



A model for the development of transformational leadership attributes for Cambodian public high school principals in Phnom Penh city

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Article Info

Article history:

Received 16 October 2022

Revised 23 January 2023

Accepted 29 January 2023

Available online 17 November 2023

Keywords:

model of transformational leadership,
public high school,
transformational leadership,
transformational leadership attributes

Abstract

This research-based work presents a proposed transformational leadership model for public high schools' principals in Phnom Penh city of Cambodia. This study comprised two objectives: (1) explore the current and expected situations of principals' transformational leadership in public high schools in Phnom Penh city; and (2) develop a model of transformational leadership attributes for Cambodian public high school principals in Phnom Penh city. The researcher conducted need assessment on the current and the expected situations of high school principals' transformational leadership for the first stage of this study. The Multifactor Leadership Questionnaire (MLQ) of transformational leadership was used for developing the research instruments, which consist of a questionnaire and interview questions. The questionnaires were distributed to 369 teachers at 18 public high schools located in Phnom Penh city. The interview was conducted with 17 public high school principals or deputy principals and five experts to develop a model of transformational leadership attributes for Cambodian public high school principals in Phnom Penh city. A model of transformational leadership attributes was developed from both the questionnaire and interviews. The finding indicated individualized consideration has a favorable and significant impact on the teachers' performance ($PNI_{Modified} = 0.25$). The priority of transformational leadership issues that need to be developed is acting as a role model, having the ability to inspire and motivate followers, challenging followers to come up with new ideas, enabling others to act through coaching and support, and building relationships with teachers and staff based upon trust and respect. These issues can be developed through five dimensions of a transformational leadership model for Cambodian public high school principals in Phnom Penh city.

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Introduction

The success of an organization depends heavily on its leadership. In order to achieve jointly agreed-upon organizational goals, leaders are required to establish the organization's vision and goals, distribute and motivate resources to become more competent, coordinate change, and foster a strong sense of empowerment among their subordinates. According to Nicholson (2013), effective leaders are those who understand the cultures of organization and have a clear vision of past, present and future so that they could make a better decision and lead the entire organization towards success. In the twenty-first century, educational institutions face the dual task of providing students with the contemporary knowledge, skills, and values needed to compete in a global marketplace while also producing graduates who are thoughtful adults, good citizens for both the nation, and the world.

Schools are basic places where the young generation is taught, and school pioneers bear an overwhelming burden of obligation for their institutions. The professional attitudes of teachers and the culture of a school have a direct correlation. Thomas et al. (2018) claimed that a system in a successful school could affect the quality of teachers' and students' professional growth. Therefore, leadership in an organization like a school is vital since it allows the burden of impacts that may alter teachers' and students' attitude and behaviors, which may have comparable impacts on the other individuals (Saleem et al., 2012). Transformational leadership is required in planning understudies for the 21st century and ASEAN community because it can amplify the school accomplishment and the nature of educating and learning. Gunawan (2020) examined the function of transformational leadership in organizational change while indicating the relationship between school culture, job motivation, and academic success. Transformational leadership is described as a leadership style that organizes relationships in order to face internal and external changes by inspiring, enhancing, and transforming employees' actions and aspirations and by integrating innovation, relationship-building, empathy, compassion, , and sensitivity so that the leader and the employees have a shared vision and values, respect for one another, and trust (Moyo, 2019).

Using internal communication to enhance employee engagement requires the use of transformational leadership. According to studies, transformational leadership can boost productivity, foster employee engagement, affect internal communication, and improve employee relations (Mozammel & Haan, 2016).

An organization's sustainability can be fundamentally altered by innovation, which is supported and encouraged by transformational leadership. With regard to educational reform era and expansion of Cambodian school principals' role, the developing model of transformational leadership could be the right intervention to enhance and enable school principals to perform their duties more effectively and efficiently. Therefore, in order to address this uncertainty, the leaders must take immediate action. On the other hand, effective leadership has long been regarded as the most important mechanism for diverse organizations, both in the normal condition and crisis (Madanchian et al., 2017).

The purposes of this study were to: (1) explore the current and the expected situations of high school principals' transformational leadership in Phnom Penh city of Cambodia; and (2) develop a model of transformational leadership attributes for Cambodian public high school principals in Phnom Penh city.

