

The Influence of Transformational Leadership on Teacher Job Performance

Zhang Zhao¹, Khaliza Saidin^{2*} and Fauziah Md. Jaafar³

¹School of Education, Universiti Utara Malaysia, Sintok, Kedah, Malaysia

^{2*}School of Education, Universiti Utara Malaysia, Sintok, Kedah, Malaysia

³School of Education, Universiti Utara Malaysia, Sintok, Kedah, Malaysia

E-mail: ¹zhang_zhao2@ahsgs.uum.edu.my, ²khaliza@uum.edu.my, ³mjfauziah@uum.edu.my

ORCID: ¹<https://orcid.org/0009-0000-3462-6720>, ²<https://orcid.org/0000-0001-5354-3955>,

³<https://orcid.org/0000-0002-5221-3943>

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Abstract - The performance of teachers significantly influences students' educational experiences and academic outcomes. In addition, effective teachers are important to the success of schools. Previous studies have shown that a teacher's job performance is influenced by several elements, including leadership style, school atmosphere, motivation, and job satisfaction. However, it shows that the most important element influencing teachers' work success in schools is their leadership style. Numerous studies have demonstrated that managerial transformation is an effective strategy for fostering relationships among subordinates and enhancing instructors' job performance in the educational setting. Furthermore, not much research has been done in China on how transformational leadership improves teacher employment outcomes, particularly for junior high school instructors. Therefore, the purpose of this article is to examine how transformational management affects the work performance of Chinese junior secondary school instructors. Questions were taken from the transformational leadership scale the determination of leaders' transformational leadership, while the Teacher Job Performance scale was used to analyze teacher job performance. This research constituted a cross-sectional survey of 510 junior high school teachers selected via random selection in Qinhuangdao, China. According to the responses, transformational management and teacher job performance are strongly positively correlated. It was discovered that the components of intellectual excitement, customized attention, and inspirational motivation were distinct transformational management characteristics that formed the aspects of educators' job satisfaction. According to the study's findings, changing leadership can improve junior secondary school teachers' job effectiveness.

Keywords: Idealized Influence, Inspirational Motivation, Teacher Job Performance, Junior High School Teachers

I. INTRODUCTION

In the 21st century, education has emerged as a prominent term in numerous national education policies globally.

Countries globally are pursuing methods to enhance their education systems to bolster competitiveness in an increasingly dynamic global marketplace. (Hart & Rodgers, 2024). In this competitive world, the education sector has gone through many changes to make schools better. Meanwhile, the education system requires motivated teachers who are a crucial component in schooling. Additionally, the quality and relevance of education also depend on the effectiveness of teachers in their assigned posts as the performance of teachers has been mentioned to enhance these factors as well as to make an education system workable. They are committed to influencing student performance and quality of education by achieving high standards.

The Chinese Ministry of Education and related departments have issued several policies aimed at improving and prioritizing teachers' job performance. For instance, in 2021, the Ministry of Education and five other departments jointly promulgated the Guidelines for the Enhanced Faculty Development Reform under the New Era, which encourage outstanding teachers to pursue ongoing education, and the value of continued education is included in the evaluation of their performance. (MOE, 2021). Thus, educator performance is a critical metric for enhancing educational quality. Meanwhile, teachers and the quality of their instruction are critical to students' progress. Furthermore, the efficacy of an educational system is predominantly

influenced by the performance of instructors, seen as its foundation (Hawthorne & Fontaine, 2024). To ensure teachers implement quality teaching and learning, the performance of educators is a critical issue to evaluate. They must be given the opportunity to improve all three: their task performance, contextual performance and adaptive performance.

Prior research has indicated that multiple factors affect teacher job performance, including professional attitude, organizational commitment, motivation, job satisfaction, teacher competence, self-efficacy, work engagement and organizational culture. In addition to the aforementioned factors, findings regarding leadership styles are also a significant consideration for enhancing teacher job performance. (Yusuf et al., 2019). It can then be stated that some of the factors that influence teacher job performance are many.

To elevate the quality and address always-changing needs, the area of education is continuously changing, and innovations are being introduced consistently (Muyanjan et al., 2025). However, to successfully adopt these innovations, good leadership is required. This leadership must be able to motivate educators to accept change and apply new ideas (Prabakar et al., 2024). According to (Kilg et al., 2024), this is one of the most prevalent characteristics of transformative leadership and a significant role that it plays. In particular, transformational leaders utilize reduced power and authority. Conversely, they function as guides, mentors, and coaches, assisting their subordinates in attaining organizational objectives. Transformational leadership (TL) in educational administrators inspires and encourages educators, leading to improved job performance. In summary, this leadership style and teacher job performance are important factors in determining the effectiveness of school education.

