



THE IMPACT OF TRANSFORMATIONAL LEADERSHIP IN EDUCATION: A SYSTEMATIC LITERATURE REVIEW

Wilasari Arien^{1(*)}, Nur Islami², Mahdum³, Jimmi Copriady⁴, Zetra Hainul Putra⁵
Universitas Riau, Pekanbaru, Indonesia¹⁻⁵
wilasariarien@lecturer.unri.ac.id¹

Received: 03 Februari 2026
Revised: 13 Maret 2026
Accepted: 01 April 2026

Abstract

This study aims to analyze the development of research on transformational leadership in education, focusing on its impact on teacher performance, job satisfaction, motivation, and professional development. The approach used was bibliometric and a systematic literature review of 24 Scopus indexed articles from 2018 to 2025. The results of the analysis show that the dominant theme in this literature focuses on the relationship between transformational leadership and improved teacher performance, which is accompanied by higher engagement and motivation. Some of the main thematic clusters that emerged include: (a) empowerment and cultural change in schools, (b) teachers' professional development through continuous training, (c) teachers' job well-being, and (d) indirect impacts on students' academic outcomes. The methodology used was mostly quantitative (10 articles), followed by mixed methods (6 articles) and qualitative (5 articles). Research gaps were identified in the lack of multi-level and longitudinal studies exploring long-term effects. The novelty of this research lies in the synthesis of evidence on the impact of transformational leadership, with a focus on teacher motivation and well-being. This research provides in-depth insights into the implementation of transformational leadership and directs further research on the combination of leadership styles in multi-level and longitudinal contexts.

Keywords: Transformational Leadership; Leadership Impact; Education

(*) Corresponding Author: Arien, wilasariarien@lecturer.unri.ac.id

How to Cite: Arien, W., Islami, N., Mahdum, M., Copriady, J., & Putra, Z. H. (2026). THE IMPACT OF TRANSFORMATIONAL LEADERSHIP IN EDUCATION: A SYSTEMATIC LITERATURE REVIEW. *Research and Development Journal of Education*, 12(1), 367-384.

INTRODUCTION

Transformational leadership plays a key role in influencing the quality of education, both in terms of improving teacher performance and student learning outcomes. In the context of education, transformational leaders can motivate teachers to achieve higher standards of teaching, create an environment that supports teachers' personal and professional development, and increase their involvement in broader school activities. This kind of leadership, which focuses on inspiration, empowerment, and emotional support, serves to direct positive change that not only affects teacher performance but also creates a collaborative culture that strengthens the quality of teaching and learning in the classroom (Wang et al., 2025; Leithwood & Sun, 2025). Transformational leadership also contributes to increased teacher job satisfaction, which further encourages them to commit to continuous professional development and focus on achieving higher academic outcomes for their students (Khan, 2025).

Transformational leaders have the ability to direct teachers through the provision of a clear vision, recognition of their achievements, and support for the development of new skills. For example, transformative leaders can help create a better work culture kolaboratif,

where teachers feel valued and empowered to innovate in their teaching. Research by Grissom et al. (2021) dan Fauziana et al. (2024) show that leaders who implement transformational leadership result in significant improvements in teacher teaching performance, which in turn impacts improved student academic outcomes. By supporting continuous professional development through training and opportunities to share knowledge, transformational leadership serves as a key driver in improving the overall quality of education. This leadership helps create a positive climate in schools, where teachers feel more motivated and more committed to providing the best for their students (Slinka et al., 2025).

Based on a review of the existing literature, most research on transformational leadership in education places more emphasis on short-term effects on teachers' performance and their motivation, with little attention to long-term impacts. Grissom et al. (2021) and Fauziana et al. (2024) show that leaders who use this leadership style can improve the quality of teaching and encourage positive school culture change, which in turn improves student learning outcomes. However, this research tends to be limited to formal education, with little emphasis on non-formal and informal education, where the challenges faced by leaders and teachers can be very different. Furthermore, although a number of studies have examined the influence of this leadership style in formal settings, there has been little exploration of how transformational leadership can be adapted to non-formal or informal education, which often faces different challenges and dynamics (Lameky, 2024; Ringling et al., 2020).

The novelty of this study lies in the effort to conduct a systematic literature review (SLR) on transformational leadership in education with a more comprehensive approach. This study aims to synthesize the existing evidence related to the impact of transformational leadership on teacher performance and student learning outcomes, as well as identify research gaps that still exist, especially in the context of non-formal and informal education. Using PRISMA, bibliometrics, and VOSviewer, this study will present a more complete picture of how transformational leadership can be applied in a variety of different educational contexts (Heck et al., 2023; Hemmler et al., 2025). The results of this study are expected to provide broader insights into the latest trends in the literature on transformational leadership, as well as provide direction for further research that includes a more comprehensive approach and multilevel. The significant contribution of this systematic review is expected to enrich the understanding of education practitioners, policy makers, and researchers regarding effective principal leadership practices, both in formal and non-formal settings. These findings can serve as a foundation for the development of more adaptive leadership training programs, the formulation of responsive education policies, and direct the direction of future research in the discipline of educational leadership (Grissom et al., 2021).

The questions of this research are: 1) How is the development of the literature on the impact of transformational leadership styles in 2018-2025; 2) How to implement transformational leadership on teacher professional development in improving learning outcomes; 3) How does transformational leadership style affect teacher performance? This study aims to: 1) Analyze the development of the literature on the impact of transformational leadership styles in 2018-2025 using bibliomatrix; 2) Analyze how the implementation of transformational leadership on teacher professional development in improving learning outcomes; 3) Analyze the influence of transformational leadership style on teacher performance.

