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INFLUENCE OF PRINCIPAL TRANSFORMATIONAL LEADERSHIP AND KNOWLEDGE LEADERSHIP ON MOTIVATION AMONG PRIVATE SCHOOLS TEACHERS IN SOUTH KALIMANTAN

IWAN PERDANA



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THESIS PRESENTED TO QUALIFY FOR A DOCTOR OF PHILOSOPHY

FACULTY OF MANAGEMENT AND ECONOMICS
SULTAN IDRIS EDUCATION UNIVERSITY

2025



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Finally, I hope this thesis will benefit the academic community and bring blessings from Allah SWT. Aamiin, Ya Rabbalalamin.





ABSTRACT

This study investigates the influence of transformational leadership and knowledge leadership of principals on the motivation of private school teachers in South Kalimantan, Indonesia. A quantitative approach was used in this study, using a survey method and a questionnaire. The samples were selected using stratified and simple random sampling involving 335 teachers in 13 regions. Furthermore, data were analyzed through descriptive and regression analysis. The results of the study showed that the level of transformational leadership of principals was high (mean=4.39, standard deviation=0.61), the level of knowledge leadership of principals was also high (mean=4.43, standard deviation=0.61), as well as the level of intrinsic motivation of teachers (mean=4.41, standard deviation=0.55) and the level of extrinsic motivation of teachers (mean=4.37, standard deviation=0.59). The result also proved that transformational school leadership and knowledge leadership simultaneously influence the intrinsic motivation of private school teachers and that transformational school leadership and knowledge leadership simultaneously influence the extrinsic motivation of private school teachers. This study concludes that transformational and knowledge leadership positively influence teacher motivation. They simultaneously and effectively enhance private school teachers' intrinsic and extrinsic motivation in South Kalimantan. The implication of this study highlights the crucial need for principals to adopt transformational and knowledge-based leadership approaches. Policymakers must prioritize leadership development training for school principals to foster a motivated teacher and ultimately enhance the quality of education in private schools.





PENGARUH KEPIMPINAN TRANSFORMASI DAN KEPIMPINAN PENGETAHUAN PENGETUA TERHADAP MOTIVASI DALAM KALANGAN GURU SEKOLAH SWASWA DI KALIMANTAN SELATAN

ABSTRAK

Kajian ini bertujuan menyelidik pengaruh kepimpinan transformasi dan kepimpinan pengetahuan pengetua terhadap motivasi guru sekolah swasta di Kalimantan Selatan, Indonesia. Pendekatan kuantitatif digunakan dalam kajian ini dengan kaedah tinjauan menggunakan borang soal-selidik. Pemilihan sampel adalah secara rawak berstrata dan rawak mudah melibatkan seramai 335 orang guru di 13 wilayah. Objektif kajian adalah untuk menentukan tahap kepimpinan transformasi dan tahap kepimpinan pengetahuan pengetua serta tahap motivasi guru. Selanjutnya, pengaruh kepimpinan transformasi dan kepimpinan pengetahuan terhadap motivasi guru diukur melalui analisis regresi. Hasil analisis menunjukkan tahap kepimpinan transformasi pengetua adalah tinggi (min=4.39, sisihan piawai=0.61), tahap kepimpinan pengetahuan pengetua juga adalah tinggi (min=4.43, sisihan piawai=0.61), begitu juga tahap motivasi intrinsik guru (min=4.41, sisihan piawai=0.55) dan tahap motivasi ekstrinsik guru (min=4.37, sisihan piawai=0.59). Hasilnya juga membuktikan bahawa kepimpinan sekolah transformasi dan kepimpinan pengetahuan secara serentak mempengaruhi motivasi intrinsik guru sekolah swasta dan kepimpinan sekolah transformasi dan kepimpinan pengetahuan secara serentak mempengaruhi motivasi ekstrinsik guru sekolah swasta. Kajian ini menyimpulkan bahawa kepimpinan transformasi dan pengetahuan mempengaruhi motivasi guru secara positif. Mereka secara serentak dan berkesan meningkatkan motivasi intrinsik dan ekstrinsik guru sekolah swasta di Kalimantan Selatan. Implikasi kajian ini menyerlahkan keperluan penting bagi pengetua untuk mengguna pakai pendekatan kepimpinan transformasi dan berasaskan pengetahuan. Penggubal dasar mesti mengutamakan latihan pembangunan kepimpinan untuk pengetua sekolah untuk memupuk guru agar termotivasi dan akhirnya meningkatkan kualiti pendidikan di sekolah swasta.





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CHAPTER 1

INTRODUCTION

1.1 Introduction



Motivation is widely acknowledged as an inherent driving force that compels individuals to take action. Green (2002) asserts that motivation is an innate condition that not only starts but also guides and maintains human activity. Santrock (2011) highlighted once more the importance of motivation in directing people's actions, encouraging them to engage in habits, and cultivating tenacity. Furthermore, studies have repeatedly demonstrated that motivation is a significant factor in determining how people generally behave. Deci and Ryan (1987) found that motivation profoundly impacts shaping behavior, as it influences the level of involvement, commitment, and satisfaction an individual derives from their actions. In essence, motivation is a fundamental driving force that propels individuals to engage in various activities, and its effects can be seen in both personal and professional settings. In the context of education, motivation is crucial in





determining student learning experiences and impacting teacher performance, particularly in private school settings that encounter issues concerning educational quality and staff stability.

Motivated behavior is characterized by its energetic, goal-oriented, and sustained nature. An individual with solid motivation will exhibit a strong desire to take action towards a specific goal, driven by an impulse that originates from within, whether consciously or unconsciously. A person's motivation is reflected in their behavior, and a low level of motivation can negatively impact job performance or performance. A person's motivation is so crucial that it can even put themselves or others at risk. For Teachers, in particular, a high level of motivation is vital. According to Nelson and Quick (2012), motivation is the underlying forces or motivations that drive individuals' behavior, shaping how they act and ultimately deciding their actions and consequences. Motivation is depicted as the primary factor that supports and molds human behavior, serving as the catalyst that propels individuals towards particular behavioral patterns and accomplishments. The importance of motivation in understanding the intricacies that influence an individual's decisions, actions, and achievements in several areas of human activity is emphasized by this perspective.

In education, teachers are essential and irreplaceable individuals whose work is crucial and cannot be substituted. They are essential to the educational process, exerting a strong influence that shapes and directs pupils' learning experiences. Teachers have a wide range of responsibilities that go beyond just sharing knowledge. They manage the complex classroom dynamics and create an environment that supports intellectual progress, skill building, and personal development. Their influence is widespread, affecting not just the





academic paths but also the overall development of learners, highlighting their crucial importance in the educational field. In private schools, especially in areas such as South Kalimantan, teacher motivation is a crucial aspect because they often face limited facilities and support that are different from public schools.

