



# Leadership Styles and Job Performance with Educational Trainings as Mediator among Employees in the Public and Private Educational Sectors in Shanghai, China

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## ABSTRACT

**Background:** Leadership styles have gained significance for driving the level of efficiency and productivity among the staff, enhancing their overall performance. The present study is designed to investigate the impact of distributed leadership, transformational leadership, and transactional leadership on the job performance of employees in the public and private educational sectors in Shanghai, China. In addition, the present study focuses on exploring whether educational training mediates the relationship between these leadership styles and the job performance of employees. **Methods:** The present study adopted a quantitative survey-based approach to collect data from a diverse population of employees from China's public and private educational sectors and analyses the data through implementing the partial least squares structural equation modeling (PLS-SEM) approach. **Findings:** The outcomes of the study validated the positive and significant influence of leadership styles on job performance. The study showed that transformational, transactional, and distributed leadership enhances the job performance of employees in educational institutions. Furthermore, the study did not find empirical evidence to support the mediating role of educational training. **Conclusion and Implications:** The study established the pivotal role of leadership styles in enhancing employee performance in the context of educational sectors of China. The findings hold theoretical value by extending the current literature on leadership. In addition, the findings can inform policymakers, managers, and educators to develop effective strategies and policies that support a positive and conducive workplace environment to enhance the job market. Focus should be given to leadership development for educational leaders to meet the needs of organizations.

**Keywords:** Leadership styles, Transformational leadership, Transactional leadership, Job performance, Educational training, Educational leaders.

## 1. INTRODUCTION

School leadership is responsible for facilitating and enhancing the system of knowledge management and optimizing the job performance of teachers (Parveen et al., 2022). Job performance of employees has been at the forefront of empirical studies because of its significant implications for organizational performance (Dinantara, 2019). Previous empirical studies have established a significant connection between leadership style and employee performance (Al-Malki & Juan, 2018; Chandrasekara, 2019; Ilham, 2018; Priarso et al., 2018). In the context of schools, studies have revealed a significant correlation between school leadership styles and the job performance of teachers (Imhangbe et al., 2019; Ramzan & Butt, 2021; Saleem et al., 2020). Principal's disposition and style of leadership have been regarded as significant factors that affect teacher turnover (Bickmore & Dowell, 2018). In addition, studies have revealed that the intent of an employee to complete his tenure and survive in the organization does not only depend on his performance but also the leadership style of leaders (Lee et al., 2019). The present study focuses on three leadership styles: distributed, transactional, and transformational styles of leadership. Recently, there has been extensive scholarly attention towards transformational leadership. A study by Murphy and Anderson (2020) has suggested a significant and positive impact of transformational leadership on employee performance. Torlak and Kuzey (2019) have linked both transformational leadership and transactional leadership with the job performance of teachers in education institutes. On the other hand, Abu Nasra and Arar (2020) reported a positive impact of the perceived transformational style of leadership on the in-role performance of teachers and suggested that the in-role performance of teachers decreased in the presence of the perceived transactional style of leadership. Maheshwari (2022) reaffirmed the findings of the aforementioned study by reporting a positive impact of transformational leadership on the job performance of teachers and a negative impact of transactional leadership. The distributed style of school leadership has been related to the teachers' job satisfaction (Sahraee et al., 2021). The school leadership in China is different to that in other countries and this difference can be associated with the distinguished institutional environment in China. China's distinguished cultural heritage, its recent educational transformation (Feng & Feng, 2020). Thus, the context of China is appropriate to advance the theoretical and empirical literature concerned with the impact of leadership styles on the job performance of teachers in secondary schools.

The existing empirical studies on transformational studies have explored its impact on employees' work performance (Bano et al., 2022; Buil et al., 2019; Nguon, 2022; Nurfaizi & Muafi, 2022; Sudha et al., 2023), burnout (Chen et al., 2022; Corbin et al., 2023; Tian et al., 2022; Tian & Guo, 2022; Tsang et al., 2022), and employee motivation (Hariadi & Muafi, 2022; Singh & Menon, 2023). However, there is a significant research gap in terms of studies focused on transformational leadership in secondary schools in China. Liu (2018) attempted to explore transformational leadership in China's context, however, the study did not highlight transformational leadership in the context of educational institutes. Furthermore, empirical studies concerned with the impact of distributed leadership on teachers' job performance are very scarce. The existing studies have analyzed the impact of school leaders distribute leadership on perceived school climate (Bellibas & Liu, 2018) and teachers' job satisfaction (Cansoy, 2019; Liu et al., 2021; Sun & Xia, 2018; Torres, 2019). The aforementioned studies indicate a significant research gap in studies related to the impact of distributed leadership on teachers' job performance in China's secondary schools. Furthermore, despite the extensive research on these models of leadership, the primary focus on the majority of the studies has been the Western education sectors. Scholars need to conduct more studies to analyze the appropriateness and effectiveness of these models of leadership in the Asian context. There is only a scarce amount of literature that attempts to explore the appropriateness of these leadership models for the Chinese education sector. Therefore, the present study is immensely significant for its focus on the impact of distributed, transactional, and transformational styles of leadership on the job performance of teachers in secondary schools. Moreover, the present study also analyses the mediating role of educational training for these correlations, which enhances its theoretical and practical significance.

