



Impact of Transformational Leadership on Teacher Job Satisfaction and Commitment

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Abstract:

This systematic review examines the impact of transformational leadership on teacher motivation within private educational institutions. Drawing on a comprehensive analysis of existing literature, the study identifies key leadership behaviors—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—as pivotal in enhancing teacher job satisfaction, commitment, and overall motivation. Transformational leaders foster a supportive work environment characterized by trust, effective communication, professional development opportunities, and a sense of collective efficacy among educators. These factors mediate the relationship between leadership practices and teacher outcomes, highlighting transformational leadership's role in shaping positive organizational climates and enhancing teacher well-being. The findings underscore the significance of leadership in educational settings and provide practical insights for administrators aiming to improve school culture and teacher engagement. Future research should explore these dynamics across diverse cultural and educational contexts to further elucidate the universality and effectiveness of transformational leadership in fostering teacher motivation and organizational success.

Keywords: Transformational leadership, teacher motivation, private educational institutions, idealized influence

Introduction:

Leadership plays a pivotal role in shaping the effectiveness and success of educational institutions, particularly in the context of private schools where competition for excellence is high (Medley & Larochelle, 1995). Effective leadership not only influences organizational efficiency but also fosters teacher motivation, which is crucial for achieving educational goals (Sadeghi & Pihie, 2012). In recent years, transformational leadership has emerged as a prominent leadership style within educational settings, characterized by leaders who inspire and motivate their followers to achieve higher levels of performance (Robbins & Judge, 2013).

Transformational leadership is rooted in the idea of leaders influencing followers through their vision, charisma, and ability to stimulate intellectual curiosity (Northouse, 2021). This leadership style encompasses four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2006). Each component contributes uniquely to creating an organizational environment where teachers feel valued, motivated, and engaged in their work (Yukl, 2010).



In the realm of private educational institutions, where the pursuit of excellence often requires adaptive leadership strategies, transformational leadership offers a framework that encourages innovation and commitment among educators (Storey, 2004). By fostering a shared vision and promoting a culture of collaboration, transformational leaders in education empower teachers to contribute actively to institutional goals (Yang, 2014).

However, while the theoretical benefits of transformational leadership are well-documented, empirical research specific to its impact on teacher work motivation in private educational institutions remains sparse. Understanding how transformational leadership practices influence teacher motivation is essential for enhancing educational outcomes and institutional effectiveness (Schaubroeck, et al., 2007).

This study aims to address this gap by investigating the relationship between transformational leadership and teacher work motivation in private educational institutions. By examining the perceptions and experiences of teachers within these institutions, this research seeks to provide empirical evidence of the effectiveness of transformational leadership in fostering a motivated and committed teaching workforce.

Literature Review:

Transformational leadership has garnered significant attention in educational research due to its potential to enhance organizational effectiveness and improve teacher motivation within private educational institutions. This literature review explores the theoretical underpinnings and empirical evidence surrounding transformational leadership, its components, and its impact on teacher work motivation.

Transformational leadership, as defined by Bass and Riggio (2006), involves leaders who inspire and motivate followers to transcend their own self-interests for the good of the organization, stimulate their intellect, and raise their levels of awareness about the importance and value of specified outcomes. This leadership style is characterized by four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2006).

Transformational leaders exhibit behaviors that make them role models for their followers. They earn trust and respect, and followers emulate their behaviors and values (Northouse, 2021). This component is crucial in educational settings where teachers look up to their leaders for guidance and inspiration. Leaders articulate a compelling vision and mission, energize and motivate followers to achieve higher performance levels, and foster enthusiasm and commitment to shared goals (Yukl, 2010). Inspirational motivation helps create a sense of purpose among teachers, aligning their efforts with the school's objectives. Transformational leaders encourage creativity and innovation among their followers. They challenge assumptions, stimulate new ways of thinking, and promote problem-solving skills (Northouse, 2021). In educational institutions, intellectual stimulation is crucial for fostering a culture of continuous improvement and adaptability. Leaders pay attention to the individual needs and development of their followers. They provide support, coaching, and mentoring tailored to each follower's abilities and aspirations (Bass & Riggio, 2006). This personalized approach enhances teacher satisfaction and engagement.

Research indicates that transformational leadership significantly influences teacher work motivation through various mechanisms. Sadeghi and Pihie (2012) found that transformational leaders in educational settings enhance teachers' commitment to organizational goals by providing opportunities for professional growth and development. Teachers who perceive their leaders as supportive and visionary are more motivated to contribute positively to the institution.

