



## The Impact of Organizational Health and The Levels of Transformational Leadership of School Teachers in Indonesia: A Systematic Review

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### ABSTRACT

**Objective:** The primary goal of this review is to investigate the connection between organizational health and transformational leadership in the context of school leadership practices. The qualities of transformational leadership and how it is developed from different foundational leadership theories are also intended to be examined in this review. **Method:** The type of research used is Research and Development (RnD). **Results:** Following the filtering process, 34 papers were selected for examination using a variety of pre-established criteria as part of the systematic review approach. According to this systematic review, a relationship exists between the organizational health components proposed by Hoy and Miskel and the transformational leadership features presented by Bass. This is crucial since it serves as the foundation for this study. **Novelty:** The components of organizational health—namely integrity within institutions, collegial leadership, teacher relationships, and academic emphasis—play a pivotal role in shaping effective school environments. These elements are closely aligned with the four dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Understanding the interplay between organizational health and transformational leadership provides valuable insight into how school leaders can foster positive, sustainable change.

### INTRODUCTION

This review's primary purpose is to understand the differences between organizational health (OH) and transformational leadership (TL). Leadership is crucial in school organizations, as it directly impacts the achievement of institutional goals by fostering a supportive climate that shapes employee attitudes (Nurabadi et al., 2021), motivations (Uy et al., 2024), and behaviors (Cruz-González et al., 2021). Research highlights that effective leadership promotes a positive work environment, enhances teacher collaboration, and improves overall job satisfaction (Liu et al., 2021; Meyer, 2020). Transformational leaders inspire staff by articulating a clear vision and encouraging professional growth, thereby increasing organizational commitment (Almonawer et al., 2023). Additionally, instructional leadership plays a pivotal role in improving teaching practices and student outcomes by setting high expectations and providing constructive feedback. Thus, leadership remains essential for driving educational success and fostering a culture of continuous improvement. Early researchers have concluded that leadership is crucial in organizations and plays a vital role in achieving organizational goals (Bass & Avolio, 1994).

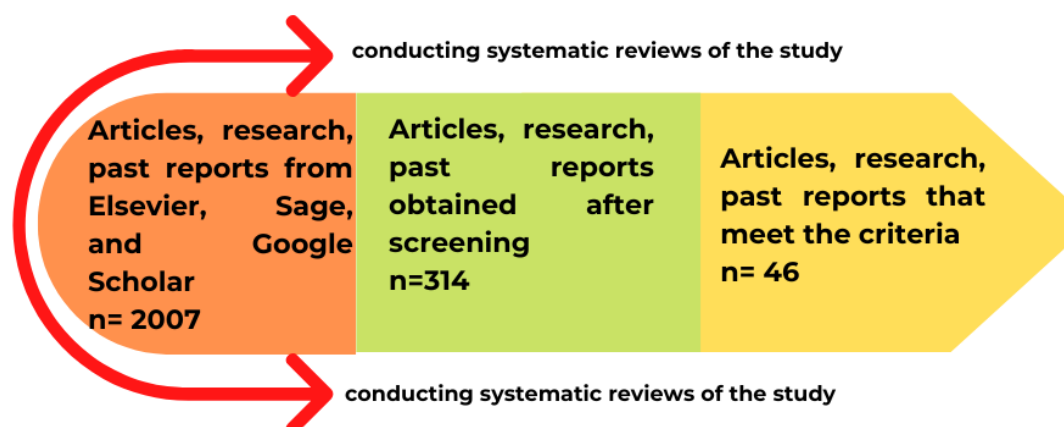
Transformational leadership has played a crucial role in shaping effective educational organizations by integrating key aspects such as communication, integrity,

And accountability. According to Bass and Avolio (1994), transformational leaders inspire and motivate followers to exceed expectations by sharing a clear vision and fostering strong interpersonal connections. Effective communication fosters trust and transparency, enabling staff to align their efforts with organizational goals (Jerab & Mabrouk, 2023). Integrity, as demonstrated by leaders, sets a moral standard that enhances ethical decision-making within the organization (Berkovich & Eyal, 2021). Additionally, accountability ensures that leaders and staff are committed to achieving high standards, fostering a culture of continuous improvement (Lasrado & Kassem, 2021). School organizational health is widely recognized as a key predictor of educational success, as it reflects the overall effectiveness and well-being of the institution (Alhamad et al., 2022). Despite ongoing debates about the impact of leadership research on organizational outcomes, there is growing consensus that effective leadership plays a vital role in shaping school performance. Studies have shown that strong leadership fosters a favorable school climate, enhances teacher collaboration, and promotes student achievement (Holzberger & Schiepe-Tiska, 2021). By actively guiding and supporting the organization, leaders foster a culture of trust, accountability, and continuous improvement, ultimately driving educational success (Bukko, 2022). School organizations must become more flexible in addressing the evolving needs of their primary stakeholders, including students and parents, while effectively countering competitors' efforts to challenge their market position (Arnout et al., 2024; Oyedokun, 2024; Tamássy et al., 2025). Like businesses, educational institutions must quickly adapt to changing needs in order to remain relevant in competitive environments. Flexibility enables educational institutions to adopt cutting-edge teaching strategies, enhance student services, and foster a culture of continuous improvement. Additionally, schools are better positioned to improve their reputation and succeed in the long run if they adopt a market-oriented strategy that emphasizes customer satisfaction and competitive distinctiveness (Kilag et al., 2023).

