

EXPLORING TRANSFORMATIONAL LEADERSHIP FOR SCHOOL IMPROVEMENT: A SYSTEMATIC REVIEW OF TS25 PRIMARY SCHOOL ADMINISTRATION

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Abstract

In the context of TS25 schools, which prioritize high-quality instruction and ongoing growth, transformational leadership has become a crucial component in boosting school progress. The components of transformational leadership that primary school administrators need to oversee teachers and advance their institutions successfully are thoroughly reviewed in this paper. To reach expert consensus on the essential components of leadership training for TS25 school administrators, the study uses a quantitative descriptive methodology and the Fuzzy Delphi Method (FDM). By transforming Likert scale replies into fuzzy scales, FDM incorporates fuzzy set theory into traditional Delphi techniques. Three essential values—minimum, most reasonable, and maximum—are produced by these scales and are chosen by professionals to identify crucial components of leadership. The quantitative descriptive approach is chosen for its capacity to accurately depict the realities of leadership requirements and its empirical accountability. By employing this method, the study collects structured, data-driven insights from a broader sample of primary school teachers. The findings are analyzed using SPSS 3.0 to enhance reliability and precision. This systematic review identifies essential transformational leadership elements, supporting principals in optimizing their leadership practices to meet the needs of TS25 schools and promoting educational excellence.

Keywords: Transformational Leadership, TS25 Schools, School Improvement, Primary Education, Educational Administration

1. INTRODUCTION

In education, transformational leadership is a well-established and extensively studied paradigm that highlights leaders' ability to inspire, motivate, and empower stakeholders to realize a common goal of progress. To promote organizational change and creativity, transformational leaders establish an atmosphere of trust, cooperation, and high standards (Bass and Riggio, 2006). Better teacher performance, student results, and overall school success have all been associated with this leadership style in the educational setting (Leithwood & Jantzi, 2005). A strategic reform aimed at improving school performance by integrating transformational leadership methods among school administrators was the Malaysian TS25 (Transformasi Sekolah 2025) program. The TS25 program places a strong emphasis on a holistic approach to capacity building, which includes data-informed decision-making, the establishment of a healthy school atmosphere, and professional development for administrators and teachers. According to research, school administrators play a crucial role in fostering a culture of continuous improvement by exhibiting transformational leadership, especially in elementary schools where fundamental education is developed (Hallinger, 2011; Ng, 2020).

Several essential components of transformative leadership that apply to TS25 schools have been discovered by previous research. These include the capacity to cultivate a collaborative culture, visionary leadership, effective

communication, and personalized attention for educators (Bass, 1985; Leithwood et al., 2006). Furthermore, research indicates that transformational leaders in schools may successfully oversee teacher performance, foster professional growth, and guarantee alignment with corporate objectives, all of which contribute to the improvement of the entire school (Robinson et al., 2008; Day et al., 2016).

In the specific context of primary education, transformational leadership is particularly crucial given the unique challenges school administrators face, such as addressing diverse student needs, managing resource constraints, and ensuring teacher retention and satisfaction. By systematically identifying and implementing these leadership elements, TS25 school principals can enhance their administrative capabilities and contribute significantly to achieving the program's goals. This study seeks to systematically review the elements of transformational

leadership required for effective administration in TS25 primary schools. The findings provide actionable insights for developing targeted interventions that support school improvement and educational excellence.

2. LITERATURE REVIEW

In educational research, transformational leadership has drawn a lot of attention as a key component of enhancing academic performance and promoting constructive organizational change. The four pillars of this leadership style—idealized influence, inspiring motivation, intellectual stimulation, and individualized consideration—are derived from Bass's (1985) research. Together, these components help schools develop a culture of dedication, creativity, and trust (Bass & Riggio, 2006). Effective transformational leadership has been linked to greater levels of teacher satisfaction, engagement, and professional development in the setting of primary education. According to Leithwood and Jantzi (2005), transformational leadership enhances student learning outcomes by having a direct influence on teacher efficacy and group accountability. In elementary school, when creating a supportive environment is essential to academic success, this leadership style is especially important. Throughout Malaysia, the TS25 is a concentrated attempt to implement transformational

Leadership methods throughout elementary and secondary education.

a) This curriculum has a strong emphasis on principal

led tactics for improving teacher effectiveness, developing a supportive school climate, and encouraging data-driven decision-making.