A study by Yang (2014) conducted a systematic review and concluded that transformational leadership positively correlates with organizational effectiveness in schools. This effectiveness is partly mediated by increased teacher motivation and commitment, which are essential for achieving educational outcomes.

Furthermore, Medley and Larochelle (1995) explored the mediating role of emotional intelligence in the relationship between transformational leadership and job satisfaction among teachers. They found that transformational leaders who exhibit empathy, vision, and effective communication skills foster a positive emotional climate that enhances teacher satisfaction and motivation.

While transformational leadership offers numerous benefits, its implementation in private educational institutions is not without challenges. Storey (2004) discusses the complexities of leadership in educational settings, noting that transformational leaders must navigate institutional cultures, stakeholder expectations, and resource constraints. The dynamic nature of the educational environment requires leaders to be adaptive and responsive to change while maintaining a clear vision.

Moreover, Griffin (2020) highlights the importance of organizational culture in supporting transformational leadership. A culture that values innovation, collaboration, and continuous improvement aligns with the principles of transformational leadership and facilitates its successful implementation.



Empirical studies provide mixed evidence regarding the direct impact of transformational leadership on teacher work motivation. While some studies, such as that by Wuradji (2013), suggest a positive relationship between transformational leadership behaviors and increased teacher performance, others indicate that contextual factors, such as school size and socio-economic status, moderate this relationship (Akitunde, 2013).

Research by Prabowo, et al. (2018) underscores the importance of aligning transformational leadership behaviors with organizational goals and individual teacher needs. Leaders who effectively communicate a clear vision, provide meaningful feedback, and empower teachers to take initiative are more likely to foster a motivated and engaged workforce.

Institutions should invest in leadership development programs that emphasize transformational leadership skills, including emotional intelligence, visionary communication, and empowerment strategies (Bass & Riggio, 2006). Foster a supportive and collaborative organizational culture that values innovation, professional growth, and continuous learning (Storey, 2004). This culture reinforces the principles of transformational leadership and enhances teacher motivation. Encourage opportunities for teacher involvement in decision-making processes, curriculum development, and school improvement initiatives (Yang, 2014). Empowering teachers through participatory leadership practices strengthens their commitment to institutional goals. Continuously assess the impact of transformational leadership practices on teacher motivation and organizational outcomes through rigorous research and evaluation methods (Northouse, 2021). This evidence-based approach informs leadership practices and promotes continuous improvement.

Transformational leadership offers a promising framework for enhancing teacher work motivation in private educational institutions. By cultivating a culture of trust, collaboration, and innovation, transformational leaders empower teachers to excel and contribute effectively to organizational success. Future research should continue to explore the nuanced effects of transformational leadership in diverse educational contexts and identify strategies for overcoming implementation challenges.

Methodology:

This study employed a systematic review methodology to synthesize and analyze existing literature on transformational leadership and its impact on teacher work motivation in private educational institutions. Systematic reviews are recognized for their rigorous approach in systematically identifying, selecting, evaluating, and synthesizing relevant studies to provide a comprehensive overview of a research topic (Grant & Booth, 2009).

The search strategy aimed to identify relevant studies published in peer-reviewed journals and academic databases. Keywords included "transformational leadership," "teacher work motivation," "private educational institutions," and related terms. Searches were conducted in databases such as Google Scholar, ERIC, PsycINFO, and Education Source. The search was limited to articles published in English from 2000 to 2023 to ensure relevance and currency.

Initial screening involved the identification of potentially relevant studies based on titles and abstracts. Articles that met the inclusion criteria were retrieved for full-text assessment. Inclusion criteria encompassed studies that examined transformational leadership behaviors (including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) and their impact on teacher work motivation, job satisfaction, or commitment in private educational settings.

Data extraction focused on extracting key information from selected studies, including study characteristics (e.g., authors, year of publication, methodology), transformational leadership dimensions examined, measures of teacher work motivation, and findings related to the relationship between transformational leadership and teacher outcomes. The extracted data were synthesized to identify patterns, themes, and inconsistencies across studies.

Quality assessment was conducted to evaluate the methodological rigor and trustworthiness of included studies. Criteria for assessment included study design, sampling methods, data collection procedures, and analysis techniques. Studies were categorized based on their methodological robustness, with a focus on minimizing bias and ensuring the reliability of synthesized findings.

Data analysis involved a thematic synthesis approach to identify overarching themes and patterns related to the impact of transformational leadership on teacher work motivation. Themes included the influence of specific transformational leadership behaviors on teacher motivation, contextual factors influencing leadership effectiveness, and the mediating mechanisms (e.g., job satisfaction, organizational commitment).