This review's primary goal is to examine the transformational leadership components present in all fundamental leadership theories. In the interim, the review will examine the numerous surveys conducted on organizational health theory and the connections between them. The primary objective of this research is to examine in greater detail how leadership theories and practices impact the well-being of educational institutions in Indonesia. According to meta-analyses, transformational leadership has a favorable impact on employee attitudes and performance, indicating a positive sign of organizational health (Peng et al., 2021). Surveys that verified a favorable correlation with employee health also illustrated the association between transformational leadership and organizational health (Armugam et al., 2021). Despite its recognized benefits, a notable gap exists in research exploring the challenges associated with transformational leadership and its impact on organizational health. While transformational leadership is known to foster innovation, motivation, and a shared vision (Bass & Avolio, 1994), the potential difficulties it poses—such as increased pressure on leaders, emotional exhaustion, and resistance to change—remain underexplored (Liu et al., 2024). Additionally, the long-term effects of such leadership on organizational health, including employee well-being and job satisfaction, require further investigation (Imaniyati et al., 2024). Addressing these gaps is crucial to understanding how to sustain both effective leadership and a healthy organizational climate.

## RESEARCH METHOD

This study is a systematic survey method guided by the identification of specific keywords and criteria to ensure the relevance and quality of the resources reviewed. Key search terms included "transformational leadership," "organizational health," "schools," "teachers," and "leadership," aligning with the study's objective to explore the impact of TL on OH in the school context. The use of these keywords reflects the study's focus on leadership practices that foster a positive and productive school environment. The process of conducting systematic reviews of this study is shown in Figure 1.



**Figure 1.** The process of conducting reviews of the study.

Additionally, stringent criteria were established to ensure that the selected resources were directly relevant and contributed to advancing the research objectives (Tranfield et al., 2003). The selected articles should be literature reviews closely aligned with the predefined keywords relevant to the research objectives. The authenticity of the publication: Each article must be sourced from a reputable and peer-reviewed journal to guarantee credibility and scholarly value. This approach aims to provide a comprehensive and up-to-date analysis; the sources must originate from the most recent publications, those published in 2018 or later.

## RESEARCH AND DISCUSSION

### *Results*

#### **Organizational Health (OH)**

Healthy schools have positive relationships between students, teachers, and administrators. Webster et al. (2020) demonstrate that this concept is crucial for evaluating the overall school climate, as it directly influences communication, collaboration, and the collective sense of purpose within the institution. Management literature frequently employs the concept of organizational health to describe an abstract yet crucial framework, which reflects the characteristics of a well-functioning and effective organizational structure (Bagherzadeh et al., 2024; Kiel et al., 2024; Palumbo, 2021; Russell et al., 2025). Positive interactions and mutual trust are necessary for a good learning and working environment, so encouraging them is important because a conducive atmosphere is the result. In addition, innovation is promoted by a healthy organizational climate, conflict is reduced, and the emotional well-being of people is improved. Schools assess the level of organizational health, which helps them pinpoint areas needing improvement. They can then put plans into action to build a

compassionate setting that benefits everyone involved. The ability of an organization to successfully adapt to its surroundings, promote unity among its members, and accomplish its goals is referred to as organizational health. This idea becomes crucial in the context of schools, especially those in rural locations, to ensure that the establishment runs smoothly despite external obstacles. School administrators have a crucial role in helping rural schools meet two demands: maintaining local cultural values while adhering to national educational standards. They facilitate the integration of traditional community expectations with more general educational objectives by acting as cultural change agents or bridges. School leaders play a crucial role in enhancing organizational health by fostering cooperation, resolving disputes, and promoting a shared goal.

Students and financial resources are essential aspects that significantly influence the level of OH within schools. Adequate financial resources ensure that the school can provide the necessary materials, infrastructure, and support programs, all of which contribute to a positive and conducive learning environment. Similarly, engaged and motivated students reflect the effectiveness of school leadership and the overall school climate. According to Khuong and Hoang (2015), the charisma of a leader plays a pivotal role in fostering a healthy organization. Charismatic leaders possess strong self-confidence and excellent communication skills, which enable them to build trust, inspire their team, and effectively address challenges. One-on-one discussions with employees are particularly crucial, as they allow leaders to connect on a personal level, provide guidance, and address individual concerns (Tetzlaff et al., 2025). By demonstrating such leadership qualities, school leaders can create a unified and supportive environment, further enhancing the school's organizational health.

