



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

APRIL 2026, VOLUME 14, ISSUE 2, 80-90  
E-ISSN NO: 2289 – 4489

[1]  
Escuela de Posgrado,  
Universidad Peruana  
Unión, Carretera  
Central Km 19.5  
Ñaña, Chosica 15465  
Lima, Perú

[2]  
Facultad de Ciencias  
Humanas y  
Educación,  
Universidad Peruana  
Unión, Carretera  
Central Km 19.5  
Ñaña, Chosica 15465  
Lima, Perú

[3]  
Facultad de  
Negocios,  
Universidad  
Tecnológica del  
Peru, Av. Petit  
Thouars 116, Lima  
15046, Lima, Perú

[4]  
Maestría en Ciencia  
de los datos,  
Universidad Ricardo  
Palma, Av. Alfredo  
Benavides 5440,  
Santiago de Surco  
15039 Lima, Perú

*Corresponding Author:*  
[josuetc@upeu.edu.pe](mailto:josuetc@upeu.edu.pe)

## PRINCIPAL LEADERSHIP AND TEACHING MOTIVATION AS PREDICTORS OF TEAMWORK IN PERUVIAN REGULAR BASIC EDUCATION TEACHERS

Enrique Seleno Huasasquiche Medina<sup>1</sup>, Fidel Ernesto Correa  
Dávila<sup>1</sup>, Eder Genaro Rodríguez<sup>1</sup>, \*Josue Edison Turpo Chaparro<sup>2</sup>,  
Sanny Raquel Huanca Lopez<sup>3</sup>, & Edison Effer Apaza Tarqui<sup>4</sup>

### ABSTRACT

As key figures in the school environment, principals have a profound impact on the professional development of their teachers. With direct implications for real-world educational settings, this research aimed to determine if principal leadership and teacher motivation are associated with teamwork in Peruvian regular basic education teachers. The research design consisted of a predictive cross-sectional design. Nine hundred thirty-five Peruvian teachers at the initial, primary, and secondary levels were surveyed using questionnaires that assessed their perceptions of principal leadership, teaching motivation, and teamwork. The results, which have practical implications for improving teamwork, showed that principal leadership and teacher motivation positively affect the teamwork of regular basic education teachers. The findings indicate that teamwork variability is statistically explained by principal leadership and teacher motivation in Peruvian teachers of regular basic education. It is recommended that improvement strategies be applied to management leaders and academic motivation to enhance collaborative work skills in Peruvian teachers.

**Keywords:** Principal leadership, teacher motivation, teamwork, Peruvian teachers, regular basic education teachers.



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

## INTRODUCTION

As key figures in the school organization, principals exert a profound influence on the professional development of teachers and, indirectly, on student learning outcomes (Liu & Hallinger, 2018). It is the principals who facilitate the learning of both teachers and students (Bellibaş & Gümüş, 2023). The principal's authority and his control of school resources place him in a unique position to create favorable working conditions to develop teachers' capacity and their teamwork (Hendawy Al-Mahdy et al., 2024).

Leadership in a school organization is crucial to long-term success, especially teacher motivation (Mohd Siraj et al., 2023). Previous studies confirm that principal leadership styles are related to the desired outcomes of both teachers and students (Stavrou & Kafa, 2024). Principal leadership based on learning influences teaching practices and confirms a positive link between principals' leadership and teaching practice (Er, 2024).

Principal leadership is defined as a process in which guidance is provided to subordinates in decisions and actions that support leadership objectives (Bell et al., 2014). In addition to being characterized by promoting school resources to fulfill the mission and vision (Murphy & Torre, 2015), principal leadership supports the management of instructional programs for student development (Hitt & Tucker, 2016), facilitates the professional development of teachers (Murphy, 2015), and empowers teachers (Leithwood et al., 2020a).

Among contemporary approaches to school leadership, transformational leadership has been widely recognized as one of the most influential models in education (Kaya & Koçyiğit, 2023). This approach is characterized by the principal's ability to exert idealized influence, provide inspirational motivation, intellectually stimulate teachers, and offer individualized consideration (Geijsel et al., 2003). Various studies have confirmed that transformational leadership is positively related to teacher engagement, improved pedagogical practices, and the development of a collaborative school culture (Hyseni Duraku & Hoxha, 2021a). Therefore, the principal not only fulfills an administrative role but also acts as an agent who implements shared goals and strengthens collaborative work.

