

The Role of Transformational Leadership in Improving School Performance a Systematic Literature Review (SLR)

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ABSTRACT

This study aimed to systematically review the literature on how transformational leadership could improve school performance and to identify the factors that played a role in the effectiveness of such leadership in the educational environment. Using a systematic literature review (SLR) of empirical articles from leading journals in the past five years, the study filtered and encoded key findings to understand the influence of transformational leadership. The findings showed that transformational leadership significantly improved school performance through teacher motivation, developing a collaborative culture, and increased staff commitment. Trust, collegial support, and the school climate often mediated these effects. The main limitation of this study was that the scope of the data was limited by periods and geographical regions, which may have affected the generalization of the findings. Further research was recommended to explore the long-term impact and to integrate cross-cultural perspectives.

These results guided school leaders and policymakers in developing effective leadership strategies to improve performance. This study made an original contribution by summarizing various empirical studies on transformational leadership and its impact on school performance. It offered a comprehensive perspective that could support innovative leadership practices in Education. This study aimed to systematically review the literature on how transformational leadership could improve school performance and identify the factors that played a role in the effectiveness of such leadership in the educational environment. Using a systematic literature review (SLR) of empirical articles from leading journals in the past five years, the study filtered and encoded key findings to understand the influence of transformational leadership. The findings showed that transformational leadership significantly improved school performance through teacher motivation, developing a collaborative culture, and increased staff commitment. Trust, collegial support, and the school climate often mediated these effects.

Keywords: Transformation Leadership, Enhancing Performance, School's Performance, Innovative Leadership, Literature Review

INTRODUCTION

Transformational leadership (TL) has emerged as a prominent focus in educational research, with scholars exploring its potential to positively impact school performance and student outcomes (Heenan et al., 2023). This systematic literature review aims to synthesize the existing empirical evidence on the relationship between TL in schools and their overall performance. In the context of Education, TL is characterized by leaders who can inspire and motivate their teams, encouraging them to strive for higher levels of achievement and driving innovation in delivering educational services (Armiyanti et al., 2023). A literature review suggests that TL in schools can significantly, primarily indirectly, affect student achievement and engagement (Townsend et al., 2017). These effects are often mediated by factors such as school culture, teacher commitment, job satisfaction, and other variables (Didion et al., 2019). For instance, a study (Burroughs et al., 2019) found that transformational leadership in schools is associated with higher levels of teacher commitment and job satisfaction, leading to improved student outcomes. Supporting this, another study (Kang, 2021) examined the effects of TL on select organizational conditions, such as school culture, and found that these leadership practices had a moderate but significant total impact on student engagement. These studies' findings underscore TL's

importance in enhancing overall school performance. However, the research also suggests that the relationship between TL and school performance is complex and influenced by various factors. While the existing literature has provided valuable insights into the positive impacts of TL on school performance, the mechanisms underlying these relationships are not yet fully understood. Research in Indonesia on TL in the context of educational services found that transformational leadership played a crucial role in improving the overall performance of academic institutions (Oktafia et al., 2021). Another researcher said that TL can improve education services, but more research is needed to clarify the specific pathways through which this occurs (Armiyanti et al., 2023).

To this end, a growing body of research has delved deeper into the antecedents and moderators that shape the efficacy of transformational school leadership (McCarley et al., 2014) (Ronksley-Pavia & Neumann, 2022). A literature review indicates that TL is related to three antecedents: the leader's personal qualities, organizational features, and the characteristics of the leader's colleagues (Sun et al., 2017). For instance, a leader's emotional intelligence, self-awareness, and ability to inspire and motivate others are essential personal qualities that foster TL (Supermane et al., 2018).