Teachers are highly regarded as the most valuable and intellectually capable individuals in society, with the exceptional skill to influence a nation's future by sharing thought-provoking ideas and knowledge. Mertler (2002) emphasizes the necessity for educators to have a high degree of motivation, considering their crucial role in transferring knowledge and developing skills in learners. The significance of continuous drive and passion among Teachers cannot be overstated, as their level of motivation directly affects their ability to inspire and positively influence students' lives. In turn, contributes to the overall improvement of the educational system.



Implementing new educational standards and procedures has raised questions about quality control and teacher motivation. More robust teacher engagement is correlated with higher levels of motivation, which makes teacher motivation a crucial component of the teaching-learning process (Thoonen et al., 2011; Richardson & Watt, 2008). Moreover, it aids educational institutions in attaining their goals (Müller et al., 2009) and enhances academic performance and student involvement (Harris, 2020; Viseu et al., 2016). Transformational and knowledge-based leadership is particularly relevant in this context, as it can provide the support needed to increase teacher motivation in private schools by providing inspiration, self-development, and a conducive work environment.





The importance of teacher motivation in the educational system is well acknowledged since it directly influences quality assurance procedures. Ensuring high educational standards relies on having a group of teachers who demonstrate effectiveness and efficiency in their teaching duties (Onjoro, 2015). Achieving superior educational outcomes relies on the presence of motivated educators who possess appropriate incentives to enhance the quality of the educational system. Moreover, according to Blašková (2014), Teachers who have exceptional knowledge in their subject area, along with high levels of motivation, responsibility, and creativity, and consistently incorporate these qualities into their teaching are the ones who can effectively develop these essential skills in their students. This viewpoint emphasizes the crucial importance of motivated and highly skilled teachers in promoting the overall growth of students and creating a favorable atmosphere for achieving high academic standards.



Motivation is essential when it comes to propelling people or organizations toward their goals. A high degree of motivation is necessary for the smooth operation of educational institutions such as schools. If the various components of an academic institution, including teachers, students, and administrators, are motivated and engaged, the school is more likely to achieve its goals and objectives. The role of teachers in motivating students and achieving school goals is particularly noteworthy. Whether intrinsic or extrinsic, teachers' motivational styles can significantly impact student motivation and overall academic performance. Teachers are more likely to perform their responsibilities and help the school achieve its objectives when highly motivated and dedicated.





A company's leadership is a significant factor in motivating its workforce. Northouse (2016) defines leadership as the process by which a person influences a group to attain a common goal collectively. Leadership is the interaction between a leader and a subordinate to influence subordinates' behavior to achieve organizational goals (Yukl, 2002). School leadership style determines success (Tuin et al., 2021).

As a school leader, the principal can affect teachers' motivation. Massry-Herzallah and Arar (2019) found that the principal's support significantly influences teachers' motivation. The assertion indicates that the principal's leadership approach affects teachers' motivation. To determine which principal will inspire teachers the most, looking into their leadership style is imperative. This study primarily examines the impacts of transformative leadership, characterized by an individual's commitment to achieving goals. It accomplishes that goal and fulfills its designated purpose (Mangi et al., 2021).

Transformational leaders motivate their followers to exceed expectations and realize their potential by stimulating higher-order needs, cultivating a trusting environment, and encouraging prioritization of organizational interests over personal ones (Bass & Avolio, 1993).

According to Paarlberg and Lavigna (2010), transformational leadership is a framework based on values that motivate employees by appealing to their idealism and moral ideals. By encouraging their followers to pursue goals beyond self-interest and providing them with the courage to do so, transformational leaders impact their followers. Transformative leaders inspire their followers with their inspiring vision, model moral





behavior, and push them to put aside their interests in favor of a larger group aim. They also increase followers' awareness of idealized goals.

The implication is established that Organisational Citizenship Behaviour in an institution can be realized if a leader applies a transformational leadership system. In Integrated Islamic Elementary Schools in Bekasi Regency, Suharyat et al (2023) did a study to examine the function of school administrators in promoting positive teacher behavior via transformational leadership. The study also examined characteristics that either support or hinder the development of positive teacher behavior and attitudes. Employees who get higher levels of transformational leadership are more likely to display innovative behavior, claim Tri and Zhou (2019). It suggests a direct correlation between transformational leadership and creative behavior. It revealed that implementing a transformational leadership system by a leader can lead to realizing Organizational Citizenship Behavior in an institution. Tri and Zhou (2019) established a clear correlation between transformative leadership and innovative behavior, i.e., employees who experience higher degrees of transformational leadership are likelier to exhibit innovative behavior.

This study examined the four main characteristics of transformational leadership, building on Bass's influential transformational leadership theory (1985). In particular, the study will examine how leaders show thoughtful care for each individual, intellectual stimulation, inspiring motivation, and a compelling idealistic goal. These leadership attributes are believed to inspire and invigorate employees, fostering a sense of commitment and zeal among team members. This study aims to elucidate the characteristics of exceptional leaders who can inspire and encourage their subordinates





toward achieving shared goals. It will be accomplished by analyzing four critical dimensions of transformational leadership.

Knowledge leadership is anticipated to be a significant element in teacher motivation and other variables. Proficient leaders in academic establishments exhibit a profound comprehension of the teaching and learning procedures, keeping abreast of the most recent findings and optimal methodologies within their domain. It allows them to provide teachers with focused support and direction, enabling them to enhance their instructional strategies and student results continuously. Furthermore, knowledge leadership encourages teachers to take charge of their professional development and aim for excellence in teaching by fostering a culture of professionalism and ongoing learning. Knowledge leadership can thereby positively impact teachers' motivation.



Extensive scholarly research has firmly proven that for an organization to achieve long-term success and flourish in its endeavors, it is crucial to prioritize and develop knowledge leadership as a strategic necessity (Brown & Duguid, 2000). This notion highlights the essential significance of intellectual capital and the effective management of knowledge assets in fostering organizational excellence and achieving a competitive edge. By adopting a leadership style that prioritizes knowledge and information, firms can tap into the powerful potential of their employees, create a culture that encourages ongoing learning and creativity, and ultimately establish themselves as leaders in their industries. The focus on knowledge leadership is crucial for driving growth and allows firms to effectively navigate a constantly changing business environment with flexibility, foresight, and a sustainable competitive advantage.





Knowledge leadership, according to Stogdill (1974), is helping group members through the learning processes required to meet organizational objectives. Leadership is essential for promoting and directing successful innovation in creating and sharing strategic information in knowledge-based companies. However, fostering knowledge leadership in various institutional and cultural contexts presents severe difficulties for HR practitioners. HR professionals must successfully traverse these challenges to harness knowledge leadership and promote an innovative and continuous learning culture within firms, as Mabey et al. (2012) pointed out. By doing this, businesses may help employees reach their maximum potential and accomplish their strategic goals.

According to Skyrme (2000), knowledge leadership is a crucial endeavor that involves continuously improving and innovating information resources, learning networks, and human capabilities. Proficient leaders in educational environments can utilize knowledge leadership to enhance teachers' performance preparation and create efficient knowledge management protocols. Principals may foster a culture of creativity and ongoing learning in their schools by doing this. It can be accomplished by encouraging teachers to work together and share their knowledge and giving them access to pertinent materials and professional development opportunities. Principals can enable teachers to take charge of their professional development and aim for excellence in their teaching practices by establishing a culture of knowledge leadership. Better student outcomes and general school performance may follow from this.