According to research, principals are essential in converting TS25 goals into practical results and coordinating leadership styles with the aims of school development (Ng, 2020). Leadership Transformation in TS25 Schools

The capacity to communicate a vision, encourage teacher cooperation, and attend to each student's developmental needs are essential components of transformational leadership in TS25 schools. These methods are consistent with research by Robinson et al. (2008), which shows that the influence of leadership on student accomplishment is second only to that of instruction. Furthermore, TS25 schools' emphasis on ongoing professional development and feedback reflects international best practices in transformative leadership (Halling, 2011).

b) Opportunities and Difficulties in Leadership in Primary Education

Diverse student needs, resource constraints, and teacher retention are some of the particular difficulties faced by primary school administrators. It has been demonstrated that transformational leadership lessens these difficulties by encouraging a resilient and shared responsibility culture. Transformational leaders successfully increase staff trust and motivation, which is essential for tackling systemic issues in education, according to studies by Day et al. (2016). These leadership techniques are further enhanced in TS25 schools by organized frameworks that facilitate teacher preparation initiatives and data-driven interventions. According to Ng (2020), systemic programs like TS25 that incorporate leadership components have a synergistic impact that raises the standard of education as a whole. Principals must get specialized training to execute these practices, which emphasizes the use of methodical techniques like the Fuzzy Delphi Method to pinpoint critical leadership skills.

3. MATERIAL AND METHODS

3.1 Identification

Several key steps in the systematic review process were used to choose a great deal of relevant literature for this study. First, keywords are selected, and then related terms are searched for using dictionaries, thesaurus, encyclopedias, and past research. All relevant terms were selected after search strings for the Google scholar, Eric, and Scopus databases were created (see Table 1). During the first stage of the systematic review process, 479 papers were successfully collected for the current study project from databases.

TABLE 1 The search string

Scopus	TITLE-ABS-KEY (transformational AND leadership AND school AND improvement) AND (LIMIT-TO (EXACTKEYWORD , "School Leaders") OR LIMIT-TO (EXACTKEYWORD , "School") OR LIMIT-TO (EXACTKEYWORD , "Principal") OR LIMIT-TO (EXACTKEYWORD , "Leadership") OR LIMIT-TO (EXACTKEYWORD , "Educational") OR LIMIT-TO (EXACTKEYWORD , "Continuous School Improvement") OR LIMIT-TO (EXACTKEYWORD , "Collaboration")) AND (LIMIT-TO (SUBJAREA , "SOCI"))
Eric	"Transformational AND leadership AND school AND improvement AND Transformational Leadership,TS25 Schools School Improvement Primary Education, Educational Administration"
Google Scholar	"Transformational AND leadership AND school AND improvement AND Transformational Leadership,TS25 Schools School Improvement Primary Education, Educational Administration"

3.2 Screening

Collecting possibly pertinent research materials is examined for alignment with the selected study subject or questions throughout the screening procedure. One of the main content-related criteria at this stage of the research item selection process is the classification of transformational leadership components for TS25 school principals. In this stage, duplicate publications will be eliminated from the list of identified publications. Following the elimination of 479 articles in the first screening stage, 70 papers were chosen for evaluation in the second screening step using various inclusion and exclusion criteria specific to this study (see Table 2). Literature (research papers) was the key criterion because it was the primary source of insightful information. Furthermore, publications including book series, novels, conference proceedings, reviews, meta-syntheses, and meta-analyses were excluded from consideration.

