Review Article

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Influence of Transformational Leadership on Job Performance in the Education Context - A Review

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ABSTRACT

The purpose of this study was to conduct a systematic review of existing empirical investigations on the influence of transformational leadership on job performance within the education context. A systematic literature review with a meta-analysis has been executed, focusing on the following objectives: To develop working definitions for transformational leadership and job performance, to discuss the influence of transformational leadership on job performance in the education context and to investigate gaps regarding the influence of transformational leadership on job performance in the education context. By thoroughly analysing the definitions of the two concepts working definitions were developed for both. Two prominent databases, Google Scholar and ResearchGate were utilized to locate relevant literature and review the existing empirical investigations related to formal education. Initially, 54 articles from 2018 – 2023 were referred, and after screening only seven were systematically analysed as the research sample. The review found that transformational leadership in the context of education significantly influences job performance. The gaps that were investigated include conducting longitudinal studies, applying triangulation techniques, analysing additional variables, increasing sample size, and broadening the scope to include diverse population groups and sectors. The findings will assist educational leaders in understanding the significance of the phenomenon and potential benefits. Through meta-analysis, future research has highlighted the influence in colleges of education and specialized schools for individuals with disabilities.

Keywords: Education; Influence; Job Performance; Transformational Leadership

Background

Leaders have a crucial function in organizations since they enable and assist employees in achieving their goals and objectives (Kalsoom, Khan & Sohaib Zubair., 2018). However, a successful leadership style is necessary for managing an organization due to the dynamic nature of the current global environment (Musaigwa, 2023; Korejan & Shahbazi, 2016).

Leadership in the field of education is essential for the successful and efficient execution of operations to achieve educational goals (Amalia *et al.*, 2020). According to Al-Harthy, Nor & Yusof., (2016), the influence of leaders within educational institutions is considerable, as they play a crucial role in shaping the future of society. Hence, the education sector is vital for the development of a country. Education manifests itself through diverse channels, presenting three distinct modes: formal, non-formal, and informal (Adesemovo & Sotonade, 2022). Accordingly, formal education is a meticulously planned and systematically structured mode of learning. These institutions encompass a broad spectrum, including primary and secondary schools, specialized schools catering to the needs of individuals with disabilities, colleges, colleges of education, and universities. However, different leadership styles, such as transformational, transactional, democratic, autocratic, and laissez-faire, can affect organizational culture, decision-making processes, and overall effectiveness within educational settings. However, (Bass, 2000) suggested that future leaders in educational organizations would exemplify the characteristics and practices of transformational leadership.

Transformational leadership plays a key role in guiding organizations by motivating and nurturing employees to achieve goals. In education, such leadership is vital for organizational success. Teoh *et al.* (2022) recommended studying its impact on job performance within educational settings, while Rafiq, Khan & Baig (2022) emphasized expanding this research to various educational domains and stages. Miles (2017) highlighted the lack of focused theories and research on this topic. Reviewing existing literature on transformational leadership's influence on job performance is essential for maintaining educational excellence and guiding future research. This paper addresses these objectives comprehensively.

1. To develop working definitions for transformational leadership and job performance
2. To examine the influence of transformational leadership on job performance in the education context
3. To investigate gaps regarding the influence of transformational leadership on job performance in the education context

Methods

A systematic literature review with meta-analysis was conducted to meet the study's objectives. Lamé (2019) emphasized that this method rigorously collects and analyzes scientific data in a transparent, reproducible manner. Following Khan et al.'s (2003) five-step approach—formulating review questions, identifying relevant studies, assessing study quality, synthesizing evidence, and interpreting findings—ensures comprehensive evidence synthesis. Hansen, Steinmetz & Block., (2022) described meta-analysis to summarize research on a particular question, providing valuable insights and highlighting areas for further investigation. This study aims to guide future research by presenting an overview through systematic review and meta-analysis.

Results & Discussion

Transformational Leadership

Different terms for transformational leadership include 'visionary leadership' and 'inspirational leadership' (Yukl, 2013). Table 1 shows the summary of definitions of transformational leadership with comments in chronological order.

