



## Effect of Individual-Oriented Transformational Leadership on Teachers' Work Performance, Mediated by Intrinsic Motivation in Training Schools

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### Abstract

Training schools play a pivotal role in cultivating advanced intellectuals and skilled labor crucial for economic development and social progress. However, the Work Performance of staff, including teachers, remains underexplored in the existing literature. This research gap hampers our understanding of factors influencing Work Performance and how training schools can enhance it. This study examines the influence of individual-oriented transformational leadership on work performance among teachers in subject training schools throughout Sichuan Province, China. Utilizing a robust theoretical framework that integrates transformational leadership theory and the AMO (Ability, Motivation, Opportunity) model, the study investigates the mediating role of intrinsic motivation on the relationship between individual-oriented transformational leadership and work performance. Additionally, it assesses the leader-member exchange (LMX) relationships on these dynamics. This study used an electronic questionnaire to conduct a cross-sectional survey with teachers from subject training schools in Sichuan Province, China. The study used SPSS 26.0 for descriptive statistical analysis of the collected sample and SmartPLS 4.1 for structural equation modeling. Data analysis uses structural equation modeling to test the proposed hypotheses about the relationships among the study variables. The study concludes with recommendations for school leaders to implement training and development programs that enhance transformational leadership skills, thereby improving educational outcomes and teacher performance in a rapidly evolving educational landscape.

**Keywords:** Work performance, Individual-oriented Transformational leadership, Intrinsic motivation, LMX relationship, Subject training school

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### Background of the Study

This study emerged from the observed variations in teacher performance in training schools in Sichuan Province, which appeared to be influenced significantly by the leadership styles adopted by school administrators during these challenging times (Ross & Offermann, 1997).

Through comprehensive communication and interaction with teachers, it became evident that individual-oriented transformational leadership plays a crucial role in enhancing teachers' intrinsic motivation and overall work performance, especially under these external pressures (Efendi et al., 2023).

The core issue addressed in this study is the relationship between individual-oriented transformational leadership and teachers' work performance in training schools, mediated by intrinsic motivation and moderated by leader-member exchange (LMX) relationships. Initial observations indicated that teachers' performance varied greatly depending on their leaders' ability to provide personalized support and foster a motivating environment (González-Romá & Gamero, 2012). The sudden emergence of COVID-19 and the implementation of China's "Double Reduction" policy have posed significant challenges to the educational landscape, particularly in training schools. These external factors have significantly impacted the performance of teachers and the operational dynamics of these institutions (Perkasa et al., 2023).

Transformational leadership, particularly the individual-oriented approach, focuses on each teacher's personal and professional development. It involves recognizing individual needs, providing personalized support, and fostering an environment that encourages growth and innovation (Adefuye et al., 2020). Intrinsic motivation refers to the internal drive to perform tasks for their inherent satisfaction, which is crucial for sustained engagement and high performance (Ryan & Deci, 2000). The Leader-Member Exchange (LMX) relationship outlines the quality of interaction between leaders and subordinates, emphasizing mutual trust, respect, and a sense of duty. Superior LMX relationships can amplify the beneficial impacts of transformational leadership on intrinsic motivation and work performance (Graen & Uhl-Bien, 1995).

Previous research has established that transformational leadership significantly impacts employee performance across various sectors. In the educational context, particularly in training schools, transformational leaders who adopt an individual-oriented approach can significantly boost teachers' intrinsic motivation, enhancing work performance (Bass & Avolio, 1994). Studies have shown that when leaders provide individualized consideration and foster a supportive environment, teachers are more likely to be motivated, engaged, and effective in their roles (Pourbarkhordari et al., 2016).

Intrinsic motivation plays a crucial mediating role in the connection between transformational leadership and work performance. Teachers with high intrinsic motivation are more likely to demonstrate elevated levels of engagement and performance (Cherian & Jacob, 2013). The quality of LMX relationships further moderates this dynamic by enhancing the leader's capacity to positively affect teachers' motivation and performance (Liu et al., 2022). High-quality LMX relationships, defined by robust mutual trust and respect, can enhance the impact of transformational leadership, resulting in further improvements in teacher performance (Graen & Uhl-Bien, 1995).

