



Received: 1 August 2024

Revised: 15 September 2024

Accepted: 18 September 2024

TRANSFORMATIONAL LEADERSHIP AND TEACHER MOTIVATION INFLUENCING COLLEGE ENGLISH TEACHERS' JOB PERFORMANCE IN GUANGXI HIGHER EDUCATION

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Handling Editor:

Adj.Res.Prof.Dr.Samanan RATTANASIRIVILAI UMSi, Indonesia

(This article belongs to the Theme 2: Government 5.0: The Future of Public Services)

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- | | |
|---|--------------------------|
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Abstract

This study aims to determine the relationship and effects between transformational leadership and teacher motivation on college English teachers' job performance in Guangxi higher education. Utilizing a quantitative research approach, the study surveyed 400 administrators and college English teachers in Guangxi. The findings reveal teacher motivation demonstrated a strongly significant positive relationship with job performance. Additionally, a moderate positive relationship between transformational leadership and job performance. Multiple regression analysis showed that the model explained 14.5% of the variance in job performance. Based on the analysis, the job performance of college English teachers can be estimated using the following formula: $\text{Job Performance} = 1.702 + 0.176 * \text{Transformational Leadership} + 0.282 * \text{Teacher Motivation}$. The study also proposes strategies for improving teachers' job performance, applicable to both organizations and university principals.

Keywords: Job Performance, Transformative Leadership, Teacher Motivation, Guangxi Higher Education

Citation Information: Deng, X., & Noichun, N. (2024). Transformational Leadership and Teacher Motivation Influencing College English Teachers' Job Performance in Guangxi Higher Education. *Asian Administration and Management Review*, 7(2), 230-241. <https://doi.org/10.14456/aamr.2024.37>

Introduction

In recent years, higher education in Guangxi, China, has experienced significant growth and transformation. Situated in the southern part of the country, Guangxi is a region of diverse cultures, languages, and ethnicities. This rich cultural tapestry has played a role in shaping the educational landscape, as the region seeks to provide quality education that meets both national and global demands.

Teachers' job performance comprises behaviours or actions that contribute to the achievement of educational goals or tasks by teachers in the organization. Despite these changes, the discussion on how to predict teachers' performance is complex and remains difficult to evaluate (Berhanu, 2023). Teachers' job performance is how a teacher behaves in the process of teaching and it is known to be related to teachers' effectiveness (Sudha et al., 2023). Li et al. (2016) suggested that school principals should have mutual communication with teachers, help and support them. College English teachers, positioned at the heart of this endeavor, play a pivotal role in shaping students' language abilities and cultural awareness. Nasra & Arar (2020) put forward that school principals' valuing teachers and showing them interest, strengthening justice and confidence in interactions throughout school processes, and creating a strong vision around common goals and a sincere school atmosphere can positively affect job performance. Understanding the dynamics that influence college English teachers' job performance is of critical importance. Thus, this study seeks to delve into the factors that impact college English teachers' job performance within the unique context of Guangxi's higher education institutions. By examining these factors, this research aims to provide valuable insights that can guide educational administrators, policy makers, and institutions in enhancing the quality of English language education. Through a comprehensive exploration of the challenges, opportunities, and dynamics at play, this study contributes to the ongoing efforts to elevate the standards of higher education in Guangxi and cultivate a generation of globally competent graduates. Teachers' job performance is of crucial concern for a variety of stakeholders, including policymakers, principals, parents and society at large (Nelly et al., 2024). Strong teacher performance often fosters a culture of collaboration, where experienced educators share insights, resources, and effective teaching strategies with colleagues (Kõiv et al., 2019). Exceptional performance can open doors to career advancement within educational institutions, potentially leading to higher positions and responsibilities. Acknowledgment of good job performance boosts a teacher's work outcome, encouraging them to continue making positive contributions to their students and the institution. In summary, the job performance of English teachers in Guangxi is pivotal in shaping the region's English language education, students' global readiness, and teachers' own professional growth.

This study aims to determine the relationship and effects between Transformational Leadership and Teacher Motivation on college English teacher's Job Performance in Guangxi Higher Education.

