



## **THE EFFECTIVENESS OF TRANSFORMATIONAL LEADERSHIP IN IMPROVING STAFF PERFORMANCE OF PRIVATE PRIMARY SCHOOLS IN PHNOM PENH, CAMBODIA**

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**Abstract:** Principals from the primary levels upward are failing to share leadership understanding, skills, and attitudes with staff, and many school principals are facing significant issues with leading their schools. Principals need to have knowledge of leadership and know how to improve their staff performance. The research established the correlation between transformational leadership and staff performance at private primary schools in Phnom Penh, Cambodia. This research used the Pearson correlation coefficient and a quantitative approach in SPSS version 25 with 100 respondents from private primary schools. As a result, this study answered the research hypotheses that there were statistically significant positive correlations between transformational leadership and staff performance ( $r = 0.44$ ,  $p = 0.01$ ). The findings are carefully examined and significant, and the results proved that the research is fruitful and achievable in improving staff performance in Cambodia. For future studies, researchers should apply different leadership styles to improve principals' leadership in Cambodia.

**Keywords:** Transformational Leadership, Staff Performance, School Principals

**Abstrak:** Kepala sekolah dari tingkat dasar ke atas gagal berbagi pemahaman, keterampilan, dan sikap kepemimpinan dengan staf, dan banyak kepala sekolah menghadapi masalah signifikan dalam memimpin sekolah mereka. Kepala sekolah perlu memiliki pengetahuan tentang kepemimpinan dan mengetahui bagaimana meningkatkan kinerja stafnya. Penelitian tersebut menetapkan korelasi antara kepemimpinan transformasional dan kinerja staf di sekolah dasar swasta di Phnom Penh, Kamboja. Penelitian ini dilakukan dengan menggunakan koefisien korelasi Pearson dan pendekatan kuantitatif dalam SPSS versi 25 dengan 100 responden dari sekolah dasar swasta. Hasilnya, penelitian ini menjawab hipotesis penelitian bahwa terdapat korelasi positif yang signifikan secara statistik antara kepemimpinan transformasional dan kinerja staf ( $r = 0,44$ ,  $p = 0,01$ ). Temuan diperiksa dengan cermat dan signifikan, dan hasilnya membuktikan bahwa penelitian ini bermanfaat dan dapat dicapai dalam meningkatkan kinerja staf di Kamboja. Untuk penelitian selanjutnya, peneliti harus menerapkan gaya kepemimpinan yang berbeda untuk meningkatkan kepemimpinan kepala sekolah di Kamboja.

**Kata Kunci:** Kepemimpinan Transformasional, Kinerja Staf, Kepala Sekolah

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## **INTRODUCTION**

The principal's leadership style, skills, and abilities can significantly affect how well teachers do their jobs, how well lessons are taught, and how well students do in school. Principal development should therefore be high on the action agenda for preparing school leaders. Moreover, school leaders play a crucial role in defining school goals and ensuring those goals are achieved, monitoring and evaluating teacher performance, improving

teacher knowledge and practice, and planning teacher professional development (Guerin et al., 2013).

In Cambodian schools, principals are the most influential educators. Yet, these principals must be able to coordinate, create, and improve their school's work planning based on knowledge, resources, community support and engagement, and encouragement from other leaders and managers to succeed. Based on this, Cambodian school leaders may be taking on greater responsibility. However, these principals have never received formal leadership training. Instead, based on their teaching experience, they run their schools. In light of this, it would be vital and beneficial to examine what Cambodian principals, especially private primary school principals, require regarding leadership development (Long, 2015). Although primary school principals are acutely aware of the benefits of staff performance, several factors continue to affect staff performance.

Critical factors include but are not limited to limited availability of staff performance data, lack of time and financial resources on the part of teachers, disagreement over the relevance of the content of staff development programs to their teachers' individual needs, poor attitude issues, a lack of cooperation from principals, and acceptable qualifications (Ngala & Odebero, 2010). There is no formal requirement for principals to be trained as leaders. The lack of well-trained school principals and teachers is the most critical problem that needs immediate attention for safe primary education (Long, 2015). The role of the school principal depends on how well his staff can do their jobs. The principal's leadership pays close attention to teachers and is open, calm, adaptable, smiley, sympathetic, and understanding, and believes the teachers can finish the jobs given with a feeling of happiness and responsibility.

