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**OPEN**          **Research**

# The Role of Transformational Leadership in Enhancing Educational Quality: Impacts on Teacher Motivation and Commitment

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| ARTICLE INFO | ABSTRACT |
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| | This study explores the role of transformational leadership in enhancing educational quality. As ongoing educational reforms call for improved learning outcomes, school leadership becomes a critical driver of meaningful change. The research examines how the four dimensions of transformational leadership idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration contribute to teacher motivation, commitment, and professional growth. Using a systematic literature review that integrates national and international studies, the findings indicate that transformational leadership positively shapes teacher engagement and overall school climate. Idealized influence and inspirational motivation are particularly effective in fostering a supportive environment, whereas intellectual stimulation and individualized consideration show stronger effects when reinforced by adequate organizational structures and resources. The study concludes that effective school leadership requires not only the practice of transformational behaviors but also the cultivation of an organizational culture that promotes innovation and continuous professional development, highlighting the importance of proper training and resources for school leaders.<br><br>*This is an open access article under the CC BY-NC-SA license.*<br><br>![CC BY-NC-SA] |

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## INTRODUCTION

Education today faces increasingly complex challenges, particularly in enhancing the quality of learning and ensuring equitable access to education. As a key institution for shaping human quality, education is tasked with producing graduates who are not only academically proficient but also skilled in critical thinking, creativity, collaboration, and communication. The results of the 2022 PISA assessment underscore the importance of effective learning and equitable access as central educational policy priorities (Li et al., 2025). In this context, the quality of school leadership becomes a crucial factor in improving learning outcomes. Research consistently highlights that school leaders must be able to respond to change by facilitating innovative learning practices and fostering a collaborative school culture (Alzouebi et al., 2025; Maisyaroh et al., 2024; Vanlommel et al., 2025). This positions school leadership as a strategic role, not merely administrative, in addressing the global transformation of

education. At the national level, the government's *Merdeka Belajar* initiative and school management transformation efforts aim to strengthen educational quality. However, there remains a gap between these ambitious policies and their implementation on the ground. School leadership plays a pivotal role in the success of these policies (Alzouebi et al., 2025), as school leaders serve as the driving force for change, shaping the direction and culture of schools.

To address these challenges, transformational leadership has emerged as a relevant approach. This model emphasizes the creation of a shared vision, inspiration for school community members, and the empowerment of teachers and staff to innovate (Alzoraiki et al., 2024; Aziz et al., 2025; El Achi et al., 2025). Its four dimensions idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration play a key role in cultivating a school climate that supports change (Irdiyansyah et al., 2024).

Previous research has demonstrated a positive relationship between transformational leadership and school climate, teacher commitment, and learning quality (Alzoraiki et al., 2023; Kılınç et al., 2025; Wang et al., 2024). According to Indrayanti et al. (2025), this model serves as a catalyst for systemic change, driving collective vision and professional empowerment. Research conducted in Indonesia has also confirmed a positive correlation between these four dimensions and teacher work ethic and performance (Amalia & Saraswati, 2018; Nawas et al., 2025; Sudirman et al., 2020). However, some studies reveal a gap between the ideal concept and its practical implementation. Alaro et al. (2025) found that the intellectual stimulation dimension of school leaders is often weak in fostering teacher innovation, despite the success of other dimensions. This highlights the fact that the effectiveness of transformational leadership depends on the preparedness of human resources and the school infrastructure.

In a study by Kang and Bhattarai (2025), similar challenges were observed in vocational schools, where although the idealized influence and inspirational motivation dimensions remained relevant, intellectual stimulation and individualized consideration were often not consistently implemented. This underscores the need for cultural change in schools and continuous development of teachers' capacities for transformational leadership to succeed. Other barriers emerge from structural and cultural factors. International research has found that the success of transformational leadership is highly dependent on collaborative culture and trust among school members (Nguyen et al., 2023). National studies emphasize the importance of organizational culture, teacher competence, internal collaboration, and external support, such as policies and community participation, in determining the success of its implementation (Aridan et al., 2025; Boudouaia et al., 2024; Martínez-Peláez et al., 2023; Tadesse Bogale & Debela, 2024). Furthermore, external support through policies, community involvement, and resource availability also significantly strengthens the impact of transformational leadership (Matsuo, 2025).

