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The Effect of Transformational Leadership and Passion on Teacher Performance in Public Elementary Schools in Mataram City

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Abstract: Teacher performance is a critical determinant of educational quality, yet empirical studies integrating transformational leadership and teacher passion particularly in basic education settings remain limited. Existing research primarily emphasizes leadership effects, while the psychological mechanisms associated with passion, especially harmonious passion grounded in autonomous motivation, have received insufficient attention. This study examines the effect of transformational leadership and harmonious professional passion on teacher performance in public elementary schools in Mataram City. Using a quantitative survey design, data were collected from 321 teachers selected through simple random sampling. Multiple linear regression analysis shows that both predictors significantly influence teacher performance, with passion demonstrating the stronger effect, indicating that intrinsic motivation and internalized meaning play a more substantial role than external leadership stimuli. These findings extend educational leadership theory by highlighting passion as a central motivational pathway through which performance is sustained, particularly in resource-constrained school environments. While transformational leadership contributes by strengthening collective efficacy and shared purpose, passion functions as an internal driver of persistence and professional commitment. Methodological limitations include the cross-sectional design, reliance on self-reported measures, and lack of moderator analysis for employment status differences (PPPK vs. PNS). The study contributes to the literature by integrating leadership and motivational psychology to explain performance variations, offering implications for leadership development and teacher professionalization policies.

Keywords: Transformational Leadership; Teacher Passion; Teacher Performance; Elementary Education; Educational Leadership.

INTRODUCTION

Human resource quality is largely determined by the quality of education, which in turn relies heavily on teachers as the primary implementers

of the educational process (Permatasari & Tandiayuk, 2023). Human resource excellence is not achieved instantaneously but emerges from a comprehensive and integrative educational process across all levels of schooling. While efforts to improve educational quality often emphasize governance structures, curriculum design, infrastructure, and regulatory frameworks, international scholarship increasingly underscores that teachers remain the most influential in-school factor shaping student learning outcomes (Hwa & Pritchett, 2021a). Teachers function not only as transmitters of knowledge but also as moral educators, character builders, and facilitators of skill development, positioning them as decisive actors in the success of educational systems, including in Indonesia (Upadhyay, 2022).

Recent global development indicators further highlight the urgency of strengthening teacher performance (Miseliunaite et al., 2022) . The United Nations Development Programme reported that Indonesia's Human Development Index for 2023–2024 reached 0.713, reflecting steady progress toward the pre-pandemic peak. Nevertheless, persistent educational disparities and variations in learning quality indicate that improvements in human development outcomes cannot be separated from the effectiveness of teachers in classrooms (UNDP, 2024). Comparative international studies reveal that differences in teacher performance are a major contributor to unequal educational outcomes, particularly in developing and middle-income countries (Olievska & Romanov, 2021). In this context, teacher performance represents a critical determinant of educational success, as it reflects both instructional quality and professional accountability in the learning process (*Global Education Monitoring Report, 2024/5, Leadership in Education: Lead for Learning*, 2024).

Teacher performance is commonly conceptualized as the observable manifestation of teachers' capabilities in carrying out instructional and professional tasks, as reflected in classroom practices and interactions with students (Metsäpelto et al., 2022). Contemporary international literature conceptualizes teacher performance as a multidimensional construct encompassing pedagogical effectiveness, classroom management, professional commitment, and social engagement (Spina et al., 2022). This perspective highlights that teacher performance is shaped not only by individual competence but also by psychological and organizational conditions that support effective teaching (Thuo et al., 2024). In the Indonesian context, teacher professionalism is framed through mastery of four core competencies pedagogical, professional, personality, and social which align with global standards emphasizing holistic professional capacity (Rahayu et al., 2023). Accordingly, teacher performance should be understood not merely as administrative compliance but as a dynamic professional practice requiring

continuous development and sustained institutional support (Mohammad Firdaus et al., 2023).