Literature Review

Reina-Tamayo et al. (2018) have noted that job performance is the final process and many factors affect the performance. There are possibly factors, including transformational leadership, teacher motivation that significantly impact the job performance of college English teachers in Guangxi higher education.

Transformational Leadership

Over the years, various schools of leadership philosophies and models have proliferated, covering a wide range of themes and methodologies. The traits of transformational leadership include vision, the ability to inspire and influence others, ambition, dedication, ego, self-control, resilience, emotional intelligence, integrity, self-responsibility, curiosity, creative thinking, and more (Campbell, 2015; Tian et al., 2022).

Berhanu (2023) underscore the profound impact of transformational leadership towards job performance. Not only does transformational leadership directly contribute to improved performance outcomes, but it also fosters trust among employees in enhancing overall job performance within organizational settings. Rohim et al. (2023) delve into the effect of transformational leadership towards managers' performance. The findings suggest that transformational leadership positively influences companies by boosting managers' work engagement and creative performance, leading to increased profits and long-term contents, both of which are crucial indicators of organizational success. Dutta & Sahney (2022) delved into the relationship between climate and teacher performance in the relationship between leadership behavior and student performance. Their research sheds light on the mechanisms through which leadership influences educational outcomes. This study conclude transformational leadership into five primary aspects: (1) moral modeling, (2) visionary, (3) charisma, (4) individualized consideration, and (5) leader inspiration.

Teacher Motivation

Researchers proposed that the product of employee work motivation and ability is job performance. It shows the positive correlation between motivation and performance. Some experts divided teachers' work motivation into six dimensions. It includes survival motivation, respect motivation, relationship motivation, power motivation, self-actualization motivation, and responsibility motivation. Zhu (2016) classified work motivation based on the source, origin, scope of influence, role, social value and other criteria of motivation. Wang et al. (2015) underscored the profound impact of intrinsic motivation on the performance. Their research shed light on how intrinsic motivation serves as a potent catalyst for enhanced productivity and job performance within this context (Renata et al., 2018; Tian & Qin, 2014)

Some researchers took college teachers as the research object and demonstrated the positive correlation between work motivation and performance. Wang et al. (2024) highlights a compelling positive relationship between intrinsic motivation and job performance which further underscored the universal significance of intrinsic motivation as a driving force behind individual excellence and organizational effectiveness. Nurhidayat et al. (2024) reaffirmed the power of intrinsic motivation in fostering workplace engagement and performance excellence. This aligns with that there are many key drivers of sustained motivation and job performance enhancement in the workplace (Çetin & Askun, 2019). This study adopts the following dimensions which delineate the teacher motivation process as involving: (1) psychological needs, (2) personal well-being, (3) personal outcome, (4) work creativity, and (5) quality management.

Job Performance

Effective Job performance involves meeting course objectives through engaging teaching methods, timely feedback, and subject matter expertise. Efficiency is demonstrated through effective time management, resource utilization, and integration of technology. Additionally, ongoing professional development and reflective practice are vital for continuous improvement. Engaging in workshops, seeking feedback, and self-assessment help teachers refine their skills and stay updated with best practices. Campbell (2015) indicates that a teacher's job performance encompasses behaviors or actions that contribute to the achievement of educational goals or tasks within the organization. Johari et al. (2018) studied how educational systems worldwide have rapidly changed and reformed, impacting teachers' job performance. Several studies have contributed to understanding the factors influencing job performance among college teachers. Soto-Pérez et al. (2020) endeavor to uncover the pivotal factors driving sustainable competitive advantage within educational institutions. Demir & Budur (2023) explore the correlations between individual- and team-level variables and the job performance. The findings reveal that those factors exhibit direct, significant, and positive associations with individual job performance.

Various representative research on the dimensions of university teachers' job performance can be classified into several categories. These approaches reflect different perspectives on evaluating university teachers' job performance, highlighting the complexity and diversity of roles and responsibilities within the academic environment. Considering the organizational traits and educational management approaches in academic institutions, this study categorizes college English teachers' job performance in Guangxi higher education into five dimensions: (1) contextual performance, (2) task performance, (3) adaptive performance, (4) counterproductive work behavior, and (5) creativity and innovation.

