

The Relationship Between Library Principal Leadership Style and Teacher Work Motivation in Private Schools

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ABSTRAK

This study aims to examine the relationship between principal leadership style and teacher work motivation in private schools through a literature review approach. In the context of private education, the principal's leadership style is a crucial factor in creating a supportive, collaborative, and motivating work environment. Analysis of various scientific articles indicates that transformational, democratic, and instructional leadership styles are most effective in improving teacher motivation and performance. Teachers who feel involved in decision-making and receive personal support from their leaders tend to have high intrinsic motivation, which impacts teaching quality and positive relationships with students. On the other hand, authoritarian and laissez-faire leadership styles are considered less effective and can even reduce teacher morale. The context of private schools, which often face limited resources, requires principals to be adaptive and responsive to teacher needs. This study confirms that effective leadership not only improves teacher performance but also creates a more positive and productive learning environment for students. These findings provide an important contribution to formulating leadership development policies in private education settings.

INTRODUCTION

In an era of increasing educational demands, the role of the principal has evolved beyond mere administration to dynamic leadership, significantly impacting teacher performance and motivation. Especially in private schools, where organizational structures and resources can vary widely, the principal's leadership style is a crucial determinant of overall school effectiveness (Nguyen et al., 2021). Teachers, as central figures in the learning process, require a supportive environment and high motivation to carry out their duties effectively. Motivation influences not only teaching quality but also teacher retention, innovation, and job satisfaction (Putra et al., 2020).



Leadership style refers to the consistent behavioral patterns exhibited by leaders when guiding, motivating, and managing others. Contemporary leadership theories, such as transformational and transactional leadership, have been widely used in educational settings to explain how principals influence school climate and staff motivation (Bush & Glover, 2019). Transformational leaders, for example, are known to inspire teachers by articulating a shared vision and providing individual support, while transactional leaders rely on structured policies and reward systems to drive performance (Al-Husseini & Elbeltagi, 2020).

Teacher work motivation is influenced by both intrinsic and extrinsic factors. According to a recent study, leadership is one of the most influential external factors influencing teachers' willingness to exert effort and remain committed to the organization (Zheng et al., 2023). When principals implement a participatory, communicative, and empowering leadership style, teachers report higher levels of motivation, increased collaboration, and improved student learning outcomes (Ibrahim & Daniel, 2022).

Despite the growing recognition of the importance of leadership in education, there remains a gap in understanding how different leadership styles specifically relate to teacher motivation in the private school context. This study addresses this gap by exploring the correlation between principal leadership styles and teacher work motivation in private educational institutions. A quantitative correlational approach will be used to collect data from private school teachers and analyze the strength and nature of the relationship between the two variables.

The objectives of this study are: (1) to identify the dominant leadership styles used by principals in private schools; (2) to measure the level of teacher work motivation; (3) to analyze the relationship between leadership styles and motivation; and (4) to provide recommendations for improving teacher motivation through effective leadership practices. By investigating these relationships, this study aims to offer insights that can inform leadership development programs and school policy improvements, ultimately contributing to better educational outcomes.

METHODOLOGY

This study uses a descriptive qualitative approach using a library research method, aiming to examine in-depth the relationship between principal leadership style and teacher work motivation in private schools. This library study was chosen because it allows researchers to collect, review, and analyze various relevant scientific sources without directly collecting field data. Data for this study were obtained from national and international scientific journals, reference books, and research reports published within the last five years, namely between 2019 and 2024. These sources were accessed through various academic databases such as Google Scholar, ERIC, ResearchGate, Scopus, and ScienceDirect using the keywords "principal leadership style," "teacher motivation," "private schools," and "educational leadership."

The selected literature was selected based on several criteria: first, relevance to the main research topic, which includes principal leadership style and teacher work motivation; second, focus on the context of primary and secondary education, particularly in private schools; and third, the research methods used in the sources have been scientifically validated through both quantitative and qualitative approaches. and fourth, publications were in accredited journals and had undergone peer-review.