In other words, Firmansyah et al., (2022) Also attempted to assess from the perspective of school teachers whether high levels of transformational leadership can help improve teachers' satisfaction with school management activities and strengthen management efficiency for teachers. However, Junior high school teachers also have particularity and importance in the education stage. In China, education of junior high school is the core stage of compulsory education

and a critical period for students' development. This period is the best stage for learning and the best period for cultivating students' psychological quality. Junior high school teachers are an important factor that affects students' learning and life. Thus, this study needs to focus on the junior high school.

Transformational leadership should be implemented in alignment with school policies, culture, and teachers' professional needs to ensure its effectiveness in enhancing teacher job performance. Including the incorporation of stimulating ideas, motivational inspiration, and personalized attention, school leaders can then guide and back up teachers towards the right course without anticipating that they adapt themselves to changes autonomously. Such alignment of strategy not only promotes a more structured workplace that is motivating, but also maximizes the impact of transformational leadership on task performance, contextual performance, and adaptive performance. However, a study showed that school leaders have low levels of transformational leadership skills. (He, 2023). They lack guidance on transformational leadership in managing schools, such as innovation and collaboration (Sulyukova, 2025). Therefore, the implementation and level of transformational leadership remain questionable and require further research.

School leaders can significantly improve teacher performance by using transformational leadership characteristics to manage the teaching staff. However, a lack of guidance from transformational leadership may affect teacher performance, and eventually, they feel anxious at work. This matter requires careful consideration, since deficiencies in the execution of transformative leadership may significantly contribute to the deterioration of teacher job performance. Teacher's job performance is so poor that s/he will cause serious damage to even the learning outcomes of students. (Basri, 2022) And education quality. Thus, the question of how to improve teachers' work performance must be considered.

The purpose of this research was to investigate any correlation between transformational leadership and teacher job performance in Qinhuangdao junior high schools, in China. As a result, the following objectives can be summed up:

- To evaluate the degree of work performance of teachers and transformational leadership.
- To examine variations in Employment outcomes of teachers according to years of expertise and gender.
- To examine the correlation between transformational leadership and teacher job performance.
- To investigate how teachers' job performance is affected by the elements of transformational leadership (romanticized impact (II), inspiring motivation (IM), stimulating thought (IS), and individualized concern (IC)).

Based on the research objectives, in this paper, there are seven hypotheses as follows:

- HA1: In Qinhuangdao, China, junior secondary school teachers' job effectiveness varies by gender.
- HA2: There are work experience differences in junior high school educators' employment concert in Qinhuangdao, China.
- HA3: The employment performance of junior high school instructors in Qinhuangdao, China, is significantly correlated with innovative leadership.
- HA4: There is a significant impact of idealized influence on junior high school teachers' job performance among junior high schools in Qinhuangdao, China.
- HA5: There is a significant impact of inspirational motivation on junior high school teachers' job performance in Qinhuangdao, China.
- HA6: There is a significant impact of intellectual stimulation on junior high school teachers' job performance in Qinhuangdao, China.
- HA7: There is a significant impact individualized consideration on junior high school teachers' job performance in Qinhuangdao, China.

Transformational Leadership

In 1973, Downton first asserted that the influence of leaders on their subordinates depends on several aspects, including transactions or obligations, and examined the complexities of leadership behaviour from the viewpoint of subordinates.

Burns introduced the concept of transforming leadership (TL) in 1978, and Bass expanded on it in 1985. More so, according to Endriulaitienė & Morkevičiūtė, (2020), motivates function of followers to achieve their goal by changing the mindset, change their thinking and believing, and change their values, rather than merely obtaining compliance, thereby influencing their behavior.

Fareed & Su, (2022) Identified transformative leadership as a particular style. This style refers to the school leader inspiring and cultivating a dedication among followers to prioritize the organization's interests over their agendas, thereby exerting a significant impact on those they lead, altering followers' perception of the current difficulties by assisting them in perceiving old problems from fresh perspectives and inspiring followers to invest effort to achieve collective goals. In addition, Kreitner & Kinicki, (2008) Asserted that transformational leadership can bring about significant organizational change and act as a catalyst for organization-wide change. It brings a fresh perspective or future vision to the table, instils a sense of loyalty in the hearts of those who follow it, and strengthens the resolve of those who support it.