Based on these findings, it is evident that there remains a gap between the ideal concept and the reality of implementation. Many studies focus solely on the direct relationship between transformational leadership and teacher performance, without exploring contextual factors such as organizational culture or policy, which have yet to be fully examined. This study seeks to bridge this gap by analyzing the role of transformational leadership as a systemic catalyst for educational quality improvement. Conceptually, the novelty of this study lies in the understanding that the effectiveness of transformational leadership depends on the school leader's ability to orchestrate a collaborative culture, innovate learning, and respond to external pressures. This study aims to comprehensively analyze the characteristics, implementation, and factors influencing the effectiveness of transformational leadership, in order to understand its mechanisms as a driver of change toward sustainable educational quality.

The goal of this literature review is to comprehensively analyze the role of transformational leadership in school principals as a catalyst for improving educational quality. This review examines research from national and international studies published in the past five years to identify the key characteristics of transformational leadership, its application in school management, supervision, and innovation, and the internal and external factors that influence its effectiveness. This study also aims

to synthesize gaps and trends in scientific findings to build a comprehensive conceptual understanding of how school leaders can drive systemic change toward sustainable educational quality.

## METHODS

### A.  Research Design

This study adopts a qualitative approach through the systematic literature review (SLR) methodology, which provides a comprehensive synthesis of empirical evidence regarding the role of transformational leadership in enhancing the educational quality within schools. This approach is selected due to its capability to integrate existing research findings in a structured and systematic manner, offering a deep and holistic understanding of the transformative role of leadership in educational contexts (Marlia et al., 2025; Sliwka et al., 2024; Viera Trevisan et al., 2024). The SLR methodology is particularly useful in education as it allows for identifying patterns, gaps, and emerging trends in the existing literature, facilitating a comprehensive theoretical framework for understanding the dynamic between leadership and educational outcomes (Heim et al., 2026).

### B.  Data Collection Method

The sources for this study consist of scholarly articles published in high-impact national and international journals indexed in Sinta 2 and 3, as well as in globally recognized databases (Scopus, DOAJ). A total of 50 articles were initially identified, from which 8 were selected based on predefined inclusion criteria. The literature search was conducted through prominent databases including Google Scholar, Scopus, DOAJ, and Garuda Ristekbrin, utilizing keywords such as *transformational leadership*, *school principal*, *educational quality improvement*, and *educational leadership*. The inclusion criteria for the selected articles were: (1) studies that examine transformational leadership in the educational context, specifically regarding school principals; (2) empirical or conceptual research designs that are relevant; and (3) publications in English or Indonesian in accredited journals. The systematic selection process followed the principles of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) to ensure transparency and rigor in literature selection (Hiebl, 2023).

### C.  Data Analysis Technique

Data were analyzed using thematic content analysis, a method that involves identifying, categorizing, and interpreting major themes that emerge from the reviewed literature. The analysis process included: (1) thorough reading and understanding of each selected article, (2) coding of key concepts related to transformational leadership, (3) grouping the themes into broader categories, such as "core concepts," "implementation strategies," "supporting and inhibiting factors," and "implications for educational quality," and (4) synthesizing a conceptual framework that links these themes together (Braun, V., & Clarke, 2022; Braun & Clarke, 2021). This approach allowed the researchers to construct an integrative narrative that not only describes the empirical findings but also provides a critical interpretation of these findings in the context of Indonesia's educational system.

### D.  Ensuring Validity and Credibility

To ensure the validity and credibility of the findings, this study applied triangulation of sources and interpretative validation by comparing national and international literature. Comparisons were made between studies from reputable national journals such as *Kelola: Jurnal Manajemen Pendidikan* (Agustinus Arbol & Mimi Salmawati, 2024) and *AL-ISHLAH: Jurnal Pendidikan* (Hardianto et al., 2024), and international studies such as those by Aydın et al. (2025), Román-Cortéz et al. (2025) and Matsuo (2025). This comparative approach enhances the analytical rigor by identifying variations in the application of transformational leadership across diverse educational settings and highlighting the relevance of local wisdom in adapting leadership models to Indonesia's context. This study, therefore, not only meets the