TABLE 2 The selection criterion is searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Time line	2020 – 2024	< 2020
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press
Subject Area	Moral education	Moral Reasoning

3.3 Eligibility

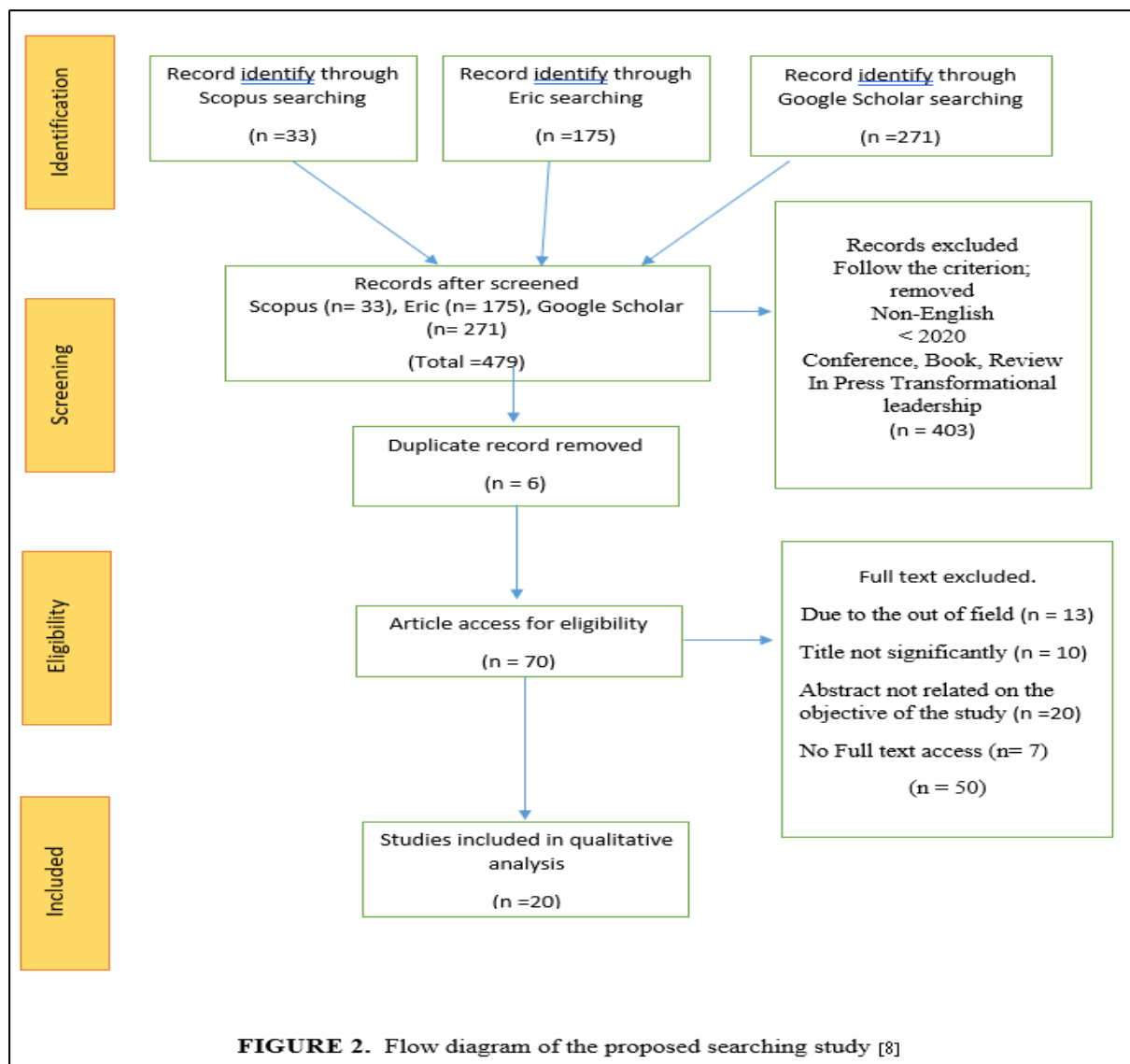
20 papers were compiled during the third phase, which is known as the eligibility evaluation. In order to verify

that the papers matched the inclusion criteria and were pertinent to the research goals of the ongoing study, a thorough review of the titles and body of each article was carried out during this phase. As a result, 50 data sets, papers, and articles were eliminated because they did not meet the eligibility requirements. These included being outside of the study's field, having a title that did not significantly connect to the goal of the research, having an abstract that had no bearing on the goal of the study, and lacking full text access supported by empirical data. This means that there are now 20 articles left for the next review.