Literature Review

Concepts of Transformational Leadership

Transformational leadership is thought to influence organizational engagement and is a significant predictor of increased engagement (Senjaya & Anindita, 2020). Transformational leadership style has an impact on organizational commitment that is both favorable and significant (Raveendran & Gamage, 2019). Bass and Riggio (2008) and Bass and Avolio (1990) described five dimensions of transformational leadership as: (1) Individualized Consideration, (2) Idealized Attributed, (3) Inspirational Motivation, (4) Intellectual Stimulation, and (5) Idealized Influence.

The five dimensions of transformational leadership are applied for this study. First, individualized consideration (dimension one) where a leader pays special attention to subordinates and treats them with respect so that they are aware of each individual's specific needs (Reza, 2019). Second, idealized attribute (dimension two) requires leaders to build trust and respect their followers. Third, inspirational motivation (dimension three) inspires workers to accept challenging objectives and activities with enthusiasm and provides a vision for the future (Li et al., 2019). Fourth, intellectual stimulation (dimension four) is defined as activities that encourage reevaluating formal routines and inspire novel ideas (Sikalieh, 2017). Last, idealized influence (dimension five) leaders act in a way that makes them an example to their followers. The followers also recognize

the outstanding abilities, perseverance, and determination of their leader, who is clearly willing to take risks in order to accomplish organizational or personal goals while also acting morally and ethically (Gomes, 2014).

Transformational leaders put their employees' higher-level demands first and encourage them to go above and beyond what is stipulated in their employment contracts. These executives serve as counselors and mentors, focusing on the needs of the staff as well as their own growth and development. They serve as role models for their staff members and offer challenges, a sense of mission, greater viewpoints, respect, and trust. They foster a culture of trust and encourage staff to put the organization's interests ahead of their own (Khorshid & Pashazadeh, 2014).

Therefore, the role of the school principal in managing change is of great importance because organizations are dynamic entities undergoing rapid development, and are therefore in need of leadership that is capable of managing transformations. The goal of the transformational leader is to convert followers' private interests into group interests by calling their attention to greater demands and continually seeking for potential motives in them. Transformational leaders promote acceptance of group goals, offer a variety of forms of support for employees, and motivate people to pursue the organization's objectives by outlining the organization's future prospects and providing a model commensurate with those prospects (Mortazavi & Nikkar, 2014).

Methodology

This research utilized both quantitative research, and qualitative research methods. The researcher deployed quantitative research method to study current and expected data according to the transformational leadership behaviors. The qualitative research method was used to obtain data from participants and to comprehensively answer research questions regarding a development model of transformational leadership attributes for Cambodian public high school principals in Phnom Penh city.

Quantitative Phase

Population and sample

The population of this study was chosen from among 18 public high schools in the Cambodian city of Phnom Penh. Cluster random sampling was used to choose 18 public high schools with 3,087 teachers based on Taro Yamane's (1967) formula, $n = N/(1 + Ne^2)$, where $e = 5$ percent margin of error at a 95 percent confidence level

and $p = .5$ are assumed. There were 369 high school teachers included in the total sample. According to the MoEYS (2015) education data indicator, there are 34 public high schools in Phnom Penh city, with 4,805 teachers educating students in grades 7 through 12. In this study, the proportional and simple random sampling methods were applied by the researcher.

Research instruments

The structured questionnaires were designed by the researcher by using results from content analysis to explore the current practices and expectations of principals' transformational leadership in public high school of Cambodia. The structure of questionnaire was divided into three parts, demographic information, the questions about current practices and expectations of principals' transformational leadership in schools, and suggestions for transformational leadership development in public high schools of Phnom Penh city accordingly. This quantitative study utilized the Multifactor Leadership Questionnaire (MLQ) Form 5X short (Bass & Avolio, 1995) to develop components of 21st century transformational leadership questionnaire response to the current reform context of education in Cambodia. There were 29 questions in the questionnaire divided into five dimensions of transformational leadership behaviors consisting of idealized influence (5 items), inspirational motivation (6 items), intellectual stimulation (6 items), individualized consideration (6 items) and idealized attributes (6 items). The questionnaire had a five-point rating scale, which indicates the degree of importance for transformational leadership, ranging from 1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, and 5 = strongly agree.