The degree of OH in schools is greatly influenced by two crucial factors: students and financial resources. Sufficient funding guarantees that the school can supply the infrastructure, support services, and materials required to create a productive and favorable learning environment. In a similar vein, motivated and involved students are a reflection of the general school climate and the efficacy of the leadership. A leader's charisma is essential to creating a positive work environment. Strong self-assurance and outstanding communication skills enable charismatic leaders to motivate their team, establish trust, and effectively navigate challenges (Day et al., 2020). Talking one-on-one with staff members is especially important, as it enables managers to establish a personal connection, offer advice, and address specific issues. School leaders can further improve the organizational health of their institution by exhibiting these leadership traits and fostering a cohesive and encouraging environment. However, because instructional leadership focuses mainly on teaching and learning processes in the classroom, it is insufficient to address the broader dimensions of OH fully. Beyond the confines of the classroom, OH encompasses aspects such as resource management, school culture, community involvement, and staff well-being (Farmanova et al., 2018). Strategic decision-making, cultivating good interpersonal relationships, and establishing a supportive environment for both staff and students are just a few of the many aspects that effective leadership must incorporate (Ahsan, 2024; Hickey & Davies, 2024; Rożman et al., 2023; Singun, 2025). Schools may struggle to create an environment that supports learning and development and achieve long-term organizational success if these larger variables are not taken into account.



## **Transformational Leadership**

Transformational leadership, as conceptualized by Bass (1940), comprises four primary elements: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence refers to leaders acting as role models, earning respect, and gaining trust from their followers. Inspirational motivation involves articulating to the leaders that a compelling vision inspires and motivates their followers toward shared goals. Intellectual stimulation encourages innovation and creativity, promotes critical thinking, and challenges existing assumptions (Sereyath, 2025; Virgana & Fitriani, 2025). Individualized considerations refer to leaders providing personalized support and mentorship, addressing each follower's needs, and fostering their professional development. Leadership research began in the early 20<sup>th</sup> century. The Great Man theory, focusing on the inherent traits of effective leaders, dominated initial studies.

The key to leadership behaviors is initiating structure and consideration (Alghamdi & Hegazy, 2022; Effendi et al., 2020). Subsequent theories, situational and contingency models, highlighted the importance of context in leadership effectiveness. This evolution highlights the intricate interplay between individual traits, behaviors, and situational influences, reflecting its profound roots in human psychological processes. Every significant societal change can be traced back to actions taken by individuals whose leadership traits inspire and influence the behavior of others. Leadership, therefore, plays a pivotal role in shaping the direction of communities and organizations (Saputro et al., 2022; Susilawati et al., 2022). The idea is that only specific individuals possess innate leadership qualities that allow them to impact the perceptions and actions of those around them. This notion laid the groundwork for subsequent theories of leadership, including transformational leadership, which has garnered significant attention in recent decades. Transformational leadership is characterized by a leader's ability to articulate a compelling vision and mission that aligns with the goals of an organization or community (Rulitawati et al., 2021; Saputro et al., 2022). These leaders motivate their followers to go beyond self-interest for the collective good, fostering trust, inspiration, and commitment. By adhering to clear principles, transformational leaders drive change by instilling a shared sense of purpose and accountability. Research has shown that such leadership styles enhance employee engagement, innovation, and overall organizational effectiveness, particularly in times of uncertainty or rapid change.

Leadership, however, is not confined to organizational settings alone. It manifests in everyday life, where individuals make decisions that influence themselves and those around them. Whether within families, communities, or workplaces, leadership dynamics play a crucial role in guiding behavior and resolving conflicts. Effective leaders, therefore, must continuously develop their emotional intelligence, communication skills, and adaptability to meet the ever-changing demands of their environments. Leadership remains a highly popular and extensively studied theme among researchers, particularly due to its dynamic and evolving nature as a field of inquiry (Agyekum et al., 2024; Huertas-Valdivia et al., 2022; Kimura, 2024; Zhao et al., 2023). In the context of education, leadership plays a crucial role in shaping institutional outcomes, fostering teacher motivation, and enhancing student achievement (Alzoraiki et al., 2024; Nadeem, 2024). Studies on educational leadership have highlighted the importance of various leadership styles, such as transformational and instructional leadership, in creating effective learning environments (Bellibaş et al., 2021).

Transformational leaders, for instance, inspire and motivate teachers to innovate and engage in continuous professional development, ultimately benefiting student learning outcomes (Vermeulen et al., 2022). Furthermore, the growing emphasis on distributed leadership underscores the value of shared decision-making processes within educational institutions (Wang, 2021). This ongoing focus on leadership research demonstrates its critical role in addressing contemporary challenges in education, including equity, technology integration, and curriculum reform.

