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## The Influence of educational leadership styles and Work Motivation on Quality of Teacher Performance at the Palestinian Arab School within the Green Line

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### **Abstract**

*This study aims to explore the influence of educational leadership styles and work motivation on teacher performance at the Arab Palestinian School Within the green line. The quantitative approach was used, and the questionnaire was employed as the main data collection tool, including a sample of 65 male and female teachers from schools. The results showed that the overall level of transformational leadership is considered average according to the general average (3.6214), as is the general average of transactional leadership, which was also estimated to be average according to the general average (3.5214). On the other hand, the overall level of Educational Quality was estimated to be high according to the general average (3.9411), and the general average of work motivation was also considered high according to the general average (4.0635). The results show that transformational leadership has a strong positive effect on teachers' motivation which helps improve motivation and job satisfaction through stimulation and inspiration. Furthermore, transformational leadership significantly develops educational quality. Similarly, transactional leadership promotes teachers' motivation by encouraging active participation and open communication and contributes to improving educational quality by fostering a collaborative educational environment. These results show the importance of educational institutions focusing on developing and implementing strategies of transformational and transactional leadership to achieve improvements in motivation and overall teacher performance.*

**Keywords:** Educational Leadership Style; Transformational Leadership; Transactional Leadership; Teacher Performance; Work Motivation.

### **Introduction**

The impact of school administration as educational leadership on teacher motivation and educational quality is considered as a critical importance in the field of study. School administration represents the main axis of any educational institution, with the school administration's target not only to manage resources and processes, but also to enhance teacher motivation and improve the quality of education (Barnett & McCormick, 2024). In this context, the transformational and democratic leadership styles represent main important in shaping an effective learning environment that motivates teachers and enhances the quality of education (Den Hartog et al., 2022).

The educational leadership importance is considered as an evident in its pivotal role to improve the educational quality and increase motivation among teachers, which is positively reflected on the entire educational process. In this context, there is aa necessity to conduct deeply studies on the impact of school administration as educational leadership on the level of teachers' motivation

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and the educational quality in a deeper way, especially in light of great transformations and developments currently witnessed in the educational field.

Transformational leadership is one of the leadership styles that positively impact the educational environment, as this leadership style focuses on develop personal relationships between the leader and teachers, and work to build a overall team that feels valued and important within the educational institution (Abu-Rumman, 2021). By focusing on motivation, transformational leaders can increase teachers' motivation to improve their performance and enhance the quality of education (Al-Taie & Khattak, 2024). This can be achieved by providing support and encouragement, providing opportunities for professional development, and recognizing and appreciating achievements (Allameh et al., 2012). On the other hand, the transactional leadership style depends on the principle of reward and punishment. This leadership style represents an effective style in some contexts, as it can motivate teachers to achieve specific goals by offering material or moral incentives. However, this approach shall be used with caution (Ahmad et al., 2022).

The importance of this study depends on showing the important role played by school administration as an educational leadership force to enhance teachers' motivation to work and increase the quality of education provided. Despite the importance of educational leadership in educational institutions in the Palestinian Arab community within the Green Line, study on the impact of leadership styles on teachers' performance and empowerment remains limited. Therefore, this research aims to motivate teachers to work and raise the provided educational quality. By focusing on the relationship between school leadership styles and teachers' motivation levels, the study ensures that effective and inspiring leadership can lead to tangible improvements in teachers' professional performance, thus enhancing the educational environment. Thus, the study provides insightful visions aimed at guiding school administrations towards adopting leadership strategies that support teachers' professional development and contribute to achieve educational excellence that positively reflected on students and the educational community as a whole. Therefore, the current study aims to measure the impact of school administration as an educational leadership on the degree of teachers' motivation and the educational quality.

### **Theoretical Background**

Educational leadership is the core of administrative process and its beating heart. The Educational leadership importance came from its fundamental role in all aspects of the administrative process, making management more dynamic, effective and a driving tool for achieving its goals. Therefore, educational leadership has become the criterion by which the success of any administrative organization is determined (Robinson, 2023). School leadership is the core of administrative process in educational institutions, as its importance lies in its fundamental role in all aspects of administration, making it more dynamic and effective. Consequently, school leadership has become a criterion that is evaluated in light of the success of any administrative organization, as it is the basis that determines the quality and effectiveness of administration. The school leadership impact extends beyond the traditional administrative role, to include more dynamic and innovative dimensions, as it contributes to create an educational environment that encourages the achievement of educational goals. From this standpoint, the importance of studying school leadership as a fundamental factor in improving teachers' performance and supporting their professional development becomes clear (Jamali et al, 2022).