The framework Viitala (2004) proposed regarding the concept of knowledge leadership will undergo rigorous empirical examination. This hypothesis postulates that effective knowledge leadership encompasses several key elements, which will be





systematically evaluated through this research endeavor. The investigation aims to validate or refute Viitala's theoretical model by meticulously assessing the following core components: (1) orienteering of learning, (2) creating a climate that supports learning, (3) supporting (individual and group level) learning processes, and (4) being a role model. Concerns and discussions about teacher motivation have spread throughout educational standards and institutions.

This study examines the influence of principal transformational leadership and knowledge leadership on the motivation of private school teachers in South Kalimantan, aiming to elucidate how these leadership styles may enhance motivation within the prevailing context.



1.2 Background of the Study

Teacher motivation has become a widespread concern, transcending educational standards and institutions. The importance of teacher motivation in shaping student outcomes has been widely acknowledged, prompting discussions and debates about effective strategies for boosting teacher motivation and improving student achievement (Gobena, 2018).

Highly motivated teachers are essential for delivering high-quality education. It is widely recognized that motivated teachers are more inclined to fulfil their duties with responsibility and efficiency. As Ofojebe and Ezugoh (2010) noted, nations seeking to achieve high and quality education standards must prioritize the motivational needs of their teachers. To achieve this, a thorough grasp of the elements that influence teacher





motivation is necessary, as is a dedication to establishing a learning environment that promotes teachers' well-being and sense of fulfillment in their work. By doing so, Teachers can harness the full potential of their teaching staff, leading to improved student outcomes and a more effective education system.

The researchers have been forced to look at this critical facet of education, which has prompted them to focus heavily on the importance of teacher motivation. Consequently, abundant research has been conducted to understand better the variables influencing teacher motivation and how it affects student learning results. To inform effective ways for boosting teacher engagement and student accomplishment, researchers have tried to identify the primary factors of teacher motivation, including job satisfaction, autonomy, and recognition. By investigating the intricacies of teacher motivation, scholars hope to enhance our comprehension of the educational process and offer insightful information to Teachers and policymakers who are working to improve education.

The topic of teacher motivation has been well investigated. Several research using various methodologies have examined the factors that affect teacher motivation, such as intrinsic, extrinsic, personal, organizational, and societal influences. The investigations' findings offer valuable insights for improving teacher motivation through informed educational policy and professional development activities.

Ishler, Johnson, and Johnson (1998) illustrated that teachers' motivation for professional development is significantly linked to the support from their colleagues and the guidance they receive from their principal. Clarke and Keating (1995) established that the work environment at educational institutions impacts teacher motivation. Their





research revealed that students are a primary motivator for teachers within these institutions; enthusiastic and hardworking students tend to uplift a teacher's spirit, whereas they are less inspired to teach underperforming students. Additionally, they noted that class size plays a crucial role in motivating teachers.

Zhang, Admiraal, and Saab (2021) carried out a thorough investigation to find out why teachers are motivated to continue their professional growth. Their research revealed a notable lack of interest among teachers in such programs. The researcher's hypothesis was that the establishment of creative professional development initiatives may raise Teachers' openness to learning and, as a result, their effectiveness. Their study's conclusions emphasized the significance of several variables, such as prior experiences, teaching tenure, self-efficacy, attitudes about the value of learning, emotional stress, and leadership influence, in influencing teachers' desire for professional growth. Teachers and legislators may create more successful professional development programs that meet the various requirements of teachers by having a better grasp of these aspects, which will ultimately enhance teaching methods and student outcomes.

Similarly, a study by Rasheed, Humayon, Awan, and Ahmed (2016) brought attention to how complicated and multidimensional the elements affecting academic staff motivation in higher education are. In the highly competitive educational environment, financial incentives like benefits and compensation packages are essential, but the research also showed that other factors significantly impact staff motivation. The study discovered that factors that significantly impact academic staff motivation include the physical work environment, performance management systems, and possibilities for training and growth. These results highlight how crucial it is to consider various elements other than monetary





rewards when analyzing and improving employee motivation in higher education establishments. By doing this, Teachers and decision-makers may create more potent plans for raising employee morale and enhancing the general functioning of the institution.

Herzberg's subsequent study corroborated Maslow's idea of hierarchical needs. Herzberg significantly advanced Maslow's theory, which offered a more thorough explanation of human motivation and the function of needs in shaping behaviour. Herzberg established a theory of motivation that influences an individual's work conditions. Cushway and Lodge (1995, p.138) propose a classification consisting of two components: motivation factors, often referred to as intrinsic motivation, and hygiene factors, also called extrinsic motivation. This study examines intrinsic and extrinsic motivation, the two fundamental aspects of motivation, as discussed by the researcher.



Ryan and Deci (1985) distinguish between several motivations according to the objectives or causes that prompt action. According to Ryan and Deci (2000), doing something because it is fascinating or enjoyable in and of itself is known as intrinsic motivation, while doing something because it produces a distinct outcome is known as extrinsic motivation. These two motives influence teachers' actions toward their students. The effectiveness of students' learning is positively impacted by intrinsic motivation, as demonstrated by Guay and Vallerand (1997).

Zaccone and Pedrini's (2019) publication proves that intrinsic motivation significantly impacts students' learning outcomes. It is emphasized that when teachers are intrinsically motivated, it enhances their excitement for teaching and positively influences student learning outcomes. The research shows that instructors' intrinsic motivation acts





as a catalyst that enhances the learning process, as intrinsically driven teachers are more likely to be creative and original in their delivery of instructional content. Zacone and Pedrini (2019) propose that leadership in educational settings should prioritize cultivating and sustaining intrinsic motivation among teachers to enhance student academic performance. Moreover, they contend that school administrators should embrace leadership styles that promote and strengthen this inherent drive, thus establishing a more efficient and motivating educational setting.

Further, in the classroom context, Demir (2011) indicates that teachers' extrinsic incentive substantially enhances student participation in the learning process. Therefore, teachers should be extrinsically motivated to ease their teaching-learning process. Here, the intrinsic motivation studied includes achievement-quality performance, advancement, growth-new learning, recognition for achievement, responsibility, and work itself. In contrast, extrinsic include company policy and administration, supervision, salary, interpersonal relations, and working conditions.

