



Eurasia Foundation
Workshop



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Cham Campus



Exploring the Correlation and Effects of Transformational Leadership, Self-Efficacy, and Job Performance

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(<https://ejournal.educationalfields.com/index.php/CJESS>)

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The Speaker

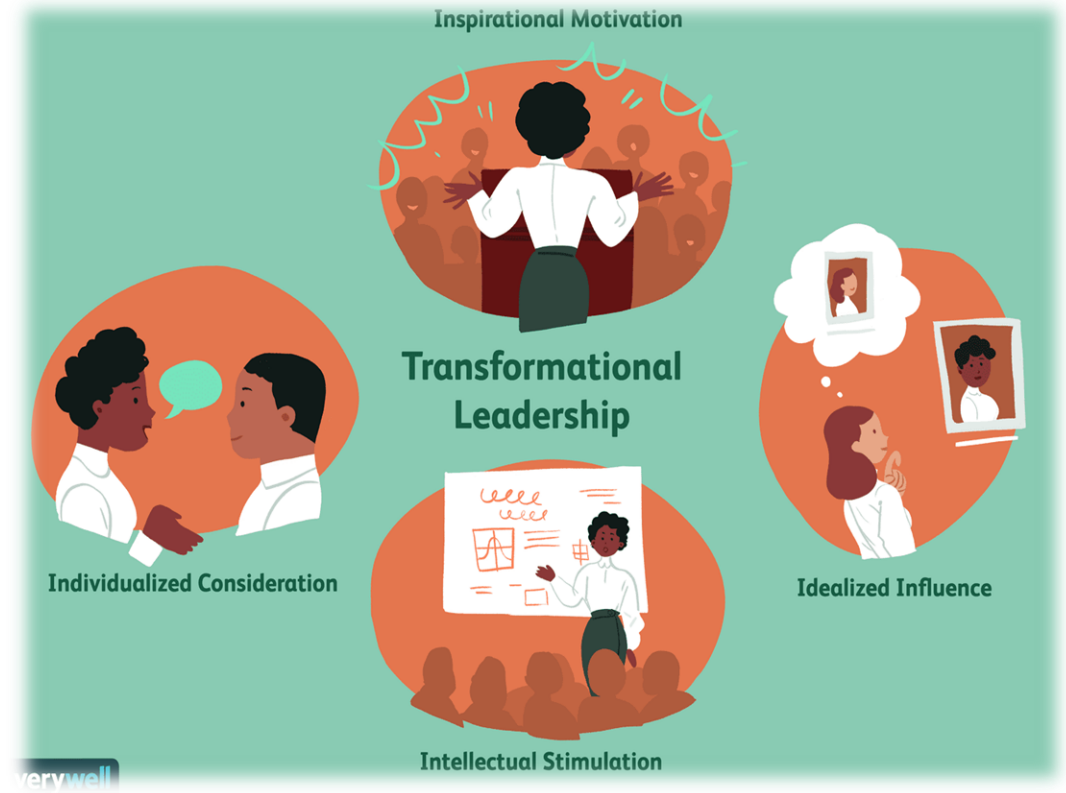
Sereyrath Em (PhD) is a Cambodian government teacher of English, a university lecturer, and an educational researcher with 18 years of experience in teaching, instructing, and lecturing. He currently serves as an Editor at the *Cambodian Journal of Educational Research* (CJER) and is the Founder and Editor-in-Chief of the *Cambodian Journal of Educational and Social Sciences* (CJESS). He also serves as a reviewer for many well-known journals and publishers such as Cogent Education, Frontiers, MDPI, Taylor & Francis, and Palgrave Macmillan, among other Scopus-indexed outlets. So far, he has published around 100 articles in highly reputable journals.



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Conceptual Framework and Key Constructs

This presentation introduces the theoretical underpinnings and key constructs relevant to understanding the relationship between transformational leadership, self-efficacy, and job performance. Each concept is defined and contextualized to establish a clear foundation for the study.





