

# THE IMPACT OF LEADERSHIP ON TEACHER WELL-BEING AND STUDENT ACHIEVEMENT IN ISLAMIC PRIVATE SCHOOLS IN SOUTHERN THAILAND

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## Abstract:

The aim of this research was to examine direct and indirect effect of transformational and spiritual leadership on teacher well-being and student achievement. Using data 284 teachers in Islamic private schools Southern Thailand. To estimate the measurement and structural model, a partial least square equation modeling (PLS-SEM) was employed. Results reveal that exists a positive effect & significance between transformational leadership to teacher well-being, a pattern of spiritual leadership and teacher well-being to student achievement. There was an indirect effect between transformational leadership and student achievement through teacher well-being support. Principals should design, execute, and administer to enhance teacher well-being and student achievement.

**Keywords:** transformational leadership, spiritual leadership, teacher well-being, student achievement

## Introduction

A bold and unconventional leadership style was required post-Covid-19. The principal must be able to expose plan, implement, and predict in an unexpected period later. The leader was accountable for understanding the organizational strategy and how each team member contributions improve quality education (Cerutti, 2020). Learning was expected to proceed as usual after all of the members of the school conduct vaccine (Pollock, 2020). Because vaccines assist our body in developing vital immune to opponent new variance COVID-19.

Since 1965, the traditional Islamic boarding school known as "*pondok*" turned into an Islamic private school in southern Thailand. Institutions followed the rules set forth by the Ministry of Education, provide general as well as religious instruction, and have formal curricula and teaching methodologies. The establishment of Islamic private schools represents an effort to

reconcile the religious and practical functions of Islamic education in the south of Thailand (Porath, 2014). The National Education Act, which took effect in 1999, required schools to implement educational reform. As a result, Islamic private schools must likewise change and adapt to suit the demands of the evolving environment. In addition, it entailed a new style of managing the schools such as transformational & spiritual leadership to enhance the quality of schools (Kythreotis et al., 2010).

Transformational leadership sparked continual interest in education research (Anderson & Sun, 2017). The idea focuses on fostering a positive school climate (Ribeiro et al., 2018) and giving staff members more time explore their abilities (Afriyie et al., 2020). Leaders encourage teachers to assume personal responsibility (Hansbrough & Schyns, 2018) and motivate them to look for innovative solutions (Andersen, 2018). The data suggests that a principal's transformational leadership develops teacher well-being (Kouni et

al., 2018; Nielsen et al., 2008) and student achievement (Kwan, 2020; Paul T. Balwant, 2016; Sun & Leithwood, 2012).

Spiritual leadership described as beliefs and actions that guarantee the continuation of a moral individuals for spiritual motivation (Fry & Slocum, 2008). Spiritual leaders must emphasize spirit & spirituality, and increase organizational commitment (Sapta et al., 2021). Spiritual leadership influences teachers' well-being, job satisfaction, and performance (Sanusi & Manan, 2014; Shadab Samar & Abid Hussain Chaudhary, 2021) and has a direct impact on the student's academic performance (Fry et al., 2017; Karadağ et al., 2020).

Teacher well-being motivates performance and achievement in the learning process and to gives attention to students' improvement (Honingh & Hooge, 2014). Teachers must make bonds such as love, care, positive energy, and role models for students during class learning (Aldrup et al., 2018a). They are the second parents for students at school (White & Kern, 2018). In addition, a culture of trust, commitment, patience needs to be cultivated to build comfort between coworkers (Webb et al., 2009) and impact to psychological functioning (Glazzard & Rose, 2020). Based on the previous studies, teacher well-being has been a strong influence on student achievement (Harris, 2003; Klusmann et al., 2008; León & Liew, 2017). With the fulfillment of well-being, the teacher's performance will increase and lead to satisfaction in carrying out any duties. In order to determine how the principal leadership affects teacher well-being and student achievement in Southern Thailand's Islamic private schools. The following research queries guided the research to reach the study's objectives:

1. Do student achievement in Southern Thailand's Islamic Private Schools significantly influence teacher well-being?
2. Does the principals' leadership significantly influence teacher well-being and student achievement in Islamic Private Schools in Southern Thailand?

