

# THE INTERRELATIONSHIPS BETWEEN TRANSFORMATIONAL LEADERSHIP, JOB SATISFACTION, AND TEACHER MOTIVATION IN ABU DHABI PRIMARY SCHOOLS

ALHAMMADI BADRIA ALI MOHAMED HUMAID <sup>1</sup> and

MOHD ASRI BIN MOHD NOOR <sup>2</sup>

<sup>1,2</sup> Faculty of Management and Economics, Sultan Idris Education University.  
E-Mail: <sup>1</sup>badriaali77@gmail.com, <sup>2</sup>mohd.asri@fpe.upsi.edu.my

## Abstract

The significant role of transformational leadership in educational institutions shows the need to study how leadership could foster the level of motivation and satisfaction among the teaching staff. As the degree of satisfaction and motivation among teachers in the UAE is not high, particularly within the context of public schools. Therefore, this study aims to examine the interrelationships between transformational leadership, teacher motivation, and teacher satisfaction in Abu Dhabi primary schools. This study applied quantitative methods based on regression analysis. Self-administrated questionnaire is data instrument. The data collection has been conducted on a sample of 450 teachers. Simple random sampling technique has been applied in the survey procedure. The findings reveal that transformational leadership of school principal has a significant effect on teacher motivation and satisfaction, whereas teacher motivation influence job satisfaction as well. By identifying the factors that influence teacher motivation, educators can develop strategies to enhance job satisfaction, engagement, and ultimately, student achievement. To that end, this study provides new evidence to the substantial role of transformational leadership in the domain of education, specifically in primary schools. The implication of this paper is highlighting the effectiveness of transformational leadership in fostering a positive school environment and promoting professional growth among teachers. By exploring this relationship, school management can help identify strategies and interventions that can enhance teacher motivation and satisfaction, ultimately leading to improved student outcomes.

**Keywords:** Transformational Leadership, Teacher Motivation, Teacher Satisfaction

## INTRODUCTION

Currently, educational institutions in emerging nations encounter numerous obstacles across various domains, whereas education is one of sectors that arise concern in many aspects, such as the lack of motivation and satisfaction among the teachers in schools. Teachers, similar to individuals in other professions, are influenced by both intrinsic and extrinsic motivating factors that have an impact on their levels of job satisfaction (Ryan et al., 2019). In this regard, the style of leadership in educational institutions is critical for both the students and teachers, e.g., transformational leaders offer their people a feeling of purpose that extends beyond the exchange of advantages and productivity (Velarde et al., 2022). For that reason, transformational leadership has gained significant attention across practitioners and specialist in education in recent decades, as this leadership style prompts significant advancements in the work and can establish a great impact on followers. Several studies have indicated that the good functioning of primary schools can be attributed to the implementation of appropriate

leadership styles, such as transformational leadership (Prudence, 2019). Hence, researchers explored the applicability in explaining the function of school principals based on the perspective of transformational leadership (Shava & Heystek, 2021; Asad et al., 2021). The assistance provided by transformational leaders for teachers and students in attaining elevated academic performance is remarkable, it has been reported that of involvement of teachers in the learning process has been significantly improved when school principal shows the traits of transformational leadership (Safdari, 2018).

In education, it is imperative that teachers exhibit a high level of motivation in order to effectively pursue the objectives set forth by the educational institution (Varma, 2018). To that end, the leadership style employed inside educational institutions plays a significant role in motivating teachers. The enhancement of the learning process necessitates the motivation of teachers. In this regard, Pourtoussi et al. (2018) asserted various forms of motivation, including intrinsic and extrinsic motivations, which can effectively inspire teaching staff and contribute to their satisfaction, e.g., incentives and rewards has the potential to successfully enhance the performance of teachers (Igor et al., 2018). Multiple studies have examined the influence of motivation on job satisfaction within the educational sector, yielding consistent results (Ryan et al., 2019; Ibok, 2020; Trigueros, 2020). These investigations have demonstrated a noteworthy correlation between teacher motivation and job satisfaction in schools (Danish et al., 2015; Lie et al., 2021; Pratama et al., 2021; Jones, 2022). Therefore, studying the motivation of teachers should highlight the factors that intrinsically linked to their happiness and good performance (Nwakasi, 2019; Trigueros, 2020). Despite numerous studies have reported the significant relationship between transformational leadership and teacher satisfaction (Nwakasi, 2019; Nyam & West, 2014; Rajini, 2018; Ibok, 2020), the clarity about the potential mediating effect of motivation on this relationship remain void. There is a dearth of empirical investigations that substantiate this assertion, highlighting a theoretical gap that serves as the impetus for investigating it in this particular study. Hence, it is imperative to understand the interrelationship between transformational leadership, teacher motivation, and teacher satisfaction, specifically in primary schools of the United Arab Emirates (UAE).