## **2. LITERATURE REVIEW**

### **Transformational leadership theory**

James Macgregor Burns was the first who gave the concept of transformational leadership in 1978. (Vasanthakumari & Belisa, 2019). According to this theory transformational leadership is the leadership style that promote change, bringing innovation and creativity. It is a kind of management philosophy that provide the followers guidance, support, and encouragement to bring innovation and creativity that become promising for the future success. Transformational leadership theory highlights the importance of transformational leadership styles in the organizations to enhance the job performance of the employees and thus the overall success of

the organization (Siangchokyoo et al., 2020). Transformational leadership approach involves leaders that inspires and motivates their followers, subordinates, or employees to bring about positive change that in return lead to their own growth and success. The transformational leadership approach adopted by the organizations result in the productive results such as increased morale of the employees, innovation in work and a sense of ownership. Shaping of morale of employees is a critical aspect of transformational leadership concept. Transforming the behavior of employees to enhance their productivity through continuous support and guidance is another important aspect of this theory (Reza, 2019). Transformational leadership style focus on the development of change that bring innovation while transactional leadership style focus on the reward giving behavior that motivates the employees to give better result (Hannah et al., 2020). Leadership styles strongly impact the success of organization by impacting the job performance of the employees working there. Organizational success is the thing which comes due to combined effort of team members, and effective leadership style is the thing that promote effective team working, thus contributing to overall success of the company or organization. Moreover, effective leadership styles bring the changes necessary for the productive outcomes, such as transformational leadership bring innovation and creativity that contribute to the company's success (Hannah et al., 2020).

### Definition of Variables

Variables	Definitions
Transformational leadership	Transformational leadership style can be defined as the leadership approach that develop change in the followers or subordinates by providing them with the needed guidance and support to bring about innovation, creativity and the skills to solve the problems thus transforming the followers into leaders (Reza, 2019).
Transactional leadership	Transactional leadership style refers to the leadership approach that involve the transaction or exchange of skills, knowledge, resources and efforts between the leader and the followers which motivates the followers to perform well (Berkovich & Eyal, 2021).
Distributed leadership	Distributed leadership or shared leadership refers to the shared management of roles of leadership through interconnectivity between team members (Lumby, 2019).

Job performance	Job performance refers to the quality of knowledge and work contributed by the employee towards the success of the organization (Bloom, 2019).
Educational training	Educational training refers to the activity of learning and gaining theoretical information, knowledge and skills and their practical implementation in an organized institution (del Carmen Pegalajar-Palomino et al., 2021)

### **Transformational Leadership and Job performance**

Transformational leadership according to Kotamena et al. (2020) is the leadership approach that is adopted by the leaders to bring changes in the employees for the betterment of the employees and the organization. According to the study of Budur (2020) transformational leadership is the style that promotes the morale development in the employees through motivation and inspiration. Transformational leadership not only promote the morale of the subordinates, followers or employees but also boost the morale of the leader, as transformational leadership prefers the team working of and thus enhance the qualities of both leader and employees as individuals.

Job performance on the other hand refers to the overall contribution of employees to their company or organization. Job performance is the performance of the individuals regarding their job and their attitudes towards their work. It involves the comprehension of how well the employees do their job. Job performance involve two main aspects the task performance and the contextual performance (Cleveland et al., 2019). According to the study of Bloom (2019) job performance is something that is the sum-up for the qualitative and quantitative contribution of employee towards their job and organization.

Job performance is strongly impacted by the leadership styles. According to the study of Manzoor et al. (2019) transformational leadership is positively correlated with the job performance. The more effective the transformational leadership style the more improved will be the job performance. Transformational leadership style sets the clear goals and provide encouragement to the employees by providing them with the needed support and guidance thus improving their performance (Lai et al., 2020). Transformational leadership benefit the whole team as it involves individual consideration, motivation, inspiration, and intellectual stimulation which in return strongly impact the job performance of the employees. Job

performance is significantly impacted by the transformational leadership style as the leaders have clear vision for their team which sets clear goals for them. Moreover, the transformational leadership style focus on the core values of motivation and inspiration to promote the effective working. These values promote the quality of work, job knowledge and the work relationships that are the key factors promoting job performance. Therefore, transformational leadership significantly impact the job performance (Top et al., 2020).

