is transformational leadership (Emiru, 2018; Harun & Usman, 2021; Herawati & Haryono, 2020; Lee & Kuo, 2019). However, the literature review on the influence of transformational leadership on teacher motivation is still very limited. Therefore, it is necessary to conduct a literature review on the effect of transformational leadership of school principals on teacher motivation from 2017 to 2024.

## Method

The method used in this research is literature review. The data used in this study are

articles. The articles reviewed were obtained from international articles searched on Google Scholar. The article analysis process begins with searching for articles with the keyword "The Influence Of School Principals' Transformational Leadership On Teacher Motivation".

The criteria for articles to be reviewed are published as journal articles, English language articles, articles published from 2017 to 2024 and research using quantitative and qualitative methods. This literature review does not include theses and dissertations. There are 20 articles that are in accordance with the research topic, namely the effect of transformational leadership of school principals on teacher motivation.

## Result and Discussion

This literature review discusses the influence of principals' transformational leadership on teacher motivation. There are 20 articles analyzed in this literature review. Most of the articles state that transformational leadership has a positive effect on teacher motivation, namely 17 articles, where teacher motivation is the dependent variable or as an intervention variable. While the other 3 articles stated that there was no influence or contribution of transformational leadership on teacher motivation. The articles reviewed are listed in table 3.1 below.

Table 3.1 The Influence of Principal's Transformational Leadership on Teacher Motivation

Author (Year)	Purpose	Method/N/School Level/Country	Result
Abdullah, Ling, and Sufi (2018)	To identify the relationship between the principal transformational leadership and motivation among the national school teachers in the town of Nibong Tebal, Penang, Malaysia.	Quantitative/283 teachers/all levels/Malaysia.	Relationship analysis indicated that there was a significant positive correlation between transformational leadership and teachers' work motivation.
Normianti, Aslamiah, and Suhaimi (2019)	To determine direct relationship of transformational leadership and teacher work motivation.	Quantitative/178 teachers/elementary school/Indonesia.	There is a direct relationship, positive and significance between transformational leadership and teacher motivation.
Lee and Kuo (2019)	To explore the relationship between elementary school teachers' perceptions of principals' transformational leadership behavior and teachers' work motivation	Quantitative/550 teachers/elementary school/Taiwan.	Transformational leadership of elementary school principals and motivation of teachers showed a significantly positive correlation.
Adarkwah	To investigates the four	Quantitative/100	Findings indicate that although

and Zeyuan (2020)	dimensions of transformational leadership; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration of teacher motivation in some selected basic schools in Eastern Region, Ghana	teachers/elementary school/Ghana.	principals self-reported higher transformational leadership style, it had no significant relationship with teacher motivation. Three of the four dimensions leadership negatively correlated with teacher motivation (idealized influence, inspirational motivation, and intellectual stimulation).
Serin and Akkaya (2020)	To determine whether there is a relationship between transformational leadership and teachers' motivation and whether this relationship if any, differs significantly based on various demographic variables	Quantitative/418 teachers/all levels/Turkey.	The results showed that as teachers perceive their principals as transformational leaders, their motivation including their inner motivation decreases. Besides, teachers' perceptions of the transformational leadership skills of the principals change according to time of working in their current school, education levels and gender.
Rachmad et al. (2023)	To analyze and find the direct effect of the principal's transformational leadership on teacher work motivation,	Quantitative/45 teachers/elementary school/Indonesia.	There was a direct and positive effect of transformational leadership on teacher work motivation.
Ali and Saleh (2021)	To analyze the contribution of the principal's transformational leadership and school climate on teacher performance through work motivation.	Quantitative/324 teachers/elementary school/Indonesia.	There is a contribution and positive effect of transformational leadership to the work motivation of public elementary school teachers in the city of Banjarmasin.
Harun and Usman (2021)	To obtain a complete, accurate and up-to-date description of the principal's leadership style in increasing teacher work motivation at elementary school in Banda Aceh.	Qualitative/-/elementary school/Indonesia.	The transformational leadership style used by the principal showed good results in increasing teacher work motivation at elementary school in Banda Aceh.
Marlina and Suriansyah (2019)	To describes the effect of transformational leadership behavior on work motivation.	Quantitative/105 teachers/junior high school/Indonesia.	There is direct effect of transformational leadership on work motivation.
Herawati and Haryono (2020)	To determine the effect of transformational leadership and professional competence, both partially and simultaneously towards professional competence.	Quantitative/225 teachers/senior high school (vocational) /Indonesia.	Transformational leadership and professional competence have a significant effect on work motivation.
Ruslan (2020)	To analyze the contribution of transformational leadership and interpersonal communication to teacher performance through teacher work motivation.	Quantitative/171 teachers/junior high school/Indonesia.	There is a transformational leadership and interpersonal communication significant influence on teacher work motivation.
Novita, Sulaiman, and Rizali (2022)	To determine and analyze the relationship between principals' transformational leadership, school climate, work motivation, and teacher professionalism, either directly or indirectly.	Quantitative/90 teachers/elementary school/Indonesia.	There is a strong direct relationship between the principal's transformational leadership and work motivation of public elementary school teachers in Candi Laras Selatan District, Tapin Regency.
Sitompul and	To analyze the effect of	Quantitative/40	Transformational Leadership has