Data from the collected literature was analyzed using content analysis techniques, which consist of three main stages: data reduction, data presentation, and conclusion

drawing. In the data reduction stage, researchers selected relevant information from each source. Then, the relevant data was systematically organized in a matrix or table to facilitate comparison and pattern identification. Finally, researchers conducted interpretations to draw conclusions about the relationship between principal leadership style and teacher work motivation based on the results of previous research. Through this method, it is hoped that a comprehensive understanding of the influence of leadership style on teacher morale, satisfaction, and commitment in private schools will be achieved. The steps are explained in the following image:

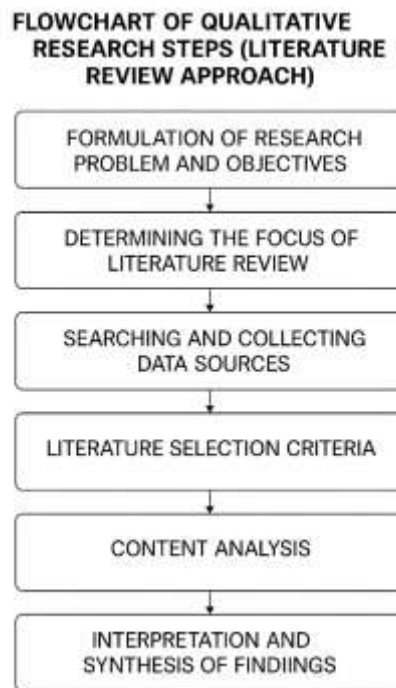


Figure 1. Principal Leadership Style

This research starts by identifying the main problem and setting the goals to be achieved. Then, the researcher focuses the topic of the literature review to guide the search process. After that, relevant sources are collected from academic databases. The gathered literature is filtered based on its relevance and quality. Next, the content of the selected sources is analyzed to extract useful information. The researcher then draws conclusions and summarizes the main findings. At the end, all of the work is written into a research report or article.

RESULTS AND DISCUSSION

Results are the main part of a scientific article, containing: clean results without data analysis process, hypothesis testing results. Results can be presented with tables or graphs, to clarify the results verbally

Discussion is the most important part of the entire content of a scientific article. The objectives of the discussion are: Answering research problems, interpreting findings, integrating findings from research into existing bodies of knowledge and developing new theories or modifying existing theories.

Table 1. Principal Leadership Style

No	Article Title	Source	Research Findings
1	Impact of Principal Leadership Styles on Teacher Job Performance: An Empirical Investigation	Parveen et al. (2022), Frontiers in Education	Transformational and democratic leadership styles significantly influence teacher performance and motivation. Autocratic leadership tends to have a negative effect when overly applied.
2	School Principal's Leadership Style and Teachers' Job Performance: A Systematic Review of Literature	Ortiz & De Jesus (2024), Journal of Interdisciplinary Perspectives	Participative and transformational leadership styles improve teacher satisfaction and motivation, especially in private schools with collaborative cultures.
3	Principal's Leadership Style and Its Relevance To Teacher Performance	Khofiyah (2022), AS-SABIQUN	Effective leadership styles such as democratic and instructional leadership have a direct impact on teacher performance and motivation, particularly in private school environments.
4	The Influence of Principal's Democratic Leadership Style on Teacher Performance	Agustin et al. (2022), KnE Social Sciences	Democratic leadership significantly improves teacher work motivation and performance by involving teachers in decision-making processes.
5	The Principal's Leadership Style and the Teacher Performance	Sutarjo et al. (2022), Edukasi Islami: Jurnal Pendidikan Islam	Transformational and instructional leadership styles greatly contribute to enhancing teacher performance by promoting intrinsic motivation and reinforcing school vision.

The reviewed studies show that democratic, transformational, and instructional leadership styles are most effective in enhancing teacher motivation and performance in private schools. These styles promote collaboration, professional growth, and clear vision. In contrast, autocratic leadership can be less motivating, and laissez-faire leadership is generally ineffective. Adaptive leadership tailored to school context is essential for optimal teacher outcomes.