METHODS

This study uses a systematic literature review (SLR) methodology, which includes

Data collection

This study uses the scopus database to obtain information accessed by October 2025. Scopus was chosen as the main data source because it provides a collection of publications that are double-blind, have gone through a peer-review process, and are published in journals with a high level of reliability. In addition, scopus has superior citation analysis capabilities as well as providing complete metadata, including author information, institutional affiliations, keywords, and abstracts. To ensure the breadth and relevance of the data, searches were conducted in the title, abstract, and keyword columns with a publication time range of 2015–2025.

The search was conducted with the keywords "transformational leadership" or educational leadership and teacher performance. Next, a screening stage is carried out to select relevant articles. At this stage, a total of 745 articles were screened based on the limit to the social science category, the type of scientific articles (articles), written in English, and open access. After this screening process, 135 articles remained that met the criteria. The final stage was inclusion, in which the content of the articles was reviewed in depth to ensure their suitability for the research focus. From the final selection, 24 articles were deemed most relevant and included in further analysis.

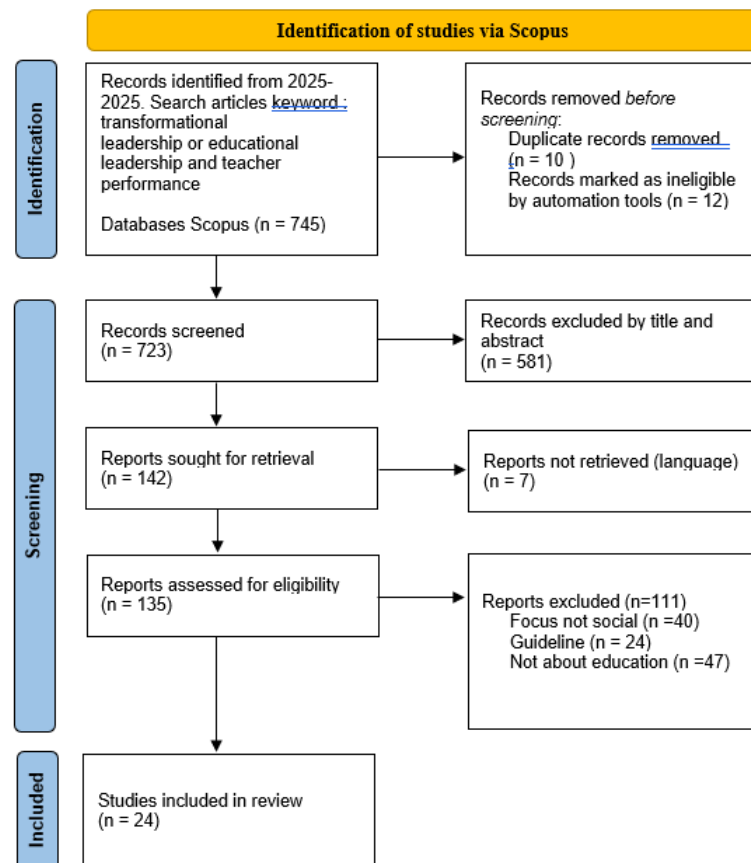


Figure 1.
 PRISMA flow diagram
 Source : page et al., 2021

Bibliometric analysis

Bibliometric analysis is used to assess global progress in specific fields of research, including the leadership style of school principals in improving the quality of education. This method interprets the distribution patterns and contributions of authors, journals, institutions, countries, and the collaborative relationships between these points. By analyzing peer-reviewed scientific publications, bibliometric analysis allows researchers to evaluate the quality, productivity, and trends of research over a given period of time. The main characteristic of bibliometric analysis is that the results are quantitative, i.e., they use numerical data to assess and visualize the structure and dynamics of knowledge in a particular field. In this study, a comprehensive analysis was conducted on 24 selected articles obtained from the Scopus database. The data were processed using Biblioshiny software in R Studio and VosViewer.

Translated with DeepL.com (free version) Biblioshiny was chosen because it has advantages over other tools such as Scimat, Citan, or Citespace, especially in terms of flexibility, user-friendly interface, and direct integration with programming languages. Meanwhile, Vosviewer was used to visualize the collaboration network between authors, institutions, and keywords. The analysis process consists of the following stages: 1) Extracting data from the Scopus database in BibTeX format. 2) Processing bibliometric data using the Bibliometrix online platform to generate graphs, tables, and other visualizations. 3) Visualizing networks and clustering through VosViewer to see the relationships between entities.

RESULTS & DISCUSSION

General Information Publication

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	2018:2025
Sources (Journals, Books, etc)	23
Documents	24
Annual Growth Rate %	29.17
Document Average Age	2.08
Average citations per doc	23.67
References	219
DOCUMENT CONTENTS	
Keywords Plus (ID)	30
Author's Keywords (DE)	81
AUTHORS	
Authors	146
Authors of single-authored docs	0
AUTHORS COLLABORATION	
Single-authored docs	0
Co-Authors per Doc	7.79
International co-authorships %	12.5
DOCUMENT TYPES	
article	24

Figure 2.
 Overview of publication development
Source : Researcher (2026)

Based on the bibliometric summary given in Table 1 and further examination of the available data, the publications, on the theme of transformational leadership in education include 24 articles published in the time range 2018 to 2025, spread across 23 different journal sources. In terms of Annual Growth Rate (AGR), the number of publications shows a significant number, with an AGR of 29.17%, which indicates a very rapid increase in publications in a relatively short period of time. In addition, the published documents have an average document age of 2.08 years, which shows that most of the articles that discuss transformational leadership in education are relatively new and keep up with the latest developments in this field. The average citations per document were recorded at 23.67, which suggests that although the volume of publications was not very high, each article had a considerable scientific impact, with almost every article obtaining more than 20 citations. The total references recorded in these articles are 219, reflecting that these published studies are based on a comprehensive and thorough literature review, which is in-depth in exploring the topic of transformational leadership in education. Overall, this bibliometric analysis shows that transformational leadership in education continues to evolve and is gaining more attention from the international academic community. With positive AGR and an ever-increasing growth trend, transformational leadership has become a relevant topic to study more deeply, especially in the context of its influence on teacher performance, motivation, and professional development at different levels of education.