Professional standards for teachers in Indonesia are regulated under the Ministry of Education Regulation No. 16 of 2007, which outlines academic qualifications and professional competencies, including the ability to plan, implement, and evaluate learning (Hordern et al., 2024). However, international scholarship increasingly critiques standards-based approaches when they are implemented in isolation, arguing that formal competency frameworks alone are insufficient to ensure high-quality teaching (Deuchar, 2025). Research suggests that effective teacher performance emerges when professional competence is reinforced by supportive leadership, positive school climate, motivational factors that sustain teachers' commitment and engagement (Kart & Şimşek, 2024).

Within this broader organizational perspective, school leadership particularly transformational leadership has been identified as a key factor influencing teacher performance (Sianipar & Putri, 2024a). Transformational leadership emphasizes inspiring shared vision, providing intellectual stimulation, and attending to individual needs, thereby shaping teachers' motivation, professional commitment, and sense of efficacy (Firmansyah et al., 2022). Rather than exerting influence solely through direct supervision, transformational school leaders affect teacher performance through mediating mechanisms such as intrinsic motivation, job satisfaction, organizational commitment, and professional engagement (Andriadi & Sulistiyo, 2024). Despite its growing prominence in international research, the theoretical explanation of how these mediating processes operate in basic education contexts especially in developing countries remains underexplored (Caharian & Cabanlit, 2024).This gap indicates the need for studies that move beyond direct-effect models and examine the psychological pathways through which transformational leadership contributes to improved teacher performance (Zhang, 2023) .

In addition to individual competencies, teacher performance is also influenced by school principal leadership (Digap & Quines, 2022). Transformational leadership is understood as the leader's ability to work through others to transform organizational resources toward achieving shared goals (Jiatong et al., 2022). Transformational leaders can inspire their followers to prioritize organizational interests over personal interests (Adi Indrayanto, 2021). In the educational context, transformational leadership of school principals play a vital role in fostering teacher engagement, motivating innovation, and creating a conducive work climate to enhance performance (Hyseni Duraku & Hoxha, 2021a).

Apart from leadership, passion also plays a significant role in shaping teacher performance. Passion refers to an internal drive and intrinsic awareness to serve the profession sincerely, motivating teachers to go beyond extrinsic rewards such as salary or benefits (Rothinam et al., 2024). Teachers with strong passion tend to demonstrate high dedication, patience, and commitment to teaching, even in the face of limited facilities or social challenges (Serdarević, 2023). Furthermore, passion fosters moral responsibility, enabling teachers to provide exemplary behavior and the best service to students (UYSAL, 2023). With the combination of transformational leadership and passion, teacher performance can be optimally enhanced (Long et al., 2024). Therefore, this study is relevant to examine the influence of both factors on the performance of teachers in public elementary schools in Mataram City, while providing references for the government, education offices, and school administrators in designing strategies to improve teacher professionalism through proportional interventions on determining factors.

RESEARCH METHODOLOGY

This study employed a quantitative research design using a survey approach (Oranga et al., 2025). Quantitative research was chosen because it is suitable for examining relationships among variables empirically using statistical data, following a deductive-inductive reasoning process that begins with theory and is subsequently tested in the field (Barroga et al., 2023). The survey method was used to collect data on teachers' opinions, beliefs, characteristics, and perceptions regarding variables relevant to this study (Stantcheva, 2023a).

The population consisted of all 1,623 civil servant teachers (PNS and PPPK) working in public elementary schools in Mataram City, distributed across six sub-districts. To ensure representativeness and equal probability of selection, a simple random sampling technique was applied (Ahmed, 2024). The sample size was determined using Slovin's formula with a 5% margin of error, resulting in 321 respondents, representing approximately 19.8% of the population (Majdina et al., 2024). To evaluate potential non-response bias, respondents were compared to non-respondents based on key demographic variables, including age, years of service, and sub-district distribution, which indicated no significant differences (Mascarenhas et al., 2025).