According to previous research, it was found that Transformational leadership has a significant effect on how well teachers do their jobs. It means the teachers' performance will improve as the principal's ability to change things improves. In addition, the professional principal will keep an eye on how teachers and students look at school, give positive feedback to help improve and develop systems and learning methods and encourage students and teachers to use time and resources to learn effectively and creatively (Andriani et al., 2018). Furthermore, school principals are also role models for changing difficult situations and being accountable to support, such as teachers, staff, and students. School principals inspire teachers, staff, and stakeholders and encourage them to operate the school properly with a godly attitude of encouragement. Transformational leaders are crucial for enhancing the job performance of employees. They achieve this by training their staff, scheduling meetings with their subordinates, and seeking their employees' opinions. In addition to those mentioned above, transformational leaders motivate and inspire their followers, resulting in more fantastic job performance (Jyoti & Bhau, 2015).

Changing culture and beliefs sets values for the organization. It also differentiates performance levels, inspires staff to go above and beyond, and recognizes the worth and scale of various leadership styles. Transformational leadership emphasizes ethics, norms, principles, and long-term goals to transform subordinates into leaders. It symbolizes addressing and treating individual needs with humanity, encouraging employees to exceed

their initial expectations, enhancing productivity, and influencing employees to support the institution's objectives and ambitions (AL-Awamleh, 2020). Transformational leadership promotes followers and independent ideas by enhancing culture. Workplace success and capacity-building are fostered by Transformational leadership. Hence, staff performance includes a wide range of organizational actions that affect job performance. Task and contextual variables were established through cultural and job-related studies (Jyoti & Bhau, 2015; Carlos & Rodrigues, 2016).

The researcher wants to discover how Transformational leadership affects staff performance in private primary schools in Phnom Penh, Cambodia. It is to fill the gaps where studies have not yet been done before. Furthermore, the research hypothesis declares H01: There is no relationship between staff performance and Transformational leadership. There are eight more sub-hypotheses to support the research hypothesis, which will be mentioned in the findings and discussion section.

## **LITERATURE REVIEW**

With little help from the private sector and a partnership that still needs to perform the watchdog role, the Ministry of Education, Youth, and Sport (MoEYS) has made limited development in implementing accountable actions at the district and school levels (Kim & Rouse, 2011).

### **Educational System during Pol Pot Regime**

The Khmer Rouge abolished formal education in 1975; they banned it, burning teaching materials, textbooks, and publishing firms seen as symbols of the monarchy and capitalist socioeconomic order that their revolution meant to overthrow. Schools and universities were closed, and some structures were repurposed. Thousands of skilled principals, teachers, professors, researchers, and technicians died of sickness or malnutrition during this period. Educators and other members of the educated classes who managed to survive the upheaval departed the nation. The Khmer Rouge had destroyed all social institutions in the years before, pushing the population to live communally and engage in collective agriculture for their basic survival. Due to the significant loss of intellectuals as a result of famine, hard labor, and summary execution, education was provided by teachers with limited material and pedagogical competence, and school buildings were either closed down or destroyed (Bunlay et al., 2010; Ogisu & Williams, 2016).

### **Primary Education in Cambodia**

Over the past five years, primary school net enrolment has increased to 98% and completion to 80%. Primary schools are found worldwide and are growing. In 2017–18, 532 unfinished and 53 disadvantaged schools closed. The MoEYS Education Conference reported that more students started school at the correct age. It illustrates that Cambodians value education, that schools are accessible to their homes, and that schools are pleasant, especially in distant and destitute locations. The dropout and repetition rates also demonstrate that primary education has improved over the past five years.

