

Impact of Headmaster Leadership Style, Teacher Management Motivation and Standard1 Assessment MEQSw2 Management of Terengganu National Schools

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Abstract: The goal of the Ministry of Education Malaysia (MOE) is to develop a self-improvement system that is capable of sparking innovation and increasing higher achievement. The Ministry has revised the Malaysian Education Quality Standards (MEQS) self-assessment instrument to enable school assessment to be more holistic. Therefore, it is branded as the Malaysian Education Quality Standards (MEQS) Wave 2 (MEQSw2). The MEQSw2 instrument has been improved and this will enable school leadership to carry out continuous improvements to improve school performance. The instrument used combines various existing assessment instruments to avoid overlap in assessment, thus increasing efficiency. Overall, the study findings show that the factors of the headmaster's leadership style (based on transformational leadership, transactional leadership, laissez-faire leadership) and teacher management motivation have a significant and positive effect on the Standard1 Assessment MEQSw2. The factor of teacher management motivation does not function as a mediator in the relationship between the headmaster's leadership style based on transformational leadership, transactional leadership, laissez-faire leadership and the Standard1 Assessment MEQSw2. The overall results of this study show that the headmaster's leadership style, teacher management motivation, are important factors in influencing the Standard1 Assessment MEQSw2 among the management of Terengganu National Schools.

Keywords: Headmaster Leadership Style, Teacher Management Motivation, Standard1 Assessment MEQSw2, Structural Equation Modeling (SEM)

Introduction

The focus of this study is to identify the influence of Principal Leadership Style (PLS) and teacher motivation on the assessment of standard1 MEQSw2 among the management of National Schools in Terengganu. The Malaysian Education Blueprint (MEB) 2013-2025 has entered its third (3) wave of

implementation in 2025, which is in 2021. The focus of implementation in Wave three (3) is that all schools, teachers and principals must demonstrate performance above the minimum standard. Therefore, the Ministry of Education Malaysia will focus on increasing operational flexibility to foster a culture of peer leadership for the development of professional excellence. The Ministry will also shift most schools to a school-based management model and develop a school success model based on innovation in teaching. MEQSw2 is a redrafting of the Malaysian Education Quality Standards (MEQS) 2010 with several improvements resulting from a series of studies and improvement actions. This effort is to ensure the role of the headmaster as a high-impact leader who is able to mobilize and mobilize school staff in an integrated manner to develop the school and improve the quality of teaching and learning (Hossen & Pauzi, 2025). In ensuring the success and effectiveness of each plan that has been arranged, the headmaster needs support and cooperation from his subordinates to implement and make each plan that has been arranged a success. In this case, teachers are the implementers of all these agendas (Hossen, 2023). Therefore, the Headmaster's leadership style is important in building good relationships with all teachers and school staff as coordinators, controllers, planners and implementers (Ofojebe & Ezugoh, 2010). This is also in line with the opinion of Azizi, Halimah, Noordin and Lim (2011) in the Report of the Excellent Principals Movement Meeting (REPMM) in 1998 which states that effective school leaders need to have excellent communication skills, build good relationships with those around them, accept responsibility professionally, make decisions based on mutual agreement and several other personal skills (Rahman, Ismail, et al., 2025).

Research Methodology

The research method used is quantitative and uses research instruments that have been adapted according to the suitability of factors Headmaster Leadership Style (based on Transformational Leadership, Transactional Leadership, Laissez_Faire Leadership) and Teacher Management Motivation on Standard1 Assessment MEQSw2 of Management of Management of Terengganu National Schools. Data were analyzed using Structural Equation Modeling (SEM) with the help of the IBM-SPSS-AMOS version 21.0 program. SEM is formed with two (2) main models namely Measurement Model and Structural Model. Before the SEM test is performed, an adaptation test should be conducted to ensure that the indicators tested truly represent the construct being measured (Chik, Abdullah, Ismail & Mohd Noor, 2024); Hair et al., 2006; Schumacker & Lomax, 2004).