The indicators in questionnaires were evaluated by Item-Objective Congruence (IOC) based on the score range from -1 to +1. Items lower than 0.50 were revised and those higher than 0.50 were reserved. Items with the results between 0.67 and 1.00 were used. The trial with 30 teachers achieved Cronbach's Alpha value of 0.97.

Data analysis

The researcher used descriptive statistics analysis (such as frequency, percentage, mean and standard deviation) to analyze the survey results regarding the current practice and expectations of principals' transformational leadership behaviors in public high schools of Phnom Penh city. Ranking of the needs for each component of transformational leadership were analyzed using the Modified Priority Needs Index (PNI_{Modified}).

Qualitative Phase

Key informants

The qualitative research method was used to obtain data from participants and to comprehensively answer research questions regarding a developing model of transformational leadership attributes for Cambodian public high schools' principals in Phnom Penh city. The researcher conducted in-depth interviews with 22 key informants (17 principals or deputy principals and 5 experts) responsible for school management in order to study their perceptions on principals' transformational leadership in public high schools of Phnom Penh city, Cambodia. Criteria for the selection of school principals or deputy principals were having served as the principal for at least 4 years, holding a Bachelor's degree at least, public high schools located in Phnom Penh city, and the civil servant under the MoEYS. The criteria for the selection of expert were holding Ph.D. in educational administration or other related field plus five years of experience with educational institutions and formerly having held executive level in educational organizations or working with NGOs specializing in field of educational administration. Expert interviews can be incredibly insightful and help gain further insight into the problem space of school leadership on the transformational leadership development.

Research instrument

The researcher used in-depth interviews to explore perceptions of respondents on principals' transformational leadership in public high schools of Phnom Penh city. The following questions were developed for this study to understand deeply the attributes of transformational leadership: (1) How do you influence your subordinates to accomplish the goals you set as a leader?; (2) What kinds of administrative difficulties do you have in supporting teaching and learning and in promoting student academic achievement?; (3) How would your staff and colleagues describe your leadership style?; and (4) How does leadership help overall school effectiveness?

Data analysis

The content analysis was used to analyze the data gained from in-depth interviews. Analyzing qualitative data entails reading a large number of transcripts looking for similarities or differences on key component of transformational leadership, and subsequently finding themes and developing categories. The model was validated by the experts, principals, and teachers to ensure validity and feasibility which is appropriate in the Cambodian context.

Results

A Study of Current and Expected Situations of Principals' Transformational Leadership Behaviors

Quantitatively, the findings indicated that the overall current situation of principals' transformational leadership in public high schools obtained the average weighted means of $M = 3.51$ and the overall expected situation of principals' transformational leadership in public high schools obtained the average weighted of $M = 4.33$. The Mean difference was 0.82 for the current and expected situations.

The results indicated that the modified priority needs index ($PNI_{Modified}$) ranged from 0.22 to 0.25. The overall rank of the order of needs is as follows: (1) individualize consideration, (2) idealized attributes, (3) inspirational motivation, (4) intellectual stimulation, and (5) idealized influence. Both individualize consideration and idealized attributes ranked the first and second order of needs of higher than $PNI_{Modified} = 0.23$.

Interview transcriptions were coded and categorized by applying the concept of SWOT analysis to develop a model of transformational leadership attributes for Cambodian public high school principal in Phnom Penh city.

The in-depth interview was conducted with 17 principals and five experts. Based on both the research questions and the issues brought up by participants, these findings are categorized into themes. All the 17 principals were currently handling jobs with students extending from grade 7 to 12 in public high schools. As a result, all 17 principals have a minimum of four years of experience leading and managing a school and an average of eight years administrative expertise. Experts who had worked related to educational management and had five years experiences were selected. There are some responses from various professionals with different backgrounds.