The literature confirms the relationship between the principal's leadership and the motivation of regular basic education teachers (Haxhihyseni et al., 2023a). Qualified, motivated, and empowered teachers play a central role in children's education and are influenced by the school's organizational climate and principal leadership styles and practices (Hyseni Duraku & Hoxha, 2021b). Previous studies confirm the relationship between the principal's leadership and motivation, as well as job satisfaction, organizational commitment, and intrinsic motivation (Eyal & Roth, 2011; Haxhihyseni et al., 2023). Furthermore, when principals promote the professional development of their teachers, they create a climate of trust that strengthens teachers' sense of competence and self-efficacy (Geijsel et al., 2003), which ultimately strengthens their engagement.

Self-determination theory (Deci & Ryan, 1985) provides an explanatory framework for understanding the mechanisms by which principal leadership can influence teacher motivation. This theory shows that motivation increases when three needs are met: autonomy, competence, and relatedness. Particularly in the academic environment, principal behaviors can either facilitate or hinder these needs, depending on participation, recognition, and interpersonal support (Vansteenkiste & Ryan, 2013). Recent studies show that the principal's motivational style directly influences the satisfaction of these needs and the teacher's job motivation (Wu, 2023). Consequently, meeting psychological needs can not only strengthen teacher motivation but also promote collaborative commitment.

In educational contexts where academic demands and changes are more constant, principals play a fundamental role in the implementation of collaborative practices and collaborative professional environments. Principals can support teachers' teamwork, involving teachers in decision-making processes and sharing responsibilities with them (Rikkerink et al., 2016). It is through interaction that principals can support teacher collaboration and provide



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

opportunities for collaboration (Ala-Laurinaho et al., 2017). Teamwork is analyzed from a participatory and collaborative management perspective (Al-Momani & Jubran, 2024). Thus, the expectations of decision-making and implementation of academic supervision programs are met in the promotion of teamwork (Herman & Osamah Ibrahim Khalaf, 2024). Studies of a qualitative nature revealed four effective practices of school principals in Malaysia, including planning mission, vision, and objectives, organizing professional development programs, and promoting a culture of innovation, collaboration, and teamwork (Ghavifekr & Ramzy, 2020a). Likewise, studies show some fundamental tensions around directors' understanding of their leadership roles in a team context (van der Mescht & Tyala, 2008). Beyond its influence on individual motivation, principal leadership also shapes collective organizational processes such as teamwork.

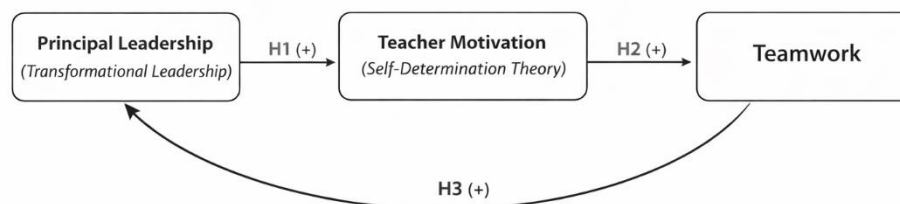
Although the literature has documented the relationship between principal leadership and teacher motivation (Eyal & Roth, 2011), as well as leadership and teamwork (Ghavifekr & Ramzy, 2020b), these variables have generally been studied in isolation and not within an integrated model. Furthermore, empirical evidence comes primarily from Asian, European, and American contexts, with research in Latin American educational systems, particularly in basic education, remaining limited. Therefore, it is important to analyze the relationship between leadership and teaching motivation in relation to teamwork, integrating transformational leadership theory and self-determination theory into a unified conceptual model. Thus, this study contributes to the literature on educational leadership and management by examining the direct and indirect effects of principal leadership and teacher motivation within a national context.

In Peru, due to the COVID-19 pandemic, national educational systems suffered sudden economic, technological, and organizational changes (Miranda et al., 2021). In a context where regular basic education already showed limitations (Carranza Esteban et al., 2022; Santos Anaya & Duffó, 2024), examining these relationships in Peru contributes to expanding empirical evidence from underrepresented educational contexts.

This research aimed to determine if principal leadership and teacher motivation are associated with teamwork in Peruvian regular basic education teachers. Based on transformational leadership theory and self-determination theory, this research proposes that principal leadership and teacher motivation improve teamwork among teachers in regular basic education.

**Figure 1**

*Conceptual Model of the Relationships Between Principal Leadership, Teacher Motivation, And Teamwork.*



## MATERIALS AND METHODS

### **Research design**

Predictive cross-sectional design. The research allows us to know the predictive factors of teamwork based on statistical analysis (Ato et al., 2013).

### **Participants**

Through non-probabilistic convenience sampling, the voluntary participation of 935 Peruvian regular basic education teachers, aged 25 to 60, belonging to public and private institutions, at the initial, primary, and secondary



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

levels was sought. Due to the non-probability and voluntary sampling method, self-selection bias is likely, as teachers with a greater interest in the topic may have been likelier to participate. Therefore, the generalizability of the results is approached with caution, and external validity is specifically limited to the population of Peruvian teachers in regular basic education with similar sociodemographic characteristics.