3.4 Data Abstraction and Analysis

An integrative analysis, which focuses on the review and synthesis of several research designs, especially quantitative and qualitative methodologies, was used in this study as a primary assessment strategy. This extensive study aimed to find important components and sub-components of transformational leadership that apply to TS25 school administrators. Data collecting was the first stage, which served as the basis for developing a topic. The authors carefully examined 20 papers, extracting claims or information relevant to the study's goals, as shown in Figure 2. The authors then looked at important research on transformational leadership ideas, emphasizing study findings and methodology.

Finding themes based on the evidence was then accomplished through cooperation with co-authors. A log was kept throughout the data analysis process to record analyses, viewpoints, difficulties, and other information pertinent to the interpretation of the data. To find discrepancies in the theme creation process, the outcomes were compared. Discussions were conducted internally to settle conceptual disputes as they arose. After experts Khairul Anuar Abdul Rahman, a leader and educational management specialist reviewed the study, the finalized themes were refined to guarantee consistency. Through domain validation, this expert review process sought to confirm the concerns found, guaranteeing each sub-element's appropriateness, relevance, and clarity.



4.0 RESULT AND FINDING

N0	Author(s)	Year	Title	Keywords	Summary
1	Pietsch, Marcus et al.	2019	On the Differential and Shared Effects of Leadership for Learning	Leadership for Learning, Teacher Satisfaction	Analyzes the multilevel impact of "Leadership for Learning" (LFL) on teacher job satisfaction and organizational commitment using structural equation modeling in German schools.
2	Shava G.N.; Heystek J.	2019	Agency and Structure: Principals' Ability to Bring about Sustainable Improvement in Underperforming Schools in South Africa	agency; culture; instructional leadership; leadership; principal; structure	Investigates the role of principals in transforming underperforming schools in South Africa. Highlights the importance of addressing cultural, structural, and agential factors to sustain school improvement.
3	Makgato M.; Mudzanani N.N.	2019	Exploring School Principals' Leadership Styles and Learners' Educational Performance: A Perspective from High- and Low-Performing Schools	educational; leadership; performance; principal; school	Explores the impact of school principals' leadership styles on learners' educational performance in high- and low-performing schools in South Africa. Found that democratic and transformational leadership styles contribute to high performance.
4	Kovačević J.; Hallinger P.	2019	Leading school change and improvement: A bibliometric analysis of the knowledge base (1960–2017)	Leadership; School change; School improvement	Documents and synthesizes the knowledge base on leading school change and improvement using bibliometric analysis. Identifies key journals, authors, and documents, and reveals four research streams in LSCI.
5	Regula Windlinger; Julia Warwas; Ueli Hostettler	2019	Dual effects of transformational leadership on teacher efficacy in close and distant leadership situations	Transformational leadership; Teacher efficacy; Close and distant leadership	Examines the dual effects of transformational leadership on teacher efficacy at individual and group levels. Found that individual- and group-focused dimensions of transformational leadership predict variations in teacher and collective efficacy, with stronger relations in close leadership situations.
6	Paletta, Angelo et al.	2020	How Principals Use a New Accountability System to Promote Change in Teacher Practices	Principal Leadership, School Capacity, Accountability	Explores how principals in Italy use accountability systems to influence teacher practices. Uses multilevel structural equation modeling to analyze school capacity building and teacher self-efficacy.