## **Educational Leadership Styles**

Leadership styles are behavioral frameworks and management strategies that leaders adopt to guide, motivate and influence their subordinates. They play a pivotal role in determining the organizational culture and climate that prevails in the workplace (Clarence et al., 2021; Shahbal et al., 2022). Leadership can take on a various forms, and each style has different effects on employee satisfaction, motivation levels, organizational resilience and overall organizational performance (Dreer, 2024; Pagán-Castaño et al, 2021). It is worth noting that leadership styles are not fixed, and many leaders combine several styles according to the situation, the organization type and the specific needs of employees (Clarence et al., 2021; Lucas-Mangas et al., 2022; Stapleton et al., 2020; Suleman et al., 2021). In addition, factors such as employee maturity, organizational dynamics, and the nature of the projects involved impact on the choice of the optimal leadership style. Successful leaders shall be considered the leaders who know how to navigate different styles and strike a balance between granting authority and delegating responsibility (García-Álvarez et al., 2021; Ortan et al., 2021).

### **Transformational Leadership**

Transformational leadership depends on the concept of effective leaders are those who transform the expectations and requirements of their followers by achieving a higher level of awareness and concern for moral values and goals. This type of leadership requires defining a clear and common vision and building strong relationships based on trust and mutual respect (Greimel et al., 2023). Transformational leadership represents one of the most povital types of leadership that has been applied in many domains, especially in the educational context, where it plays a main role to motivate teachers, promote innovation, and develop educational results . This leadership model dependes on the concept of transforming individuals and institutions through vision, inspiration, and encouraging critical and creative thinking, which contributes in developing of stimulating and innovative learning environments (Leithwood & Jantzi, 2023). Transformational leadership is defined by four key factors: visionary inspiration, intellectual stimulation, individualized nurturing, and exemplary influence. Transformational leaders guide teachers and students toward a common vision, using thought-provoking incentives to encourage creativity and innovation. They also demonstrate a deep concern for the individual and professional development of their team members, putting the highest standards of behavior and ethics (Budur, 2020). In the educational context, a group of researchers (Eliophotou Menon & Lefteri, 2021; Siangchokyoo et al., 2020) suggest that transformational leadership contributes to create a dynamic learning environment that encourages active and engaged learning. The ability to inspire teachers and students to exceed their own expectations and achieve ambitious educational goals represents a key feature of transformational leadership. This is achieved by fostering a school culture that values innovation, openness to change, and continuous improvement.

### **Transactional Leadership**

Transactional leadership is supporting member participation in the decision-making process and strategy development, fostering a culture of participation and transparency between teachers and administration. A group of researchers (Rai et al., 2021; Devi, 2021) ensure that this leadership style shall be features by promoting constructive interaction and effective participation from all group members, which leads to enhanced job satisfaction, organizational commitment, and

increased productivity. A group of researchers (Abu Nasra & Arar, 2020; Weiland, 2021; Burger et al., 2021; Katsantonis, 2020; Shahbal et al., 2022; Clarence et al., 2021) add that this leadership style focuses on developing positive behaviors and achievements within the organization and uses various forms of rewards, including verbal praise and material incentives, which are applied strategically to reinforce behaviors that align with the organization's goals and values. A group of researchers confirm that practicing this leadership style creates a culture of encouragement and positivity, where team members feel job satisfaction, appreciation and motivation for optimal performance and overall productivity (Dreer, 2024; Pagán-Castaño et al., 2021).