Despite the extensive body of research on leadership, no single study has succeeded in summarizing the characteristics of each leadership theory to develop a universally accepted or "perfect" leadership model. Leadership remains a complex and multifaceted phenomenon, with numerous theories offering distinct perspectives on how leaders emerge and succeed. To address this gap, a more specific and systematic review is necessary to analyze the foundational leadership theories and identify commonalities that could contribute to a more integrative framework. Key leadership theories such as the Great Man theory, trait theory, behavioral theory, and contingency theory provide valuable insights but approach leadership from different angles. The Great Man theory, for example, posits that leadership is an innate quality present in only a select few individuals who are naturally equipped to lead.

In contrast, trait theory emphasizes specific characteristics such as charisma, intelligence, and emotional stability that effective leaders tend to possess (Effendi et al., 2020). Behavioral theory shifts the focus from innate qualities to observable actions, arguing that leadership can be learned through training and practice (Ramachandran et al., 2024). Contingency theory, meanwhile, highlights the importance of situational factors, suggesting that the effectiveness of a leadership style depends on the context in which it is applied. Understanding the similarities and intersections between these theories can lead to the development of a more comprehensive and holistic leadership model. For instance, combining trait and behavioral perspectives might reveal how inherent qualities interact with learned behaviors while integrating contingency theory could provide a framework for adapting leadership styles to diverse environments. Such an approach would advance both theoretical understanding and practical application in leadership studies.

The exploration of TL theory necessitates a comprehensive understanding of its roots, which lie in earlier leadership theories and practices. Leadership, as a concept, has evolved significantly over time, shaped by societal needs, cultural shifts, and advancements in thought. To grasp the essence of TL theory, it is essential to trace its foundations back to the earliest conceptualizations of leadership in prehistoric societies. These original definitions and practices provide critical insights into the evolution of leadership traits, styles, and their impact on communities.

Early leadership theories, such as the *Great Man* theory, proposed that leaders were born with inherent qualities, such as charisma, courage, and intelligence, which distinguished them from others (V., 2021). This perspective was rooted in historical narratives of influential figures who shaped civilizations. As societies progressed, trait theory emerged, suggesting that specific personal attributes, such as self-confidence, honesty, and adaptability, played a crucial role in effective leadership (Salehi et al., 2022). These theories laid the groundwork for modern leadership models by emphasizing the importance of individual characteristics in shaping leaders' success. Behavioral theories, developed in the mid-20th century, marked a paradigm shift by focusing on leaders' actions rather than their inherent traits. These theories suggest that

leadership skills can be acquired and refined through practice, training, and experience (Møller, 2022). Following this, contingency theories introduced the idea that the effectiveness of leadership styles depends on situational factors, such as the nature of tasks and the dynamics of teams (Rodić & Marić, 2021). Transformational leadership theory, first conceptualized by Burns (1978) and further developed by Bass (1985), built upon these earlier theories by highlighting the role of leaders in inspiring, motivating, and transforming their followers to achieve shared goals. TL leaders are characterized by their vision, passion, and ability to foster innovation and collaboration within their organizations (Alghamdi & Hegazy, 2022).

Understanding the historical development of leadership theories provides valuable context for exploring the principles of TL. By examining the interplay between innate traits, learned behaviors, and situational adaptability, researchers and practitioners can gain a deeper understanding of how transformational leaders influence organizational success and societal progress. This historical perspective highlights the enduring role of leadership in addressing the evolving needs of human societies. Preliminary studies on leadership suggest that it is an inherent, natural trait that must exist in every leader and cannot be fully cultivated through education or training. This perspective stems from early leadership theories, particularly the "Great Man" theory, which posits that specific individuals are born with exceptional qualities that make them natural leaders (Rodić & Marić, 2021). Proponents of this theory often cite historical figures such as Napoleon Bonaparte and Genghis Khan, as well as other influential leaders whose innate abilities significantly contributed to shaping the course of world history. These individuals are believed to possess charisma, decisiveness, and vision—qualities that cannot be easily taught or replicated.

The "Great Man" theory was one of the earliest attempts to define and understand leadership by emphasizing its biological and genetic roots (Rodić & Marić, 2021). It assumes that leadership is an extraordinary quality found in only a few, often manifesting during times of crisis or significant societal change. For example, Napoleon's military genius and strategic vision are frequently cited as evidence of his natural leadership abilities. In contrast, Genghis Khan's ability to unify and command vast territories further supports the idea of innate leadership traits (Bass & Avolio, 1994). This belief in leadership as a natural trait led to the development of trait-based leadership theories, which focused on identifying specific characteristics associated with successful leaders. Traits like intelligence, self-confidence, and sociability are consistently linked to effective leadership. While these traits may be refined through experience, the foundational idea remains that they are primarily innate rather than acquired. However, this perspective has been critiqued for its limitations. Modern leadership theories, such as behavioral and situational approaches, argue that leadership can be developed through learning and adapting to different contexts (Cruz-González et al., 2021).