Transformational leadership comprise four dimensions, namely II, IM, IS, and IC. According to Moss & Ritossa, (2007), II is a term that indicates the extent to which leaders are regarded as exemplary and motivating role models. IM refers to the extent to which the followers find in the spearhead's idea anything appealing and encouraging. The degree to which leaders inspire their subordinates to create and develop ingenious reasoning and discuss original options is considered intellectual stimulation. Followers receive support, encouragement, and coaching from leaders; this is accomplished through the use of individualized consideration.

Teacher Job Performance

Teacher job performance denotes a teacher's evaluation of their professional efficacy. Ali & Haider, (2017) Some of the studies suggest that the job performance of teachers may be complex. The elements encompassed in this context include lesson preparation, instructional methods, student assessment, dedication, extracurricular involvement, efficient supervision and evaluation, effective leadership, enthusiasm, and

regulation, along with instructional, professional, as well as private characteristics, and contextual performance. Saidin et al., (2024) Effective classroom management includes considering the difference in individual differences (aggressiveness, shyness) just as they add with the components enumerated above on task performance., employing consistent motivational strategies, utilizing appropriate teaching styles and approaches, and actively addressing students' difficulties and providing guidance.

Previous research has demonstrated that task success, contextual success, and adaptation are all components of the complex structure that is working efficiency. Task performance (TP) includes every action and activity that employees are required to execute formally inside the work process, about the knowledge and principles associated with job performance Rotundo (Perera, 2018). Next, what we call "contextual performance" (CP) occurs when workers are asked to do things beyond what is specifically expected of them in their jobs, such as coordinating with others and interacting with them in certain ways. Accordingly, the general definition of adaptive performance (AP) is the capacity to adapt to new situations and utilize what one has learnt to varying tasks due to changing work demands.

Gender and Work Experience

In demographic research, gender and work experience are important basic variables and are widely used to analyze group characteristics and their impact on behaviour, attitudes, and performance. Gender denotes the socially established attributes of women, men, girls, and boys. On the other hand, work experience denotes the aggregate of experiences acquired across various employment positions. Sallop & Kirby, (2007) Assumed that gender and work experience influence research results. Considering these factors in research can help to more fully understand the differences between different groups in research topics and improve the applicability and topics of research. Teacher job performance is also studied in relationship to gender as well as teacher career experience.

Gender and Teacher Job Performance

Gender role theory states that society has different behavioural expectations for men and women and that these

gender roles affect individual behaviour. The researcher noticed a discernible evidence gap in the previous studies regarding gender and teacher job performance. For example, Nelson Laird et al., (2007) argued that gender inequalities in the performance of core functions showed their indications about the number of project time of class hours allocated to various projects. Also, as Muralidharan & Sheth, (2016) noted, female educators had better success instructing their gender. When their instructors were female, they were more likely to excel in fundamental subjects. However, Anumaka & Ssemugenyi, (2013) examined no substantial disparity in the performance of different gender employees in essential work responsibilities. Besides, gender disparities are frequently neglected in research design. This study examined the gender disparities in teachers' work performance.

Work Experience and Teacher Job Performance

As a result of the past research, there are several research outcomes that are in disagreement with one another. Fiedler, (1970) Determined that education is the sole determinant of effective work performance and that working experience is not important. Conversely, Nugroho et al., (2023) Discovered that working experience positively leads the performance improvement (Syrlybekkyzy et al., 2024). Moreover, in the field of education, some studies have found that work experience is related to teacher effectiveness, certain research has indicated a correlation, and some studies have shown that work experience is linked to teacher work stress, whereas limited studies have elucidated the correlation between working experience and junior high school teacher job performance in China (Mohanapriya & Gomathi, 2017). Therefore, this research analyzed the difference between working experience regarding the instructor's effectiveness in a junior high school in Qinhuangdao, China.

Transformational Leadership and Teacher Job Performance

It has been suggested (Novitasari & Asbari, 2020) The behaviour of leaders or leadership itself can have an impact on the effectiveness of teachers working in certain institutions. It was believed (Rachmad et al., 2023) The transformational leadership style was extremely excellent and implemented in the context of schooling to ensure that subordinates have harmonious relationships with one another and to enhance the performance of teachers. Likewise, a

leader using the transformational leadership style positively enhances teacher performance. They have an inspiring influence and optimistic attitude, which is why. By reviewing the existent literature, it was discovered that there was a gap in the evidence examining the relationship between teachers' job effectiveness and transformative leadership. Thus, the study examined the connection between transformational management and the work done by junior high school teachers in China's Hebei province's Qinhuangdao. Fig. 1 illustrates the theoretical framework of the investigation of the variables under investigation.