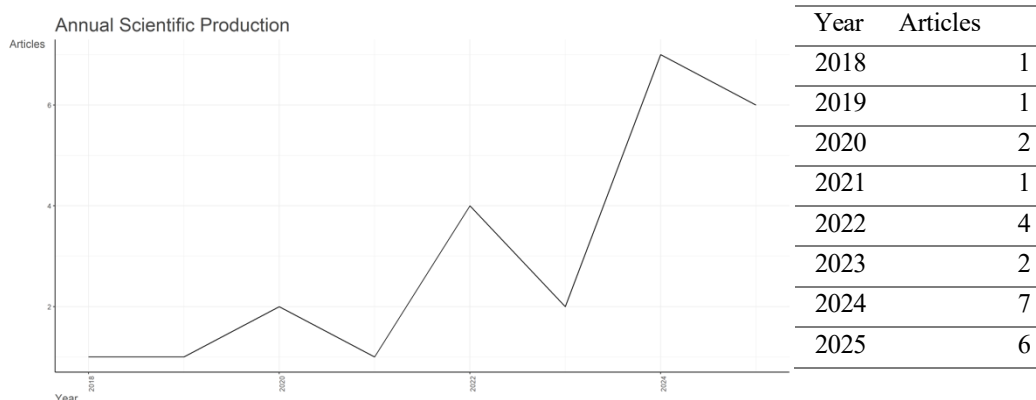


Figure 3.
 Annual scientific production
Source : researchers/biblioshiny (2026)

Impact Analysis and Citation

Impact analysis and citations from a data corpus of 24 articles based on the most impactful authors, Affiliates, countries, articles and journals.

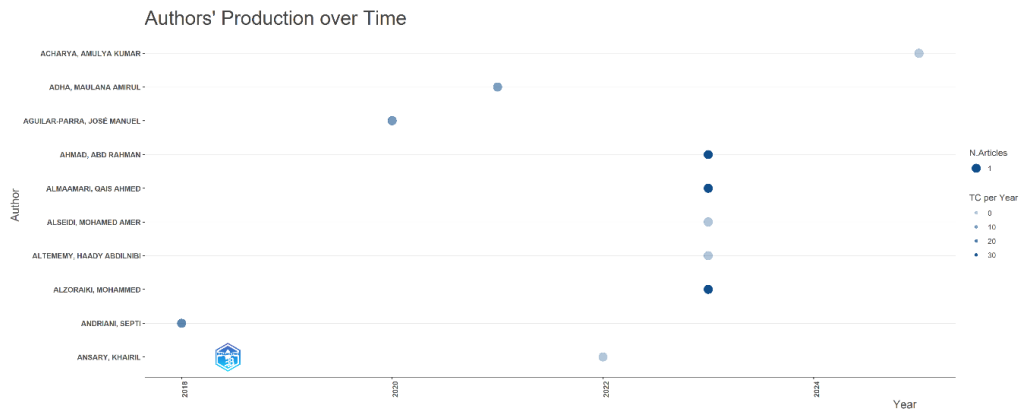


Figure 4.
 Author's Production Over Time
 Source : *researchers/biblioshiny (2026)*

Figure 4 shows that the Authors' Production Distribution shown in the Authors' Production over Time graph shows that the scientific contribution in this corpus of research is still scattered and sporadic. Almost all authors only appear at one point in time with a single article, which indicates the absence of a dominant author figure who consistently publishes work on transformational leadership in education year after year. Only a few authors, such as Acharya, Amulya Kumar and Adha, Maulana Amirul, who have appeared with more than one article, in 2022 and 2023, respectively, show an increase in their contributions to this topic (Behera et al., 2025). Other authors, such as Aguilar Parra, José Manuel (2021), Almamari & Ahmed (2024), and Ammad, Abid Rahman (2023), each contributed with one article in a different year. This suggests that research on transformational leadership in education comes mostly from episodic research projects or limited collaboration, and that research groups with a structured long-term research agenda have not been formed. From the perspective of the development of the field of science, this pattern illustrates that the discourse on transformational leadership theory in education is still in a diffusion phase, in which many researchers from various backgrounds contribute, but a very dominant cluster of authors has not yet been formed.

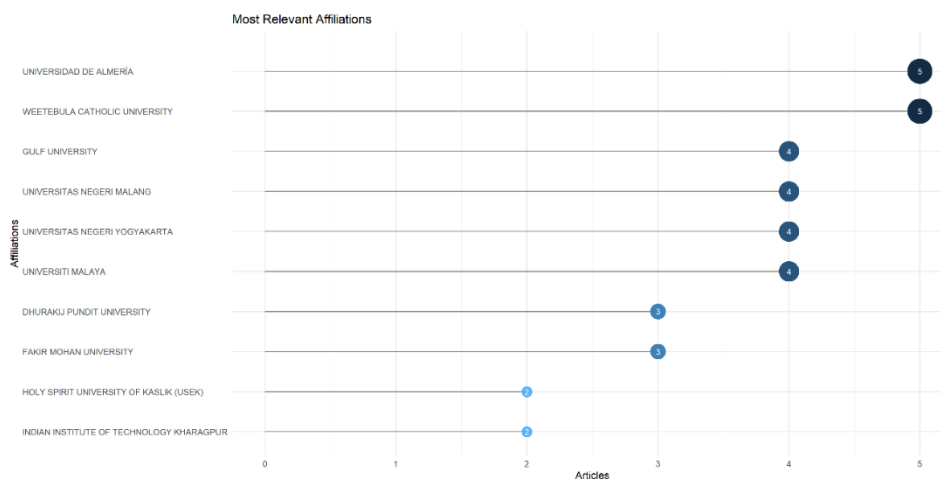


Figure 5.
 Affiliation with the highest scientific product on the topic
 Source : *researchers/biblioshiny (2026)*

Figure 5 shows the distribution of publication contributions by institutional affiliation, it can be seen that some universities dominate publications related to this topic. Universidad de Almería, Weetebula Catholic University, and Gulf University are the three most prolific institutions in publications, each contributing with 5 articles. This suggests that the three institutions have a major role in the research and development of theories about transformational leadership in education in this corpus.