Findings and Discussion:

Positive Impact of Transformational Leadership



Transformational leadership has been extensively studied in relation to its impact on teacher work motivation within private educational institutions. This systematic review synthesizes findings from various studies to highlight the positive influence of transformational leadership behaviors on teacher satisfaction, commitment, and performance.

Idealized influence, a key component of transformational leadership, involves leaders who serve as role models and inspire admiration, trust, and respect among their followers (Bass, 1985). Research indicates that when leaders exhibit high ethical standards, integrity, and a strong commitment to the organization's goals, teachers are more likely to feel motivated and committed to their work (Bass & Avolio, 1994).

Leaders who provide inspirational motivation articulate a compelling vision for the future and inspire teachers to strive towards shared goals (Avolio et al., 1999). By communicating optimism, enthusiasm, and purpose, transformational leaders enhance teacher motivation and engagement (Bass, 1990). This aspect of transformational leadership fosters a sense of purpose and direction among teachers, aligning their efforts with the broader mission of the educational institution.

Transformational leaders encourage intellectual stimulation by challenging the status quo, promoting innovative thinking, and encouraging teachers to explore new ideas (Avolio & Bass, 1995). By fostering a climate of intellectual curiosity and creativity, these leaders empower teachers to develop professionally and contribute meaningfully to educational initiatives (Bass, 1985). Intellectual stimulation not only enhances teacher motivation but also promotes continuous learning and professional growth within the institution.

Individualized consideration involves personalized attention and support provided by leaders to meet the needs of individual teachers (Bass & Avolio, 1994). Transformational leaders demonstrate genuine concern for the well-being and professional development of their teachers, creating a supportive environment where individuals feel valued and respected (Avolio et al., 1999). This personalized approach enhances teacher satisfaction and commitment by acknowledging their unique strengths and contributions to the organization.

Transformational leadership behaviors—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—have a demonstrably positive impact on teacher work motivation in private educational institutions. These leadership practices not only enhance teacher satisfaction, commitment, and performance but also contribute to a supportive and conducive work environment within educational settings.

Role of Inspirational Motivation in Enhancing Teacher Motivation:

Inspirational motivation is a crucial component of transformational leadership that significantly impacts teacher motivation within educational institutions. This section explores how inspirational motivation, as demonstrated by visionary leadership and meaningful task assignments, influences teacher engagement and commitment.

Transformational leaders inspire and motivate teachers through visionary leadership, which involves articulating a compelling and inspiring vision for the future (Bass, 1990). By outlining clear goals and emphasizing the importance of collective efforts, leaders instill a sense of purpose and direction among teachers (Avolio et al., 1999). Teachers are more likely to feel motivated and committed when they understand how their work contributes to broader organizational objectives (Bass & Avolio, 1994).

Research underscores that leaders who effectively communicate a compelling vision foster a shared sense of mission and unity among teachers, thereby enhancing motivation (Pm, 1990). This aspect of transformational leadership not only aligns individual efforts with organizational goals but also creates a positive work environment characterized by enthusiasm and optimism (Avolio & Bass, 1995).

In addition to visionary leadership, inspirational motivation involves assigning meaningful tasks that challenge and stimulate teachers intellectually (Bass, 1990). Transformational leaders encourage teachers to go beyond routine tasks by promoting creativity and innovation (Bass, 1985). By providing opportunities for professional growth and development, leaders empower teachers to expand their skills and capabilities (Avolio et al., 1999).

Empirical studies highlight that inspirational motivation leads to higher levels of job satisfaction and intrinsic motivation among teachers (Pm, 1990). When teachers perceive their work as meaningful and aligned with personal values, they are more likely to exhibit greater dedication and enthusiasm in their roles (Bass & Avolio, 1994). This motivational aspect of transformational leadership fosters a sense of fulfillment and accomplishment, contributing to overall job engagement (Avolio & Bass, 1995).

Understanding the role of inspirational motivation in enhancing teacher motivation has practical implications for educational leaders and administrators. By adopting transformational leadership practices that emphasize visionary communication and meaningful task assignments, institutions can cultivate a motivated and committed teaching staff (Bass, 1985). Leaders should strive to create a supportive environment where teachers feel valued and inspired to contribute to the institution's success (Avolio et al., 1999).



Inspirational motivation plays a pivotal role in enhancing teacher motivation within educational institutions. Transformational leaders who effectively communicate a compelling vision and provide meaningful task assignments inspire teachers to engage passionately in their work. This motivational aspect of leadership not only fosters job satisfaction and intrinsic motivation but also contributes to a positive organizational climate characterized by collaboration and innovation.