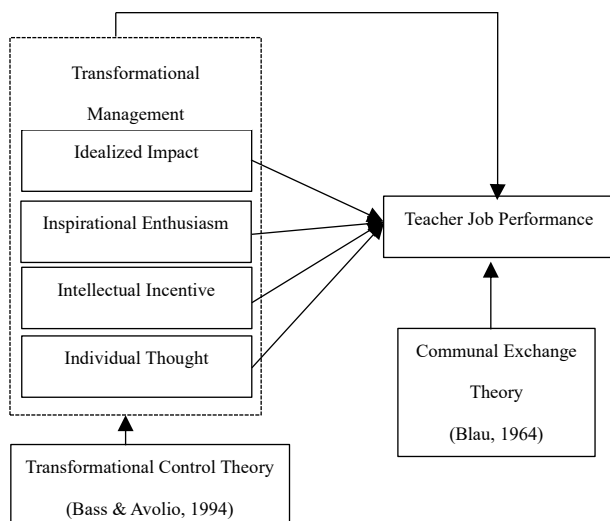


Fig. 1 The Theoretical Framework

According to social exchange theory, teacher job performance is best understood as an interaction in which one party gains the other's confidence and loyalty via acts of reciprocity. According to Settoon et al., (1996), it is fundamental to the dynamics between leaders and followers and between members and organizations. This theory connects effective leadership styles with educators, as transformational leaders inspire and support teachers, who, in turn, enhance their job performance to reciprocate. (Wang et al., 2005). Taken together, the main idea behind this study is to use social exchange theory to look into the link between TL and how well junior high school teachers do their jobs. It encompasses four dimensions: II, IM, IS, and IC. Furthermore, it underscores that school leaders enhance performance by encouraging and motivating educators.

Additionally, this study employs transformational leadership theory to elucidate a deep discussion, as suggested (Bass &

Avolio, 1994). It encompasses four dimensions: II, IM, IS, and IC. Furthermore, it underscores that school leaders enhance performance by encouraging and motivating educators.

II. METHOD

Research Design

To achieve objectives of the research, which used the quantitative and survey design. Descriptive statistics helps in giving an initial picture of the situation and distributional characteristics of a sample variable and also as initializing evidence of the relevance of a relationship between variables for subsequent analytic validation and initial research use (Creswell, 2015). It attempts to evaluate how teachers' job performance may be influenced by transformation leadership in general and gives credible quantitative analytical evidence.

Population and Sampling

The data was collected from instructors of junior high school working in the city of Qinhuangdao which is in the province of Hebei, China. There are thirty junior high schools with a teachers' pool of 4115 within the metropolitan region of Qinhuangdao. The sample size of this study is 351 (Krejcie & Morgan, 1970). The researcher, to increase its accuracy, opted to use a sample size of 510. This study employed random sampling to select participants, and each junior high school selected 17 teachers. The questionnaire was completed voluntarily in 30 junior high schools in January 2025. Participants were notified in the questionnaire guidelines that the data would remain confidential and utilized solely for research reasons. This screening process resulted in the elimination of ten questions that had invalid responses, while the retention of five hundred valid questionnaires resulted in an effective rate of 98.0%.

The demographic characteristics of teachers included 88 males (17.6%) and 412 females (82.4%). In terms of educational qualifications, 81 teachers (16.2%) held qualifications below an undergraduate degree, 243 teachers (48.6%) possessed a bachelor's degree, and 176 teachers (35.2%) had attained a master's degree. A total of 85 teachers (17.0%) had teaching experience of less than 3 years, 298 teachers (59.6%) had 3-5 years, 109 teachers (21.8%) had 5-10 years, and 8 teachers (1.6%) had 10 years or more of

experience. Regarding professional titles, there were 67 teachers (13.4%) with the second level teacher, 153 teachers (30.6%) with the first level teacher, 159 teachers (31.8%) with the associate senior teacher, and 121 teachers (24.2%) with the senior teacher. Table I delineates the population-based dispersion of the sample.

TABLE I INFORMATION ABOUT THE SAMPLE'S DEMOGRAPHICS
(N = 500)

	N	%
Gender		
Female	412	82.4
Male	88	17.6
Education Background		
Below undergraduate	81	16.2
Bachelor degree	243	48.6
Master degree	176	35.2
Working Experience		
< 3 years	85	17.0
3-5 years	298	59.6
5-10 years	109	21.8
> 10 years	8	1.6
Professional Title		
Second level teacher	67	13.4
First level teacher	153	30.6
Associate senior teacher	159	31.8
Senior teacher	121	24.2

Instruments

Based on established scale design experience, the study revised the scale in light of the specific context in the management model of Chinese middle school teachers to ensure that they can be accurately understood and analyzed. Ultimately, two scales were reconstructed: the transformational leadership scale as well as teacher job performance questionnaire. The next description describes the tools that were selected for this investigation because they exhibit validity and reliability. The test used a 5-point scale (1 being "strongly disapprove," and 5 being "strongly agree") to gauge participants' opinions.