Findings

There are two (2) types of output when running the SEM (Structural Equation Modeling) procedure, namely graphic output and text output. The graphical output produces standardized regression values and unstandardized regression values between constructs. Running the SEM procedure produces standardized regression values and unstandardized regression values (Hossen & Salleh, 2024).

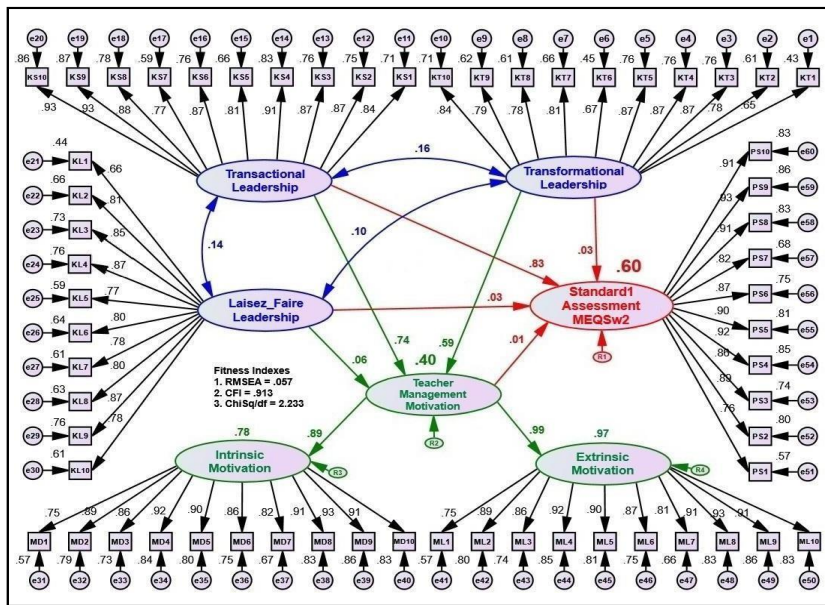


Figure 1: Standardized Regression Values

The R^2 value for the Standard1 Assessment MEQSw2 (SAM) is 0.60. This shows four (4) predictor constructs in the model (one headed arrow) which are Transformational Leadership (TFL), Transactional Leadership (TSL), Laissez_Faire Leadership (LFL) and Teacher Management Motivation (TMM) contributed as much as 60 percent (%) to Standard1 Assessment MEQSw2 (SAM) among the population in this study. The R^2 value for Teacher Management Motivation (TMM) is 0.40. This shows three (3) predictor constructs in the model (see arrow) which are Transformational Leadership (TFL), Transactional Leadership (TSL) and Laissez_Faire Leadership (LFL) contribute as much as 40 percent (%) to Teacher Management Motivation (TMM) among the population in this study.

