

TRANSFORMATIONAL LEADERSHIP PRACTICES OF HEADMASTERS IN FORMING THE QUALITY OF TEACHERS IN TRANSFORMATION SCHOOLS 2025

Siti Nur Azillah Binti Mohamad Rashid*¹, Jamalul Lail Abdul Wahab¹

¹Faculty of Education, Universiti Kebangsaan Malaysia,
43600 UKM Bangi, Selangor Darul Ehsan, Malaysia.

*Corresponding author: Siti Nur Azillah Binti Mohamad Rashid (p117669@siswa.ukm.edu.my)

ABSTRACT

The headmaster is the main pillar in determining the quality and success of the school. The leadership practices practiced will influence his leadership style. The practice of transformational leadership practiced by head teachers is a form of leadership that has a clear direction. The quality of teachers in a school has a link in the excellence of a school. In order to ensure that the school can compete in achieving its vision and mission, these two factors are very important. This study aims to identify the quality of TS 25 school teachers in Putrajaya based on the Malaysian Teacher Standard (SGM) 2.0 and the level of head teacher transformation leadership. This article takes a quantitative approach with a survey design. Online techniques were used to distribute the questionnaire. The study respondents consisted of 306 teachers in 16 primary schools in Putrajaya. Descriptive and inferential analysis was used to analyze the data. Overall, the findings of the article show that the headmaster's transformational leadership method is high (mean = 4.08, s.p. = 0.45). Meanwhile, teacher quality is at a high level (mean = 4.17, s.p = 0.34). The principal's transformational leadership and teacher quality have a high and significant relationship, according to the results of the Pearson Correlation test ($r=0.59$, $p<0.01$). In conclusion, the leadership practices practiced by head teachers affect the quality of the school.

Keywords: Transformational leadership practices, teacher quality, TS 2025, SGM 2.0.

1. INTRODUCTION

The quality of teachers plays an important role in the field of education. Teacher quality refers to the set of skills, knowledge, attitudes, and abilities that enable teachers to teach effectively and influence their students' learning. Additionally, important characteristics that support an excellent teacher include high professional ethics, commitment to self-development, and the ability to collaborate with colleagues. A study by Stronge (2018) asserts that there are three main dimensions that make up the quality of a teacher: knowledge, skills, and personal qualities. Effective leadership in the context of education can instruct, inspire, and shape a school culture that strengthens the quality of teachers and effective learning.

Leaders who use the transformational leadership style developed by Bass (1985) will encourage subordinates to achieve the goals that have been set. In the context of education, teacher motivation in improving quality in PdPc as well as self-efficacy will increase when head teachers practice this

leadership practice. This statement shows that the quality of teachers depends on the pattern of the headmaster's leadership (Mohd Rahimi et al 2020). PPPM 2013-2025 outlines that the main role in changing the education system is the headmaster's leadership and teacher quality. In line with the establishment of the Transformation School Program 2025 which focuses on improving student achievement and school quality. This is in line with the goals of PPPM 2013 until 2025. There are several problems faced by head teachers in school administration.

Some problems involving school leaders include the inability to establish two-way communication, lack of interaction with teachers, and failure to give freedom to teachers to take initiative and act creatively (Faridah & Khadijah 2018). This results in a lack of teacher confidence in their ability to innovate. Weak leadership is also seen as unable to ensure the quality of teachers in achieving the direction and goals of the school. Saravanan and Shahizan (2020) assert that school leaders who are unable to motivate their organizational members to be proactive will create a school environment that is less committed to the school's vision and mission. Nursyafina & Aida Hanim (2018) explained that there is a group of teachers who disobey instructions and refuse to accept changes and advice.

This study aims to find out the relationship between the headmaster's transformational leadership and the quality of teachers in the Federal Territory of Putrajaya. There are three (3) questions in this article, namely:

- i) what is the level of transformational leadership practices of TS 25 headmasters in Putrajaya?
- ii) what is the level of teacher quality based on SGM 2.0 in Putrajaya?
- iii) And Is there a relationship between transformational leadership practices and teacher quality based on SGM 2.0 in TS 25 schools in Putrajaya?

2. LITERATURE REVIEW

2.1. Concept of Transformational Leadership

The concept of transformation refers to changing or transforming a state into a different form. A change or changing the situation needs to be done by the head teacher to meet the needs and wants of the current education system (Zahari 2019). Head teachers are leaders who are responsible for the success of a school where they must have the ability to manage and influence their subordinates. Transformational leadership is suitable to practice because it can increase teaching capacity (Liu, Li & Wang 2019). Transformational leadership is an administrative practice that can motivate teachers in carrying out educational tasks and achieving organizational goals. According to Siti Nazatul (2016), transformational leaders are capable of motivating individuals to change their values and attitudes and commit to the goals and needs of an organization.

