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# Impact of Transformational Leadership on the Job Performance:
## The Role of Employee Motivation

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**Abstract**
This study aimed to explore the relationship between transformational leadership on the Job Performance in a mediating role of employee motivation among public school teachers. Descriptive method and survey questionnaire was utilized to attain the objectives of the study. The findings indicated that the level of transformational leadership weighs much in idealized influence, means that being a leader should demonstrate the so called "walk the walk and talk the talk". In teachers' motivation, management and leadership weighs much, this implies that teacher's motivation provides direction and vision to the organization. The level of the respondents' job performance much weight in handling diversity of learners, and community linkages and professional development therefore job performance is significant to teachers' growth as it leads to output improvement and competitiveness. Furthermore, it was found that the motivation of teachers is significantly related to transformational leadership, and this in turn has a positive impact on job performance.

**INTRODUCTION**
The potential connection between transformational leadership and job performance was one of the most intriguing features of the concept when it first emerged. According to the philosophy of transformational leadership, a leader engages with the people they lead to determine the necessary changes, inspires them to establish a vision, and then leads a group of passionate supporters in implementing that transformation. This is a crucial influential element in systems of innovation and knowledge management across a range of industries (Al-Husseini et al., 2019). Transformational leadership emphasizes empathetic and charismatic aspects of management and sets it as a new paradigm in terms of leadership (PSU WC, 2020). Having one of the leadership models that has been studied the most, transformational leadership has drawn a lot of scholarly attention since it first emerged over forty years ago (Northouse, 2021). A strong conceptual basis for research and application has been provided by the idea that leaders change their followers in ways that improve job performance.

Sunaengsih et al. (2021) claimed that transformational leadership has been used in educational institutions. A substantial percentage of educational executives engage in encouraging and motivating behaviors with their subordinates. Likewise, they acknowledge the abilities and knowledge of the subordinates, but because of an aspect of competence, leaders must pay consideration to individuals and lessen the consequences of their employees' errors. In addition,

McShane et al. (2010), argue that effective leadership includes influencing, stimulating, and empowering people to make positive contributions to the success and efficacy of the organizations they are a part of, and according to Hughes et al. (2009) the complex phenomena of leadership involve followers, leaders, and circumstances. Leaders must behave with the assurance and humility that recognize the value of other people's perspectives. A leader should ideally portray himself as an innovator, motivator, advisor, mediator, and mentor to his subordinates to create an equitable work connection.

Moreover, Bacon (2001), the father of performance theory, asserts that performance evaluation is significant in educational personnel reform, and that it has been a critical yet challenging issue in educational reform. Performance evaluation is a constructed and effective method to assess teachers' responsibilities based on their job performance. School leaders must also systemize an outstanding service so that educators become more prompted to their job performance (Obediente, 2023). This theory serves as the basis for this study, as transformational leadership and employee motivation will be impactful to job performance.  For it to develop leadership at all levels, organizations must support employee initiative and involvement. Legal authority is not an essential requirement for leadership roles; rather, creative thinking and initiative are. When given this opportunity, workers at all levels can decide to take on leadership roles, which further aids in encouraging and impacting their fellow employees (Herman et al, 2011).

Therefore, this research delves into the influence of transformational leadership on job performance, exploring how leaders who inspire, motivate, and challenge their employees can foster an environment that promotes high performance and innovation. By examining some characteristics of transformational leaders—such as vision, inspirational communication, intellectual stimulation, and individualized consideration—this study aims to elucidate the mechanisms through which such leadership styles can enhance employee productivity and drive organizational growth.

## MATERIALS AND METHODS

The researchers utilize a quantitative research method using a descriptive correlational design having mediation analysis using process macro of Hayes. This method aims to collect, examine, and generalize numerical data across demographic groups or to present a description into a particular phenomenon (Creswell et al., 2016), hence the application of such method in this research was considered the most appropriate to establish facts regarding the variables of the study. The data and information gathered particularly on the level of transformational leadership on the job performance and teacher's motivation. This descriptive research method provides a value on objective measurements and statistical, mathematical, or numerical analysis of data collected utilizing a Google Form as our survey instrument. It additionally includes the use of computational techniques to manipulate pre-existing statistical data.