Transformational leaders can foster a sense of collective purpose and commitment among their staff by cultivating a shared vision, empowering teachers, and encouraging innovation; in turn, this has been shown to lead to improved teaching practices, higher levels of teacher job satisfaction, and retention, and ultimately, enhanced student learning outcomes. (Ronksley-Pavia & Neumann, 2022). For example, a study found that TL in schools was associated with increased teacher trust in the principal, which mediated the relationship between leadership and teacher commitment to school goals. Another study replicated these findings, demonstrating that TL practices contributed to favourable organizational conditions, such as a positive school climate, resulting in greater student engagement (Feng-I, 2016). Despite the growing evidence on the benefits of TL in schools, the research also suggests that its impacts on school performance are not always direct. Transformational leadership may exert its influence through more complex, indirect pathways, with school culture, teacher commitment, and other mediating factors playing a crucial role.

Education in Indonesia still faces major challenges, based on the 2022 Programme for International Student Assessment (PISA) report, Indonesia is ranked 72nd out of 79 countries in reading, mathematics, and science skills. Data from the Central Statistics Agency (BPS, 2023) also shows that only 65% of secondary schools have adequate learning facilities. In addition, the World Bank (2022) reported that the COVID-19 pandemic has exacerbated the gap in education quality, especially between urban and rural areas. Research by the World Bank (2020) shows that 55% of schools in Indonesia do not have sufficient adaptation capacity to overcome technological challenges and rapid educational changes, indicating the need to develop dynamic capabilities in school organizations. The latest data from Indonesian National Development Planning Agency (Bappenas) 2020, only 30% of schools in Indonesia have an effective change management system in facing the challenges of new education policies.

This research aims to build on the existing knowledge base by further investigating the specific mechanisms and contingency factors that shape the effectiveness of TL in enhancing school performance and providing insights that can inform educational policy and practice.

Influence of Transformational Leadership.

While the literature generally supports the positive impact of TL on school performance, it is essential to note that certain contextual factors may constrain the effectiveness of this approach. For example, a study found that the benefits of TL were more pronounced in schools with more excellent organizational stability and resources, suggesting that this leadership style may be less effective in resource-constrained or turbulent environments (Printy & Yan, 2020). Additionally, some research has cautioned that an overemphasis on TL could lead to burnout among teachers, as the demands of this approach may be emotionally taxing (Küçüköğlü, 2014). In this light, the research indicates that the efficacy of TL in enhancing school performance is not absolute but somewhat contingent on a complex interplay of contextual, organizational, and individual factors.

While TL can be a powerful tool for driving school improvement, it may need to be strategically combined with

other leadership approaches that address a school context's specific needs and challenges (Marsh, 2014). The existing body of research on TL in educational settings provides a nuanced understanding of this approach's potential benefits and limitations for enhancing overall school performance (Townsend et al., 2017). Further, TL has been criticized for its potential to concentrate power in the hands of the leader, which could undermine the participatory and distributed nature of effective school leadership (Leadership for Student Learning, n.d). These criticisms underscore the need for a balanced approach to leadership in educational settings, one that harnesses the strengths of TL while mitigating its potential drawbacks.

Enhancing Performance through Transformational Leadership.

As a theoretical framework, transformational leadership has been widely recognized as a powerful approach to driving organizational change and improving performance in various contexts, including Education. At its core, TL is characterized by a leader's ability to inspire and motivate followers to transcend their self-interest for the organization's greater good (Giddens, 2017). Transformational leadership involves four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Yusuf & Kurniady, 2020). Idealized influence refers to the leader's ability to serve as a role model, embodying the values and vision of the organization (Buenvinida & Ramos, 2019). Inspirational motivation involves the leader's capacity to articulate a compelling vision and inspire followers to work towards a shared goal (Dhaliwal & Hirst, 2018). By promoting a shared vision, intellectual stimulation, and individualized support, transformational leaders can cultivate a positive school culture that empowers teachers, enhances their efficacy and engagement, and ultimately leads to improved student achievement.

Transformational Leadership, Enhancing Performance School's Performance.