### **Educational Leadership impact on Teachers' Motivation to work and Educational Quality**

Several empirical studies confirm the relationship between management style and teacher commitment toward their jobs (Dou et al., 2016; Raman et al., 2015). It was found that teachers are more committed when the principal provides encouragement and appreciation and sets clear goals (Nguni et al., 2006; Alflayyeh & Alghamdi, 2023). A number of studies (Davis, & Wilson, 2015; Fairman & Mackenzie, 2015) have indicated that a decentralized leadership style which leads to effective educational leadership is based on teamwork and collaboration. The more leadership focuses on involving the professional staff in its decisions, the more it will expect a higher level of participation on their part, identification and personal commitment to conduct its institutional policy.

Transformational leadership is an effective strategy in the educational environment to enhance teachers' motivation, as it is based on creating a shared vision that inspires and motivates teachers to achieve ambitious educational goals (Cui et al., 2021; Ryan & Vansteenkiste, 2023). Additionally, these leaders enhance self-motivation through sincere appreciation and recognition of teachers' efforts, which contributes to raise their morale and encourage them to do their best (Eliophotou Menon & Lefteri, 2021; Tulyakul et al., 2022). Transformational leaders seek also to support and encourage teachers' personal and professional growth by providing professional development opportunities and motivating them to continue learning and adopting innovative teaching practices. This approach not only contributes in improving the quality of education but also promotes a collaborative, supportive, and motivating learning environment, which enhances teachers' motivation and leads them toward creativity and excellence in their teaching tasks (Sahito et al., 2023; Ahmad & Rochimah, 2021).

On the other hand, transactional leadership effectively contributes to enhance teachers' motivation by involving them in the decision-making process and educational policy development, which grant them a sense of responsibility and belonging (Kadiyono et al., 2020). Within this framework, teachers are given the opportunity to express their opinions and share their ideas, which leads to an improved work environment and increased collaboration among educational team members. Furthermore, leadership's appreciation of teachers' contributions promotes their self-confidence and motivates them to do more effort and innovate in teaching methods (Surur et al., 2020; Yalçinkaya et al., 2021). This leadership style also supports continuous professional development and encourages a learning environment with mutual respect and appreciation, which contributes to increase job satisfaction and positive impacts educational performance (Raupu et al., 2021; Purwanto et al., 2021). In this way, transformational leadership is an important factor in creating a dynamic learning environment that motivates teachers to be creative and excel in their daily performance, which in turn leads to better educational results.

## Study Methodology

The study methodology and procedures are a main axis through which the applied aspect of the study is accomplished and through which the data required for statistical analysis is obtained to reach results that are interpreted in light of the study literature related to the topic of the study. The aim of the current study is to explore the impact of school administration as educational leadership on the level of teacher motivation and educational quality. The study used the quantitative approach, which is the approach followed in such studies (Umunakwe et al., 2021).

## Study Community and Sample

The study sample consisted of (65) male and female teachers in Palestinian Arab schools within the Green Line. The questionnaire was distributed electronically to the study sample, and it was established from the collected data that the study sample was distributed as shown in Table 1.

Field	Frequency	Percentage
	Gender	
Male	23	41.1%
Female	33	58.9%
	Seniority in teaching	
1-5	25	44.6%
5-15	0	0%
15-25	24	42.9%
Above 25	7	12.5%
	School Type	
Primary	26	46.4%
Preparatory	7	12.5%
Secondary	23	41.1%
	Education	
First Degree	34	60.7%
Second Degree	21	37.5%
Third Degree	1	1.8%

Table 1: Demographic Analysis

Table 1 shows the demographic characteristics of the study sample, which includes male and female teachers. Regarding the gender distribution of the sample, there are (23) male teachers, representing (41.1%), while there are (33) female teachers, representing (58.9%) of the sample. With regard to seniority in teaching, the table shows that (25) teachers have experience ranging between (1-5) years, representing (44.6%), and there is no teacher with experience ranging between (5-15) years, while (24) teachers have experience ranging between (15-25) years, representing (42.9%), and (7) teachers with seniority exceeding (25) years, representing (12.5%). Regarding the type of school, there are (26) teachers in primary schools, representing (46.4%), (7) teachers in middle schools, representing (12.5%), and (23) in secondary schools, representing (41.1%). As for educational qualifications, (34) teachers hold a first degree, at a rate of (60.7%), (21) teachers hold a second degree, at a rate of (37.5%), and one teacher holds a third degree, at a rate of (1.8%).