The leadership style of its administration significantly influences the entire success of an educational institution. A leader's actions can encourage a happy and productive learning environment or make teachers and students feel disengaged and unsatisfied. Effective leadership must be established to foster a collaborative and inclusive environment where teachers feel appreciated and supported in their jobs. Consequently, this may result in better student performance and a rise in teacher work satisfaction. Administrators may unleash the full potential of their staff and students by embracing an approachable, transparent, and empowered leadership style. It will ultimately result in a more prosperous and productive learning environment. An essential factor in the





efficiency of a school leader in fulfilling their responsibilities is their capacity to select a leadership style that aligns with the specific needs of their institution. To enable teachers to carry out their duties, a school leader must inspire them to put all their effort and focus into accomplishing the set objectives. It can be achieved by implementing a leadership style that encourages teachers to be creative, productive, and enthusiastic. By doing this, school administrators may encourage their instructors to be more innovative, involved, and driven, ultimately increasing student performance and creating a more productive learning environment. Additionally, a well-chosen leadership style can lower attrition rates, increase teacher job satisfaction, and foster a healthy school climate. To optimize their efficiency and accomplish their intended goals, school leaders must thus adopt a leadership style customized to their institution's unique requirements.



The scholarly research undertaken by Short, Rinehart, and Eckley (1999) has emphasized the significant influence of school administrators' leadership styles on the empowerment and self-confidence of teachers. Their research suggests that teachers feel more empowered and confident when administrators exhibit effective leadership strategies, actively engage teachers in decision-making, and foster a collaborative and professional atmosphere based on mutual respect and trust. Supporting these observations, a more recent investigation conducted by Eslamieh, Hossein, and Davoudi (2016) identified effective leadership, a cooperative and professional environment marked by mutual respect and trust among Teachers, and inclusive decision-making procedures as the primary factors influencing increased teacher organizational engagement, job satisfaction, and overall school productivity. These findings highlight the crucial importance of school leadership in creating a favorable atmosphere that promotes teacher motivation, dedication, and, ultimately, educational excellence. By fostering an





environment of trust, cooperation, and collective decision-making, school administrators can unlock the complete capabilities of their teaching staff, allowing them to excel in their professional and personal lives while promoting better educational results and organizational achievements.

Transformational leaders in education are distinguished by their exceptional ability to blend creative insight, unwavering determination, and boundless energy with intuitive understanding and acute sensitivity toward the needs of others. They encourage others to go beyond their interests. These leaders possess a unique ability to motivate individuals to prioritize collaboration over personal agendas, creativity, and group success. They create an environment favorable to growth, learning, and success by fusing their creative insight with tenacity and energy (Bass & Avolio, 1994; Burns, 1978).



The principal demonstrates transformative leadership by responsibly exercising authority, remaining acutely aware of the school's condition, and motivating the community. Riski and Gistituati (2021) state that transformative leaders, such as this principal, wield authority to instil trust, cultivate a feeling of belonging, and stimulate members to collaborate towards shared objectives. By being attuned to the school's condition, the principal can identify areas for improvement and make informed decisions to enhance the educational experience. Through their leadership, the principal inspires and motivates the school community to work together towards a shared vision of excellence (Riski & Gistituati, 2021). Research has consistently shown that affective commitment, a key indicator of employee engagement, is positively impacted by transformative leadership (Walumbwa et al., 2005).





Furthermore, studies have demonstrated a robust correlation between job happiness and teachers' performance and transformative leadership methodologies (Maheshwari, 2021). It implies that leaders who use transformative leadership techniques frequently create an atmosphere at work that encourages teachers' motivation, job happiness, and general performance. It can result in better student performance and general academic achievement. Teachers and principals can devise ways to establish a more encouraging and productive learning environment by knowing how transformative leadership affects affective commitment.

The capacity of school leaders to impart their knowledge and skills to teachers is known as knowledge leadership, and it is one of the critical factors affecting teacher motivation. This strategy encourages teachers to work together in a collaborative setting to share knowledge and grow professionally, which inspires them to become more motivated.

The notion of knowledge leadership, as explained by Viitala (2004), is based on four crucial elements that establish its fundamental nature and extent together. The four interconnected elements, derived from the referenced empirical investigations, are hypothesized to form the basic pillars of effective knowledge leadership in organizational settings. The studies referenced by Viitala (2004) identify four essential elements for effectively implementing and demonstrating knowledge leadership: (1) orienting learning, (2) fostering a learning environment, (3) assisting (both individually and collectively) in learning processes, and (4) setting an example for others to follow.





The study aims to investigate the impact of knowledge leadership and transformational leadership on the motivation of private school educators. By examining the connections between transformational leadership-which inspires and empowers teachers-and knowledge leadership-which promotes a cooperative and informed learning environment-the study seeks to understand how both leadership philosophies affect teacher motivation. Examining these variables, the researcher looks for the fundamental causes of teacher motivation.

1.3 Statement of the Problem

The caliber of teachers significantly influences the quality of education. Teachers' expertise, dedication, and passion shape the learning experience, impacting student outcomes and academic performance. It underscores the importance of prioritizing teacher development, support, and empowerment to ensure teachers can provide high-quality education (Hanushek & Rivkin, 2006).

Teacher motivation is essential in determining the quality of education and student achievement. However, in South Kalimantan, especially in private schools, there are concerns about the low level of teacher motivation. Research shows various factors influence teacher motivation, including the principal's leadership style. Sadik and Susilawati (2019) reported that 34.81% of teachers experienced low motivation due to dissatisfaction with the principal's leadership style. In addition, variations in teacher motivation were also found in public junior high schools in Martapura, Banjar Regency, which relied on the principal's leadership approach (Sadik & Susilawati, 2019). These





findings show that ineffective working conditions and leadership directly impact teachers' motivation and performance, reduce job satisfaction, and affect student learning outcomes.

Perdana (2010) identified that the leadership style of the school principal influenced teachers' motivation in Banjarmasin. High motivation improves student learning outcomes if school leadership is supportive. Conversely, poor leadership can demotivate teachers, negatively impacting their performance. Consequently, educational leaders need to cultivate a supportive school culture to inspire instructors and enhance learning results.

Sakerani, Suhaimi, Wahdini, and Amberansyah (2021) stated that teachers' work motivation is generally in the medium category, while Husaini (2017) found a positive relationship between motivation and effectiveness of teacher performance in Banjar Regency. In this context, strengthening teachers' motivation is a strategic step to improve their performance.

Incentive methods also influence motivation. Zuhdiah (2019) found that the reward and punishment method (Carrot and Stick Approach) effectively increased teacher motivation in Banjarmasin. This method helps to encourage better teacher performance and contributes to improved student learning outcomes.

Ma'rif and Fitri (2021) found that the reward and punishment method (Carrot and Stick Approach) effectively increased teacher motivation in Banjarmasin. This method helps to encourage better teacher performance and contributes to improved student learning outcomes.





1.4 Purpose of the Study

This research examines the influence of transformational school leadership and knowledge leadership on private school teachers' motivation, which includes several dimensions so that the principal can make the information produced as an alternative to be implemented in schools.

1.5 The Objective of the Research

This study aims to investigate how knowledge and transformational leadership styles affect the motivation of private school instructors. The study's overall goal can be further broken down into several more focused goals, such as examining the connection between student results, teacher motivation, and leadership styles. The results of this study will give principals and decision-makers crucial new information about how leadership affects teacher motivation.