Tung (2023)	transformational leadership, learning organization, and motivation on teacher commitment at the SIS South Jakarta in South Jakarta.	teachers/senior high school/Indonesia.	a positive effect on Motivation.
Adenia and Mohamed (2022)	To determine how transformational leadership style and compensation satisfaction influence the work motivation of honorary teachers.	Quantitative/115 teachers/senior high school/Indonesia.	The principal's transformational leadership has no contribution towards the work motivation of honorary teachers.
Pan (2023)	To describes the influence of the departement head's transformational leadership of teacher motivation.	Quantitative/235 teachers/University/ China.	The relationships between the transformational leadership styles of department heads and the assessed teachers' motivations only yielded a significant result between inspirational motivation and power motivation.
Koran and Koran (2017)	To investigate the administrators' leadership styles, their awareness of teacher motivation peculiarities and strategies they use to motivate the teaching staff at Ronaki Educational Institutions, private schools, in Erbil, Iraq.	Qualitative/ 24 school principals, administrators, and supervisors/ University/Iraq.	The results have demonstrated that the administrators take both transformational and transactional leadership styles. They set out to improve the moral and motivation of staff, through the application of policies.
Ismaya (2021)	To find out how much influence the principal's leadership style has on teacher motivation in online learning during Covid-19.	Quantitative/196 teachers/ elementary school/Indonesia.	There is a significant influence of principal's leadership style on teacher teaching motivation during online learning
Emiru (2018)	To identify the leadership behaviours teachers find motivating, focusing on transactional and transformational leadership behaviours.	Quantitative/116 teachers/elementary school/Ethiopia.	The study identified that principals' transformational and transactional leadership behaviours had significant contribution to the teachers' motivation.
Soviana et al. (2023)	To investigate the impact of transformational leadership styles and work discipline on educator productivity.	Mixed method/36 teachers/elementary school/Indonesia.	The positive and statistically significant effect of transformational leadership style on the work motivation of TK-SD MKD employees
Hyseni Duraku and Hoxha (2021)	To identify the impact of transformational and transactional attributes of school principal leadership on teachers' motivation for work	Quantitative/357 teachers/junior high school/Kosovo.	Results revealed that transformational leadership attributes, idealised influence, and inspirational motivation predict autonomous motivation in teachers.

Interestingly, the subjects in the reviewed articles are elementary to high school teachers and university teaching staff in Asian, European and African countries. And most of the research in the articles was conducted in Asian countries. The distribution of countries used as research sites on the influence of transformational leadership on teacher motivation includes Indonesia, Taiwan, China, Malaysia, Iraq, Turkey, Kosovo Ethiopia and Ghana. Based on this, the results of research on transformational leadership cannot be

generalized because it is limited to the place of research and the research methods used.

#### Research Results Based on Place

The results of research conducted in Indonesia (except in Lombok), Taiwan, China, Malaysia, Iraq, Kosovo and Ethiopia state that there is an effect of transformational leadership on teacher motivation (Harun & Usman, 2021; Marlina & Suriansyah, 2019), a positive effect of transformational leadership on teacher motivation (Ali & Saleh, 2021; Koran & Koran,

2017; Rachmad et al., 2023; Sitompul & Tung, 2023), and the positive and significant effect of transformational leadership on teacher motivation (Abdullah et al., 2018; Emiru, 2018; Herawati & Haryono, 2020; Hyseni Duraku & Hoxha, 2021; Ismaya, 2021; Lee & Kuo, 2019; Normianti et al., 2019; Novita et al., 2022; Pan, 2023; Ruslan, 2020; Soviana et al., 2023). However, the results of research conducted in Ghana (Adarkwah & Zeyuan, 2020), Turkey (Serin & Akkaya, 2020) and Indonesia, especially in Lombok (Adenia & Mohamed, 2022) state that there is no effect of transformational leadership on teacher motivation.

