



Work Motivation and Job Performance of School Teachers in Relation to Their Principals' Adaptive Leadership: A Systematic Review of Empirical Studies

Gulshan Kumar, Dr. Lalita Prasad

Research Scholar, Faculty of Education, Banaras Hindu University, Kamachha, Varanasi, Uttar Pradesh, India
Professor, Faculty of Education, Banaras Hindu University, Kamachha, Varanasi, Uttar Pradesh, India

Abstract: The effectiveness of educational institutions largely depends on teachers' motivation and their ability to perform professional responsibilities efficiently. In contemporary educational settings, school principals are expected to adopt leadership approaches that enable them to respond effectively to dynamic organizational challenges and support teachers in achieving educational goals. Adaptive leadership has emerged as a significant leadership approach that emphasizes flexibility, collaboration, problem-solving, and responsiveness to changing circumstances. The present study systematically reviews empirical research on the relationship between principals' adaptive leadership, teachers' work motivation, and job performance. The review aims to synthesize existing empirical evidence regarding the influence of adaptive leadership practices on teachers' motivation and professional performance. Relevant studies were identified through a systematic search of scholarly databases, including peer-reviewed journal articles, research reports, and educational leadership studies. The selected literature was analyzed thematically to identify recurring patterns, relationships, and research trends. The findings of the review indicate that principals who demonstrate adaptive leadership behaviors create supportive and collaborative school environments that enhance teachers' motivation, commitment, and professional engagement. Adaptive leadership practices such as shared decision-making, professional support, effective communication, and responsiveness to challenges contribute positively to teachers' job performance. Furthermore, the review suggests that work motivation serves as an important mechanism through which adaptive leadership influences teacher effectiveness and organizational outcomes. The study concludes that adaptive leadership is a valuable leadership framework for promoting teacher motivation and improving job performance in schools. The findings have important implications for educational leadership development, school administration, and future research aimed at strengthening teacher effectiveness and overall school performance.

Keywords: Adaptive Leadership, Work Motivation, Job Performance, School Teachers, Educational Leadership, School Effectiveness, Systematic Review.

Received 06 June., 2026; Revised 15 June, 2026; Accepted 17 June., 2026 © The author(s) 2026.
Published with open access at www.questjournals.org

I. Introduction

The quality of education is closely associated with the effectiveness of teachers, who serve as the primary agents of teaching and learning within schools. Teachers' ability to perform their professional responsibilities effectively is influenced by numerous organizational and psychological factors, among which work motivation and leadership are considered particularly significant. In the contemporary educational environment, characterized by rapid technological changes, policy reforms, increasing accountability, and diverse student needs, educational institutions require leadership approaches that can effectively respond to uncertainty and complexity.

Work motivation refers to the internal and external forces that energize, direct, and sustain teachers' professional behavior toward the achievement of educational goals. Motivated teachers demonstrate higher levels of commitment, job satisfaction, professional engagement, and instructional effectiveness. Similarly, job performance represents the extent to which teachers successfully fulfill their professional responsibilities, including instructional delivery, classroom management, student assessment, and participation in school improvement activities. Consequently, improving teacher motivation and performance has become a major concern for educational leaders and policymakers worldwide. Research has consistently demonstrated the importance of leadership in shaping teachers' attitudes and workplace behaviors. Leithwood, Harris, and Hopkins

