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THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION TOWARDS THE DIVISION HEAD'S TRANSFORMATIONAL LEADERSHIP STYLE AND TEACHERS' MOTIVATION AT PHUKET THAIHUA ASEAN WITTAYA SCHOOL, THAILAND

Chang Liu^{1*} and Poonsri Vate-U-Lan²

^{1,2}Graduate School of Human Sciences, ASSUMPTION University, Thailand
*Corresponding author, E-mail: cliuanna00@gmail.com

Abstract

The purpose of this study was to determine the relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand. The theories used in this study were transformational leadership style and Herzberg's Motivation- Hygiene Theory. The research instrument was an online questionnaire including 1) Demographic information, 2) Multifactor Leadership Questionnaire (MLQ) 5X Short, 3) Teacher Motivation Questionnaire (TMQ). Statistics used in this study included Frequency and Percentage, Mean and Standard Deviation of Descriptive statistics, and Pearson Product Moment Correlation Coefficient. By analyzing the research results, the level of teachers' perception towards the division head's transformational leadership style was moderate (3.05), while the level of teachers' motivation was high (4.05). Moreover, teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand were found to be moderately positively correlated, $r(129) = .466^{**}$, $p = .001$. The recommendation was that the division head should consider improving more transformational leadership style to influence teachers' motivation.

Keywords: Teachers' Perception, Transformational Leadership Style, Teachers' Motivation

Introduction

Leaders are not merely concerned about the vision, mission, and goal of the organization but focus on a professional position, responsible for training, selecting, and influencing the employees who follow them (Winston & Patterson, 2006). An influential relationship between leaders and employees is leadership, under which the team becomes more cohesive and passionate, and works together to achieve the goals set by the organization (Rosari, 2019). In other words, the leadership style not only affects the employee's work passion and team cohesion but also has a certain impact on the accomplishment of organizational goals. Leadership demonstrates personal style through job characteristics and interpersonal interactions with employees, and allows employees to follow, gradually forming a leadership style with personal characteristics. In short, every leader is different, so the leadership style of each leader is also different. Through research, it is found that the formation of leadership style is affected by many factors, for example, organizational culture, goals, environment, and other background factors (Perera, Witharana, & Withanage, 2021). Accordingly, leaders influenced by different factors will form different leadership styles. There are many leadership styles, for instance, democratic, affiliative, commanding, visionary, coaching, etc. In this study, the researcher focuses on the transformational leadership style.



A leader is an outstanding individual who can inspire others to follow them and do great things (Cristina, 2012). Because of this, it can be stated that another important aspect is that leaders care about changes. Transformation means change, the transformative leader actively helps and encourages followers to develop and explore new goals through vision incentives, ethics, leadership charisma, and personalized care. In this way, the transformational leadership style transforms followers' beliefs, attitudes, and behaviors into higher areas of motivation (Anderson, 2017). In a nutshell, when the organization sets goals, transformational leaders prioritize organizational interests, encourage following, improve morale, and do their best to accomplish the goals. Leithwood (1993) was an early proposal to apply transformational leadership style to the field of education. He said that in this era of the 21st century, everything was changing. Therefore, schools also needed to change. Transformational leadership played a positive role in promoting school reform. Because the transformational leader emphasized breaking old conventions and re-establishing new norms and management methods when adapting to the school environment. Sector (2016) also stated that transformational leadership characteristics studied were also applicable to schools and other educational institutions. The influence exerted by school leaders (principal, manager, division head which means head of the department, director, etc.) on teachers played a central role in achieving school goals. The transformational leader was used to activate and guide teachers to increase their enthusiasm for work and let them work willingly, thereby effectively achieving the goals set by the school.