Table 2. Teacher Motivation

No	Article Title	Source	Research Findings
1	A meta-analysis of autonomous and controlled forms of teacher motivation	Slemp et al. (2020)	Autonomous motivation is strongly associated with increased teacher well-being, autonomy-supportive teaching styles, and reduced burnout.
2	Influence of motivation on teachers' job	Kumari & Kumar (2023)	Both intrinsic and extrinsic motivation significantly influence teacher job performance and overall

3	performance Strategies teachers use to maintain motivation	Beltman & Poulton (2025)	teaching quality. Teachers maintain their motivation through intrapersonal, interpersonal, professional, and personal strategies, especially during challenging times.
4	The influence of teachers' intrinsic motivation on students' intrinsic motivation: The mediating role of teachers' motivating style and teacher-student relationships	Zou et al. (2023)	Teachers' intrinsic motivation positively affects students' intrinsic motivation, mediated by teaching style and the quality of teacher-student relationships.
5	Teacher motivation and student outcomes: Searching for the signal	Bardach & Klassen (2021)	While the direct link between teacher motivation and student achievement is mixed, teacher motivation enhances student engagement and classroom relationships.

The five studies consistently highlight that teacher motivation plays a crucial role in enhancing educational quality. Intrinsic motivation, in particular, is closely linked to improved teacher well-being, effective teaching practices, and positive student-teacher relationships. While the direct impact on student academic achievement is mixed, motivated teachers foster greater student engagement and classroom effectiveness. Furthermore, maintaining teacher motivation requires strategic effort across personal, interpersonal, and professional domains. Overall, supporting and sustaining teacher motivation is essential for achieving long-term improvements in both teacher performance and student learning outcomes.

Table 3. Private Schools

No	Article Title	Source	Research Findings
1	Private Schools and Student Achievement	Azimi, E., Friesen, J., & Woodcock, S. (2023)	The study found that academic advantages of private school students disappear after controlling for socioeconomic background and prior achievement. The results suggest that student selection, rather than school quality, explains the performance gap.
2	The Private Schooling Phenomenon in India: A Review	Kingdon, G. (2020).	This study reviews the rapid rise of low-cost private schools in India due to dissatisfaction with public schools. However, these schools contribute to social stratification as they are accessed more by advantaged families and pay lower teacher salaries.
3	The Public Purposes of Private Education: A Civic Outcomes Meta-Analysis	Shakeel, M., Wolf, P., Johnson, A., Harris, M., & Morris, S. (2024).	A meta-analysis showing that private schools, especially religious ones, offer a small but statistically significant boost to civic outcomes. However, the effect

4	The Impact of Private Schools, School Chains and PPPs in Developing Countries	Crawford, L., Hares, S., & Todd, R. (2023).	size is modest and context-dependent. The study concludes that low-cost private schools in developing countries yield moderately better learning outcomes than public schools, but not enough to ensure students reach foundational learning targets.
5	Financing Elite Education: Economic Capital and the Maintenance of Class Power in English Private Schools	Gamsu, S. (2022).	This research explores how elite private schools in England sustain class dominance through financial capital. These schools are expanding globally through international branches, reinforcing elite access and cultural influence.

The studies show that private schools offer limited academic or civic advantages, mostly due to student background rather than school quality. In developing countries, low-cost private schools perform slightly better than public ones but still face equity issues. Elite private schools reinforce social privilege and global inequality. Overall, private schools present both opportunities and challenges, especially in terms of fairness and access.

Table 4. Educational Leadership

No	Article Title	Source	Research Findings
1	Transformational Leadership and Digital Skills in Higher Education Institutes: During the COVID-19 Pandemic	Antonopoulou et al., 2021	Demonstrates that transformational leadership positively influenced digital adaptation and staff satisfaction in higher education during the pandemic. Collaborative and visionary leadership proved highly effective in crisis contexts.
2	Teacher Leadership in Higher Education: Why Not?	Ghamrawi et al., 2024	Highlights the critical role of teacher leadership in higher education. Teachers influence institutional culture, promote innovation, and enhance student learning outcomes through empowered participation.
3	Neuroleadership as an Asset in Educational Settings: An Overview	Gkintoni et al., 2022	Explores how integrating neuroscience into educational leadership improves decision-making, emotional regulation, and leaders' adaptability in complex school environments.
4	Leadership for Professional Learning Towards Educational Equity: A Systematic Literature Review	Poekert et al., 2020	Emphasizes that leadership supporting professional learning and social equity can lead to significant improvements in educational access and quality for all student groups.
5	Components and Indicators of Educational Leadership	Jongyung, 2024	Outlines key indicators of effective educational leadership, including clear

vision, organizational management, staff development, community engagement, and ethical leadership critical to institutional success.