An online Google Form survey that was adopted, modified, and sent out was used to gather all the information needed for this study. Required permits and documents were acquired by the researcher to distribute the survey questionnaires. The retrieved survey questionnaires from online google form were gathered and the collected data were tallied, analyzed, and interpreted using statistical tools with confidentiality. There are four components to the research tool. Part I of the questionnaire covered the respondent's profile including the respondent's name (optional), schools where they are currently affiliated, educational attainment, number of years in service, and number of training and seminars attended. The second part was adopted from the study of Al-Husseini et al. (2019) which includes transformational leadership in terms of idealized influence, intellectual stimulation, individual consideration, and inspirational motivation. The third part was adopted from various studies which includes teacher's motivation in terms of work environment, job role and responsibilities, recognition and rewards, and management and leadership. The last part is the teacher's performance, and it was adopted from individual Performance and review form (IPCRF) for DepEd teachers, it has five indicators to be included, content knowledge and pedagogy, handling diversity of learners, curriculum and planning, and community linkages and professional development.  Each variable has five statements, and each statement was given a 5-points Likert scale score that represented the respondent's degree of agreement.

Frequency counts were used to describe the general information of the respondents in terms of their profile as to sex, age, educational attainment, number of years in service, and number of trainings/ seminars attended. The mean and standard deviation were used to determine the level of respondents' transformational leadership, teacher's motivation, and job performance. Mediation analysis using process Macro of Hayes was utilized to determine the significant relationship between transformational leadership to teacher's motivation, transformational leadership to job performance, and teacher's motivation to job performance.

## RESULTS AND DISCUSSION

Table 1 shows the descriptive result between transformational leadership, teacher's motivation, and job performance. It can be gleaned that transformational leadership is highly manifested by the teacher respondents with a total mean of 4.52. The variable gained the highest mean under transformational leadership is the idealized influence with an interpretation of highly manifested, it means that being a leader should demonstrate the so called "walk the walk and talk the talk" because as transformational leader with an idealized influence must be a model person living the same principles by the expected followers. Transformational leadership encourages teachers to innovate and develop new methods of teaching for future successes. With this leadership method, educators are encouraged to take initiative and reassure innovative approaches to solve problems.

**Table 1** Respondents' level of Transformational Leadership, Teacher's Motivation, and Job Performance

| Subscales | Mean | SD | Interpretation |
|---|---|---|---|
| **Transformational Leadership** | 4.52 | 0.51 | Highly Manifested |
| Idealized Influence | 4.58 | 0.47 | Highly Manifested |
| Intellectual Stimulation | 4.54 | 0.53 | Highly Manifested |
| Individual Consideration | 4.46 | 0.52 | Manifested |
| Inspirational Motivation | 4.53 | 0.53 | Highly Manifested |
| **Teacher's Motivation** | 4.38 | 0.63 | Motivated |
| Work Environment | 4.26 | 0.69 | Motivated |
| Job Role and Responsibilities | 4.45 | 0.60 | Motivated |
| Recognition and Rewards | 4.34 | 0.67 | Motivated |
| Management and Leadership | 4.46 | 0.58 | Motivated |
| **Job Performance** | 4.60 | 0.45 | Outstanding |
| Content Knowledge and Pedagogy | 4.53 | 0.46 | Outstanding |
| Handling Diversity of Learners | 4.62 | 0.43 | Outstanding |
| Curriculum and Planning | 4.61 | 0.48 | Outstanding |
| Community Linkages and Professional Development | 4.62 | 0.44 | Outstanding |

Conversely, teachers are motivated with an overall mean of 4.38 while the variable "management and leadership" has the highest mean of 4.46 with a motivated interpretation. The result implies that management and leadership is very crucial beneath teacher's motivation because it provides direction and vision, it also motivates and inspire teachers, and support in creating a conducive environment to have a successful collaboration and communication along with the faculty members. Teachers should also envision that management and leadership is essential and must work closely to ensure that the progress of an organization will be successfully applied and will keep them conversant to any challenges that may ascend. To be motivated, teachers should feel a sense of belonging in the school and community.