With its diverse educational needs and cultural context, Sichuan Province provides a unique setting for this study. The province's training schools face various challenges, including disparities in teacher performance and the need for effective leadership to navigate these issues (Tang & Vandenberghe, 2021). The COVID-19 pandemic has disrupted traditional educational methods, necessitating rapid adaptation to online teaching and increased teacher workloads (Perkasa et al., 2023). Additionally, the "Double Reduction" policy, aimed at reducing the homework burden and extracurricular tutoring, has further pressured training schools to adjust their operational models (Clarke et al., 2022). This study aims to provide insights specific to this context, contributing to the broader understanding

of how individual-oriented transformational leadership can improve educational outcomes in training schools

This study explores the effects of individual-oriented transformational leadership on teachers' work performance in training schools in Sichuan Province, where data on this specific context is still limited. By investigating the mediating role of intrinsic motivation and the moderating role of leader-member exchange (LMX) relationships, this study seeks to bridge gaps in our comprehension of these dynamics.

Hence, this research poses the following questions:

1. What is the relationship between individual-oriented transformational leadership and teachers' work performance in training schools in Sichuan Province?
2. How does intrinsic motivation mediate the relationship between individual-oriented transformational leadership and teachers' work performance in training schools in Sichuan Province?
3. What are the moderating effects of leader-member exchange (LMX) relationships on the relationship between individual-oriented transformational leadership and intrinsic motivation in training schools in Sichuan Province?

This study seeks to pinpoint the crucial elements of individual-oriented transformational leadership that affect teachers' work performance in training schools in Sichuan Province. This study sets forth the following objectives: to explore the link between individual-oriented transformational leadership, intrinsic motivation, and leader-member exchange (LMX) relationships and to bridge the resulting knowledge gaps in practice, industry, and theory.

This study fills an essential gap in the literature by examining the specific effects of individual-oriented transformational leadership on teacher performance in training schools (Efendi et al., 2023). By examining the mediating role of intrinsic motivation and the moderating role of LMX relationships, this research provides an in-depth understanding of the elements that affect teacher performance (Yacon & Cayaban, 2023). The findings are expected to provide valuable guidance for educational administrators and policymakers in Sichuan Province and beyond, helping them develop more effective leadership strategies to enhance teacher performance and educational quality, especially under the constraints imposed by the COVID-19 pandemic and the "Double Reduction" policy (Tello-Aguilar et al., 2021).

In summary, this study explores the complex relationships between individual-oriented transformational leadership, intrinsic motivation, LMX relationships, and teacher performance in training schools in Sichuan Province. This investigation seeks to aid in developing more effective leadership practices that enhance the quality of education and foster a supportive environment for teachers, particularly in the challenging context of recent global and national educational reforms.

## **Literature Review**

This chapter reviews the essential concepts and theoretical frameworks associated with transformational leadership, intrinsic motivation, and leader-member exchange (LMX) relationships. It synthesizes current research on these variables and their impact on work performance, particularly in educational settings such as training schools in Sichuan Province. The review aims to highlight theoretical gaps and set the foundation for the empirical analysis conducted in this study.

## **Work Performance**

The structure of work performance can be divided into in-role and extra-role behaviors. In-role behavior involves completing tasks specified in job descriptions, such as preparing lessons, delivering instruction, and grading student work (Muspawi, 2021). Extra-role behavior includes activities beyond formal job responsibilities that contribute to the school's goals, such as mentoring colleagues, participating in professional development, and engaging in community outreach (Khairul et al., 2023). For teachers in Sichuan training schools, the in-role is crucial for overall performance and the school's success.