methodological standards for systematic literature reviews but also contributes to the conceptual understanding of how school principals serve as catalysts for enhancing educational quality.
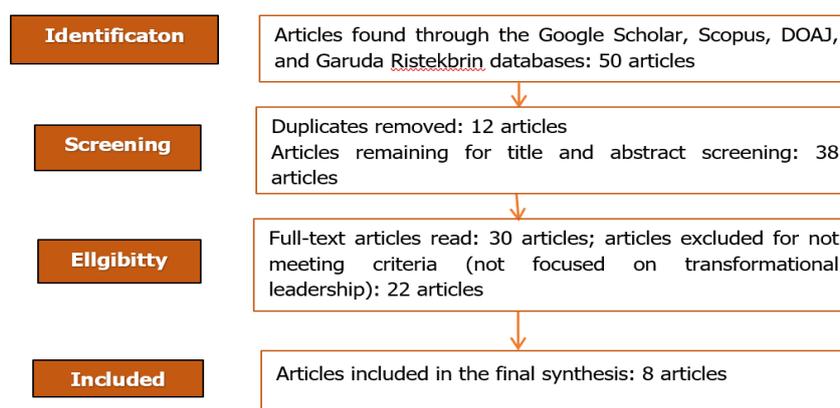
| **Identificaton** | Articles found through the Google Scholar, Scopus, DOAJ, and Garuda Ristekbrin databases: 50 articles |
|---|---|
| **Screening** | Duplicates removed: 12 articles<br>Articles remaining for title and abstract screening: 38 articles |
| **Ellgibitty** | Full-text articles read: 30 articles; articles excluded for not meeting criteria (not focused on transformational leadership): 22 articles |
| **Included** | Articles included in the final synthesis: 8 articles |

**Figure 1.** PRISMA Flow Diagram

Figure 1 presents the PRISMA flow diagram outlining the systematic literature review process employed in this study. Initially, 50 articles were identified through searches in Google Scholar, Scopus, DOAJ, and Garuda Ristekbrin databases. After screening for duplicates, 12 articles were removed, leaving 38 articles for title and abstract evaluation. A detailed review of the full-texts of 30 articles was conducted, resulting in the exclusion of 22 articles that did not meet the specific criteria of focusing on transformational leadership. Ultimately, 8 articles were included in the final synthesis based on the inclusion criteria. This process ensured a transparent and systematic selection of relevant literature for the review.

## FINDINGS AND DISCUSSION

This section presents the findings of the study and discusses how these findings align with or differ from previous research, as well as their implications for school leadership and educational quality improvement.

**Idealized Influence**
Leaders as role models inspiring trust and respect

**Inspirational Motivation**
Articulating a compelling vision to inspire engagement

**Intellectual Stimulation**
Encouraging critical thinking and innovation

**Individualized Consideration**
Providing personalized support to meet individual needs

**Figure 2.** Four Dimensions of Transformational Leadership

### A. Idealized Influence

Idealized influence is one of the core dimensions of transformational leadership, referring to the extent to which leaders serve as role models for their followers, demonstrating behaviors and attitudes that align with the organization's values and vision. In the educational context, this dimension emphasizes the leader's capacity to inspire trust, respect, and admiration from teachers and staff by exhibiting ethical conduct, consistency, and a commitment to the organization's goals. Our findings strongly support the pivotal role of idealized influence in enhancing teacher commitment, motivation, and professional behaviors, which ultimately

contributes to improving educational quality. Research consistently shows that transformational leaders who exemplify idealized influence create a culture of trust and respect within their schools. Teachers in such environments feel more motivated and empowered to align their own practices with the values set forth by the school leadership. This finding resonates with previous research, particularly in the studies of Alzoraiki et al. (2024) and Alzoraiki et al. (2023), who identified a significant positive correlation between idealized influence and teacher work ethic. Teachers who admired their principals' ethical behavior were more likely to exhibit similar behaviors in their teaching practices, which positively influenced students' learning experiences.

The importance of idealized influence also extends to the impact on teacher motivation. Teachers are more likely to go beyond the minimum expectations of their roles when they perceive their leaders as trustworthy and inspiring. In schools where leaders consistently displayed behaviors that aligned with the school's vision, teachers reported higher levels of intrinsic motivation, characterized by a desire to contribute meaningfully to the success of the school and its students. This intrinsic motivation is essential for fostering a work environment where teachers actively seek professional growth, engage in collaborative practices, and contribute to innovations in teaching and learning. This aligns with the research of Alzouebi et al. (2025), where it was found that transformational leadership, especially through idealized influence, helped to inspire teachers to embrace the school's vision and work towards common goals.