**H1:** The impact of transformational leadership on the job performance is significant.

### **Transactional Leadership and Job performance**

Transactional leadership according to Jensen et al. (2019) is the leadership style that promote the development of optimum results from the subordinates based on the rewards and punishments. Transactional leadership is also called as managerial leadership and focuses on the use of extrinsic motivation as a source of achieving desired outcome. According to the study of Arenas (2019) transactional leadership instead of inspiring overall change promote the short-term and effective change by reward giving behavior. The behavior of giving rewards and punishment motivate the workers to achieve their goals and thus to contribute productively towards the organization. Transactional leadership is of critical importance when it comes to the managing abilities. It involves the transaction or exchange of skills, knowledge, resources, efforts and ideas between the leaders and the subordinates that bring optimal change in the behavior of the employees encouraging them to work more efficiently and productively (Nungky Viana et al., 2020).

Job performance is the quality of work and knowledge contributed by the employee to the organization. Job performance is the attribute that involves the evaluation of how well an employee can handle his or her job. How much an employee is emotionally, mentally, and physically invested in the job determine the overall job performance of the employee. Job performance of the employees is strongly impacted by the leadership styles adopted by the leaders in the organizations (Lai et al., 2020).

According to the study of Wahyuni et al. (2020) transactional leadership and job performance are positively related, that is the impact of transactional leadership on the job performance is positive. The more effective the transactional leadership style the more enhanced will be the performance of the employees. Transactional leadership actually rely on the rewards and punishment to get the desired outcomes. When employees are given perks or incentives on their work performance, they develop self-determination which inspires them to contribute to their

work productively. Transactional leadership is based on the reinforcement principle with the leaders being providing rewards to the employees and the employee in turn contributing effectively to the success of the organization. The job performance which is the qualitative and quantitative contribution of the employee towards the organization is therefore significantly impacted by the transactional leadership (Sunarsi et al., 2021). Hoxha (2019) Stated the impact of transactional leadership on the job performance is more pronounced when the vision or command of the leader is definite and clear. Moreover, the implementation of the commands and the rewards and punishments from the leaders strongly impact the performance of the employees by motivating and inspiring them. Employees are rewarded when they are successful and reprimanded when they fail in the transactional leadership style. This behavior of reward and punishment motivates and inspire the employees to work efficiently and thus improving their job performance. Therefore, the job performance is significantly impacted by the transactional leadership style (Sunarsi et al., 2021).

**H2:** The impact of transactional leadership on the job performance is significant.

### **Distributed Leadership and Job Performance**

Distributed leadership according to Tian and Risku (2019) is the shared management of the leadership roles by all the team members. Distributed leadership is also called shared leadership or team leadership as it involves the sharing of leadership tasks between all the team members and does not rely on the on individual only. Job performance is significantly impacted by the distributed leadership. According to the study of Torres (2019) distributed leadership impact and job performance are positively correlated. Distributed leadership enable the team members to develop a shared vision. It fosters the team working and prefer to have delegates' responsibilities than relying on the single individual. Distributed leadership promote the job satisfaction and which in turn significantly impact the job performance of the employees.

**H3:** The impact of distributed leadership on the job performance is significant.

### **The Mediating Role of Educational Training**

Educational training is the form of training that involves the institutionalized and organized learning. It involves the learning of skills that is getting knowledge about a particular field and then the practical implementation of such skills comes under the field of educational training. Any field of training that is practical learning of something integrated with the educational or theoretical learning is what is called as educational training. Educational training is an

important factor impacting the job performance by influencing the leadership styles such as transformational leadership style and transactional leadership style (Dhamija et al., 2019).

Transformational leadership style significantly impacts the job performance of the employees and is mediated by the educational training. Educational training involves the theoretical and practical learning of the basic skills prevailing in any field. Through educational training one is in a better position to understand the principles and also know how to practically use these principles. By training one knows the pros and cons of a processes before using it. It makes the leaders more worthy to lead a team and thus impacting their job performance (Maheshwari, 2022).

Transactional leadership style is another style that impact the job performance mediated by the educational training. Educational training develops the attributes and skills such as the management capabilities, knowledge sharing, and the innovatory ideas which are the key factors operating transactional leadership style as transactional leadership favors the exchange of knowledge, skills and resources between the leaders and the employees. Educational training promote the development of better managerial capabilities which thus impact significantly the managerial leadership style also known as the transactional leadership style (Jacobsen et al., 2022).

Educational training impact the job performance also by influencing the distributed leadership. Distributed or shared leadership skills are illuminated by the educational training which trains employees about the importance of team work and thus helping them to work productively, impacting their job performance (Vuori, 2019).