(2020) argued that school leadership is second only to classroom instruction among school-related factors influencing student learning outcomes. Effective school leadership contributes significantly to teacher commitment, organizational effectiveness, and overall school improvement. Similarly, Hallinger (2020) reported that leadership practices influence teacher motivation, job satisfaction, and professional performance by creating supportive and collaborative working environments. Among contemporary leadership approaches, adaptive leadership has gained increasing attention because of its relevance in addressing complex and rapidly changing organizational contexts. The concept of adaptive leadership was introduced by Heifetz (1994), who emphasized leaders' ability to mobilize individuals and organizations to respond effectively to emerging challenges and changing circumstances. Unlike traditional leadership approaches that focus primarily on technical solutions, adaptive leadership encourages flexibility, collaboration, learning, and innovation. Northouse (2022) highlighted that adaptive leadership enables organizations to develop resilience and adaptability while addressing complex problems that lack straightforward solutions. In educational settings, adaptive leadership has been identified as a valuable approach for promoting teacher effectiveness and organizational development. Khalifa, Gooden, and Davis (2018) found that leadership practices emphasizing participation, collaboration, and professional support positively influenced teacher engagement and commitment. Likewise, Liu and Hallinger (2018) reported that leadership behaviors that encourage teacher involvement in decision-making contribute significantly to professional motivation and organizational commitment. These findings suggest that adaptive leadership can play an important role in fostering positive work-related outcomes among teachers. The relationship between leadership and teacher motivation has received considerable attention in educational research. Skaalvik and Skaalvik (2021) found that supportive leadership practices positively influence teachers' intrinsic motivation, job satisfaction, and professional well-being. Similarly, Collie (2021) reported that teachers working in supportive and empowering school environments demonstrate higher levels of motivation and engagement. Research further indicates that principals who provide professional autonomy, constructive feedback, and emotional support create conditions that enhance teachers' willingness to perform effectively. A substantial body of literature also supports the relationship between leadership and teacher job performance. Grissom, Egalite, and Lindsay (2021) emphasized that effective principals contribute to improved teacher performance through instructional support, organizational management, and professional development initiatives. Similarly, Bellibaş et al. (2021) found that leadership practices promoting collaboration and professional learning positively influence teachers' instructional effectiveness and organizational commitment. These studies suggest that leadership behaviors have both direct and indirect effects on teacher performance outcomes.

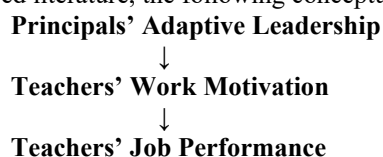
Recent empirical studies have increasingly highlighted the role of adaptive leadership in educational organizations. For example, Uhl-Bien and Arena (2018) argued that adaptive leadership enhances organizational learning, innovation, and responsiveness to environmental challenges. Furthermore, emerging studies conducted in educational contexts indicate that adaptive leadership contributes to greater teacher resilience, professional engagement, and workplace effectiveness, particularly during periods of organizational change and uncertainty. Despite growing scholarly interest in adaptive leadership, existing research remains fragmented. Most studies have focused either on leadership and teacher motivation or leadership and job performance independently. Comparatively fewer studies have examined the interconnected relationships among principals' adaptive leadership, teachers' work motivation, and job performance within a single conceptual framework. Moreover, systematic reviews synthesizing empirical evidence on these variables remain limited in educational research. Therefore, the present systematic review seeks to synthesize empirical studies examining the relationship between principals' adaptive leadership, teachers' work motivation, and job performance. By reviewing and integrating existing empirical evidence, the study aims to provide a comprehensive understanding of how adaptive leadership contributes to teacher motivation and professional effectiveness. The findings are expected to contribute to the growing body of educational leadership literature and provide practical implications for school administrators, policymakers, and researchers seeking to enhance teacher performance and school effectiveness.

II. Conceptual Framework

The conceptual framework of the present systematic review is based on the assumption that principals' adaptive leadership plays a significant role in influencing teachers' work motivation and job performance. In contemporary educational settings, school principals are required to respond effectively to changing organizational demands, educational reforms, technological advancements, and diverse stakeholder expectations. Adaptive leadership provides a framework through which leaders can mobilize individuals, encourage collaboration, and facilitate organizational learning in response to complex challenges. Adaptive Leadership, proposed by Heifetz (1994), emphasizes flexibility, problem-solving, shared responsibility, and the capacity to adapt to changing circumstances. In school organizations, principals who exhibit adaptive leadership behaviors create supportive environments that encourage teacher participation, professional growth, innovation, and continuous learning. Such leadership practices are expected to positively influence teachers' psychological and professional outcomes. Work motivation represents the internal and external forces that initiate, direct, and sustain