Table 1 shows that 60.7% of the participants are women, 39.3% are men in the sample taken, and the age interval between 30 and 49 is 47.3%. Of the level where they work, 39.9% are at the secondary level, 38.2% at the primary level, and 21.9% at the initial level. And finally, 63.3% work in a state educational institution, and 36.7% work in a private educational institution.

**Table 1**  
*Sociodemographic Information*

(n=935)		Frequency	Percentage
Sex	Female	568	60.7%
	Male	367	39.3%
Age	Less than 25 years	66	7.1%
	From 25 to 29 years	72	7.7%
	From 30 to 34 years	118	12.6%
	From 35 to 39 years	137	14.7%
	From 40 to 44 years	166	17.8%
	From 45 to 49 years	138	14.8%
	From 50 to 54 years	95	10.2%
	From 55 to 59 years	99	10.6%
Educational level of work	From 60 to more years	44	4.7%
	Preschool	205	21.9%
	Primary	357	38.2%
	Secondary	373	39.9%
Condition of the educational institution	State educational institution	592	63.3%
	Private educational institution	343	36.7%

### **Data Collection Tools**

Three instruments were used to collect the required data: one to measure the *principal leadership*, another for teaching motivation, and the third to measure teamwork. The principal leadership instrument was developed, adapted, and validated by (Moreno-Casado et al., 2021), which has 34 items grouped into the dimensions: idealized behavioral influence (6, 14, 21, 32), attributed ideality influence (10, 17, 19, 23), inspirational motivation (9, 13, 24, 34), intellectual stimulation (2, 8, 28, 30), individualized consideration (15, 18, 27, 29), contingent reward (1, 11, 16, 33), active management by exception (4, 20, 22, 25), passive leadership (3, 5, 7, 12, 26, 31). The responses were constructed according to a Likert-type scale, with the denominations: strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4), strongly agree (5).

The variable instrument teaching motivation, whose evaluation and validation process corresponds to (Abós et al., 2018), has 19 items subjected to multigroup confirmatory factor analysis, with reliability greater than 0.70. The teaching motivation variable presents its four dimensions and its twenty-six items: identified regulation (2, 3, 13, 16), introjected regulation (4, 9, 11, 12), external regulation (6, 7, 10, 15), demotivation (17, 18, 19, negative items), whose responses were established according to a Likert-type scale, with the denominations: strongly disagree (1),



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

disagree (2), neither agree nor disagree (3), agree (4), strongly agree (5). The instruments will be applied virtually for three months.

The third variable is teamwork; it belongs to (Sánchez-Rodríguez et al., 2021), who developed and analyzed the instrument's psychometric properties and measurement scales. The instrument presents 23 items, which have been organized into respective dimensions: learning community, with 10 items: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; collaboration and cooperation with 9 items: 11, 12, 13, 14, 15, 16, 17, 18, 19; functional diversity with 4 items: 20, 21, 22, 23. The responses were determined using the Likert scale, with the following denominations: 1) strongly disagree, 2) disagree, 3) neither agree nor disagree, 4) agree, and 5) strongly agree.

A questionnaire was designed and socialized through the virtual platform of Microsoft Forms through WhatsApp and Facebook groups of regular basic education teachers. The study's objective was presented in the first part of the online questionnaire, informed consent approval was requested, voluntary, anonymous participation was encouraged, and the information collected was only used for research purposes.

### **Data Analysis**

After collecting the data through the respective instruments to test the hypotheses, the data were analyzed in Excel software, and the data were processed in SPSS. The tables corresponding to each hypothesis were generated, allowing the respective analyses and interpretations. The correlation analysis was performed using the Pearson coefficient, and a regression model was estimated, calculating the TE based on the coefficient of determination ( $R^2$ ) and its confidence intervals.

The study followed the standards stipulated in the Declaration of Helsinki and was also approved by the Ethics Committee of the Graduate School of the Universidad Peruana Unión (Reference: CE-EPG-000126). Voluntary and anonymous participation was also considered.

## **RESULTS**

Table 2 shows the descriptive statistics, such as the mean, standard deviation (SD), skewness, and kurtosis. The highest average is in the variable Leadership of the principal, the lowest average is in the variable Teacher motivation, and the greatest dispersion is found in the variable Leadership of the principal. Moreover, skewness values ranged between  $-1.16$  and  $0.30$ , and kurtosis values were within  $\pm 1.5$ , indicating an approximately symmetrical distribution.