In addition to motivation, the dimension of idealized influence fosters teacher commitment to school goals. When teachers perceive their leaders as credible and authentic, they are more likely to develop a sense of loyalty and commitment to the school's vision. This is particularly important in the context of educational reform, where long-term success depends on the collective effort of teachers to adapt to and implement changes in pedagogical practices. Our findings align with those of Indrayanti et al. (2025), who argued that transformational leaders who model idealized influence provide a foundation for teachers to not only accept change but to embrace it as part of their professional identity. This commitment becomes critical in environments undergoing significant reform, as it influences the sustainability of educational improvements over time.

Moreover, idealized influence plays a key role in cultivating a positive school climate. School leaders who embody the values and expectations they set for their staff are seen as credible sources of guidance and inspiration, which creates a sense of security and purpose within the school community. In our study, teachers in schools with leaders who demonstrated consistent behavior were more likely to describe the school climate as supportive, collaborative, and conducive to both professional and personal growth. This sense of psychological safety allows teachers to take risks in their instructional practices, knowing they have the support of their leaders, which is crucial for fostering innovation in teaching. This finding is consistent with the research of Alzoraiki et al. (2024), who noted that when school leaders consistently model the desired behaviors, it fosters a supportive and inclusive environment, which in turn encourages teachers to innovate.

However, despite its importance, the implementation of idealized influence is not without its challenges. The findings of this study highlight that the impact of idealized influence can be compromised by structural and cultural barriers. For instance, in schools where leaders are overwhelmed by administrative responsibilities or lack the necessary resources to consistently model idealized behaviors, teachers reported a diminished perception of their leaders' influence. Similarly, cultural factors such as the level of trust and openness within a school can influence how effectively leaders' behaviors are internalized by staff. These findings echo those of Alzouebi et al. (2025), who observed that the success of idealized influence is contingent on both the leader's personal qualities and the broader organizational culture. Without a supportive context, the positive effects of idealized influence can be undermined, leading to disengagement or cynicism among teachers.

Furthermore, the sustainability of idealized influence depends on the leader's ability to consistently demonstrate the values they promote. Teachers may initially respond positively to a leader's exemplary behaviors, but if these behaviors are not sustained over time, the positive effects on motivation, commitment, and school climate may diminish. This is particularly evident in cases where school leadership changes frequently, leading to inconsistent modeling of idealized behaviors. Research by Alzoraiki et al. (2023) suggests that the positive effects of idealized influence are most pronounced in schools with stable leadership, where long-term relationships between principals and teachers allow for the development of trust and mutual respect.

To conclude, idealized influence is a fundamental dimension of transformational leadership that significantly impacts teacher motivation, commitment, and the overall school climate. School leaders who exemplify ethical behavior, consistency, and alignment with the school's vision inspire teachers to adopt similar behaviors, leading to improved educational outcomes. However, the effectiveness of this dimension is contingent upon the leader's ability to consistently model the desired behaviors and the support of a collaborative school culture. The findings of this study underscore the need for ongoing professional development for school leaders to enhance their capacity to demonstrate idealized influence and to create an organizational culture that supports and sustains these behaviors. Future research should further explore the mechanisms through which idealized influence interacts with other leadership dimensions to foster a holistic, supportive environment for educational change.

## B. Idealized Influence

The dimension of inspirational motivation focuses on the leader's ability to articulate a compelling vision and inspire others to strive towards collective goals. This study demonstrates that leaders who communicate a shared vision and inspire hope and enthusiasm among staff significantly enhance the educational environment. Teachers working under leaders with strong inspirational motivation exhibit higher levels of engagement, a sense of purpose, and a willingness to contribute to school goals. This finding aligns with previous research by Aziz et al. (2025), who emphasized the importance of a leader's ability to motivate and inspire their team. Teachers in schools with inspirational leaders expressed a greater sense of responsibility toward achieving the shared vision, as they felt emotionally invested in the success of the school and its students.

Additionally, this research confirms that inspirational motivation plays a crucial role in increasing teacher resilience and perseverance in the face of challenges. Teachers who are inspired by their leaders are more likely to persevere through difficult situations and continue to improve their instructional practices. This finding resonates with the studies of El Achi et al. (2025), who found that leaders' inspirational actions contributed to a more resilient workforce in crisis-affected educational settings.

However, while inspirational motivation fosters engagement and resilience, the sustainability of its impact is influenced by external factors such as policy support and community involvement. Leaders' ability to continually inspire their staff is impacted by the level of external support they receive, as noted by Matsuo (2025), who highlighted the importance of a collaborative and supportive environment in sustaining inspirational motivation. In summary, inspirational motivation is a key driver of teacher engagement, commitment, and resilience, enabling schools to thrive despite challenges. However, its long-term effectiveness requires a stable, supportive environment that includes both internal leadership actions and external policy support.