2.2. Concept of Teacher Quality

The quality of teachers has an impact on the quality of education. The role of teacher quality has indeed been proven and has a great impact on student achievement. The work by Barber and

Mourshed (2007) in his book 'How the World's Best Performing Systems Come Out on Top' explains that 'The quality of a school's Education system cannot exceed the quality of its teachers'. It means that no matter how soon the education system is developed, it will not have any effect if the aspect of commitment and competence of teacher quality is not developed first, (Transition No. 5/2015 PPPM 2013-2025). Halstead (1995) in a study by Ab. Halim Tamuri & Mohamad Khairul Azman Ajuhary (2010) stated that teachers are highly respected not only because of the knowledge they possess, they are even praised because teachers have a good personality and are committed to their religion, causing students to follow the teacher's words without hesitation. While the Malaysian Qualification Framework (MQF) consists of eight components that teachers need to know in order to be considered highly qualified and quality in their profession. Next, teachers must have both the ability to think critically and creatively as well as practical skills, such as practicing methods PdPc inquiry.

2.3. Transformational Leadership Practice

In Malaysia, the culture formed by the transformational leadership of the principal has a relationship with the achievement of a school. A study conducted by Elvtah Batundok & Azlin Norhaini (2023) found that head teachers show a very high level of transformational leadership practices. This study confirms the findings of Nurul's (2021) study, which shows that leaders show a very high level of transformational leadership. A study by Ng Hooi Ting and Norazah (2021) shows that there is a significant positive relationship between the principal's transformational leadership and teacher job satisfaction. Principals who want to increase teacher job satisfaction in their organizations need to practice transformational leadership. Meanwhile, the results of the study by Gobinathan and Jamalul Lail (2020) show that the practice of transformational leadership by head teachers as a whole is at a very high level. A positive school atmosphere and increased teacher satisfaction can definitely be achieved by leaders who adopt a transformational leadership practice approach.

2.4. Teacher Quality Level

A study by Normiati et al. (2021) found that the quality of primary school teachers in rural areas is at a high level. This shows that the teachers tend to be quality teachers. In addition, a study by Normiati et al. (2021) also proved that the accuracy of leadership patterns and dominance in management practices is very effective in improving the quality of teachers. The findings of the study by Muhammad Asyraf & Norfariza Mohd Radzi (2020), show that the quality of teachers is at a very high level. This study also found that good PdPc through quality teachers are able to improve student achievement including external factors that support learning. The findings of Siti Afifah's study (2018) show that the level of teacher quality is at a moderate level. Even so, the results of the study prove that teachers who are always active take various opportunities towards learning professionalism in a collaborative manner, showing that the teachers in this school have high quality.

2.5. School Transformation Program 2025 (TS25)

The School Transformation Program 2025 (TS25) is one of the MoE's initiatives under the PPPM

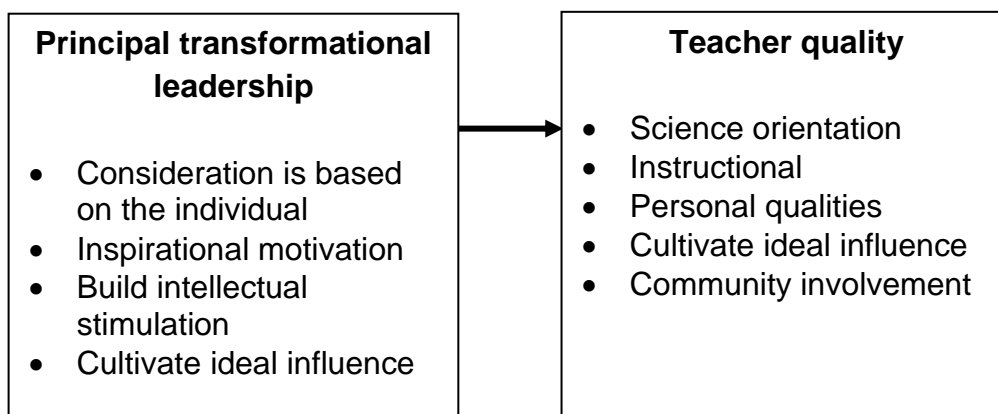
2013-2025. This initiative aims to improve student achievement to achieve the target of quality schools. TS25 requires all school members to build a fun learning environment to develop superior human capital. This action is supported by quality leadership, competent and inspired teachers and solid community support (KPM 2013). This program also aims to improve the student's overall and holistic development while also transforming the school. This effort is worked through the empowerment of school leaders and the continuous development of teacher professionalism (Mohd Rashid et al. 2021).