teachers' work-related behaviors. According to Self-Determination Theory (Deci & Ryan, 2000), motivation is enhanced when individuals experience autonomy, competence, and relatedness in their work environment. Adaptive leadership practices such as shared decision-making, professional support, constructive feedback, and collaborative problem-solving contribute to the fulfillment of these needs, thereby strengthening teachers' motivation. Job performance refers to the effectiveness with which teachers perform their professional responsibilities, including instructional planning, classroom management, student assessment, professional collaboration, and participation in school development activities. Highly motivated teachers are more likely to demonstrate commitment, instructional effectiveness, innovation, and professional engagement, leading to improved job performance. The framework assumes that principals' adaptive leadership has both a direct and an indirect influence on teachers' job performance. Directly, adaptive leadership creates organizational conditions that facilitate effective teaching and professional growth. Indirectly, adaptive leadership enhances teachers' work motivation, which subsequently contributes to improved job performance. Thus, work motivation functions as an important mediating mechanism between adaptive leadership and job performance.

Based on the reviewed literature, the following conceptual relationship is proposed:



The framework further suggests that adaptive leadership fosters a positive school climate characterized by trust, collaboration, professional autonomy, and organizational support. These conditions enhance teachers' motivation and ultimately improve their professional performance. Therefore, understanding the interrelationships among adaptive leadership, work motivation, and job performance is essential for improving teacher effectiveness and overall school performance.

Proposed Conceptual Model

Independent Variable (IV):

- Principals' Adaptive Leadership

Mediating Variable (MV):

- Teachers' Work Motivation

Dependent Variable (DV):

- Teachers' Job Performance

IV → MV → DV

Principals' Adaptive Leadership → Teachers' Work Motivation → Teachers' Job Performance

III. Literature Review

The relationship between school leadership, teachers' work motivation, and job performance has been a significant area of investigation in educational research. Numerous studies have highlighted the critical role of leadership in shaping teachers' professional attitudes, workplace behaviors, and organizational outcomes. As educational institutions continue to face rapid social, technological, and organizational changes, leadership approaches that promote flexibility, collaboration, and innovation have gained increasing importance. Among these approaches, adaptive leadership has emerged as a relevant framework for understanding how school principals can effectively support teachers in achieving educational goals. The concept of adaptive leadership was introduced by Heifetz (1994), who emphasized that leaders must help individuals and organizations adapt to changing circumstances and complex challenges. Unlike traditional leadership models that focus primarily on authority and control, adaptive leadership encourages collaboration, learning, flexibility, and shared problem-solving. According to Northouse (2022), adaptive leadership enables leaders to mobilize individuals to address difficult challenges while simultaneously promoting organizational learning and resilience. Uhl-Bien and Arena (2018) further argued that adaptive leadership enhances organizational adaptability by creating conditions that support innovation, knowledge sharing, and continuous improvement. These characteristics make adaptive leadership particularly relevant in educational settings where schools frequently encounter policy reforms, technological advancements, and evolving stakeholder expectations. Teacher work motivation has been widely recognized as an essential factor influencing educational effectiveness. Deci and Ryan (2000), through Self-Determination Theory, suggested that individuals are more motivated when their needs for autonomy, competence, and relatedness are satisfied. In educational contexts, leadership practices play a crucial role in fulfilling these psychological needs. Research conducted by Skaalvik and Skaalvik (2021) revealed that supportive leadership contributes significantly to teachers' intrinsic motivation, job satisfaction, and professional well-being. Similarly, Collie (2021) found that positive school leadership practices foster teacher engagement by creating