Nonetheless, Grade 6 primary school dropouts are high (MoEYS, 2019). MoEYS's website distributed films on Khmer language teaching methods for grades 1, 2, and 3. It

also delivered reading standards to teachers in Grades 1, 2, and 3, principals, and district training and monitoring teams, and provided training on Khmer subject teaching approaches and other methods (MoEYS, 2019).

### **Roles of Primary School Principals**

The principal traditionally communicates high standards to teachers and students, supervises instruction, monitors assessment and student achievement, coordinates the school's curriculum, promotes an atmosphere of learning, and fosters a supportive work environment. In recent years, principals have moved from “inspectors of teacher competency” to “facilitators of teacher growth.” This shift involves working with instructors to encourage reflection, conversation, professional development, and learning communities (Mestry et al., 2014).

### **Private Primary Schools**

Private schools: (a) chose their students and parents; (b) did not have teachers who were part of a union; (c) raised money through tuition and donations; (d) had a smaller bureaucracy; and (e) did not have to take part in federal and state-mandated activities related to educational policy. Private schools offer pre-primary, primary, secondary, technical, and vocational education. Teachers and principals implement the most curriculum. The essential aspect of the curriculum is its flexibility, which allows administrators to change implementation methods. Principals' abilities determine this. Most good schools are rated by kids' standardized test performance, resources, and opportunities. Curriculum management by an administrator determines a school's success. So, administrators' curriculum management methods must be examined and criticized to improve schools (Pilli, 2014).

### **The Policy of the Ministry of Education, Youth, and Sport and the Constitution of the Kingdom of Cambodia**

MoEYS has four key policies from which sub-policies and initiatives have developed. The Department of Planning, MoEYS publishes the Chart of Education Indicators every year, which includes these noteworthy initiatives from 1996. The chart's format and content have changed, but MoEYS' policy section has not: (i) universalize nine years of primary education and develop chances for functional literacy; (ii) modernize and improve education through effective reform; (iii) link education/training with the job market and society; and (iv) rehabilitate and develop the youth and sport subsector (Okado et al., 2003). Education is covered in the 1993 Kingdom of Cambodia Constitution. “The State shall provide primary and secondary education to all individuals in public schools,” according to Article 68 of the Constitution, safeguarding citizens' rights to quality education through a standardized system. Implementing agencies can also change curriculum, pedagogy, and foreign languages to better education. The state has complete control over public and private schools, it underlines. State-provided primary and secondary education is mandatory for all people. In some policy documents, the word “free” has been added to this stipulation (Okado et al., 2003).

### **Transformational Leadership (TL)**

This leadership style clarifies the corporate mission, encourages staff to take chances, finds creative approaches to problems in the workplace, and drives staff to accomplish

goals. Positive interpersonal relationships are the foundation of this brand of influential leadership. Communication is king, too. The “transformation” dimension refers to the courage and willingness of our staff to adapt to their jobs and become more innovative (Authors, 2015). Transformational leadership is the concept of inspiring staff to work towards their firm’s goal or vision. Transformational leaders will create, communicate, and act as role models for their teams (Pongpearchan, 2016).

TL refers to a strategy in which leaders inspire their members to pursue organizational objectives and priorities that go beyond expectations. Transformational leaders will change organizations through their vision for the future and allow staff to move organizations from low-performance to decent and higher through clear views and Transformational leadership. Furthermore, transformational leaders have dedicated themselves to staff needs and are convinced they will improve their challenges, emotions, and negative points (Jensen et al., 2020). On the other hand, the Transformational leadership style has its own four dimensions: idealized influence, Individual Consideration, Intellectual stimulation, and Inspirational motivation (Jha & Malviya, 2017; Shafi et al., 2020).

### **1. Idealized influence**

These leaders are more competent, consistent, and determined. This characteristic makes corporate managers steadier and more risk-taking. They possess superior honesty and determination. Leaders provide responsibilities to followers out of respect for them. In this context, followers do their obligations and strive to reach the objective. It is how leaders inspire their teams.