## Literature Review

### Transformational Leadership (TFL)

The primary goal of transformational leadership to enhance the organization to achieve a shared commitment to the school's advancement (Paul T. Balwant, 2016). Leaders could motivate adherents to put the group's interests ahead of their personal interests (Geijsel et al., 2003; Hallinger, 2003). For instance, enhancing teaching quality for online learning during COVID-19 pandemic, making internal communication intensively, and become support system each other in the school (Honingh & Hooge, 2014; Lambrecht et al., 2020). To improve student achievement, a principal must encourage an organization's potential for innovation and assist with creating new instruction to make students learn interested (Mulford & Silins, 2011). For principals to support the teacher well-being during change and raise student achievement, transformational leadership was a crucial quality.

According some studies, transformational leadership significantly impacted the well-being of teachers and students (Chin, 2007; Skakon et al., 2010). Transformational leaders communicate in verbal communication using terms with positive connotations such as good and happy (Bono & Ilies, 2006). The leader's attitude influences both organizational effect and performance (Sy et al., 2005). Thus, the following can be hypothesized:

H<sub>1</sub>: Transformational leadership significant influences teacher well-being

H<sub>2</sub>: Transformational leadership significant influences student achievement

### Spiritual Leadership (SPL)

Spiritual leadership was moral leadership that prioritizes cooperation based on ideals, honesty, respect, and confidence in work (Krishnakumar et al., 2015). Spiritual leaders contend that maintaining pleasant emotions was essential to their survival (Fry, 2003). Integrity, sincere service, and personnel empowerment are fundamental components of spiritual leadership in the education sector (Pio & Lengkong, 2020). People in great spirits at work will be adaptable, exhibit harmony, and possess positive vigor,

thoroughness, and a propensity for spirituality (Anser et al., 2021). The existence of spirituality inspires fundamental teaching principles and was essential for fostering a positive school climate that improves academic achievement (Pio & Lengkong, 2020; Sholikhah et al., 2019).

The positive & significant spiritual leadership toward teacher well-being, work happiness, and performance (Sanusi & Manan, 2014; Shadab Samar & Abid Hussain Chaudhary, 2021) and direct effect on student achievement (Fry et al., 2017; Karadağ et al., 2020). Hence, these findings suggest a link between spiritual leadership on teacher well-being & student achievement. Thus, the hypothesis was made as follows.

H<sub>3</sub>: Spiritual leadership significant influences teacher well-being

H<sub>4</sub>: Spiritual leadership significant influences student achievement

### Teacher Well-Being (TWB)

Teacher well-being had a critical role in teaching effectiveness, student achievement, and

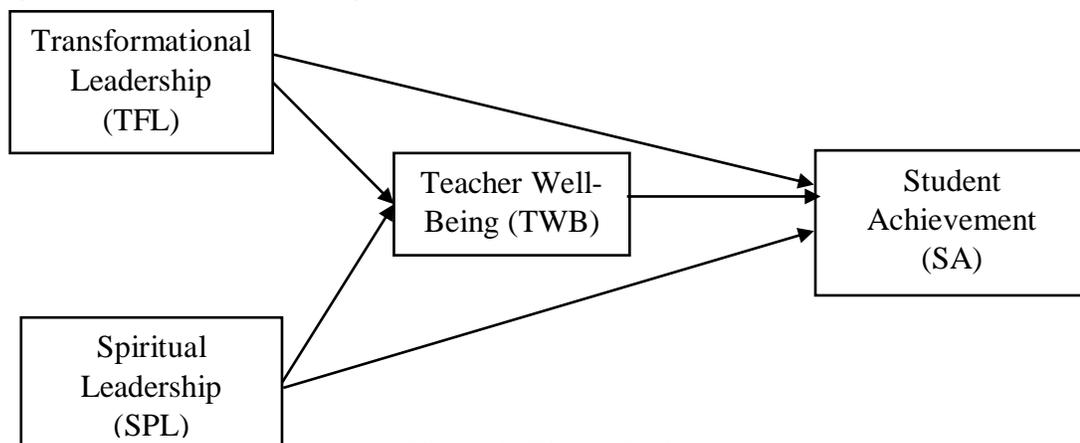


Figure 1: Theoretical Framework Model

## Method

### Sampling & Data Collection

This study aimed to determine how leadership affected teacher well-being and student achievement using Structural Equation Modelling (SEM) and the program Smart-PLS 3. The

educational institution (Hascher & Waber, 2021). Less happy teachers was more prone to feel nervousness and despair (Billett et al., 2022). Also, inadequate well-being can cause teachers to leave their profession (Brady & Wilson, 2020). Emotional tiredness and job satisfaction were two significant determinants of effective teaching and successful educational outcomes (Arens & Morin, 2016). Therefore, improving quality teachings was needed, such as holding workshops and discussions, organizational support, and collegial trust. According to several previous research, teacher well-being has an important impact on student achievement (Caprara et al., 2006; Fouché et al., 2017). Thus, the hypothesis was made as follows.