environments characterized by trust, support, and professional autonomy. Han and Wang (2021) also reported that organizational support and leadership encouragement positively influence teachers' motivation and commitment toward their work responsibilities. Teacher job performance represents another critical dimension of educational effectiveness. It encompasses the successful execution of instructional, managerial, and professional responsibilities that contribute to student learning and school development. Grissom, Egalite, and Lindsay (2021) emphasized that effective school leadership positively affects teacher performance through professional guidance, instructional support, and organizational management. Likewise, Bellibaş et al. (2021) found that collaborative leadership practices enhance teachers' instructional effectiveness, professional engagement, and commitment to organizational goals. Leithwood, Harris, and Hopkins (2020) argued that leadership remains one of the most influential school-related factors affecting educational outcomes, primarily because it creates conditions that enable teachers to perform effectively. Several empirical studies have examined the relationship between leadership and teacher motivation. Hallinger (2020) reported that leadership practices significantly influence teachers' professional attitudes, organizational commitment, and motivation by fostering supportive and collaborative working environments. Similarly, Liu and Hallinger (2018) found that participative leadership positively affects teacher motivation by increasing teachers' involvement in school decision-making processes. Khalifa, Gooden, and Davis (2018) further observed that leadership approaches emphasizing collaboration, trust, and professional empowerment contribute significantly to teachers' motivation and workplace satisfaction. These findings indicate that leadership behaviors play a crucial role in creating conditions that encourage teachers to perform their duties with greater enthusiasm and commitment. Research has also established a strong relationship between leadership and teacher job performance. Studies suggest that effective leaders improve teacher performance by providing clear expectations, facilitating professional development opportunities, promoting collaboration, and creating positive organizational climates. Hallinger (2020) found that leadership behaviors positively influence instructional quality and teacher productivity. Similarly, Leithwood et al. (2020) reported that leadership indirectly affects teacher performance through the development of supportive professional cultures and enhanced organizational learning. These studies collectively indicate that leadership contributes significantly to improving teachers' professional effectiveness and overall school performance. More recent investigations have increasingly highlighted the relevance of adaptive leadership in educational organizations. Emerging evidence suggests that adaptive leadership practices enhance teachers' resilience, professional engagement, and responsiveness to changing educational demands. Principals who encourage collaborative problem-solving, shared decision-making, and continuous learning are more likely to foster positive school environments that support teacher growth and effectiveness. Such environments contribute to higher levels of work motivation and improved job performance among teachers. Despite the growing body of literature on leadership, motivation, and performance, important gaps remain. Most existing studies have focused on transformational, instructional, or distributed leadership, while adaptive leadership has received comparatively less attention in educational research. Furthermore, many studies have examined teacher motivation and job performance separately, rather than exploring their interconnected relationship within the context of adaptive leadership. There is also a lack of comprehensive reviews that systematically synthesize empirical evidence concerning the influence of principals' adaptive leadership on both teachers' work motivation and job performance. Therefore, a systematic review of empirical studies is necessary to provide an integrated understanding of these variables and to identify directions for future research and educational practice.

IV. Methodology

The present study employed a systematic review methodology to synthesize and analyze empirical research examining the relationship between principals' adaptive leadership, teachers' work motivation, and job performance. A systematic review approach was considered appropriate because it enables the identification, evaluation, and integration of findings from existing studies in a structured and transparent manner. This method provides a comprehensive understanding of the current state of knowledge and helps identify research trends, gaps, and future directions. The review was conducted by following established procedures for systematic literature reviews. Relevant studies were identified through a comprehensive search of major academic databases, including Google Scholar, ERIC, Scopus, Web of Science, and ResearchGate. Keywords such as *adaptive leadership*, *school leadership*, *teacher motivation*, *work motivation*, *job performance*, *teacher performance*, *educational leadership*, and *school effectiveness* were used individually and in various combinations to locate relevant studies. The search process focused on peer-reviewed journal articles, research reports, and scholarly publications related to educational leadership and teacher effectiveness. To ensure the relevance and quality of the reviewed literature, specific inclusion and exclusion criteria were established. Studies were included if they: (a) focused on adaptive leadership or leadership practices in educational settings; (b) examined teacher work motivation, job performance, or related professional outcomes; (c) were empirical in nature; (d) were published in peer-reviewed journals; and (e) were published between 2010 and 2025. Studies were excluded if they were theoretical papers without empirical evidence, conference abstracts, dissertations, duplicate records, or