Validity and Instrument Durability of the Test

SPSS with load factors and Cronbach's Alpha was utilized to evaluate the validity and reliability of the study tools; manual computations, however, were used, which involved AVE and CR. Assessment measurements were done to evaluate internal consistency, convergent validity, and discriminant validity. Loading indicators and Average Variance Extracted

value are used to evaluate the correctness of the convergent validity. It is important to realize that in the concept associated with discriminant validity, the constructs being examined are different from one another. This study employed the correlation coefficient as the standard to assess construct validity. Table II and Table III both showed the validity and reliability of the instruments.

TABLE II STATISTICAL MEASURES OF COGENCY AND
DEPENDABILITY

Make	Articles	Loading	AVE	Combination Reliability	Cronbach's Alpha
II	II3	0.619	0.729	0.886	0.800
	II4	0.949			
	II5	0.950			
IM	IM2	0.709	0.581	0.845	0.750
	IM3	0.637			
	IM4	0.874			
	IM5	0.807			
IS	IS1	0.806	0.563	0.837	0.739
	IS2	0.722			
	IS3	0.786			
	IS4	0.679			
IC	IC1	0.740	0.680	0.927	0.904
	IC2	0.874			
	IC3	0.882			
	IC4	0.672			
	IC5	0.891			
	IC6	0.863			
TP	TP7	0.871	0.682	0.951	0.940
	TP8	0.871			
	TP9	0.826			
	TP11	0.759			
	TP12	0.861			
	TP13	0.747			
	TP14	0.823			
	TP15	0.880			
	TP16	0.782			
CP	CP1	0.866	0.663	0.932	0.914
	CP2	0.866			
	CP3	0.877			
	CP4	0.877			
	CP5	0.741			
	CP6	0.751			
	CP7	0.700			
AP	AP3	0.746	0.674	0.943	0.917
	AP4	0.728			
	AP5	0.858			
	AP6	0.907			
	AP7	0.762			
	AP8	0.872			
	AP9	0.907			
	AP10	0.762			

TABLE III EACH VARIABLE'S CORRELATION COEFFICIENT

	1	2	3	4	5	6	7	8	9
1. II	-								
2. IM	.277**	-							
3. IS	.144**	.219**	-						
4. IC	.157**	.108*	.746**	-					
5. TL	.629**	.597**	.751**	.721**	-				
6. TP	.087*	.301**	.622**	.359**	.488**	-			
7. CP	.149**	.310**	.592**	.347**	.503**	.878**	-		
8. AP	.162**	.158**	.568**	.751**	.591**	.487**	.464**	-	
9. TJP	.153**	.300**	.689**	.555**	.609**	.922**	.915**	.743**	-

Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

Transformational Management

The transformational leadership scale, which was adopted and modified from (Li-Chaoping, 2005; Bass & Avolio, 1989), consisted of 22 items and was divided into four categories: a) II, b) IM, c) IS, and d) IC. This measure was revised in its terminology (e.g., school leaders and teachers) to align with the context of the participants. Four of the elements were kept once the construct reliability and validity procedure was completed; nonetheless, only seventeen of the items were able to satisfy the standards that were established. The reliabilities of the four factors are as follows: .800 for idealistic influence (n=3 items), .750 for IM (n=4 items), .739 for IS (n=4 items), and .904 for IC (n=6 items). The confirmatory factor analysis results indicated that the indicator loading for each item exceeds .60 (Fornell & Larcker, 1981), and the AVE value for each dimension falls within the range of .50 to .70.

Teacher Job Performance

The teacher job performance questionnaire was modified from the Performance Standards of (Limon & Nartgün, 2020). This questionnaire contained 33 items, and it was modified to fit the context of Chinese secondary education. All dimensions were the same as the original scale except for the subscales, and some items like those in the Chinese context were merged. Following the execution of the construct reliability and validity process, Only 24 components met the predetermined requirements, however, three elements were kept. This scale has a high degree of reliability, according to the reliability assessment. With an average size of 24 items,

the validity factor for teacher job satisfaction is 956. According to the CFA results, each item's AVE value is greater than 60 and its loading coefficient is greater than 70. In summary, there is a significant relationship between instructors' work effectiveness and all of these groups.