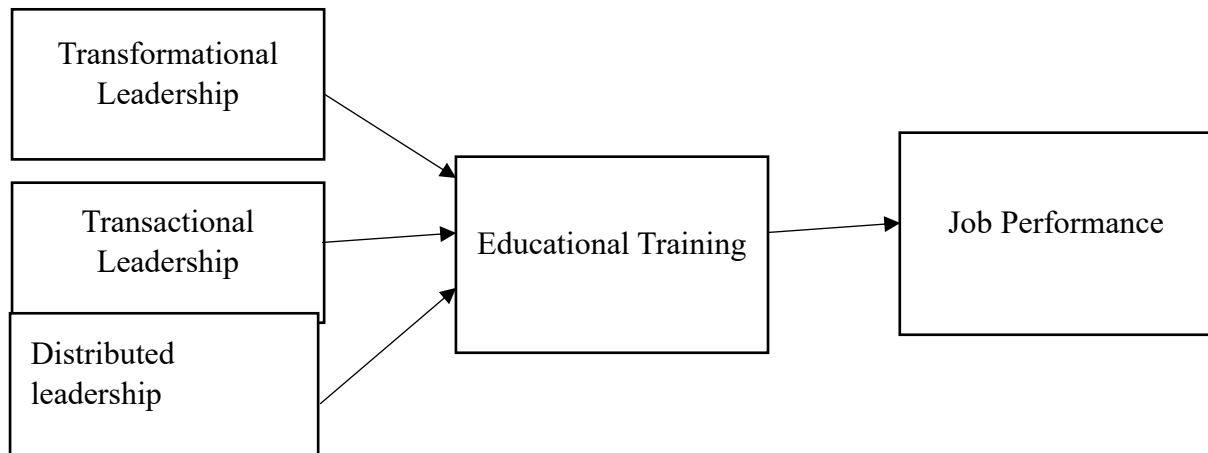
**H4:** The mediating role of educational training between transformational leadership and job performance is significant.

**H5:** The mediating role of educational training between transactional leadership and job performance is significant.

**H6:** The mediating role of educational training between distributed leadership and job performance is significant.



Theoretical framework for the above literature review is given below:



**Figure 1:** Theoretical framework

### 3. METHODOLOGY

This study is based on the conception of the explanatory study with a quantitative research strategy. The researcher has adopted this strategy and has collected primary data as the base for analysis. The approach was adopted according to the developed research aim and objective of the study which has been centered on exploring the educational sector viewpoint on the targeted variables.

#### **Participants, Sampling and Context**

This study has used the educational sector as the pool of population and has selected the employees working in this sector as the unit of analysis. The study has not defined any criteria and nature of the institutes and organizations in the study and counted all the private and public educational institutes in the activity of data collection. The activity of data collection was done with the help of a survey approach and a questionnaire as the tool in the survey. As mentioned, the employees were chosen as the target population, so it became evident that there was an unknown, so an appropriate sampling technique was required. So, by keeping in view the nature of the target population and matching it with the baseline nature of the different sampling techniques, the non-probability sampling technique was adopted for accessing the target population.

## **Data Collection**

The self-administered survey technique was adopted for gathering the data. This approach was utilized to ensure the only participation of the employees i.e., the selected population of the study in the conducted survey. Additionally, the paper-pencil questionnaire was chosen to ensure the assumptions of the generalizability and diversity in the collected responses in the datasheet.

## **Instrument development**

The study adopted the scale items for measuring the targeted variables extracted from different literature studies that have indicated good reliability and validity indicators for the scales.

Transformational leadership scale was adopted from (Alrowwad et al., 2020). This study facilitated 5 items for measuring transformational leadership and provided the whole statements that were used in the questionnaire.

Transactional leadership: The scale items for this variable were also measured with the items provided from the above-mentioned study. The study has provided 4 items for measuring the variable and the exact statements of the items were utilized from the mentioned source as well.

Distributed leadership: This variable was measured with 3 items provided in a study (Bellibas & Liu, 2018). The scale items have concepts that were according to the nature of the variable that is why utilized by the study.

Education training: This variable measurement items was extracted from (Hanaysha, 2016). The study adopted and used 5 items for measuring the education training and highlighted good reliability indicators for the items and

Job performance: The dependent variable of the study job performance was measured with the help of 4 items that were borrowed from a study (Yim & Shin, 2014), that has narrated the exact statements for the questionnaire as well.

## **Procedure**

The data was collected using the mentioned techniques, strategies, and methods. Additionally, the procedure of data collection and all the ethical constraints of trust, confidentiality, anonymity, and authenticity during data collection. Next, after getting a suitable and desired number of responses, the quantitative analytical techniques with appropriate statistical tools were conducted and results were compiled.