### Transformational Leadership

Table 2 provides a detailed analysis of transformational leadership, indicating the arithmetic averages, standard deviations and relative importance of each paragraph under this variable. The paragraphs were arranged according to their relative importance from most to least important. The paragraph with the highest relative importance is “Speaking enthusiastically about what needs to be achieved” (paragraph 6) with an arithmetic average of (3.88), a standard deviation of (1.080) and a relative importance of (77.50%), which reflects the importance of motivating teachers and emphasizing common goals in transformational leadership.

S. No.	Transformational Leadership	Mean	Standard Deviation	Relative Importance	Order of Importance
1	Behaves in ways that inspire respect from others	3.84	1.141	76.79%	3
2	Focuses on the unusual things, mistakes, exceptions and deviations from what is required	3.11	1.155	62.14%	9
3	Seeks different perspectives when solving problems	3.86	0.883	77.14%	2
4	Speaks optimistically about the future	3.75	1.116	75.00%	4
5	Makes others proud to be associated with such a director	3.63	1.137	72.50%	8
6	Speaks enthusiastically about what needs to be achieved	3.88	1.080	77.50%	1
7	Emphasizes the importance of a strong sense of mission	3.71	1.022	74.29%	7
8	Invests time in mentoring and guiding others	3.75	1.014	75.00%	5
9	Comes into action only when you fail to achieve certain goals	2.96	1.044	59.29%	10
10	Works beyond personal interest for the benefit of the group	3.73	1.087	74.64%	6
	<b>Transformational Leadership</b>	<b>3.6214</b>	<b>0.70187</b>	<b>Medium</b>	

Table 2: Means and Standard Deviations for Transformational Leadership

In contrast, the paragraph that recorded the lowest importance was “Comes into action only when you fail to achieve certain goals” (paragraph 9) with an arithmetic average (2.96), standard

deviation (1.044), and relative importance (59.29%), indicating that leadership intervention only in cases of failure is not highly recommended. Overall, the overall level of transformational leadership is considered average based on the overall mean (3.6214) and overall standard deviation (0.70187). These results indicate a good degree of adoption of transformational leadership practices among the respondents, with room for improvement, especially in promoting more effective and continuous leadership participation.

### Transactional Leadership

Table 3 provides an analysis of the arithmetic means, standard deviations, and relative importance of several aspects related to transactional leadership. This table gives a detailed assessment of how the leader interacts with teachers and the educational process within a democratic framework. The paragraph with the highest relative importance is “Encourages peer support in the teaching process” (paragraph 10) with an arithmetic mean of (3.77) and a standard deviation of (1.095), with an importance percentage of (75.36%), which shows the high appreciation for cooperation and mutual support among teachers as part of the transactional leadership style.

S. No.	Transactional Leadership	Mean	Standard Deviation	Relative Importance	Order of Importance
1	Helps others in return for their effort	3.34	1.133	66.79%	8
2	Precisely defines who is responsible for achieving goals	3.68	0.956	73.57%	5
3	Waits for an error to occur before taking action	3.29	1.074	65.71%	9
4	Clarifies what you can expect to receive if you fulfill the required tasks	3.68	0.993	73.57%	3
5	Primarily focuses on handling errors, complaints and failures	3.68	1.046	73.57%	4
6	Takes into account the ethical and value implications of decisions	3.61	0.908	72.14%	6
7	Focuses others' attention on failure to meet requirements	3.50	1.027	70.00%	7
8	Expresses satisfaction when others meet their expectations	2.95	1.197	58.93%	10
9	Reward teachers for their efforts	3.73	0.924	74.64%	2
10	Encourages peer support in the teaching process	3.77	1.095	75.36%	1
	<b>Transactional</b>	<b>3.5214</b>	<b>0.64207</b>	<b>Medium</b>	

	<b>Leadership</b>		
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Table 3: Means and standard deviations for Transactional Leadership

The least important item was “Expresses satisfaction when others meet their expectations” (item 8) with a mean (2.95), standard deviation (1.197), and relative importance (58.93%), reflecting a lower assessment of the mere satisfaction expressed by the leader when successful, and perhaps indicating a higher expectation of active praise and reward rather than simply expressing satisfaction. The overall level of transactional leadership is estimated to be moderate based on the overall mean (3.5214) and overall standard deviation (0.64207). These results indicate an acceptable adoption of transactional leadership styles, but with differences in the assessment of the relative importance of the various aspects of this style. The table shows that there is a high appreciation for sharing and mutual support, with some challenges in motivating individuals based on achievements.