Work performance is a critical concept in understanding the effectiveness of teachers in training schools. It encompasses the behaviors and results teachers exhibit while fulfilling their job roles (Amini et al., 2022). Work performance was viewed as the direct result of completing tasks specified in job descriptions. However, recent research expands this definition to include the behavioral processes involved in task completion (Perkasa et al., 2023). For teachers in Sichuan Province training schools, this means evaluating the outcomes, such as student achievement, and the behaviors that contribute to these outcomes, including teaching methods, student engagement, and participation in school activities.

### *Factors Influencing Work Performance*

The efficacy of an organization is crucial for any entity, and individual work performance is a key determinant of organizational effectiveness (Oyong et al., 2023). Factors influencing employee work performance primarily fall into two categories: individual factors and external environmental conditions (Perkasa et al., 2023). Individual factors include knowledge, personality traits, abilities, and motivation (Nurlaili et al., 2023). The researcher identified three key factors affecting work performance: declarative knowledge, procedural knowledge, and motivation (Surakhmat et al., 2023). Research has further validated that general cognitive ability, physical fitness, social skills, and personality traits significantly predict work performance (Hasibuan et al., 2023).

External environmental conditions also play a crucial role in influencing individual work performance. Leadership style, behavior, job characteristics, and organizational culture significantly impact work performance. Leadership styles such as paternalistic, ethical, and leader-member exchange relationships have been shown to directly predict subordinates' work performance (Suhardi et al., 2022). Additionally, job characteristics and environmental factors like job incentive mechanisms, autonomy, and feedback affect work performance. Studies have demonstrated that hierarchical position and physical exertion levels in the manufacturing industry influence work performance, with hierarchical position significantly predicting performance (Kahya, 2007).

### *Individual-Oriented Transformational Leadership*

Individual-oriented transformational leadership (IOTL) emphasizes personalized interactions between leaders and their followers, tailoring strategies to meet unique developmental and motivational needs (Bass, 1985). This leadership style includes several key components: intellectual stimulation, individualized consideration, and inspirational motivation. Individualized consideration involves mentoring and supporting each follower, which fosters job satisfaction and intrinsic motivation by addressing their specific needs and aspirations (Bass & Avolio, 1993). Intellectual stimulation encourages innovation and creativity by encouraging followers to question assumptions and investigate new ideas, essential for adapting to dynamic educational environments (Bass, 1999). Inspirational

motivation aligns individual goals with organizational objectives through a compelling vision, fostering a sense of purpose and commitment (Avolio & Yammarino, 2002).

The importance of IOTL in educational settings, particularly in training schools in Sichuan Province, cannot be overstated. In these schools, IOTL has significantly enhanced intrinsic motivation, self-efficacy, and professional development, all of which contribute to improved teacher performance (Zhang et al., 2021). Teachers who perceive their leaders' support and value are more likely to experience higher levels of engagement and job satisfaction, pursuing personal mastery and professional growth, which in turn enhances instructional quality and student outcomes (Ryan & Deci, 2000).

Empirical evidence consistently demonstrates that IOTL positively impacts work performance by creating an environment that encourages risk-taking and personal initiative (Judge & Piccolo, 2004). For instance, Efendi et al. (2023) found that leadership styles tailored to individual teachers' needs significantly improved their work performance by fostering personal commitment and alignment with innovative teaching methods. Furthermore, Gerstner and Day (1997) highlighted that leaders who provide individualized support and encouragement can significantly improve their followers' willingness to innovate and achieve better educational outcomes.

### **The Influence of Individual-Oriented Transformational Leadership on Work Performance**

Individual-oriented transformational leadership (IOTL) significantly impacts work performance by cultivating a workplace atmosphere where teachers feel appreciated, supported, and motivated. This leadership style focuses on each teacher's unique needs and potential, enhancing their intrinsic motivation and self-efficacy. For instance, individualized consideration, a core component of IOTL, involves mentoring and supporting each teacher based on their specific needs and aspirations, which leads to higher job satisfaction and engagement (Bass & Avolio, 1994). Intellectual stimulation encourages teachers to innovate and think critically, which is crucial for adapting to the evolving demands of educational environments (Bass, 1999). Inspirational motivation helps align individual goals with the broader objectives of the institution, fostering a sense of purpose and commitment (Avolio & Yammarino, 2002).