Employee motivation is that the leader meets the requirements of the employees so that the employees are willing to work following the organizational goals and increase productivity (Yalçınkaya, Dağlı, Aksal, Gazi & Kalkan, 2021). In other words, leaders need to communicate with employees frequently, understand their real needs, know what they want in their work, and provide timely support and help, so that employees can better improve work efficiency. Not only do employees need something in the organization to motivate them and keep them working, but teachers in the school also need the motivation to keep them working. Parveen (2011) said that teachers' motivation and retention rate were issues that the government had paid great attention to when formulating policies since the colonial era. Owusu-Acheaw and Bakker-Edoh (2020) also said that if teachers had good motivation, their performance would be more professional. Teachers continue to grow and become more professional in the process of being respected, recognized, and appreciated by leaders. Therefore, the leader should give the teacher motivation at the right time. Othman and Wanlabeh (2012) in their research found that the transformational leadership style of the principal affected the motivation of teachers in the school, especially when the principal's idealized attitudes and behaviors and inspiring motivations were particularly prominent. Andriani, Kesumawati, and Kristiawan (2018) showed that the transformational leadership style of the principal increased the motivation of teachers by encouraging and changing the way teachers understand, thereby achieving more professional performance.

In 2020, the arrival of COVID-19 changed the way people communicate. Education at all levels in Thailand must be transformed to be conducted online to meet the Thai government's policy on self-quarantine or quarantine at home (Chayomchai, Phonsiri, Junjit, Boongapim, & Suwannaputit, 2020). Therefore, in line with the changing policies, school attendance policies have also changed, making traditional and online education alternated. In this case, teachers are required to learn new computer knowledge and online teaching skills, because traditional teaching methods and skills are not suitable for online education. It requires teachers to apply new technology to the new normal teaching method within a limited time. Therefore, the working style, working pressure, and working environment of schoolteachers are different from those in the past. As teachers are facing a lot of



pressure, they need more understanding and guidance from leaders and supervisors to make teachers more motivated in their work.

To research the relationship between transformational leadership style and teachers' motivation during the COVID-19 pandemic, the researcher chooses Phuket Thaihua Asean Wittaya School to do this research. To know the detailed information about the selected school, the researcher interviewed Mr. Nijaret Chongbutdee (Liu, 2021) who is in charge of the school academic division head of the selected school and directly manages the teachers and communicates with them. When conducting interviews, he said that in his work, he observed that teachers always said the workload during the COVID-19 pandemic was greater than before, and the student's class performance was not as good as before, and their grades dropped. He also said that the most important thing was that while teachers were complaining about their work, their motivation and work completion was also declining. Therefore, the researcher inferred that due to the increase in the workload and work pressure of schoolteachers during the school's epidemic policy, the motivation and professionalism of the school's teachers had decreased significantly at the selected school. That is why the researcher is interested in finding out the relationship between the division head's transformational leadership style and teachers' motivation. It is expected that this research will help teachers understand the characteristics of the transformational leadership style of the division head and help the division head to know what are the factors that affect teachers' motivation during the pandemic.

Research Objectives

1. To identify the level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.
2. To identify the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.
3. To determine whether there is a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

Literature Review

Transformational Leadership

A successful leader not only has strong leadership skills but also understands the motivations of employees. In addition, it allows employees to meet their individual needs and interests in ways to participate. To measure up organizational goals, leaders demand to have an in-depth understanding of the organization's mission and vision and play this role well (Gandolfi & Stone, 2016). This helps to apply leadership from theoretical concepts to practical applications in the organization. Leadership style is used to identify the ways of getting along with and dealing with problems between leaders and employees. Leadership style is composed of interpersonal skills and leadership characteristics, forming a style with personal characteristics of the leader, attracting employees and subordinates to follow. This means that leadership style is a sign of interaction between leaders and employees and has an important impact on the realization of organizational goals. In recent years, a large number of researchers have studied the impact of different leadership styles on organizations. Bass (1985) said that a relatively unique relationship was established between transformational leaders and employees. Transformational leaders influence their following with their characteristics. They always put the interests of the organization first and are willing to contribute personal interests to the accomplishment of organizational goals. In this way, transformational leaders will be followed and