H<sub>5</sub>: Teacher well-being significant influences student achievement

Figure 1 was a conceptual model to summarize the literature review findings and the formation of hypotheses.

demographic used as the study's subject included all teachers at Islamic private schools in Southern Thailand. In the sample group of high schools from Songkhla, Pattani, and Yala provinces, 284 teachers responded to the survey. Google Forms was used to distribute the questionnaire form. Then, send the link to all teachers of Islamic Private Schools in Southern Thailand through

social media groups and inboxes (particularly in Messenger & Line). Before collecting all of the data and doing the final analysis, the pilot study of data analysis was carried out using 30 samples to verify the preliminary reliability analysis of the questionnaire items.

### Instrumentation

To measure the construct utilizing a five-point Likert scale ranging from 1 = “very unsatisfied” to 5 = “very satisfied.” Transformational leadership consists of fifteen items (Griffith, 2004; Sun & Leithwood, 2012). Spiritual leadership consists of seventeen items (Fry et al., 2005). Teacher well-being consists of four items assessing emotional exhaustion and six items of work enthusiasm (Aldrup et al., 2018b). In addition to school grades, student achievement evaluated to use the outcomes of the Math and Science Olympiads, National Sports competitions, and art competitions.

### Results

The study aimed to determine how leadership affects teacher well-being and student achievement. The previous hypothesis was investigated with Smart-PLS 3. The model acknowledged as an analysis the impact transformational and spiritual leadership on teacher well-being and student achievement.

### Models of Measurement

The reliability value of each item was examined to evaluate the measurement model. The loadings of indicators with corresponding constructions were looked at to determine the item's reliability. Loads must exceed 0.708 (Hair et al., 2019). Composite Reliability (CR) and Dijkstra-rho Henseler's ( $\rho_A$ ) were computed to evaluate the individual reliability of every component. For all composites, the Composite Reliability (CR must be over 0.7. Dijkstra-Henseler rho ( $\rho_A$ ) must be over 0.7 in every case (Garson, 2016). Table 1 displayed specifics for both measurements.

Table 1. Construct Reliability and Validity

	Construct	Loading	Cronbach' Alpha	Dijkstra-Henseler's rho ( $\rho_A$ )	CR	AVE
	TFL01	0.759	0.847	0.853	0.891	0.622
Transformational Leadership (TFL)	TFL04	0.856				
	TFL06	0.789				
	TFL09	0.729				
	TFL10	0.799				
	SPL01	0.759	0.909	0.926	0.927	0.645
Spiritual Leadership (SPL)	SPL03	0.844				
	SPL04	0.777				
	SPL05	0.772				
	SPL06	0.844				
	SPL08	0.792				

		SPL09	0.830				
		TWB01	0.881	0.946	0.953	0.955	0.726
		TWB02	0.882				
Teacher		TWB03	0.888				
Well-Being (TWB)		TWB04	0.840				
		TWB05	0.819				
		TWB07	0.774				
		TWB08	0.825				
		TWB09	0.740				
Student Achievement (SA)		SA01	0.901	0.717	0.719	0.876	0.779
		SA02	0.897				

### Convergent Validity

The validity of the analysis tools linked to convergent validity. The high-low link between indicators was tested using a measurement technique called convergent validity. This study utilized Smart-PLs to analyze instrument measurements. If the AVE value is  $\geq .500$ , convergence validity achieved (Garson, 2016).

Several indicators did not converge, according to the results of the convergent validity assessment; some were eliminated as a result of not reaching the optimum AVE. The following indicators complied with the convergent validity criterion in the [table 1](#). Based on Cronbach's Alpha value, reliability tests were evaluated. The value of transformational leadership is 0.847, spiritual leadership is 0.909, teacher well-being is 0.946, and student achievement is 0.717. Reliability can also be demonstrated in composite reliability. A

composite reliability rating of  $>0.7$  denotes strong reliability for a variable. According to the findings, spiritual leadership scored 0.927, whereas transformational leadership got a composite reliability of 0.891, teacher well-being of 0.955, and student achievement of 0.876.