### **The challenges in UAE schools**

Multiple studies have previously indicated that the degree of job satisfaction among teachers in the UAE is suboptimal, particularly within the context of public schools (Shallal, 2011; Hijazi et al., 2017; Sahito & Vaisanen, 2020). Although governmental institutions in the UAE demonstrate superior performance compared to their regional competitors, they have difficulties in improving employee productivity. Nevertheless, there exists a notable dearth of research pertaining to the determinants that impact the level of job satisfaction experienced by educators in the UAE (Jawabri, 2017). According to Alkhateri et al. (2018), it has been argued that the leadership style has the potential to augment the degree of job satisfaction among Emirati teachers, thereby leading to an increase in their desire to leave their employment. Likewise, Ibrahim and Al-Taneiji (2019) referred to the issues of motivation among the teachers in UAW, such as the pleasure of teaching, poor professional advancement, and the satisfaction obtained from teaching pupils, these issues have been reported to have a diminished

impact on overall satisfaction in Abu Dhabi public schools. However, the role of transformational leadership on fostering teacher satisfaction in public schools remains uncertain.

IN general, the assessment of job satisfaction within the education sector might encompass multiple levels of organizational units. Researchers suggests that job satisfaction is positively correlated with specific aspects, such as leadership style and motivational factors (Mao et al., 2018; Mahdi et al., 2021). Hence, it would be advantageous to enhance the areas of weakness inside the organization based on the type of leadership approach. As the investigation of teacher motivation has been previously explored, the existing body of research has not provided sufficient evidence on the mediating role of teacher motivation in the relationship between leadership and work satisfaction (Navaneetha & Bhaskar, 2018; Siddiqui & Rida, 2019). According to Varma (2018), employees who are motivated and fulfilled are more likely to demonstrate a committed attitude towards achieving organizational objectives. Teachers commonly attribute the substandard level of job satisfaction to the working conditions within schools if they expect certain benefits (Toropova et al., 2021). In response, school management should focus on the expected benefits by demonstrating a firm dedication towards fulfilling employee aspirations. Additionally, school management encounters challenges that may intensify teachers' workload and thus impede their job contentment. Therefore, the implementation of effective leadership strategies has the potential to effectively tackle these difficulties and enhance the overall level of job satisfaction among educators (Bin Nordin et al., 2020).

In line with the aforementioned arguments and findings, the data from online satisfaction surveys done by ADEC in 2010, 2012, and 2014 provide further support for these claims and what earlier researches referred to, e.g., in the year 2010, the average ratings indicating teachers' satisfaction were recorded to be as low as 2.55 out of a total of 5.00, specifically in relation to teachers' participation in school decision-making processes. According to data from 2012, the level of satisfaction among teachers regarding their impact within educational institutions was recorded at 61.6%. In the year 2014, although certain indicators, such as teacher low attitudes (60.93%), suggested a low level of satisfaction, there were unexpectedly low scores seen in various other domains. Furthermore, the study conducted by ADEC (2014) revealed a notable decline in the general level of contentment regarding teaching workloads, with a recorded percentage of 53.2%, whereas the assessment system had a rather low satisfaction rating of 72.47% among teachers. However, there is a significant need for further academic study and the implementation of comprehensive studies in these fields within educational institutions, particularly in primary schools in UAE.