Nevertheless, the "Great Man" theory remains significant as a foundational framework in leadership studies, offering insights into the historical understanding of leadership as a natural phenomenon. In conclusion, while the "Great Man" theory emphasizes leadership as an innate quality, contemporary research highlights the importance of balancing natural traits with learned behaviors. Understanding these early theories provides a basis for appreciating the complexities of modern leadership practices.

A new leadership model that encompasses transformational, transactional, democratic, and authoritarian leadership styles can be applied at various educational levels to improve school performance in Indonesia. Principals play a crucial role in shaping and developing a conducive learning environment, which is fundamental for fostering student success and teacher growth. According to Banks et al. (2016), schools can be categorized into two types: learning-enriched schools, which promote a thriving educational climate, and learning-deficient schools, which struggle to support effective learning. This distinction underscores the significance of effective leadership in fostering a culture of continuous improvement. Transformational leadership is widely recognized in educational literature as the most effective leadership style in managing change. Transformational leaders inspire and motivate their teams by fostering a shared vision, encouraging innovation, and addressing individual needs. These qualities are particularly critical in today's rapidly evolving educational landscape, where principals must navigate technological advancements, diverse student needs, and shifting pedagogical paradigms. Therefore, adopting transformational leadership is essential for principals to create dynamic and resilient learning environments. Table 1 shows the implementation of transformational leadership in Indonesia and the results of the respective studies.

**Table 1.** Principal transformational leadership in Indonesia.

No.	Title	Author and Year	Method	Result
1	Develop Leadership Style Model for Indonesian Teacher's Performance in Education 4.0 Era	(Kadiyono, 2024)	Quantitative	According to the study's findings, teachers' performance is positively and significantly impacted by transformational leadership.
2	Role of transformational leadership in education 4.0.	(Maulana & Prestiadi, 2023)	Literature Review	The function of transformative leadership is to occupy a strategic stance in the face of Education 4.0. Building dedication and knowledge among all parties involved in educational institutions to realize their potential and employ information, communication, and technical advancements in the teaching and learning process is the foundation of transformational leadership.
3	Transformational Leadership and Teacher Empowerment in Education Transformation 4.0	(Sihotang et al., 2022)	Quantitative	Using transformational leadership to reform education According to 4.0, principals must possess the following skills: (1) be able to influence members to trust and respect them; (2) be able to alter members' expectations by boosting confidence in the use of technology to solve problems; (3) encourage members to be more creative and innovative; and (4) take into account members' needs to grow as individuals.
4	Principal's Leadership	(Nurhayati &	Qualitative	Following the democratic



No.	Title	Author and Year	Method	Result
	in Facing the Revolutionary Industry 4.0: The Sociological Perspective of Education	Sudarsyah, 2021)		transformation of the school principal's leadership style, the principal's diverse knowledge and abilities in the age of the Revolution 4.0 industry must be reinforced, particularly in areas such as technology and entrepreneurship competency.
5	Principal's Leadership Strategy in Facing the Digital Era 4.0	(Achadi, 2022)	Qualitative	The principal's approach is to enhance the caliber of human resources in the ICT sector, focusing on infrastructure and facilities. This involves being open to new developments to address issues that will arise in the digital 4.0 era, responding swiftly to changes in this era, and being process- and result-oriented – understanding the four Cs: collaboration, communication, creativity, and critical thinking.
6	Principal's Leadership in Facing the Revolutionary Era 4.0: Educational Management Perspective	(Halimah & Andayani, 2024)	Qualitative	As a result of the shift, the headmaster's leadership style becomes more democratic. Additionally, in the era of the Fourth Industrial Revolution, the principal's knowledge and abilities must be enhanced, particularly in the areas of technology and entrepreneurship.
7	Develop Model of Transactional, Transformational, Democratic and Autocratic Leadership Style for Indonesian School Performance in Education 4.0 Era	(Lusitania et al., 2023)	Qualitative	Teachers' performance is positively and significantly impacted by transactional, transformational, democratic, and authoritarian leadership styles. In the context of Education 4.0, this study offers a novel model for primary school teacher leadership that can serve as a guide for future studies and be expanded upon at different school levels and in other contexts.
8	Effect of Leadership Style Toward Indonesian Education Performance in Education 4.0 Era: A Schematic Literature Review	(Suyudi et al., 2022)	Systematic literature review	According to the findings of the systematic literature review, the leadership models presented in the six articles – transformational, charismatic, bureaucratic, democratic, and transactional – have a favorable and noteworthy impact on the performance of educational institutions.
9	The Influence of Transformational Leadership, Job Satisfaction, and Organizational	(Tanjung et al., 2021)	Quantitative	Teacher performance is positively and significantly impacted by transformational leadership, job happiness, and organizational citizenship behavior. Through