### **2. Inspirational motivation**

They inspire others to succeed. Leaders inform followers of upcoming events and the organization’s future aims and vision. Leaders encouraging followers to voice new ideas gives them the confidence to express their inner sentiments and unique ideas (Jha & Malviya, 2017; Shafi et al., 2020).

### **3. Intellectual stimulation**

Leaders believe followers have enough capacity to succeed. Leaders praise creative followers but do not blame them if they do not follow. Intellectual stimulation improves problem-solving skills, creative thinking, and problem-solving. However, it encourages challenging the current quo and using much imagination. They ignore other influences and focus on the task in this situation. Hence, issue resolution motivates followers.

### **4. Individualized consideration**

Leaders focus on people. Followers enjoy the unique direction. Leaders help teams achieve goals and receive money and praise. Face-to-face communication benefits leaders and subordinates. Leaders might give followers projects and feel like they are learning this leadership dimension. On the other hand, leaders gave them discretionary rights to satisfy job demands and follow directions, so they desired to work and prove themselves.

### **Staff Performance**

Employee performance is best judged using both announced and unannounced tools. Such instruments must be designed for a specific situation (Courson et al., 2014). Performance is viewed as the result of completing a physical, material, non-physical, or

non-material task. Performance results from the individual's work output in terms of quality and quantity (Lee & Hidayat, 2018). Two types of job performance exist Task performance and Contextual performance. Examine first the most common features emphasized in the studies analyzed: job knowledge, organizational skills, efficiency, tenacity, cooperation, organizational consciousness, personal attributes, and interdependence. Work knowledge, organizational skills, and efficacy are the three components of task performance. Moreover, Contextual performance involves sustained effort, cooperation, organizational conscientiousness, personal characteristics, and interpersonal and relationship abilities (Carlos & Rodrigues, 2016).

### **1. Task performance**

Task performance covers all employee actions and activities that must be done formally in the working process and knowledge and facts about job principles. It covers actions that contribute to a company's fundamental transformation and maintenance tasks, such as creating items, selling products or services, obtaining inventories, managing subordinates, or delivering services (Adler & Benbunan-Fich, 2012; Koopmans, 2014; Jyoti & Bhau, 2015).

### **2. Contextual performance**

Contextual performance refers to employees' activities that require them to engage and cooperate with others and perform them in ways that go beyond their job description to complete job-specific duties. Contextual behaviors increase communication and social interaction and lessen tension and disruptive emotions (Jyoti & Bhau, 2015).

## **Theories Related to Transformational Leadership and Staff Performance**

### **The path-goal theory on transformational leadership**

Path-Goal Theory says leaders make workers happy. Management ensures personnel performs well and with increasing demand. According to the Path-Goal Theory, influential leaders improve Staff performance by providing information, support, and resources (Oyebisi & Akinlabi, 2013). By the Path-goal Theory, leaders can adopt any of the following four leadership styles, or a mix together, based on subordinate characteristics and contextual factors: (1) Direct leadership needs leaders to effectively communicate goals, timetables, regulations, and processes to followers. (2) Supportive leadership encourages subordinates to approach their leader. (3) Participative leadership includes all members in the decision-making process. (4) Leadership focused on achieving results inspires sustained excellence (Bans-akutey, 2021).

### **Socioanalytic theory on staff performance**

Researchers use Socioanalytic theory and thorough meta-analyses to consider what is known about personality and leadership, job performance, and work behavior (Gottlieb & Gøtzsche-Astrup, 2020). Socioanalytic theory tries to determine how managers' social skills affect how they evaluate their subordinates' performance. At first, the socio-analytic theory was criticized because it needed to explain why superiors' assessments of subordinates' personality traits and job performance were often unclear and contradictory (Hogan et al., 1985).

## RESEARCH METHODOLOGY

### Research Design

The researcher chooses a quantitative research design, mostly collecting numbers to answer specific questions. Furthermore, it is quick and dependable, which appeals to many researchers (Yilmaz, 2013).