**Table 2**

*Descriptive Analysis of the Variables Principal Leadership, Teaching Motivation, and Teamwork*

	Mean	SD	Skewness	Kurtosis
Principal leadership	118.07	18.91	-0.65	1.09
Teaching motivation	70.12	7.05	0.30	1.38
Teamwork	85.504	14.22	-1.16	1.49

In Table 3, the relationship between the variables Principal leadership and Teacher Motivation is observed with a result of  $0.240$  ( $p < 0.01$ ), which is a positive, direct, and highly significant relationship, as is the relationship between Principal leadership and Teamwork, which is  $0.696$  ( $p < 0.01$ ), on the other hand, no significant relationship was found between Teacher Motivation and Teamwork which is  $0.011$  ( $p > 0.05$ ). Although the correlations between the variables were of low to moderate magnitude, the regression coefficients were highly significant. This is due, on the one hand, to the large sample size ( $n = 935$ ), which provides high statistical power to detect small effects; and, on the other hand, to the fact that each variable is associated with unique variance in teamwork when statistically



controlling for the other variable (partial associations).

**Table 3**

*Analysis of the Correlation Between the Principal's Leadership, Teacher Motivation, and Teamwork*

	Principal leadership	Teaching motivation	Teamwork
Principal leadership	1		
Teaching motivation	0.240 **	1	
Teamwork	0.696 **	0.011	1

\*\*The correlation is significant at the 0.01 level (two-sided).

Table 4 shows the model summary, where the corrected coefficient of determination (corrected R<sup>2</sup>) is 0.509. This indicates that Principal leadership and Teaching motivation variables explain 50.9% of the variability of Teamwork. The F value of the ANOVA (F=484.432, p=0.000) indicates that the overall regression model shows a statistically significant linear association among the study variables.

**Table 4**

*Multiple Correlation Coefficients R, R<sup>2</sup>, Corrected R<sup>2</sup>, EE And F*

Model	R	R <sup>2</sup>	R <sup>2</sup> corrected	EE	F	p-value
1	0.714	0.510	0.509	9.969	484.432	0.000

a. Explanatory variables: Principal leadership, Teacher motivation

b. Outcome variable: Teamwork

Table 5 shows the regression coefficients. Principal leadership was positively associated with teamwork (B = 0.553, SE = 0.018,  $\beta$  = 0.735, t = 31.12, p < .001, 95% CI [0.518, 0.588]). Teacher motivation also showed a positive association (B = 0.334, SE = 0.048,  $\beta$  = 0.165, t = 7.01, p < .001, 95% CI [0.240, 0.427]). The effect of leadership is large ( $\beta$  = .735), while that of motivation is small to moderate ( $\beta$  = .165).

The collinearity indices were adequate (Tolerance = .943 for both variables; VIF = 1.061), well below the usual cut-off points (VIF < 5–10), so there is no evidence of problematic multicollinearity.

**Table 5**

*Multiple Regression Coefficients B (Not Standardized), B (Standardized) And T-Test*

	Unstandardized Coefficients		Standardized Coefficients	t	p	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	$\beta$			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	-3.208	4.364		-0.735	0.462	-11.772	5.356		
Principal leadership	0.553	0.018	0.735	31.123	0.000	0.518	0.588	0.943	1.061



Teacher motivation	0.334	0.048	0.165	7.005	0.000	0.240	0.427	0.943	1.061
--------------------	-------	-------	-------	-------	-------	-------	-------	-------	-------

a. Dependent Variable: Teamwork

## DISCUSSION

Teamwork has been analyzed for several years (Kelchtermans, 2006). Its importance is related to all the actions teachers take to achieve the objectives of their professional work (Weinstein et al., 2023). The literature confirms that teamwork is essential for organized professional development. (Evans, 2019; Nurhuda et al., 2023) However, some teachers do not participate in this experience (Horn & Little, 2010). This research aimed to determine if principal leadership and teaching motivation are associated with teamwork in Peruvian regular basic education teachers.

The results confirm that teamwork is explained by the variables of principal leadership and teacher motivation in regular basic education teachers. This means that highly collaborative teachers perceive principal leadership and academic motivation. This result is confirmed in the literature, which states that strong leadership from principals encourages collaborative work among teachers (Coburn, 2005). Another study confirmed a positive relationship between the leadership behaviors of school principals, motivation, and an institution's work culture (Asad et al., 2022). In Peru, a study on managerial leadership found its effect on collaborative work (Boy Barreto et al., 2022). Another study confirmed that teachers' and administrators' participation is essential for academic motivation and that managers must establish a dialogue with their teachers to achieve greater collaborative work (Efe et al., 2023). A study explored the collaboration frameworks between teachers in basic education schools and found they were related to principal leadership (Jaguaco et al., 2022; Weddle, 2022). Studies also confirm the relationship between managerial leadership and academic motivation (Himmetoglu et al., 2018). School principals provide teachers with professional development and growth opportunities in organizational capabilities (Blaum & Tobin, 2019).