Table 1: Definitions of Transformational Leadership with Comments

Author(s) and Year	Definition	Comments
Burns & Ward (1978) as cited in (Yücel & Richard, 2013)	The phenomenon wherein individuals engage in social interactions leads to increased levels of morality and motivation among both leaders and followers.	It has the power to move followers from lower to higher degrees of need, consistent with Maslow's (1954) hierarchy of needs.
Bass (1980) as cited in (Yücel & Richard, 2013)	An inspiration to others, inspiring them to go above and beyond what they once believed was possible.	To the benefit of the team or organisation, leaders inspire followers to put their own interests aside. Idealised influence, motivating inspiration, intellectual stimulation, and individualized consideration are the four elements of this leadership.
(Podsakoff *et al.*, 1990)	The nature of transformational leadership is multifaceted and complex.	According to their assessment of the relevant literature, transformative leadership is distinguished by a minimum of six fundamental qualities.
Bass *et al*, (2003) as cited in (Yücel & Richard, 2013)	Transformational leaders motivate and inspire their subordinates to achieve the goals of the organisation.	Leadership influences the outcomes of both organisations and individuals.
(Yukl, 1999)	A transformational leader is inclined to engage in actions aimed at empowering followers and fostering a partnership mentality in the pursuit of significant objectives.	The vague classifications of leader categories often adopt basic preconceptions, which limit leadership understanding.
(Khatri, 2005)	A clear vision and charisma are characteristics of transformational leadership.	Leaders are classified into four types: visionary charismatic leaders (transformational), non-visionary charismatic leaders, non-charismatic visionary leaders, and non-visionary non-charismatic leaders.
(Warrick, 2011)	Transformational leaders are skilled in inspiring others, bringing about change, and transforming organisations.	Organisational development and transformative leadership work better together.
(Rayna, 2017)	Presents five I's, integrated autonomy being one of them.	Without leader interference, employees make decisions and act independently.
(Astuty & Udin, 2020)	Transformational leadership is an important factor that influences employee performance and affective commitment	The employees with affective commitment are innovative.

Source: Developed by the Researchers Based on Literature

Burns & Ward (1978) as cited in Yücel & Richard (2013), transformational leadership aimed to boost morale and motivation among both leaders and followers. Bass (1980) defined this concept as four dimensions, charisma, inspirational motivation, individualized consideration, and intellectual stimulation (Yücel & Richard, 2013). Then, by 1990, it had been identified as multifunctional (Podsakoff *et al.*, 1990). According to (Khatri, 2005), clear vision and charisma were regarded as crucial characteristics of transformational leaders. It became clear that transformational leaders promote change, and creativity, and are committed to achieving major results (Warrick, 2011). Additionally, transformational leaders

influence affective commitment and display more innovation in their performance (Astuty & Udin, 2020). More recently, a fifth factor, integrated autonomy, was added to emphasize followers' freedom (Rayna, 2017). Then transformational leadership is an essential concept for the success of the organization and the working definition of it is as follows,

Leaders who, through charisma, motivate and inspire employees, nurturing their potential and encouragement in a positive organizational environment to achieve the organization's vision.

Job Performance

In 2017, Ramawickrama, Opatha & PushpaKumari had noted that researchers often use various terminologies interchangeably in academic and professional literature when discussing job performance. Alternative names for this concept include "employee performance," "work performance," and "individual work performance". Table 2 shows the summary of definitions of job performance with comments in chronological order.