Conceptual Framework

Transformational Leadership

Transformational Leadership is a style where leaders inspire and motivate followers by creating a vision, fostering innovation, and encouraging individual growth. They empower others to exceed expectations and stimulate positive change within the organization by serving as role models and mentors.

Teacher Motivation

Teacher Motivation refers to the internal and external factors that drive educators to engage in their work, persist in the face of challenges, and strive for professional growth. It encompasses both intrinsic factors like passion for teaching and extrinsic factors like recognition and career advancement opportunities.

Job Performance

Job Performance encompasses their effectiveness in delivering instruction, engaging students, and contributing to the academic community. Ultimately, effective and efficient job performance leads to positive learning outcomes for students and contributes to the overall quality of higher education. It's the outcome that is influenced by other variables. The Figure 1 illustrates how the two variables influence job performance outcomes among college English teachers.

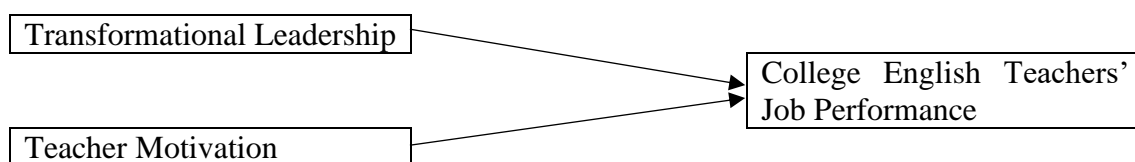


Figure 1 Conceptual Framework

Methodology

This study employed a quantitative research design to investigate the effects of transformational leadership and teacher motivation on college English teachers' job performance in Guangxi higher education. A descriptive predictive design was utilized to explore these relationships and forecast their impact on job performance.

Population and Sample

In this study, a power analysis was conducted to determine the sample size needed to detect a medium effect size with a statistical power of 0.80 at a significance level of 0.05 (Smith & Brown, 2023). The analysis concluded that a sample size of 400 participants was adequate to achieve the desired power, ensuring robust and reliable results for evaluating job performance. The population for the dissertation is the group of college English teachers in Guangxi Higher Education. It will use satisfied sampling to ensure that each subgroup of the population is adequately represented in the sample, allowing for more accurate and reliable research results and details.

In this study, 120 college administrators and 280 college English teachers were selected using multi-stage cluster sampling. Table 2 presents the number of administrators and teachers

according to their demographic data, such as gender, age, years of work experience, education, and position.

Table 1 Demographic Information of the Participants

Items	Categories	n	Percent (%)
1) Gender	Male	203	50.75
	Female	197	49.25
2) Age	Below 30 years	78	19.5
	31-40 years	79	19.75
	41-50 years	87	21.75
	51-55 years	86	21.5
	Above 56 years	70	17.5
3) Years of Work Experience	Less than 5 years	98	24.5
	5-10 years	87	21.75
	11-15 years	66	16.5
	16-25 years	61	15.25
	More than 25 years	88	22
4) Education	Diploma or below	85	21.25
	Bachelor's degree	107	26.75
	Master's degree	108	27
	Doctoral degree	100	25
5) Position	College Administrator	120	30
	College English Teacher	280	70
Total		400	100

Research Instruments

1) A demographic data form: This form collected information on participants' gender, age, years of experience, education and position.

2) A 15-item Transformational Leadership Questionnaire: Developed by Tian et al., 2022; Rohim et al., 2023; and Dutta & Sahney, 2022, this questionnaire assesses transformational leadership through five dimensions—moral modeling (3 items), visionary (3 items), charisma (3 items), individualized consideration (3 items), and leader inspiration (3 items). Respondents rated their agreement using a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree.