#### Research Results Based on Methods

Regarding the methods used in research on the articles reviewed, of the 20 articles, 17 articles used quantitative methods, 2 articles used qualitative methods and 1 article used quantitative and qualitative methods (mixed methods). Of the three types of methods applied in the articles reviewed show different results. From the results of research on articles using quantitative methods, 14 articles stated that there was an effect of transformational leadership on teacher motivation and 3 articles stated that there was no effect of transformational leadership on teacher motivation. Then from the results of research using qualitative methods and mixed methods, there is an effect of transformational leadership on teacher motivation.

#### Research Results Based on Transformational Leadership Questionnaire

The articles reviewed use questionnaires that vary from one researcher to another. Some of the questionnaires used are questionnaires adopted from Leithwood and Jantzi, namely the Principal Leadership Questionnaire (PLQ) (Abdullah et al., 2018; Emiru, 2018), questionnaires adopted from Carless, namely the Global Transformational Leadership (GTL), 2018; Emiru, 2018), questionnaires adopted from Carless namely Global Transformational Leadership (GTL) (Adenia & Mohamed, 2022), Multifactor Leadership Questionnaire (MLQ-6S) (Adarkwah & Zeyuan, 2020; Hyseni Duraku & Hoxha, 2021; Lee & Kuo, 2019), Transformational Leadership Questionnaire (Ruslan, 2020) and questionnaires adopted from Brestrich namely Transformational Leadership Scale (Serin & Akkaya, 2020). And most

articles do not write the questionnaire used regarding transformational leadership.

Based on the type of questionnaire used regarding transformational leadership, the results are varied. Research using a questionnaire adopted from Leithwood and Jantzi, namely the Principal Leadership Questionnaire (PLQ) states that there is a positive and significant effect of principal transformational leadership on teacher motivation (Abdullah et al., 2018; Emiru, 2018). Then research using a questionnaire adopted from Carless, namely Global Transformational Leadership (GTL) states that there is no contribution of principal transformational leadership to teacher motivation (Adenia & Mohamed, 2022). Then research using the Multifactor Leadership Questionnaire (MLQ-6S) shows different results. One article states that there is no effect of principal transformational leadership on teacher motivation (Adarkwah & Zeyuan, 2020) and two other articles state that there is a positive and significant effect of principal transformational leadership on teacher motivation (Hyseni Duraku & Hoxha, 2021; Lee & Kuo, 2019). Then research using the Transformational Leadership Questionnaire states that there is a positive and significant effect of transformational leadership on teacher motivation (Ruslan, 2020). Then research using a questionnaire adopted from Brestrich, namely the Transformational Leadership Scale, states that there is no effect of the principal's transformational leadership on teacher motivation (Serin & Akkaya, 2020). While the other 13 articles did not mention the questionnaire used and the results of the study stated that there was an effect of transformational leadership on teacher motivation.

#### Research Results Based on Teacher Motivation Questionnaire

The articles reviewed used different questionnaires to measure teacher motivation. Some of the questionnaires used include the questionnaire adopted from Chung, namely the Teacher Motivation Questionnaire (TMQ) (Abdullah et al., 2018), a questionnaire adopted from Gagne, namely the Multidimensional Work Motivation Scale (MWMS) (Adenia & Mohamed, 2022; Serin & Akkaya, 2020), a questionnaire adopted from Obunadike, namely The Teacher Motivation Assessment Scale

(TMAS) (Adarkwah & Zeyuan, 2020), a questionnaire adopted from Mc Neil, namely the Teacher Motivation Questionnaire (TMQ) (Emiru, 2018) and the Work Tasks Motivation Scale for Teachers (MTMST) (Hyseni Duraku & Hoxha, 2021), a questionnaire that refers to the Scale for Organizational Commitment Inventory compiled by Lee, Chung and Lin (Lee & Kuo, 2019). Then most articles did not include the questionnaire used regarding teacher motivation.

Based on the type of questionnaire used to measure teacher motivation, the results are varied. Research using a questionnaire adopted from Chung, namely the Teacher Motivation Questionnaire (TMQ) states that there is a positive and significant effect of the principal's transformational leadership on teacher motivation (Abdullah et al., 2018). Research using a questionnaire adopted from Gagne, namely the Multidimensional Work Motivation Scale (MWMS), both state that there is no contribution or no effect of principal transformational leadership on teacher motivation (Adenia & Mohamed, 2022; Serin & Akkaya, 2020). Research using a questionnaire adopted from Obunadike, namely The Teacher Motivation Assesment Scale (TMAS) states that there is no significant effect of principal transformational leadership on teacher motivation (Adarkwah & Zeyuan, 2020). Research using a questionnaire adopted from Mc Neil, namely the Teacher Motivation Questionnaire (TMQ) states that there is a positive and significant effect of principal transformational leadership on teacher motivation (Emiru, 2018). Then research using the Work Tasks Motivation Scale for Teacher (MTMST) questionnaire states that there is an influence of the principal's transformational leadership on teacher motivation (Hyseni Duraku & Hoxha, 2021). Research using a questionnaire that refers to the Scale for Organizational Commitment Inventory compiled by Lee, Chung and Lin states that there is a positive and significant effect of principal transformational leadership on teacher motivation (Lee & Kuo, 2019).