Table 2: Definitions of Job Performance with Comments

Author(s) and Year	Definition	Comments
(Lawler & Porter, 1955)	Job performance refers to the level of productivity and output demonstrated by an individual.	Job performance is tied to employee behaviour.
(Bass, 1980)	Team productivity refers to the aggregate output of a team, which is determined by summing the individual contributions of each team member.	Roles are assigned and organised according to individual talents to promote individual involvement.
(Hunter, 1986)	General cognitive capacity is a crucial indicator of job performance across all occupations.	It applies to jobs that are 'manual' or 'mental'.
(Murphy & Kroeker, 1988)	Performance on the job is regarded as goal-oriented work.	Achieving goals is contingent upon performance dimensions, which are essentially the behaviours demonstrated in the workplace.
(Campbell *et al.*, 1996)	Workplace behaviour and job performance are similar.	The behaviours are quantifiable and observable.
(Motowidlo, Borman & Schmit,2014)	The aggregate worth that an individual contributes to the organisation by performing distinct behaviours within a specified period.	It assumes that job performance is a multidimensional construct that is subject to evaluation and consists of behaviours that transpire in episodes.
(Motowidlo & Kell, 2003)	The aggregate anticipated worth of an individual's particular actions within a defined timeframe.	Performance is a quality inherent in behaviour.
(Pushpakumari, 2008)	The level of effort exerted by an employee in their employment.	This view believes that employee skills and talents stay stable.
(Campbell & Wiernik, 2015)	Individuals' actions and behaviours that contribute to the accomplishment of the organization's objectives.	It includes all the activities carried out by individuals that contribute to varying degrees, to the accomplishment of the organization's goals.
(Augustrianto, Rahayu & Adi Wibowo., 2018)	A record of jobs and activities finished over a given period	It can be measured.
(Jabeen & Rahim, 2021)	Financial and non-financial outcomes of an organization	Measured giving monetary values.

Source: *Developed by the Researchers Based on Literature*

According to Lawler and Porter(1955)**,** the concept of job performance has expanded beyond measuring production quantity and quality to include various factors. Initially focused on task outputs, then recognized the importance of both individual and team contributions, highlighting the value of

collaboration (Bass,1980). In 1986, Hunter highlighted cognitive abilities and the application of new knowledge as vital and emphasized intellectual engagement and problem-solving skills in complex work environments. Goal concentration and observable behaviours are also prioritized, linking goal-directed, quantifiable actions within a defined timeframe to organizational success (Motowidlo & Kell,2003). Modern evaluations consider both effort and alignment with organizational goals, incorporating cooperation, problem-solving, and company values. Then, Campbell and Wiernik(2015) regarded tangible and intangible contributions employees make to their organizations. Similarly, (Augustrianto, Rahayu & Adi Wibowo., 2018) described that job performance is measurable since it is considered a record of jobs and activities finished within a time frame. Then (Jabeen & Rahim, 2021) defined it as giving monetary value to them. Referring to the above discussion, job performance is an important construct for the employer and the employee. Then the working definition of it is as follows,

The behaviour and actions, both financial and non-financial, revealed by employees and employers within a specified timeframe, aimed at achieving the objectives of the organization.

Influence of Transformational Leadership on Job Performance in the Education Context
Transformational leadership significantly impacts job performance across various contexts, including educational settings. According to Lasiny, Astuti, and Utami (2021), effective leadership characteristics contribute to organizational success, with transformational leadership recognized as a key strategy for enhancing job performance (Mamahit & Pangaribuan, 2024). Bass *et al.* (2003) identify four core elements of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Leaders employing these qualities can inspire and motivate employees, boosting engagement and productivity (Astuty & Udin, 2020). This approach fosters innovation and enhances efficiency, further improving job performance (Sjahruddin, Sari & Hakiki, 2024). In educational institutions like schools and universities, transformational leadership positively influences staff performance by fostering a supportive and inspiring environment.

Systematic Literature Review
In 2019, Lamé explained the importance of applying the 'systematic literature review' method in research. It is a rigorous approach to gathering and analyzing scientific information in a transparent and reproducible manner, to address a specific research issue. As to the methodology proposed by Khan *et al.*, (2003), a systematic literature review adheres to a well-defined five-step approach. The purpose of this process was to guarantee a thorough and systematic method for combining scientific evidence. The steps are formulating review questions, identifying pertinent research, evaluating the quality of selected studies, synthesizing the evidence and interpreting the findings.

Formulating Review Questions
This includes specifying the scope and boundaries of the inquiry to guide the subsequent stages of the review process Khan *et al.*, (2003). The current research concentrates on, 'how to review gaps in the influence of transformational leadership on job performance in education?' and the review questions are, 'what are the key studies (2018 - 2023) available on the influence of transformational leadership on job performance? and 'what are the gaps in the influence of transformational leadership on job performance in education?'.

Identifying Pertinent Research
According to Khan *et al.*, (2003), the next step was to conduct a comprehensive and systematic search for relevant literature. This involves searching multiple databases, using specific keywords, and applying predetermined inclusion and exclusion criteria to identify studies that align with the defined research questions. It is shown in Table 3 and Figure 1.