### Participants in the Research

The researcher applied simple random sampling because Lavrakas (2008) said it was an essential convenience for completing a survey design in quantitative research. Also, the researcher uses Qualtrics' sample size calculator to determine how many people should be in the sample. For example, when the population is 501, the sample size is 100 based on  $\pm 0.9\%$  of the desired level of precision (Naing, 2003). Also, the simple random sampling technique is applied in this study. Therefore, 100 teachers were randomly chosen from private primary schools in Phnom Penh.

### Data Collection

This study was conducted using a questionnaire as a tool. This questionnaire was given to private primary school teachers in Phnom Penh, Cambodia. Demographic data comes first, followed by Transformational leadership leaders (principals) and Staff performance (teachers). Moreover, the questionnaire is written in both Khmer and English. The researcher wants people to read each statement and tick the number that applies to them based on the rating scales such as 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

### Validity and Reliability

Section A contains teacher demographics, and Section B covers transformational leaders and Staff performance. The researcher also uses Sharma (2016)'s Cronbach's alpha ( $\alpha$ ) values and ranks to approve or reject questionnaire items, According to Table 1 (Leech et al., 2014).

Table 1. Cronbach's alpha ( $\alpha$ ) values and ranks to approve or reject questionnaire items

Variables	Cronbach's Alpha	No of Items
Transformational leadership (TL)	0.84	17
Staff performance (SP)	0.85	18

Cronbach's alpha shows that Transformational leadership (17 items) = 0.84 and staff performance (18 items) = 0.85. The above Cronbach's Alpha of 0.84 shows that TL is good, and SP is also good. Therefore, Cronbach's alpha from the above study indicates that all items in the questionnaire are reliable in this research.

### Data Analysis

SPSS version 25 is used to analyze the findings of a collection. Correlation, often known as correlation analysis, is a word used to describe the relationship or association between Transformational leadership and Staff performance. The correlation between the two variables is represented by the letter "r" and quantified as a number between -1 and 1. Zero indicates no correlation, whereas 1 shows a complete or perfect correlation (Nalband et al., 2016; Gogtay & Thatte, 2017; Akoglu, 2018).

## FINDINGS AND DISCUSSION

### Finding

#### Demographic Result

100 teaching staff responded to the questionnaire, which has three different sections.

Table 2. Gender, age and teaching grade

Respondents	Description	No of respondents	Percentage (%)
Gender	Male	20	20
	Female	80	80
	Total	100	100
Age	18-20	1	1
	21-23	20	20
	24-Up	79	79
	Total	100	100
Teaching Grade	Grade 1	24	24
	Grade 2	19	19
	Grade 3	12	12
	Grade 4	14	14
	Grade 5	14	14
	Grade 6	17	17
	Total	100	100

One hundred respondents answered the questionnaires, 20 percent men and 80 percent women. According to age group results, most respondents were 79 percent in the 24-and-up age group (79 percent), whereas the smaller 18–20 age group had just 1 percent, and the 21–23 age group had 20 percent. It can be interpreted from the above response that most teaching staff are in grade 1, equivalent to 24 percent of the total. And the next follow-up grade 2 respondents were 19 percent, but just 12 percent of the teachers in grades 3, 4, and 5 had the same respondents, at 14 percent. Furthermore, Grade 6 was the last grade of teaching staff. Finally, the majority of the gender is female (80%), the majority of the age group is 24-Up (79%), and the most taught grade is Grand 1 (24%).

#### Research Findings Based on Research Hypotheses

#### H<sub>01</sub>: There is no relationship between Staff performance and Transformational leadership

Table 3. The correlation coefficient between (TL) and staff performance (SP)

Variables	Correlation Coefficient	P-value
Transformational leadership Staff performance	0.44	0.00

Note: \*\* Correlation is significant at the 0.01 level (2-tailed).



The finding clearly demonstrated a correlation between TL and SP. The correlation analysis presented in Table 3 above ( $r = 0.44$ , with  $p = 0.00$ ) indicated that TL has a low positive relationship with SP.