Transformational Leadership

- Transformational leadership, as defined by Bass and Avolio (1994), refers to a leadership style that motivates and inspires followers to exceed their expected performance by transforming their attitudes, values, and goals. This form of leadership goes beyond routine exchanges and aims to develop followers' potential and align them with the organization's broader vision.
- Bass and Avolio (1994) identified four core dimensions of transformational leadership:



Transformational Leadership

1. **Idealized Influence** – Leaders serve as role models, displaying high ethical standards and gaining the trust and respect of their followers.
2. **Inspirational Motivation** – Leaders articulate a compelling vision of the future, instilling enthusiasm and commitment among team members.
3. **Intellectual Stimulation** – Leaders encourage creativity and innovation by challenging assumptions and soliciting new ideas.
4. **Individualized Consideration** – Leaders attend to each follower's needs, providing personalized mentorship and support for development.



Example

- A transformational school leader might inspire teachers by introducing a shared vision for improving student outcomes, offering opportunities for professional growth, and fostering an inclusive, collaborative school culture.



Self-Efficacy

- Self-efficacy, a concept grounded in Bandura's (1997) social cognitive theory, refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments. It influences how people think, feel, motivate themselves, and act.
- There are three major types of self-efficacy:



Major Types of Self-efficacy

1. **Task-specific self-efficacy** – Confidence in one's ability to perform particular tasks (e.g., managing a classroom, delivering a lesson effectively).
 2. **General self-efficacy** – A broader and more stable belief in one's ability to handle a variety of situations.
 3. **Occupational self-efficacy** – Perception of competence in one's job role or professional responsibilities.
- ✓ High self-efficacy is associated with greater effort, persistence in the face of obstacles, and resilience under stress, all of which contribute to stronger performance.



Job Performance

1. Job performance is generally defined as the degree to which an individual carries out job-related tasks and responsibilities efficiently and effectively. It encompasses both what individuals do (behavior) and the results of their actions (outcomes).
2. Job performance is commonly categorized into three types:



Performance Categories

1. **Task Performance** – Core job duties and responsibilities directly related to the job description.
 2. **Contextual Performance** – Extra-role behaviors such as helping colleagues, showing organizational citizenship, and maintaining a positive work environment.
 3. **Adaptive Performance** – The ability to adjust to changes in the work environment, including technological shifts, role changes, or organizational restructuring.
- ✓ Performance is typically measured using supervisor ratings, self-assessment questionnaires, peer evaluations, and, in some cases, objective indicators such as productivity metrics or student achievement data (in education settings).



Correlation and Theoretical Linkages

Understanding the interplay between transformational leadership, self-efficacy, and job performance requires both empirical insights and theoretical grounding. This section outlines the key correlations among the three constructs and presents the theoretical frameworks that support these linkages.



Transformational Leadership → Self-Efficacy

Transformational leaders play a critical role in shaping followers' beliefs about their abilities. By providing encouragement, individualized support, and intellectual stimulation, such leaders help individuals develop a stronger sense of competence. This connection aligns with **Bandura's Social Cognitive Theory**, which posits that self-efficacy is influenced by social modeling, verbal persuasion, and psychological states—all of which are fostered by transformational leadership. For example, when school directors consistently recognize teachers' efforts and provide meaningful feedback, teachers are more likely to believe in their capacity to overcome challenges in their roles.



Self-Efficacy → Job Performance

Self-efficacy is a strong predictor of job performance. Individuals with high self-efficacy tend to set more challenging goals, exert greater effort, and persist in the face of difficulties. In educational contexts, teachers who believe in their instructional capabilities are more likely to try innovative teaching strategies, manage classrooms effectively, and contribute to student learning. Thus, self-efficacy acts as a key psychological mechanism that drives both **task** and **contextual performance**.



Transformational Leadership → Job Performance

Transformational leadership also exerts a **direct impact** on work performance by creating a motivating environment, aligning individual goals with organizational objectives, and fostering a sense of commitment and empowerment. Leaders who exemplify the four dimensions of transformational leadership are more likely to inspire higher levels of productivity and engagement among staff. This effect is particularly evident in the **Full Range Leadership Model**, which highlights transformational leadership as the most effective form of leadership in achieving superior outcomes compared to transactional or laissez-faire styles.