The TS25 program aims to build the ministry's internal expertise through structured and comprehensive training series. Training will be provided by lecturers from the Teacher Education Institute (IPG), Aminuddin Baki Institute (IAB), JPN officers, PPD officers and school administration (Radin & Yasin 2018). The three main goals of the TS25 Program are to strengthen the leaders in schools, maximize the potential of teachers as educators and improve the quality of PdPc through the involvement of various stakeholders such as the community, parents (Hairunisya 2021). The Ministry has outlined five cores that form the basis of TS25 through this program. A fun learning environment, active and meaningful student learning involvement, quality and visionary leadership, efficient, highly inspired teachers, and cohesive community commitment are the foundations (Azhar et al. 2021).

2.6. The Relationship of Principal Transformational Leadership Practices With the Quality of TS 25 School Teachers

The results of Subasiny and Mohamed Yusoff's (2022) study show that there is a moderately strong and significant correlation between principals' transformational leadership practices and the quality of SJKT teachers. The principal's transformational leadership practices are seen to have a significant positive impact on the quality of SJKT teachers.

Figure 1: Conceptual Framework of the Study



The quality of Generation Y teachers correlates positively and significantly with the principal's transformational leadership practices, according to the study of Jamilah Man et al. (2016). There is a high correlation between teacher teaching quality and principals' transformational leadership

practices, despite the fact that each dimension of transformational leadership practices shows varying levels of strength for each component of teacher quality. Menon (2013) found that a principal's transformational leadership influences the behavior and quality of teachers, which in turn has a significant impact on the effectiveness of school management. This clearly shows how the transformational leadership practice approach supports teacher skill development and quality improvement, which increases the effectiveness and atmosphere of the PdPc process.

The conceptual framework of this article is based on the Slocum and Hellriegel Model (2007) and the SGM 2.0 Teacher Quality Model. This conceptual framework is built to describe the relationship between the variables involved. The independent variable in this article is the headmaster's transformational leadership practices while the dependent variable is the teacher's quality. Bass's (1985) Transformational Leadership Theory became the basis for Slocum and Hellriegel's (2007) Transformational Leadership Model. Individual-based consideration, inspiring encouragement, creating intellectual stimulation, and cultivating ideal influence are the four dimensions listed in this variable that transformational leaders should have.

Iceberg Competency Theory Spencer and Spencer (1993) is a theory used to measure teacher quality. This theory is described as an object as an iceberg. This theory emphasizes the aspects of knowledge, skills and behavior that are the core components of competence.. The dimension of competence and teaching ethics form the two main parts of SGM 2.0. Competencies are divided into four components, namely knowledge orientation, instructional, community involvement, and personal qualities. To ensure that the teaching profession is always on the right track and is held in high esteem by the general public, teaching ethics refers to the moral principles and moral values that teachers in Malaysia must have and practice.

3. RESEARCH METHODOLOGY

3.1. Research Design

This study focuses on a quantitative approach by adapting a survey design. The selection of quantitative methods in this study because the function of quantitative research is to make descriptive, inferential, predictive and scientific studies. This is supported by the study of Ghazali and Sufean (2021), the quantitative approach aims to see and test the relationship between variables and make preliminary predictions and the results obtained can be measured and have statistical significance.

3.2. Population and Sample

The population of this study consists of teachers working in 16 primary schools in the Federal Territory of Putrajaya. The data of this article was collected using a simple sampling technique. This sampling technique is a simple and best technique to obtain a sample from the population. Everyone who lives in the studied area has the same chance to be selected as a sample, according to Creswell (2014). The population table by Krejcie and Morgan (1970) served as the basis for the sample size determination table used in this study. According to the sample size determination table, 306 respondents are required for every 1478 research participants in the population.

3.3. Research Instrument

Questionnaire is used as an instrument in this article to collect data. The objective of this questionnaire is to collect data from respondents using a google form approach and printed instruments. This approach was chosen because it ensured respondent confidentiality while saving money and time. Furthermore, according to Pindek et al. (2017), this questionnaire instrument can guarantee that the objectives of the study can be achieved more practically and successfully. The research instrument was adapted from Zulaikha's study (2022). Table 1 shows that this questionnaire is divided into three namely

Table 1: Questionnaire Section

Section	Type N	Number of items
Section A	Demographic data	3
Section B	Transformational leadership practices of headmasters	16
Section C	Teacher quality based on Malaysian Teacher Standard 2.0 (SGM 2.0)	16

3.4 Validity and Reliability

A pilot study must be conducted to confirm the level of reliability of this questionnaire (Merriam 2001). Two experts have been selected, namely a lecturer at the Teacher Education Institute (IPG) and a head teacher who is also the chairman of the Putrajaya Head Teacher Council (MGB). These two experts were selected to review the research questionnaire. It aims to guarantee that each questionnaire item can meet the needs of the study and the language structure. 30 respondents were randomly selected in two primary schools to conduct a pilot study.