7	Punitha Nelligan @ Nalikan Fanny Kho Chee Yuet	2020	Professional Learning Community as a Predictable Factor of Teacher Leadership Competency Among SJKT Teachers, TS25	Teacher Leadership Competency; Professional Learning Communities	Investigates the relationship between Professional Learning Community (PLC) practices and Teacher Leadership Competency (TLC) among TS25 primary Tamil schools. Found that PLC dimensions accounted for 93.1% of the variance in TLC.
8	Siti Nur Azillah Binti Mohamad Rashid; Jamalul Lail Abdul Wahab	2020	Transformational Leadership Practices of Headmasters in Forming the Quality of Teachers in Transformation Schools 2025	Transformational leadership practices; teacher quality; TS 2025; SGM 2.0	Investigates the role of headmasters' transformational leadership practices on teacher quality in TS 25 schools in Putrajaya. Found a high and significant relationship between the headmasters' leadership and teacher quality.
9	Khany J.G.; Naidoo P.	2020	Principals' role in leadership capacity development of post level one teachers for school leadership	Capacity building; Committees; Distributive leadership; Leadership; Principal; Teacher; Transformational leadership	Explores the role of principals in developing leadership capacity among post level one teachers. Found that principals play a fundamental role in creating leadership opportunities through committees, mentoring, coaching, and training.
10	Shahrulazman Abd Raub; Mahaliza Mansor	2020	Organizational Knowledge Management as a Mediator on the Relationship Between Headmaster's Sustainable Leadership and Teacher Innovative Work Behavior at Pahang Primary School (TS25)	Organizational knowledge management; Sustainable leadership; Teaching innovative behaviour; Transformation schools 2025 (TS25)	Examines the effect of Headmasters' Sustainable Leadership practices on Teachers' Innovative Work Behaviour, with Organizational Knowledge Management as a mediator. Found that OKM practices mediate the relationship between SL and TIWB, highlighting the crucial role of headmasters in implementing innovative work behaviour in schools.
11	Mohd Rahimi A Rahman; Mohamed Yusoff Mohd Nor; Jamalul Lail Abdul Wahab; Ashairi Suliman	2020	The Relationship between Educational Transformational Leadership and Teacher Quality at Secondary School: Total Quality Management as Mediator	Educational Transformational Leadership; Teacher quality; Total Quality Management	Examines the relationship between educational transformational leadership and teacher quality in secondary schools, with Total Quality Management as a mediator. Found positive and significant relationships among all variables, with TQM partially mediating the relationship between leadership and teacher quality.
12	Jamilah Sulaiman; Siti Noor Ismail	2020	Teacher Competence and 21st Century Skills in Transformation Schools 2025 (TS25)	Teacher Competence; 21st Century Skills; Transformation Schools; Pedagogy; 21st Learning Skills	Investigates the relationship between teacher competence and 21st century skills in TS25 secondary schools. Found a strong positive relationship, with personal characteristics, pedagogy, professional, ICT, and school management being significant contributors to 21st