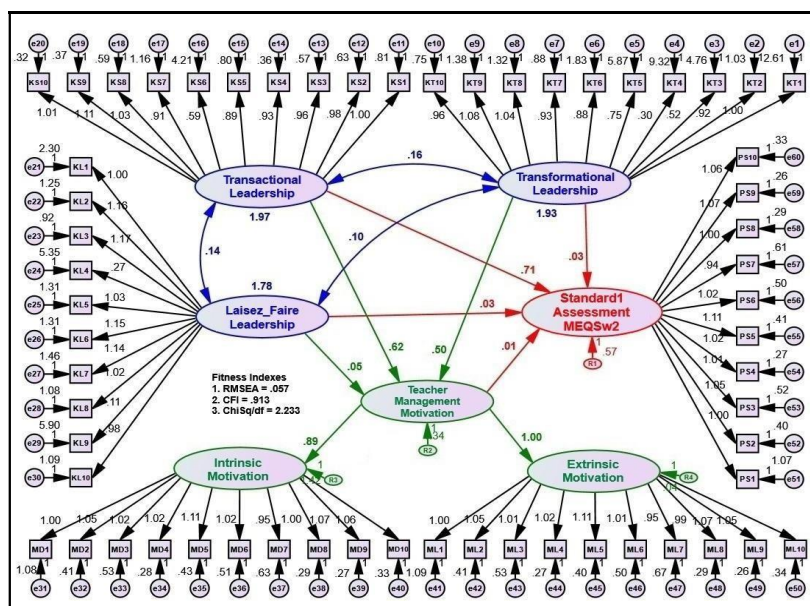


Figure 2: Unstandardized Regression Values

The regression equation for Standard1 Assessment MEQSw2 (SAM) and Teacher Management Motivation (TMM) is:

$$\text{SAM} = 0.03\text{TFL} + 0.71\text{TSL} + 0.03\text{LFL} + 0.01\text{TMM} \quad (R^2 = 0.60 = 60 \%).$$

$$\text{TMM} = 0.50\text{TFL} + 0.62\text{TSL} + 0.05\text{LFL} \quad (R^2 = 0.40 = 40 \%).$$

The double-headed arrow is the value of the correlation between two independent, namely the correlation between Transformational Leadership (TFL) with Transactional Leadership (TSL) results in a value of 0.16, between Transformational Leadership (TFL) with Laissez_Faire Leadership (LFL) results in a value of 0.10, between Transactional Leadership (TSL) with Laissez_Faire Leadership (LFL) results in a value of 0.14, and the result of this correlation value shows that the Structural Equation Modeling (SEM) model built is valid based on the construct, due to the non-occurrence of multicollinearity problems (Hossen et al., 2023).

Table 1 from Figure 2 above, shows the results of direct effect hypothesis testing for Transformational Leadership (TFL), Transactional Leadership (TSL), Laissez_Faire Leadership (LFL) and Teacher Management Motivation (TMM) (independent variable) on Standard1 Assessment MEQSw2 (SAM) (dependent variable).

Table 1: Hypothesis of Direct Effect Between Constructs

Direct Effects Hypothesis	P	Decision
H1: Transformational Leadership has a significant effect on Standard1 Assessment MEQSw2.	***	Supported
H2: Transactional Leadership has a significant effect on Standard1 Assessment MEQSw2.	***	Supported
H3: Laissez_Faire Leadership has a significant impact on Standard1 Assessment MEQSw2.	***	Supported
H4: Teacher Management Motivation has a significant effect on Standard1 Assessment MEQSw2.	***	Supported
H5: Transformational Leadership has a significant effect on Teacher Management Motivation.	***	Supported
H6: Transactional Leadership has a significant effect on Teacher Management Motivation.	***	Supported
H7: Laissez_Faire Leadership has a significant effect on Teacher Management Motivation.	***	Supported

Analysis Effect of Headmaster Leadership Style Based on Transformational Leadership (TFL) on Standard1 Assessment MEQSw2 (SAM)

Based on the analysis of Figure 2 above and Table 2 below shows that Transformational Leadership (TFL) has a significant effect on Standard1 Assessment MEQSw2 (SAM). The estimated regression weight (β) is 0.029, the significance level is 0.000 (Estimate = 0.029, S. E. = 0.117, C. R. = 1.706, Label = Significant). The results of this study show that Transformational Leadership (TFL) has a positive and significant effect on Standard1 Assessment MEQSw2 (SAM). Therefore, when Transformational Leadership (TFL) increases by 1 unit, an increase also occurs by 0.029 units on Standard1 Assessment MEQSw2 (SAM). Therefore, the testing of hypothesis **H1** in this study is supported based on the observed data.