#### **H<sub>0</sub>1.1 There is no relationship between TP and the Idealized influence of TL**

##### **1. Idealized influence of TL and TP of SP**

Table 4. The correlation coefficient between the idealized influence of TL and TP of SP

Variables	Correlation Coefficient	P-value
Idealized influence Task performance	0.24	0.01

Note: \*Correlation is significant at the 0.05 level (2-tailed).

The result clearly indicated that the correlation coefficient between the Idealized influence of TL and TP of SP was  $r = 0.24$ ,  $P = 0.01$ . Table 4 of the analysis shows that the correlation is weak.

#### **H<sub>0</sub>1.2 There is no relationship between Contextual performance and the Idealized influence of TL**

##### **2. Idealized influence of TL and Contextual performance (CP) of SP**

Table 5. The correlation coefficient between the idealized influence of TL and CP of SP

Variables	Correlation Coefficient	P-value
Idealized influence Contextual performance	0.42	0.00

Note: \*\* Correlation is significant at the 0.01 level (2-tailed).

The finding clearly demonstrated a correlation between the Idealized influence of TL and the CP of SP ( $r = 0.42$ ,  $p = 0.00$ ). The correlation analysis presented in Table 5 above indicated that it has a low positive relationship.

#### **H<sub>0</sub>1.3 There is no relationship between TP and the Inspirational motivation of TL**

##### **3. Inspirational motivation of TL and TP of SP**

Table 6. The correlation coefficient between the inspirational motivation of TL and TP of SP

Variables	Correlation Coefficient	P-value
Inspirational motivation Task performance	0.34	0.00

Note: \*\* Correlation is significant at the 0.01 level (2-tailed).

Table 6 proves the low positive correlation between TP and Inspirational motivation. The  $r = 0.34$  is a low positive correlation or a sustainable relationship with a very strong significant level of  $p = 0.00$ .

#### **H<sub>0</sub>1.4 There is no relationship between CP and the Inspirational motivation of TL**

##### **4. Inspirational motivation of TL and CP of SP**

Table 7. The correlation coefficient between the inspirational motivation of TL and CP of SP

Variables	Correlation Coefficient	P-value
Inspirational motivation	0.48	0.00

#### Contextual performance

Note: \*\* Correlation is significant at the 0.01 level (2-tailed).

Table 7 clearly indicates the low positive correlation between the Inspirational motivation of TL and CP of SP. The value of  $r = 0.48$  is a low positive correlation or a sustainable relationship with a statistically significant level of 0.01 ( $p < 0.01$ ).

#### **H<sub>0</sub>1.5 There is no relationship between TP and Intellectual stimulation of TL**

#### **5. Intellectual stimulation of TL and TP of SP**

Table 8. The correlation coefficient between intellectual stimulation of TL and TP of SP

Variables	Correlation Coefficient	P-value
Intellectual stimulation	0.36	0.00
Task performance		

Note: \*\* Correlation is significant at the 0.01 level (2-tailed).

Table 8 illustrates the low positive correlation between Intellectual stimulation of TL and TP of SP. The  $r = 0.36$  is a low positive correlation or a sustainable relationship with a statistically significant level of 0.01 ( $p < 0.01$ ).

#### **H<sub>0</sub>1.6 There is no relationship between CP and Intellectual stimulation of TL**

#### **6. Intellectual stimulation of TL and CP of SP**

Table 9. The correlation coefficient between intellectual stimulation of TL and CP of SP

Variables	Correlation Coefficient	P-value
Intellectual stimulation	0.47	0.00
Contextual performance		

Note: \*\* Correlation is significant at the 0.01 level (2-tailed).

Table 9 clearly indicates the low positive correlation between Intellectual stimulation of TL and CP of SP. The value of  $r = 0.47$  is a low positive correlation or a sustainable relationship with a statistically significant level of 0.01 ( $p < 0.01$ ).

#### **H<sub>0</sub>1.7 There is no relationship between TP and Individualized consideration of TL**

#### **7. Individualized consideration of TL and TP of SP**

Table 10. The correlation coefficient between individualized consideration of TL and TP of SP

Variables	Correlation Coefficient	P-value
Individualized consideration	0.30	0.00
Task performance		

Note: \*\* Correlation is significant at the 0.01 level (2-tailed).