### Educational Quality

Table 4 provides a comprehensive view of the quality of education through a multi-faceted assessment that includes arithmetic means, standard deviations and relative importance of each aspect of teaching. The highest paragraph in terms of relative importance is “Present the subject matter in a clear way” (paragraph 9), which recorded an arithmetic mean of (4.16) and a standard deviation of (1.005), with a relative importance of (83.21%). This indicates that clarity in presenting content is considered the most important aspect in achieving quality education, as it directly contributes to students’ understanding and learning.

S. No.	Educational Quality	Mean	Standard Deviation	Relative Importance	Order of Importance
1	Using evaluative feedback to improve teaching	3.61	1.090	72.14%	10
2	Reflect on your own instruction	3.82	0.974	76.43%	9
3	Integrate information technologies into teaching	3.89	1.003	77.86%	7
4	Adapt teaching to the characteristics of students	3.91	0.978	78.21%	6
5	Build rich and varied learning experiences	3.95	0.961	78.93%	5
6	Choose methods and tools for assessing learners	3.86	0.999	77.14%	8
7	Formulate clear teaching objectives	4.02	1.053	80.36%	4
8	Plan a good lesson	4.14	1.069	82.86%	3
9	Present the subject matter in a clear way	4.16	1.005	83.21%	1
10	Ability to learn from others to enhance teaching	4.05	1.034	81.07%	3
	<b>Educational Quality</b>	3.9411	0.84354	<b>High</b>	

Table 4: Means and standard deviations for Educational Quality

The paragraph that received the lowest rate was “Using evaluative feedback to improve teaching” (paragraph 1), with an arithmetic mean (3.61), standard deviation (1.090) and relative importance (72.14%). Despite the importance of feedback in the educational process, its relative rating was the lowest, which may indicate a need to raise awareness of its importance or improve the methods of its application. In general, the overall level of educational quality is estimated to be high according to the overall mean of (3.9411) and the overall standard deviation of (0.84354). These results reflect a positive appreciation of the various aspects of teaching, indicating the achievement of a distinguished level of quality in educational performance and enhancing the overall effectiveness of the educational process in achieving its goals.

### Educational Motivation

Table 5 shows an analysis of the elements of Educational Motivation through their arithmetic means, standard deviations and relative importance. The table highlights how satisfied and committed teachers feel about their profession and assesses the importance of each aspect of motivation. The paragraph with the highest relative importance is “I have the desire to represent and provide the best I have for my students” (paragraph 7), which recorded an arithmetic mean of (4.21) and a standard deviation of (0.909), with a relative importance of (84.29%). This indicates that teachers place great value on giving their best to their students, which reflects a high level of sincerity and dedication to the educational process.

S. No.	Educational Motivation	Mean	Standard Deviation	Relative Importance	Order of Importance
1	I feel satisfied with my work	3.73	1.104	74.64%	10
2	I appreciate the level of importance of my work in the school	4.07	1.006	81.43%	9
3	I am ready to invest in my schoolwork beyond what is acceptable	4.09	0.959	81.79%	7
4	I feel committed to my mission as a teacher	4.05	1.086	81.07%	6
5	I feel satisfied with my performance	4.09	1.066	81.79%	5
6	I have the ability to act and promote my best for a longer period of time	3.98	1.053	79.64%	8
7	I have the desire to represent and provide the best I have for my students	4.21	0.909	84.29%	4
8	I feel committed to the educational process	4.18	0.956	83.57%	3
9	I enjoy doing my job	4.16	0.987	83.21%	1
	<b>Educational Motivation</b>	<b>4.0635</b>	<b>0.82901</b>	<b>High</b>	

Table 5: Means and standard deviations for Educational Motivation

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The paragraph that received the lowest rating is “I feel satisfied with my work” (paragraph 1), with an arithmetic mean (3.73), a standard deviation (1.104) and a relative importance (74.64%). Although this rating is relatively positive, it is the lowest compared to the other paragraphs, which may indicate some challenges that teachers face in achieving complete satisfaction with their work. The overall level of educational motivation is estimated to be high according to the overall mean of (4.0635) and the overall standard deviation of (0.82901). These results indicate that teachers have high levels of motivation and feel a strong commitment to their profession. The table shows that teachers appreciate their roles in achieving educational goals and positively influencing their students, which enhances the overall effectiveness of the educational process.