### Discriminant Validity

Heterotrait-Monotrait (HTMT) correlation ratio and the Fornell-Larcker criterion identified for obtaining discriminant validity (Garson, 2016). The discriminant validity data in [Table 2](#) using the Fornell-Larcker criteria was satisfactory ([Table 2](#)). Using a value of no more than 0.9 to assess the validity of discriminant values (Garson, 2016). All of the HTMT values, as shown in [Table 3](#), were below .900. The finding of this research remained below the cut-off threshold, demonstrating good validity and reliability.

Table 2. Fornell-Lecker Criterion

	Student Achievement	Spiritual Leadership	Transformational Leadership	Teacher Well-Being
Student Achievement	0.883			
Spiritual Leadership	0.689	0.803		

Transformational Leadership	-0.020	0.122	0.789	
Teacher Well-Being	0.286	0.328	0.491	0.852

Table 3. HTMT

	SA	SPL	TFL	TWB
Student Achievement				
Spiritual Leadership	0.814			
Transformational Leadership	0.058	0.151		
Teacher Well-Being	0.331	0.350	0.531	

### Structural Model Assessment

Measurements of structural models involve numerous phases. The variance inflation factor (VIF) collinearity measurement results were originally established for this measurement. The second stage involves testing to determine the link, and the third stage involves calculating the coefficient determination ( $R^2$ ). The importance of the chosen endogenous construct was assessed using the  $f^2$  calculation in the fourth stage, which aimed to explain it. The blindfolding method calculated the data to determine the  $Q^2$ , fifth, and sixth phase values with the  $f^2$  value's affect size

and  $R^2$  value.  $Q^2$  value computed using PLS-SEM via a blindfolding process.

### Collinearity Statistics (VIF)

Regression results must be unbiased in order to be valid, collinearity statistics should be examined prior to examining structural correlations. When the conceptual VIF values should be less than 3 and structural models VIF value should be less than 10, an instrument is qualified to move on to the next step. This study's collinearity difficulties were not found because the VIF value was lower than the set limit (see [Table 4](#)).

Table 4. VIF Values

	SA	SPL	TFL	TWB
Student Achievement				
Spiritual Leadership	1.123			1.015
Transformational Leadership	1.320			1.015
Teacher Well-Being	1.457			

### Structural Model Relationships

With 5,000 bootstrap subsamples, coefficient path computations between endogenous and exogenous components were carried out (Figure 2). Using a 5% significance level (two-tailed). Transformational leadership has a direct effect ( $\beta= 0.457$ ) and significant on teacher well-being ( $t= 8.725$  and  $p= 0.000$ ). Transformational leadership has an indirect effect ( $\beta= -0.165$ ) and significant

on student achievement ( $t= 3.240$  and  $p= 0.001$ ). Spiritual leadership has a direct effect ( $\beta= 0.272$ ) and significant on teacher well-being ( $t= 4.484$  and  $p= 0.000$ ). Spiritual leadership has a direct effect ( $\beta= 0.667$ ) and significant on student achievement ( $t= 14.466$  and  $p= 0.000$ ) as well as teacher well-being has a direct effect ( $\beta= 0.130$ ) and significant on student achievement ( $t= 2.521$  and  $p= 0.012$ ), table 5.