publications not available in English. The initial database search yielded a substantial number of studies. After removing duplicate records and screening titles and abstracts for relevance, the remaining studies were subjected to a full-text review. Only studies that directly addressed the variables under investigation were retained for final analysis. The selected studies were carefully examined to extract information regarding research objectives, methodology, sample characteristics, key findings, and implications. A thematic analysis approach was used to synthesize the findings of the selected studies. The reviewed literature was organized into major themes related to adaptive leadership, teachers' work motivation, teacher job performance, and the interrelationships among these variables. Similar findings were grouped together to identify recurring patterns and emerging trends across different educational contexts. This process facilitated the development of a comprehensive understanding of how principals' adaptive leadership influences teachers' motivation and professional performance. The findings generated through this systematic review provide an evidence-based synthesis of existing empirical research and offer valuable insights for educational leaders, policymakers, and researchers. Furthermore, the review helps identify gaps in the current literature and suggests directions for future research on adaptive leadership, teacher motivation, and job performance in educational settings.

V. Major Findings

The systematic review of empirical studies revealed several important findings regarding the relationship among principals' adaptive leadership, teachers' work motivation, and job performance. The reviewed literature consistently indicates that adaptive leadership plays a significant role in shaping teachers' professional attitudes and workplace behaviors. Principals who demonstrate flexibility, responsiveness, collaboration, and problem-solving abilities are more likely to create positive school environments that support teacher development and organizational effectiveness. One of the major findings of the review is that adaptive leadership positively influences teachers' work motivation. Studies reviewed in this paper suggest that teachers working under adaptive leaders experience higher levels of professional commitment, job satisfaction, engagement, and organizational attachment. Leadership practices such as shared decision-making, effective communication, professional support, and recognition of teachers' contributions were found to strengthen teachers' intrinsic and extrinsic motivation. The review further revealed that adaptive leadership contributes significantly to teachers' job performance. Principals who encourage collaboration, provide instructional support, and foster a culture of continuous learning create conditions that enable teachers to perform their professional responsibilities more effectively. As a result, teachers demonstrate greater instructional effectiveness, improved classroom management, stronger professional commitment, and increased participation in school improvement activities. Another important finding is the positive relationship between work motivation and job performance. The reviewed studies consistently reported that motivated teachers tend to exhibit higher levels of productivity, effectiveness, innovation, and professional engagement. Teachers with greater motivation are more likely to invest additional effort in instructional planning, student support, and professional development, thereby enhancing their overall job performance. The review also found that work motivation serves as an important mechanism through which adaptive leadership influences teacher performance. In many studies, leadership practices did not affect job performance directly alone; rather, their influence was strengthened through increased teacher motivation, commitment, and engagement. This finding suggests that motivation functions as a mediating factor in the relationship between adaptive leadership and job performance. Furthermore, the reviewed literature highlighted that adaptive leadership promotes positive organizational outcomes by fostering trust, collaboration, professional autonomy, and organizational learning. Schools characterized by adaptive leadership practices were found to exhibit stronger professional cultures and greater readiness to respond to educational challenges and reforms. Finally, the review identified a significant research gap in the existing literature. Although leadership, motivation, and performance have been widely studied, relatively few empirical investigations have specifically focused on adaptive leadership in educational settings. Moreover, limited studies have simultaneously examined the interrelationships among principals' adaptive leadership, teachers' work motivation, and job performance within a single conceptual framework. This gap highlights the need for further empirical research to better understand these relationships across different educational contexts. Overall, the findings of this systematic review suggest that principals' adaptive leadership is a significant predictor of teachers' work motivation and job performance and plays a crucial role in enhancing school effectiveness and educational quality.