3.5. Data Collection Procedure

Data will be collected through a questionnaire. This approach was chosen because it ensured respondent confidentiality while saving money and time. Furthermore, according to Pindek et al. (2017), this questionnaire instrument can guarantee that the objectives of the study can be achieved more practically and successfully. The research instrument was adapted from Zulaikha's study (2022).

3.6. Data Analysis

The data analysis test used the program "Statistical Package for the Social Science" (SPSS) version 27. The normality test was performed to ensure that the data was normal before the next analysis was carried out. The two analytical tests used are the Pearson correlation test for inferential data analysis and descriptive statistical data analysis. Descriptive analysis that measures frequency, mean score, standard deviation and percentage is used to analyze data regarding the demographics of the respondents and evaluate the level of transformational leadership of head teachers as well as teacher quality. Division of Research Planning and Education Policy (BPPDP), 2006

interpretation is used in this article. Table 2 shows the clarification of the mean value.

Table 2: Clarification of min value

Min value	Category
1.81-2.60	Weak
2.61-3.40	Moderate
3.41-4.20	Good
4.21-5.00	Excellent

Next, an inference analysis based on the Pearson correlation test was carried out to determine the relationship between the principal's transformational leadership practices and teacher quality. This article uses the interpretation of the correlation coefficient proposed by Ghazali and Sufean (2021). Table 3 shows the interpretation of the correlation coefficient.

Table 3: Interpretation of the correlation coefficient

The value of the coefficient	Relationship Types
0.00	No correlation
0.00 dan 0.09	Very low correlation
0.10 dan 0.29	Low relationship
0.30 dan 0.49	Moderate relationship
0.50 dan 0.69	A strong relationship
0.70 dan 1.00	Very strong relationship

4. FINDINGS

4.1. Respondent Demographics

The number of respondents in this study was 306 teachers in 16 primary schools in the Federal Territory of Putrajaya. Table 4 shows the demographic distribution of respondents.

Table 4: Demographic Profile of Respondents

Variables	Frequency	Percent(%)
Gender		
Men	52	17.0
Woman	254	83.0
Teaching experience		
1-10 years	88	28.8
11-20 years	154	50.3
21-30 years	36	11.6
Over 30 years	28	9.2
Academic qualifications		
Diploma	11	3.6
	15	

Bachelor	271	88.6
Masters	24	7.8
PHD	0	0

4.2 The level of transformational leadership practices of headmasters of TS 25 schools in Putrajaya

This section answers the first research question which is:

Research Question 1: What is the level of transformational leadership practices of TS25 headmasters in Putrajaya?

Table 5 below shows the mean score of the headmaster's transformational leadership practice level.

Table 5: Mean score of the headmaster's transformational leadership practice level

Dimensions	Mean	Standard Deviation	Level
Cultivate ideal influence	4.01	0.48	High
Inspirational motivation	4.12	0.48	High
Build intellectual stimulation	4.13	0.51	High
Consideration is based on the individual	4.07	0.51	High
The practice of transformational leadership	4.08	0.51	High

The results of the descriptive analysis are shown in Table 5, along with the mean value, standard deviation and interpretation for the transformational leadership practices of head teachers in Putrajaya. Head teachers practice transformational leadership at a high level overall (mean = 4.08, s.p. = 0.45). Table 5 shows that the four dimensions of transformational leadership practices are at a high level, namely (i) building intellectual stimulation (mean = 4.13, s.p. = 0.51), (ii) inspirational motivation (mean = 4.12, s.p. = 0.48), (iii) based judgment individual (mean = 4.07, s.p. = 0.51), and lastly those who cultivate ideal influence (mean = 4.01, s.p. = 0.48). Each aspect of transformational leadership measured by teacher evaluation, is often used by head teachers in their leadership when the results show a high mean score. When compared to other practices under the headmaster's transformational leadership practice, this data also shows that the head teacher is often involved in activities towards creating intellectual stimulation for teachers.

4.3 The level of teacher quality based on the Malaysian Teacher Standard (SGM) 2.0

This section answers the second research question which is:

Research Question 2: What is the quality level of TS 25 school teachers based on SGM 2.0 in Putrajaya?