## LITERATURE REVIEW

### Transformational leadership

Transformational leadership refers to a leadership style characterized by the utilization of high levels of passion, energy, and excitement in order to effect changes within individuals, society, and management systems (Afsar & Umrani, 2020; Awaru, 2015). The fluctuating levels of managerial confidence in charismatic, inspiring, and stimulating conduct serve as a catalyst for motivating, inspiring, and fostering creativity, innovation, and stimulation among personnel. It is imperative to foster an environment that promotes the identification and resolution of problems through creative means, while simultaneously providing individualized support to each employee. According to Bass and Riggio (2006), transformational leaders are likely to support and motivate their followers to boost their professional and personal development, hence increasing their trust in the successful completion of their tasks (Qistina & Khashini, 2017). Bennis and Nanus (1985) delineated four conventional strategies employed by transformational leaders during the mid-1980s. These strategies encompassed the provision of a well-defined agenda, the pursuit of social change, the active engagement as agents of social change, and the cultivation of the leader's own leadership style.

According to Bass (2008), the founder of transformational leadership model, the attitudes and actions of a transformational leader can be categorized into three distinct characteristics: charm, intellectual motivation, and human concern. Bass further believes that possessing charisma is not a prerequisite for being a transformative leader. Moreover Bass (2008) reported that transformational leaders provide assistance to their followers in enhancing their cognitive abilities, so facilitating the adoption of new perspectives and behaviors, and effectively addressing challenges as necessary. In other sense, transformational leaders demonstrate a strong commitment to the personal development of their followers by providing individualized attention, creating conducive conditions that facilitate growth, enhancing their awareness, and fostering the acquisition of new abilities. Bass has made multiple revisions to the concept of transformational leadership and its fundamental attributes. In 1990, the concept of Bass transformational leadership underwent enhancements following the recognition of charisma as an esteemed influence (Bass, 1990). Later Bass and Avolio (1992, 1997) proposed a theoretical framework for the concept of transformational leadership, which comprises four primary dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The four principal characteristics of transformational leadership are explained below.

### Idealized influence

It refers to a leadership behavior characterized by the demonstration of high moral and ethical standards, as well as the establishment of a transition and idealized power encompass idealized attributes and idealized acts (Demir & Budur, 2019). One of the prominent characteristics associated with effective leadership is the ability to inspire followers, instilling in them a sense of dignity, pride, and dedication towards the goals and objectives of the business (Ali et al., 2020). According to Maskurochman et al. (2020), there are specific characteristics associated

with transformational leaders that have a significant impact on their followers, one of them is the ability to influence the followers using the talent of those leaders.

### **Inspirational motivation**

According to Bass (1985), inspiration is a fundamental attribute of transformational leadership. Furthermore, Bass and Avolio (1992, 1997) propose that inspirational motivation serves as a mechanism through which a transformational leader encourages their followers to demonstrate commitment towards their work and to become integral members of the organization. Inspirational motivation typically encompasses several characteristics (Iqbal et al., 2019), including optimistic discourse regarding future prospects, enthusiastic communication regarding necessary actions, articulation of an appealing vision for the future, fostering confidence in the attainment of goals, and adeptly addressing challenging obstacles.

### **Intellectual stimulation**

The principle of intellectual stimulation pertains to the capacity of leaders to foster an atmosphere conducive to creativity and invention, which encompasses enabling followers or employees to tackle complex problems (Buil et al., 2019). Thus, transformational leadership is predicated on the promotion of innovative approaches within the organizational setting (Al-Sada et al., 2017). It has been observed that transformational leaders employ a strategy of engaging their followers in a process of inquiry, wherein they actively challenge their followers about their own perspectives and values. To that end, this approach is aimed at fostering the development of creativity and individuality among the followers (Iqbal et al., 2019).

### **Individualized consideration**

The concept of individualized consideration posits that leaders demonstrate attentiveness to the unique needs and demands of individual followers or employees, providing support and guidance to facilitate their self-actualization and personal development (Eyal & Kark, 2004; Yang, 2009; Imran & Masood, 2018). According to Iqbal et al. (2019), transformational leaders provide personal assistance to their followers, assisting them in managing their emotions and addressing their individual needs. Likewise, Mohammed et al. (2020) asserted that transformational leaders play a crucial role in facilitating the development of their subordinates' future capabilities and promoting their advancement within the organization.