#### 4. Empirical Results

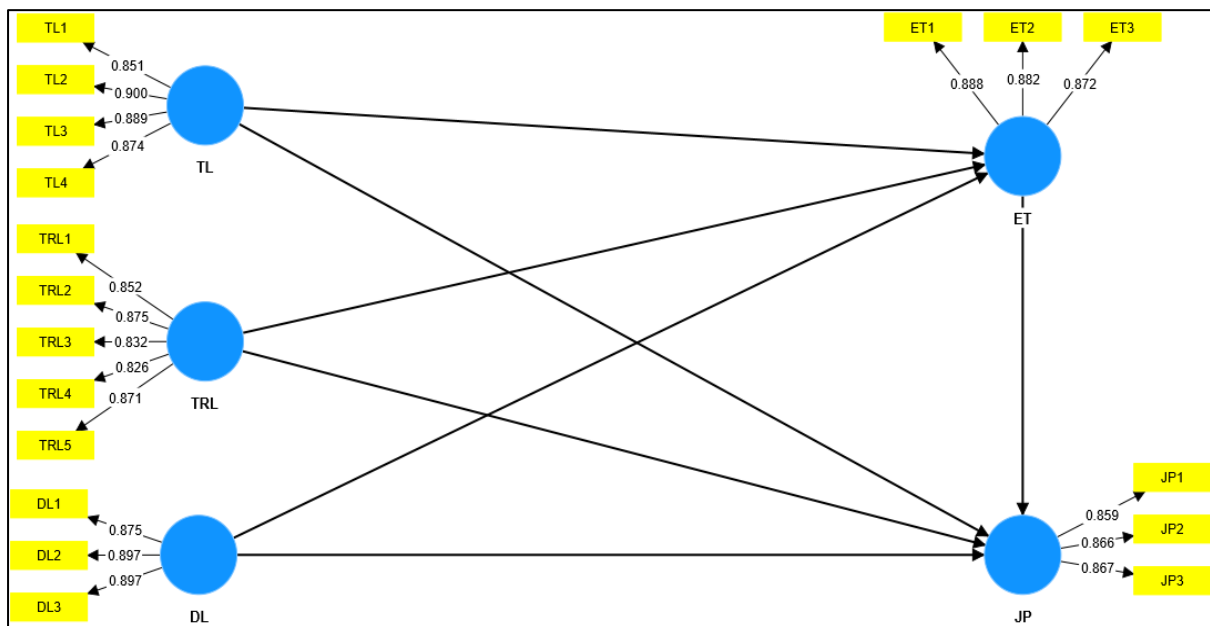
The researcher tested the individual item reliability for all the constructs. In doing so, the factor loadings of each item are computed (Min et al., 2020), as shown in Table 1. A recommended threshold of 0.7 is used to gauge the individual item reliability (Hair et al., 2021). Items below the threshold level were omitted and the resultant indicator loadings shown in Table 1 are above the specified level of 0.7.

**Table 1:** *Indicator Loadings*

	<b>DL</b>	<b>ET</b>	<b>JP</b>	<b>TL</b>	<b>TRL</b>
<b>DL1</b>	0.875				
<b>DL2</b>	0.897				
<b>DL3</b>	0.897				
<b>ET1</b>		0.888			
<b>ET2</b>		0.882			
<b>ET3</b>		0.872			
<b>JP1</b>			0.859		
<b>JP2</b>			0.866		
<b>JP3</b>			0.867		
<b>TL1</b>				0.851	
<b>TL2</b>				0.9	
<b>TL3</b>				0.889	
<b>TL4</b>				0.874	
<b>TRL1</b>					0.852
<b>TRL2</b>					0.875
<b>TRL3</b>					0.832
<b>TRL4</b>					0.826
<b>TRL5</b>					0.871

*“Note: DL = Distributed leadership, ET= Educational training, JP= Job performance, TRL= Transformational leadership, TL= Transactional leadership”*

Figure 2 shows the items with loadings above 0.7, indicating their reliability.



**Figure 2: Indicator Loadings**

The analysis in the study involved structural equation modeling which requires researchers to establish the reliability and validity of the measurement (Aburumman et al., 2022; Min et al., 2020). For this purpose, the present study relied on Cronbach’s alpha and Composite reliability (CR) to establish the internal consistency. Cronbach’s alpha is widely used in literature and the common threshold for satisfactory reliability is values above 0.7 (Hu et al., 2023). Table 2 verifies the internal consistency of the variables through Cronbach’s alpha given that all the constructs exceeded the set threshold. Similarly, CR is used to validate internal consistency with a benchmark of 0.7 (Min et al., 2020). The values in the table below show that DL, ET, JP, and TL have CR values greater than 0.8; thus, internal consistency was established. For the validity testing, convergent validity was first evaluated using Average Variance Extracted (AVE). The criteria for establishing convergent validity is that AVE values must be greater than 0.5 (Hu et al., 2023). The AVE values in Table 2 meet the required criteria, establishing that there is no problem of convergent validity.

**Table 2: Internal Consistency and Convergent Validity**

	<b>Cronbach's alpha</b>	<b>CR</b>	<b>AVE</b>
DL	0.868	0.869	0.792
ET	0.856	0.859	0.776
JP	0.83	0.831	0.746
TL	0.902	0.903	0.772
TRL	0.905	0.908	0.725

“Note: DL = Distributed leadership, ET= Educational training, JP= Job performance, TRL= Transformational leadership, TL= Transactional leadership”

Along with convergent validity, it is pivotal to confirm that the concepts that are presumed to be not linked are factually unrelated (Amankwaa et al., 2019; Iqbal et al., 2021). The heterotrait –Monotrait (HTMT) criteria is used which is gaining more prominence in literature (Iqbal et al., 2021). It is suggested that all the values must be less than 0.85. Thus, by following the criteria of Henseler et al. (2015), the researcher verified the discriminant validity as all the HTMT values are below the threshold level in Table 3.