Theoretical Models Supporting the Linkages

- **Social Cognitive Theory** (Bandura, 1997): Emphasizes the role of self-efficacy in behavior change and performance, suggesting that supportive environments (like those created by transformational leaders) can elevate an individual's belief in their capabilities and, in turn, improve outcomes.
- **Full Range Leadership Model** (Bass & Avolio, 1994): Illustrates a continuum of leadership styles, placing transformational leadership at the high end in terms of effectiveness in enhancing both individual and organizational performance.
- In summary, transformational leadership contributes both **indirectly**—by boosting self-efficacy—and **directly** to improved job performance. Self-efficacy serves as a crucial mediating variable in this triadic relationship, reinforcing the importance of psychological empowerment in workplace success.



Related Studies

- Transformational Leadership and Self-Efficacy = Around 86, 000 articles (Some effects, Some small effects, Some not effects between IV and DV)
- Transformational Leadership and Job Performance = 95, 000 articles (Some effects, Some small effects, Some not effects between IV and DV)
- Transformational Leadership, Self-Efficacy, and Job Performance = 2 articles (Positively affects job performance when combining transformational leadership and self-efficacy)

Related Studies

Scholar 

About 86,500 results (0.12 sec)

[PDF] Relationship between **self-efficacy**, **transformational leadership** and leader effectiveness

J Mesterova, J Procházka, M Vaculík... - Journal of Advanced ..., 2015 - joams.com

... **self-efficacy** of leaders, **transformational leadership** style and leader effectiveness were not confirmed in this research, we would like to pursue the further research of **self-efficacy** and ...

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M Eliophotou Menon, A Lefteri - Education, 2021 - ingentaconnect.com

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[HM Herman](#), [WCK Chiu](#) - Journal of business research, 2014 - Elsevier

... through which **transformational leadership** influences ... the differential effects of **transformational leadership** behaviors on ... individual-focused **transformational leadership** behaviors exert ...

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Transformational leadership and job performance: The mediating role of work engagement

[FY Lai](#), [HC Tang](#), [SC Lu](#), [YC Lee](#), [CC Lin](#) - Sage Open, 2020 - journals.sagepub.com

... **transformational leadership** literature. First, we address the call of previous research to investigate the processes underlying **transformational leadership** ... of **transformational leadership** ...

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The Investigation Of The Role Of Transformational Leadership And Self-Efficacy On Job Performance Employees: Empirical Study

SPPM Adesti, [N Herachwati...](#) - Fokus Ekonomi ..., 2023 - [ejournal.stiepena.ac.id](#)

Companies most likely give a great deal of attention to workers' performance, as they should be doing. Employees need to be taken into consideration since they are highly crucial to ...

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[CITATION] Kepemimpinan transformasional dan efikasi diri terhadap kinerja karyawan