Based on the results of the articles reviewed, we can see that principal leadership has an impact on teacher motivation. Leadership is a person's ability to influence others to achieve common goals (Northouse, 2021). In overcoming the lack of teacher motivation, principals can apply a

transformational leadership style (Koran & Koran, 2017). A transformational leader is someone who can lead others by improving their abilities in the organization and being able to be inspirational, creative and innovative in their fields (Korejan, Shahbazi, & sciences, 2016). Transformational leadership focuses on change and inspires followers by providing challenges to followers so that they are motivated and can commit to a vision to achieve common goals, but still be given support, coaching and mentoring (Arokiasamy, Abdullah, Ahmad, & Ismail, 2016).

Transformational leadership that is applied includes four dimensions adopted from Bass and Avolio (1994), namely idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Lee & Kuo, 2019). Idealized influence occurs when leaders demonstrate admirable actions and demonstrate the values in their leadership so that followers will be influenced and do self-introspection. Inspirational motivation involves conveying the vision in a way that attracts and inspires subordinates. Intellectual stimulation is generated when leaders provide stimulus or encouragement to subordinates to think independently and handle problems by innovating. And finally, in individualized consideration, leaders provide special attention according to their needs and provide assistance to subordinates to explore their potential (Kanat-Maymon, Elimelech, & Roth, 2020).

Each teacher has different characteristics so that teachers need to be appreciated from various sides according to their respective advantages in order to create a family atmosphere between principals and teachers (Harun & Usman, 2021). Principals can apply transformational leadership which refers to efforts to motivate teachers to improve their abilities so that organizational goals can be achieved (Abdullah et al., 2018). There are three ways that transformational leaders can motivate their followers, namely: 1) making them aware of the importance of the results of their work, 2) encouraging them to prioritize common interests over personal interests, 3) providing facilities according to their needs to reach higher levels (Normianti et al., 2019).

Teacher motivation is defined as something that determines what teachers are interested in teaching, how long teachers can persist in teacher professional education activities from start to finish and the extent to which teachers

are able to follow the professional education activities. Teacher motivation is an important component in improving classroom effectiveness (Han & Yin, 2016). Student learning outcomes are highly dependent on the effectiveness and quality of the teacher's teaching (Butler & Shibaz, 2014; Han, Yin, & Wang, 2015). Motivation is considered to have a strong impact on the success or failure of the teaching and learning process because motivation plays an important role in the actions of teachers and students to achieve their goals (Chalermnirundorn, 2018). There are two aspects of motivation: initial motivation, which relates to the reasons for doing something and deciding to do something, and maintenance motivation, which refers to efforts to maintain or persist in doing something (Williams & Burden, 1997).

The core role of leadership is to motivate the achievement of organizational goals on which the organization is based and to do things according to their wishes (van Knippenberg, 2020). Principal leadership has an important role because it can affect teacher motivation. Teacher motivation will have an impact on teaching and learning activities and this can affect student learning outcomes related to achieving educational goals. Therefore, principals need to apply a good and appropriate leadership style to increase teacher motivation. One leadership style that is appropriate and can increase teacher motivation is the transformational leadership style. Because based on the results of previous studies, most state that transformational leadership has a positive and even significant effect on teacher motivation. In addition, in the scope of education, principals with a transformational leadership style can help teachers achieve their goals and even exceed them, and teachers will prioritize common interests over personal interests and prioritize positive values in their actions (Hyseni Duraku & Hoxha, 2021).

## Conclusions

This literature review was conducted to investigate the effect of principal transformational leadership on teacher motivation. This study refers to previous research conducted in various countries around the world, including countries in Asia, Europe and Africa. Based on the results of previous

studies, most (17 articles) concluded that principals' transformational leadership has a positive and significant effect on teacher motivation despite using different methods and questionnaires. The other 3 articles concluded that there is no effect of principals' transformational leadership on teachers' motivation.

The implication of this finding is that principals are expected to improve their abilities and skills in school leadership, one of which is by highlighting the transformational leadership style to increase teacher motivation in carrying out their duties. In addition, principals as leaders must understand the characteristics, needs of teachers, facilitate the needs of teachers and provide appreciation for teacher performance, so that it will have a positive impact on teacher motivation.

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