**Table 3: Discriminant Validity**

	<b>DL</b>	<b>ET</b>	<b>JP</b>	<b>TL</b>	<b>TRL</b>
<b>DL</b>					
<b>ET</b>	0.447				
<b>JP</b>	0.675	0.43			
<b>TL</b>	0.627	0.495	0.688		
<b>TRL</b>	0.625	0.48	0.755	0.804	

“Note: DL = Distributed leadership, ET= Educational training, JP= Job performance, TRL= Transformational leadership, TL= Transactional leadership”

Additionally, the collinearity has to be assessed in the structural model and therefore, the Variance Inflation Factor (VIF) values for all the constructs were investigated, as demonstrated in Table 4. The specified criteria for VIF is frequently set as values below 10 (Iqbal et al., 2021). This finding indicates that the data does not have multicollinearity issues, confirming the robustness of the structural model.

**Table 4: Multicollinearity**

	<b>VIF</b>
<b>DL1</b>	2.02
DL2	2.451
DL3	2.525
ET1	2.108
ET2	2.246
ET3	2.054
JP1	1.827
JP2	1.972
JP3	1.925
TL1	2.248
TL2	2.965
TL3	3.123
TL4	2.766
TRL1	2.518

TRL2	2.925
TRL3	2.285
TRL4	2.567
TRL5	2.997

“Note: DL = Distributed leadership, ET= Educational training, JP= Job performance, TRL= Transformational leadership, TL= Transactional leadership”

Furthermore, the evaluation of how well the variability in dependent variables is explained by the explanatory variables was carried out using the coefficient of determination. Table 5 shows that 22.7% of the variability in ET is explained by the predictors in the model while 50.1% of the variance in JP is accounted for by the predictors. R-Square values above 0.33 are indicated as moderately sufficient (Min et al., 2020).

**Table 5: Coefficient of Determination**

	R-square	R-square adjusted
ET	0.234	0.227
JP	0.508	0.501

“Note: ET= Educational training, JP= Job performance”

The model fitness was ascertained using fitness indicators, including SRMR and NFI. The SRMR value was below the threshold of 0.07 as previously used by researchers (Amankwaa et al., 2019). For NFI, the greater value, the better the fit is. While a threshold of 0.9 is usually considered, a value of 0.85 is considered appropriate as NFI cannot be considered alone given that sample size affects NFI (Dash & Paul, 2021).

**Table 6: Model Fitness**

	Saturated model	Estimated model
SRMR	0.048	0.048
d_ULS	0.398	0.398
d_G	0.302	0.302
Chi-square	590.185	590.185
NFI	0.85	0.85

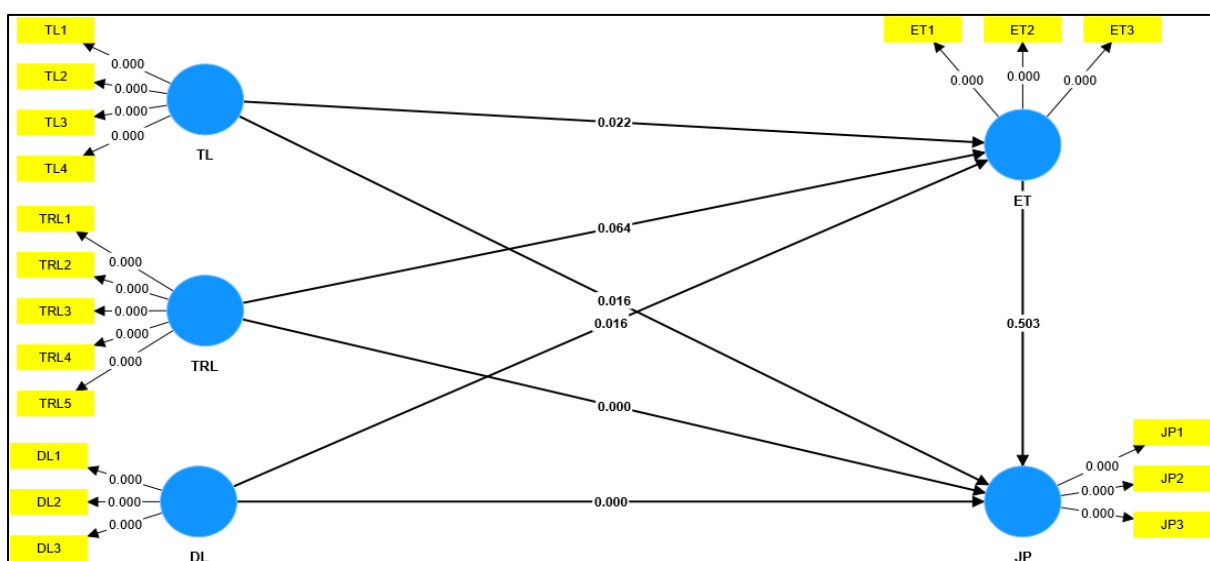
The study employed Partial least squares (PLS)-SEM technique to investigate the impact of the explanatory variables on the dependent variables along with the mediation analysis. PLS-SEM is regarded as an effective and efficient technique to develop and analyze the structural linkages (Dash & Paul, 2021). Numerous studies have relied on this technique due to its effectiveness and ability to test mediating and moderating impacts (Aburumman et al., 2022; Hair et al., 2021; Iqbal et al., 2021). Similarly, in the present study, ET was taken as a mediator; thus, PLS-SEM was a suitable approach for this study. Table 7 presents the results for the hypotheses evaluation. The outcomes of the analysis showed that DL positively influenced JP.