Table 6 below shows the mean score of teacher quality level based on SGM 2.0 in Putrajaya

Table 6 : Mean score of teacher quality level based on SGM 2.0 in Putrajaya

Dimensions	Mean	Standard Deviation	Level
Science Orientation	4.22	0.38	Very high
Instructional	4.18	0.38	High
Personal qualities	4.24	0.39	Very high
Community involvement	4.11	0.36	High
Teacher quality	4.17	0.34	High

The findings of the descriptive analysis, including the mean value, standard deviation, and interpretation of the level of teacher quality based on the Malaysian Teacher Standard (SGM) 2.0, are displayed in Table 6. The variable of teacher quality is at a high level, (mean=4.17, s.p.=0.34). The mean score for two (2) dimensions namely personal quality (mean = 4.24, s.p. = 0.39) and knowledge orientation (mean = 4.22, s.p. = 0.38) are at a very high level. The instructional dimension has a mean score of 4.18 and a standard deviation of 0.39. The community involvement dimension of the teacher quality variable has the lowest mean score (mean=4.11, s.p.=0.36). This shows that teachers regularly use the four dimensions listed under the teacher quality variable to fulfill their obligations as high quality educators.

4.4. Pearson Correlation Analysis of Headmaster's Transformational Leadership Practice in shaping the quality of TS 25 School Teachers in Putrajaya

Based on the value of the correlation coefficient, a correlation test was conducted to address the third research question. The relationship between the two variables studied and the null hypothesis of the study can be found using the Pearson correlation test.

This section answers the third research question which is:

Research Question 3: Is there a relationship between transformational leadership practices and the quality of TS 25 school teachers based on Malaysian Teacher Standard (SGM) 2.0?

H₀: There is no significant relationship with the Headmaster's transformational leadership practices in shaping the quality of TS 25 school teachers based on the Malaysian Teacher Standard 2.0. The results of the study are shown in detail in Table 7.

Table 7 The relationship between transformational leadership practices of head teachers in Putrajaya and teacher quality.

		Teacher quality based on SGM 2.0
Transformational leadership practices of headmaster	Pearson's Correlation 'r'	0.59 **
	Sig.(2-tailed)	<0.00
	N	306

** .Significant at the confidence level $p < 0.01$ level (2-tailed).

Data analysis in Table 7 shows a high correlation ($r = 0.59$ significant at $p < 0.01$) between the principal's transformational leadership practices and teacher quality. According to Ghazali and Sufean's (2021) assessment of the correlation value, there is a strong relationship between the two variables when the r value is between 0.50 and 0.69. There is a correlation between the quality of teachers based on SGM 2.0 and the transformational leadership of Putrajaya head teachers, as shown by a significant value of $p < 0.01$. The results show a strong and significant relationship between teacher quality and the principal's transformational leadership strategy. This result clearly rejects the null hypothesis of the study, there is no significant relationship between the level of transformational leadership practices of primary school principals in Putrajaya and the quality of TS 25 school teachers based on the Standard Teacher Malaysia (SGM) 2.0.

5. DISCUSSION

5.1. TS 25 School Headmaster's Transformational Leadership Practice

The empirical data in this article proves that the level of transformational leadership practices of head teachers in Putrajaya is at a high level. This shows that the headmaster of TS 25 school in Putrajaya has basically implemented all the transformational leadership practices. This finding supports the headmaster's transformational leadership theory. This proves that the headmaster is able to change the teachers to excel in line with the needs of the school. This study supports the findings of Elvtah Batundok, Azlin Norhaini (2023) which is that the headmaster's transformational leadership practices are at a very high level and show mastery of all four transformational leadership practices.

The dimension of transformational leadership which is intellectual stimulation is practiced the most by head teachers in Putrajaya. This is evidenced by the practice of building intellectual stimulation with the highest mean score. Among the practices that have helped to reach this level is that the head teacher always helps to stimulate the minds and ideas of teachers when faced with difficulties or challenges of future problems. Slocum & Hellriegel (2007) stated that leaders' willingness to face challenges, take calculated chances, and encourage followers to think outside the box when solving problems and challenges is part of the process of creating intellectual stimulation.

The ideal dimension of influence practiced by head teachers in Putrajaya according to teachers' perceptions is at a high level. This shows that the majority of educators agree that their administrators know specific goals and objectives to improve school direction and performance. The findings of this study clearly show that head teachers indeed practice ideal influence in transformational leadership. Principals should exhibit influence and dare to make decisions in an organization (Zulaikha, 2022).

5.2. Teacher Quality

Findings show that a large number of teachers as a whole have practiced all teacher quality practices according to SGM 2.0. Therefore, the SGM 2.0 model is very accurate used to identify

the level of teacher quality. The findings of this article also show that two (2) teacher quality practices are at a very high level, namely personal quality followed by knowledge orientation. While two (2) teacher quality practices show mean scores at a high level which are instructional and finally community involvement.