These findings also suggest that managerial decisions are not solely focused on administrative planning, but also on creating motivational conditions that strengthen teacher commitment. In this way, leadership practices become a key element in fostering cohesion within teaching teams.

Among the theoretical implications of this research, it is confirmed that educational managers play an important role in improving school institutions (Hernández de la Torre & Altopiedi, 2023). Motivation drives people toward achieving their goals (Robbins & Judge, 2017). Thus, the behavior of motivated teachers in the organization is characterized by a level of commitment affected by the educational principal (Effendy Pohan et al., 2023). Under the self-determination theory (Deci & Ryan, 1985b), people are motivated by the need to grow and achieve satisfaction. These motivations can be intrinsic or extrinsic. In the case of schools, the managers must strive to develop and improve the intrinsic motivation of teachers with some extrinsic motivation to improve the school (O'neil, 1995; Wu, 2023b).

From an integrative perspective combining transformational leadership and self-determination theory, and in line with Geijsel et al. (2003) and Leithwood et al. (2020), the results confirm the importance of transformational leadership exercised by the principal in building a collaborative academic culture. Furthermore, the study broadens the perspective by incorporating the motivational axis based on the satisfaction of needs for autonomy, competence, and relatedness (Deci & Ryan, 1985a), showing that the principal's leadership not only influences teamwork but also acts through teacher motivation.

Among the practical implications is that organizations can implement programs that improve the organizational skills of school leaders to improve teamwork. On the other hand, the results have implications for educational governance in Peru, firstly by suggesting policies for the selection, evaluation, and professional development of principals, who should prioritize the necessary transformational leadership competencies geared towards teacher



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

commitment and cohesion. Likewise, the training of academic leaders should incorporate motivational support strategies that promote collaborative and sustainable institutional environments. Likewise, these programs must involve strategies to increase teacher motivation. The findings highlight the need to provide teacher motivation and principal leadership to improve the teamwork necessary in educational institutions. In addition, education principals must ensure that educational leaders are trained in a separate field of specialization, as in other contexts (Arastaman et al., 2023).

In the Peruvian case, principals could implement training strategies to improve their leadership capabilities, program management, and teacher empowerment (Tan, 2024). This program would be applied over 6 months, with biweekly evaluations using the instruments used in this research. Similar research supports (Aas et al., 2020) the expectation that this program will improve the practice of managerial leadership and, thus, the teaching motivation and teamwork of Peruvian teachers

This research has some limitations. Firstly, the data were taken cross-sectionally, so it is impossible to establish causality between the variables. Longitudinal studies would be recommended to confirm the results of this research. On the other hand, although the sample is important, conducting studies in other contexts is necessary for optimal generalization of the results. All variables were measured using self-report questionnaires collected at a single point in time, which could increase the risk of common method bias and overstate the observed relationships between principal leadership, teacher motivation, and teamwork. Future research should consider probabilistic sampling strategies and the use of multiple data sources or longitudinal designs to strengthen the robustness of the findings. Concerning the instruments, it is necessary to establish additional psychometric tests for the managerial leadership questionnaire. Finally, the data were taken online and through self-reporting, so there could be some bias; however, self-reporting is the most used technique in social science studies (Demetriou et al., 2015).

## **CONCLUSION**

In conclusion, this research contributes to the teamwork theory and provides evidence that managerial leadership and teaching motivation are significantly associated with teamwork in Peruvian regular basic education teachers. Therefore, it is essential to establish strategies that improve perceptions of leadership and motivation to enhance institutional teamwork.

### ***Acknowledgments***

The authors would like to express their sincere gratitude to the participating regular basic education teachers of this research, who generously volunteered to participate in this study. This research was approved by the Ethics Committee of the Graduate School, Universidad Peruana Unión (Reference: CE-EPG-000126). It was carried out without specific funding from public, commercial, or non-profit organizations. Participants were informed that their participation in this non-experimental research was completely voluntary and that they were free to withdraw at any time without facing sanctions or negative repercussions. Additionally, participants were assured that there were no known risks associated with their participation in the study. All data collected were treated with strict confidentiality, and all measures were taken to ensure the anonymity of the participants. Informed consent was obtained from all participants before they participated in the study.

### ***Data Availability Statement***

The data that support the findings of this study are available from the corresponding author upon reasonable request.

### ***Conflict of Interest Statement***

The authors declare that they have no conflict of interest regarding the publication of this study.





# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

## REFERENCES

- Aas, M., Vennebo, K. F., & Halvorsen, K. A. (2020). Benchlearning – an action research program for transforming leadership and school practices. *Educational Action Research, 28*(2), 210–226. <https://doi.org/10.1080/09650792.2019.1566084>
- Abós, Á., Sevil, J., Martín-Albo, J., Aibar, A., & García-González, L. (2018). Validation evidence of the motivation for teaching scale in secondary education. *Spanish Journal of Psychology, 21*(e9), 1–12. <https://doi.org/10.1017/sjp.2018.11>
- Ala-Laurinaho, A., Kurki, A.-L., & Abildgaard, J. S. (2017). Supporting sensemaking to promote a systemic view of organizational change – contributions from activity theory. *Journal of Change Management, 17*(4), 367–387. <https://doi.org/10.1080/14697017.2017.1309566>
- Al-Momani, M. I., & Jubran, A. M. (2024). Future school administration as perceived by school principals in distance learning: Developmental suggestions. *Multidisciplinary Reviews, 8*(2), 2025014. <https://doi.org/10.31893/multirev.2025014>
- Arastaman, G., Fidan, T., & Ayyıldız, P. (2023). Öğretmenlerin liderlik özyeterliliği ile okul müdürü olma istekleri arasındaki ilişkide liderlik etme motivasyonunun aracılık rolü. *Ted Eğitim Ve Bilim, 48*(216). <https://doi.org/10.15390/EB.2023.12225>
- Asad, M. M., Rind, A. A., & Abdulmuhsin, A. A. (2022). Impact of transformational leadership on educational institutes culture: A quantitative study in the context of Pakistan. *International Journal of Organizational Analysis, 30*(5), 1235–1250. <https://doi.org/10.1108/IJOA-12-2020-2561>
- Ato, M., López-García, J. J., & Benavente, A. (2013). Un sistema de clasificación de los diseños de investigación en psicología. *Anales de Psicología, 29*(3), 1038–1059. <https://doi.org/10.6018/analesps.29.3.178511>
- Bell, C., Chan, M., & Nel, P. (2014). The impact of participative and directive leadership on organisational culture: An organisational development perspective. *Mediterranean Journal of Social Sciences, 5*(23), 1970–1985. <https://doi.org/10.5901/mjss.2014.v5n23p1970>
- Bellibaş, M. Ş., & Gümüş, S. (2023). The effect of learning-centred leadership and teacher trust on teacher professional learning: Evidence from a centralised education system. *Professional Development in Education, 49*(5), 925–937. <https://doi.org/10.1080/19415257.2021.1879234>
- Blaum, B., & Tobin, K. (2019). Motivating the Motivators: An examination of high school principals' drive to succeed. *NASSP Bulletin, 103*(3), 253–267. <https://doi.org/10.1177/0192636519871625>
- Boy Barreto, A. M., Espinoza Valenzuela, A. B., Olmos Saldívar, D., & Carlos Ramos, J. A. (2022). Percepción del liderazgo en organizaciones públicas en Lima, Perú. *Revista Venezolana de Gerencia, 27*(100), 1462–1473. <https://doi.org/10.52080/rvgluz.27.100.11>
- Carranza Esteban, R. F., Mamani-Benito, O., Turpo Chaparro, J. E., Lingán-Huamán, S. K., & Pajares, A. E. (2022). Psychological distress and workload as predictors of satisfaction with life in Peruvian female university professors with a family burden. *Heliyon, 8*(1), e08711. <https://doi.org/10.1016/j.heliyon.2021.e08711>
- Coburn, C. E. (2005). Shaping teacher sensemaking: School leaders and the enactment of reading policy. *Educational Policy, 19*(3), 476–509. <https://doi.org/10.1177/0895904805276143>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer US. <https://doi.org/10.1007/978-1-4899-2271-7>
- Demetriou, C., Ozer, B. U., & Essau, C. A. (2015). Self-report questionnaires. In *The encyclopedia of clinical psychology* (pp. 1–6). Wiley. <https://doi.org/10.1002/9781118625392.wbecp507>
- Efe, M. Z., Çoban, Ö., & Gün, F. (2023). Mesleki öğrenme topluluğu ile okul yöneticisinin ders denetimi arasındaki ilişkinin incelenmesi. *Milli Eğitim Dergisi, 52*(238), 1305–1330. <https://doi.org/10.37669/milliegitim.1130682>
- Effendy Pohan, R., Hadriana, H., & Sumarno, S. (2023). What does statistically factors that influence of vocational teachers' performance in Batam as maritime environment? *BIO Web of Conferences, 79*, 08002. <https://doi.org/10.1051/bioconf/20237908002>
- Er, E. (2024). The relationship between principal leadership and teacher practice: Exploring the mediating effect of



## MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- teachers' beliefs and professional learning. *Educational Studies*, 50(2), 166–185. <https://doi.org/10.1080/03055698.2021.1936458>
- Evans, L. (2019). Implicit and informal professional development: What it 'looks like', how it occurs, and why we need to research it. *Professional Development in Education*, 45(1), 3–16. <https://doi.org/10.1080/19415257.2018.1441172>
- Eyal, O., & Roth, G. (2011). Principals' leadership and teachers' motivation. *Journal of Educational Administration*, 49(3), 256–275. <https://doi.org/10.1108/09578231111129055>
- Geijsel, F., Slegers, P., Leithwood, K., & Jantzi, D. (2003). Transformational leadership effects on teachers' commitment and effort toward school reform. *Journal of Educational Administration*, 41(3), 228–256. <https://doi.org/10.1108/09578230310474403>
- Ghavifekr, S., & Ramzy, M. I. (2020). Exploring effective leadership practices of private school principals to improve teachers' academic excellence and students' learning achievement. *TT*, 65(3), 123–156. [https://doi.org/10.6209/JORIES.202009\\_65\(3\).0005](https://doi.org/10.6209/JORIES.202009_65(3).0005)
- Haxhihyeni, S., Tirana, J., & Carvalh, E. N. de. (2023). Impact of principals' leadership styles on teachers' job satisfaction and motivation in elementary schools. *Journal of Educational and Social Research*, 13(4), 188. <https://doi.org/10.36941/jesr-2023-0101>
- Hendawy Al-Mahdy, Y. F., Hallinger, P., Emam, M., Hammad, W., Alabri, K. M., & Al-Harathi, K. (2024). Supporting teacher professional learning in Oman: The effects of principal leadership, teacher trust, and teacher agency. *Educational Management Administration & Leadership*, 52(2), 395–416. <https://doi.org/10.1177/17411432211064428>
- Herman, H., & Osamah Ibrahim Khalaf. (2024). Evidence from school principals: Academic supervision decision-making on improving teacher performance in Indonesia. *Advances in Decision Sciences*, 27(3), 46–71. <https://doi.org/10.47654/v27y2023i3p46-71>
- Hernández de la Torre, E., & Altopiedi, M. (2023). El profesorado en la dirección escolar: la construcción de la identidad profesional y su impacto en la organización. *Revista Interuniversitaria de Formación Del Profesorado. Continuación de La Antigua Revista de Escuelas Normales*, 98(37.3). <https://doi.org/10.47553/rifop.v98i37.3.93879>
- Himmetoglu, B., Aydug, D., & Terzi, C. (2018). Relationships between political behaviors of school principals and perceived coworkers' social loafing among teachers. *Egitim Arastirmalari - Eurasian Journal of Educational Research*, 2018(76), 1–20. <https://doi.org/10.14689/ejer.2018.76.1>
- Hitt, D. H., & Tucker, P. D. (2016). Systematic review of key leader practices found to influence student achievement. *Review of Educational Research*, 86(2), 531–569. <https://doi.org/10.3102/0034654315614911>
- Horn, I. S., & Little, J. W. (2010). Attending to problems of practice: Routines and resources for professional learning in teachers' workplace interactions. *American Educational Research Journal*, 47(1), 181–217. <https://doi.org/10.3102/0002831209345158>
- Hyseni Duraku, Z., & Hoxha, L. (2021). Impact of transformational and transactional attributes of school principal leadership on teachers' motivation for work. *Frontiers in Education*, 6. <https://doi.org/10.3389/educ.2021.659919>
- Jaguaco, D., Turpo-Chaparro, J., Vásquez-Villanueva, S., & Apaza-Romero, A. (2022). Social support and general self-efficacy: Two predictors of quality of life at work in Ecuadorian teachers. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.946723>
- Kaya, M., & Koçyiğit, M. (2023). The relationship between transformational leadership and teacher self-efficacy in terms of national culture. *Educational Process International Journal*, 12(1). <https://doi.org/10.22521/edupij.2023.121.3>
- Kelchtermans, G. (2006). Teacher collaboration and collegiality as workplace conditions. A review. *Zeitschrift Für Pädagogik*, 52(2), 220–237.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- Liu, S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in China: Testing a mediated-effects model. *Educational Administration Quarterly*, 54(4), 501–528.