Empirical studies consistently demonstrate the positive effects of IOTL on teacher performance. For example, research by Zhang et al. (2021) found that individual-oriented leadership significantly enhances innovation and performance by creating an environment encouraging risk-taking and personal initiative. In the context of Sichuan Province's training schools, such leadership is particularly effective in helping teachers navigate challenges such as increased workload and new educational policies, including the "Double Reduction" policy aimed at reducing homework and extracurricular tutoring (Mileva et al., 2021). Transformational leaders can significantly boost teachers' self-efficacy and intrinsic motivation by providing personalized support and fostering a high-quality leader-member exchange (LMX) relationship characterized by mutual trust and respect. This, in turn, leads to improved instructional quality and better student outcomes, as supported by the findings of Efendi et al. (2023) and Gerstner and Day (1997).

### **The Relationship Between Individual-Oriented Transformational Leadership and Intrinsic Motivation**

Individual-oriented transformational leadership (IOTL) fosters intrinsic motivation by creating an environment that acknowledges and nurtures individual potential and

achievements. Leaders who practice IOTL emphasize comprehending and addressing the unique developmental needs of each teacher, encouraging their professional growth and personal mastery. This personalized approach increases teachers' competency and confidence, which enhances their intrinsic motivation to perform well. Research indicates that when leaders provide individualized support and recognize teachers' contributions, it boosts their intrinsic motivation, leading to higher job satisfaction and better performance outcomes (Nielsen et al., 2008; Liu et al., 2010).

Empirical studies support the beneficial effects of IOTL on intrinsic motivation. For instance, intellectual stimulation, a key component of IOTL, promotes learning and personal growth by challenging teachers to think critically and solve problems creatively. This approach makes the work more exciting and intellectually satisfying, driving intrinsic motivation (Zhu et al., 2009). Additionally, inspirational motivation helps teachers understand the significance of their work, fostering a more profound commitment to their tasks and enhancing their intrinsic motivation (Breevaart et al., 2014). Within the framework of Sichuan Province's training schools, these leadership practices are particularly effective in motivating teachers, helping them overcome challenges and improve their performance through heightened intrinsic motivation (Amabile et al., 1996)

H1: There is a significant relationship between Individual-Oriented Transformational Leadership and Work Performance.

H2: There is a significant relationship between Individual transformational and intrinsic motivation.

### **Intrinsic Motivation**

Intrinsic motivation denotes the internal drive to engage in activities for their inherent satisfaction rather than for external incentives. (Deci & Ryan, 1985). This type of motivation stems from the innate need for competence and self-determination and the pursuit of the inherent value of the work itself. It is characterized by individuals engaging in activities for the enjoyment and fulfillment gained from the process rather than for external reasons (Deci & Ryan, 2000). Intrinsic motivation is essential in educational settings as it leads to sustained engagement and higher performance among teachers. Various scholars have classified intrinsic motivation into different dimensions, with Deci and Ryan (1985) proposing a widely accepted structure consisting of cognitive components (competence and self-determination) and affective components (interests, curiosity, and excitement).

Empirical studies consistently demonstrate that intrinsic motivation positively impacts work performance by enhancing job satisfaction, commitment, and overall effectiveness. Teachers with intrinsic motivation are more inclined to engage deeply with their work, exhibit more remarkable persistence, and demonstrate higher levels of creativity and innovation in their teaching methods (Nguyen et al., 2019). This motivational state drives teachers to perform better as they find the work rewarding (Adi et al., 2023). For instance, Zapata-Phelan et al. (2009) demonstrated that intrinsic motivation positively predicts task performance, with highly motivated employees investing more effort and exhibiting proactive behaviors. The AMO (Ability, Motivation, Opportunity) theory further explains how intrinsic motivation, as a central component, influences work performance. According to AMO theory, high performance is achieved when employees possess the necessary abilities, are highly motivated, and have opportunities to perform well (Appelbaum et al., 2000). Intrinsic motivation enhances the "M" in AMO, driving teachers to leverage their abilities effectively and seek out or create opportunities for high performance. In the context of Sichuan Province's training schools, fostering intrinsic

motivation among teachers is crucial for achieving superior educational outcomes. Teachers with high intrinsic motivation are more likely to persist through challenges and contribute positively to the school environment, enhancing overall educational quality (Gagné & Deci, 2005).