### **Teacher motivation**

The motivation of teachers is a topic of great interest that has garnered significant attention from scholars in the disciplines of learning and education. In recent years, there has been a notable surge in scholarly research focused on the topic of teacher motivation. This area of study has been recognized as a pivotal component that is intricately linked to other important variables within the field of education, such as work satisfaction and teaching competencies. Research has demonstrated that exploring the subject of teacher motivation is vital for comprehending educational change, the psychological satisfaction of teachers, their instructional methods, and overall teacher welfare (Pourtoussi et al., 2018; Roohani & Dayeri, 2019). According to the research conducted by Dörnyei and Ushioda (2011), it has been shown



that teacher motivation can serve as a catalyst for positive academic outcomes in educational institutions, and can also be influenced by leadership style. Therefore examining the current research in the field should provide a new insight on this concept.

Teachers have a crucial role in shaping the dynamics of the classroom, serving as invaluable assets to schools and the learning process by creating an engaging educational environment. Therefore, the alteration in the educational process is not just associated with the school's leader but also with the teachers (Dörnyei, 2018). The motivation of teachers plays a crucial role in contemporary educational institutions. The adverse attitudes exhibited by school administrators towards instructors and their proposals have the potential to generate frustration among teachers, thereby impacting their motivation levels. This can be attributed to the perceived absence of support and recognition from the school administration (Roohani & Dayeri, 2019). Hence, it is imperative to emphasize the significance of teacher motivation and fostering a robust relationship between school administration and instructors as crucial determinants of success in the learning process and the cultivation of a sense of belonging among educators (Patrícia, 2019). Similarly, Safdari (2018) discovered that educators in primary schools concurred on the importance of the majority of motivational tactics. Whereas Herzbergs theory suggests that motivation of employees is based on two main dimensions, namely intrinsic motivation and extrinsic motivations, it is imperative to study the impact of these factors on teacher satisfaction.

### **Intrinsic motivation**

Intrinsic motivation applies to behavior of individual that is guided by internal gains (Ibok, 2020). In other words, since it is inherently rewarding, the motivation to participate in a behavior comes from within the individual (Patrícia, 2019). In other words, it is an inherent motivation force, the motive to engage in a behavior or complete a task is to perform the task itself (Jiyong & Hongbiao, 2016). Some authors in motivation discipline defined intrinsic motivation are the participation of conduct that is necessarily rewarding or pleasant to the individual. Intrinsic motivation is no instrumental in nature, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself. Rather, the means and end are the same (Legault, 2016).

### **Extrinsic motivation**

Extrinsic motivation is driven by forces that are external to an individual, while intrinsic motivation is driven by forces that are internal and within that individual (Giancola, 2014). Furthermore, extrinsic motivation is defined as mainly focusing on factors that are goal driven, such as the rewards and benefits of performing a certain task, whereas intrinsic motivation is usually referred to as meaning the pleasure and satisfaction that an employee gets when performing an activity (Lin, 2007). The findings of a research conducted by Ali et al. (2017) reveals that that money is an essential extrinsic motivational factor at workplace, but it is not enough to motivate the teachers without intrinsic motivational factors such competence, autonomy, and relatedness are all required. In addition to addressing these fundamental psychological requirements, intrinsic motivation entails searching out and engaging in things

that we find hard, intriguing, and internally rewarding without the possibility of receiving any external reward.

### **Job satisfaction**

The concept of job satisfaction has been elucidated through diverse perspectives by numerous scholars. According to Rai (2018), a thorough understanding of job satisfaction encompasses various factors such as an employee's attitude, including their monetary compensation, opportunities for promotion and recognition, supervision and relationships within the team, fringe benefits beyond monetary rewards, and the nature of the work itself. The concept of has been characterized and delineated in various manners. Boamah et al. (2018) stipulated that job satisfaction is primarily determined by an individual's level of contentment with their occupation. This encompasses their overall liking of the job as well as specific elements or dimensions of the job, such as the nature of the labor or the quality of supervision. There are alternative perspectives that argue against the simplicity of the aforementioned description, positing instead that the experience of one's employment entails diverse psychological responses (Hulin & Judge, 2003). Previous studies have observed that there is variation among job satisfaction measures in terms of the degree to which they assess affective job satisfaction (Thompson, 2013) or cognitive aspects of work satisfaction (Castaneda, 2014).