Table 10 clearly demonstrates the low positive correlation between Individualized consideration of TL and the Task performance of Staff performance. The  $r = 0.30$  is a low positive correlation or a sustainable relationship with a statistically significant level of 0.01 ( $p < 0.01$ ).

**H<sub>0</sub>1.8 There is no relationship between CP and Individualized consideration of TL**  
**8. Individualized consideration of TL and CP of SP**

Table 11. The correlation coefficient between individualized consideration of TL and CP of SP

Variables	Correlation Coefficient	P-value
Individualized consideration Contextual performance	0.36	0.00
Note: ** Correlation is significant at the 0.01 level (2-tailed).		

Table 11 clearly shows the low positive correlation between Individualized consideration of TL and CP of SP. The  $r = 0.36$  is a low positive correlation or a sustainable relationship with a statistically significant level of 0.01 ( $p < 0.01$ ).

## Discussion

### 1. Transformational leadership and staff performance

This study found a statistically significant positive correlation between TL and SP ( $r = 0.44$ , with  $p = 0.00$ ), indicating that TL has a low positive relationship with SP at the private primary schools in Phnom Penh. Moreover, a similar study shows that TL is also positively and significantly related to SP  $r = 0.379$ ,  $p = 0.00$  (Islam et al., 2012). Previous research indicated that SP strongly correlates with the TL style,  $r = 0.274$ , with the correlation being significant at the 0.01 level (2-tailed) (Paracha et al., 2012). But the result from (Shafie et al. (2013) showed that the hypothesis was rejected because of the significance level of the test ( $p = 0.00$ ) and the correlation coefficient between TL and Staff performance ( $r = 0.78$ ). Therefore, the null hypothesis (H<sub>01</sub>) is rejected due to the p-value ( $p=0.00$ ) and  $r=0.44$ .

#### 1.1. Idealized influence of TL and TP on staff performance

The correlation between the Idealized influence of TL and TP demonstrated SP with a positive correlation with  $r = 0.24$ ,  $P = 0.01$ . The result proved that the relatedness of Idealized influence played an important role in TP. These results supported Datche and Mukulu's (2015) findings, who found that Idealized influence was positively related and significant to staff performance ( $r = 0.18$ ,  $p = 0.00$ ). Moreover, a similar study from Mel (2018) also illustrates that the correlation coefficient between the Idealized influence of TL and the TP of SP was  $r = 0.34$ ,  $p = 0.00$ .

#### 1.2. Idealized influence of TL and CP on staff performance

The correlation between the Idealized influence of TL and CP demonstrated a positive correlation with ( $r = 0.42$ ,  $p = 0.00$ ). Moreover, the study correlation between the Idealized influence of TL and SP found that it was positively and significantly related to SP because the two variables were strongly correlated ( $r = 0.64$ ,  $p = 0.00$ ) (Ngaithe et al., 2016). Based on PanSeha (2018), the correlation coefficient between the Idealized influence of TL and the CP of SP was  $r = 0.256$ ,  $p = 0.013$ . It shows strong evidence of a significant and positive relationship between the Idealized influence of TL and the CP of SP.

### **1.3. Inspirational motivation of TL and TP for staff performance**

The correlation between the Inspirational motivation of TL and TP was  $r = 0.48$ ,  $p = 0.00$ . It also shows strong evidence of a significant and positive relationship between the Inspirational motivation of TL and TP at the private primary schools in Phnom Penh. Similarly, a previous study also showed a result with a positively correlated and statistically significant ( $r = 0.28$ ;  $p = 0.00$ ) (NDISYA, 2016). Furthermore, Datche and Mukulu (2015) discovered that TL's Inspirational motivation was positively and significantly related to Staff performance ( $r = 0.43$ ,  $p = 0.00$ ). This relationship is statistically significant as ( $p = 0.00$ ) is less than the 0.01 alpha for significance in this study.