The theoretical foundation of TL's potential to enhance school performance is further bolstered by its alignment with other influential educational leadership theories and models (Benwari & Dambo, 2014); for instance, TL shares common elements with instructional leadership, a framework that emphasizes the principal's role in directly shaping teaching and learning practices within the school (Uddin et al., 2020). Both approaches underscore the importance of leaders as change agents who can inspire and motivate their followers to achieve ambitious goals. Moreover, TL can be seen as a complementary approach to distributed leadership, emphasizing the importance of shared decision-making and the empowerment of multiple stakeholders within the school community.

By cultivating a shared vision and intellectual stimulation, transformational leaders can create the conditions for broader participation and leveraging diverse expertise across the organization (Mokoena & Machaisa, 2018). Additionally, TL theory builds upon the concept of servant leadership, which prioritizes the leader's role in serving the needs of followers and the larger community (Muzira & Muzira, 2020). By placing the well-being and growth of teachers at the forefront, transformational school leaders can foster a sense of trust, loyalty, and commitment that ultimately benefits student learning and school improvement.

METHOD

This study utilizes the systematic literature review (SLR) technique to a selection of empirical studies conducted over five years, from 2019 to 2024, to ascertain the impact that TL plays in enhancing the performance of educational institutions. This study falls under a scoping review SLR, which seeks to gather as much pertinent data as possible to provide a thorough scope on a subject (Xiao & Watson, 2019). Additionally, this study adheres to the guidelines established by Guo et al. (2024), and Parveen et al. (2024) provide additional examples of SLR. The following are the steps:

1. Create research questions,
2. establish inclusion and exclusion standards,
3. carefully catalog relevant studies,
4. assessing the quality of the selected studies and
5. integrating prominent findings.

Source: Prepared by the authors based on (Xiao & Watson, 2019)

Research Question.

As outlined in the above introduction and literature review, the SLR technique will be used to address the following research issues to assist the focus of this study:

RQ1. What are the key factors for success in transformational leadership?

RQ2. What impact do transformational leadership practices have on teacher retention and loyalty and their ability to improve school performance?

RQ3. What is the impact of transformational leadership on educational performance?

Inclusion/exclusion criteria.

Investigations were performed utilizing Dimensions AI (www.dimensions.ai), an online scientific research instrument associated with many databases, including Emerald Publishing, Scopus, ScienceDirect, and Taylor & Francis (Toprak et al., 2023). Inclusion and exclusion criteria were employed to guarantee that only pertinent publications and associated studies were incorporated into the analysis. This research used multiple criteria to identify papers relevant to transformational leadership, performance enhancement, and school performance (refer to Table 1).

Systematic Search Protocol.

Through discussion and preliminary search, the search term is adjusted to the research topic as follows:

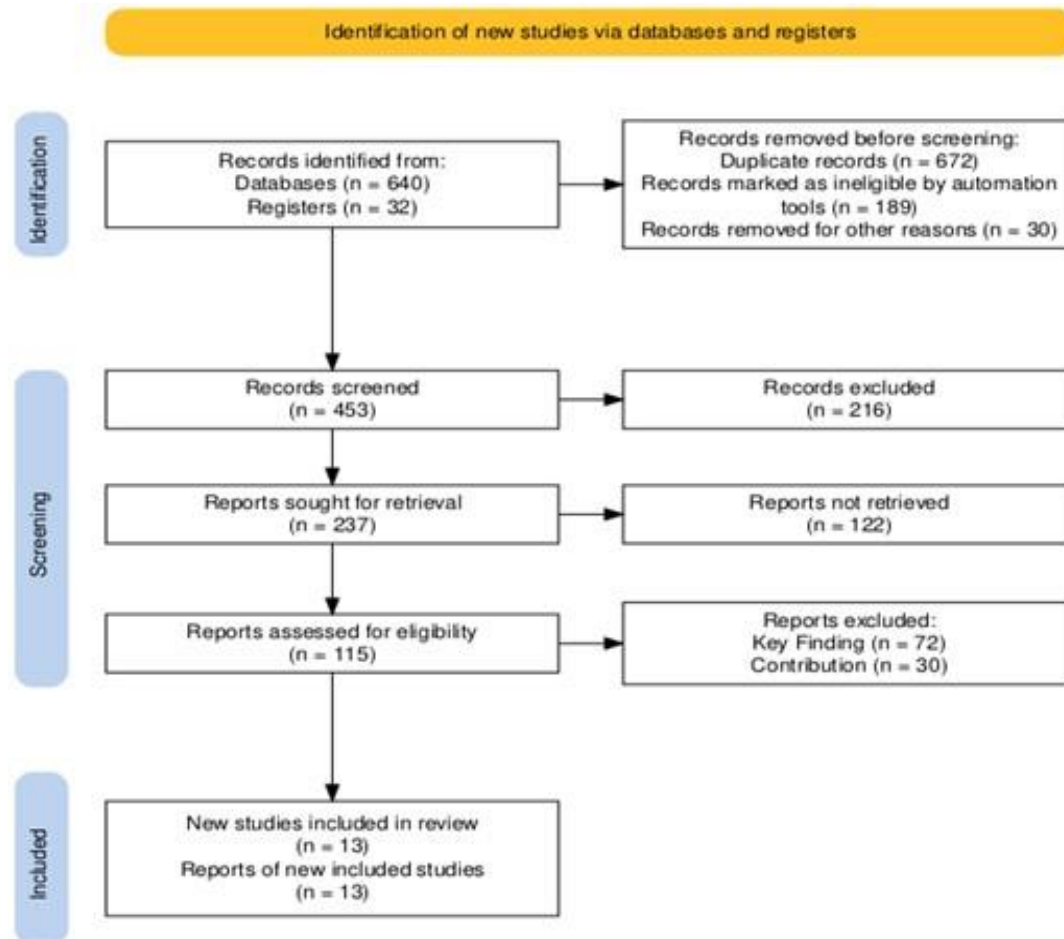
Table 1 Inclusion/Exclusion Criteria

Inclusion	Exclusion
Focus on the journal of transformational leadership	Report, dissertation, theses, books
Listed in Dimension AI	Not listed in Dimension AI
Publications of the last 5 years	Publications over 5 years
Written in English	Not written in English
Peer-reviewed article	Not peer-reviewed article
Empirical research	Not empirical research

The first time the search terms were entered into the Dimensions AI search box, 672 articles were found after limiting the search to 2019–2024. Following discussion, Dimensions AI's thirteen source names or journal picks were employed in the search procedure, producing 237 articles. Next, we limited the source titles to journals that were relevant to the subject. Examples include journals like the European Journal of Education Research, Journal of Educational and Social Research, Journal of Higher Education Theory and Practice, Journal of Governance and Regulation, Journal of Education Administration, Journal of Infrastructure, Policy and Development, Frontiers in Education, Edelweiss Applied Science and Technology, International Journal of Education Management, International Journal of Education for Business, International Journal of Education Development, International Journal of Education in Business, Scimagojr.com showed that these nine journals were highly ranked. Then, 115 articles were submitted for screening and eligibility due to this restriction. The end process produced 13 papers that were judged appropriate for the subject.

Figure 1 shows the workflow of the Preferred Reporting Items Systematic Review and Meta-Analysis (PRISMA) from the systematic search carried out on October 28, 2024.

They are conducting a quality analysis. A scoping review seeks to gather pertinent information from the existing literature, which includes methodologies, findings, variables, and additional aspects. The review presents a comprehensive overview of the field and a detailed examination of existing work (Xiao & Watson, 2019). These articles were selected through a comprehensive content assessment, which led to the identification of 13 articles. The quality of each article was confirmed through a thorough evaluation process.