No.	Title	Author and Year	Method	Result
	Citizenship Behavior on The Performance of Islamic School Teachers			transformational leadership, job satisfaction, and organizational citizenship, this new study presented a paradigm for enhancing the performance of Islamic school teachers in Jakarta.
10	Did Transformational and Transactional Leadership Styles and Organizational Learning Influence the Innovation Capabilities of School Teachers during the COVID-19 Pandemic?	(Wimbo Wiyono et al., 2024)	Quantitative	Teachers' capacity for innovation is positively and significantly impacted by transformational leadership. This new study offers a paradigm for enhancing teachers' capacity for innovation through organizational learning and transformational and transactional leadership.
11	The Influence of the Principal's Transformational Leadership Style on Educational Implementation.	(Hasanah & Efendi, 2024)	Quantitative	The transformational leadership style of the principal has a significant impact on teachers' motivation and performance.
12	The Transformational Leadership of the Principal at SMP Muhammadiyah Semin.	Hasanah E. (2024).	Qualitative	The implementation of transformational leadership can improve the quality of the school and foster community trust.
13	The Transformational Leadership of the Principal in Facing Changes in Educational Paradigms.	(Suryana, 2022)	Qualitative	The principal must be able to play a role in the shift of educational paradigms through transformational leadership.
14	The Transformational Leadership of the Principal in Improving Education Quality in the Era of Society 5.0.	(Adolph, 2016)	Qualitative	The transformational leadership model of the principal is efficacious in improving the quality of education in the era of Society 5.0
14	The Transformational Leadership of the Principal in the Implementation of the Merdeka Curriculum.	(YULIANA, 2024)	Qualitative	The transformational leadership of the madrasah principal plays a role in the implementation of the Merdeka Curriculum.
15	The influence of transformational leadership on knowledge sharing of teachers: the roles of knowledge centered culture and perceived organizational support	(Hoang & Le, 2024)	Qualitative	This study explores the transformative role of organizational learning (OL) as a strategic enabler in enhancing operational performance (OP) within Indonesian state-owned enterprises (SOEs). Drawing upon dynamic capability theory, the research empirically investigates the mediating role of OL in the relationship between leadership capability (LC), strategic flexibility

No.	Title	Author and Year	Method	Result
				(SF), and OP. Utilizing structural equation modeling on data collected from 234 top- and middle-level managers, the findings reveal that OL significantly mediates the effect of LC and SF on OP. The study underscores the importance of cultivating organizational learning to foster agility and competitiveness, thereby offering critical insights for policymakers and practitioners aiming to improve SOE performance in dynamic environments.
16	Assessing the readiness of Indonesian vocational high school teachers in implementing artificial intelligence-based learning: a case study	(Tang, 2025)	Quantitative	This study examined the readiness of Indonesian vocational high school teachers to adopt AI-based learning. The results indicate that teachers generally hold positive attitudes and recognize the benefits of AI; however, their knowledge and experience remain limited. To support effective implementation, schools need to provide training, access to AI tools, and institutional support.
17	Secondary school principals' adaptive leadership practices amid the quality education crisis in Amhara regional state, Ethiopia	(Alene et al., 2025)	Quantitative	This study examines how secondary school principals employ adaptive leadership to address the crisis in educational quality, utilizing Northouse's Adaptive Leadership Model and a qualitative, phenomenological approach. The findings reveal that while principals commonly practice dimensions such as "getting on the balcony" and "giving the work back," other behaviors like regulating distress and protecting leadership voices are less developed. The study emphasizes the need for leadership training that integrates local knowledge with policy frameworks to enhance principals' adaptive capacity in tackling complex educational challenges.
18	Effects of college students' perceived transformational leadership of physical education teachers on their exercise adherence: Serial-mediated roles of	(Ke et al., 2025)	Quantitative	This study examines the adaptive leadership practices of secondary school principals in addressing the educational quality crisis in the Amhara region. The findings show that while principals effectively practice some adaptive leadership dimensions, such as stepping back

No.	Title	Author and Year	Method	Result
	physical self-efficacy and exercise motivation			and giving work back, other areas, like regulating distress and protecting leadership voices, are weakly implemented. The study emphasizes the need for leadership training that integrates local knowledge with policy to enhance principals' capacity to manage complex educational challenges.
19	The Interplay between Transformational Leadership and Organizational Justice in Enhancing Job Satisfaction in Traditional Chinese Medicine Vocational Colleges in China	(Xiaoqing Sukumaran, 2025)	& Quantitative	This study examines the relationship between Transformational Leadership, Organizational Justice, and Educator Satisfaction in Traditional Chinese Medicine (TCM) vocational colleges in China. The findings reveal that Transformational Leadership positively influences both Organizational Justice and Educator Satisfaction, with Organizational Justice also serving as a partial mediator in this relationship. These results underscore the importance of leadership practices that promote fairness to enhance job satisfaction, offering practical insights for improving vocational education environments.