### **1.4. Inspirational motivation of TL and CP of staff performance**

The Inspirational motivation of TL and CP of SP demonstrated a positive correlation with ( $r = 0.48$ ,  $p = 0.00$ ). It also shows strong evidence of a significant and positive relationship between the Inspirational motivation of TL and the CP of SP at the private primary schools in Phnom Penh. Based on Mel (2018), the correlation coefficient between the Inspirational motivation of TL and the CP of SP was  $r = 0.24$ ,  $p = 0.01$ . These results supported Nyokabi et al. (2017), who found that the inspirational motivation of TL was positively related and significant to Staff performance ( $r = 0.75$ ,  $p = 0.00$ ).

### **1.5. Intellectual stimulation of transformational leadership and task performance of staff performance**

The findings demonstrated that the relatedness of the correlation between Intellectual stimulation of TL and TP of SP was  $r = 0.29$ , with a P-value ( $p = 0.00$ ). Based on Mel (2018), the correlation coefficient between the Intellectual stimulation of TL and TP of SP was  $r = 0.37$ ,  $p = 0.00$ . Accordingly, Datche and Mukulu (2015) indicated that the Intellectual stimulation of TL was positively related and significant to SP ( $r = 0.39$ ,  $p = 0.00$ ). This relationship is statistically significant as ( $p = 0.00$ ) is less than the 0.01 alpha for significance in this study.

### **1.6. Intellectual stimulation of transformational leadership and contextual performance of staff performance**

The Intellectual stimulation of TL and CP of SP demonstrated a positive correlation with ( $r = 0.47$ ,  $p = 0.00$ ). But, Mel (2018) illustrates that the correlation coefficient between intellectual stimulation of TL and CP of SP was  $r = 0.18$ ,  $p = 0.06$ . Therefore, the relationship between Intellectual stimulation of TL and CP of SP is not significant because ( $p = 0.06 > 0.05$ ). Based on Nyokabi et al. (2017) found that intellectual stimulation of TL was positively related and significant to Staff performance ( $r = 0.38$ ,  $p = 0.00$ ).

### **1.7. Individualized consideration of transformational leadership and task performance of staff performance**

The correlation between Individualized consideration of TL and TP of SP was ( $r = 0.30$ ,  $p = 0.00$ ). It also shows strong evidence of a significant and positive relationship between Individualized consideration of TL and TP of SP at the private primary schools in Phnom Penh. According to Mel (2018), the correlation coefficient between Individualized consideration of TL and TP of SP was  $r = 0.26$ ,  $p = 0.00$ . Nyokabi et al. (2017) found that

Individualized consideration of TL was positively related and significant to SP ( $r = 0.47$ ,  $p = 0.00$ ). This relationship is statistically significant as  $p = 0.00$ .

### **1.8. Individualized consideration of transformational leadership and contextual performance of staff performance**

The correlation between Individualized consideration of TL and CP of SP was ( $r = 0.29$ ,  $p = 0.00$ ). Mel (2018) illustrates that the correlation coefficient between Individualized consideration of TL and CP of SP was  $r = 0.12$ ,  $p = 0.20$ . Moreover, Datche and Mukulu (2015) found that Individualized consideration of TL was positively related and significant to SP ( $r = 0.37$ ,  $p = 0.00$ ). This relationship is statistically significant as ( $p = 0.00$ ) is less than the 0.01 alpha for significance in this study.

## **CONCLUSION**

The findings show that Transformational leadership positively correlates with Staff performance at private primary schools in Phnom Penh, Cambodia. All eight sub-hypotheses have results with a positive correlation and a statistically significant p-value. Also, the result shows a clear link between Transformational leadership and how well staff does their jobs. Based on the results, Transformational leaders are an essential part of the growth of every primary school. So, private primary schools, relevant organizations, and educational institutions should set policies to strengthen and implement Transformational leadership. Therefore, the research findings benefit both school principals and teachers with a better understanding of Transformational leadership to improve their schools in terms of Staff performance.

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