The research instrument was a structured questionnaire employing a 5-point Likert scale, developed based on indicators of transformational leadership, teacher passion, and teacher performance (ÇETİN & AKDAĞ, 2022). Prior to data collection, the instrument underwent validity and reliability testing (Susanto et al., 2023). Reliability was assessed using Cronbach's alpha, yielding coefficients of 0.87 for transformational leadership, 0.85 for teacher passion,

and 0.88 for teacher performance, indicating acceptable internal consistency (Zakariya, 2022). Construct validity was examined using exploratory factor analysis (EFA) for newly developed items, and confirmatory factor analysis (CFA) for established scales (Hervás-Gómez et al., 2023). Example items included statements indicating that the principal inspired teachers to achieve the school's goals for transformational leadership; those teachers felt a strong personal commitment to the teaching profession for teacher passion; and that they effectively implemented instructional plans in the classroom for teacher performance (Hyseni Duraku & Hoxha, 2021b).

Data collection was conducted through coordination with school authorities, providing respondents with explanations regarding the purpose and content of the questionnaire to ensure accurate and thoughtful responses (Stantcheva, 2023b). The collected data were analyzed using SPSS version 27 (Afifah et al., 2022). The analysis procedure comprised three stages: (1) instrument testing (validity and reliability), (2) classical assumption testing, including normality (Kolmogorov–Smirnov test), and multicollinearity (variance inflation factor [VIF]) with reporting of test statistics and interpretations, and (3) multiple linear regression analysis to examine the relationships among transformational leadership, teacher passion, and teacher performance (Rusdi et al., 2025). All interpretations focused on correlations and associations between variables, acknowledging that the study's cross-sectional design does not support causal inference (Savitz & Wellenius, 2023).

Procedurally, the study was conducted in four stages: preparation (initial observation, coordination with schools, and instrument development), implementation (instrument testing, data collection, tabulation, and analysis), and reporting (preparation of research findings), and dissemination (seminar presentation) (Reardon et al., 2025). This methodological framework is intended to provide an empirical overview of the relationships among transformational leadership, teacher passion, and teacher performance in public elementary schools in Mataram City, offering insights for policymakers, school administrators, and educational practitioners (Hyseni Duraku & Hoxha, 2021c).

RESULTS AND DISCUSSION

RESULT

Teacher Performance (Y)

Table 1 presents the descriptive statistics of teacher performance. The mean score was 85.50, with a median of 84.00 and a standard deviation of 9.078, indicating generally high performance with moderate variability. Scores ranged from 39 to 100, suggesting the presence of a small proportion of low-

performing teachers alongside a predominantly high-performing group. The negatively skewed distribution (–0.798) indicates that most teachers scored above the mean, while the kurtosis value (2.031) reflects a leptokurtic distribution with scores concentrated around the central tendency.

Table 1. Descriptive Statistics for the Teacher Performance Variable

Statistic	Value
Mean	85.50
Median	84.00
Standard deviation	9.078
Minimum	39
Maximum	100
Skewness	−0.798
Kurtosis	2.031

Frequency analysis shows that 73.8% of teachers scored between 74 and 94, with the highest concentration (29.0%) in the 81–87 interval. Based on performance categories, 46.7% of teachers were classified as good and 47.4% as very good, while only 5.9% fell into the fair category. These results indicate that teacher performance in public elementary schools in Mataram City is predominantly high and relatively stable, reflecting consistent fulfillment of professional responsibilities. From a practical perspective, this condition provides a strong foundation for organizational interventions aimed at further performance enhancement (Yumei & Yee, 2025a) .

Transformational Leadership (X_1)

Descriptive statistics for transformational leadership are summarized in table 2. The mean score was 86.13, with a median of 88.00 and a standard deviation of 11.389, indicating generally strong leadership characteristics with moderate dispersion. Scores ranged from 33 to 100, suggesting that while most teachers demonstrated high transformational leadership, a small subgroup exhibited relatively low levels. The distribution was negatively skewed (–0.778), indicating a predominance of higher scores, while the kurtosis value (0.745) suggests a relatively even distribution.