Table 2: Regression Coefficient Value, Probability (p) Transformational Leadership (TFL) on Standard1 Assessment MEQSw2 (SAM)

Construct		Construct	Estimate	S. E.	C. R.	P	Label
SAM	<-	TFL	0.029	0.117	1.706	***	Significant

Analysis Effect of Principal Transformational Leadership Based on Transactional Leadership (TSL) on Standard1 Assessment MEQSw2 (SAM)

Based on the analysis of Figure 2 above and Table 3 below shows that Transactional Leadership (TSL) has a significant effect on Standard1 Assessment MEQSw2 (SAM). The estimated regression weight (β) is 0.712, the significance level is 0.000 (Estimate = 0.712, S. E. = 0.179, C. R. = 3.982, Label = Significant). The results of this study show that Transactional Leadership (TSL) has a positive and significant effect on Standard1 Assessment MEQSw2 (SAM). Therefore, when Transactional Leadership (TSL) increases by 1 unit, an increase also occurs by 0.712 units on Standard1 Assessment MEQSw2 (SAM). Therefore, the testing of hypothesis **H2** in this study is supported based on the observed data.

Table 3: Regression Coefficient Value, Probability (p) Transactional Leadership (TSL) on Standard1 Assessment MEQSw2 (SAM)

Construct		Construct	Estimate	S. E.	C. R.	P	Label
SAM	<-	TSL	0.712	0.179	3.982	***	Significant

Analysis Effect of Headmaster Leadership Style Based on Laissez_Faire Leadership (LFL) on Standard1 Assessment MEQSw2 (SAM)

Based on the analysis of Figure 2 above and Table 4 below shows that Laissez_Faire Leadership (LFL) has a significant effect on Standard1 Assessment MEQSw2 (SAM). The estimated regression weight (β) is 0.029, the significance level is 0.000 (Estimate = 0.029, S. E. = 0.023, C. R. = 1.261, Label = Significant). The results of this study show that Laissez_Faire Leadership (LFL) has a positive and significant effect on Standard1 Assessment MEQSw2 (SAM). Therefore, when Laissez_Faire Leadership (LFL) increases by 1 unit, an increase also occurs by 0.029 units on Standard1 Assessment MEQSw2 (SAM). Therefore, the testing of hypothesis **H3** in this study is supported based on the observed data.

Table 4: Regression Coefficient Value, Probability (p) Laissez_Faire Leadership (LFL) on Standard1 Assessment MEQSw2 (SAM)

Construct		Construct	Estimate	S. E.	C. R.	P	Label
SAM	<-	LFL	0.029	0.023	1.261	***	Significant

Analysis Effect of Teacher Management Motivation (TMM) on Standard1 Assessment MEQSw2 (SAM)

Based on the analysis of Figure 2 above and Table 5 below shows that Teacher Management Motivation (TMM) has a significant effect on Standard1 Assessment MEQSw2 (SAM). The estimated regression weight (β) is 0.007, the significance level is 0.000 (Estimate = 0.007, S. E. = 0.003, C. R. = 2.333, Label = Significant). The results of this study show that Teacher Management Motivation (TMM) has a positive and significant effect on Standard1 Assessment MEQSw2 (SAM). Therefore, when Teacher Management Motivation (TMM) increases by 1 unit, an increase also occurs by 0.007 units on Standard1 Assessment MEQSw2 (SAM). Therefore, the testing of hypothesis **H4** in this study is supported based on the observed data (Rana et al., 2024).

Table 5: Regression Coefficient Value, Probability (p) Teacher Management Motivation (TMM) on Standard1 Assessment MEQSw2 (SAM)

Construct		Construct	Estimate	S. E.	C. R.	P	Label
SAM	<-	TMM	0.007	0.003	2.333	***	Significant

Analysis Effect of Headmaster Leadership Style Based on Transformational Leadership (TFL) on Teacher Management Motivation (TMM)

Based on the analysis of Figure 2 above and Table 6 below shows that Transformational Leadership (TFL) has a significant effect on Teacher Management Motivation (TMM). The estimated regression weight (β) is 0.502, the significance level is 0.000 (Estimate = 0.502, S. E. = 0.043, C. R. = 11.674, Label = Significant). The results of this study show that Transformational Leadership (TFL) has a positive and significant effect on Teacher Management Motivation (TMM). Therefore, when Transformational Leadership (TFL) increases by 1 unit, an increase also occurs by 0.502 units on Teacher Management Motivation (TMM). Therefore, the testing of hypothesis **H5** in this study is supported based on the observed data (Rahman, Hossain, et al., 2025).