The association was significant at a 1% significance level given the p-value of 0.00. Secondly, TL was also found to have a positive influence on JP with a coefficient value of 0.162. The association was also significant, resulting in the support of the hypothesis at a 5% significance level. In terms of the association between TRL and JP, the study confirmed a positive and significant linkage between the two, implying that increasing TRL leads to better JP. The association was supported at a 1% significance level. Table 7 also depicts the mediation analysis, and the path analysis is displayed in Figure 3. The table values show that ET is not a significant mediator in the association between TL and JP as the p-value exceeded 0.5; thus, the association could not be supported. The association between DL and JP was not significantly mediated by ET with a p-value of 0.552. Similarly, ET was found to be an insignificant mediator in the association between TRL and JP as the p-value was greater than 0.05. Thus, the analysis showed that while the mediating role of ET was not supported, the leadership styles, DL, TL and TRL, positively and significantly impacted JP.

**Table 7: Hypotheses Testing**

	Estimate	STDEV	T statistics	P values
DL -> JP	0.26	0.053	4.925	0
TL -> JP	0.162	0.067	2.418	0.016
TRL -> JP	0.382	0.076	5.05	0
TL -> ET -> JP	0.006	0.01	0.618	0.536
DL -> ET -> JP	0.005	0.008	0.595	0.552
TRL -> ET -> JP	0.005	0.01	0.527	0.598

“Note: DL = Distributed leadership, ET= Educational training, JP= Job performance, TRL= Transformational leadership, TL= Transactional leadership”



**Figure 3: Path Analysis**

## 5. DISCUSSION

The purpose of this study was to investigate the impact of transactional and transformational leadership styles on work performance, as well as any potential mediating effects of educational training. The developed theories sought to shed light on the ways in which these leadership philosophies affect worker performance, both directly and indirectly. The findings clearly show that transformational leadership improves job performance in a way that is both statistically significant and favorable. Higher job performance is exhibited by workers who experience transformational leadership, demonstrating the efficacy of leaders who inspire and motivate their teams to achieve remarkable outcomes. Likewise, it turns out that transactional leadership is a strong indicator of improved work output. The findings imply that employees' general performance is positively impacted by the clear expectations and rewards connected to this leadership style. Clear expectations and rewards can have a real impact on an organization's workforce, as demonstrated by the significance of transactional leadership as a predictor of improved job performance. Transactional leaders work in a framework of clearly defined structures, defining success criteria and clearly communicating expectations to their team members. The research Manzoor et al. (2019) indicates that job performance is clearly and totally predicted by transformational leadership, and that a key mediating factor in this relationship is Corporate Social Responsibility (CSR). This emphasizes how important transformational leadership is, how important work performance is, and how important CSR is to businesses. The integration of socially responsible practices, optimizing job performance, and fostering transformative leadership styles are crucial for the overall success of an organization. These elements have the potential to significantly improve overall organizational performance through their synergistic influence. The study Nurlina (2022) highlights transactional leadership's significant influence on employee job satisfaction by showing a direct and positive relationship. In contrast, there is a clear and negative correlation between organizational culture and job satisfaction, indicating the significance of creating a positive workplace culture. Furthermore, a key element that favorably influences employee job satisfaction is organizational commitment. Additionally, the research highlights the direct and significant contribution that transactional leadership makes to improved employee performance, highlighting the complex interactions between commitment, organizational culture, and leadership styles on job satisfaction and performance in the context of the organization. The findings Wahyuni et al. (2020) demonstrate a strong and positive correlation between transactional leadership and employee performance, motivation and employee



performance, and transactional leadership and employee performance with motivation acting as an intervening factor. A company will be able to improve performance action if high work motivation supports both the organizational culture and transactional leadership.