On the other hand, the level of job performance in terms of handling diversity of learners, and community linkages and professional development has the highest mean of 4.62 with an outstanding verbal interpretation while the overall mean of job performance is 4.60 with the same outstanding verbal interpretation, this could mean that job performance is significant to teachers' growth as it leads to amplified output and competitiveness. In handling diversity of learners' teachers are flexible and can manage a classroom with various students' needs, educators who adhere to diversification and are skilled in working with students of different backgrounds will create inclusive learning opportunities and provide them the support that are needed to enable students achieve success. Community linkages and professional development indicates that educators have an impact on society, particularly on the parents who support their children's learning and development. To improve children's academic performance along with professional development, parent involvement must exist between school and community.

**Table 2** Correlation between Transformational Leadership, Job Performance and Teacher's Motivation

| Effect | Estimate | SE | 95% Confidence Interval | | t | P |
|---|---|---|---|---|---|---|
| | | | Lower | Upper | | |
| Direct | .5464 | .0821 | .3791 | .7137 | 6.6523 | .0000 |
| Indirect | .0292 | .0580 | -.0882 | .1510 | | |
| Total | .5756 | .0635 | .4464 | .7047 | 9.0658 | .0000 |

| Effect | Estimate | SE | 95% Confidence Interval | | t | P |
|---|---|---|---|---|---|---|
| | | | Lower | Upper | | |
| Transform Lead → TMotivation | .7663 | .1668 | .4269 | 1.1058 | 4.5934 | .0001 |
| Transform Lead → JPerformance | .5464 | .0821 | .3791 | .7137 | 6.6523 | .0000 |
| TMotivation → JPerformance | .0381 | .0669 | -.0983 | .1744 | .5689 | .5734 |
| TL → TM → JP | .0292 | .0580 | -.0882 | .1510 | | |

*Legend:* if p<0.05, then p is significant

Table 2 shows the results of a mediation analysis, in which investigates the indirect impact of transformational leadership (TL) on job performance (JP) by teacher motivation (TM). The direct effect of transformational leadership has a major effect on job performance, in which that even when considering teacher motivation, and job performance is still positively impacted by transformative leadership. Meanwhile, the indirect effect of transformational leadership has no significant effect on job performance through teacher motivation. This only implies that there is no mechanism of mediation between teacher motivation and the relationship between transformational leadership and job performance.

The table also shows the correlation between transformational leadership, job performance, and teacher motivation. The study shows that transformational leadership has a significant relationship between job performance and teacher motivation, garnering a p value of 0.0000 and 0.0001, respectively. Teachers with transformational leadership can show outstanding job performance in the workplace (i.e, content knowledge, handling diversity, curriculum planning, and community linkages), indicating that teachers can perform better with their roles. In addition, teachers who have transformational leadership possess high motivation in terms of their job role, leadership, and recognition among their working environments.

However, a p-value of 0.5734 shows that there is no significant relationship between teacher motivation and job performance. It simply highlights how the relationship between transformational leadership and the job performance of educators can be interpreted through their motivation.

To sum it up, the motivation of teachers is significantly affected by transformational leadership, and this in turn has a positive impact on job performance. However, it is crucial to acknowledge that the impact on job performance through teacher motivation is relatively minor compared to the direct impact of transformational leadership. This implies that although teacher motivation is important, other factors influenced directly by transformational leadership also play a role in job performance.

## CONCLUSION

The results indicate a strong correlation between transformational leadership and job performance. It only means that teachers with the said kind of leadership can provide outstanding performance with innovation and their roles in their environment. It highlights that transformational leadership must have an impact to boost job performance and that teachers who possess leadership qualities are highly motivated in performing their responsibilities within the workplace. The motivation of teachers does not significantly mediate the relationship between transformational leadership and job performance. It shows that fostering a positive and supportive work environment is crucial in highlighting the importance of motivating teachers and sustaining their motivation. It also recommends that understanding the relationship between transformational leadership and job performance enables teachers to be motivated, confident and with the abilities based on coaching and development.

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## DECLARATION OF CONFLICT

The authors indicate that they have no confirmed competing financial considerations or personal connections that could have perceived to affect the work reported in this paper.

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