VI. Discussion

The findings of the present systematic review provide substantial evidence that principals' adaptive leadership plays a significant role in enhancing teachers' work motivation and job performance. The reviewed empirical studies consistently indicate that leadership practices characterized by flexibility, collaboration, responsiveness, and shared decision-making contribute positively to teachers' professional attitudes and workplace behaviors. These findings support the growing recognition that effective school leadership is essential for improving educational quality and organizational effectiveness. One of the most important findings of this

review is the positive relationship between adaptive leadership and teachers' work motivation. The literature suggests that teachers are more motivated when school leaders create supportive and inclusive working environments. Adaptive leaders encourage teacher participation, recognize professional contributions, and provide opportunities for professional growth, thereby fostering greater commitment and engagement. These findings are consistent with Self-Determination Theory (Deci & Ryan, 2000), which emphasizes that individuals are more motivated when their needs for autonomy, competence, and relatedness are fulfilled. Adaptive leadership practices appear to satisfy these psychological needs by promoting collaboration, empowerment, and professional support. The review also revealed a strong association between adaptive leadership and teachers' job performance. Teachers working under adaptive principals tend to demonstrate higher levels of instructional effectiveness, professional commitment, and organizational engagement. This finding supports previous research suggesting that leadership influences teacher performance by creating favorable organizational conditions that facilitate teaching and learning. Adaptive leaders help teachers respond to changing educational demands by promoting innovation, problem-solving, and continuous learning, which ultimately contribute to improved professional performance. Another significant finding is the mediating role of work motivation in the relationship between adaptive leadership and job performance. The reviewed studies suggest that adaptive leadership enhances teachers' performance not only through direct organizational support but also by increasing their motivation and commitment toward work. Motivated teachers are more likely to invest greater effort in instructional activities, engage in professional development, and contribute actively to school improvement initiatives. Therefore, work motivation serves as an important mechanism through which adaptive leadership translates into enhanced job performance. The findings further indicate that adaptive leadership contributes to the development of positive school cultures characterized by trust, collaboration, and professional learning. Such environments encourage teachers to share knowledge, participate in collective decision-making, and adapt effectively to educational reforms and organizational changes. These outcomes are particularly important in contemporary educational contexts where schools face increasing complexity, accountability pressures, and rapidly changing stakeholder expectations. Despite the positive findings, the review also highlights several gaps in the existing literature. Most studies have focused on traditional leadership models such as transformational, instructional, and distributed leadership, while empirical research on adaptive leadership remains relatively limited. Furthermore, only a few studies have simultaneously examined adaptive leadership, work motivation, and job performance within a single framework. This limitation restricts a comprehensive understanding of how these variables interact in educational settings. The findings of this review have important implications for educational leadership and policy. School systems should encourage the development of adaptive leadership competencies among principals through leadership preparation and professional development programs. Educational administrators should promote collaborative school cultures that support teacher autonomy, professional growth, and organizational learning. Such initiatives may contribute to higher levels of teacher motivation, improved job performance, and ultimately better educational outcomes. Overall, the discussion highlights that adaptive leadership represents a promising leadership approach for addressing contemporary educational challenges. By fostering teacher motivation, enhancing professional performance, and strengthening organizational effectiveness, adaptive leadership can play a critical role in improving the quality and effectiveness of schools.