RESULT AND DISCUSSION

Result

The analysis and results are discussed in this section. First, a table presents the eligible articles collected from the search by year of publication, author, title, critical finding, contribution, and research question (see Table 2). Then, general aspects, including the publication title, the author's discipline, leadership position, theoretical anchors, research approaches, methodologies, findings, suggestions for future research, and views on TL, were explored afterward.

Publication titles

The articles were published in 13 publication or journal titles, namely, Sage Open Journal (Q2) (1 article; see Chen., Yuan, 2021), Computational Intelligence and Neuroscience (Q1) (1 article; see Meng.,2022), European Journal and Education Research (Q3) (1 article; see Muhimmah, at.al, 2022), Journal of Educational and Social Research (Q4) (1 article; see Liswati, et.al, 2023), Journal of Higher Education Theory and Practice (Q4) (1 article; see Hambali., at.al, 2023), Journal of Governance and Regulation (Q4) (1 article; see Subaidi, et.al, 2023), Journal of Education Administration (Q1) (1 article; see Sliwka., at.al, 2023), Journal of Infrastructure, Policy and Development (Q2) (1 article; see Buhari., et.al, 2024), Frontiers in Education (Q2) (1 article; see

Alzoraiki., at.al, 2024), Edelweiss Applied Science and Technology (Q4) (1 article; see Mulyadi, Sobri, 2024), International Journal of Learning (Q3) (1 article; see Kou., et.al, 2024), Journal of Sustainability (Q1) (1 article; see Habeeb, Eyupoglu, 2024), Humanities and Social Science (Q2) (1 article; see Şahin, Bilir, 2024). The journals and articles are all related to their respective scopes and objectives.

Each of these journals is closely aligned with the scope of the research, emphasizing empirical research and advanced analytical approaches relevant to transformation leadership and inspiration leadership. Most of the journals in this selection are well-known for publishing high-impact research in business management and technology. Notably, 9 out of 13 journals are attributed to Elsevier, while Hindawi published one and one by Emerald (see Sliwka et al., 2023). This affiliation with a reputable publisher further validates the reliability and academic contributions of the sources used in this study. This section presents the findings from a systematic literature review, focusing on TL to improve the school's performance. The study included in this review highlights various aspects of the impact of TL on decision-making practices in schools and all-stakeholder engagement strategies. The table below summarizes the central empirical studies published from 2019 to 2024, including their contributions and critical findings.

Studies on TL's role in improving educational institutions' performance were conducted in various global regions, with representatives from Europe, Southeast Asia, East Asia, and Southwest Asia—studies conducted in Southeast Asia (7 articles. See (Mulyadi & Sobri, 2024); (Muhimmah et al., 2022); (Liswati et al., 2023); (Hambali et al., 2023); (Subaidi et al., 2023); (Bohari et al., 2024); (Kou et al., 2024) mainly focus on the role of transformational leadership in carrying out vision, competitiveness and morality in the educational environment, while research in Southwest Asia (1 article. See (Alzoraiki et al., 2024); and in East Asia (2 articles see (Chen & Yuan, 2021); (Meng, 2022), emphasizing leadership innovation in Education—meanwhile, European Studies (3 articles. See (Habeeb & Eyupoglu, 2024) (Şahin & Bilir, 2024) (Sliwka et al., 2024) highlight the role of leadership in shaping perceptions and implementing learning in schools.

Research Themes.

The research theme in this review shows significant development, shifting from a broad focus on transformational leadership (TL) roles to more directed investigations that analyze the specific effects of transformation and innovation in the educational environment. The initial study primarily investigated how TL can improve overall school performance, focusing on aspects such as the development of teacher training programs, the improvement of school facilities, the creation of a more efficient learning environment, and the application of predictive analytics in strategic decision-making. As developments in the field progressed, the thematic focus was further sharpened, shifting to analyze how transformational and innovation-driven leadership practices contribute to increased teacher satisfaction, foster greater loyalty and commitment to the institution, and develop strategies to promote long-term success and adaptability in schools. This evolution reveals a deeper understanding of the complex relationship between leadership, innovation, and school improvement outcomes.