Beta	R <sup>2</sup>	F	T	Alpha	Decision
0.666	0.318	25.132	3.376	0.001	Moral

Table 6: Transformational Leadership Impact on the Motivation Level among Teachers

Table 6 presents a regression analysis exploring the impact of transformational leadership on teachers' motivation. The analysis reveals a robust positive correlation, as indicated by the beta coefficient of 0.666, suggesting that enhancements in transformational leadership strategies can substantially boost teachers' motivation levels. The coefficient of determination (R<sup>2</sup>) stands at 0.318, implying that transformational leadership accounts for approximately 31.8% of the variation in teachers' motivation. Additionally, the F statistic (25.132) and T statistic (3.376), coupled with a highly significant p-value of 0.001, confirm the statistical validity of this relationship. These findings reinforce the notion that transformational leadership plays a crucial role in fostering teacher motivation, underscoring the necessity of implementing such leadership approaches within educational institutions to cultivate a more engaged and driven teaching workforce.

The result, which confirms that the transformational leadership is an important factor in enhancing teachers' motivation, highlights the importance of implementing this leadership style in educational institutions. This effect is consistent with the results of several previous studies. For example, researcher Devi (2021) indicates in his study the importance of this leadership style in adapting and motivating teachers to face contemporary challenges. (Devi, 2021) The study by Fiaz and colleagues (2017) also supports this argument by indicating that transformational leadership, in conjunction with integrity, improves teaching effectiveness, which confirms its direct impact on teachers' motivation and the educational performance quality. (Fiaz et al, 2021) These studies clearly emphasize the key role that transformational leadership plays in enhancing the motivational environment for teachers, which contributes to raise the efficiency of the educational process and achieving better results in educational institutions.

Beta	R <sup>2</sup>	F	T	Alpha	Decision
0.773	0.414	38.142	2.471	0.017	Moral

Table 7: Transformational Leadership Impact on the of Educational Quality among Teachers

Table No. (7) shows the regression analysis to study the transformational leadership impact on the educational quality among teachers. The beta coefficient, estimated at (0.773), indicates a strong positive relationship between transformational leadership and educational quality, which means that improving transformational leadership practices can significantly contribute to improving the quality of education. The R<sup>2</sup> value is (0.414), showing that about 41.4% of the

variance in the educational quality can be explained by transformational leadership. This enhances the understanding that transformational leadership has a significant role in determining the levels of educational quality. The F statistic with a value of (38.142) and the T statistic with a value of (2.471), along with the significance level (p) equal to (0.017), confirm the significance of this relationship. These results highlight the great importance of transformational leadership in enhancing the educational quality among teachers, which emphasizes the need to focus on developing and implementing transformational leadership strategies in educational environments to achieve better educational performance.

In light of the above-mentioned results, the transformational leadership contributes significantly to enhance the educational quality among teachers, which necessitates a great focus on development and implement of strategies of this leadership style in educational settings to develop educational performance. This leadership gives teachers' full potential by motivating and inspiring them to increase their expectations, resulting in a significant development in the quality of education. Furthermore, teachers who work with transformational leadership have high levels of satisfaction and commitment, which impacts on the educational process in positive ways. These results fulfill with previous studies which have highlighted the importance of transformational leadership in the educational context. For example, a study by Lightwood and Jantz (2023) showed that transformational leadership significantly enhances teaching effectiveness, showing the impact of this type of leadership on the quality of education and teacher motivation (Leithwood & Jantz, 2023). In addition, a study by Purwanto and colleagues (2021) supports the study results, which showed that transformational leadership makes teachers able to effectively address contemporary challenges in evolving educational environments, contributing to increasing teacher competence and developing their educational performance (Purwanto et al., 2021). Through this study, it becomes clear that developing and applying transformational leadership is considered an importance to achieve educational excellence that faces the challenges of the modern era and motivates teachers to achieve the best educational results.