Because the practice of personal quality shows that teachers can accept cultural diversity from various walks of life. This is in line with KPM's goal in PPPM 2013-2025, which is to increase the capacity of educators to deal with issues of racial differences constructively and proactively and to be aware of the diverse backgrounds of students. (Yasmin & Najeemah, 2017). The findings of this research article show that the practice of community involvement in the variable of teacher quality is at a high level. A common teacher practice is to establish good relationships with various local communities. The quality of the school as a whole, and the teaching staff and pupils in particular, can benefit from the involvement of the local community. In addition, there is a small group of teachers who still do not know how to use the diversity of resources involving the local community. This matter needs to be overcome by taking steps to expose teachers with correct and valid information about nearby community resources.

5.3. Relationship between Transformational Leadership Practices and Teacher Quality.

The findings of this article show that there is a significant relationship between the principal's transformational leadership practices and the quality of TS 25 school teachers in Putrajaya. This finding shows that school organizational management is positively influenced by the principal's transformational leadership practices. Therefore, teachers will always strive to improve their quality in producing excellent work performance in order to deliver high quality education to students.

The results of this study are in line with the study conducted by Subasiny and Mohamed Yusoff (2022) who found that the headmaster's transformational leadership practices can significantly improve the quality of SJKT teaching staff. These results show that head teachers, in their capacity as school leaders, can improve the quality of teachers in schools by implementing transformational leadership practices. The findings of this study are also supported by the study of Jamilah el.at (2016) where the overall findings prove that the relationship between the principal's Transformational Leadership practices and the quality of Y generation teachers is significantly positive. This clearly shows how beneficial the headmaster's transformational leadership is to develop teachers' skills and improve their quality, as well as to improve the effectiveness and environment of the PdPc process. In the context of this study, the practice of transformational leadership is seen as the most appropriate application by head teachers or school leaders to ensure that the quality of teachers will always be at a high level.

5.5. Implications

Regarding the theoretical implications, the findings of this article further strengthen the hypothesis which states that the headmaster's transformational leadership practices and teacher quality have a significant correlation. Because they are at a high level, the dimensions revealed in the SGM 2.0 model and the idea of transformational leadership are determined to be very appropriate and in

line with the national education policy. PPPM 2013–2025 highlights two major shifts in education transformation: making teaching a profession of choice and placing a line of leadership high performing in school.

As for the policy implications, the findings of this article show that there is a significant correlation between the quality of teachers and the transformational leadership practices of head teachers according to SGM 2.0. The findings of this article also support the policy of the TS 25 Program which lists three main components in successfully achieving the goals of the program which are effective leaders, quality teachers and community involvement in shaping the student's development. The findings of this article are also in line with the two main shifts in education transformation making teaching a profession of choice and placing high performance leadership in schools (Surayati & Mohd Yusof, 2022). In order to improve all aspects of student development, both related to the curriculum and extra-curricular, efficient and productive and high-performing leaders need to be placed in schools. Given that the findings of the article show a high level of transformational leadership practices of head teachers and the quality of teachers, this proves the efforts of various parties such as KPM, IAB, IPGM, in conducting training and development programs successfully produce head teachers and quality teachers who can meet the direction of the education system of this country. Therefore, training and development programs that have been implemented are maintained to guarantee the quality of future leaders and teachers.

Implications from a practical point of view lead to the actions of head teachers by implementing courses and in-service training that are appropriate to the current needs of teachers in order to improve the skills and expertise of teachers such as the use of various teaching resources such as ICT, project-based PdPc and so on. In addition, head teachers and administrators must both set good examples in improving personal skills (lifelong learning practices). As a person who holds great trust, teachers need to strive to improve their skills, understand more deeply their duties and responsibilities in producing the best service quality as educators.

5.5. Suggestions for Further Study

Several recommendations are made for further research. Further studies should be conducted in areas with larger populations. There are two dimensions of excellent teacher quality: the knowledge orientation dimension and the personal quality dimension, according to the results of the study. More detailed information about these two dimensions is not available due to the quantitative method used to reach the results of this article. Therefore, it is suggested that a case study be conducted at the location of this study to identify best practices to achieve both dimensions.

Determining demographics is a recommendation for further study. There is no set demographic in this article for sampling which may give different results. Therefore, future studies should use demographics, which consist of length of service at the location being studied, time spent under the leadership of the principal being studied, and achievements and expertise. The results of the study will show whether demographic characteristics influence the headmaster's leadership practices in shaping teacher quality.