Data Collection

The researcher first compiled and presented details about the study, subsequently submitting formal requests to the principals of 30 middle schools in Qinhuangdao, China. After obtaining permission, the principals of every junior high school assisted the researcher in distributing surveys to participants. Participants were chosen utilizing the random sampling technique. Besides, the research employed two collection ways, as web-based survey and an email survey during the process. After obtaining the consent of the participants, the investigation's questionnaire's data will be sent to each participant's email and social media profiles.

III.RESULTS

RQ1: What is Teacher Job Performance and Transformational Leadership Level?

The results were classified into: high (> 4.00), moderately high (3.01-4.00), intermediate (2.01-3.00), lower (1.01-2.00), and very low (0.00-1.00), as proposed in (Ithnain & Saidin, 2021). Table IV presents the mean values along with their interpretations for each element. The research results indicate that transformational leadership consists of three high-level components and one moderately high-level requirement, with Inspirational Motivation ($M = 4.281$, $SD = 0.611$)

demonstrating the best performance. According to this, junior high school instructors think that administrators inspire them to do a better job. The next-highest component ($M = 4.207$, $SD = 0.604$) was the element of IC, which is consistent with the Chinese Ministry of Learning's (MOE, 2022) goal of optimizing teacher training material and strategies for enhancing work performance. The element of idealistic influence showed the lowest mean value ($M = 3.940$, $SD = 0.701$), while the factor of IS showed the highest mean level ($M = 4.181$, $SD = 0.564$). This result showed an acceptable level of career achievement for teachers ($M = 3.935$, $SD = 0.615$) and an elevated level of TL ($M = 4.152$, $SD = 0.416$).

TABLE IV STATISTICAL ANALYSIS OF THE MEAN VALUES AND DESCRIPTIVE ANALYSIS OF TRANSFORMATIONAL LEADERSHIP AND INDIVIDUAL TEACHER JOB PERFORMANCE LEVELS

Variables and Construct	Mean (M)	Standard Deviation (SD)	Level
1. Transformational Leadership	4.152	0.416	High
Idealized Influence ¹	3.940	0.701	Moderately High
Inspirational Motivation ¹	4.281	0.611	High
Intellectual Stimulation ¹	4.181	0.564	High
Individualized Consideration ¹	4.207	0.604	High
2. Teacher Job Performance	3.935	0.615	Moderately High

RQ2: What are the Gender and Working Experience Differences in Teacher Job Performance?

According to Table V, the t-test results revealed a disparity in the average job performance among male educators Female

instructors ($M = 3.965$, $SD = 0.589$) and male teachers ($M = 3.792$, $SD = 0.714$). The findings showed that junior high school teachers' job effectiveness varied by gender ($t = -2.403$, $p = 0.017$, $p < 0.05$). Consequently, the HA1 received backing.

TABLE V T-TEST OF TEACHER JOB PERFORMANCE BY GENDER

Gender	N	Mean (M)	Standard Deviation (SD)	t-value	P	df
Male	88	3.792	0.714	-2.403	.017	498
Female	412	3.965	0.589			

The researcher employed a one-way ANOVA test to examine variations in junior high school teacher job performance based on years of experience in the profession. The equality of variances across the groups being compared is one of the presumptions of one-way ANOVA. The ANOVA table revealed that the p-value was less than 0.05, with a significant value of 0.017. Based on these findings, we may reject the null hypothesis (that teachers' job effectiveness does not vary with their years of experience). Consequently, the results demonstrated that the amount of experience a teacher has had on the job significantly affected their job performance ($F = 2.799$, $p = 0.040$, $p < 0.05$). Compared to teachers with 3-5 years of experience, those who are new to the profession (less than 3 years) show significant differences in job performance. This difference in work experience becomes more evident over the long term, with those having 5-10 people with years of experience outperforming those with over ten years. Table VI shows that teachers with 5–10 years of experience performed at the greatest average level on the job ($M = 4.003$, $SD = 0.567$), while those with more than 10 years of expertise performed at the lowest degree ($M = 3.650$, $SD = 0.937$). Thus, HA2 was accepted.

TABLE VI WORKING EXPERIENCE-BASED TEACHER JOB PERFORMANCE ANOVA

Variable	<3 years (n=86)		3-5 years (n=304)		5-10 years (n=102)		> 10 years (n=8)		F	P	LSD
	M	SD	M	SD	M	SD	M	SD			
Teacher Job Performance	3.80	.712	3.957	.586	4.003	.567	3.650	.937	2.799*	.040	1<2 1<3

RQ3: What connection exists between innovative management and the work performance of teachers?