Table 3: Applied Inclusion and Exclusion Criteria

No	Step	Inclusion Criteria	Exclusion Criteria
1	Identification	Reviewed only full-text articles	Duplicated articles removed
2	Identification	Articles published in English language only	
3	Identification	Articles including variables, transformational leadership, job performance	
4	Screening	Be a formal education institute	
5	Screening	Year of publication between 2018 - 2023	
6	Screening	Articles with key terms, 'influence' or 'impact' or 'effect'	The terms 'relationship' or 'nexus' removed
7	Screening	Outlined 'limitations' and 'areas for future research'	

Source: Developed by the Researchers

Reviewed the title for any reference to "job performance" (Hussain & Nadeem, 2023) or similar phrases like "teacher Performance" (Rinaldi, Suhaimi & Dalle., 2021). This evaluation ensured that only high-quality evidence was used in the synthesis by removing duplicate articles. Accordingly, the article by Balasuriya and Perera (2021) was excluded and the rest fifty-three were further screened.

Next, the inquiry meticulously scrutinized the 'limitations' and 'areas for future research' outlined in all the selected scholarly articles, aiming to acquire any overlooked information about the influence being studied. As a result, fourteen articles were excluded and only seven were left. The gaps included were a comprehensive review of the field (Ahmad ,Bakhsh & Rasool., 2019), country or region of study (Hussain & Nadeem, 2023), sample sizes (Tanjung *et al.*, 2020), target populations (Ahmad, Bakhsh & Rasool., 2019), methodologies employed (Hussain & Nadeem, 2023), variables analyzed (Tanjung *et al.*, 2020) as well as any related factors (Rinaldi, Suhaimi & Dalle., 2021), and outcomes explored in previous investigations. By carefully evaluating these aspects, the research objectives were effectively met, providing a thorough understanding of the subject matter. Figure 1 shows the flow diagram of the included studies.
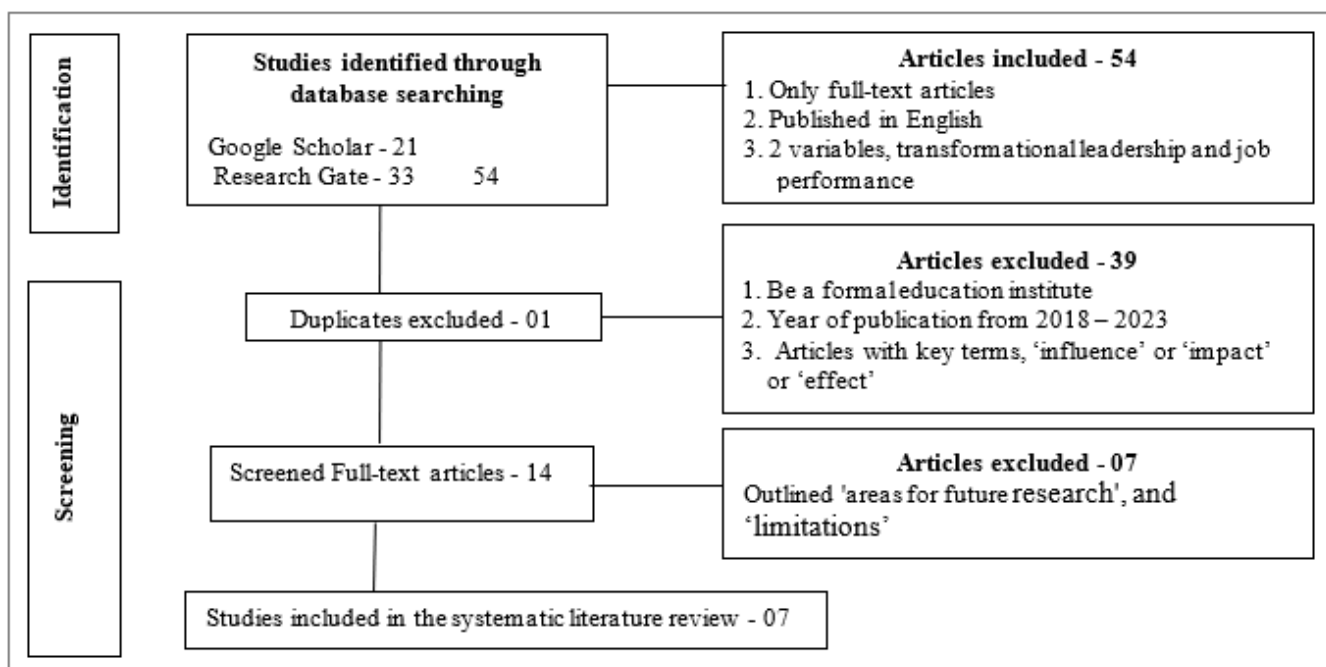
Figure 1: Flow Diagram of the Included Studies