## Discussion

The concept of OH is linked to school culture through several indicators, particularly about the prevailing views that principals and instructors hold about student autonomy. The values, customs, and expectations that influence relationships within the school community are reflected in the school culture. Research on schools as social systems frequently identifies a variety of behavioral and disciplinary issues, as well as hostile or competing student subcultures (Sasaki et al., 2024). Student conduct and management are crucial aspects of school life that significantly impact the overall atmosphere and effectiveness of teaching and learning procedures. OH offers a helpful framework for evaluating these dynamics, including information on how well a school handles difficulties, encourages teamwork, and upholds a pleasant environment. Using the idea of OH, school administrators may be more effective. School administrators can better assess and improve the organizational functioning of the school, efficiently handle student-related concerns, and foster a supportive and effective learning environment by implementing the OH concept.

Students often reflect traditional characteristics shaped by their parents' appearance, behavior, and social status, which influence their interactions within the school environment. Teachers with a caregiving orientation frequently perceive schools as



autocratic organizations governed by a rigid student-teacher status hierarchy (Sudiro & Rahayu, 2017). In such environments, power and communication flow primarily in a top-down manner, where students are expected to accept teachers' decisions unquestioningly. This dynamic fosters a lack of dialogue and mutual understanding between teachers and students. Moreover, some teachers fail to interpret the underlying causes of students' behavior, notably when it deviates from expectations. Instead, they view disruptive behavior as a form of personal disrespect or defiance rather than an opportunity for intervention and support. Such perceptions and practices may hinder the development of a favorable school climate, ultimately affecting both organizational health and students' academic and social outcomes. Students frequently exhibit conventional traits influenced by their parents' social standing, behavior, and appearance, which affects how they interact with others in the classroom. Caregiving-oriented teachers often view schools as authoritarian institutions with a strict student-teacher status structure. Power and communication are largely top-down in these settings, and students are expected to accept the judgments made by their teachers without question (Prasetyo & Fadhilah, 2022). Teachers and students lack communication and comprehension as a result of this interaction. Furthermore, some educators struggle to identify the root causes of their pupils' behavior, especially when it deviates from expectations. Rather than seeing disruptive conduct as an opportunity for help and intervention, they view it as a sign of defiance or personal contempt.

Such attitudes and behaviors could hinder the development of a supportive school environment, ultimately impacting the academic and social success of students, as well as the organization's health. The theory states that the first and most important factor in guaranteeing OH is institutional integrity. A cohesive organization with goals in line to successfully address educational needs is fostered by integrity in schools. Ultimately, this alignment leads to improved facilitation and enhanced outcomes by providing more precise instructions for controlling and guiding students (Bass & Avolio, 1994). Since transformational leadership places a great emphasis on idealized influence, it is closely related to the OH component of institutional integrity. Transformational leaders set an example of accountability and moral conduct that encourages educators to follow suit. Consequently, this enhances the overall efficacy and integrity of the organization. Integrating aspects of spirituality and organizational climate improves OH in the communication setting (Sudiro & Rahayu, 2017). Teachers and staff develop deeper, more meaningful relationships as a result of this unification, which also helps them feel like they have the same goal. Three essential elements—idealized influence, inspirational motivation, and personalized consideration—can be utilized to enhance OH from the perspective of the TL. A friendly and cooperative atmosphere is fostered by leaders who inspire people with a clear vision and embody strong values.

Furthermore, leaders who communicate with each employee individually, recognizing their individual needs and contributions, foster loyalty and trust. The organizational atmosphere is positively impacted by such leadership approaches, which foster open communication, mutual respect, and a greater sense of group dedication. The TL component has a substantial impact on academic success and overall health. The academic emphasis in TL aligns with the objectives of the educational institution, providing leaders and teachers with a clear, targeted path. This alignment fosters a culture of continual improvement by ensuring that efforts are directed toward pertinent and significant objectives. Academic success is facilitated when leaders exhibit transformational traits, such as encouraging others and articulating a clear goal. By

inspiring educators and staff, TL promotes organizational well-being and enhances student achievement since everyone collaborates to achieve shared learning objectives.

TL theory views leadership as a collaborative effort where a leader fosters a sense of unity and cooperation among followers by exhibiting positive behaviors and enhancing their motivation to achieve shared objectives. According to Bass and Avolio (1994), transformational leaders inspire their followers by articulating a clear and compelling vision, empowering them to realize that vision, and providing the necessary resources to unlock their full potential. These leaders act as role models, advocates for positive change, and facilitators of an environment that aligns individual aspirations with organizational goals. Transformational leadership is characterized by four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). Through idealized influence, leaders serve as ethical and charismatic figures, inspiring trust and respect. Inspirational motivation involves communicating a vision that motivates followers to exceed their expectations. Intellectual stimulation encourages creativity and problem-solving, fostering innovation within the organization. Lastly, individualized consideration ensures that leaders attend to the unique needs of each team member, promoting personal growth and development (Bukko, 2022). This leadership style fulfills both basic and higher-order needs of employees. Transformational leaders not only motivate followers to perform beyond their perceived limits but also cultivate a culture of continuous improvement and innovation.