## C. Intellectual Stimulation

Intellectual stimulation, a key dimension of transformational leadership, involves encouraging teachers to think critically, challenge assumptions, and engage in innovative problem-solving. This dimension fosters an environment where new ideas and creative

approaches to teaching and learning are highly valued. The findings of this study highlight that intellectual stimulation plays a crucial role in promoting a culture of innovation within schools, although its impact was found to be somewhat dependent on specific contextual factors, including organizational structures and school culture.

Teachers in schools led by principals who actively encouraged intellectual stimulation reported greater opportunities to explore new teaching methodologies, experiment with instructional strategies, and engage in professional development activities. These teachers felt empowered to challenge the status quo and introduce novel ideas to improve educational practices. This aligns with the research of Wang et al. (2024), who highlighted the importance of intellectual stimulation in fostering a learning environment where teachers are motivated to innovate and continuously improve their teaching methods.

However, the impact of intellectual stimulation was found to be less pronounced in schools where organizational constraints, such as rigid curricula, limited resources, or a lack of professional development programs, inhibited teachers' ability to implement innovative ideas. As noted by Kang and Bhattarai (2025), the success of intellectual stimulation is closely linked to the level of support provided by the school structure, including the availability of time, resources, and training for teachers to engage in innovative practices. In schools where these structural limitations were present, even principals who demonstrated strong intellectual stimulation could not fully leverage the potential for teacher innovation.

Furthermore, cultural factors within the school, such as a traditional mindset or resistance to change, also played a significant role in determining the effectiveness of intellectual stimulation. In schools with a culture that values traditional teaching methods or where teachers were hesitant to adopt new approaches, the impact of intellectual stimulation was more limited. These findings resonate with Alzouebi et al. (2025), who argued that the effectiveness of intellectual stimulation depends not only on the leader's actions but also on the readiness of the school community to embrace change and innovation.

Despite these challenges, the study also found that intellectual stimulation had a positive impact on teacher collaboration and the sharing of best practices. Teachers who were encouraged to think critically and share their ideas with colleagues reported stronger collaborative relationships and a greater sense of professional community. This is consistent with the findings of Sliwka et al. (2024), who demonstrated that intellectual stimulation contributes to building a collaborative school culture, where teachers work together to solve problems and improve teaching practices.

In conclusion, intellectual stimulation is a vital dimension of transformational leadership that fosters teacher innovation and professional growth. However, its effectiveness is contingent upon the structural and cultural context of the school. To maximize the impact of intellectual stimulation, school leaders must not only model innovative thinking but also create an environment that supports and nurtures teachers' ability to implement new ideas. This requires addressing structural barriers, such as curriculum rigidity and resource limitations, and cultivating a culture that values innovation and continuous learning.

## D. Individualized Consideration

Individualized consideration, a fundamental aspect of transformational leadership, refers to the leader's ability to provide personalized support and attention to the unique needs, aspirations, and professional development goals of each teacher. This dimension emphasizes the importance of leaders understanding and addressing the individual needs of their staff, whether those needs are related to professional growth, work-life balance, or career progression. The findings of this study underscore the critical role individualized consideration plays in enhancing teacher satisfaction, improving job performance, and fostering a positive school climate.

Teachers in schools where principals demonstrated high levels of individualized consideration reported feeling more valued and supported in their professional roles. These teachers received personalized guidance and mentoring, which allowed them to improve their

instructional practices, engage in professional development opportunities, and feel a stronger sense of commitment to the school's vision and goals. This is consistent with the research by Kılınç et al. (2025), who found that individualized consideration contributed significantly to teacher well-being, job satisfaction, and motivation. Teachers who perceive their leaders as attentive to their personal and professional needs are more likely to be satisfied with their work environment, leading to higher levels of engagement and performance.

Moreover, individualized consideration also plays a crucial role in fostering teacher loyalty and commitment to the school. When teachers feel that their leaders understand their individual strengths, challenges, and career goals, they are more likely to develop a strong sense of attachment to the school and remain committed to its success. This finding aligns with previous research by Alzoraiki et al. (2024), who highlighted the positive impact of individualized consideration on teacher retention and job satisfaction. Teachers who receive personalized support from their leaders are more likely to stay in their positions and continue contributing to the school's mission and objectives.