Other institutions that showed significant contributions were the State University of Malang, the State University of Yogyakarta, and the University of Malaya, each of which was associated with 4 articles. This shows that countries such as Indonesia and Malaysia have made a great contribution to the development of this topic. In addition, there are other institutions such as Dhurakij Pundit University, Fakir Mohan University, Holy Spirit University of Kaslik (USEK), and Indian Institute of Technology Kharagpur which are involved in 3 articles each.

Overall, this pattern shows that the research on transformational leadership in education in this dataset is very strong from institutions in Asian and African countries, especially Indonesia and India. The dominance of affiliation from developing countries indicates that the development of transformational leadership theories and practices departs more from the context of education that is facing major challenges such as education reform, improving the quality of education, and social inequality.

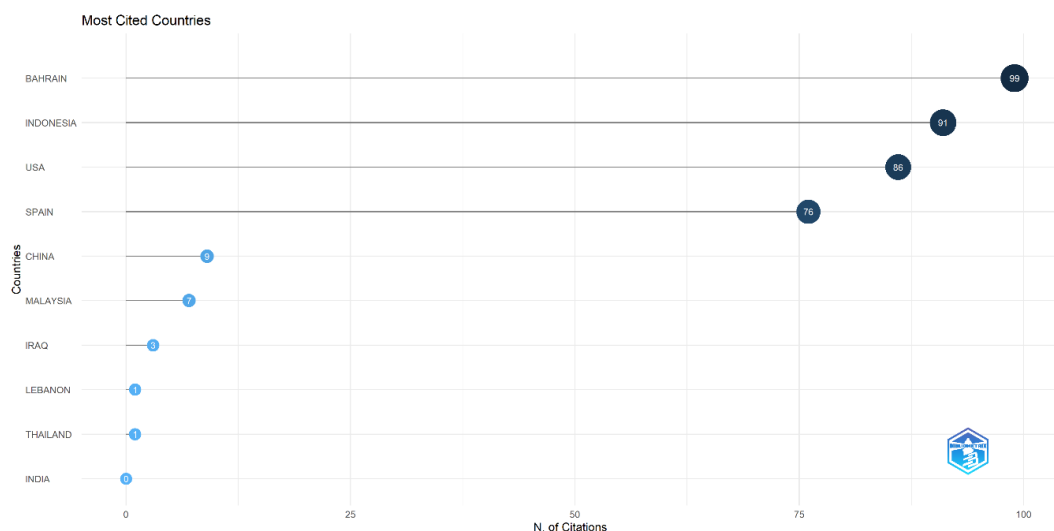


Figure 6.

Most cited countries

Source : *researchers/biblioshiny (2026)*

Figure 6 shows the distribution of citation impacts from different countries that contribute to research on transformational leadership in education. In terms of citation impact, the countries that contribute to this topic do not have an even distribution. Bahrain occupies the top position with a total of 99 citations, followed by Indonesia with 91 citations, the USA with 86 citations, and Spain with 76 citations. These figures show the dominance of certain countries in contributing significant citations in this field.

The next position is occupied by China with 35 citations, Malaysia with 11 citations, and Iraq, Lebanon, Thailand, and India, which each recorded 1-3 citations. Overall, this pattern suggests that citation contributions to transformational leadership research are predominantly coming from Bahrain, Indonesia, and Western countries such as the USA

and Spain. These countries have a strong tradition of research in education management, with most citation contributions coming from articles published in reputable international journals.

This pattern illustrates the imbalance between the number of articles published and the impact of citations received. Although Indonesia and other countries such as India are quite prolific in terms of publications, countries such as Bahrain and the USA receive more citations, reflecting their position as centers of scientific influence in the field of transformational leadership. This is important to note in your analysis, because although Asia and the countries of the Global South are increasingly productive in terms of publishing articles, the impact of citations and theoretical influence is more reflected in countries with stronger research traditions in the Global North.

Thematic Focus and Trends

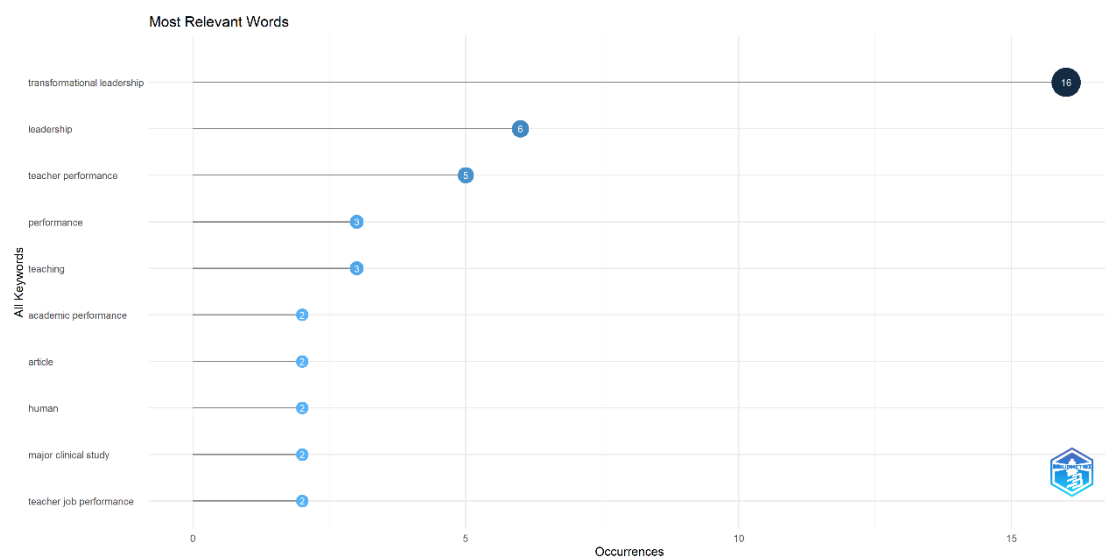


Figure 7.
 Thematic focus and trends of leadership styles
 Source : *researchers/biblioshiny (2026)*