The overarching goal can be divided into multiple distinct aims, outlined as follows:

- 1) To identify the level of private school teachers' motivation
- 2) To identify the level of Principals' transformational leadership
- 3) To identify the level of Principals' knowledge leadership
- 4) To determine the influence of transformational school leadership on private school teachers' intrinsic motivation
- 5) To determine the influence of transformational school leadership on private school teachers' extrinsic motivation





- 6) To determine the influence of knowledge leadership on private school teachers' intrinsic motivation
- 7) To determine the influence of knowledge leadership on private school teachers' extrinsic motivation
- 8) To examine the influence of transformational school leadership and knowledge leadership together on the intrinsic motivation of private school teachers
- 9) To examine the influence of transformational school leadership and knowledge leadership together on the extrinsic motivation of private school teachers
- 10) To analyze which dimension of transformational leadership has the most significant influence on the motivation of private school teachers.
- 11) To analyze which dimension of knowledge leadership has the most significant influence on the motivation of private school teachers.



1.6 Research Questions

The research questions in this study are intended to tackle the urgent problems that result from the previously mentioned research objectives. The study hopes to clarify the connections between teacher motivation and leadership styles by posing these questions.

The research questions provide a framework for investigating the influence of transformational and knowledge leadership on private school teachers' motivation. The question is as follows:

- 1) What is the motivation level of private school teachers in South Kalimantan?





- 2) What is the transformational school leadership level practiced by school principals in South Kalimantan?
- 3) What is the knowledge leadership level practiced by school principals in South Kalimantan?
- 4) Does transformational school leadership influence private school teachers' intrinsic motivation?
- 5) Does transformational school leadership influence private school teachers' extrinsic motivation?
- 6) Does knowledge leadership influence private school teachers' intrinsic motivation?
- 7) Does knowledge leadership influence private school teachers' extrinsic motivation?
- 8) Do transformational school leadership and knowledge leadership together influence the intrinsic motivation of private school teachers?
- 9) Do transformational school leadership and knowledge leadership together influence the extrinsic motivation of private school teachers?
- 10) Which dimension of the transformational leadership component has the greatest influence on the motivation of private school teachers?
- 11) Which dimension of the knowledge leadership component has the greatest influence on the motivation of private school teachers?

1.7 Research Hypotheses

Understanding private school teachers' intrinsic and extrinsic motivations is crucial for effective educational management. Additionally, understanding how transformational and knowledge leadership affect teacher motivation is essential for developing instructional





strategies and enhancing academic performance. Recognizing the complex interplay between these factors allows Teachers and policymakers to design targeted initiatives to improve teacher motivation and optimize learning outcomes.

In this study, hypotheses are necessary to guide the investigation and provide a framework for testing relationships between variables. Using null hypotheses is essential in this context because it ensures that the analysis remains objective by assuming no significant relationship or effect exists between the variables until proven otherwise. This approach minimizes bias and helps researchers draw reliable conclusions based on statistical evidence.

The following hypotheses will be tested in this study, formulated in line with the research problem:

1. Ho : Transformational school leadership does not influence private school teachers' intrinsic motivation.
2. Ho : Transformational school leadership does not influence private school teachers' extrinsic motivation.
3. Ho : Knowledge leadership does not influence private school teachers' intrinsic motivation.
4. Ho : Knowledge leadership does not influence private school teachers' extrinsic motivation.
5. Ho : Transformational school leadership and knowledge leadership together do not influence the intrinsic motivation of private school teachers
6. Ho : Transformational school leadership and knowledge leadership together do not influence the extrinsic motivation of private school teachers



7. There are four hypotheses based on dimensions of transformational leadership will be tested, namely

7a. Individualizes Consideration

Ho : Individualized Consideration does not have a significant influence on the motivation of private school teachers

7b. Intellectual Stimulation

Ho : Intellectual Stimulation does not have a significant influence on the motivation of private school teachers

7c. Inspirational Motivation

Ho : Inspirational Motivation does not have a significant influence on the motivation of private school teacher

7d. Idealized Influence

Ho : Idealized Influence does not have a significant influence on the motivation of private school teachers

8. There are four hypotheses based on dimensions of knowledge leadership will be tested, namely

8a. Orienteering of learning

Ho : Orienteering of learning does not have a significant influence on the motivation of private school teachers

8b. Creating a climate that supports learning

Ho : Creating a climate that supports learning does not have a significant influence on the motivation of private school teachers

8c. Supporting individual and group-level learning processes

Ho : Supporting individual and group-level learning processes does not have a significant influence on the motivation of private school teachers



8d. Being a role model

Ho : Being a role model does not significantly influence the motivation of private school teachers.

1.8 Research Theoretical Framework

This study primarily utilizes Herzberg's Motivation Theory (1959), Bass' Transformational Leadership Theory (1985), and Viitala's Knowledge Leadership Theory (2004) as the foundational theoretical models. These theories provide a comprehensive framework for understanding the intrinsic and extrinsic factors influencing teacher motivation and how transformational and knowledge leadership styles impact these motivational aspects.



1.8.1 Motivation Theory

Herzberg, Mausner, and Snyderman (1959) incorporated hygienic and motivational components into his approach. On the other hand, extrinsic job satisfaction is linked to cleanliness elements, but intrinsic job satisfaction is tied to motivational aspects. According to Herzberg, the aspects of motivation include Achievement, quality performance, Advancement and growth- new learning, Recognition for achievement, responsibility, and work itself. In contrast, hygiene factors include salary, working conditions, supervision, interpersonal relations, company policies, and administration.



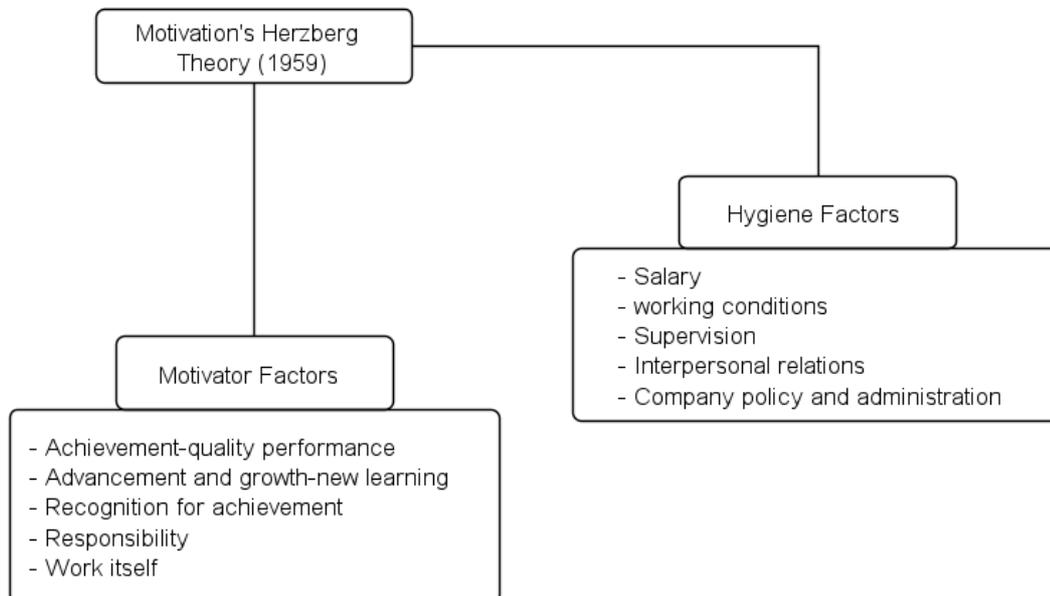


Herzberg's statements about motivational factors and hygiene are still relevant in the context of private teacher motivation. Motivator factors related to intrinsic satisfaction of work, such as Achievement-quality performance, Advancement and growth-new learning, Recognition for achievement, responsibility, and work itself, can be essential in motivating private teachers. Private teachers who experience a sense of autonomy, growth, and recognition and feel accountable for their work are more likely to experience extrinsic motivation. They desire to achieve their goals, recognize their accomplishments, and take pride in their work. As a result, they are more likely to feel satisfied with their job and motivated to perform well.