In addition to enhancing job satisfaction, individualized consideration also promotes professional growth and development. Teachers who receive tailored support, such as mentorship, coaching, or targeted professional development opportunities, are more likely to engage in continuous learning and improve their teaching practices. This personalized approach to professional development allows teachers to build their competencies in areas that are most relevant to their individual needs and interests. Research by Indrayanti et al. (2025) supports this, indicating that individualized consideration contributes to the professional growth of teachers by helping them focus on areas where they need the most development, thereby increasing their effectiveness in the classroom.

However, the effectiveness of individualized consideration is not without challenges. The study revealed that principals often faced resource limitations, such as time constraints and a lack of administrative support, which hindered their ability to provide personalized attention to each teacher. In schools where leaders were overwhelmed with administrative responsibilities or lacked sufficient resources to support individual development, teachers reported feeling neglected or undervalued. This finding is consistent with the research by Alzouebi et al. (2025), who identified time constraints and insufficient resources as key barriers to effective individualized consideration in school leadership. Without adequate support, leaders are unable to devote the necessary time and attention to addressing the unique needs of their staff, leading to a potential decline in teacher morale and performance.

Cultural factors also play a significant role in the effectiveness of individualized consideration. In schools with a hierarchical or rigid organizational culture, teachers may be less likely to openly express their needs or seek personalized support from their leaders. This creates a barrier to effective individualized consideration, as teachers may feel uncomfortable discussing their professional development goals or challenges. As noted by Matsuo (2025), fostering an open and communicative school culture is essential for ensuring that individualized consideration can be effectively implemented. School leaders must create an environment where teachers feel safe and supported in sharing their individual needs, aspirations, and challenges.

In conclusion, individualized consideration is a powerful dimension of transformational leadership that enhances teacher job satisfaction, professional development, and overall school climate. When school leaders provide personalized support and guidance to teachers, they foster a more engaged, committed, and motivated workforce. However, the effectiveness of individualized consideration is dependent on the leader's ability to allocate sufficient time and resources to support teachers, as well as the school's organizational culture. To fully leverage the benefits of individualized consideration, school leaders must ensure that structural and cultural barriers are minimized, and that teachers receive the tailored support they need to thrive professionally.

## Discussion

The findings from this study provide significant insights into the role of transformational leadership in enhancing educational quality, particularly through the four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The results underscore the centrality of these leadership traits in fostering an environment that promotes teacher engagement, motivation, and innovation, aligning with previous studies that have highlighted the importance of transformational leadership in educational settings. For example, research by Alzoraiki et al. (2024) and Alzouebi et al. (2025) confirms that idealized influence, in particular, significantly impacts teacher work ethic and commitment. Teachers who perceive their leaders as role models are more likely to align their teaching practices with the school's values, thereby contributing to an overall improvement in educational outcomes. This study extends these findings by revealing how idealized influence not only affects teacher motivation but also shapes the overall school climate, encouraging collaboration and creating a supportive environment conducive to professional growth.

Similarly, the findings regarding inspirational motivation resonate with previous research by Aziz et al. (2025), which suggests that transformational leaders who communicate a compelling vision significantly enhance teacher commitment and emotional investment in the school's mission. The teachers in this study, working under leaders with strong inspirational motivation, reported higher levels of engagement and resilience. These results support the notion that leaders who articulate a shared vision foster a sense of purpose among teachers, enabling them to persist through challenges and continuously seek improvements in their teaching practices. However, the study also found that the sustainability of inspirational motivation is contingent on external factors such as policy support and community involvement, a factor that has been discussed in earlier research by Matsuo (2025), emphasizing the need for a supportive and collaborative environment to sustain motivation over time.

Intellectual stimulation, another key dimension of transformational leadership, was found to play a critical role in encouraging teacher innovation and professional development. Teachers who felt intellectually stimulated by their leaders were more likely to engage in creative problem-solving and adopt innovative teaching methods. This finding aligns with the work of Wang et al. (2024), which highlighted the importance of intellectual stimulation in fostering a culture of continuous improvement and professional growth. However, the study also identified structural barriers, such as rigid curricula and limited resources, which hindered the full implementation of intellectual stimulation. This finding echoes research by Kang and Bhattarai (2025), who pointed out that intellectual stimulation can only be effective when organizational structures support innovation, and resources are available to enable teachers to experiment with new teaching practices.