Qualitatively, based on the in-depth interview, common themes of insights or idea emerged as follows: the first dimension, individualize consideration, had four sub-themes consisting of: (1) coaching, tutoring, and promote opportunities; (2) self-realization, self-satisfaction, and self-esteem; (3) take care of every follower's needs; (4) listen to the follower's issues and demands. The second dimension, idealized attributes, had four sub-themes consisting of; (5) feeling of direction and trust; (6) understanding individual emotions and necessities; (7) shared vision within organization; (8) think about contrasts between follower's capabilities, methods for learning, and approaches to fulfill a job. *The third dimension* is inspirational motivation, which had four sub-themes

consisting of; (9) capability to encourage and influence followers; (10) affords followers with tasks and significance for attractive in common goals and accomplishments; (11) demonstration to followers how their effort relates to the real world; (12) perform in an exciting, passionate and enthusiastic way. The fourth dimension is intellectual stimulation, which had four sub-themes consisting of; (13) innovative and creative; (14) challenge followers to come up with new ideas; (15) re-think their assumptions about effort and re-evaluate how it can be achieved; and (16) assists followers with seeing the comprehensive view and how they associate with the leader, organization, one another, the goal. The fifth dimension is idealized influence, which had four sub-themes consisting of; (17) ideal role model; (18) high moral and ethical standards; (19) encourages the followers; and (20) show consideration and regard towards followers.

There are many issues that need to be developed in the public high schools according to the research findings. However, the main goals of the developing model are to provide solutions for the public schools and to prepare high school students for the 21st century and ASEAN community. Therefore, the transformational leadership was applied as a tool for achieving the goals because this

tool can be used as a guide for principals and teachers in promoting the student learning outcome in schools and preparing students for the 21st century and student's mobility in ASEAN community. The model in Figure 1 proposes five factors of transformational leadership attributes for school principals. This model aims to promote Cambodian public high school principals in Phnom Penh city attain the quality of transformational leadership and increase the student academic achievement appearing on the five dimensions.

These developments can be done by conducting five functions as the following:

Dimension (1): Individualized Consideration (IC)

Principal views personal and professional growth broadly. School principal actually attends to each individualized necessities of followers by paying consideration, mentoring, and giving convenient reaction.

Dimension (2): Idealized Attribute (IA)

Principal keeps up high visibility in order to demonstrate values and needs, basically, the same targets. The principal demonstrates regard for staff and teachers by understanding individual needs and feelings.

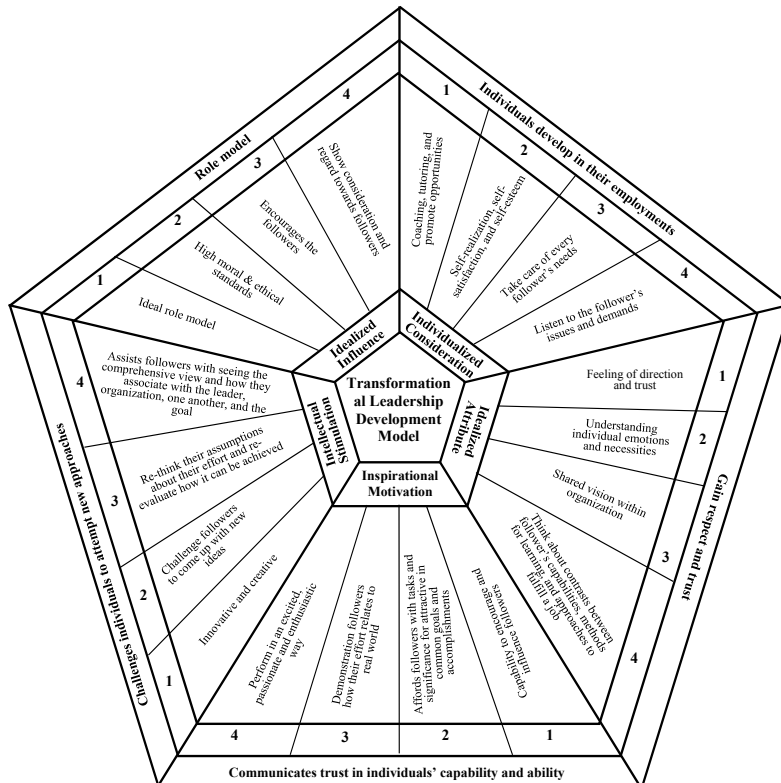


Figure 1 A model for the development of transformational leadership attributes for Cambodian public high school principals in Phnom Penh city

Dimension (3): Inspirational Motivation (IM)

School principal encourages, challenges, and convinces teachers. Principal ensuring benefit has link with the school goals.