The results, in contrast to expectations, refute the theory that says job performance and transformational leadership are mediated by educational training. The T statistic (0.618) and P value (0.536), which indicate statistical insignificance, suggest that the study does not provide evidence for the indirect impact that is assumed to result from educational training. In a similar vein, the findings contradict the theory that suggests educational training mediates the relationship between job performance and transactional leadership. According to the T statistic of 0.595 and P value of 0.552, educational training is not a statistically significant mediating factor in this situation. According to this study (Lai et al., 2020), transformational leaders ignite followers' work engagement through a variety of behaviors that incite followers to engage in organizationally beneficial behaviors (such as improved task performance and helpful behaviors). In other words, workers who are motivated by transformational leadership are more likely to become fully engaged in their work, which is likely to lead to improved task performance and helpful behaviors. The results of the study Jameel and Ahmad (2020) indicate that Academic Staff Performance (ASP) is significantly impacted by Leadership Style (LS), Transformational Leadership (TFL), and Transactional Leadership (TSL). A partial mediator in the relationship between LS, TFL, TSL, and ASP is found to be job satisfaction (JS). This implies that JS acts as a mediator in part to channel the effects of LS, TFL, and TSL on ASP.

The importance of both transformational and transactional leadership styles in enhancing job performance is highlighted by their positive direct effects. Employers may gain from implementing a well-rounded strategy that incorporates clear expectations and rewards for staff members along with motivating and inspirational elements.

## **6. CONCLUSION**

In summary, both organizational practitioners and academics can benefit from this thorough analysis of leadership philosophies and how they affect job satisfaction and educational attainment, which in turn influences work performance. The research shows that both transformational and transactional leadership styles have a positive and significant impact on employees' job performance, highlighting the complex dynamics that affect worker productivity. The results highlight how inspirational and motivating leadership plays a crucial role in producing extraordinary results, as evidenced by the direct correlation between

transformational leadership and improved work performance. The study also clarifies the concrete effects of transactional leadership, highlighting the significance of defined expectations and rewards in raising general performance levels at work. Unexpectedly, the non-significant mediating effects of educational training refute accepted theories and force a reassessment of the training programs presumed indirect influence on the connection between job performance and leadership styles. It also emphasizes how interrelated organizational components are when job satisfaction is acknowledged as a partial mediator in the relationship between academic staff performance and leadership styles. The research proposes a comprehensive approach that incorporates both transformational and transactional components to help organizations navigate the challenges of leadership and performance optimization. This approach fosters a comprehensive plan for attaining organizational success.

## **7. IMPLICATIONS**

The complexity of leadership styles and how they affect work performance within the framework of educational training is explored in this study, which has significant theoretical ramifications. The results make a substantial contribution to the current body of knowledge regarding organizational leadership theories. This research expands on the existing theoretical frameworks by specifically examining the mediating role of educational training in the relationship between job performance and leadership styles. It not only refutes conventional wisdom about the moderating effects of instructional training in this situation, but it also confirms the applicability of both transformational and transactional leadership. These theoretical insights, as an investigation into the educational field, provide a sophisticated comprehension of the dynamics influencing leadership and performance in academic settings, offering a significant contribution to the larger body of literature on leadership and education.

This study has a wide range of practical applications, providing organizational leaders, educators, and training professionals with useful insights. The findings highlight how important it is to combine transactional and transformational leadership philosophies for the best possible work output. These results can be used by organizations and educational institutions to guide leadership development initiatives, with a focus on encouraging and motivating leadership traits along with well-defined expectations and consequences. The study also promotes a critical analysis of the structure and methodology of instructional training programs. It is recommended that decision-makers customize training programs to match the unique requirements and demands of staff members in order to guarantee that the desired effect on job

performance is achieved. Therefore, leaders and educators looking to improve organizational and educational outcomes can use this research as a useful guide.

## **8. LIMITATIONS AND FUTURE RESEARCH**

Even though this study makes a substantial contribution to our understanding of the relationship between job performance, educational preparation, and leadership styles, there are a number of limitations that should be considered and suggest directions for further investigation. First off, the generalizability of the results is limited by the methodological limitations associated with depending solely on statistical data and a particular sample size. The utilization of varied methodologies in future research, including qualitative approaches and interviews, could prove advantageous in obtaining a more comprehensive and nuanced understanding of the complex dynamics present in the leadership and training domain. Also, the results may not be as broadly applicable as they could be due to the study's narrow geographic focus. It is recommended that future research employ a comparative methodology to investigate cultural variations in the effects of leadership styles and educational preparation on job performance. Using this method would make it possible to look more closely at the national-level variables affecting blended learning models' efficacy. Finally, some organizational and individual factors that may affect the effectiveness of blended learning models in higher education are excluded by the study's small set of variables. It is advised that future studies broaden their focus by adding more variables. This will provide a more thorough grasp of the complex factors influencing the efficacy of training and leadership interventions in educational settings. By addressing these shortcomings, we can advance our understanding of the complex to be more comprehensive and robust.

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