Author disciplines.

Most of the 51 authors are from educational administration (23), followed by management (6), Education (5), business science (5), computer science (6) and cultural dal others (6). This finding is expected given the nature of the subject, which is educational leadership and performance in general. Unexpectedly, there were several authors from different disciplines, namely computer science and culture. However, this unexpected finding cannot justify the multidisciplinary nature of the research object, as it does not provide sufficient evidence.

Table 2. Summary of Empirical Studies on Transformation Leadership (2019-2024)

Author	Title	Key Finding	Contribution	Research Question
Chen., Yuan	2021 “The Study of the Relationships of Teacher’s Creative Teaching, Imagination,	This study found that teachers' imagination affects teaching creativity, but	This paper discusses the relationship between principals' visionary leadership	How does the principal's visionary leadership influence

		and Principal’s Visionary Leadership”	principals' visionary leadership is insignificant.	and teachers' teaching creativity.	teachers' teaching creativity?
Muhimmah et al.	2022	Inspirational Leadership in Inclusive Higher Education	Inspirational leadership is essential in inclusive higher Education, which has proactivity, vision, and humanism values.	This journal discusses inspirational leadership at UNESA to support students with special needs.	Why is inclusive higher Education still not widely implemented in Indonesia?
Liswati et al.	2023	“Implementation of Principal's Visionary Leadership in Learning Innovation”	The study concluded that principals have implemented visions and strategies to anticipate changes in learning innovations.	This research highlights the role of principals' visionary leadership in improving teachers' skills and learning innovation.	How does the principal translate the school vision and anticipate changes in learning innovations?
Hambali., at.al	2023	“The Effect of Visionary Leadership and Job Rewards on Teacher Professional Commitment”	Visionary leadership affects teachers' professional commitment by 46.6%, while job appreciation affects it by 58.9%.	This journal explores the influence of visionary leadership and rewards on teacher commitment.	How do visionary leadership and job appreciation influence teachers' commitment?
Subaidi et al.	2023	“Visionary Leadership to Improve the Quality and Competitiveness of Private Islamic Schools”	The study concluded that visionary leadership and school quality improve school competitiveness.	This study proves the influence of visionary leadership and school quality on the competitiveness of Islamic schools.	To what extent do visionary leadership and school quality influence competitiveness while upholding morality?
Meng.	2022	“Relationship analysis of transformational leadership and deep learning-based education management”	Meng's study found transformational leadership has a positive effect on teacher-teaching innovation.	This article explores the role of transformational leadership in educational management in Chinese universities.	How does transformational leadership influence educational management innovation?
Sliwka., at.al	2023	“Transformational leadership for deeper learning: shaping innovative school practices for enhanced learning.”	Principals play an important role in shaping the perception and implementation of deep learning through stakeholder engagement.	This study provides an analytical understanding of strategies to support school transformation toward deep learning.	What is the role of the principal in shaping the perception and implementation of deep learning in schools?
Buhari., et.al	2024	“Transformational leadership’s role in shaping Education 4.0	Transformational leadership is essential to drive innovation,	The study emphasized the importance of transformational	How does transformational leadership influence