A comprehensive definition of the concept of JavaScript is currently unavailable. According to Erida (2018), multiple scholars have provided varying definitions of job satisfaction. One such definition characterizes job satisfaction as a positive psychological state resulting from individuals' contentment with their work or professional experiences. When considering the role of teachers, the concept of job satisfaction encompasses the evaluation of educational work in a favorable or negative manner (Krallis & Souto, 2014). In education domain, Zieger et al. (2019) asserted that teacher satisfaction's characteristics can be measured by the extent to which they exhibit confidence, motivation, satisfaction with compensation, and effectiveness in their role as an educator at the university level. Teacher satisfaction is a crucial aspect of the education system that directly impacts student success. When teachers are satisfied with their jobs, they are more likely to be motivated, engaged, and committed to their students' learning. Additionally, satisfied teachers create a positive classroom environment that fosters student growth and development. Therefore, understanding and addressing the factors that contribute to teacher satisfaction is essential for improving the overall quality of education.

The dimension of job satisfaction in this study is based on Maslow's hierarchy of needs, which is measure individual satisfaction according to the following elements:

- i) **Psychological needs** – The fundamental requirements of persons pertain to their biological needs (Qasimov & Israyilova, 2017). The psychological requirements of individuals exhibit variations and often adhere to a hierarchical structure, wherein basic physiological demands take precedence over social needs at a more advanced level (Aktas & Şimsek, 2015).
- ii) **Safety needs** – These factors encompass the necessity for safeguarding, assurance, organization, legislation, boundaries, and constancy (Cüceloğlu, 2016). The fulfillment of

these wants is anticipated to ensure the long-term contentment of the basic needs (Uysal et al., 2017).

- iii) **Belongingness needs** – These needs encompass several factors such as work group dynamics, familial connections, affectionate bonds, and interpersonal relationships. These needs are alternatively referred to as social needs. At this stage, individuals actively pursue companionship, romantic partnerships, and tend to incorporate others into their personal coping strategies (Uysal et al., 2017).
- iv) **Esteem needs** – encompasses several aspects of an individual's self-esteem, including their sense of achievement, mastery, independence, status, domination, prestige, and management responsibility. Individuals in this context exhibit a desire for recognition and a sense of inclusion, seeking to integrate themselves into a web of interpersonal connections (Griffin & Van Fleet, 2013).
- v) **Self-actualization needs** – According to McGregor (2017), self-actualization needs refer to individuals' pursuit of personal progress, self-fulfillment, and the realization of their full potential in life, sometimes accompanied by the desire for peak experiences.

### **Hypothesis development**

Improving job satisfaction of teachers has become an important debate in recent decades. Teachers who are happy with their jobs are more optimistic and desire more motivation and opportunity for teach (Nguni et al., 2006; Zhang et al., 2017). In this regard, Musunguzi et al. (2018) found that transformational leadership styles had a positive impact on stimulating motivation, assuring job satisfaction, and consolidating teamwork with those who demonstrated transactional skills or laissez-faire styles. Another study conducted by Erida (2018) that transformational leadership has significant relationship and it has beneficial effects on teacher job satisfaction. These leaders transform, inspire, and empower followers by creating changes in their goals, values, needs, beliefs and aspirations. Cogaltay et al. (2016) argued that that educational leadership is willing to do a positive impact on JS of teachers. A supportive outlook for leaders and proactive leadership attitudes has been shown to have a significant impact on work satisfaction. Based on the findings from previous studies, this study claims that both transformational leadership style and teacher satisfaction are correlated to each other in primary schools (Al-Sada et al., 2017; Torlak et al., 2021; Demir & Budur, 2019; Luu & Phan, 2020). Hence, this study will examine the following hypothesis statement:

#### ***Hypothesis 1:***

***“Transformational leadership has a significant effect on teacher satisfaction”***

Moreover, effective leadership is one of the determining factors that play a critical role in teacher motivation (Roohani & Dayeri, 2019; Dörnyei, 2018). It is also the main factor behind a successful educational institution. Thus, effective leadership is necessary to motivate people into action and drive an institution to reach its established objectives (Torlak et al., 2021). In an educational institution, where managerial structure fails to function well, teachers obviously lose their motivation to teach as well as their commitment to the schools (Selcuk & Koran,



2019; Mohammed et al., 2020). The review of further studies reveals that transformational leadership style and teacher's motivation are associated with each other (Safdari, 2018; Dörnyei, 2018; Prabowo et al., 2018; Demir & Budur, 2019; Torlak et al., 2021; Ortega-Torres et al., 2020). Based on previous empirical evidences, this study also assumes that transformational leadership and teacher motivation are correlated to each other in primary schools' environment. Accordingly, this study will examine the following hypothesis statement:

***Hypothesis 2:***

***“Transformational leadership has a significant effect on teacher motivation”***

In other context, the motivation of people is always connected to the satisfaction of different aspects of life including the workplace and job (Nwakasi, 2019). When examining a critical analysis of academic literature, the author found that motivation and job satisfaction are very similar to the needs and desires of staff, this applies to teaching staff as well. Motivation may be considered from the standpoint of job evaluation, rewards and incentives, further training (Trigueros, 2020). Likewise, Rajini (2018) explored the impact of motivation satisfaction level among teachers in Sri Lanka primary schools. Based on the results of Rajini's study, teachers are motivated by their leaders. However, some of them felt that they were completely dissatisfied with their jobs and wanted to get other jobs. Therefore, it is recommended that teachers be provided with relevant extrinsic motivation factors such as professional development opportunities, better salary, and appreciation in order to raise their satisfaction with the teaching role. Based on the findings from previous studies, this study claimed that both teacher satisfaction and teacher motivation are correlated to each other. Accordingly, this study will examine the following hypothesis statement:

***Hypothesis 3:***

***“Teacher motivation has a significant effect on teacher satisfaction”***

## **RESEARCH METHODOLOGY**

This study applied quantitative methods to analyze relationships between transformational leadership, teacher motivation, and teacher satisfaction. Data instrument is self-administrated questionnaire. The data collection has been conducted on a sample of 450 teachers in Abu Dhabi primary schools. Simple random sampling technique has been applied in the survey procedure. SPSS software is deployed to conduct data analysis. Regression analysis is the principal approach used to conduct data analysis and test the hypothesis of this study.

## **RESULT AND DISCUSSIONS**

During the survey phase, the researcher has distributed questionnaires to a sample of the teachers consists of 450 teachers working in primary school in three districts of Abu Dhabi. Out of the 450 questionnaires distributed to the study sample, 391 valid questionnaires have been considered for the analysis. Demographic profiles includes the statistics that explain the

characteristics of study sample. Hence, this section demonstrates the population dynamics by investigating the main demographic data such as age, gender, academic level, work experience of the teachers as shown in Table-1.

**Table 1: The demographic profile of the teachers**

Demographics	Category	Frequency	Percentage
Gender	Male	77	20.75 %
	Female	314	84.64 %
Age	20-29 years	81	21.83 %
	30-39 years	119	32.08 %
	40-49 years	108	29.11 %
	50-59 years	74	19.95 %
	Older than 60 years	9	2.43 %
Academic Qualification	Bachelor	158	42.59 %
	Master	191	51.48 %
	PHD	42	11.32 %
Work Experience	1-5 years	79	21.29 %
	5-10 years	58	15.63 %
	10-15 years	139	37.47 %
	Elder than 15 years	115	31.00 %
Are you satisfied in your current job	Not satisfied	81	21.83 %
	Somehow satisfied	202	54.45 %
	Fairly satisfied	67	18.06 %
	Highly satisfied	41	11.05 %
Rate the motivation you receive from school management to do the teaching job	Poor	199	53.64 %
	Moderate	108	29.11 %
	Good	52	14.02 %
	Very good	32	8.63 %

In addition, Table-2 indicates the descriptive data of transformational leadership, teacher motivation, and teacher satisfaction.