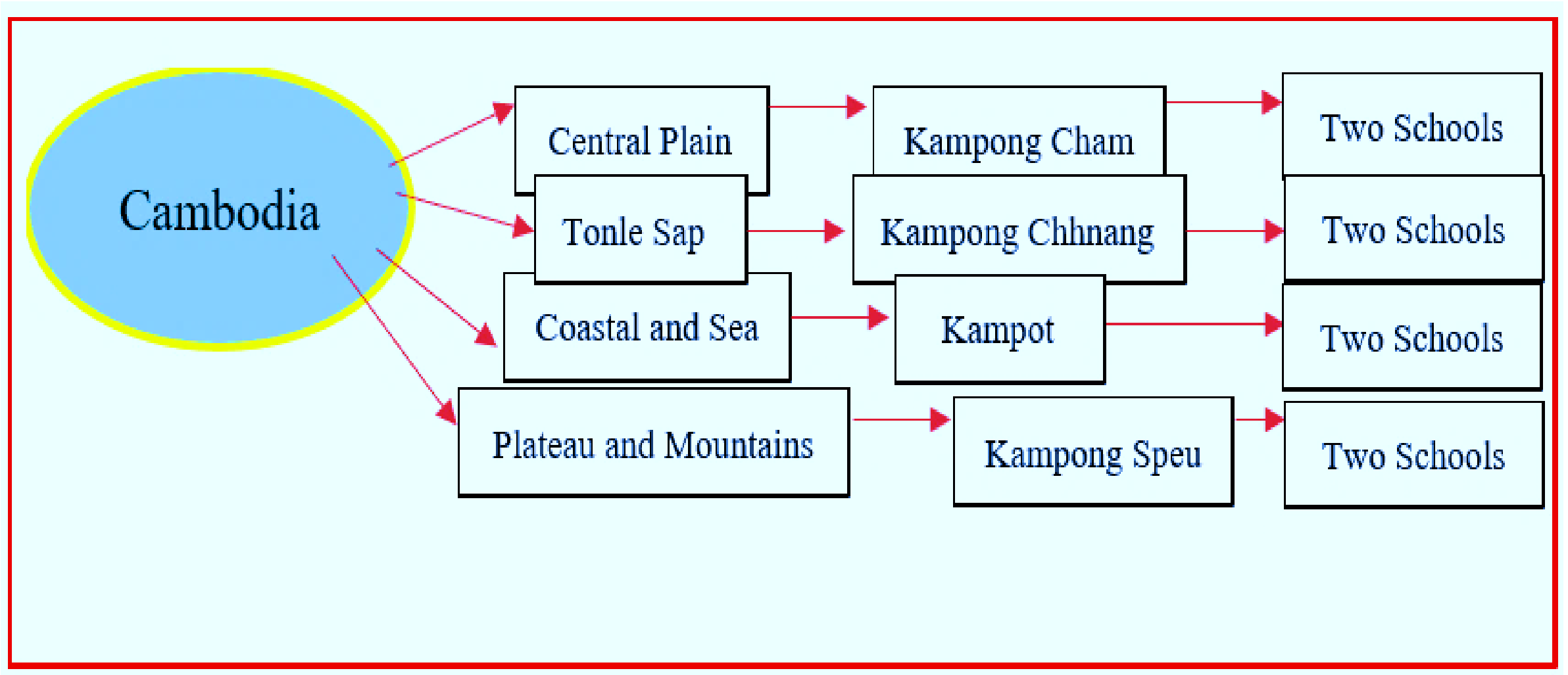
M Muzakki, AR Pratiwi - Jurnal Ilmiah Manajemen Dan Bisnis, 2019

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Reviews of TL on TSE and JPE

Studies in Cambodia



Transformational Leadership

- Idealized Influence Attributes
- Idealized Influence Behaviors
- Inspirational Motivation
- Individual Consideration
- Intellectual Stimulation

Teachers' perceptions of directors' transformational leadership

Self-Efficacy

- Efficacy for Instructional Strategies
- Efficacy for Classroom Management
- Efficacy for Student Engagement

Teachers' self-efficacy and job performance-related variables

Performance

- Contextual Performance
- Task Performance

Conceptual Framework for the Study

Pearson Correlations Among Constructs

	IIA	IIB	IMO	ICO	IST	EIS	ECM	ESE	CPE	TPE
IIA	1									
IIB	0.466**	1								
IMO	0.327**	0.396**	1							
ICO	0.286**	0.369**	0.284**	1						
IST	0.463**	0.519**	0.409**	0.433**	1					
EIS	0.261**	0.200**	0.308**	0.118**	0.308**	1				
ECM	0.239**	0.212**	0.102*	0.189**	0.418**	0.203**	1			
ESE	0.421**	0.432**	0.295**	0.313**	0.478**	0.289**	0.401**	1		
CPE	0.461**	0.498**	0.409**	0.453**	0.562**	0.296**	0.339**	0.533**	1	
TPE	0.418**	0.441**	0.348**	0.484**	0.518**	0.254**	0.297**	0.456**	0.570**	1