6. CONCLUSION

In conclusion, the purpose of this study is to identify the relationship between the quality of TS 25 school teachers based on SGM 2.0 and the headmaster's transformational leadership practices. Findings show that the two variables, which are both at a high level, have a strong and statistically significant positive correlation. These results clearly support the claim that the principal's transformational leadership practices can motivate the teachers who work under his direction to continue to improve the level of teacher quality and improve student achievement. The results of this study have implications for policy, training, school management, and theoretical practice. This article has provided empirical data on the transformational leadership practices of head teachers, independent variables and dependent variables of teacher quality based on the Teacher Quality Model 2.0.

REFERENCE

- ATEE. (2006). The quality of teachers: Recommendations on the development of indicators to identify teacher quality. Policy Paper
- Batundok, E., & Mansor, A. N. (2023). Hubungan Amalan Kepimpinan Transformasional Guru Besar dengan Efikasi Kendiri Guru di Daerah Tuaran. 5(1), 360–374.
- Bernard M. Bass, Ralph Melvin Stogdill. (1990). Bass & Stogdill's Handbook of Leadership: Theory, Research, and Managerial Application. Third edition. New York.
- BPG. (2009). Standard guru Malaysia. Malaysia: Bahagian Pendidikan Guru, Kementerian Pelajaran Malaysia.
- Che Amah@ Asmah binti Salleh. (2016). Kajian mengenai hubungan di antara kecerdasan emosi dan prestasi kerja guru : Kajian kes di SK Seksyen 20, Shah Alam.
- Creswell, J. W. (2014). Educating research: Planning, conducting and evaluating quantitative and qualitative research. (4th ed). Boston: Pearson Education
- Faridah, M. N., & Khadijah, D. (2018). Hubungan antara kepimpinan transformasi Guru Besar mengikut perspektif guru dengan komitmen guru terhadap sekolah. Fikiran Masyarakat, 6(2), 96-100
- Ghazali & Sufean. (2021). Metodologi Penyelidikan dalam Pendidikan : Amalan dan Analisis Kajian : Edisi Ke – 3. Malaysia : Penerbit Universiti Malaya.
- Janary Lumbai & Shukri Zain. (2016). Pengaruh amalan kepimpinan berstruktur, efikasi guru dan norma-norma budaya terhadap keprihatian tugas guru sekolah kebangsaan di Sarawak. Thesis. Unversiti Malaysia Sabah
- Jamilah Man, Yahya Don, & Siti Nor Ismail. (2016). Kepimpinan Transformasi Dan Kualiti Guru Generasi “Y.” *Jurnal Kepimpinan Pendidikan*, 3(1), 15.
- Jasmi, K. A. & Nawawi, N. F. (2012, 8-9 March). Model guru berkualiti dari perspektif tokoh pendidikan islam dan barat. [Kertas Pembentangan]. *Seminar Antarabangsa Perguruan dan Pendidikan Islam (SEAPPI2012)*, Le Grandeur Palm Resort, Senai, Johor Bahru. 233-238.
- Kaminski, Julie L. (2013). High school principals' leadership styles and their impact on teacher efficacy. Master's Theses and Doctoral Dissertations. 603
- Kementerian Pendidikan Malaysia (2013). Pelan Induk Pembangunan Pendidikan Malaysia 2013-2025. Putrajaya: Kementerian Pendidikan Malaysia.