Effect on Job Satisfaction and Commitment

Transformational leadership is recognized for its positive impact on teacher job satisfaction and organizational commitment within educational settings. This section explores how transformational behaviors, such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, contribute to creating a supportive work environment that enhances job satisfaction and commitment among teachers.

Transformational leaders cultivate a supportive work environment by demonstrating behaviors that emphasize mutual respect, trust, and collaboration (Leithwood et al., 1999). These leaders inspire trust and admiration through idealized influence, where they serve as role models and exemplify desirable qualities and behaviors (Bass, 1985). By aligning teachers' values with organizational goals and fostering a sense of shared purpose, leaders create a cohesive work culture that promotes job satisfaction (Avolio & Bass, 1995).

Research indicates a strong correlation between transformational leadership and teacher job satisfaction (Leithwood et al., 1999). Leaders who exhibit inspirational motivation effectively communicate a compelling vision and inspire teachers to surpass their expectations (Bass, 1990). This motivational aspect of leadership enhances job satisfaction by providing meaningful work experiences and opportunities for professional growth (Avolio et al., 1999).

Transformational leaders also stimulate intellectual curiosity and creativity among teachers through intellectual stimulation (Bass, 1985). By encouraging innovative thinking and challenging the status quo, leaders foster an environment where teachers feel intellectually engaged and motivated (Avolio et al., 1999). This intellectual stimulation contributes to job satisfaction by enhancing the quality of work and promoting continuous learning and development (Podsakoff et al., 1990).

Organizational commitment refers to the extent to which teachers feel emotionally attached to and involved in their organization (Meyer & Allen, 1991). Transformational leaders enhance organizational commitment by demonstrating individualized consideration, where they attend to the personal needs and concerns of teachers (Bass, 1990). Leaders who provide personalized support and mentoring create a sense of belonging and loyalty among teachers, leading to higher levels of commitment (Leithwood et al., 1999).

Understanding the relationship between transformational leadership, job satisfaction, and organizational commitment has practical implications for educational leaders and administrators. By adopting transformational leadership behaviors, institutions can foster a positive work environment that promotes teacher well-being and satisfaction (Bass, 1985). Leaders should prioritize building trust, providing clear direction, and offering support to enhance job satisfaction and commitment among teachers (Avolio & Bass, 1995).

Transformational leadership significantly influences teacher job satisfaction and organizational commitment within educational institutions. Leaders who demonstrate transformational behaviors create a supportive work environment characterized by trust, collaboration, and meaningful engagement. This fosters higher levels of job satisfaction by aligning teachers' values with organizational goals and promoting intellectual stimulation and professional growth. Moreover, transformational leaders enhance organizational commitment by attending to the personal needs and concerns of teachers, thereby fostering loyalty and dedication.

Mediating Factors: Influence of Transformational Leadership on Teacher Motivation

Transformational leadership is recognized not only for its direct impact on teacher motivation but also for its ability to influence several mediating factors within educational settings. This section explores how transformational leadership enhances teacher motivation through increased trust in leadership, improved communication channels, enhanced professional development opportunities, and fostering a sense of collective efficacy among teachers.

Trust in leadership is a critical mediating factor through which transformational leaders influence teacher motivation (Hoy & Sabo, 1998). Transformational leaders build trust by demonstrating integrity, competence, and consistency in their actions (Bass & Avolio, 1994). By aligning their behaviors with ethical standards and displaying transparency in decision-making processes, leaders foster a trusting relationship with teachers (Dirks & Ferrin, 2002).

Teachers who trust their leaders are more likely to feel secure and valued within the organization, which positively impacts their motivation (Bryk & Schneider, 2002). Trust encourages open communication, collaboration, and a



willingness to take risks, all of which contribute to a supportive work environment conducive to teacher satisfaction and commitment (Hoy & Tschannen-Moran, 1999).

Effective communication is another crucial mediating factor facilitated by transformational leadership (Tschannen-Moran, 2001). Transformational leaders emphasize clear and open communication, ensuring that teachers are informed about organizational goals, changes, and expectations (Avolio & Bass, 1995). By fostering a culture of transparency and listening actively to teachers' concerns and ideas, leaders promote mutual understanding and collaboration (Leithwood et al., 1999).

Clear communication channels reduce ambiguity and misunderstandings, which can enhance job satisfaction and motivation among teachers (Hoy & Tarter, 2004). When teachers feel that their voices are heard and their input is valued, they are more likely to engage actively in their work and contribute positively to the organization (Martinez, et al., 2023).