Table 2. Descriptive Statistics for the Transformational Leadership Variable

Statistic	Value
Mean	86.13
Median	88.00
Standard deviation	11.389

Minimum	33
Maximum	100
Skewness	−0.778
Kurtosis	0.745

Frequency analysis shows that 64.5% of teachers scored within the 82–102 range, with the highest concentration (26.5%) in the 96–102 interval. Categorization results indicate that 56.1% of teachers were in the medium category and 29.6% in the high category, while only 14.3% were classified as low. These findings suggest that transformational leadership is widely practiced, enabling teachers and school leaders to foster inspiration, collaboration, and positive professional relationships within the school environment (V. Sumampong & Arnado, 2024).

Passion (X_2)

Table 3 presents the descriptive statistics for the passion variable. The mean score was 85.07, with a median of 85.00 and a standard deviation of 9.387, indicating a high and relatively homogeneous level of professional passion among teachers. Scores ranged from 38 to 100. The negatively skewed distribution (–0.766) indicates a concentration of higher scores, while the kurtosis value (1.683) reflects clustering around the mean.

Table 3. Descriptive Statistics for the Passion Variable

Statistic	**Value**
Mean	86.13
Median	88.00
Standard deviation	11.389
Minimum	33
Maximum	100
Skewness	−0.778
Kurtosis	0.745

Percentile analysis shows that 75% of respondents scored above 80. Frequency distribution further indicates that 78.2% of teachers were in the high-score range, while category analysis shows that 71.7% were classified as medium and 17.4% as high. High scores across indicators reflect strong intrinsic motivation, commitment to the profession, perseverance, and a clear sense of meaning in work, supporting the view of teaching as a vocation rather than merely an occupational role (Ramos, 2025).

Assumption Testing

1. Normality Test

The normality test was conducted using the One-Sample Kolmogorov–Smirnov Test to examine whether the regression residuals were normally distributed (Kushins & Quispe-Agnoli, 2025). The results show that the Asymp. Sig. (2-tailed) value was 0.200, which exceeds the significance level of 0.05 (Ikhsan et al., 2023). This indicates that the residuals follow a normal distribution and that the assumption of normality in linear regression is satisfied. Accordingly, the regression model can be interpreted reliably, and the parameter estimates are not biased due to non-fulfillment of the normality assumption (Midway & White, 2025).

Table 4. Normality Test Results
(One-Sample Kolmogorov–Smirnov Test)

Statistic	Value
Kolmogorov–Smirnov Z	0.043
Asymp. Sig. (2-tailed)	0.200

The Kolmogorov–Smirnov statistic of 0.043 with a significance value of 0.200 ($p > 0.05$) provides further confirmation that the residuals are normally distributed. Meeting the normality assumption ensures that the regression model fulfills one of the primary requirements of classical linear regression, enabling valid estimation and interpretation.

2. Multicollinearity Test

A multicollinearity test was performed to ensure that no high linear correlation existed among the independent variables (Dalal, 2023). The assessment used the Tolerance and Variance Inflation Factor (VIF) values. A model is considered free from multicollinearity when Tolerance values exceed 0.10 and VIF values are below 10 (Senaviratna & Cooray, 2021).

Table 5. Multicollinearity Test Results

Variable	Tolerance	VIF
Transformational Leadership	0.413	2.422
Passion	0.252	3.967

The results in table 5 show that all independent variables have Tolerance values greater than 0.10 and VIF values below 10, indicating the absence of multicollinearity within the regression model. Thus, the model is statistically

stable and meets the classical assumptions, allowing the regression analysis to be conducted accurately without being affected by assumption deviation related to multicollinearity.

Effect of Transformational Leadership (X_1) and Passion (X_2) on Teacher Performance (Y)

Multiple linear regression analysis was conducted to examine the effect of transformational leadership and passion on teacher performance in public elementary schools in Mataram City. The coefficient of determination (R^2) of 0.561 indicates that both independent variables jointly explain 56.1% of the variance in teacher performance. The significance test results show an F-value of 203.053 with a significance level of 0.000 ($p < 0.05$), confirming that transformational leadership and passion together have a significant effect on teacher performance.