VII. Conclusion

The present systematic review examined the empirical evidence concerning the relationship between principals' adaptive leadership, teachers' work motivation, and job performance. The findings of the reviewed studies demonstrate that adaptive leadership is a significant leadership approach that contributes positively to teachers' professional motivation and performance. Principals who exhibit adaptive leadership behaviors create supportive, collaborative, and responsive school environments that encourage teacher engagement, commitment, and continuous professional development. The review further indicates that adaptive leadership promotes teachers' work motivation through practices such as shared decision-making, professional support, effective communication, and recognition of teachers' contributions. Motivated teachers are more likely to demonstrate higher levels of commitment, instructional effectiveness, innovation, and participation in school improvement activities. Consequently, increased work motivation contributes significantly to enhanced job performance. Another important conclusion emerging from the review is that work motivation serves as an important mechanism linking adaptive leadership and job performance. The evidence suggests that adaptive leadership not only directly influences teachers' professional effectiveness but also indirectly improves performance by strengthening motivation, organizational commitment, and professional engagement. Therefore, adaptive leadership can be viewed as a valuable strategy for improving both individual and organizational outcomes in educational settings. The review also highlights the growing relevance of adaptive leadership in contemporary schools, where educational leaders are required to respond to rapid changes, complex challenges, and evolving stakeholder expectations. By promoting flexibility, collaboration, innovation, and organizational learning, adaptive leadership enables schools to function more effectively in dynamic environments. Despite the positive

evidence, the review identifies a need for further empirical research examining the interrelationships among adaptive leadership, work motivation, and job performance across diverse educational contexts. Future studies may explore mediating and moderating variables that influence these relationships and provide deeper insights into the mechanisms through which adaptive leadership affects teacher outcomes. In conclusion, the findings of this systematic review affirm that principals' adaptive leadership is an important determinant of teachers' work motivation and job performance. Strengthening adaptive leadership practices among school principals may enhance teacher effectiveness, improve school performance, and contribute to the overall quality of education.

References

- [1]. Bellibaş, M. S., Kılınc, A. Ç., & Polatcan, M. (2021). The relationship between school principals' leadership practices and teacher professional learning. *Educational Studies*, 47*(2), 231–249.
- [2]. Collie, R. J. (2021). COVID-19 and teachers' somatic burden, stress, and emotional exhaustion: Examining the role of principal leadership and workplace buoyancy. *AERA Open*, 7*, 1–15.
- [3]. Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11*(4), 227–268.
- [4]. Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). *How principals affect students and schools: A systematic synthesis of two decades of research**. The Wallace Foundation.
- [5]. Hallinger, P. (2020). Leadership and school effectiveness: Reflections on the evolution of an idea. *School Leadership & Management*, 40*(1), 5–23.
- [6]. Han, J., & Wang, Y. (2021). The relationship between teacher motivation and school leadership: Evidence from educational institutions. *Educational Management Administration & Leadership*, 49*(5), 765–782.
- [7]. Heifetz, R. A. (1994). *Leadership without easy answers**. Harvard University Press.
- [8]. Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world**. Harvard Business Press.
- [9]. Khalifa, M., Gooden, M. A., & Davis, J. E. (2018). Culturally responsive school leadership. *Review of Educational Research*, 88*(1), 127–165.
- [10]. Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40*(1), 5–22.
- [11]. Liu, S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in China. *International Journal of Educational Management*, 32*(4), 748–764.
- [12]. Northouse, P. G. (2022). *Leadership: Theory and practice** (9th ed.). Sage Publications.
- [13]. Skaalvik, E. M., & Skaalvik, S. (2021). Teacher motivation and job satisfaction: The role of school leadership and school climate. *Teaching and Teacher Education*, 104*, 103401.
- [14]. Uhl-Bien, M., & Arena, M. (2018). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. *The Leadership Quarterly*, 29*(1), 89–104.
- [15]. Yukl, G. (2020). *Leadership in organizations** (9th ed.). Pearson Education.
- [16]. Avolio, B. J., & Yammarino, F. J. (2013). *Transformational and charismatic leadership: The road ahead**. Emerald Publishing.
- [17]. Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership** (2nd ed.). Psychology Press.
- [18]. Bush, T. (2020). School leadership and management in educational institutions. *Educational Management Administration & Leadership*, 48*(4), 543–545.
- [19]. Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies. *Educational Administration Quarterly*, 52*(2), 221–258.
- [20]. Fullan, M. (2014). *The principal: Three keys to maximizing impact**. Jossey-Bass.