3) A 15-item Teacher Motivation Questionnaire: Created by Çetin & Askun, 2019; Wang et al., 2024 and Nurhidayat et al., 2024 and this instrument evaluates teacher motivation through five dimensions—psychological needs (3 items), personal well-being (3 items), personal outcome (3 items), work creativity (3 items), and quality management (3 items). Participants used a 5-point Likert scale to express their agreement, with 1 = strongly disagree and 5 = strongly agree.

4) The 15-item job performance developed by Demir & Budur, 2023; Johari et al., 2018 and Soto-Pérez et al., 2020. This questionnaire uses a 5-point Likert-type scale ranging from 1 = strongly disagree to 5 = strongly agree, and is comprised of contextual performance (3 items), task performance (3 items), adaptive performance (3 items), counterproductive work behavior (3 items), and creativity and innovation (3 items).

Data Collection

Data were collected by using an online survey technique. The content validity was achieved through expert reviews, ensuring that the questionnaire items effectively captured all relevant aspects of transformational leadership, teacher motivation and job performance. To ensure reliability, internal consistency was assessed using Cronbach's alpha, and test-retest reliability

checked the stability of responses over time to examine the relationships and interactions in the multiple regression analysis. The reliability coefficient was calculated to be 73.6% based on Cronbach's Alpha.

Data Analysis

The researcher brings the obtained data for statistical analysis mainly by using multiple regression analysis which can effectively dissect how teacher motivation, transformational leadership affect college English teachers' job performance. By using this method, researchers can identify which factors are most critical and how they interact with each other, providing a pervasive view of the factors influencing job performance. The analysis employed five main methods: 1) descriptive statistics were used to analyze demographic data; 2) Cronbach's Alpha range, means and standard deviations were calculated for variables including Transformational Leadership, Teacher Motivation and Job Performance; 3) Pearson's correlation was utilized to test the relationships between variables; and 4) in this study, multicollinearity was assessed using the Variance Inflation Factor (VIF) and multiple regression analysis was employed to analyze the relationship between the independent variables and dependent variables (Zepeda, 2016). The hypothesis model is detailed in Table 2.

Table 2 Hypothesis Model for Research

Items	Content of Hypothesis
1	Transformational Leadership has a positive and significant influence on Job Performance
2	Teacher Motivation has a positive and significant influence on Job Performance

Research Results

Cronbach's Alpha Range, Means and Standard Deviations Analysis

Table 3 presents the reliability values for the scales used in the study, which were confirmed to have structural validity. The reliability analysis was conducted using Cronbach's alpha, a measure of internal consistency. The results are as follows:

Cronbach's Alpha Range: 0.692 to 0.731.

Table 3 Reliability Analysis for Study

	Cronbach's Alpha	N of Items
Transformational Leadership	0.693	15
- Moral Modeling	0.723	3
- Visionary	0.723	3
- Charisma	0.728	3
- Individualized Consideration	0.723	3
- Motivational Inspiration	0.723	3
Teacher Motivation	0.692	15
- Psychological Needs	0.731	3
- Personal Well-being	0.715	3
- Personal Outcome	0.723	3
- Work Creativity	0.720	3
- Quality Management	0.728	3

Table 4 provides the mean scores, standard deviations, and interpretations for each survey item. The key findings are: All the mean scores fall within the range of 3.15 to 3.34, which reflects participants generally rated the items positively. It suggests that they generally agree with the statements related to transformational leadership. The standard deviations are relatively small (ranging from 0.47 to 0.79), indicating that responses are fairly consistent around the mean. In

summary, the high mean scores across the majority of items highlight that participants had a favorable view of the survey content.

Table 4 Mean and Standard Deviation of Transformational Leadership (N=400)

	Mean	Standard Deviation	Interpretation
Transformational Leadership	3.25	0.47	Agree
- Moral Modeling	3.27	0.75	Agree
- Visionary	3.15	0.73	Agree
- Charisma	3.16	0.73	Agree
- Individualized Consideration	3.30	0.79	Agree
- Motivational Inspiration	3.34	0.74	Agree

Table 5 provides the mean scores, standard deviations, and interpretations for each survey item. The key findings are: All the mean scores fall within the range of 3.20 to 3.25, which reflects participants generally rated the items positively. It suggests that they generally agree with the statements related to teacher motivation. The standard deviations are relatively small (ranging from 0.48 to 0.75), indicating that responses are fairly consistent around the mean. In summary, the high mean scores across the majority of items highlight that participants had a favorable view of the survey content.