Source: Developed by the Researchers Based on Literature

Evaluating the Quality of Selected Studies

The review critically appraised study quality by analyzing titles and abstracts, focusing on keywords like "influence" or "impact" (Khan *et al.*, 2003; Rinaldi, Suhaimi & Dalle., 2021; Al-Harthy, Nor & Yusof., 2016). Studies mentioning these terms were prioritized for further investigation. A detailed examination of limitations and future research sections identified unexplored gaps (Firmansyah *et al.,* 2022; Ahmad, Bakhsh & Rasool., 2019). Table 4 summarizes formal education institutions studied, ensuring a comprehensive understanding of influence within the educational context.

Synthesizing the Evidence

Once the quality of selected studies is determined, the next step involves synthesizing the evidence (Khan *et al.*, 2003). Accordingly, this may include summarizing key findings, conducting a meta-analysis if appropriate, and identifying patterns or trends across the selected studies to derive meaningful insights.

Table 4 was used to summarize key studies on the influence of transformational leadership on job performance in the education context. This table featured columns for author(s) and year, description of the study, population, country of origin, research methodology employed, and gaps. The use of tables enabled the systematic arrangement and consolidation of data, resulting in a more concise and easily understandable presentation of the research findings within each context.

Table 4: Key Studies on the Influence of Transformational Leadership on Job Performance in the Education Context

Country of Origin	Research Type	Gaps Identified
Pakistan	Quantitative based on correlational research design	Longitudinal research is suggested, exploring public universities in other regions using the same instruments, Including non-academic staff from different departments
Pakistan	Quantitative approach	Should expand to other areas and levels, enriching job performance assessment by including additional indicators
Turkey	Quantitative approach	Should explore multiple leadership styles longitudinally
Indonesia	Quantitative approach	To further investigate the study's variables and explore other related influencing factors
Indonesia	Quantitative approach	Add more variables, increase respondent numbers, and expand the research area.
India	Quantitative approach	Government college principals and public leaders should also be considered.
Yemen	Quantitative approach	Employ a triangulation technique, integrating multiple research methods for a more robust investigation.

Source: Developed by the Researchers Based on Literature

Author(s) & Year	Description	Population
(Hussain & Nadeem, 2023)	Transformational and Transactional leadership styles had a more significant influence on job performance	University academicians
(Rafiq, Khan & Baig, 2022)	Leadership styles had a moderately positive and significant influence on job performance.	Public secondary school teachers
(Firmansyah *et al.*, 2022)	Transformative leadership influences both job performance and job satisfaction.	Teachers and civil servants of public schools
(Rinaldi, Suhaimi & Dalle, 2021)	Principals' transformational leadership influences teacher performance.	Vocational High School teachers
(Tanjung *et al.*, 2020)	Transformational leadership positively influences teacher performance.	Islamic school teachers
(Ahmad, Bakhsh & Rasool, 2019)	Idealized influence and inspirational motivation are the primary predictors of teacher performance.	Principals of Public secondary schools
(Alzoraiki *et al.*, 2018)	All dimensions of transformational leadership positively influence teachers' performance.	Public school teachers

Interpreting the Findings

The final step involves interpreting the synthesized evidence in the context of the research questions (Khan *et al.*, 2003). This includes discussing the implications of the findings, identifying any limitations in the existing literature, and offering recommendations for future research or practical applications.