**Table 2: Descriptive statistics of variables**

	N	Min.	Max	Mean	St. Deviation	Skewness	Kurtosis
1 Transformational leadership	391	1.60	4.90	3.62	0.56	-0.63	0.46
2 Teacher motivation	391	1.30	4.60	3.40	0.69	-0.65	-0.25
3 Teacher satisfaction	391	1.56	4.80	3.47	0.52	-0.54	0.64

Reading the output data in Table-2 reveals that the magnitudes of arithmetic mean of transformational leadership = 3.62, teacher motivation = 3.40, and teacher satisfaction = 3.47. These values report a moderate agreement among the teachers on the statements mentioned in the questionnaire. With respect to skewness, transformational leadership data is negatively skewed (skewness = -0.63), while teacher motivation data is positively skewed (skewness = -0.65), and teacher satisfaction data is negatively skewed (skewness = -0.52).

To test the statements of hypotheses, the Critical Ratio (C.R) is applied to evaluate the significance level of unstandardized regression coefficients (Hair et al., 2019). The following two criteria are used to validate the hypotheses: (1) if  $C.R \geq 1.96$  for a specific relationship,

then a hypothesis is accepted, otherwise the hypothesis should be rejected, and (2) the estimate path coefficient for a relationship is significant at the 0.05 cut-off point ( $\text{Sig.} \leq 0.05$ ). Reading the output data in Table-3 reveals the scale of relationships between transformational leadership and teacher motivation ( $\text{beta} = 0.65$ ), transformational leadership and teacher satisfaction ( $\text{beta} = 0.64$ ), last between teacher satisfaction and teacher motivation ( $\text{beta} = 0.53$ ).

**Table 3: Standardized regression weights**

Hypothesis Statement	Directions of effects	Beta	C.R	Sig.	Result
H1: Transformational leadership has a significant effect on teacher satisfaction	Transformational leadership → Teacher satisfaction	0.64	3.75	0.00	Supported
H2: Transformational leadership has a significant effect on teacher motivation	Transformational leadership → Teacher motivation	0.65	4.87	0.00	Supported
H3: Teacher motivation has a significant effect on teacher satisfaction	Teacher motivation → Teacher satisfaction	0.53	3.40	0.00	Supported

The findings reveal that significant interrelationship between transformational leadership, job satisfaction, and teacher motivation in Abu Dhabi primary schools. Transformational leadership, characterized by inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence, has been found to have a significant impact on teacher motivation and job satisfaction. This leadership style encourages teachers to go beyond their own self-interests and work towards the collective goals of the school, fostering a sense of empowerment and engagement among teachers. By inspiring and challenging teachers to think creatively and critically, this leadership style can promote innovative teaching strategies and enhance the overall quality of education provided. Furthermore, the positive relationship between transformational leadership and teacher motivation can lead to increased teacher retention, as teachers are more likely to feel valued and supported in their roles. Overall, the impact of transformational leadership on both teachers and students highlights its importance in educational settings.

## CONCLUSIONS

Studying the relationship between transformational leadership and teacher satisfaction is of utmost importance in understanding the dynamics of educational institutions. This research area delves into the impact of transformational leadership on the overall satisfaction levels of teachers, which in turn can have far-reaching consequences on the quality of education provided to students. Moreover, understanding how transformational leadership impacts teacher motivation can provide valuable insights into improving the overall effectiveness of educational institutions. The findings reveal that transformational leadership of school principal has a significant effect on teacher motivation and satisfaction, whereas teacher motivation influence job satisfaction as well. By identifying the factors that influence teacher motivation, educators can develop strategies to enhance job satisfaction, engagement, and ultimately, student achievement. To that end, this study provides new evidence to the

substantial role of transformational leadership in the domain of education, specifically in primary schools of Abu Dhabi. The implication of this paper is highlighting the effectiveness of transformational leadership in fostering a positive school environment and promoting professional growth among teachers. By exploring this relationship, school management can help identify strategies and interventions that can enhance teacher motivation and satisfaction, ultimately leading to improved student outcomes.

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