13	Shaked, Haim et al.	2021	How National Context Indirectly Influences Instructional Leadership Implementation	Instructional Leadership; National Context; Sociocultural Norms	Examines how national policies and cultural norms in Israel shape the adoption of instructional leadership by principals using qualitative data from interviews and focus groups.
14	Fernandes V.	2021	Exploring Leadership Influence Within Data-Informed Decision-Making Practices in Australian Independent Schools	collaboration; continuous school improvement; data-informed decision making; organizational trust; school leaders	Addresses the practice of data-informed decision making in Australian schools. Highlights the transformational role of school leaders in building data-informed collaborative school cultures and offers recommendations for improved system capabilities.
15	Masduki Ahmad; Heni Rochimah	2021	Improving teaching effectiveness through transformational leadership and integrity	Integrity; Teaching effectiveness; Transformational leadership	Aims to determine the impact of transformational leadership and integrity on teaching effectiveness. Found that both have a direct and positive impact on teaching effectiveness. Suggests better transformational leadership enhances teaching effectiveness.
16	Siti Noor Ismail; S. Kanageswari Suppiah Shanmugam; Murugan Rajoo	2021	Factors Affecting Teachers' Functional Competency Level in High-Performance Schools	Teachers' Functional Competency; Attitudes; Skills; Knowledge; School Climate; 21st-Century Learning	Identifies factors influencing teachers' functional competency in high-performing schools. Found that teacher attitude, skills, knowledge, and school climate are significant factors affecting functional competency levels.
17	Lisdewi Mulati; Masduki Asbari ; Multi Nadeak Davjana Novitasari Agus Purwanto	2021	Elementary School Teachers Performance: How The Role of Transformational Leadership, Competency, and Self-Efficacy?	Competency; self-efficacy; teacher's performance; transformational leadership	Analyzes the relationship between transformational leadership, competency, self-efficacy, and elementary school teachers' performance. Found that all three factors have a positive and significant effect on teachers' performance.
18	Alamo M.; Falla D.	2023	Transformational leadership and its relationship with socio-emotional and moral competencies in pre-service teachers	competencies; Future teachers; Leadership; Management teams; Moral emotional; Social-emotional	Examines the link between transformational leadership and socio-emotional/moral competencies in future teachers. Found high scores in leadership and competencies, with significant gender differences. Relationships were noted between various competencies and leadership.
19	Sánchez-Rosas J.; Dyzenchawz M.; Freiberg-Hoffmann A.	2023	Transformational Leadership and Collective Teacher Self-Efficacy: The	elementary school; leadership; principals; school improvement; self-	Analyzes the relationships between transformational leadership, satisfaction with job resources, and collective teacher self-efficacy. Found that

	Okinishi M.		Mediating Role of Satisfaction with Job Resources	efficacy	leadership predicts job satisfaction and indirectly affects self-efficacy.
20	Karakose T.; Leithwood K.; Talubas T.	2024	The Intellectual Evolution of Educational Leadership Research: A Combined Bibliometric and Thematic Analysis Using SciMAT	bibliometric; educational leadership; leadership; school leadership; science mapping; SciMAT	Describes the century-long trajectory of educational leadership research, highlighting changes in themes, influential authors, and papers. Uses bibliometric performance and science mapping analysis of 7282 articles over four time periods.

5. DISCUSSION AND CONCLUSION

Theme 1: how transformational leadership affects students' and teachers' performance.



Picture 1: Transformational leadership performance.

a) Efficacious Teaching and Transformational Leadership

Transformational leadership strongly impacts teacher effectiveness on both an individual and group level. According to research by Windlinger et al. (2019), principals who use transformational methods, particularly in tight leadership situations, strengthen teacher self-efficacy and collaborative team dynamics.

b) Increasing Organisational Culture and Teacher Competence

In addition to improving organizational culture and teacher abilities, transformational methods provide an atmosphere that supports high performance. Improvements in teacher quality, especially in TS25 schools, were shown to be significantly correlated with headmasters' transformational leadership approaches (Rashid & Wahab, 2020).

c) The Contribution of Leadership to Improving Academic Results

Improved school results, such as teacher satisfaction, high-quality teaching methods, and creative teaching strategies, are closely linked to principals' transformational leadership. Research by Rahman et al. (2020) furthers the objectives of TS25 projects, emphasizing the positive effects of transformational leadership on overall teaching quality and school performance.

Theme 2: The importance of leadership development and training for principals



Picture 2: Leadership Development

a) Including Novel Frameworks in Leadership Education

The Fuzzy Delphi Method (FDM) and other structured approaches have been successfully used to identify and rank the essential leadership skills needed by TS25 school administrators. According to research by Nelligan and Yuet (2020), data-driven frameworks such as FDM are useful for matching training goals with real-world leadership requirements, guaranteeing accuracy and pertinence in capacity building.

b) Professional Learning Communities (PLCs) and mentoring

Principals' capacity to cultivate teacher leadership qualities is greatly improved by organized capacity-

building initiatives, such as mentorship and creating Professional Learning Communities (PLCs). These methods encourage teamwork, divide leadership duties, and establish long-lasting leadership pipelines in schools, claim Naitoo and Khanyi (2020).

c) Impact on Organizations and Principal Training

Better organizational performance is closely correlated with principals participating in effective leadership development programs. Research indicates that proficient principals have the ability to impact school culture, boost teacher motivation, and propel overall school development. In order to meet the high standards required in TS25 schools, this is especially important (Raub & Mansor, 2020).