Dimension (4): Intellectual Stimulation (IS)

Principal emphasizes linkage between individual purposes and shared organizational goals.

Dimension (5): Idealized Influence (II)

Principal regarded by teachers as role models. Modeling is the best practice and important organizational value.

Discussion

Discussion on Exploring the Current and Expected Situations of Principals' Transformational Leadership in Public High Schools in Phnom Penh City

According to the findings in Table 1, individualized consideration had a positive and significant effect on the teachers' performance ($PNI_{\text{Modified}} = 0.25$). Individual consideration focuses on the contributions and needs of each teacher. Most of the time, teachers desire to be recognized and compensated for their efforts and contributions to the growth of their schools. Unhealthy working conditions may result if the organization does not address the demands of its employees (Dewi et al., 2021).

There are two explanations for these findings. First, it can be interpreted to mean that the teachers see the importance of the school principals' leadership practices. Second, the teacher did perceive that individualized attention from leaders inspires a desire for growth and change in followers. Overall, it appears that teachers are likely to view their school principals as treating everyone fairly, having a pleasing personality, and having considerable professional knowledge. Kouzes and Posner (2018) suggest that principals genuinely care about followers as people, not just as a tool to realize the school's vision, mission, and self-interest. The goal of

transformational leadership is to use a leader's vision for a social purpose as the center of attention for developing organizational dynamics. The school principal can motivate the team to work toward the objectives and aspirations of the organization by giving each member of the group particular attention.

Develop a Model of Transformational Leadership attributes for Cambodian Public High School Principals in Phnom Penh City

The model has one circle and five corners, in the shape of a pentagon. A model for the development of transformational leadership attributes for Cambodian public high school principals in Phnom Penh city has five dimensions to comply with the central one which represents the outcome. The other corners represent the issues that need to be developed in the public schools in order to promote the quality of school principal to reach the great achievement of teaching and learning. As the model is intended as a guide for implementing the objectives of the public schools, only the priority of improvement is shown on the model, and the rest of improvements are maintained as a continuous improvement for the public schools in Phnom Penh city of Cambodia. This model was used in the study to catch the key learning and components of initiative recognized for affecting change forms. The presentation produced an integrated system with many of the basic components necessary for change and improvement and proved fruitful. This model is also validated by six experts, six high school teachers, and six principals. The application of model can start from any issue, and there is no ending and no starting point because it is a continuous process of development.

The first dimension, individualized consideration, ensures that individuals develop employments. This is the factor that has a general impact on how the principal views personal and professional development. School principal actually attends to each individualized necessity of followers by paying consideration, mentoring, and giving convenient reaction.

Table 1 Descriptive Statistics and the modified Priority Need Index (PNI_{Modified}) for the components of transformational leadership attributes of public high school principals in Phnom Penh city

Attribute	Mean		$PNI_{\text{Modified}} = (I - D)/D$	Ranking
	Current (D)	Expected (I)		
Individualize consideration	3.44	4.29	0.25	1
Idealized attributes	3.45	4.27	0.24	2
Inspirational motivation	3.55	4.35	0.23	3
Intellectual stimulation	3.54	4.37	0.23	3
Idealized influence	3.59	4.39	0.22	4
Overall	3.51	4.33	0.23	

Table 2 Linking the modified Priority Need Index (PNI_{Modified}) and public high school principals' quotes regarding the components of transformational leadership attributes