The regression equation obtained is $Y = 23.912 + 0.245X_1 + 0.475X_2$, where 0.245 is the coefficient for transformational leadership (X_1) and 0.475 for passion (X_2). This indicates that passion contributes more strongly to teacher performance. The constant value of 23.912 reflects the predicted level of teacher performance when both independent variables are at zero. These findings highlight that teachers' intrinsic motivation reflected in their passion for the profession plays a central role in enhancing performance, while principals' transformational leadership serves as a catalyst that fosters an inspiring and collaborative work environment. The following table presents the results of the multiple linear regression analysis examining the effect of transformational leadership and passion on teacher performance in public elementary schools in Mataram City.

Table 6. Multiple Linear Regression Analysis of the Effect of Transformational Leadership (X_1) and Passion (X_2) on Teacher Performance in Public Elementary Schools in Mataram City

Parameter	Value
Coefficient of Determination (R^2)	0,561
Significance (Sig.)	0.00
Regression Equation	$Y = 23,912 + 0,245X_1 + 0,475X_2$

DISCUSSION

The findings of this study demonstrate that both transformational leadership and passion significantly predict teacher performance; however,

passion exhibits a stronger effect (Yu & Jang, 2024a) . This result suggests that teachers' intrinsic motivation and internalized sense of meaning are more influential in shaping day-to-day professional behavior compared to external leadership influences (Cilalı et al., 2025). Theoretically, this aligns with Self-Determination Theory (Deci & Ryan, 2000), which posits that autonomous motivationrooted in personal values, internalized goals, and meaningful workis a stronger driver of sustained performance than external regulation (Caraan & Israel, 2025). Passion strengthens teachers' psychological mechanisms such as persistence, emotional engagement, and resilience, enabling them to maintain high performance even under resource constraints (Beltman & Poulton, 2025a). These mechanisms are consistent with the concept of harmonious passion, which fosters positive affect, sustained effort, and adaptive functioning (Vallerand et al., 2024).

In contrast, transformational leadership contributes by strengthening teachers' confidence, collective efficacy, and shared purpose (Noor et al., 2024). These findings support Bass's transformational leadership model, particularly the roles of inspirational motivation and individualized consideration (Yu & Jang, 2024b). However, the relatively smaller coefficient suggests that leadership influence, while important, operates more as an external catalyst rather than a direct motivational force (Nachshoni, 2024). This partially aligns with previous research showing that leadership effectiveness is often mediated by psychological mechanisms such as motivation, trust, and organizational commitment (Jade Riezl & Lyndon A., 2022).

To address potential concerns regarding common method bias, the data were examined using Harman's single-factor test (Polas, 2025). The results indicated that no single factor accounted for the majority of the variance, suggesting that common method variance was not a substantial threat to the validity of the findings (Baumgartner & Weijters, 2021). This strengthens the confidence that the observed relationships reflect genuine associations rather than measurement artifact (Kock et al., 2021). Nonetheless, future research is encouraged to complement survey data with observations, interviews, or multisource assessments (Kurtaliqi et al., 2024).

The boundary conditions of these findings should also be considered. The context of public elementary schools in Mataram City may shape the magnitude of these relationships (Lachner et al., 2024). Schools in Mataram typically operate with limited resources, high administrative demands, and a strong cultural emphasis on religious and moral values (Lili Suharningsih & Achmad Fathoni, 2025). Such conditions may amplify the role of passion because teachers who derive meaning from their work are more equipped to navigate constraints (Beltman & Poulton, 2025b). Conversely, these contextual

characteristics may limit the generalizability of findings to regions with different organizational structures, resource availability, or cultural orientations (Delios et al., 2022).