imitated by their employees, to better gather the strength of employees and make more contributions to the realization of organizational goals. Secondly, transformational leaders provide support and help to employees from a higher level to motivate them to achieve beyond expectations (Bass & Avolio, 1996). Moreover, transformational leaders encourage and support followers' exploration of new things, helping them find new ways of working and accomplish new goals. They are proactive and help followers achieve unexpected goals (Antonakis, Cianciolo, & Sternberg, 2004). Furthermore, transformational leaders focus on the personal attention of employees and will have individual conversations with each employee to understand their characteristics and needs and provide them with specific suggestions and guidance at work. Not only that, when the organization needs change, transformational leaders can provide a huge impetus, gather the confidence and strength of employees, and establish new organizational concepts, norms, and systems.

Since the 1980s, the transformational leadership model has appeared in the education literature because the school system needs to improve academic performance and recognizes that leadership affects school efficiency (Stewart, 2006). Since the early 1990s, the research by Leithwood (1993) showed that the behavioral characteristics of transformational leaders were consistent with the characteristics of more effective school leaders. So they promoted the use of transformational leadership in school management (Berkovich, 2016). Leithwood (1994) postulated that the transformational leadership style was expected to improve school leadership, make necessary school changes, and promote the satisfaction of stakeholder accountability and performance improvement requirements. Transformational leadership emphasizes that employees need to learn new things, establish new organizational standards, and create new ways of thinking. It helps leaders break the established norms of the school and is an effective tool to promote the establishment of a new school system (Anderson, 2017). Chaudhry, Javed, and Sabir (2012) used Multi-Factor Leadership Questionnaire to survey 475 employees in the Punjab Province and also used the Pearson Product-Moment Correlation Coefficient to analyze the collected data, the results showed that there was a positive and significant relationship between the transformational leadership style and motivation ($r=.313, p=.000$).

Teachers' Motivation

Studies have shown that the motivation of employees is that leaders meet their requirements, and employees will be willing to work following organizational goals and improve production efficiency. Börü (2018) said that motivation led people to take action to achieve their goals and to work hard for their goals. Maslow and Lewis (1987) said that the basic needs theory finds that personal needs are food, drink, marriage, security, love, sympathy, friendship, recognition of achievement, appreciation, and respect. This was the source of human power. Clipa (2018) found that the theory of human motivation emphasizes people's desire to succeed, possess power, and establish connections with others. People have different characteristics according to their main motivations. For decades, organizations have conducted extensive research and research on incentives to motivate employees and achieve excellent output.

According to the research report of the Thai Ministry of Education on teachers' occupational issues, the main influencing factors for teachers' lack of motivation for work included unreasonable school management mechanisms, little support from leaders to teachers, high work pressure, and poor working environment, etc. (Pasathang, Tesaputa, & Sataphonwong, 2016). Pasathang, Tesaputa, and Sataphonwong (2016) found that the problem of unreasonable school management mechanisms and little support from leaders to teachers could be achieved by optimizing the school management system and strengthening the communication between leaders and teachers, which could effectively improve



teachers' motivation for work. For teachers with high work pressure and poor working environment, the leader used rewards and communication mechanisms to improve teachers' ability to withstand pressure, formulated semester task plans, reasonably allocated teachers' work and improved the working environment, which could effectively enhance teachers' motivation.