The selected articles show that effective educational leadership is collaborative, visionary, and adaptable. Transformational and teacher leadership enhance institutional performance, while neuroleadership improves decision-making and emotional intelligence. Equity, professional learning, and core components like vision, management, and ethics are essential for sustainable educational improvement.

Table 5. Elemental composition of sampling sites

No	Focus Area	Key Findings	Linkage to Other Focus Areas
1	Leadership Style (Parveen et al., 2022)	Transformational and democratic leadership styles positively influence teacher motivation and performance.	Directly linked to teacher motivation (Zou et al., 2023; Kumari & Kumar, 2023) and are effective in private school contexts (Ortiz & De Jesus, 2024).
2	Teacher Motivation (Slemp et al., 2020)	Autonomous motivation enhances teacher well-being and instructional quality.	Shaped by supportive leadership styles (Ibrahim & Daniel, 2022).
3	Private School Context (Kingdon, 2020)	Private schools are growing due to dissatisfaction with public schools but face equity and salary challenges.	Requires adaptive and participative leadership to sustain teacher motivation amid limited resources.
4	Educational Leadership (Antonopoulou et al., 2021)	Transformational leadership supports digital adaptation and staff satisfaction during crises.	Aligns with findings on how transformational leadership boosts teacher motivation.
5	Teacher–Student Motivation Link (Zou et al., 2023)	Teacher intrinsic motivation affects student motivation through teaching style and teacher–student relationships.	Highlights the indirect impact of principal leadership through teacher empowerment.

The interrelated findings presented in the table reveal a strong connection between principal leadership style, teacher motivation, the private school context, and educational leadership. Research consistently shows that transformational, democratic, and participative leadership styles positively influence teacher motivation and performance. These leadership approaches encourage teacher involvement in decision-making, foster a shared vision, and provide individualized support, all of which enhance teacher satisfaction and effectiveness. Teacher motivation itself is a crucial factor that mediates the relationship between leadership and educational outcomes. Studies emphasize that intrinsically motivated teachers are more resilient, perform better in the classroom, and contribute to improved student engagement and learning.

In private school settings, however, challenges such as limited resources, lower teacher salaries, and inequitable access add complexity to the leadership process. This context requires school leaders to be adaptive and empathetic, ensuring that motivation is sustained even in difficult working conditions. Moreover, broader research on educational leadership reinforces the importance of visionary and collaborative leadership, especially in times of crisis or change, such as during digital transitions in the COVID-19 pandemic. Lastly, teacher motivation has a downstream impact on students, as intrinsically motivated teachers tend to build stronger teacher-student relationships and employ more effective teaching strategies. Ultimately, these findings underscore that principal leadership does not only affect administrative outcomes but also plays a central role in shaping teacher morale and the overall learning environment in private schools.

The results of this literature study indicate that the principal's leadership style has a significant influence on teacher work motivation in private schools. Transformational, democratic, and instructional leadership styles have been consistently shown to improve teacher performance and motivation (Parveen et al., 2022; Ortiz & De Jesus, 2024; Khofiyah, 2022; Agustin et al., 2022; Sutarjo et al., 2022). Leaders who implement a participatory approach, such as involving teachers in decision-making processes and providing individual support, create a more collaborative and motivating work environment (Agustin et al., 2022). Conversely, an authoritarian leadership style tends to have a negative impact if applied excessively (Parveen et al., 2022).

Teacher work motivation is strongly influenced by intrinsic and extrinsic factors. Teachers with high intrinsic motivation report better well-being, more effective teaching quality, and more positive relationships with students (Slemp et al., 2020; Zou et al., 2023). Research also shows that teachers maintain their motivation through a variety of personal, professional, and social strategies, particularly when facing challenges in the teaching process (Beltman & Poulton, 2025). Furthermore, teacher motivation contributes to increased student engagement and a better classroom climate, although the direct impact on student achievement varies (Bardach & Klassen, 2021).