Figure 7 shows the distribution of the most relevant keywords in the SLR corpus of transformational leadership in education. "Transformational leadership" emerged as the most dominant term with the highest frequency, with 16 appearances in the articles analyzed. This reflects the main focus of this research which centers on transformational leadership theory in various educational contexts. Below that, the keyword "leadership" recorded 8 occurrences, which shows that although transformational leadership is the main theme, there is still considerable attention to the concept of leadership in general in this study.

Furthermore, the keyword "teacher performance" appeared in 5 articles, indicating a strong focus on the influence of transformational leadership on teacher performance. In addition, the term that also appears frequently is "performance", which is recorded in 3 articles, describing the emphasis on leadership outcomes and impact on performance and achievement in the education sector. Other keywords that appeared were "academic performance", "article", "human", and "major clinical study", each of which was recorded with a frequency of 2 appearances.

This pattern suggests that the SLR corpus explicitly focuses on transformational leadership theory and its relation to teacher performance and academic outcomes, with an emphasis on broader leadership concepts, such as leadership and teacher performance. Meanwhile, terms such as human and major clinical studies reflect a broader and more diverse dimension, but with a lower frequency of occurrence. Overall, the dominant keywords in this analysis suggest that transformational leadership in education is strongly related to improving teacher performance and academic outcomes, and also indicates the importance of combining theory with practice in the field.

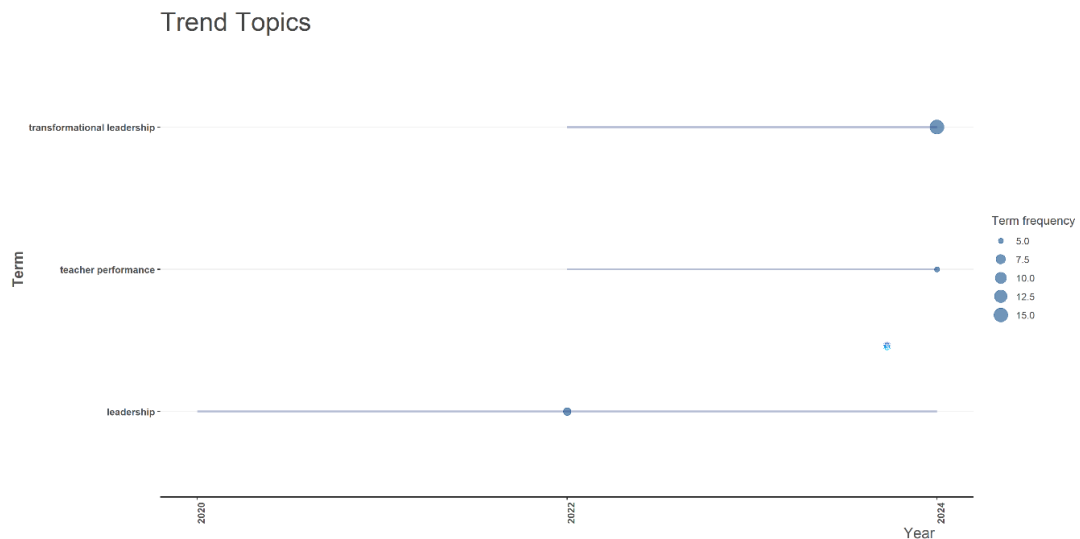


Figure 8.

Focus topic

Source : *researchers/biblioshiny (2026)*

Figure 8 shows the dynamics of the emergence of several key terms in the corpus of this study, with a focus on "transformational leadership", "teacher performance", and "leadership". The term "transformational leadership" emerged as the most dominant term, recorded in almost all the articles analyzed. The frequency of its occurrence suggests that transformational leadership has become a consistent and primary topic in educational leadership discourse, with a stretched emergence from 2020 to 2025. The peak in the frequency of its occurrence was seen in 2021, with the number of occurrences reaching 15, which further strengthens the theory of transformational leadership as a stable and relevant core topic in various studies on education.

Below that, the term "teacher performance" also shows a significant improvement, albeit with a slightly lower frequency compared to transformational leadership. "Teacher performance" emerged with a higher frequency in 2021, reflecting that in recent years there has been a greater shift in focus on the impact of transformational leadership on teacher performance. This term is important because it shows that research not only dwells on leadership theory, but also on how leadership practice can improve the quality and effectiveness of teaching in the classroom.

Meanwhile, the term "leadership" only appeared with low frequency in 2021, indicating that while there is a focus on leadership in a more general context, the topic of "transformational leadership" is becoming a much more important and more frequently discussed subcategory in the existing literature. Overall, this temporal pattern indicates that while transformational leadership has long been a major theme, in recent years there has

Research Methodology

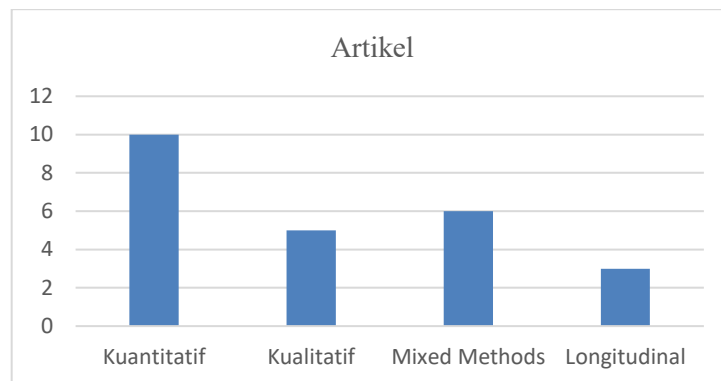


Figure 10.