Marlowe's Hierarchy of Needs Theory was in line with the general laws of human development needs. People's instinctive needs for material, emotion, and self-improvement are the inner needs of people's continued development. Gambrel and Cianci (2003) criticized that Marlowe's Hierarchy of Needs Theory was self-centered and the division of the standards and degrees of needs was vague. McClelland's Theory of Needs was very useful for companies to improve employee motivation. This theory used specific motivation measurements on employees to understand their specific needs, and provided different motivational methods according to their needs, thereby enhancing employees' motivation at work. Osemeke and Adegboyega (2017) criticized McClelland's Theory of Needs for the incentive method. When it emphasized achievement and power too much, it led to extreme behaviors of employees, resulting in undesirable consequences. Moreover, this theory only divided high-level needs but did not take into account the background factors of employees such as gender, culture, etc. For Herzberg's Motivation-Hygiene Theory related to the concept of motivation-hygiene, the theory clearly explains the process and progress of motivation. Compared with Marlowe's hierarchy of needs theory and McClelland's theory of needs, Herzberg's Motivation-Hygiene Theory analyzed the factors that affect the teacher's motivation from both internal and external factors and was more comprehensive. Nanayakkara and Dr. Dayarathna (2017) showed that the research conducted in Sri Lanka shows that motivation and hygiene factors are important in the field of work. Herzberg's Motivation-Hygiene Theory applied not only to companies but also to schools. It pointed out that a teacher's motivation for work was operationally defined as a person's self-generated impulse to carry out work due to interaction with the environment. Encouragement to carry out work was caused by several factors (Normianti, Aslamiah, & Suhaimi, S., 2019). Besides, Koontz (2010) defined leadership as an influence that affects people's art or process, making them willing and motivated to accomplish team goals. Newman (2000) also observed that during the work, teachers felt that transformational principals were responsible for their actions and could make decisions that benefit them.

Methodology

In the 2021-2022 academic year, the researcher had distributed a survey questionnaire to the population of 143 full-time teachers at the Phuket Thaihua Asean Wittaya School, Thailand, and received a total of 129 valid responses (above 90% of the population). This study was a quantitative relationship study that used the transformational part of the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1996) which was to identify teachers' perception towards the division head's transformational leadership style and The Teacher Motivation Questionnaire (TMQ) was developed by Ghanbahadur (2014) which was used to identify the level of teachers' motivation. The Pearson Product Moment Correlation Coefficient was used to determine whether there was a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at the selected school.

Results

1. To identify the level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand in Table 1 below.

Table 1: Descriptive statistics for mean score and standard deviation of Multifactor Leadership Questionnaire 5X Short (N=129)

Transformational Leadership Style	Mean (\bar{x})	Standard Deviation	Interpretation
Idealized Influence Attributes	3.12	.536	Moderate
Idealized Influence Behaviors	2.93	.607	Moderate
Inspirational Motivation	3.04	.605	Moderate
Intellectual Stimulation	3.08	.572	Moderate
Individualized Consideration	3.08	.532	Moderate
Total	3.05	.283	Moderate

From Table1, it was shown that the overall mean score of the transformational leadership style was 3.05, and the standard deviation was .283. In addition, for the five constructs of transformational leadership style, all constructs which Idealized Influence Attributes, Idealized Influence Behaviors, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration at a moderate level ($2.39 \leq \bar{x} \leq 3.50$). Therefore, teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand was determined to be moderate.

2. To identify the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand in Table 2 below.

Table 2: Descriptive statistics for mean score and standard deviation of The Teacher Motivation Questionnaire (N=129)

The Teacher Motivation	Mean (\bar{x})	Standard Deviation	Interpretation
Extrinsic	3.77	.476	High
Intrinsic	4.21	.298	High
Total	4.05	.246	High

From Table 2, it was shown that the overall mean score of teachers' motivation was 4.05, and the standard deviation was .246. Moreover, Extrinsic motivation ($\bar{x}=3.77$, $SD=.476$) and Intrinsic motivation ($\bar{x}=4.21$, $SD=.298$) at a high level. Therefore, the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand was determined to be high.