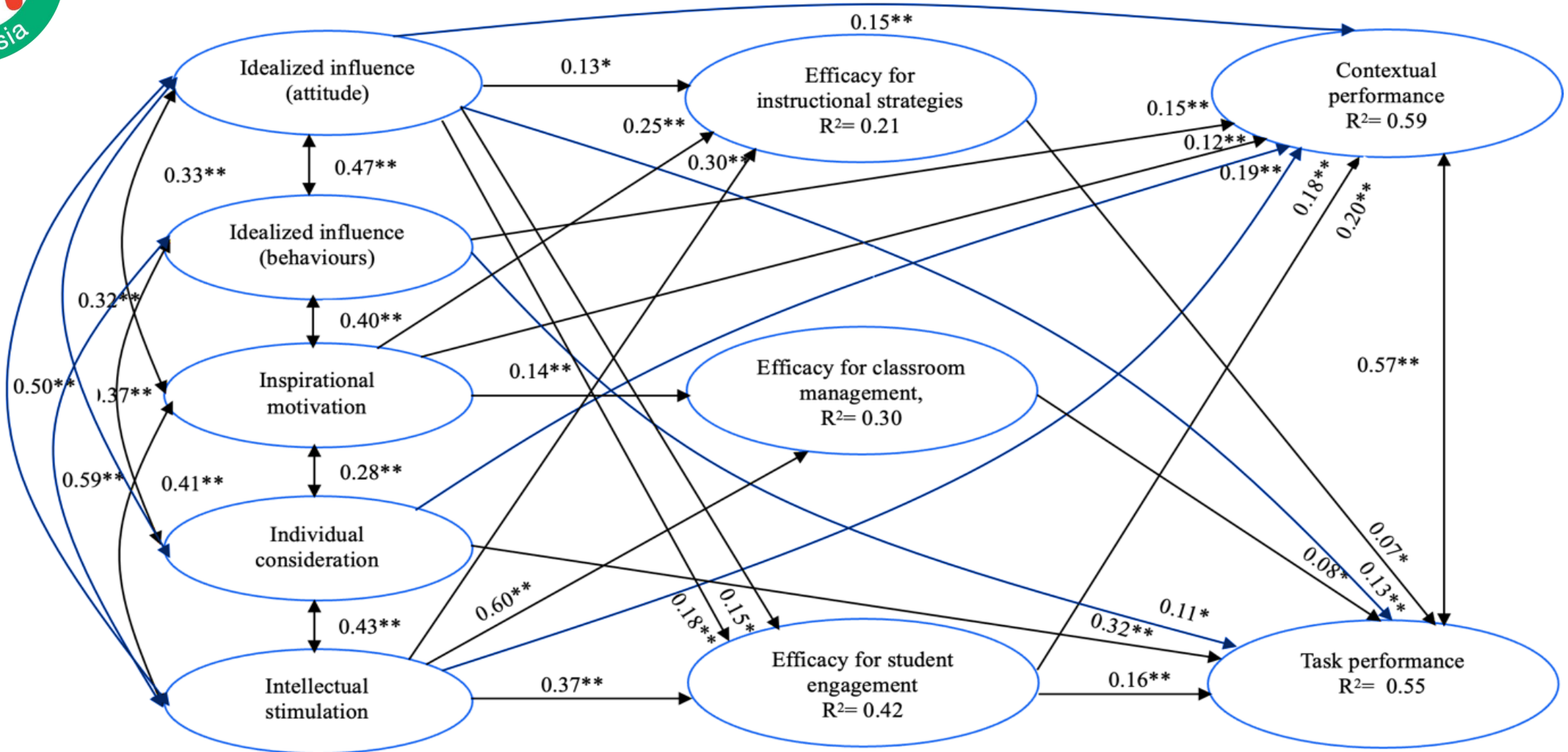
** Correlation is significant at the 0.01 level (2-tailed).

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

Transformational Leadership

Teachers' self-efficacy

Teachers' job performance



Standardized Coefficient Paths

Findings

The results highlight the significant direct effects of directors' transformational leadership dimensions on teachers' self-efficacy and job performance. Idealized influence attitude positively predicts efficacy for instructional strategy and student engagement, while intellectual stimulation strongly predicts efficacy for classroom management. Teachers' self-efficacy acts as a mediator between directors' transformational leadership and job performance, with efficacy for student engagement emerging as an effective moderator between idealized influence and job performance outcomes. These results emphasize the pivotal role of directors' transformational leadership and self-efficacy in enhancing teachers' contextual and task performance.