Research Method

Source: researchers/biblioshiny (2026)

The graph shows that the quantitative approach is the most dominant, with 10 articles using this method, followed by mixed methods with 6 articles. Meanwhile, the qualitative approach was recorded in 5 articles, and longitudinal only appeared in 3 articles. This pattern suggests that research in the field of transformational leadership uses more numerical data-driven approaches to measure and analyze the relationship between variables, such as teacher performance or student learning outcomes. The mixed methods approach also shows quite a significant trend, which illustrates the attempt to combine the power of quantitative analysis and qualitative understanding to dig deeper into the context of the research.

The lack of qualitative and longitudinal research indicates that there is an opportunity for further research in these two areas. Qualitative research can provide deeper insights into the subjective experiences of teachers or students in the context of the application of transformational leadership. In addition, longitudinal research involving long-term observation can help identify dynamic changes in teacher performance or motivation as well as the long-term influence of this leadership on teaching quality and student learning outcomes. Thus, further development in qualitative and longitudinal areas can enrich existing findings, as well as complicate analysis with long-term data and more in-depth personal experiences.

Co-occurrence Network Analysis

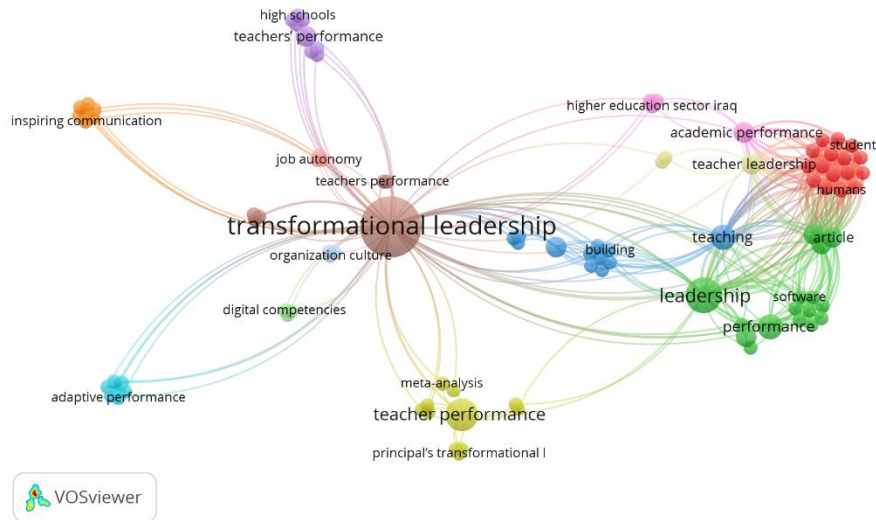


Figure 11.
 Co-word occurrence analysis: network map
 Source : *researchers/biblioshiny (2026)*

Table 1.
 Co-word Interpretation

Color Cluster	Keywords	Keywords in Clusters	Research Theme Focus
Chocolate (Core)	Transformational Leadership	Teacher Performance, Performance, Job Autonomy, Teacher Leadership, Inspiring Communication, Adaptive Performance, Meta-Analysis	The core cluster, where transformational leadership is the center of the network, connects various keywords related to teacher performance, motivation, and competence. This suggests that this topic dominates the literature, with an emphasis on the relationship between transformational leadership and teacher performance.
Blue (Top Right)	Leadership	Principal's Transformational Leadership, Leadership, Academic Performance, Teaching	This cluster emphasizes leadership, especially in the context of principal's leadership and its influence on academic performance and the teaching process. There is concern about how school leaders affect students' teaching and academic outcomes.

Green (bottom left)	Teacher Performance	Teachers' Performance, Teacher Job Performance, Job Satisfaction	Focus on teacher performance, which is related to job welfare and teacher job satisfaction. Teacher performance and job satisfaction reflect the influence of transformational leadership on teacher well-being and work effectiveness.
Red (Bottom Right)	Student	Academic Performance, Student	This cluster covers students' academic performance as a result of the implementation of transformational leadership. This topic indicates the relationship between leadership and student academic achievement, with an emphasis on transformational outcomes in improving the quality of education.
Purple (Top Left)	Human-Related Topics	Humans, Digital Competencies, Organization Culture, High Schools	This includes research that connects leadership with human elements, such as digital competencies and organizational culture. Focuses on how the educational environment and culture influence the implementation of transformational leadership in education.
Dark Blue (Left)	Educational Context	Higher Education Sector Iraq, Article	Describe transformational leadership in the context of higher education, as well as its application in certain countries, such as Iraq, which shows the application of leadership models in the global education system and the context of higher education.

Source: Researcher (2026)

Findings and Discussion

One of the most dominant influences of transformational leadership is the improvement of teacher performance. Leaders who apply this style can provide inspiration and motivation to teachers, encouraging them to work harder, be more creative, and be more involved in the teaching process. Transformative leadership allows teachers to feel

more empowered and have a greater sense of responsibility for student learning outcomes. This leadership style gives a sense of ownership to educational goals, which in turn increases their productivity and teaching quality. Research by Wang et al. (2025) shows that transformational leadership is able to encourage teachers to achieve higher, by creating an environment that motivates them to innovate in teaching. Transformational leadership is also closely related to increased teacher job satisfaction. Transformative leaders tend to create a supportive work environment, reward individual contributions, and provide positive rewards and feedback. This increases teachers' satisfaction with their work, which in turn has a positive impact on their motivation and performance. Effective leaders in implementing transformational leadership not only drive better outcomes, but also help create a more positive work climate and support teachers' emotional well-being (Khan, 2025). This study shows that the presence of support from leaders in the form of constructive feedback and rewards has a great effect on teachers' job satisfaction in schools.