On the other hand, hygiene factors related to extrinsic satisfaction, such as salary, working conditions, supervision, interpersonal relations, company policies, and administration, can also affect the motivation of private teachers-however, more than these factors may be needed to motivate private teachers if motivator factors are met. For example, although a private teacher receives a high salary, he may only be motivated if he feels recognized and has enough responsibility for his work.

Therefore, school management and principals must consider these factors when motivating private teachers. They must ensure that private teachers have the opportunity to achieve achievements, grow and learn, gain recognition, and take responsibility for their work. In addition, they must also ensure that private teachers receive fair salaries, work in adequate conditions, receive good supervision, and have good interpersonal relationships with colleagues and school management.



Figure 1.1*Motivation's Herzberg Theory (1959)*

1.8.2 Transformational Leadership

In reality, an individual's motivation can fluctuate, with periods of heightened motivation and others of decreased motivation-various factors, including leadership style, influence this fluctuation. Bass (1985) identified transformational leadership as one of two primary leadership types. This leadership approach is distinguished by its focus on encouraging community, empowering subordinates, and advancing individual development. Teachers and administrators can create plans to assist teacher motivation and enhance learning outcomes by knowing how transformational leadership affects motivation. According to Bass, it has four aspects: individualized Consideration, intellectual stimulation, inspirational motivation, and idealized influence.



The first aspect of motivating teachers is individualized consideration, a leader who listens to each team member individually and recognizes their unique needs and abilities. It can help teachers feel valued and trusted by their leaders, motivating them to do their jobs.

The second crucial aspect is intellectual stimulation, a leadership approach that encourages Teachers to think creatively and generate innovative ideas. By fostering a culture of intellectual curiosity, leaders can inspire teachers to strive for excellence and raise the bar of their instructional practices. It can be accomplished by offering chances for professional development and challenges and encouraging and recognizing innovative thinking. By doing so, leaders can empower teachers to take calculated risks, experiment with new approaches, and develop solutions to complex educational challenges. It can result in improved pedagogical methods, heightened student involvement, and superior educational results.

The third essential element is inspirational motivation, a leadership strategy that galvanizes educators by articulating a compelling vision of the school's goal and trajectory. An effective leader with a lucid and persuasive vision can inspire educators to collaborate toward shared objectives. It can be achieved by articulating a shared vision that resonates with teachers, fostering a sense of ownership and purpose. By doing so, leaders can inspire teachers to be more engaged, motivated, and committed to achieving the school's objectives. It can lead to improved teacher morale, increased job satisfaction, and enhanced student outcomes.

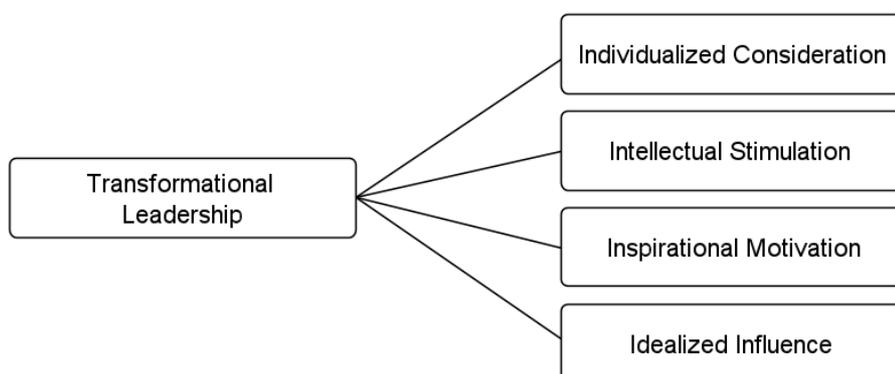


The last aspect is idealized vision, which refers to a leader who embodies high moral and ethical standards, thereby serving as a role model for teachers. A leader can inspire teachers to emulate their behavior and adopt similar values by exemplifying integrity, compassion, and fairness. It can be achieved by demonstrating a solid commitment to ethical leadership, transparency, and accountability. By doing so, leaders can create a positive and supportive work environment that promotes moral and ethical leadership. As a result, teachers are more likely to feel motivated to emulate their leaders' behavior, fostering a culture of integrity and accountability within the school.

In the context of motivating teachers, Bass's statement (1985) shows that transformational leadership can be an effective strategy for motivating teachers. Through these four elements, a leader can help teachers feel valued, supported, and motivated to work harder to achieve school goals.

Figure 1.2

Transformational Leadership's Bass Theory





1.8.3 Knowledge Leadership

Knowledge leadership is also being studied to determine its effect on private school teachers' motivation. The researcher wants to prove whether past research done by Viitala (2004) will give the same result if tested in South Kalimantan. Viitala (2004) identified four critical factors of Knowledge Leadership, namely (1) Orienteering of learning, (2) Creating a climate that supports learning, (3) Supporting individual and group-level learning processes, and (4) Being a role model.

In the context of motivating teachers, Viitala's (2004) statement regarding four critical factors of knowledge leadership is very relevant. First, orienteering of learning to direct teachers to continuous learning and update their knowledge to remain relevant in an ever-changing educational environment. It can motivate teachers to continue learning and developing their skills.

Second, creating a climate that supports learning, such as providing opportunities to collaborate, share knowledge, and access necessary educational resources. It can motivate teachers to feel supported, involved in collective learning, and more confident in teaching.

Third, assisting with learning processes at the individual and group levels, namely providing support and feedback to help teachers achieve their learning goals. It can help teachers improve their performance, increase self-confidence, and feel cared for and valued.