Practical Implications

The findings and theoretical linkages among transformational leadership, self-efficacy, and job performance offer valuable insights for school leaders, administrators, and managers across educational settings. By understanding how these constructs interact, educational stakeholders can implement targeted strategies to enhance staff motivation, capacity, and performance.



For School Leaders, Administrators, and Managers

School leaders and educational administrators hold a pivotal position in shaping workplace climate and staff outcomes. By adopting a transformational leadership approach, they can inspire teachers, promote a shared vision, and build an environment that fosters professional growth and innovation. When teachers perceive their leaders as supportive, inspiring, and responsive, they are more likely to experience higher levels of self-efficacy, which contributes to better performance.



Tips to Develop Transformational Leadership

- **Model Ethical Behavior and Vision:** Demonstrate integrity, transparency, and commitment to the school's mission. Lead by example to earn trust and respect.
- **Communicate High Expectations:** Use inspirational language to motivate staff, encourage ambition, and maintain a sense of purpose in the workplace.
- **Foster Innovation and Creativity:** Encourage teachers to experiment with new teaching methods and provide a safe space for dialogue and constructive feedback.
- **Provide Individual Support:** Recognize the unique needs of each teacher, offer mentorship, and invest in professional development tailored to individual growth areas.



Strategies to Boost Self-Efficacy

- **Offer Mastery Experiences:** Provide opportunities to succeed in manageable tasks, then gradually increase challenges to build confidence.
- **Facilitate Peer Collaboration and Modeling:** Create professional learning communities where teachers can observe, learn from, and support one another.
- **Provide Constructive Feedback and Encouragement:** Deliver regular, specific feedback that focuses on strengths and offers guidance for improvement.
- **Invest in Continuous Professional Development:** Organize workshops, training sessions, and coaching that align with teachers' goals and classroom needs.



Conclusion

This presentation highlights the interconnected roles of transformational leadership, self-efficacy, and job performance in educational settings. Grounded in the Social Cognitive Theory and Full Range Leadership Model, the framework demonstrates that transformational leadership enhances teachers' self-efficacy, which in turn positively affects their job performance. Moreover, transformational leadership also directly contributes to improved performance by fostering a motivating, empowering, and supportive environment. Self-efficacy serves as a key mediating factor that translates leadership behaviors into practical outcomes in the classroom and school context.



Conclusion

Understanding these relationships is crucial for school leaders and educational administrators, as it offers a strategic pathway to elevate teacher performance through targeted leadership practices and professional development support.



Recommendations

1. Promote Transformational Leadership Development

Educational institutions should invest in leadership training programs that focus on developing the four dimensions of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These programs should be integrated into leadership preparation and in-service training for school directors and administrators.



Recommendations

2. Strengthen Teachers' Self-Efficacy

Schools should create supportive structures that empower teachers to succeed. This includes providing mastery experiences, peer mentoring, constructive feedback, and access to professional learning opportunities. Enhancing teachers' belief in their capabilities can lead to more resilient, motivated, and high-performing educators.



Recommendations

3. Implement Supportive Performance Evaluation Systems

Rather than focusing solely on task performance, performance evaluation systems should also account for contextual and adaptive performance. Leaders should recognize teachers' contributions beyond the classroom, such as teamwork, initiative, and adaptability.



Recommendations

4. Foster a Collaborative and Innovative Culture

Encourage a school culture where teachers feel safe to share ideas, collaborate with peers, and take risks in pedagogy. Transformational leaders can play a key role in building this kind of environment by valuing innovation and supporting continuous improvement.



Recommendations

5. Conduct Ongoing Research and Monitoring

Institutions should regularly assess the impact of leadership practices and teacher self-efficacy on performance through surveys, interviews, and performance metrics. This will help refine leadership strategies and ensure alignment with teachers' evolving needs and challenges.



Final Words

In summary, by integrating transformational leadership practices and actively cultivating teacher self-efficacy, educational leaders can significantly improve teaching quality and overall school performance. These efforts are essential for building resilient, adaptive, and forward-looking education systems.



Q & A

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