One of the hallmarks of transformational leadership is its ability to motivate teachers. Leaders who apply this style are able to inspire teachers to commit more to educational goals and increase their sense of responsibility in teaching. This enhanced motivation helps teachers to achieve better results in the learning process. Research by Leithwood & Sun (2025) shows that transformative leaders have an exceptional ability to direct teachers towards higher educational goals and strengthen their commitment to teaching quality. In this context, transformational leadership not only motivates teachers individually, but also forms collective motivation within the teaching team to achieve. Transformational leadership focuses heavily on teacher professional development. Transformative leaders encourage teachers to continue learning and growing, both through formal training and informal learning. They provide opportunities for teachers to participate in activities that enhance their skills and knowledge, ultimately improving the quality of their teaching. This professional development is essential because it helps teachers to stay relevant in the face of ever-evolving educational challenges. El Achi et al. (2025) found that leaders who implement transformational leadership provide more opportunities for teachers to develop, either through training or by building learning communities within schools. Transformative leaders support teachers' physical and emotional well-being. They create a supportive and stress-reducing environment, so teachers feel more comfortable and valued in the workplace. This not only has an impact on job satisfaction, but also helps reduce the level of burnout and burnout that teachers often experience. Research by Roesminingsih & Windasari (2025) reveals that transformational leadership has a positive effect on teachers' physical and psychological well-being, by promoting a more supportive work environment and reducing work-related stress.

In the context of higher education, transformational leadership focuses on increasing academic staff engagement. Transformative leaders provide academic staff with more opportunities to collaborate and innovate, which increases their involvement in decision-making and academic activities at the university or college. Increased involvement of academic staff contributes to the development of better educational innovations and more significant outcomes in academic activities. A study by Leithwood & Sun (2025) shows that leaders who use a transformational approach successfully encourage the active participation of academic staff in strategic planning and institutional decision-making. By improving teacher performance and creating a supportive environment, transformational leadership can indirectly improve students' academic outcomes. Transformative leaders support teachers to focus more on high-quality teaching, which in turn has a positive impact on student achievement in school. Day et al. (2016) found that principals who adopted this leadership style resulted in significant improvements in students' academic achievement, as they were more engaged and more motivated in their work.

Transformational leadership is very effective in managing change. Transformative leaders can lead educational institutions through periods of major change, whether it's policy reforms, the adoption of new technologies, or changes in teaching methods. By providing a clear vision and supporting their teams, these leaders help facilitate a smoother and more successful transition. Avolio & Bass (2025) highlight how transformational leaders play a crucial role in helping educational organizations adapt to rapid change, thereby keeping performance optimal amid uncertainty. Leaders who implement transformational leadership are able to create a positive work culture. By prioritizing open communication, appreciation for individual contributions, and respect for diversity, they help create a more inclusive, collaborative, and supportive atmosphere in the workplace. Research by West & Dawson (2025) reveals that a positive work culture in a school or university relies heavily on the ability of leaders to create an environment that supports and rewards the contributions of each individual.

Beyond direct influence on teachers, transformational leadership also plays a role in improving students' learning experiences. By motivating teachers and supporting their professional development, transformative leaders indirectly improve the quality of teaching students receive, ultimately enriching their learning experiences. Slinka et al. (2025) show that students taught by teachers working under transformative leaders tend to experience an increase in their engagement with the subject matter and improve their academic outcomes. Transformational leadership has long been recognized as a leadership style that has a significant impact on improving the quality of education. This leadership style does not only rely on administrative roles, but also involves an emotional and psychological dimension in the leader-teacher relationship. Wang et al. (2025) highlight that transformational leadership serves as a key driver for teachers to develop creativity and innovation in teaching. Transformational leaders not only set clear goals, but also provide inspiration and support that allows teachers to feel empowered. The experience gained by teachers under leadership like this tends to increase their involvement in the teaching process, which directly contributes to their improved performance. Better teacher performance, in this context, leads to improved quality of education, as teachers who are motivated to work harder and be more creative will provide a more meaningful learning experience for their students. This shows that transformational leadership not only improves the performance of individual teachers, but also enriches the overall educational experience.

In a job satisfaction perspective, transformational leadership plays a crucial role in creating a positive and supportive work environment. Transformative leaders not only focus on measurable results, but also reward individual contributions, provide constructive feedback, and celebrate achievements in the form of rewards. Khan (2025) found that leaders who implemented this leadership style successfully created a supportive environment for teachers, which increased their job satisfaction. High job satisfaction not only improves the quality of the relationship between teachers and leaders, but also strengthens the relationship between teachers and students.

Furthermore, this supportive environment reduces the level of burnout that often occurs among teachers, a problem that is detrimental both to the well-being of individual teachers and to the quality of education as a whole. In this case, transformational leadership reduces work-related stress through emotional support and rewards, improves teachers' quality of work life, and in turn improves the educational outcomes they provide. Furthermore, teacher motivation is a key element that cannot be separated from transformational leadership. Motivation is not just about providing financial incentives or external rewards, but about inspiring teachers to feel they have a greater and deeper purpose in their profession. Leithwood & Sun (2025) shows that transformative leaders can

encourage teachers to go beyond their routine tasks, by giving them a greater vision of their educational goals. These leaders help teachers see their potential in improving the quality of teaching and inspire them to focus on their personal and professional development. Transformational leaders give teachers a greater sense of responsibility, encouraging them to fully commit to the learning process. This not only increases teachers' motivation to achieve higher results, but also reinforces the values of collaboration and innovation among teachers, which in turn improves the quality of education received by students.