Table 5 Mean and Standard Deviation of Teacher Motivation (N=400)

	Mean	Standard Deviation	Interpretation
Teacher Motivation	3.23	0.48	Agree
- Psychological Needs	3.23	0.75	Agree
- Personal Well-being	3.24	0.75	Agree
- Personal Outcome	3.20	0.75	Agree
- Work Creativity	3.23	0.74	Agree
- Quality Management	3.25	0.75	Agree

Correlation Analysis

To investigate correlation analysis, the researcher computed the correlation using Pearson Correlation Coefficient with the data collected. The results of the correlation analysis between transformational leadership and college English teachers' job performance are summarized in Table 6.

Table 6 Pearson Correlations Between Transformational Leadership, Teacher Motivation and College English Teachers' Job Performance

	Transformational Leadership	Teacher Motivation
Job Performance	0.233**	0.332**
Transformational Leadership	1	0.148**

*p < 0.05; **p < 0.01

As can be seen from Table 6, correlation analysis is used to study the relationships between Transformational Leadership, Teacher Motivation and Job Performance, and the Pearson correlation coefficient is used to express the strength of the correlation relationship. The specific analysis shows that: There was a significant correlation between Transformational Leadership and Job Performance, with correlation coefficients of 0.233 and correlation coefficients greater than 0, indicating that there was a positive correlation between Transformational Leadership and Job Performance.

The correlation coefficient values between Teacher Motivation and Job Performance are 0.332, and the correlation coefficient values were greater than 0, which means that there was a positive correlation between Teacher Motivation and Job Performance.

The correlation coefficient values between Transformational Leadership and Teacher Motivation are 0.148, and the correlation coefficient values were greater than 0, which means that there was a positive correlation between Transformational Leadership and Teacher Motivation.

Regression Analysis

Regression analysis is adopted to further explore the relationship between Transformational Leadership and Job Performance. To identify the best model for the two factors on teachers' performance, multiple regressions were employed. In this model, the two factors are considered as predictor variables for college English teachers' job performance. The impact of these predictor variables on college English teachers' performance was evaluated.

Table 7 Summary for the Matrix for Correlation of the Three Variables (n = 400)

	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i>	Colinearity diagnosis	
	b	Std. Error	<i>Beta</i>			VIF	Tolerance
Constant	1.703	0.186	-	9.164	0.000**	-	-
Transformational Leadership	0.176	0.044	0.188	4.010	0.000**	1.022	0.978
Teacher Motivation	0.282	0.044	0.304	6.473	0.000**	1.022	0.978
R Square	0.145						
Adj R Square	0.140						
<i>F</i>	<i>F</i> (2,397) = 33.55, <i>p</i> = 0.000						
D-W values	2.056						
Dependent Variable: Job Performance							

p* < 0.05; *p* < 0.01

As can be seen from Table 7 Transformational Leadership and Teacher Motivation are taken as independent variables, and Job Performance was used as the dependent variable for linear regression analysis, and the model formula is: Job Performance = 1.702 + 0.176 * Transformational Leadership + 0.282 * Teacher Motivation, and the model R square value is 0.145, which means that Transformational Leadership and Teacher Motivation can explain 14.5% of the change in Job Performance. When the model was tested by *F*, it was found that the model passed the *F*-test (*F* = 33.55, *p* = 0.000 < 0.05)., that is, at least one of Transformational Leadership and Teacher Motivation which have an impact on Job Performance. According to the multicollinearity of the model, it is found that all the VIF values in the model are less than 5, which means that there is no collinearity problem. Moreover, the D-W value is around the number 2, which indicates that there is no autocorrelation between the model and the sample data, and the model is good. The final specific analysis can be seen: The regression coefficient of Transformational Leadership was 0.176 (*t* = 4.010, *p* = 0.000 < 0.01), which means that Transformational Leadership has a moderate positive impact on Job Performance.