In 2023, Hussain and Nadeem concluded that work performance is moderately influenced by transformational leadership with university academicians in Pakistan. Additionally, they have concluded that leadership styles exerted a more significant influence on job performance than motivation. A recent study conducted by (Rafiq, Khan & Baig., 2022) revealed that the influence of leadership styles on job performance among secondary school teachers is positive and significant. Similarly, the performance of teachers in Yemeni public institutions would be improved by the presence of all four dimensions of transformational leadership (Alzoraiki *et al.*, 2018). In 2020, the same was concluded by Tanjung and the team with Islamic school teachers in Indonesia. The study (Rinaldi, Suhaimi & Dalle,2021), concluded that the transformational leadership of the principal had a direct influence on the performance of vocational high school teachers. However, inspirational motivation and idealized impact are the most important indicators that influence teacher performance in public secondary schools in India (Ahmad, Bakhsh & Rasool., 2019). The findings of the study (Firmansyah *et al.*, 2022) led to the conclusion that the performance of teachers and government officials in Turkish schools is influenced by the transformational leadership style of the principal.

The study identified that transformational leadership in the education context influences job performance and was proved by reviewing the literature. It revealed that transformational leadership in the education context positively influence job performance. A thorough examination of the articles presented in Table 4 was carried out to pinpoint any gaps in comprehending the influence of transformational leadership on

job performance in the education context. This comprehensive examination explored various research avenues, conducting longitudinal studies, employing triangulation techniques, expanding the scope to analyse more variables, increasing sample sizes, and considering a broader range of population groups and sectors.

The reviewed studies by Hussain and Nadeem (2023) and (Firmansyah et al., 2022) were limited to cross-sectional design and did not involve time series data. With the involvement of time series data, a longitudinal approach would provide a different explanation. The longitudinal perspective of university teachers of Punjab, Pakistan would allow researchers to track developments and variations in the influence of transformational leadership on job performance over time, thus providing a richer and more comprehensive explanation of their influence. Alzoraiki *et al.*, (2018) have suggested applying a triangulation approach in future research with Yemeni public schools in Sana'a, Republic of Yemen. It enhances validity and provides a more holistic perspective on the research topic. Rafiq, Khan & Baig., (2022) recommended broadening assessment criteria for job performance to achieve a more comprehensive perspective on improved performance of the members of teaching faculty in Pakistan. Thus, future performance evaluations should incorporate diverse indicators to accurately reflect contributions. Tanjung *et al.,* (2020) suggested further research to consider exploring additional variables or introducing new ones, along with increasing the number of respondents and expanding the research area. This approach will enhance the depth and breadth of the study (Tanjung *et al.,* 2020) while (Rinaldi, Suhaimi & Dalle.,2021) suggested a more comprehensive understanding of the phenomenon by conducting with other related influencing factors. Leaders in the public domain and principals of government colleges in India can offer useful insights on idealized impact and inspirational motivation (Ahmad,Bakhsh & Rasool.,2019).By exploring these avenues, the review sought to shed light on previously overlooked aspects and provide insights into the influence of transformational leadership on job performance within the education context.

Meta-Analysis

Table 5 and Figure 2 depict a thorough overview of the meta-analysis conducted by referring to relevant papers from 2018 to 2023, with an emphasis on formal educational institutions. When screening it was focused on articles with 'areas for future research' and it did not include articles from specialized schools catering to the needs of individuals with disabilities and colleges of education. The graphic depicts both domains addressed in previous studies and potential contexts for future investigation. Notably, it demonstrates that research was undertaken at all educational levels, including primary and secondary schools, colleges, and universities.

Table 5: The Incorporation of the Reviewed Article and the Corresponding Institution Type

Type of Institution	Number of Articles	Number of Articles %	Articles Reviewed or Not
Primary & Secondary Schools	5	72%	√
Specialized Schools	0	-	X
Colleges (career colleges, vocational-technical colleges)	1	14%	√
Colleges of Education	0	-	X
Universities	1	14%	√