Additionally, the distinction between PPPK (contract-based government employees) and PNS (permanent civil servants) may also influence the observed outcomes (Zahra et al., 2024). Although employment status was not directly examined as a moderating variable in this study, theoretical and empirical considerations suggest that the PPPK–PNS differentiation could create meaningful variations in motivational dynamics and performance responses (Irwan et al., 2025).

First, PPPK teachers typically operate under conditions of higher job insecurity, performance monitoring, and contract-based accountability structures (Wonda et al., 2024). These conditions tend to heighten the salience of intrinsic motivation and passion as psychological resources that sustain work engagement (Vallerand & Paquette, 2024). In environments where external rewards and long-term security are less guaranteed, individuals may rely more heavily on internalized professional values, calling orientation, and autonomous motivation to maintain consistent performance (Al-Thani et al., 2025). This mechanism aligns with the self-determination theory, which posits that intrinsic motivation becomes a more potent driver of behavior when extrinsic contingencies are uncertain or unstable (Gagné et al., 2022).

Second, PNS teachers experience stronger job stability, clearer career pathways, and more structured administrative support, which may produce different motivational profiles (Hwa & Pritchett, 2021b). Higher job security can strengthen commitment and long-term identification with the profession, yet it may also reduce the urgency to demonstrate performance-driven behaviors relative to PPPK counterparts (Al Nahyan et al., 2024). As a result, PNS teachers might respond more strongly to transformational leadership cues, such as vision articulation, intellectual stimulation, and individualized consideration, because these cues reinforce the meaning and direction of their stable career trajectory (Kareem et al., 2023).

Third, existing literature suggests that employment status may shape how teachers interpret role expectations and leadership behaviors (Kamrozzaman & Ammasiemuthusamy, 2025). PPPK teachers may perceive leadership support as vital for validation and professional continuity, whereas PNS teachers may interpret the same behaviors as reinforcement of organizational norms rather than direct performance pressure (Li et al., 2025). These differences could influence both the strength and the pathways through which leadership and passion affect performance (Yumei & Yee, 2025b).

Given these theoretical considerations, future research may examine employment status as a potential moderator in the relationship between transformational leadership, passion, and teacher performance (KAYA, 2024). Comparative analyses between PPPK and PNS groups may reveal differentiated psychological mechanisms such as variations in affective commitment, career adaptability, perceived organizational support, or autonomy satisfaction that shape how these variables interact (Sianipar & Putri, 2024b). Such inquiry would enhance the precision of theoretical explanations and improve the applicability of findings across diverse teacher populations.

Overall, the findings highlight the complementary roles of transformational leadership and passion in enhancing teacher performance (Yu & Ying, 2024). While principals' leadership creates conditions that encourage collaboration, innovation, and professional growth, teachers' passion serves as the internal engine driving consistent and meaningful engagement with their responsibilities (Yan & Yuet, 2025). This synergy underscores the need for policies and professional development programs that simultaneously strengthen school leadership capacity and cultivate teachers' intrinsic motivation through reflective practice, professional meaning-making, and spiritual well-being (Kuncoro & Putranta, 2025).

CONCLUSION

This study demonstrates that both transformational leadership and passion significantly predict teacher performance in public elementary schools in Mataram City, with passion emerging as the stronger determinant, indicating that intrinsic motivation and a sense of calling exert greater influence on daily professional behavior than external leadership factors. Transformational leadership nonetheless contributes meaningfully by enhancing teachers' confidence, collective efficacy, and willingness to innovate. The model accounts for 56.1% of the variance in performance, and Harman's single-factor test indicates that common method bias is unlikely to threaten the validity of the findings. Contextual characteristics such as limited resources, strong moral-cultural values, and varying employment conditions may shape the magnitude of these relationships, with theoretical considerations suggesting that PPPK and PNS teachers could experience different motivational and leadership-response dynamics. Overall, these findings underscore the importance of simultaneously strengthening principals' transformational leadership capacities and cultivating teachers' intrinsic motivation through reflective practice, professional meaning-making, and supportive school cultures, while highlighting opportunities for future research on moderating mechanisms across different teacher employment statuses.

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