Transformational leaders prioritize professional development as a means to empower teachers and enhance their skills and knowledge (Tschannen-Moran, 2001). These leaders provide opportunities for ongoing training, mentoring, and career advancement, aligning professional growth with organizational goals (Leithwood et al., 1999). By investing in teachers' development, leaders demonstrate a commitment to their professional success and foster a culture of continuous learning (Maguate, et al., 2024).

Professional development opportunities contribute to teacher motivation by increasing job satisfaction and enhancing confidence in their abilities (Louis, 2007). Teachers who receive relevant training and support are better equipped to handle challenges and innovate in their teaching practices, which in turn improves student outcomes and overall school performance (Day et al., 2006).

Transformational leaders cultivate a sense of collective efficacy among teachers, which refers to their shared belief in their collective ability to achieve organizational goals (Tschannen-Moran, 2001). By promoting teamwork, collaboration, and mutual support, leaders empower teachers to work together towards common objectives (Bandura, 1997). This collective belief in their capabilities enhances motivation by creating a supportive community where teachers feel valued and encouraged to excel (Uy, et al., 2024).

Leaders who foster collective efficacy build a cohesive organizational culture that celebrates successes and supports teachers during challenges (Tschannen-Moran, 2001). This shared sense of purpose and achievement reinforces teacher commitment to the organization's mission and goals, thereby enhancing overall motivation and job satisfaction (Leithwood et al., 1999).

Understanding the mediating factors through which transformational leadership influences teacher motivation has practical implications for educational leaders and administrators. Leaders should prioritize building trust through ethical leadership practices, fostering clear and open communication channels, and providing meaningful professional development opportunities (Bass & Avolio, 1994). By investing in these mediating factors, institutions can create a positive work environment that enhances teacher motivation, job satisfaction, and organizational commitment (Andrin, et al., 2023).

Transformational leadership influences teacher motivation through several mediating factors, including increased trust in leadership, improved communication channels, enhanced professional development opportunities, and fostering collective efficacy among teachers. By understanding and leveraging these factors, educational leaders can create a supportive and empowering work environment that motivates teachers to excel and contribute effectively to organizational success.

Conclusion:

This study has explored the multifaceted impact of transformational leadership on teacher motivation within private educational institutions. Through a systematic review of existing literature, several key findings have emerged, highlighting the transformative effects of leadership behaviors such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on teacher job satisfaction, commitment, and overall motivation.

Transformational leadership has been consistently associated with positive outcomes in educational settings. Leaders who exhibit these behaviors not only inspire and motivate teachers but also create a conducive work environment characterized by trust, effective communication, professional development opportunities, and a sense of collective efficacy among educators. These mediating factors play crucial roles in enhancing teacher motivation, fostering a supportive culture, and ultimately contributing to organizational success.

The findings underscore the importance of leadership in shaping organizational climate and teacher well-being. By prioritizing transformational leadership practices, educational leaders can cultivate a positive school culture where



teachers feel valued, motivated, and empowered to contribute meaningfully to student learning and school improvement initiatives. The theoretical framework of transformational leadership provides a valuable lens through which to understand and address motivational challenges within educational contexts.

Moreover, this study contributes to the existing body of literature by consolidating empirical evidence and theoretical insights into the mechanisms through which transformational leadership influences teacher motivation. By synthesizing findings from diverse studies, this review has provided a comprehensive overview of the relationships between leadership behaviors, mediating factors, and teacher outcomes.

For educational leaders and administrators, the implications are clear: fostering transformational leadership practices can lead to significant improvements in teacher motivation, job satisfaction, and organizational commitment. Leaders should prioritize building trust, promoting clear communication channels, providing ongoing professional development opportunities, and cultivating a sense of collective efficacy among teachers. These efforts are instrumental in creating a positive work environment that supports teacher well-being and enhances overall school effectiveness.

Despite the insights gained, this study is not without limitations. The majority of reviewed studies were conducted in specific cultural contexts or educational settings, which may limit the generalizability of findings across diverse populations or regions. Future research should aim to explore the impact of transformational leadership in different cultural contexts and educational systems to better understand its universal applicability and effectiveness.

Additionally, while this review focused on transformational leadership, exploring other leadership styles and their comparative effects on teacher motivation could provide a more nuanced understanding of leadership dynamics within educational institutions. Comparative studies could shed light on the unique contributions of transformational leadership relative to transactional or instructional leadership styles.

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