PNI Ranking	Code	Code/Description	Excerpts from Data Sources
PNI _{Modified} = 0.25	Individualize consideration	P1: coaching, tutoring, and promote opportunities, self-realization, self-satisfaction, and self-esteem, take care of every follower's needs, listen to the follower's issues and demands.	<i>"They all have different skills, different feeling and different experiences. So, when I delegate jobs, as far as possible I tried to apply the right person with the right job with the right skills and performance."</i> Principal 14 <i>"Principals ought to take the time to individualize, be a good example and understand individuals and how they think. You need to challenge long-term suspicions and convictions and consider things an alternate way."</i> Expert 3
PNI _{Modified} = 0.24	Idealized attributes	P1: feeling of direction and trust, understanding individual emotions and necessities, shared vision within organization, and think about contrasts between follower's capabilities, methods for learning, and approaches to fulfill a job.	<i>"I do support the trust, respect and values. I think that our profession and our involvement are profitable. In this manner, everybody feels school as their home."</i> Principal 10 <i>"...principals need to have differences of thought, make sure that all the key stakeholders are represented in any made decision. Principals should not just have their own group coming up with thoughts on what they think they know about the school. Principals need to truly care about what these individuals need and require in order to form beyond any doubt those needs are enough represented and that each solution provided has been checked."</i> Expert 1
PNI _{Modified} = 0.23	Inspirational motivation	P1: capability to encourage and influence followers, afford followers with tasks and significance for attractive common goals and accomplishments, demonstration to followers how their effort relates to real world, perform in an exciting, passionate and enthusiastic way.	<i>"The principal encompasses a vision to create a group work. Work until succeeding in spite of the fact that it is troublesome. At first, teachers treated each other badly. Afterward, principals organized a part of social gatherings and made individuals come closer."</i> Principal 13 <i>"The principal has created the inspiration in a conceivable way. In spite of the fact that we have numerous individual issues, we must set trust for our school and students."</i> Principal 11
PNI _{Modified} = 0.23	Intellectual stimulation	P1: innovative and creative, challenge followers to come up with new ideas, re-think their assumptions about effort and re-evaluate how it can be achieved, and assist followers with seeing the comprehensive view and how they associate with the leader, organization, one another, the goal.	<i>"Teachers ought to create modern thoughts. I need them to think more on a few issues, particularly innovation and application of it within the classrooms. I am open to modern opinions and particularly innovation. When attempting something new, I need to share it with other teachers"</i> Principal 16, 2 <i>"We need to learn whenever we hear a modern and challenging thought. This approach of implementation encourages fresh, formative starts. I support it regardless."</i> Principal 4
PNI _{Modified} = 0.22	Idealized influence	P1: ideal role model, high moral and ethical standards, encourage the followers, show consideration and regard towards followers.	<i>"Treat students like active members and take action when a majority is needed. Principal takes others thoughts truly, never uses the power when treating teachers or staff. We solve problems by settling."</i> Principal 6 <i>"Principals ought to be ethical role models. Principal is a good example for all staff and students. He respects all teachers, students and job responsibilities. Everybody trusts us and we believe everybody."</i> Principal 17

The second dimension, idealized attributes, consists of gained respect and trust. In this dimension, principal keeps up high visibility in order to demonstrate values and needs, basically, the same targets. The principals demonstrate regard for staff and teachers by understanding individual needs and feeling.

The third dimension is inspirational motivation. In this dimension, the principals communicate trust in individuals' capability and ability. School principals encourage, challenge, and convince teachers. Principal ensuring benefit has link with the school goals.

The fourth dimension is intellectual stimulation. The principals fulfill this dimension by challenging individuals to attempt new approaches. This factor shows how principal emphasizes linkage between individual purposes and shared organizational goals.

The fifth dimension, idealized influence, complies with role model. In this dimension, the principals are regarded by teachers as role models. Modeling is the best practice and important organizational value.

The finding shows that for individualized consideration leadership behavior, the specific constructs measured include, spent time coaching and teaching followers, promote self-development, treat team members as individuals, identify differing needs, abilities, and aspirations for team members, listen to others' concerns, help develop others' strengths. Individualized consideration is the degree to which the leader attends to each follower's needs, acts as a tutor or coach to the supporter, and listens to the follower's concerns. Thus, it seems that by providing teachers with a self-governance working atmosphere, principals can assist teachers construct the significance of their mission and assist them with understanding their job and the instructive sphere. In brief, a leader who provides individual consideration to subordinates, reflects on the performance treating each worker as a separate individual and initiates enthusiasm for the long-haul improvement of every worker. They must delight others as individuals rather than just as members of the group, and help others to improve their strengths. Consequently, followers are inspired to attempt new and various ways to deal with their work, to work autonomously, and build up their ability to think by themselves. It would appear that followers are valuable for transformational leadership, and this leadership style attracted educationalists to adopt transformational leadership concepts and apply them to those schools particularly seeking reform (Alsaedi & Male, 2013). Transformational leaders treat the group members differently but fairly. In order to cultivate strong connections, transformational leaders provide sympathy and energize followers to communicate transparently as