Table VII describes the interaction between junior secondary school education experts and the TL in their respective

responsibilities. TL and teacher job performance were found to be significantly correlated by the Pearson correlation coefficient (r) ($r = 0.609$, $p < 0.01$). HA3 was approved as a result. The results show a strong relationship between revolutionary management and junior high school teacher job

performance. These findings explained that the stronger the TL of school leaders, the higher the teachers' task, contextual and adaptive performance.

TABLE VII THE ASSOCIATION BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEACHER JOB PERFORMANCE

Variables	N	Mean	Standard Deviation (SD)	1	2
1. Transformational Leadership	500	4.152	.416	-	
2. Teacher Job Performance	500	3.935	.615	.609**	-

** significant at level 0.01 (2-tailed)

RQ4: What is the influence of transformational leadership dimensions on teacher job performance?

Multiple linear regression is shown in Tables VIII and IX. Upon analysis, it was shown that only three components of transformational leadership were identified as substantial factors in teacher job performance, accounting for 50.4% of the variation ($R^2 = 0.504$, $F = 125.554$, $p < 0.01$). These components were IM, IS, and IC. Therefore, these four elements were dimensions for teacher job performance among junior high schools in Qinhuangdao City, China.

Transformational leadership - focusing on IS - was the primary factor that contributed 47.30% to the work performance of junior high school educators in this study ($\beta = 0.570$, $t = 11.716$, and $p < 0.05$). Therefore, the job achievement of junior high school instructors would improve by 0.688 for every unit increase in IS. The subsequent component was inspiring motivation ($\beta = 0.160$, $t = 4.743$, and $p < 0.05$), contributing 2.20% to teacher job performance. So, junior high school teachers' job performance would rise by 0.152 units with a one-unit increase in IM. Moreover, the third dimension was individualized consideration ($\beta = 0.111$, $t = 2.307$ and $p < 0.05$) and has made a 1% contribution to the job performance of junior high school teachers. Each unit rise in individualized consideration correlates with a 0.111-unit enhancement in junior high school teachers' job performance. But IC is not significant ($\beta = 0.010$, $t = 0.286$ and $p > 0.05$). Thus, HA4 was not accepted, while HA5, HA6, HA7 was accepted.

TABLE VIII ANALYSIS OF MULTIPLE LINEAR REGRESSION VARIABLES

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate	F
1	.710 ^a	.504	.500	.435	125.554

- Predictors: Constant, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Inspirational Motivation
- Dependent Variable: Teacher Job Performance

TABLE IX THE EFFECT OF ELEMENTS IN TRANSFORMATIONAL LEADERSHIP ON TEACHER JOB PERFORMANCE

	Unstandardized Coefficients		Standardized Coefficients	t	P
	B	Std. Error	Beta		
Unbroken	.139	.197		.705	.481
Inspirational Motivation	.161	.034	.160	4.743	.000
Intellectual Stimulation	.622	.053	.570	11.716	.000
Individualized Consideration	.113	.049	.111	2.307	.021
Idealized Influence	.008	.029	.010	.286	.775

Dependent Variable: Teacher Job Performance

IV. DISCUSSION

Level of Educator Job Performance and Transformational Leadership

The degree of transformative leadership was greater ($M = 4.152$). This indicates that TL may have been utilized to a moderate extent within the district. Zhang et al., (2022) reported a significant degree of TL application ($M = 4.34$). Higher economic development often means a more inclusive and open social environment, which has led to a change in organizational management. At the same time, in a spirit of equality and cooperation, teachers, school leaders, and students are more motivated to provide better suggestions and feedback to management, which leads to the promotion and improvement of transformational leadership in teacher management. On the contrary, in this study, the results suggested a medium-high level of teacher job performance in

junior high schools ($M = 3.935$). This suggests that teachers' overall performance is good in this district.

Differences in Job Performance of Teachers by Gender and Time

Depending on the gender of the instructor, the study indicated a variation in the job performance of teachers working in junior high schools. The conclusions of a prior work (Chudgar & Sankar, 2008) This is supported by this result. For instance, Chudgar & Sankar, (2008) Attempted to assess the potential differences in terms of gender and used statistical methods to find out their potential statistical differences which correlate with the potential differences in thinking as well as the potential differences in behavioural styles between male and female genders. Also, considering teaching as an experience-oriented job, the growth in experience generated by years working as well as the differences in behaviour due to the increase in the number of years working were further focused on, which in turn led to the evidence of quantitative analysis of years of experience on job performance. Besides, the job performance of new teachers was the lowest, which supported Saidin et al., (2020) Findings. They believed that new teachers in schools remain questionable and need further research. Therefore, school administrators should pay attention to teachers' gender characteristics and work experience, provide stable support and development opportunities for teachers at different stages, and improve teachers' performance and teaching quality.