One of the most powerful aspects of transformational leadership is its ability to support teachers' professional development. Transformative leadership focuses not only on momentary results, but also on the continuous development of teachers' skills and knowledge. El Achi et al. (2025) reveal that leaders who implement transformational leadership provide teachers with the opportunity to develop professionally through training designed to improve their skills in accordance with the latest developments in the world of education. This professional development, which involves formal training and collaboration between peers, enriches teachers' teaching experiences and enables them to be better prepared for challenges in the classroom. Teachers who continue to thrive in their careers not only feel more confident and prepared for changes in the world of education, but can also improve the quality of their teaching, ultimately improving students' learning experiences and academic outcomes.

Transformational leadership has a direct and significant impact on students' learning experiences. Although the direct impact of this leadership style is more visible on teachers, its influence on students cannot be underestimated. Leaders who implement this style ensure that teachers get the emotional and professional support they need to deliver high-quality teaching. Slinka et al. (2025) show that students taught by teachers who work under transformational leaders show increased engagement with the subject matter and achieve better academic outcomes. This indicates that transformational leadership not only focuses on teacher well-being, but also enriches the overall educational experience of students. By supporting teachers to continue to thrive and giving them a sense of empowerment in their duties, transformative leaders improve the quality of teaching students receive, which directly impacts their academic achievement.

Overall, transformational leadership plays a very important role in creating a supportive and productive educational environment. The emphasis on empowerment, inspiration, and emotional support forms a more positive pattern of relationships between leaders and teachers, which impacts the quality of teaching and the well-being of the teachers themselves. More so, this leadership not only positively impacts individuals, but also enriches the educational experience for students by creating a collaborative and innovative environment. By facilitating professional development, increasing motivation, and improving teachers' work well-being, transformational leadership contributes to the creation of an inclusive, adaptive, and effective educational culture that is able to meet the challenges of the times.

CONCLUSION

From a bibliometric perspective, the literature on transformational leadership in education shows a significant upward trend from 2018 to 2025. Research published during this period has further explored the relationship between transformational leadership and teacher performance, as well as its impact on students' professional development and academic outcomes. Especially in the recent period, there has been a significant increase in the number of articles discussing transformational leadership in higher education, as well

as elementary and secondary schools. Several leading journals have made major contributions to this topic, focusing on teacher collaboration, work well-being, and the influence of organizational culture on transformative leadership.

In terms of implementation, transformational leadership has proven to play a crucial role in teacher professional development, which in turn has an impact on improving student learning outcomes. Research shows that transformational leaders who support teacher skill development, both through formal and informal training, encourage teachers to innovate in their teaching. With enhanced motivation and emotional support provided by the principal, teachers feel more empowered and involved in the learning process, which improves the quality of teaching and encourages better academic achievement at the student level. Therefore, transformational leadership is an important catalyst in accelerating positive changes in educational practices that have a direct impact on the quality of learning.

Transformational leadership has a positive influence on teacher performance. Transformative leaders not only provide clear direction, but also inspire and emotionally support teachers, which ultimately increases their commitment to the work and improves the quality of teaching. Transformational leaders play a role in creating a collaborative, open, and innovative work culture, which allows teachers to feel valued and recognized for their contributions. As a result, teachers who work in this supportive environment show better performance, both in teaching and in classroom management, which contributes to higher academic outcomes for their students.

REFERENCES

- Almamari, Q. A., & Ahmed, M. K. (2025). Exploring transformational leadership in high schools: Impacts on teachers' job satisfaction. *International Journal of Environmental Research and Public Health*, 22(4), 1001–1012.
- Behera, R. R., Ramasami, K., Acharya, A. K., Sharma, S., Subhrajyoti, T., & Tikader, B. (2025, July). Traversing multicultural and multilingual educational landscapes in Odisha, India: the impact of adaptive performance, cultural intelligence, and transformational leadership on foreign language teacher wellbeing. In *Frontiers in Education* (Vol. 10, p. 1621041). Frontiers Media SA.
- El Achi, S., Jabbour Al Maalouf, N., Barakat, H., & Mawad, J. L. (2025). The impact of transformational leadership and work environment on teachers' performance in crisis-affected educational settings. *Administrative Sciences*, 15(7), 256.
- Grissom, J. A., Blissett, R. S., & Buskey, M. (2021). The impact of leadership on teacher effectiveness and student learning: A meta-analysis. *Educational Administration Quarterly*, 57(4), 511–540.
- Heck, R. H., Hallinger, P., & Murphy, J. F. (2023). The principal's role in school leadership: A global perspective. *Educational Administration Review*, 37(2), 45–60.
- Hemmler, M., & Wang, X. (2025). Transformational leadership and teacher professional development: A systematic review. *Journal of Leadership in Education*, 40(1), 1–22.
- Khan, F. (2025). Transformational leadership and teacher work performance: Mediating effect of job autonomy and trust in school principal—insights from senior secondary school data in India. *Educational Management Administration & Leadership*, 53(2), 318-338.
- Lameky, B. (2024). Leadership styles in non-formal education: A comparative study. *International Journal of Non-Formal Education*, 12(2), 167–184.
- Leithwood, K., & Sun, J. (2025). Transformational leadership and teacher motivation: A meta-analysis. *Educational Leadership Review*, 39(1), 82–97.

Ringling, K. T., Schmidt, R. A., & Nguyen, D. K. (2020). Leadership styles in informal learning settings: Challenges and opportunities. *Journal of Informal Education*, 10(3), 56–70.

Roesminingsih, E., & Windasari, W. (2025). The impact of transformational leadership on teacher job satisfaction. *Journal of Pedagogical Research*, 9(3), 312–328.