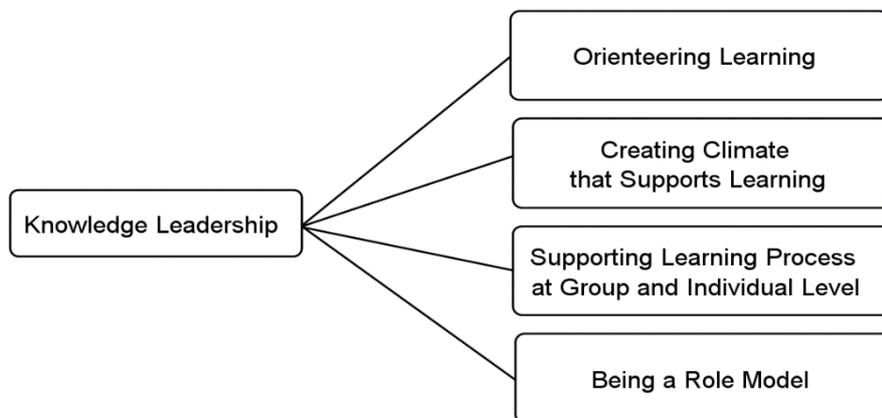


Fourth, become an example or role model for other teachers in learning and self-development. A leader willing and able to learn and grow will encourage other teachers to follow in his footsteps. It can motivate teachers to participate in educational activities and improve the calibre of their teaching.

By paying attention to these factors, a leader can create a working environment that motivates teachers to constantly learn and develop in their profession, thereby improving the quality of education.

Figure 1.3

Knowledge Leadership's Viitala Theory



1.9 Research Conceptual Framework

The concept of teacher motivation, researched through three main theories, namely Herzberg's motivation theory (1959), transformational leadership theory (Bass, 1985), and



knowledge leadership (Viitala, 2004), shows that intrinsic and extrinsic factors influence teacher motivation. In Herzberg's theory, motivational factors consist of achievement-quality performance, advancement, and growth-new learning, recognition for achievement, responsibility, and work. According to Herzberg's theory, extrinsic motivation is known as hygiene factors, which consist of salary, working conditions, supervision, interpersonal relations, and company policy and administration.

In addition to intrinsic and extrinsic factors, principals' transformational and knowledge leadership also affect teacher motivation. Transformational leadership theory emphasizes four main elements: individualized Consideration, intellectual stimulation, inspirational motivation, and idealized influence. Principals who implement transformational leadership will help increase teacher motivation by providing individualized attention, challenging teachers to think critically, inspiring motivation, and striving for the ideal vision.

Meanwhile, knowledge leadership emphasizes four crucial factors: Orienteering learning, creating a climate that supports learning, supporting individual and group-level learning processes, and being a role model. Principals who apply knowledge leadership will help increase teacher motivation by creating an environment conducive to learning, supporting individual and group learning, and setting a good example.

In the context of teacher motivation, the incorporation of Herzberg's theory (1959), transformational leadership (Bass, 1985), and knowledge leadership (Viitala, 2004) can assist principals in determining what influences teacher motivation and creating plans to raise it. By paying attention to intrinsic and extrinsic factors and implementing

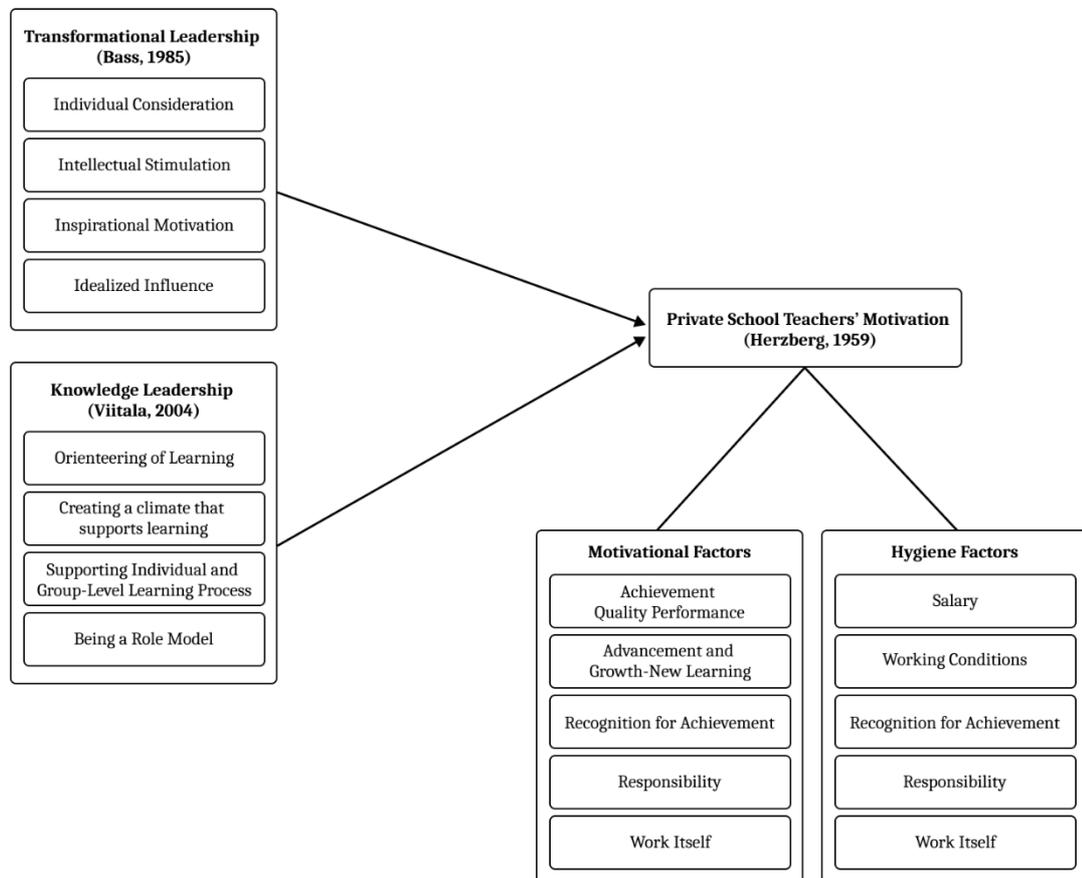


transformational leadership and knowledge leadership, principals can help increase teacher motivation.

This study conceptualizes the three theories under investigation in the following figure.

Figure 1.4

Theoretical Framework





1.10 Operational Definition

In this section, it is necessary to clarify the definition and dimension to be researched based on the theories used to prevent misunderstanding about the object to be studied.

1.10.1 Private School Teacher

In South Kalimantan, a private teacher works for a private foundation or educational institution. Private teachers are not government employees. Private teachers earn their income from tuition fees paid by the student's parents or the private educational institutions they serve.



1.10.2 Transformational Leadership

Transformational leadership emphasizes inspiring and motivating individuals to exceed their expectations and achieve higher performance. A principal practicing this leadership style fosters a shared vision, encouraging teachers and students to strive beyond their limits. This approach focuses on four key elements: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

In practice, the principal in South Kalimantan acts as a role model, building trust and respect (idealized influence). They motivate the school community with a compelling vision (inspirational motivation), promote creative problem-solving (intellectual stimulation), and address the unique needs of each teacher and student (individualized





consideration). By fostering a collaborative and growth-oriented environment, transformational leaders create positive changes that empower the school community to reach its full potential.