In terms of individualized consideration, the study's findings indicate that teachers who received personalized support and mentoring from their leaders were more likely to experience higher job satisfaction, professional growth, and a sense of commitment to the school's goals. This is consistent with Kılınç et al. (2025), who found that individualized consideration positively impacts teacher well-being and performance. However, challenges were also noted, particularly in schools where principals faced time constraints or lacked the resources to provide adequate individualized support to their staff. These findings are aligned with the work of Alzouebi et al. (2025), who identified resource limitations as a major barrier to effective individualized consideration, underscoring the need for leaders to have the capacity and resources to address teachers' unique needs effectively.

The novelty of this study lies in its comprehensive analysis of the four dimensions of transformational leadership and its exploration of how these dimensions collectively contribute to the creation of a positive school climate, teacher commitment, and overall educational quality. While existing research has explored these dimensions separately, this study synthesizes their combined impact, revealing how each dimension interplays to foster a culture of collaboration, innovation, and professional growth. Moreover, the study highlights the importance of contextual factors, such as organizational culture and resource availability, in determining the effectiveness of transformational

leadership. This approach adds a unique dimension to the literature, offering practical insights for improving leadership practices in schools, particularly in the Indonesian context.

The implications of this study are far-reaching. First, the findings suggest that school leaders must not only embody the values they wish to instill in their staff but also create a supportive organizational culture that fosters collaboration and innovation. Professional development programs for school leaders should focus on strengthening their capacity to model idealized influence, communicate an inspiring vision, stimulate intellectual growth, and provide individualized support. Additionally, policymakers must recognize the critical role of external factors, such as resource allocation and community involvement, in supporting transformational leadership and its impact on educational quality. Future research should explore the specific mechanisms through which these leadership dimensions interact with other school factors, such as teacher autonomy and parental involvement, to provide a more holistic understanding of how transformational leadership drives educational change.

## CONCLUSION

This study underscores the significant role of transformational leadership in improving educational quality through its four core dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The review specifically reveals that idealized influence and inspirational motivation consistently strengthen teacher engagement and contribute to a positive school climate, while intellectual stimulation and individualized consideration show stronger effects when supported by adequate organizational structures and resources. These more nuanced findings indicate that transformational leadership does not operate uniformly across contexts but is shaped by school conditions such as leadership support systems, teacher readiness, and resource availability.

The novelty of this study lies in its integrated examination of how the four dimensions collectively reinforce each other to build a supportive, innovative, and collaborative school environment. This holistic perspective extends beyond prior studies that tended to isolate individual leadership traits, offering a more comprehensive explanation of how transformational leadership drives meaningful educational improvement.

In addition to its contributions, this study acknowledges certain limitations. The review relies on secondary data from studies with varying methodological rigor, which may influence the consistency of findings. Furthermore, contextual differences across countries and school levels limit the generalizability of conclusions. These limitations highlight the need for future research to employ more empirical, context-sensitive designs such as comparative case studies or mixed-method approaches to examine how specific school conditions mediate the impact of transformational leadership. Further investigation on how these leadership dimensions interact with teacher professional development systems, organizational culture, and policy environments will strengthen the understanding of leadership mechanisms in improving educational outcomes.

## LIMITATIONS

This study has several limitations that must be considered. First, the reliance on a systematic literature review (SLR) methodology means that the findings are based on secondary data, which may introduce variability due to differences in study designs, sample sizes, and contexts. Additionally, the studies included in the review vary in methodological rigor, which can affect the consistency of results. The temporal scope of the review, limited to studies published in the past five years, also excludes potentially valuable long-term insights. Moreover, the use of self-reported data in many of the studies introduces the possibility of bias, as teachers and principals may not accurately reflect their behaviors or perceptions. Contextual factors, such as organizational culture, resource availability, and external policies, vary across schools and regions, limiting the generalizability of the findings. Finally, the role of emerging technologies and external support systems in shaping leadership practices was not fully explored, suggesting the need for further research in these areas.

## AUTHOR CONTRIBUTION

SR, RP, ZA, ND, KNK conceptualized the study and designed the research framework. SR conducted the systematic literature review and synthesized the findings. RP and ZA contributed to the analysis and interpretation of the literature, while ND and KNK assisted in refining the methodology and providing insights on relevant studies. SR wrote the initial draft of the manuscript, and all authors provided critical revisions and final approval of the manuscript.

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

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