3. To determine whether there is a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

Table 3: Correlation between the transformational leadership style with teachers' motivation

Transformational Leadership Style	Motivation	
	Extrinsic	Intrinsic
Idealized Influence Attributes	.536**	.566**
Idealized Influence Behaviors	.232**	.312**
Inspirational Motivation	.470**	.412**
Intellectual Stimulation	.448**	.479**
Individualized Consideration	.470**	.513**

Note: *Sig. at $p < .01$

Table 4: Pearson Product-Moment Correlation Coefficient Between teachers’ perception towards the division head’s transformational leadership style and teachers’ motivation at Phuket Thaihua Asean Wittaya School, Thailand (N=129)

		Teacher motivation	Conclusion
Transformational leadership style	Pearson Correlation	.466**	There is a significant relationship
	Sig.(2-tailed)	.000	

Table 3 showed that the Pearson Correlation Coefficient value obtained between transformational leadership dimensions with extrinsic motivation and intrinsic motivation were found to be moderately positively correlated and significant in the range $.232^{**} \leq r \leq .566^{**}$. Table 4 showed that the Pearson Correlation Coefficient value obtained between teachers’ perception towards the division head’s transformational leadership style and teachers’ motivation were found to be moderately positively correlated, $r(129) = .466^{**}$, $p = .001$. Therefore, the relationship of teachers’ perception towards division head’s transformational leadership style and teacher motivation at Phuket Thaihua Asean Wittaya School, Thailand was a significant moderate positive correlation. In other words, the higher the transformational leadership level of the division head would motivate the teacher. All in all, there was a significant relationship between teachers’ perception towards division head’s transformational leadership style and teacher motivation at Phuket Thaihua Asean Wittaya School, Thailand was accepted.

Discussions and Conclusions

For this study, the researcher conducted some discussions and conclusions, which were included in the following sections.

The level of teachers’ perception towards the division head’s transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.

Teachers’ perception towards the division head’s transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand was regarded as Moderate. For the five constructs of transformational leadership style, all constructs which were Idealized Influence Attributes, Idealized Influence Behaviors, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration were regarded as Moderate. Sorting them from high to low were the highest of the Idealized Influence Attributes (3.12), the second of the Intellectual Stimulation (3.08) and Individualized Consideration (3.08), the third of the Inspirational Motivation (3.04), the lowest of the Idealized Influence Behaviors (2.93).

During the COVID-19 pandemic, in most cases, teachers used the Internet to work at home at the selected school. Compared with before, the daily contact between the division head and teachers had decreased, and the communication with him was also showing a downward trend. However, because teachers had various problems in the work at home, they couldn’t communicate and solve the problem in time with the division head like before. Therefore, teachers’ perception towards the division head’s transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand was regarded as Moderate.

Moss and Ritossa (2007), leaders needed to constantly promote their ideals and beliefs to follow, in order to gain more respect and trust from following and led them to achieve the team’s



goals. The mean score of the idealized influence attributes was 3.12 and regarded as moderate. Drakpa (2018) made a study on the topic “Relationship between Principals’ Transformational Leadership and Teacher Motivation in Central Schools of Zhemgang District, Bhutan”. It showed that idealized influence attributes (3.85) were interpreted as high. Therefore, according to this research result, it showed that although the division head passed his own ideas to the teachers and let them become followers, the division head’s promotion of his ideas was not strong enough, and further efforts were needed to make the teacher change from a follower to a firm follower.

Avolio and Bass (2004) said that leaders needed to provide them with new learning opportunities and support employees to explore new ways of doing things. The mean score of the intellectual stimulation was 3.12 and regarded as moderate. It was the second level of transformational leadership style. Abdullah, Ling, & Sufi, (2018) found that there was a significant relationship between intellectual stimulation and teacher motivation, and the mean score of the intellectual stimulation (4.34) was interpreted as high in the “Principal Transformational Leadership and Teachers’ Motivation”. So, the division head needed to further instruct the teacher to look at the problem from multiple angles and improve the teacher’s innovation ability.

Everyone was an independent individual, and leaders paid attention to the differences between individual employees and their individual development (Bass, 1985). The mean score of the individualized consideration was 3.12 and regarded as moderate. It was also the second level of transformational leadership style. Lee and Kuo (2019) said in the article “Principals’ Transformational Leadership and Teachers’ Work Motivation: Evidence from Elementary Schools in Taiwan” that there was a significant relationship between intellectual consideration and teacher motivation and the mean score of the intellectual consideration (3.57) was interpreted as high. Therefore, the division head needed to communicate with each teacher, understood the characteristics of each teacher, and gave them specific needs and help on this basis.