H3: There is a significant relationship between Work performance and intrinsic motivation.

H4: Intrinsic motivation mediates the effect of individual-oriented transformational leadership on work performance.

### ***Leader-Member Exchange Relationship***

Leader-Member Exchange (LMX) theory posits that leaders cultivate distinct relationships with each of their subordinates, ranging from low to high quality, significantly impacting their work experience and outcomes. High-quality LMX relationships, marked by mutual trust, respect, and a sense of obligation, lead to better communication, support, and performance (Graen & Uhl-Bien, 1995). In educational settings, such as training schools in Sichuan Province, high-quality LMX relationships can enhance teachers' intrinsic motivation and job satisfaction, thereby improving their performance (Martin et al., 2023). The LMX-7 questionnaire, a widely-used tool, effectively measures the quality of these relationships and has demonstrated high reliability and validity across various studies (Graen & Uhl-Bien, 1995).

Superior LMX relationships enhance the influence of transformational leadership behaviors on intrinsic motivation. In such relationships, employees are more receptive to their leaders' inspirational and motivational efforts, resulting in improved job satisfaction and performance (Fauzan et al., 2021). Leaders in high-quality LMX relationships can customize their approach to address each employee's unique needs and aspirations, thereby effectively enhancing intrinsic motivation. The trust and openness in these relationships foster an environment conducive to risk-taking and innovation, critical components of intrinsic motivation (Ling & Chung, 2021). Moreover, personalized feedback from a trusted leader reinforces an employee's sense of competence and achievement, driving intrinsic motivation (Ling & Chung, 2021).

### ***The Moderating Role of LMX in Individual-Oriented Transformational Leadership and Intrinsic Motivation***

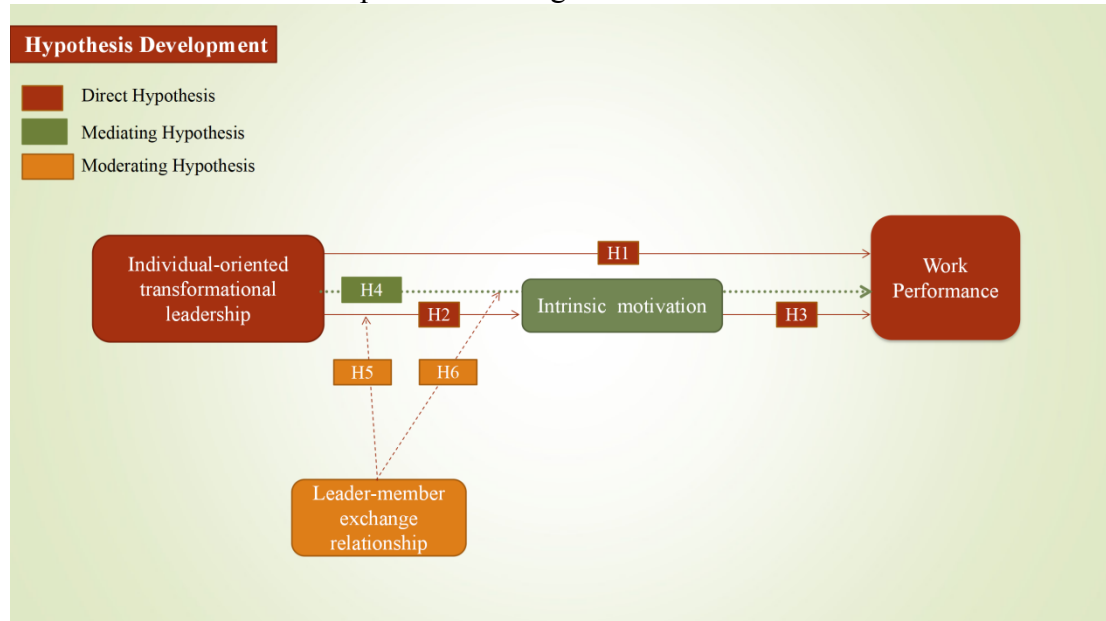
Recognizing the moderating role of LMX in the link between individual-oriented transformational leadership and intrinsic motivation is vital for understanding how leadership styles can be optimized within different organizational contexts. High-quality LMX relationships enhance the effectiveness of transformational leadership by fostering a supportive environment where followers feel valued and understood. This individualized consideration leads to increased intrinsic motivation as employees feel more committed and engaged in their work (Shafi et al., 2020). In the context of Sichuan Province's training schools, where policies and external factors have significantly impacted the educational landscape, high-quality LMX relationships are even more critical in maintaining teacher motivation and performance (Udin et al., 2023; Xue et al., 2022).