Table 6: Regression Coefficient Value, Probability (p) Transformational Leadership (TFL) on Teacher Management Motivation (TMM)

Construct		Construct	Estimate	S. E.	C. R.	P	Label
TMM	<-	TFL	0.502	0.043	11.674	***	Significant

Analysis Effect of Headmaster Leadership Style Based on Transactional Leadership (TSL) on Teacher Management Motivation (TMM)

Based on the analysis of Figure 2 above and Table 7 below shows that Transactional Leadership (TSL) has a significant effect on Teacher Management Motivation (TMM). The estimated regression weight (β) is 0.642, the significance level is 0.000 (Estimate = 0.642, S. E. = 0.112, C. R. = 5.571, Label = Significant). The results of this study show that Transactional Leadership (TSL) has a positive and significant effect on Teacher Management Motivation (TMM). Therefore, when Transactional Leadership (TSL) increases by 1 unit, an increase also occurs by 0.642 units on Teacher Management Motivation (TMM). Therefore, the testing of hypothesis **H6** in this study is supported based on the observed data (Hossen & Mohd Pauzi, 2023).

Table 7: Regression Coefficient Value, Probability (p) Transactional Leadership (TSL) on Teacher Management Motivation (TMM)

Construct		Construct	Estimate	S. E.	C. R.	P	Label
TMM	<-	TSL	0.642	0.112	5.571	***	Significant

Analysis Effect of Headmaster Leadership Style Based on Laissez_Faire Leadership (LFL) on Teacher Management Motivation (TMM)

Based on the analysis of Figure 2 above and Table 8 below shows that Laissez_Faire Leadership (LFL) has a significant effect on Teacher Management Motivation (TMM). The estimated regression weight (β) is 0.050, the significance level is 0.000 (Estimate = 0.050, S. E. = 0.021, C. R. = 2.381, Label = Significant). The results of this study show that Laissez_Faire Leadership (LFL) has a positive and significant effect on Teacher Management Motivation (TMM). Therefore, when Laissez_Faire Leadership (LFL) increases by 1 unit, an increase also occurs by 0.050 units on Teacher Management Motivation (TMM). Therefore, the testing of hypothesis **H7** in this study is supported based on the observed data.

Table 8: Regression Coefficient Value, Probability (p) Laissez_Faire Leadership (LFL) on Teacher Management Motivation (TMM)

Construct		Construct	Estimate	S. E.	C. R.	P	Label
TMM	<-	LFL	0.050	0.021	2.381	***	Significant

Conclusion

Overall, the analysis of the impact of the Headmaster Leadership Style based on Standard1 Assessment MEQSw2 (SAM), shows a significant effect. The analysis of the impact of the Headmaster Leadership Style based on Transformational Leadership (TFL), Transactional Leadership (TSL) and Laissez_Faire Leadership (LFL) on Teacher Management Motivation (TMM), also showed a significant effect. The results of this study show the effect of factors based on Transformational Leadership (TFL), Transactional Leadership (TSL), Laissez_Faire Leadership (LFL) and Teacher Management Motivation (TMM), very important in Management of Terengganu National Schools. Therefore, the Headmaster Leadership Style needs to play a role on these factors to further improve the academic achievement of students, besides the emphasis is also given to Management of Terengganu National Schools.

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Data Availability: The author has all the data employed in this research and is open to sharing it upon reasonable request.

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