		within higher education”	technology integration, and improvement in higher Education.	leadership for universities' relevance in the digital age.	the adoption of innovative practices in education 4.0?
Alzoraiki., at.al	2024	“The role of transformational leadership in enhancing school culture and teaching performance in Yemeni public schools”	Transformational leadership influences school culture, which improves teaching performance in Yemeni schools.	This journal discusses the role of transformational leadership in improving school culture and teaching performance in Yemen.	What is the role of transformational leadership in improving school culture and teaching performance?
Mulyadi, Sobri	2024	“A study on the transformational leadership of madrasah principals from the perspective of educators and educational staff”	The transformational leadership of Madrasah heads in Bengkulu is positively assessed, but inclusiveness needs improvement.	This study explored teachers' and staff's perceptions of the transformational leadership of the head of a Bengkulu Madrasah.	What are the perceptions of teachers and staff about the transformational leadership style of the Madrasah head?
Kou., et.al	2024	“The influence of transformational leadership on teacher performance in Shandong University through psychological contract.”	Through understanding motivation, transformational leadership empowers followers, encourages cooperation, and exceeds expectations.	Transformational leadership builds shared values, trust, and collaboration to achieve common goals.	How does transformational leadership affect organizations, and what research issues are identified?
Habeeb, Eyupoglu	2024	“Strategic planning, transformation leadership, and organizational performance: drivers of sustainability in higher education in Nigeria”	Through understanding motivation, transformational leadership empowers followers, encourages cooperation, and exceeds expectations.	Transformational leadership builds shared values, trust, and collaboration to achieve common goals.	How does transformational leadership affect organizations, and what research issues are identified?
Şahin, Bilir	2024	“The effect of transformational leadership and personal cultural values on creating a learning organization”	The results show transformational leadership is effective, while personal cultural values are partially effective.	This research examines the role of transformational leadership and cultural values in forming a learning organization.	How do transformational leadership and personal cultural values influence the creation of a learning organization?

Source: Prepared by the authors based on data extracted from the articles.

Authors' leadership positions.

Of the 51 authors, 15 are lecturers, while the rest are researchers and undergraduate, postgraduate, and doctoral students. From the data, this implies that academics often conduct research on TL, management innovation, and change management and performance in educational institutions such as schools. It is important to note that information about their leadership positions was taken outside the article as they did not provide such information. The information was obtained through a Google search of their names and the institutions to which

they belong. Then, the information was selected according to the year of their article.

Linkage between theoretical foundations and research themes.

In the context of research on theoretical fundamentals, it is very relevant to understand how TL can improve school performance. Based on the literature review in the document, TL significantly influences school performance through various mechanisms, including strengthening school culture, increasing teacher commitment, and higher job satisfaction. This theoretical basis suggests that influential school leaders can inspire and motivate staff to achieve collective goals and increase innovation in teaching methods. Transformational leadership includes four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These aspects contribute to creating a school culture that supports performance improvement, where teachers feel supported and recognized in their efforts to develop effective and innovative teaching methods. This influence is often mediated by organizational commitment and a positive school climate, ultimately impacting student learning outcomes. This research emphasizes that the success of TL depends not only on the leader's personal qualities but also on the organization's support and the trust built between the leader and his colleagues. It is, therefore, in line with the view that TL creates A sense of shared responsibility strengthens commitment to educational goals.

Answers to research questions. RQ1: Key success factors in TL include emotional intelligence, self-awareness, motivation, and creating and sharing a solid vision. In addition, collegial support and a collaborative work environment are essential in facilitating leadership effectiveness. RQ2: TL practices can significantly impact teachers, especially regarding work commitment and satisfaction. Research shows that teachers who feel supported by inspirational leaders are more likely to be highly motivated to improve the quality of teaching and remain loyal to the institution they work for. RQ3: The impact of TL on educational performance includes improving student learning outcomes, increasing teacher involvement in the teaching process, and creating a more positive and conducive school climate for learning. Innovative teaching practices and an inclusive school culture often mediate these effects.

DISCUSSION

In this study, it was found that TL has a significant influence on improving school performance, but various mediating factors often influence its impact. Factors such as school culture Yuan (2021), commitment, and teaching practices significantly affect the effectiveness of transformational leadership. This study's results align with the findings of Awodiji & Naicker (2024), who show that the impact of TL on student performance is often mediated by teacher effectiveness and school climate. In addition, the study also highlights the importance of contextual aspects, such as organizational stability and resource availability, which can affect the successful implementation of TL. Several studies have criticized TL's effectiveness in Education over the last five years. These studies highlight that while there is evidence to support the positive impact of TL, its effectiveness often depends on contextual and organizational conditions. Research by Şahin and Bilir (2024) shows that while TL is efficacious in improving school performance, its effects may be hampered if relevant cultural values in schools do not support them. The finding indicates that applying this leadership style may not be entirely effective in different cultural contexts or does not support an inspirational leadership approach.