Empirical evidence supports the significant moderating role of LMX. Studies have shown that in high-quality LMX relationships, the beneficial impact of transformational leadership on intrinsic motivation becomes more pronounced, resulting in higher work performance and innovation (Gerstner & Day, 1997; Fauzan et al., 2021). When leaders effectively engage in high-quality exchanges, it elevates employees' intrinsic motivation, enhancing their creativity and performance. This highlights the importance of cultivating

leader-member solid relationships to maximize the benefits of transformational leadership. Therefore, organizations should emphasize cultivating high-quality LMX relationships to enhance the positive effects of transformational leadership on intrinsic motivation and work performance in various settings, including educational institutions (Shafi et al., 2020; Xue et al., 2022).

H5: LMX relationship has a moderating effect between individual-oriented transformational leadership and intrinsic motivation.

The higher the quality of the LMX relationship, the stronger the mediating effect of intrinsic motivation between individual-oriented transformational leadership and work performance. The research framework is presented in Figure 1 below:



**Figure 1: Research framework**

## Methodology

### *Research Paradigm and Research Design*

Quantitative research involves testing objective theories by exploring the relationships between variables. These variables are measured with instruments, allowing numerical data to be analyzed through statistical procedures (Creswell, 2003). The primary aim of this study is to investigate the relationship between individual-oriented transformational leadership, intrinsic motivation, leader-member exchange (LMX) relationships, and teacher work performance. Testing and reflecting on these relationships by collecting data from the target population aligns with quantitative research methods. Given this objective, the research design follows the paradigm of realism. Realism in research emphasizes understanding and representing reality as accurately as possible, relying on empirical data and statistical analysis to uncover the underlying relationships between variables. The purpose of this study is to test the relationships between individual-oriented transformational leadership, intrinsic motivation, and LMX relationships and how these factors influence teacher work performance in training schools in Sichuan Province (Chen et al., 2024; Pan et al., 2023; Sun et al., 2024). Therefore, a correlational research design is the most appropriate for this study. Correlation studies are well-suited for research aimed at measuring the strength and direction of relationships between two or more variables (Gass & Mackey, 2016). This design allows for the assessment and prediction of relationships, making it helpful in understanding how



individual-oriented transformational leadership influences intrinsic motivation and work performance (Mohammadi et al., 2021; Tingfeng et al., 2022). Additionally, correlation design effectively assesses differences between groups, which is essential for predicting why specific educational outcomes occur and how they can be improved (Barker et al., 2015). Using a quantitative, correlational design, this study will utilize surveys and statistical analysis to examine the specified relationships (Joseph F. et al., 2021; Mohammadi, 2019). Data will be collected from teachers in training schools across Sichuan Province to ensure a representative sample.