The Relationship between Transformational Leadership and Teacher Job Performance

This study mentioned a significant correlation between TL and junior high school teachers' job performance. The result aligns with other prior research conducted (Muliati et al., 2022). Specifically, when educators regard their principal's leadership style as more transformational, their performance in the role is enhanced. School leaders can first use TL to achieve better-expected outcomes, including building a more united team and fostering a disciplined work spirit. These factors can inspire teachers to have better work motivation and improve their sense of team belonging and responsibility. Furthermore, TL can help middle school leaders achieve their ultimate management goals, namely, establishing a stable teaching team and achieving the highest work performance.

The Impact of Innovative Leadership Components on Teachers' Job Achievement

The findings showed that the four different categories of elements, II, IM, IS, and IC, all have potential performance impact effects on teachers' work and showed differential modes of influence and impact effects. Further evidence from quantitative analyses showed that only three elements had a significant ability to intervene in teachers' job performance. The analysis of the four key components of TL revealed that only three elements significantly predicted teacher job performance in junior high schools. Nevertheless, the aspect of II did not demonstrate a substantial impact on teacher job performance, despite the mean level being moderately high. The possible reason for this result is that the measurement of teacher job performance may focus more on the completion and performance of actual tasks, while Idealized Influence is more reflected in the emotional level and the shaping of values, which may lead to unclear prediction effects.

On the other hand, this study elucidated that TL significantly impacts junior high school teachers' job performance, particularly in the realm of IS. Although teaching and learning are considered to be established programs based on a mature body of knowledge, their implementation still faces additional challenges and conflicts due to student differences and teacher differences, which require further innovation and critical thinking. Creativity in teacher performance is reflected in curriculum design, instructional design, and student communication to transform face-to-face course content into a more efficient knowledge transfer process and improve the quality of teaching and learning. Therefore, school administrators should encourage teachers to develop innovative and critical thinking skills. By encouraging teachers to try new teaching methods, teachers' creativity and work performance will be improved. This is because, in the modern education system, education reform emphasizes the promotion of teachers' teaching innovation and professional development. The school environment where teachers work and the society's emphasis on innovation make IS an effective leadership strategy that can directly affect teachers' job performance.

V. CONCLUSION

This study's findings are rather constrained. Teachers at junior high schools are the first topics. Consequently, the findings are solely appropriate for Chinese junior high school backgrounds. Furthermore, given the study's sample consisted solely of senior high school instructors in Qinhuangdao, China, the findings cannot be applied to all elementary school instructors in Fine China. Future research may be expanded to additional cities. Second, the survey method based on questionnaire scales cannot eliminate evaluation biases caused by participants' subjective feelings, which need to be supplemented and verified with further qualitative data (such as interviews) to provide more in-depth analytical evidence. Finally, this study shows that TL and self-efficacy are specific variables that are closely related to teacher job performance, but there are other variables worth exploring in future research, such as work engagement, commitment, and motivation.

This study endowed the school administrators with the knowledge of how transformational leadership influences the job performance of Jr. high school teachers thereby improving their talent governance and the team management capacity of their teaching team as well increase on teacher performance through the transformational leadership approach. Consequently, this study illustrates that inherent elements of transformational leadership which can forecast teacher job performance are IS, IM and IC. When teachers receive IS, IM, and individualized consideration from their leaders, they are more likely to stay motivated, actively engage in their work, and continuously enhance their professional competence. Deep research is crucial for identifying the attributes of transformational leadership. Such programs can enhance and sustain teacher competence to established standards, thereby influencing teacher job performance accordingly. This aligns with the Chinese government's educational reform initiative, which advocates for innovative educational approaches and fosters reform in education.

Studying junior high school teachers' job performance from a transformational leadership perspective as the theoretical contribution. They also indicate that the findings of this study can be used as source material for school administrators,

junior high school teachers and policymakers to continuously improve teacher performance, particularly during the period of the Double Reduction Policy. School administrators should adopt elements of transformational leadership, such as IS and IC, to support teachers' professional development and improve their task and contextual performance. In addition, junior high school teachers can improve their adaptive performance by actively responding to the transformational leadership of administrators and continuously improving their teaching methods. At the same time, they can also establish good communication and interaction with administrators to obtain more targeted support to improve situational performance and better face educational reforms and changes. Moreover, policymakers should formulate policies that support transformational leadership practices and encourage leaders in the field of education to improve their leadership through training and development programs, thereby improving teachers' job performance.

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