A review by Shafique and Beh (2017) highlights that, in prehistoric societies, leadership was perceived as a heroic trait that distinguished one group as superior to others. This perspective gave rise to the "Great Man" theory, which posits that leaders are born with innate qualities that enable them to exert influence and drive collective success. Historical figures such as Alexander the Great and Julius Caesar are often cited as exemplars of this theory, as their natural charisma and decisiveness played pivotal roles in their leadership (Carlyle, 1841). This foundational theory offers valuable insights for contemporary leadership studies, particularly when compared to Transformational Leadership. Both frameworks emphasize the importance of *idealized influence*—a core component of TL—where leaders serve as role models and inspire trust and admiration among their followers (Bass & Riggio, 2006). Idealized influence in transformational leadership parallels the heroic traits described in the "Great Man" theory, suggesting that effective leadership often relies on a combination of innate qualities and situational application. It highlights the idea that leaders are born, not made, with unique natural traits, making it one of the earliest concepts of leadership. The "Great Man" viewpoint gave rise to trait theory, which methodically pinpoints the essential qualities required for successful leadership. Early scholars in this area developed lists of qualities they felt were essential for success, including charisma, intelligence, and decisiveness. This method set the stage for later research on the connection between leadership effectiveness and personality.

The traits described in this theory highlight people's capacity to possess a remarkable work ethic, exhibiting both excellent performance and a strong commitment to their assignments. Additionally, leaders are expected to possess steadfast integrity, which forms the basis for moral decision-making and fosters followers' trust. They must also demonstrate exceptional knowledge and proficiency in their respective domains, enabling them to mentor and motivate others effectively. The theory also emphasizes the importance of having insight that transcends social conventions, enabling leaders to

make informed decisions. Lastly, it is believed that effective leadership requires the capacity to foster loyalty and trust among people (Salehi et al., 2022). This review is among the earliest studies to explore the implementation of TL in school settings. As such, it is expected to serve as a critical resource for officials responsible for guiding and supporting principals and teachers. The primary aim is to foster a stronger relationship between school administrators and educators, addressing the challenges encountered in the educational landscape. This study examines the link between the challenges faced by principals in applying TL principles and the resulting impact on the OH of their schools. By investigating this relationship in depth, the review provides valuable insights into how leadership practices influence the overall effectiveness and climate of educational institutions. The findings are anticipated to inform district and state-level administrators, enabling them to design targeted professional development programs. Such programs would specifically address the unique difficulties faced by school leaders and educators, thereby enhancing their leadership capacities and fostering healthier school environments. Additionally, the study emphasizes the importance of aligning leadership strategies with the specific needs of schools, ensuring that both headmasters and teachers are better equipped to navigate the dynamic challenges of modern education. This contribution is essential for advancing leadership practices and improving educational outcomes.

OH within the school context is closely linked to school culture, particularly in terms of student control, teacher-student dynamics, and perceptions of student behavior. OH serves as a critical framework for evaluating the effectiveness of school management in fostering a positive and collaborative learning environment. TL plays a pivotal role in enhancing OH through its four core components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders motivate teachers by articulating a clear vision, offering individualized support, and cultivating a culture of innovation and trust. This leadership style strengthens organizational effectiveness and contributes to improved student academic outcomes.

Furthermore, the study highlights the connection between early leadership theories, such as the Great Man Theory and TL, both of which emphasize the importance of innate characteristics and moral integrity in leadership. In educational settings, the implementation of TL principles by school leaders has a significant influence on organizational health and the overall success of the teaching and learning process. This study is expected to serve as a valuable reference for policymakers in designing leadership development programs tailored to the specific needs of schools.

## CONCLUSION

**Fundamental Finding:** This review finds a relationship between the OH components outlined by Hoy and Miskel and the elements of TL as presented by Bass. This relationship is crucial, as it forms the basis for this study. It is discovered that the four main TL dimensions—idealized influence, intellectual stimulation, inspirational drive, and individualized consideration—align with the elements of OH, which include academic emphasis, collegial leadership, teacher interpersonal relationships, and institutional integrity. **Implication:** This review supports a more integrated perspective by connecting these theoretical frameworks, enabling future studies to focus on specific issues in educational leadership. Promising insights on creating healthier organizational environments and successful leadership in educational institutions can be gained from

the synthesis of TL and OH. **Limitation:** The absence of reviewable empirical research and the inaccessibility of some papers are limitations of the research. **Future Research:** This highlights the need for more precisely specified study parameters to ensure that investigations remain relevant and focused. Furthermore, although the idea of OH has been widely used in the context of business organizations, little is known about its application in the educational field. This discrepancy highlights the importance of continually refining our understanding of OH to better align with educational contexts.

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