The target population for this research comprises teachers from training schools in Sichuan Province. This study aims to explore the relationship between individual-oriented transformational leadership, intrinsic motivation, leader-member exchange (LMX) relationships, and teacher work performance. Therefore, the research respondents are specifically teachers working in these training schools. The following criteria are used to select the respondents: 1) they must be teachers employed in training schools in Sichuan Province; 2) they should have worked in their current position for more than six months to ensure they have sufficient experience and interaction with their leaders; 3) they must have household registration in Sichuan Province to maintain a consistent cultural background; 4) they are required to have a direct superior who exercises leadership over them.

### **Population and Sampling Technique**

Determining an appropriate sample size is crucial for the reliability and validity of the study. Statistical techniques, including structural equation modeling (SEM) and confirmatory factor analysis, latent variable modeling, structural path analysis, as well as regression analysis, significantly influence the required sample size (Rahi, 2017). For this study, the sample size calculation follows the model proposed by Krejcie and Morgan (1970), which is widely accepted in academic research. Based on this model, for a population of approximately 7.026 million, the calculated sample size is 384, assuming a 95% confidence level and a 5% margin of error. Given the large population of teachers in training schools across Sichuan Province, a simple random sampling technique will be employed to ensure that each eligible individual has an equal chance of being selected (Bhagdev, 2021). This method is particularly suitable for quantitative research as it helps to mitigate selection bias and allows for the generalization of findings (Jie et al., 2023; Qi et al., 2023; Yao et al., 2024). Data will be collected through electronic questionnaires distributed to the selected teacher's sample. This approach will facilitate investigating potential causal relationships between the independent variables (individual-oriented transformational leadership, intrinsic motivation, and LMX relationships) and the dependent variable (teacher work performance) in a cross-sectional study design.

### **Measurement**

**Measurement of work performance:** The scale employed in this study to evaluate teacher work performance is grounded in the Teacher Performance Evaluation Scale (TPES), validated in previous educational research (Kim et al., 2019). This scale assesses various dimensions of teaching effectiveness, including instructional quality, student engagement, classroom management, and professional development. The TPES is designed to capture both teacher performance's behavioral and result-oriented aspects. Items are rated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The scale has shown high reliability and validity in measuring teacher performance across different educational contexts.

**Measurement of Intrinsic Motivation:** Intrinsic motivation will be assessed using the Intrinsic Motivation Inventory (IMI), which is widely used in educational and psychological research (Ryan & Deci, 2000). The IMI includes subscales measuring interest/enjoyment, perceived competence, effort/importance, and value/usefulness. Each item is assessed on a 7-point Likert scale, ranging from 1 (not at all true) to 7 (very true). The IMI has demonstrated robust internal consistency in numerous studies, with Cronbach's alpha values generally surpassing 0.80. This instrument is particularly suitable for capturing the internal drives that motivate teachers to perform their duties effectively.

**Measurement of Leader-Member Exchange (LMX):** The quality of the leader-member exchange relationship will be measured using the LMX-7 questionnaire, a well-established tool in leadership research (Graen & Uhl-Bien, 1995). The LMX-7 includes items that assess the degree of mutual trust, respect, and obligation between leaders and their subordinates. Respondents rate each item on a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree). This scale has been shown to have high reliability, with Cronbach's alpha values typically around 0.90, indicating its effectiveness in measuring the quality of leader-member exchanges.

**Measurement of Individual-Oriented Transformational Leadership:** This research will utilize Bass and Avolio's Multifactor Leadership Questionnaire (MLQ) (1994) to measure individual-oriented transformational leadership. The MLQ assesses various dimensions of transformational leadership, including individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. The items are assessed on a 5-point Likert scale, ranging from 1 (not at all) to 5 (frequently, if not always). The MLQ has been extensively utilized and validated, with Cronbach's alpha values for its subscales generally falling between 0.80 and 0.90, ensuring the reliability and validity of the instrument.