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- <https://doi.org/10.1177/0013161X18769048>
- Miranda, R., Bazán, C., & Nureña, C. R. (2021). *Bienestar docente e impacto de la pandemia de COVID-19 en escuelas rurales multigrado: Un estudio cualitativo con docentes de tres regiones del Perú*. GRADE.
- Mohd Siraj, M. A. M., Md. Rami, A. A., Omar, R., Abdul Aziz, N. A., & Mohd Anuar, M. A. (2023). The relationship between principals' leaderships towards TVET teachers' motivation in implementing ICT. *Journal of Technical Education and Training*, 15(3). <https://doi.org/10.30880/jtet.2023.15.03.008>
- Moreno-Casado, H., Leo, F. M., López-Gajardo, M. A., García-Calvo, T., Cuevas, R., & Sánchez-Oliva, D. (2021). Adaptation and validation of the mlq-5x leadership scale to the Spanish educational context. *Anales de Psicología*, 37(2), 311–322. <https://doi.org/10.6018/analesps.425351>
- Murphy, J. (2015). Creating communities of professionalism: Addressing cultural and structural barriers. *Journal of Educational Administration*, 53(2), 154–176. <https://doi.org/10.1108/JEA-10-2013-0119>
- Murphy, J., & Torre, D. (2015). Vision. *Educational Management Administration & Leadership*, 43(2), 177–197. <https://doi.org/10.1177/1741143214523017>
- Nurhuda, N., Gazali, N., Abdullah, K. H., Saad, N., Setiawan, E., & Lobo, J. (2023). Retrospective of five years research of school leadership in Asia (2018–2022): A scientometric paradigm. *International Journal of Evaluation and Research in Education (IJERE)*, 12(3), 1390. <https://doi.org/10.11591/ijere.v12i3.26350>
- O'neil, J. (1995). On schools as learning organizations: A conversation with Peter Senge. *Educational Leadership*, 52, 20–23.
- Rikkerink, M., Verbeeten, H., Simons, R.-J., & Ritzen, H. (2016). A new model of educational innovation: Exploring the nexus of organizational learning, distributed leadership, and digital technologies. *Journal of Educational Change*, 17(2), 223–249. <https://doi.org/10.1007/s10833-015-9253-5>
- Robbins, S., & Judge, T. (2017). *Organisational behaviour* (8th ed.). Pearson.
- Sánchez-Rodríguez, D., Acosta-Prado, J. C., & Tafur-Mendoza, A. A. (2021). Prácticas de gestión del conocimiento y trabajo en equipo en instituciones de educación superior: escalas de medición. *Formacion Universitaria*, 14(1), 157–168. <https://doi.org/10.4067/S0718-50062021000100157>
- Santos Anaya, M., & Duffó, N. (2024). Las marcas de lo institucional en el funcionamiento de las redes de apoyo: El caso de docentes peruanos en tiempos de pandemia. *Redes. Revista Hispana Para El Análisis de Redes Sociales*, 35(1), 41–66. <https://doi.org/10.5565/rev/redes.1028>
- Stavrou, E., & Kafa, A. (2024). School principals' leadership styles on implementing inclusive education: The entrepreneurial leadership effect. *International Journal of Educational Management*, 38(1), 40–56. <https://doi.org/10.1108/IJEM-08-2023-0424>
- Tan, C. Y. (2024). Influence of principal leadership across contexts on the science learning of students. *Asia Pacific Education Review*, 25(1), 31–44. <https://doi.org/10.1007/s12564-023-09828-2>
- Tan, C. Y., Liu, P., & Wong, W. L. V. (2020). Different patterns of relationships between principal leadership and 15-year-old students' science learning: How school resources, teacher quality, and school socioeconomic status make a difference. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.02257>
- van der Mescht, H., & Tyala, Z. (2008). School principals' perceptions of team management: A multiple case-study of secondary schools. *South African Journal of Education*, 28(2), 221–239.
- Vansteenkiste, M., & Ryan, R. M. (2013). On psychological growth and vulnerability: Basic psychological need satisfaction and need frustration as a unifying principle. *Journal of Psychotherapy Integration*, 23(3), 263–280. <https://doi.org/10.1037/a0032359>
- Weddle, H. (2022). Challenges and opportunities for sustaining purposeful professional collaboration: Leadership frames in urban schools under pressure to improve. *Leadership and Policy in Schools*, 21(4), 733–755. <https://doi.org/10.1080/15700763.2020.1827269>
- Weinstein, J., Peña-Fredes, J., Ansoleaga, M. E., & Godfrey, D. (2023). ¿Cómo se desarrolló la colaboración docente durante la pandemia? Estudio en seis liceos públicos de Santiago, Chile. *Revista Electrónica Educare*, 27(3), 1–20. <https://doi.org/10.15359/ree.27-3.17241>
- Wu, S. M. (2023). The Relationship between emotional intelligence of school principals, psychological climate, and teacher motivation. *International Journal of Emotional Education*, 15(2), 71–85. <https://doi.org/10.56300/EELR3418>