The regression coefficient of Teacher Motivation was 0.282 (*t* = 6.473, *p* = 0.000 < 0.01), which means that Teacher Motivation has a strong positive impact on Job Performance.

Conclusion and Discussion

Conclusion

Through the regression analysis, the study of the relationships between Transformational Leadership and Job Performance, Teacher Motivation and Job Performance for college English teachers show the following conclusions: a) There is at least one of Transformational Leadership and Teacher Motivation which have an impact on Job Performance. b) Transformational Leadership has a moderate positive impact on Job Performance. c) Teacher Motivation has a strong positive impact on Job Performance.

Discussion

This paper analyses the relationship between Transformational Leadership and Teacher Motivation influencing the Job Performance of teachers, and puts forward suggestions for improving teachers' performance, which enriches the research field of teacher's job performance on the one hand, and provides a more ingenious, more targeted and more effective management mechanism idea for improving teachers' job performance in colleges, and also overcomes the problem of derailment between theory and practice, which makes the research of this paper more theoretical and practical value.

First, the important role of transformational leadership shows that it plays a relatively important role in teachers' job performance. For the organization or universities, they need a comprehensive development plan and effective teaching strategies. The Ministry of Education should consider teachers' needs, allow them to ask as many questions as necessary, and review policies continuously (Dou et al., 2017; Tingle et al., 2019). Additionally, organizations should undergo training to refine their leadership styles, involve teachers in the decision-making process, and provide necessary teaching aids and materials. For principals in higher education, they should utilize appropriate leadership styles tailored to the situation, and it is important for them to consult with teachers before making decisions, while also involving the community in school development. Some experts proposed that the principal should establish clear rules and regulations for teachers and students and allocate duties based on the skills and experience of the teachers to ensure effectiveness. They should also help teachers address challenges and maintain a supportive and friendly relationship. Moreover, educational administrators should oversee and monitor township education offices to prevent overloading principals and teachers with non-instructional tasks.

Second, the important role of teacher motivation shows that it plays a crucial role in teachers' job performance. These finding is consistent with Rofifah et al. (2021), who indicated that work motivation, whether partial or comprehensive, has a positive and significant impact on teachers' performance and Forson et al. (2021), who identified teachers' compensation, job design, performance management, and workplace atmosphere as key predictors of teachers' job performance. Teacher performance reaches its highest level when motivation is sustained (Brandmiller et al., 2020). These research concluded that motivated college English teachers are more likely to perform better job performance in their roles. The study will also be valuable to educational policymakers and other stakeholders, as it will help them incorporate teacher motivation and their effects on job performance into their strategies in Guangxi. On the one hand, the organizations should improve the salary of teachers, formulate a reasonable reward mechanism, and give material and spiritual rewards to inspire teachers, so as to improve the work motivation of English teachers in colleges (Amzat et al., 2017; K & Ranjit, 2022 and Ocham & Okoth, 2015). Universities should adopt diversified measures to encourage teachers to master their own specialties systematically, because it can successfully promote the realization of teachers' self-worth and enhance teachers' motivation. On the other hand, principals should help college English teachers realize the value and significance of the profession of college teachers, and build lasting motivation for teachers. Principals should pay attention to improving the job performance of college English teachers by stimulating their

work motivation. They can be encouraged to actively demonstrate their professional qualities and acquire strong professional knowledge.

Limitation and Needs for Further Research

Despite the robustness of our study, several limitations must be acknowledged, and these point to valuable directions for future research. First, the use of purposive sampling limits the generalizability of our findings. Future studies should consider employing probability sampling methods to enhance the generalizability and causal inference regarding the population. Second, the reliance on self-reported measures for assessing factors affecting on job performance. To address this, future research should incorporate objective measures. Third, the conventional design of our study limits the ability to draw conclusions about causality. Future researchers should replicate the study using a longitudinal design to observe changes over time and in different cultural contexts.

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Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

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