they feel free to share their feelings and concepts. In this manner, leaders can offer direct acknowledgment of the person commitments of each supporter. Hence, the followers will aspire to fulfill for the improvement of self and are intrinsically motivated for the tasks (Balyer, 2012). The essence of a principals' transformational leadership for Cambodian principals, is being supported through a strong mentoring system and supportive leadership from district, provincial and ministerial education authorities. The model of transformational leadership will create professional communities of good practice that will be self-sustaining and collaborative, and will enhance the student's learning achievement in schools.

Leadership style influences the job performance of employees and influences the organizational involvement that mediates the relationship between leadership style and performance (Ennis et al., 2018). Principals illustrate leadership by undertaking the duty for the development of all teachers to certify that they are helpful in teaching and job implementation and arranging for the needs and change in the 21st century. Principals communicate this image to their teachers. Individualized consideration permits leaders to create connections with followers more definitively. School principals must be thoughtful towards the common desires of teachers. A leader's sensitivity to situations is important for adapting leadership practices and strategies at different stages of a school's development (Fullan, 2019). This is faithfully communicated to the value and capability of school principals. A principal who has the essential capability may motivate teachers with an idealistic vision.

Teacher work satisfaction has been shown to have a modest to strong and positive association when given individual consideration in transformational leadership. According to Geda (2015), individual consideration helps principals recognize the unique talents of other teachers. In order to enhance student learning outcomes, utilize talent in the learning environment of the school in a sensible manner. Effective leadership behaviors back teacher decisions, provide criticism, and offer genuine individualized thought to bolster and develop. Subsequently, transformational leaders can increment the level of teaching staff's fulfillment and commitment. For the improvement journey for Cambodian education, rather than seeking to impose systemic teacher development models that have used in foreign contexts, the Ministry of Education Youth and Sport needs to introduce contextually appropriate interventions that will improve the teaching workforce that they have in place now in Cambodia. In particular, this should be conducted

by building the content knowledge of current teachers; and their pedagogical skills, through explicit and systematic training programs, while also providing teachers with ongoing professional learning opportunities relevant to their individual needs, and providing teachers with in-class mentoring.

Conclusion and Recommendations

In conclusion, a model for the development of transformational leadership attributes for Cambodian public high school principals in Phnom Penh city encompasses numerous positive leadership traits. Individualized consideration ($PNI_{Modified} = 0.25$, theme “individuals develop in their employment”), idealized attribute ($PNI_{Modified} = 0.24$, theme “gain respect and trust”), inspiring motivation ($PNI_{Modified} = 0.23$, theme “communicates trust in individuals’ capability and ability”), intellectual stimulation ($PNI_{Modified} = 0.23$, theme “challenges individuals to attempt new approaches”), and idealized influence ($PNI_{Modified} = 0.22$, the idealized influence) are behavioral dimensions of transformational leadership ideal for academic and educational reform in the leading public high schools in Cambodia.

Organizations seeking to successfully negotiate diversity in transformation and create high-quality schools in the twenty-first century are seen to benefit greatly from transformational leadership. Accordingly, reforming educational institutions and systems is essential for the long-term and successful growth of individuals and the global community. Principals should see their teachers as individuals with different needs and desires. This improves both teacher and school performance. In order to plan individuals to be fruitful, profitable, and engaged in members of the society, the education institutions require transformational leaders to bring the excellent out of it. To form such a learning environment, the educational institutions might endorse transformational leaders. To accomplish the objectives of the firm, transformational leaders constantly draw upon the findings of fresh research and useful inventions. Numerous studies and breakthroughs give fresh ideas for approaches and strategies that might boost productivity and efficiency, lower costs, and increase performance. The goal of transformational leadership is to enable followers to perform to their full potential by strengthening their commitment to new ideals, advancing their knowledge and worldview, and cultivating an environment that fosters innovation and creativity.

Conflict of Interest

The authors declare that there is no conflict of interest.

Acknowledgments

The authors are thankful to all friends and participants who helped to accomplish this research as well as to Faculty of Social Sciences and Humanities, Mahidol University for partial funding of this research.

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