Source: Developed by the Researchers
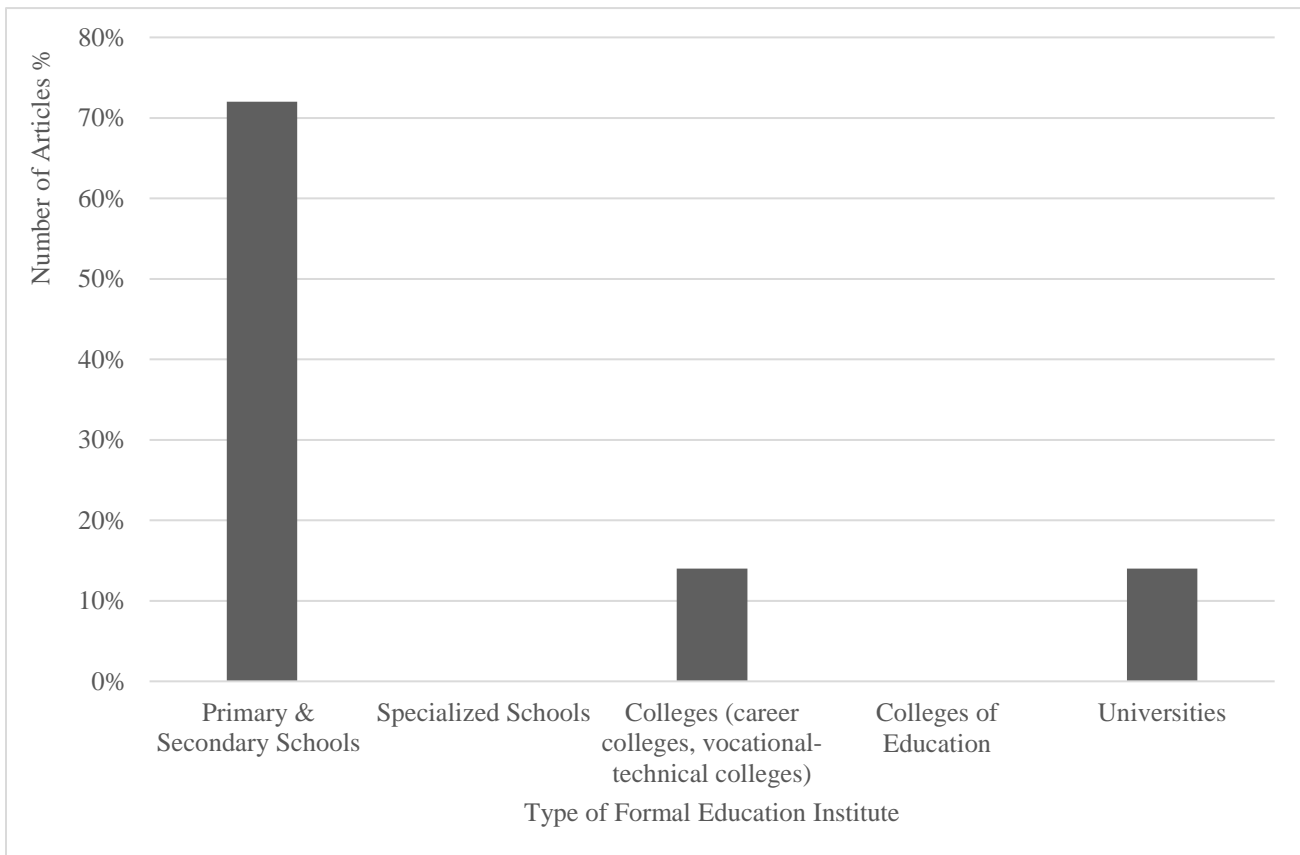
Figure 2: Percentage of Reviewed Articles and the Corresponding Institution Type

Source: *Developed by the Researchers Based on Data*

Conclusion

The limitation of this study was its exclusive focus on the impact of transformational leadership on job performance within the education sector, which restricts a comprehensive understanding of this influence. The research was also confined to formal education. Future research should explore specialized schools for individuals with disabilities and colleges of education, incorporating empirical studies to enhance current findings and guide effective leadership strategies in educational settings. This paper's findings have notable implications for both research and practice, enriching existing literature and guiding future studies. It highlights how transformational leadership impacts job performance in education, providing valuable insights for policymakers, educators, and leaders to improve leadership skills, make informed decisions, and implement strategies that enhance performance and organizational success.

Declarations

Ethics Approval and Consent to Participate: Not applicable

Conflicts of Interest: Not applicable

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