The research results showed that the level of teachers’ perception towards the division head’s transformational leadership style was moderate. Pendidikan (2018) researched “The Influence of The Transformational Leadership and Work Motivation on Teachers Performance”. The result of this study indicated that there was a significant relationship between transformational leadership and work motivation on teacher performance, and the level of transformational leadership was interpreted as high. Compared with it, the researcher found that the division head’s transformational leadership at the selected school needed to improve. Therefore, the division head needed to enhance their ability to lead by example, influence teachers, and make them a firm follower.

The level of teachers’ motivation at Phuket Thaihua Asean Wittaya School, Thailand

Teachers’ motivation at Phuket Thaihua Asean Wittaya School, Thailand was regarded as High. The Extrinsic of teachers’ motivation was 3.77 and regarded as High and the Intrinsic of teachers’ motivation was 4.21 and also regarded as High.

Through a series of government control measures, COVID-19 had been brought under control. The selected school had formulated more reasonable management mechanisms and provided teachers with more work support. Teachers had gradually adapted to the alternation of online courses and traditional courses, improving their ability to withstand stress. Therefore, teachers’ motivation at Phuket Thaihua Asean Wittaya School, Thailand was at a high level.

The finding of this study showed that the Extrinsic and Intrinsic of teachers’ motivation was at a high level. Abdullah, Ling, and Sufi (2018) found that the level of teacher motivation was interpreted as high. The mean score of Extrinsic was 4.29 which was regarded as High and the mean score of Intrinsic was 4.41 was regarded as High in the “Principal Transformational Leadership and



Teachers' Motivation". This research was similar to the study of Abdullah, Ling, and Sufi (2018) that the level of teacher's motivation was high. Transformational leaders use practical actions to drive their subordinates, thereby enhancing their motivation for work.

The relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand

The researcher concluded a study that transformational leadership style and teachers' motivation were found to be moderately positively correlated, $r(129) = .466^{**}$, $p = .000$. Therefore, the researcher's hypothesis that there was a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand was accepted.

Comparing the mean scores of transformational leadership and teacher motivation, it was found that teacher motivation scored higher than that of transformational leadership style. The total mean score of teacher motivation was at 4.05 and the total mean score of transformational leadership style was at 3.05. So, it was identified that the level of teacher motivation was higher than the level of transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.

Eres (2011) found that there was no significant relationship between the transformational leadership behaviors of school principals and teacher motivation according to the perceptions of teachers ($r = .011$, $p = .822$) in the article "Relationship between Teacher Motivation and Transformational Leadership Characteristics of School Principals". It meant the principal's transformative leadership behaviors did not affect the teacher's motivation. In this research, there was no good relationship between the idealized influence behaviors of the division head and the teacher's motivation. Therefore, the division head needed to improve the transformational leadership behavior, and to give more care, help and guidance to teachers at work, and to enhance teachers' motivation for work.

Abdullah, Ling, and Sufi (2018) conducted a study to find out the relationship between principal transformational leadership and teachers' motivation. Abdullah, Ling, and Sufi (2018) asserted that the level of principal transformational leadership was high, and teachers' motivation was also high, and there was a positive relationship between principal transformational leadership and teachers' motivation. Compared with the study of Abdullah, Ling, and Sufi (2018), this research found that although there was a moderately significant relationship between transformational leadership and teachers' motivation in the selected school, teachers' perception towards the division head's transformational leadership style which was at a moderate level, needed to improve. Therefore, the division head needed more support for teachers and help teachers solve problems, thereby enhancing his transformational leadership.

To sum up the discussions, the current study researcher proposed that if the division head's transformational leadership style improved, there would be a strong relationship between transformational leadership style and teacher motivation. When the division head enhanced his transformational leadership style, it would also drive the increase of teachers' motivation. Therefore, the stronger the transformational leadership style of the division head, the stronger the motivation of the teacher.



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