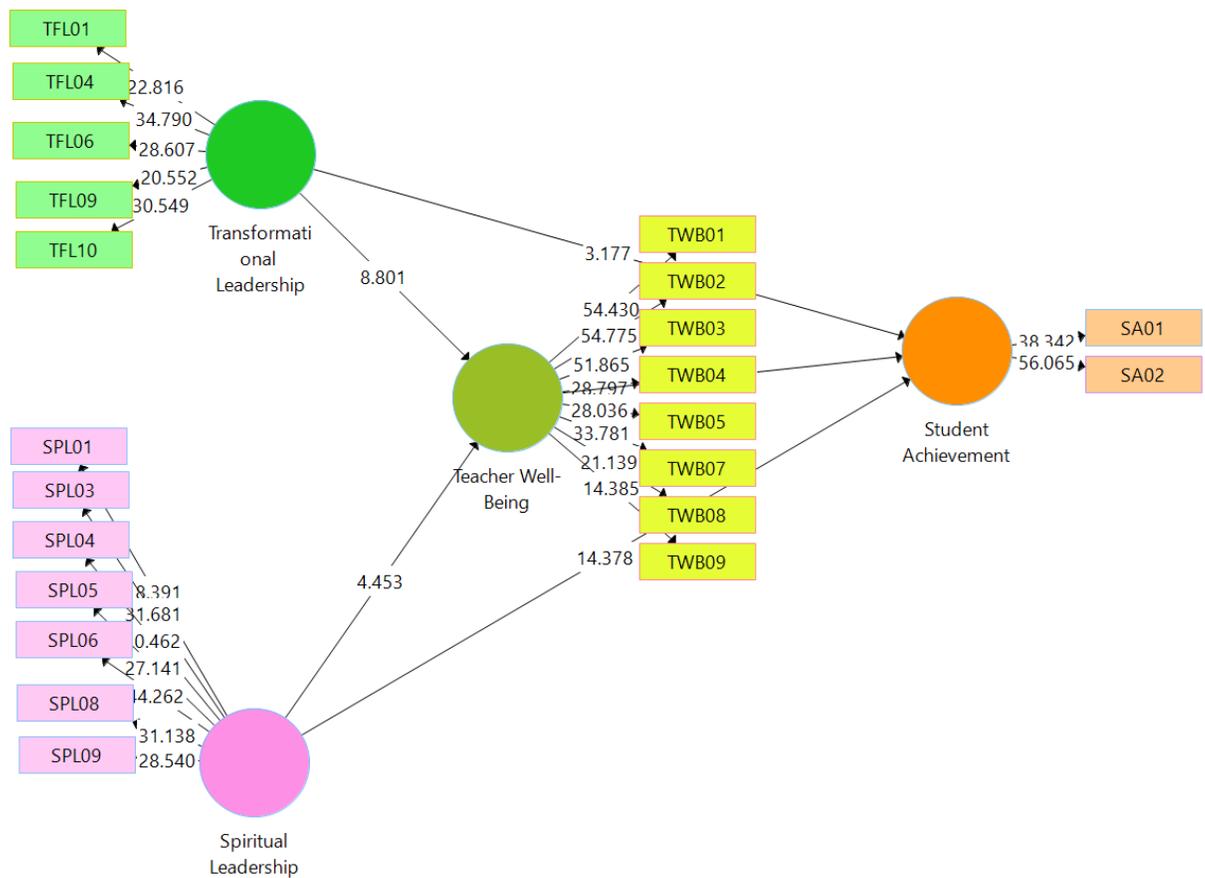


Figure 2. Final Model

Table 5. Final Results

	$\beta$	Mean	STDEV	T-Statistics	P Values
SPL -> SA	0.667	0.670	0.046	14.466	0.000
SPL -> TWB	0.272	0.270	0.061	4.484	0.000

TFL -> SA	-0.165	-0.165	0.051	3.240	0.001
TFL -> TWB	0.457	0.461	0.052	8.725	0.000
TWB -> SA	0.130	0.129	0.052	2.521	0.012

### Coefficient of Determination ( $R^2$ )

The percentage of endogenous variable change that exogenous variables can accurately anticipate is known as the coefficient of determination. There exists a substantial range, a moderate range,

and a weak range between 0.75, 0.50, and 0.25 (Garson, 2016). The teacher well-being variable's  $R^2$  value is 0.313 (weak), while the student achievement variable's value is 0.498 (weak). Table 6 displays the  $R^2$  comprehensive results in detail.

Table 6. Determination Coefficient ( $R^2$ )

	R Square	R Square Adjusted	Consideration
Teacher Well-Being	0.313	0.309	Weak
Student Achievement	0.498	0.492	Weak

### Effect Size ( $f^2$ )

All endogenous constructs'  $R^2$  values were also calculated. Identifying if a specific exogenous component significantly affects the endogenous constructs requires when the exogenous component is taken out of the model, looking at how the  $R^2$  value changes. The exogenous latent variable has a minor, medium, and substantial effects, with values of 0.02, 0.15, and 0.35,

respectively, according to recommendations for calculating  $f^2$  (Garson, 2016). Spiritual leadership on the student achievement gains a substantial effect (0.788). Spiritual leadership on the teacher's well-being gains a minor effect (0.106). Transformational leadership on the student achievement gains the minor effect (0.041). Transformational leadership on the teacher's well-being gains a medium effect (0.300). Teacher well-being on the student achievement gains a minor effect (0.023). Detailed  $f^2$  results are reported in table 7.