Beta	R <sup>2</sup>	F	T	Alpha	Decision
0.705	0.298	22.915	3.003	0.004	Moral

Table (8): The Impact of Transactional Leadership on Teacher Motivation

Table 8 indicates the results of the regression analysis to study the effect of transactional leadership on the motivation level among teachers. The beta coefficient, which is (0.705), shows a great positive relationship between transactional leadership and teachers' motivation, which means that applying transactional leadership methods leads to enhance teachers' motivation. The R<sup>2</sup> value is (0.298), indicating that about 29.8% of the change in teachers' motivation can be explained by transactional leadership. This percentage shows that transactional leadership plays an important role in motivating teachers, but there are other influential factors as well. The F statistic with a value of (22.915) and the T statistic with a value of (3.003), in addition to the significance level (p) equal to (0.004), all confirm the significance of the relationship between transactional leadership and teachers' motivation. These results highlight the great importance of transactional leadership in enhancing teachers' motivation for work, which encourages the use and implementation of transactional leadership methods in educational environments to achieve improvements in teachers' motivation and overall performance.

Beta	R <sup>2</sup>	F	T	Alpha	Decision
0.789	0.361	30.468	2.273	0.027	Moral

Table 9: The Impact of Transactional Leadership on the Quality of Education among Teachers

Table 9 indicates the results of the regression analysis to assess the impact of transactional leadership on the quality of teachers' education. The beta coefficient, which reaches (0.789), shows a great positive relationship between transactional leadership and educational quality. This suggests that increasing the application of transactional leadership practices would significantly develop educational quality. The R<sup>2</sup> value of (0.361) shows that approximately 36.1% of the change in educational quality can be determined by transactional leadership, meaning that this type of leadership has a great role in determining how information and educational materials are effectively delivered. The F statistics of (30.468) and the t statistic of (2.273), in addition to the significance level (p) of (0.027), all ensure the significance of the relationship between transactional leadership and educational quality. These results promote our understanding of the great importance of using transactional leadership methods in educational settings to enhance educational quality, which contributes to improving the educational process and enhances students' educational results.

## Conclusion

The results of the analysis of the impact of transformational and transactional leadership on teacher motivation and educational quality depend on several main factors. First, it represents that transformational leadership plays a main role to enhance teacher motivation through motivation and inspiration, pushing them to increase their personal expectations and increase their investment in the educational process. Furthermore, this leadership contributes to developing educational quality by encouraging teachers and providing them with the necessary support to use innovative and effective teaching methods. Second, transactional leadership promotes teacher motivation by encouraging active participation and open communication, creating a collaborative learning environment which can support the exchange of ideas and promote innovation. Furthermore, involving teachers in the decision-making process contributes to promoting their skills and gain better educational results. The results show that school administration that uses these leadership styles is an important factor to develop the educational environment and promote student results, shed light on the need to focus on developing and implementing effective leadership strategies.

## Recommendations

It is essential to organize workshops and training courses for administrators and educational leaders to develop transformational leadership skills. These trainings should focus on motivating teachers, encouraging creativity and innovation in teaching, and fostering positive relationships that contribute to an inspiring educational environment. Schools should also be encouraged to adopt transactional leadership practices that involve teachers in decision-making and educational policy development, as this approach enhances teacher engagement and strengthens their sense of responsibility and belonging. Moreover, schools must implement systems to evaluate the impact of different leadership styles on work motivation and the quality of education. Using effective assessment tools will enable school management to determine the effectiveness of their strategies and adjust them as needed to achieve the best outcomes. It is also important for educational institutions to provide platforms that allow teachers to regularly express their

opinions and suggestions through periodic meetings, surveys, or internal evaluation systems to promote transparency and trust between teachers and administration. Finally, to ensure continuous improvement in education quality, institutions must encourage and support ongoing professional development for teachers by offering opportunities to attend conferences, workshops, or even online courses focused on the latest teaching methods and strategies.

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