1.10.3 Knowledge Leadership

Knowledge leadership emphasizes creating, sharing, and effectively using knowledge within an organization. A principal practicing knowledge leadership in a school setting is crucial in fostering an environment where learning and professional development are prioritized. This leadership style involves promoting a culture of continuous knowledge exchange among teachers, staff, and students, ensuring that individual expertise contributes to the collective growth of the school.



School principals in South Kalimantan demonstrate knowledge leadership by orienting learning, creating a climate that supports education, and serving as role models. They foster collaboration, encourage innovative teaching practices, and facilitate professional learning communities. They support individual and group-level learning processes by guiding teachers in integrating new insights and technologies into their pedagogy. Additionally, principals build trust through open dialogue and feedback, ensuring that knowledge gained from experience is shared and applied effectively. This nurturing environment promotes adaptability, enabling the school to address evolving educational challenges and achieve individual and collective growth for sustainable success.





1.10.4 Teacher Motivation

Teacher motivation refers to the encouragement or desire of private school teachers in South Kalimantan to contribute to the learning process and achieve school organizational goals. Teachers' motivation can be separated into hygienic issues and motivational elements.

Motivational factors in this research refer to the concrete variables used to measure the motivational aspects of teachers in private schools. These variables can include achievement-quality performance, advancement, growth-new learning, recognition for achievement, responsibility, and work itself. Motivational factors in this research refer to the concrete variables used to measure the motivational aspects of teachers in private schools. These variables include salary, working conditions, supervision, interpersonal relations, company policies, and administration.



1.11 Limitations of the Study

This study only considers the influence of transformational leadership style and knowledge leadership on the motivation of private school teachers, ignoring other possible factors that may affect teacher motivation.

The teachers involved are only private school teachers, not including government teachers. In addition, the sample is selected through the Krejcie and Morgan method (1970), which comes from South Kalimantan Province, so the results cannot necessarily





be considered a complete representation of all private teachers in South Kalimantan Province.

The motivation questionnaires were taken from Herzberg (1968) with a few editorial adjustments, namely from the word company to the field of education because this theory was initially developed in the business world. The questionnaire for measuring transformational leadership uses a questionnaire created by Asghar and Oino (2018), which builds on Bass's theory (1985), with a few editorial adjustments to suit the education sector. The questionnaires to measure knowledge leadership are taken from Viitala (2004), with a few editorial adjustments to suit the education sector. Questionnaires are distributed to private school teachers in South Kalimantan Province.



There is a possibility that participants will fill out the questionnaire without carefully reading the questionnaire items given, so the answer is not necessarily the result of the maximum study. Besides that, participants may choose the answer to the questionnaire without understanding the different levels of the Likert scale of their choice.

There is a possibility that Participants are reluctant to answer the truth for fear of offending their leaders at school. No other answer choices can describe the participants' feelings because there is no room for explanations.

This research is non-experimental and has weaknesses: (1) the inability to manipulate independent variables and (2) the risk of wrong interpretation. Given the concerns mentioned earlier, the research's limitation is that it only looks at how transformational and knowledge leadership affects private school teachers' motivation; it





ignores other potential influences on teacher motivation. The research only involves private school teachers in South Kalimantan Province, so the results may only be generalizable to some private teachers in the province or other regions. The motivation questionnaires used in the research are adapted from Herzberg's theory (1968), which was initially developed for the business world. The questionnaire for measuring transformational leadership is adapted from Asghar and Oino's work, which builds on Bass's theory (1985). Similarly, the questionnaire for measuring knowledge leadership is adapted from Viitala's theory (2004). There is a possibility that participants may not carefully read and understand the questionnaire items or may choose the answer without comprehending the different levels of the Likert scale.

Moreover, participants may need to be more open to answering truthfully to avoid offending their leaders at school. The study also needs other answer choices that adequately describe the participants' feelings, and there is no room for explanation. As non-experimental research, the research has areas for improvement, such as the inability to manipulate independent variables and a risk of incorrect interpretation of results.

1.12 Significance of the Study

This research is essential to education because to its considerable theoretical and practical ramifications.

Theoretically, the findings are expected to add new perspectives and references for subsequent studies that discuss transformational, knowledge leadership, and private





school teachers' motivation. In addition, the study's results can also be used as a reference for further research on problems related to the three variables. Students studying educational management are expected to find great value in the research findings.

Practically, the study is expected to be a consideration for the Ministry of Education, Culture, Research and Technology, school principals, school foundations, and private school teachers to create a policy to support private school teachers in taking responsibility, with high motivation, and in making decisions about the development of school principals and teachers. For principals, it can increase the teachers' motivation to lead because it displays information in ways that can be followed. The study results are also helpful for the owners of the Foundation. They can use the information from this research to serve as a guideline for school management, particularly on how to treat principals and teachers working in their foundation. For private school teachers, knowledge and insight will increase so that their motivation to accomplish tasks increases to realize work professionalism.

This study provides a substantial empirical addition to the realm of private school in South Kalimantan by elucidating the synergistic effects of transformational leadership and knowledge leadership on teacher motivation. This insight broadens the understanding of existing theories and offers practical guidelines for private school leaders in improving teacher motivation. In particular, this study fills a literature gap on the effectiveness of these two types of leadership in enhancing the motivational environment and quality of teaching in private schools, which were previously underexplored





1.13 Summary

A highly motivated person would feel strongly compelled to take action, whether consciously or unconsciously, to achieve a particular objective. A person's actions reveal their motivations. A person's performance at work or elsewhere declines when they lack motivation. Due to its performance, it may put others and oneself in danger. An instructor must possess a strong sense of motivation. Teacher motivation is essential to guaranteeing guaranteed educational quality because it influences quality assurance within the educational system. Numerous studies have examined teacher motivation using various variables; however, in this study, the variables were centred around the knowledge leadership and transformational leadership exhibited by school leaders.

This research aims to determine how transformative school leadership and knowledge leadership influence teachers' motivation in private schools, encompassing multiple dimensions so that the school leader can use the information produced as an alternative to implementation in schools. This research aims to test the eight hypotheses based on three main theories, namely Herzberg's (1959) theory of motivation, with motivating factors consisting of achievement quality, advancement, growth, new learning, recognition for achievement, responsibility, and self-work. In addition, hygiene factors include salary, working conditions, supervision, interpersonal relationships, and company policies and administration. Transformational leadership theory (Bass, 1985), with individualized Consideration, intellectual stimulation, inspiring motivation, and idealized influence and knowledge management (Viitala, 2004), which includes (1) orientation of learning, (2) creation of a climate conducive to learning, (3) learning processes (at individual and group level) and (4) being a role model.





To avoid misunderstanding, the researcher clarified the definition and dimension under study based on the theories used to prevent misunderstanding about the subject under the study of Private School Teachers, Transformational Leadership, Knowledge Leadership, and Teacher Motivation. This research is crucial and essential because it will bring significant benefits to the world of education theoretically and practically, such as being used as a reference for further research on problems related to the three variables and as study material or reference for educational management topics. The Ministry of Education, Culture, Research and Technology, school boards, school foundations, and private school teachers will benefit from the outcome.