Table 7.  $f^2$

	SA	SPL	TFL	TWB
Student Achievement (SA)				
Spiritual Leadership (SPL)	0.788			0.106
Transformational Leadership (TFL)	0.041			0.300
Teacher Well Being (TWB)	0.023			

**Predictive Relevance (Q<sup>2</sup>)**

By getting the value for Q<sup>2</sup> while employing the blindfolding process, the predictive relevance test demonstrates how well the observed value is performing. Predictive modelling with PLS-SEM of the specified endogenous variable under

investigation if Q<sup>2</sup> is greater than 0. The model is irrelevant to predicting the stated endogenous factor, as shown by a Q<sup>2</sup> with a 0 or negative value (Garson, 2016). The numbers represent the significance value of low, middle, and large.02, .15, and.35 in that order. Q<sup>2</sup> information for this investigation is shown in [column 8](#).

Column 8. Predictive Relevance (Q <sup>2</sup> )		
	Q <sup>2</sup>	Predictive Relevance
Teacher Well-Being	0.217	Middle
Spiritual Leadership		
Transformational Leadership		
Student Achievement	0.380	Large

**Importance and Performance Matrix Analysis (IPMA)**

[Table 9](#) displayed the IPMA for teacher well-being and student achievement variables. In PLS-SEM, the analysis of IPMA is a supplemental analysis that determines the value of an exogenous variable by averaging scores of unstandardized latent variables (Garson, 2016). The objective to find the constructs that was reasonably important for the target structure but perform reasonably weakly (Fakfare, 2021). The first IPMA was for the construct teacher well-being. Transformational leadership had lower performance than spiritual leadership with the respective value of 53.184, smaller than 65.407

([Figure 3](#)). However, transformational leadership has higher importance (0.457) than spiritual leadership (0.272).

The second IPMA was for constructing student achievement. Spiritual leadership had higher importance (0.667) than transformational leadership & teacher well-being (-0.165 and 0.130). Teacher well-being has higher performance (74.494) than transformational leadership & spiritual leadership (53.321 & 66.059). Thus, spiritual leadership could optimize to increase student achievement because it had the greatest importance and teacher well-being has the greatest performance in education sector. ([Figure 4](#))

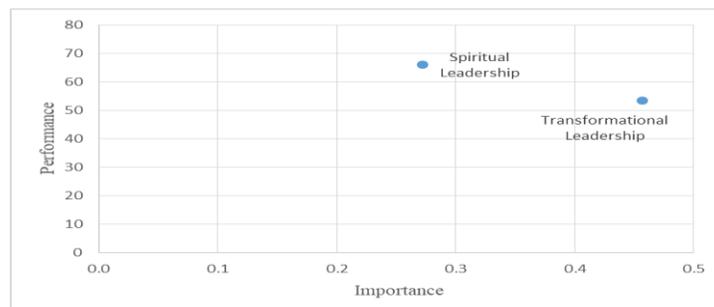


Figure 3. IPMA of teacher well-being factors

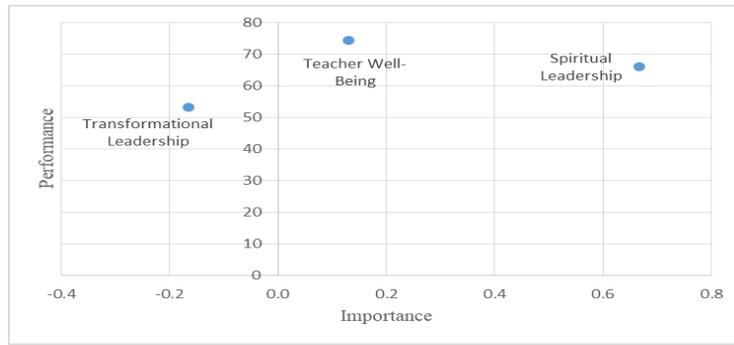


Figure 4. IPMA of student achievement factors

Table 9. Importance and Performance Matrix Analysis (IPMA)

	Teacher Well-Being		Student Achievement	
	Importance	Performance	Importance	Performance
Transformational Leadership	0.457	53.321	-0.165	53.321
Spiritual Leadership	0.272	66.059	0.667	66.059
Teacher Well-Being		74.494	0.130	74.494
Student Achievement		67.502		67.502

**Discussion**

This study examined how leadership affected teacher well-being and student achievement during COVID-19. The results of this study, which used a bootstrapping procedure with 5,000 subsamples, showed principal leadership effects on teacher well-being and student achievement amid COVID-19.