- Krejcie, R.V. & Morgan, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 20, 607-610.
- Liu P., Li, L., & Wang, J. (2019). Understanding the relationship between transformational leadership and collective teacher efficacy in Chinese primary schools. *International Leadership of School*, 23(5), 604-617
- Menon M. E. (2013). The relationship between transformational leadership, perceived leader effectiveness and teachers' job satisfaction. *Journal of Educational Administration*, 52 (4) :509 –528
- Mohd Rahimi A. Rahman. (2021). Amalan pengurusan kualiti dan hubungannya dengan kualiti guru: Kesan mediator kepimpinan transformasi pengetua. Tesis PhD. Universiti Kebangsaan Malaysia. (Tidak Diterbitkan)
- Mohd Zainuddin, Z., Siti Noor, I., Yahya, D., & Wan Rosni, W. Y. (2021). Hubungan antara kepimpinan transformasional dengan keberkesanan sekolah di sekolah-sekolah TS25 daerah Gua Musang Kelantan. *International Journal of Education, Psychology and Counselling (IJEPC)*, 6(42), 204-214.
- Muhammad Asyraf mohd Adzhar & Norfariza mohd Radzi. (2020). Kualiti guru dan penguasaan bahasa cina murid sekolah kebangsaan di Selangor. *Jurnal kepimpinan pendidikan* 7(4): 1-19.
- Munian, S., & Hasan, S. (2020). Hubungan Antara Kepimpinan Transformasi Guru Besar dengan Komitmen Kerja dalam kalangan Guru Sekolah Rendah di Daerah Kulim Bandar Baharu, Kedah. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(6), 136–150. <https://doi.org/10.47405/mjssh.v5i6.434>
- Ng Hooi Ting, N. B. M. N. (2021). Guru Besar Dan Tahap Kepuasan Kerja Guru Sekolah Rendah. *Jurnal Penyelidikan Sains Sosial (JOSSR)*, 4(Dis), 85–98.
- Normiati Batjo, Abdul Said Ambatong, Ghazali Sulaiman, Mohd Nasir Rayung dan Jaggil Apak. (2021). Pengaruh personaliti terhadap kualiti guru sekolah rendah luar bandar di negeri Sabah. *Jurnal Penyelidikan Pendidikan* 22: 205-236
- Nur Jannah Keman, Norasmah Othman, Jamalulail Abd. Wahab. (2021). Hubungan Kepimpinan Transformasional Pentadbir Sekolah Dengan Komitmen Kerja Guru Di Sekolah Rendah. *Jurnal Penyelidikan Dedikasi*, Jilid 19(1).
- Nursyafina, N., Abdul Hamid, A. H., & Darusalam, G. (2018). Amalan Kepimpinan Transformasional Dalam Kalangan Guru Besar Terhadap Keberkesanan Sekolah Di Daerah Subis. Attarbawiy: *Malaysian Online Journal of Education*, 2(2), 21–28.
- Nurul Husna Ibrahim dan Jamalullail Abdul Wahab. (2021). Kepimpinan Transformasional penolong kanan kokurikulum dan hubungannya dengan efikasi guru. *Malaysian Journal of social sciences and humanities* 6(2):181 -196.
- Pallant, J. (2007). *SPSS survival manual: A Step by Step guide to data analysis using SPSS for windows*. Edisi ke – 3. Maidenhead: Open University Press
- Sekaran, U. (1992). *Research methods for business – A skill building approach*. (2nd Ed). United States of America: John Wiley & Sons, Inc
- Short, J. J. (2016). *Teachers' Self-Efficacy and Their Perceptions of Principals' Transformational Leadership Practices*. School of Education of Baker University.

- Siti Afifah Yusoff. (2018). Hubungan Budaya Optimis Akademik Guru Besar Dengan Kualiti Guru Sekolah Rendah Di Daerah Kuala Langat, Selangor *Humaniora Review*. eISSN 2672-7463.1-28
- Siti Nazatul Norashikin Ali. (2016). Hubungan Antara Gaya Kepimpinan Transformasi Pengetua Dengan Komitmen Guru Pjk Di Sekolah-Sekolah Menengah Daerah Gua Musang Kelantan *Universiti Utara Malaysia Proceeding of ICECRS*, 1.2016. 123-130 ISSN. 2548-6160 *International Seminar on Generating Knowledge Through Research, UUM-UMSIDA*, 25-27 October 2016,
- Slocum, J. W., & Hellriegel, D. (2007). *Fundamentals of organizational behavior*. USA: Thomson South Western
- Stronge, J. H. (2018). *Qualities of effective teachers (3rd ed.)*. Alexandria, VA USA: Association for supervision and Curriculum Development (ASCD).
- Subasiny a/p Rajoo, Mohamed Yusoff bin Mohd Nor. (2022). Amalan kepimpinan transformasional guru besar sjkt dan hubungannya terhadap kualiti guru berdasarkan standard 4 SKPMG2 di daerah segamat, *International Conference On Global Education*. 304-322.
- Vijian, G., & Jamalul Lail Abdul Wahab. (2020). Kepimpinan transformasional guru besar dan kepuasan kerja guru-guru di Sekolah Jenis Kebangsaan Tamil zon Kajang. *International Journal of Education and Pedagogy*, 2(2), 18–31. <http://myjms.moe.gov.my/index.php/ijeap>
- Zahari, H. (2019). Hubungan kepimpinan transformasi guru besar dengan komitmen kerja guru dalam kalangan guru-guru sekolah rendah jenis kebangsaan cina (SJKC) di daerah Hilir Perak. *International Journal of Education, Psychology and Counseling*, 4(31), 116-130
- Zulaikha M. Basar. (2022). *Kepimpinan Transformasional Pengetua dan Kompetensi Digital Guru Sekolah Menengah di Jasin, Melaka*, Tesis Sarjana. Universiti Kebangsaan Malaysia.