Theme 3: Using Transformational Leadership to Encourage Innovation Throughout the School



Picture 3: Role of Management

a) The Mediating Role of Organisational Knowledge Management

It has been demonstrated that transformational leadership uses organizational knowledge management (OKM) techniques to boost innovation. According to research by Raub and Mansor (2020), headmasters who use OKM practices successfully mediate the connection between innovative teaching techniques and sustainable leadership. This makes it possible for educational institutions to foster an atmosphere that encourages innovation and innovative teaching strategies.

b) Self-Efficacy of Teachers and Ongoing Development

To maintain a cooperative culture of continual development, transformational leadership cultivates teacher self-efficacy. According to the study by Sánchez-Rosas et al. (2023), administrators that use transformational tactics not only increase employee satisfaction but also provide instructors the freedom to develop and apply cutting-edge teaching methods. For schools looking to adjust to changing educational problems, this strategy is essential.

c) Practices of Leadership Driven by Innovation

Through the alignment of innovative problem-solving activities with organizational goals, transformational leadership has a direct impact on the adoption of innovative techniques. Principals that include transformational tactics in their leadership style greatly enhance collaborative planning and data-informed decision-making across the school, fostering a forward-thinking culture, according to research by Fernandes (2021).

Theme 4: Transformational Leadership's Mediating Function in Handling Organizational Issues



Picture 4: Handling Issues in organization

a) Building Cooperation and Trust Among Teachers

To manage complex organizational difficulties, a culture of trust and cooperation must be established, and transformational leadership is vital to this process. According to research by Fernandes (2021), transformational leaders successfully unite employees behind similar objectives by encouraging openness, collaborative decision-making, and a positive school atmosphere. Schools are better prepared to adapt and prosper in the face of structural changes because to this culture.

b) Encouraging Total Quality Management (TQM) in Schools.

TQM acts as a bridge between improved teacher quality and transformative leadership. Principals who use transformational leadership create an atmosphere in which TQM methods are successfully used, claim Rahman et al. (2020). Through the alignment of educational objectives with quality-focused practices, this strategy guarantees holistic school growth and enhances teacher performance.

c) Breaking Through Innovation Obstacles

By encouraging creativity and overcoming reluctance to change, transformational leaders tackle systemic issues. For instance, (Kovačević & Hallinger, 2019) points out that these leaders empower employees and use group efficacy to accomplish long-lasting gains, hence promoting structural and cultural transformation. Long-term success is ensured by their capacity to resolve intricate organizational issues, especially in TS25 schools.

CONCLUSION

By tackling intricate organizational issues, encouraging creativity, and improving teacher performance, transformational leadership becomes a vital component of promoting educational success, especially in TS25 schools. The methodical incorporation of frameworks for leadership training, such as the Fuzzy Delphi Method, emphasizes how important it is to give school administrators precise, data-driven skills so they may successfully negotiate changing educational environments. Transformational leaders mediate sustainable approaches like Total Quality Management, bridge systemic barriers, and enable educators to accomplish comprehensive school reform by cultivating trust, cooperation, and a culture of continuous improvement. The importance of transformational leadership is reaffirmed by this study, not only as an operational strategy but also as a transformative force that unites organizational objectives, human capital, and creative approaches to maintain long-term educational advancement. The results highlight that strong leadership is essential for tackling today's issues and making sure that schools continue to be robust, flexible, and progressive in a quickly evolving educational landscape.

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