The t-statistic for the first hypothesis was 8.725, and the p-value was less than .05. Because of the t-value statistic was more than 1.96 and p < .000 significance level, the hypothesis was accepted. The effect size ( $f^2$ ) was 0.300, indicating a medium transformational leadership effect on teacher well-being. Transformational leadership had higher importance (0.457) to teacher well-being. The impact of transformational leadership on teacher well-being was significant (Arokiasamy et al., 2016; Nielsen et al., 2008).

The second hypothesis shows that transformational leadership had a minor indirect effect ( $f^2 = 0.041$ ,  $\beta = -0.165$ ) and significant ( $p < .001$ ) on student achievement (Heck & Marcoulides, 1996; Sun & Leithwood, 2012). This study found that principals directly encouraged, supported, and stimulated teachers to grow professionally in schools (Masry-Herzallah & Stavisky, 2021). Therefore, transformational leadership indirectly impacts student achievement through teacher well-being. Increasing the development of teachers could directly affect students learning & academic performance.

Regarding the IPMA's findings, it showed that transformational leadership had a higher importance than spiritual leadership. To increase teacher well-being, aspects related to transformational leadership could be maximized because it had the greatest importance and average performance. Transformational leaders could

motivate teachers to reduce the stress and enhanced a vigorous teaching-learning for achieving the goals (Jain et al., 2019). Support from a leader would foster a relationship of trust with teachers and improve stronger emotional bonds even in trying situations.

Spiritual leadership directly influenced ( $\beta = 0.272$ ) teacher well-being and gained the substantial direct effect ( $f^2 = 0.788$ ,  $\beta = 0.667$ ,  $t = 14.466$ ) to student achievement. It means the hypothesis was accepted. Spiritual leadership had lower importance (0.272) on teacher well-being and greater importance (0.667) on student achievement. The results were consistent with earlier research (Karadağ et al., 2020; Tsui et al., 2019). Spiritual leaders emphasized intrinsic motivation such as honesty, respect for human spirituality, commitment, and concern for others (Fry et al., 2017). Based on the IPMA spiritual leadership had a greater importance than other variables on student achievement. Spiritual leaders could relate devotion to Allah and to others (e.g. teachers, students). It created a setting teachers and students peace, secure, respectful, and tolerant (Brooks & Mutohar, 2018). Students need to cultivate an attitude of respect for teachers, be vigorous in achievements and caring with friends in schools.

Regarding the last hypothesis, teacher well-being directly ( $\beta = 0.130$ ) & significantly ( $p = .012$ ) influences on student achievement. The performance of teacher well-being to student achievement was greater than the other constructs. This finding was consistent with (Klusmann et al., 2008; León & Liew, 2017). Therefore, educators were in good health and were better ready to create a positive learning environment, make interested students, and more enthusiastic about studying at school post Covid-19.

### Conclusion, Limitation, & Future Research

Principals played a significant role. Thus, they must be able to motivate, move, direct, and take action to accomplish predetermined goals. Based on the findings of the investigation, we could state that (1) transformational leadership has a positive effect & significant influences teacher well-being, (2) transformational leadership had a negative

effect & significant influences student achievement, (3) spiritual leadership directly influences teachers' well-being, (4) spiritual leadership directly influences student achievement, (5) teachers' well-being directly influences student achievement.

Through the integration of transformational & spiritual leadership, this study is able to deepen our conceiving of how leadership effect teacher well-being & student achievement in Islamic private schools. Nevertheless, it's important to recognize some restrictions. First, the  $R$  square value for teacher well-being & student achievement has still low. Many other factors influence the leadership of teacher well-being & student achievement post-Covid-19 pandemic. Next researchers can use the other leadership styles to examine teacher well-being & student achievement. Second, this research is limited to Islamic Private Schools in Southern Thailand. Results will vary in various nations and under different conditions. Future studies could concentrate on using a bigger sample from different institutions.

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