### **Data Analysis**

This study utilized structural equation modeling (SEM) path analysis, employing SmartPLS 4.1.0 software to test the correlation between dependent and independent variables. Path analysis extends multiple regression by estimating various regression models or equations. This approach allows for a comprehensive analysis of the relationships between multiple variables within the same model. Second-generation techniques, such as SEM, incorporate first-generation techniques and provide more robust and reliable results (Fornell, 1982). According to Hair et al. (2011), PLS-SEM assesses a single sequence of regression formulas and can be utilized to validate the results, offering additional credibility due to its ability to handle complex path models and small sample sizes.

This study innovatively incorporates communication style and competence into the research model as exploratory factors, rendering PLS-SEM the most suitable method for this analysis (Li et al., 2024; Mohammadi et al., 2017; Sun et al., 2022). PLS-SEM allows for examining complex relationships between individual-oriented transformational leadership, intrinsic motivation, leader-member exchange (LMX) relationships, and teacher work performance. Furthermore, this study will employ resampling mediation techniques to examine potential indirect effects. The mediation analysis will follow the established verification method referred to as "bootstrapping the indirect effect," as Hair et al. (2014) recommended. This bootstrap method is particularly suitable for PLS-SEM because it applies to small sample sizes, providing a robust analysis of the mediation effects within the model.

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**Hypothesis**

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**Technique**

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H1	Path analysis
H2	
H3	
H4	Resampling Meditation(bootstrapping)
H5	
H6	

### **Future Study Recommendation**

Future research should continue to explore the relationship between transformational leadership and teacher performance in different cultural and regional contexts. Given the unique challenges posed by policies such as China's "Double Reduction" and the impacts of the COVID-19 pandemic, further studies could provide deeper insights into how leadership styles need to adapt to changing educational landscapes. This study used a survey questionnaire design. The study design used a cross-sectional study in which data were collected at a specific time to test the hypothesis.

Future studies should also consider longitudinal studies to better demonstrate the causal relationship between transformational leadership and work performance. The employees' education level, income, etc., may affect the findings of this study because this study is about transformational leadership and employee performance. Additionally, incorporating a broader range of demographic variables such as age, gender, and cultural background could provide a more nuanced understanding of how transformational leadership influences various subsets of the workforce. Examining the impact of organizational culture and industry-specific factors might also yield valuable insights, contributing to a more comprehensive understanding of the dynamics at play.

It is suggested that future researchers consider conducting qualitative or mixed-methods studies to address the explanations presented in this study and confirm or explain the findings more convincingly. In addition, the data in this study were obtained from employee self-reports, and all variables were measured on a 7-point Likert scale and were subjective employee perceptions, which may lead to some bias. It is suggested that future researchers consider developing more objective data collection through objective observation methods to avoid bias in self-report questionnaires.

Finally, future research could investigate other moderating variables, such as organizational culture and support systems, to better understand the broader context in which leadership and motivation interact.

### **Conclusion**

Effective leadership, particularly individual-oriented transformational leadership, has been shown to significantly impact teacher performance by enhancing intrinsic motivation and fostering strong leader-member exchange (LMX) relationships. These elements are essential in training schools, where teachers' performance directly influences educational outcomes and the institution's overall success. The findings of this study underscore the importance of individual-oriented transformational leadership in improving teacher work performance in Sichuan Province's training schools. By focusing on each teacher's unique needs and potential, this leadership style enhances intrinsic motivation and fosters a supportive environment that encourages professional growth and innovation. Additionally, high-quality LMX relationships amplify the positive effects of transformational leadership, leading to higher job satisfaction and performance. The study highlights the need for school leaders to cultivate these solid and trust-based relationships to maximize the benefits of

transformational leadership. This study provides valuable insights into the role of individual-oriented transformational leadership in enhancing teacher performance through intrinsic motivation and LMX relationships. Educational leaders can significantly improve work performance and educational outcomes by adopting leadership practices tailored to the local context and focusing on building solid relationships with teachers. Future studies should build on these findings to develop more effective leadership strategies that address the evolving needs of teachers and educational institutions.

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