In the context of private schools, challenges such as limited resources, low teacher salaries, and social inequality require principals to adopt a more adaptive and supportive leadership style (Kingdon, 2020; Gamsu, 2022). This type of leadership is considered crucial for maintaining teacher morale and commitment, especially in situations of high stress or structural constraints. Furthermore, visionary and collaborative educational leadership has also been shown to improve digital adaptation and staff job satisfaction, particularly during crisis situations such as the COVID-19 pandemic (Antonopoulou et al., 2021).

Overall, the study results indicate that a strong relationship between principal leadership style and teacher work motivation contributes to improved teacher performance and a healthier learning climate in private schools.

Discussion

Research shows that the principal's leadership style plays a central role in influencing teacher work motivation in private schools. Numerous findings indicate that transformational, democratic, and instructional leadership styles have proven most effective in creating a supportive, participatory, and motivating work environment (Parveen et al., 2022; Ortiz & De Jesus, 2024; Sutarjo et al., 2022). Transformational leaders inspire teachers with a clear vision, provide personal support, and facilitate

professional development. Meanwhile, a democratic style allows teachers to contribute to decision-making, which positively impacts their sense of ownership and work engagement (Agustin et al., 2022).

Teacher involvement in school management processes is crucial, especially in the context of private schools, which are generally more structurally flexible. When teachers feel their voices are heard and their contributions are valued, they tend to have high intrinsic motivation and demonstrate more optimal performance (Khofiyah, 2022). This intrinsic motivation is crucial because it directly impacts teaching quality, emotional resilience, and relationships with students (Slomp et al., 2020; Zou et al., 2023). Teachers who are intrinsically motivated tend to be more resilient to stress, take initiative in learning, and are more innovative in delivering material.

On the other hand, authoritarian and laissez-faire leadership styles have been shown to be less effective. An authoritarian style, when applied rigidly, tends to cause psychological stress, stifle teacher creativity, and lower morale. A laissez-faire style that is too passive also does not encourage involvement or responsibility, negatively impacting teacher collective performance (Parveen et al., 2022). Therefore, it is crucial for principals to balance direction and freedom in their leadership.

The context of private schools also influences how leadership should be implemented. Many private schools, especially in developing countries, face limited resources, lower teacher salaries, and less than ideal working conditions (Kingdon, 2020; Gamsu, 2022). In situations like this, school leaders are required to be adaptive and able to motivate teachers even under challenging conditions. A leadership style that is empathetic and responsive to teacher needs has proven to be an effective solution in maintaining teaching quality and staff loyalty.

Furthermore, research also shows that effective leadership not only impacts teachers but also indirectly influences students. Teachers who are highly motivated and feel supported by their principals are more likely to build positive relationships with students, develop innovative teaching strategies, and create a productive learning environment (Bardach & Klassen, 2021; Zou et al., 2023). This confirms that principal leadership is a key factor bridging the gap between managerial policies and student academic success.

Adaptive educational leadership, particularly a transformational style, is also crucial in contexts of change or crisis such as the COVID-19 pandemic. Leaders with a clear vision, strong communication skills, and the ability to adapt to technology have been shown to successfully maintain teacher morale and learning effectiveness during the digital transition (Antonopoulou et al., 2021). This demonstrates that modern challenges in education require leaders who are not only decisive, but also visionary and collaborative.

More broadly, principal leadership should be understood not merely as a formal position, but as a force capable of directing, inspiring, and empowering teachers. Implementing a leadership style that is appropriate to the private school context, considers teachers' personal and professional needs, and upholds collaboration, will have a significant impact on teacher motivation and the overall quality of education.

CONCLUSION

Based on the analyzed literature, it can be concluded that the principal's leadership style has a significant influence on teacher work motivation in private schools. Transformational, democratic, and instructional leadership styles have proven to be the

most effective approaches in improving teacher motivation, performance, and engagement in the educational process. Intrinsically motivated teachers tend to demonstrate higher quality teaching, build good relationships with students, and are more resilient to work pressure. Conversely, authoritarian and laissez-faire leadership styles tend to negatively impact teacher morale. In the context of private schools that often face limited resources and managerial pressures, adaptive, communicative, and supportive leaders are key to creating a healthy and productive work climate.

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