In addition, a study by Mulyadi and Sobri (2024) revealed that although the TL of madrasah heads in Bengkulu is considered positive, there are challenges in the inclusivity aspect. It can be the conclusion that while it can increase teacher commitment and performance, TL requires a more inclusive approach so that all parties can feel the impact equally. Although older, research by Barnett et al. (2001) remains relevant and reinforced by new studies that show that the stress created by the demands of TL can lead to teacher burnout. This effect is more pronounced in less stable environments or with limited resources. The same research is relevant to the findings of Leithwood and Jantzi (2005), which state that this leadership is more effective in schools with strong organizational support and adequate resources. However, this study also has criticisms and limitations. Leithwood and Jantzi (2005) stated that the effectiveness of TL tends to decline in schools with limited resources. Barnett et al. (2001) highlighted that high emotional stress on teachers can lead to burnout. In addition, the long-

term impact of this leadership is questionable because of the potential disruptions that arise when a transformational leader leaves office (Leithwood et al., 1996).

Another weakness identified in this study is the limited geographical scope and period, which affects the generalization of the findings. Armiyanti et al. (2023) emphasized the need to explore specific pathways in which TL influences education services and the need for more holistic research, including cross-cultural approaches and blended methods. One of the critical points in this discussion is that although TL contributes to increased teacher job satisfaction, which is associated with teacher retention and better quality of Education Ronksley & Neumann (2022), it improves teacher motivation and performance; the study also shows potential risks such as burnout in teachers if expectations are set too high (Ma et al., 2021) As such, it is essential to consider the balance between the demands of leadership and the well-being of teachers. In the future, research needs to explore how contextual factors, such as organizational culture and technology, affect the effectiveness of TL. Cross-cultural studies and longitudinal research are recommended to understand these leadership dynamics better.

In conclusion, TL has a strong positive impact on improving school performance, but its success depends on contextual and organizational factors. This approach requires conducive environmental support and must be combined with other leadership styles to ensure a sustainable and balanced impact.

CONCLUSION

This study concludes that TL is essential in improving school performance by inspiring and motivating staff, building commitment, and encouraging innovation in teaching. However, its effectiveness is greatly influenced by contextual factors such as organizational culture, collegial support, and available resources. These results confirm that while TL is an effective tool for improving school performance, its application must be tailored to each school's specific needs and unique conditions (Alzoraiki et al., 2023).

Implications. The results of this study have several implications for school leaders, policymakers, and education practitioners. (1) TL can be used to create a supportive school environment where teachers feel valued and motivated to innovate. However, paying attention to the balance between work demands and teachers' welfare is essential so that burnout does not occur. (2) Policy implications involve supporting leadership development programs for principals that focus on transformational aspects, including training on motivating staff and managing change effectively. (3) Teachers and support staff can benefit from the work environment created by transformational leaders, where they can develop professionally and contribute to creating a positive school atmosphere.

RECOMMENDATIONS.

For future research and practice, here are some of the proposed recommendations: (1) There is a need for a training and development program for school principals that emphasizes elements of TL, such as inspirational motivation and intellectual stimulation. (2) A longitudinal study is recommended to assess the long-term impact of TL on school performance and teacher welfare. (3) The integration of TL with other leadership styles, such as instructional or participatory leadership, can be explored to understand the combined influence on school performance. (4) Further research is needed to identify burnout prevention strategies in implementing transformational leadership.

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this research's results will positively contribute to developing leadership theory and practice in Education.

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