



Systematic Literature Review: Principal Leadership Style, Work Motivation and Teacher Performance

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ABSTRACT

Teacher performance is a crucial factor in determining the quality of education in schools. Various studies have shown that the principal's leadership style and teacher work motivation have a significant role in influencing this performance. This study aims to systematically examine the relationship between the principal's leadership style, work motivation, and teacher performance through the Systematic Literature Review (SLR) method. Articles were obtained from several sources such as Google Scholar, Research Gate, and Education Resources Information Center (ERIC). Articles were limited to the period from 2019 to 2025. A total of 20 scientific articles, both national and international, published between 2015 and 2025 were analyzed to identify patterns of relationships and key findings related to the topic. The results of the study indicate that transformational, instructional, democratic, participatory, supportive, situational, and visionary leadership styles consistently contribute positively to increasing teacher motivation and performance. Conversely, authoritarian and laissez-faire leadership styles tend to have a negative or insignificant impact on teacher performance. Teacher work motivation was also found to be a mediating variable that strengthens the relationship between leadership style and performance. These findings emphasize the importance of principals in adopting leadership styles that are appropriate to the context and needs of teachers to create a conducive work environment, increase motivation, and encourage optimal performance. The practical implications of this study are the need for leadership training and development for principals that emphasize adaptive and participatory leadership styles to improve the overall quality of education

INTRODUCTION

Principal leadership is one of the determining factors in improving the quality of education. In this context, the role of the principal is not only administrative, but also transformational, inspiring teachers to work with high motivation and achieve optimal performance. Several studies have shown that leadership style has a strong correlation with teacher work motivation, which in turn affects their performance in the classroom. Therefore, it is important to formulate a comprehensive understanding of the existing literature regarding the relationship between these three variables.

Principal leadership can be defined as the ability to influence and direct the actions of others in an educational context. An effective principal not only manages school resources and activities but also acts as a leader who motivates and empowers teachers. For example, principals who apply a transformational leadership style are often successful in creating a positive work environment, where teachers feel appreciated and recognized. In a study conducted by Khalik et al. (2021), it was found that principals who actively interact with teachers and provide constructive feedback are able to significantly increase teacher work enthusiasm. This shows that good communication and emotional support from the principal can contribute to teacher motivation.

In addition, the principal's leadership style also influences teacher professional development. Development-oriented principals often provide opportunities for training and skill enhancement. For example, by organizing relevant workshops or seminars, principals can help teachers to continuously update their knowledge and skills. Meri Yulvita et al. (2024) in their research showed that teachers who receive professional support from the principal tend to perform better in class. Therefore, it is important for principals to not only focus on administrative aspects, but also invest in human resource development in schools.

The importance of principal leadership in encouraging teacher work motivation can also be seen from the way principals create a positive school culture. A healthy school culture is one of the key factors that can improve teacher performance. Principals who are able to create an inclusive and collaborative environment will encourage teachers to support each other and collaborate in improving the quality of teaching. For example, when the principal facilitates regular meetings between teachers to share experiences and best practices, this not only strengthens relationships between teachers but also increases a sense of belonging to the school. Thus, teacher work motivation can increase, which ultimately leads to improved student performance.

Not all principals are able to apply an effective leadership style. Some principals may be caught up in administrative routines that make them less focused on developing interpersonal relationships with teachers. In this context, it is important to identify the challenges faced by principals in carrying out their leadership roles. For example, lack of time to interact with teachers or external pressure to meet performance targets can be obstacles for principals to function as inspirational leaders. Therefore, support from the government and educational institutions is essential to help principals overcome these challenges.

Principal leadership plays a very important role in improving the quality of education through its influence on teacher work motivation and their performance in the classroom. Transformational leadership style can create a positive work environment, support professional development, and build a healthy school culture. However, the challenges faced by principals in carrying out this role need to be addressed so that they can function optimally. By understanding the relationship between principal leadership, teacher work motivation, and student performance, we can develop more effective strategies to improve the quality of education in schools.

The Systematic Literature Review (SLR) approach was used in this study to compile, analyze, and synthesize various previous research results systematically and objectively. The main objective of this study is to identify patterns of relationships between principal leadership style, work motivation, and teacher performance based on the latest scientific literature.

Thus, this study is directed to answer the following research questions:

- 1) What is the relationship between principal leadership style and teacher work motivation?
- 2) How does principal leadership style influence teacher performance?
- 3) How does teacher work motivation mediate the relationship between principal leadership style and teacher performance?

This study is expected to provide theoretical and practical contributions in efforts to improve the quality of education through strengthening principal leadership and empowering teachers in a sustainable manner.

LITERATURE REVIEW

Principal Leadership Style

Leadership is a major factor in the success of educational organizations, including in influencing teacher behavior, motivation, and performance. In the context of schools, principals play a central role as agents of change, micro-policy makers, and catalysts for the formation of organizational culture. Principal leadership is not only a matter of management, but also includes the ability to provide inspiration, direction, and support to all elements of the school (Leithwood, Harris, & Hopkins, 2020).

One of the most widely discussed leadership approaches in the educational literature is the transformational leadership style. This style was first introduced by Burns (1978) and further developed by Bass and Avolio (1994), who stated that transformational leaders are able to move their followers to go beyond personal interests for collective goals. Its main characteristics include: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Principals who adopt this style are considered able to increase teacher morale, self-confidence, and autonomy in designing and implementing learning (Cansoy, 2019).

In addition to the transformational style, there is also instructional leadership, which emphasizes improving the quality of learning through the active involvement of the principal in the academic process. Hallinger and Murphy (1985) identified three main dimensions of instructional leadership:

setting clear school goals, managing the curriculum and learning process, and creating a positive learning climate. Principals with this style act as learning supervisors, pedagogical mentors, and facilitators of teacher professional development.

Visionary leadership style is also important to study, especially in the context of education that is undergoing digital transformation and global demands. A visionary principal is a leader who is able to articulate a long-term vision that is relevant, realistic, and inspiring for all school members. This vision is not only used as a slogan, but is translated into school practices, policies, and culture. According to Nanus (1992), visionary leaders are able to unite the energy of the organization towards one direction of sustainable transformation.

Democratic and participatory leadership is characterized by a decision-making process that involves teachers as equal partners. This model is in line with the principles of school-based management and educational decentralization, where autonomy and accountability go hand in hand. Principals who apply this style encourage open dialogue, support innovation from below, and create a conducive collaborative climate (Astuti, et al., 2020).

Meanwhile, an authoritarian leadership style tends to emphasize control, one-way instructions, and absolute obedience. Although it can be effective in emergency or crisis situations, this style is considered to inhibit creativity, reduce professional autonomy, and potentially reduce teacher job satisfaction (Kesuma, 2024). The laissez-faire style, which gives teachers full freedom without clear direction, is also often criticized for creating a leadership vacuum, weak coordination, and decreased teacher work motivation. In practice, many principals apply a situational leadership style, which is adjusting the leadership style according to the context, teacher characteristics, and organizational situation. This leadership model was developed by Hersey and Blanchard (1982), who stated that leadership effectiveness is determined by the leader's ability to read conditions and flexibility in managing differences.

Thus, the principal's leadership style cannot be viewed as a single, static approach, but rather as a spectrum of adaptive and dynamic behaviors. The principal's success in improving teacher motivation and performance is highly dependent on the suitability of the leadership style to the teacher's needs, the school's vision, and the external challenges faced.

Teacher Work Motivation

Teacher work motivation is a psychological drive that fosters the spirit, perseverance, and dedication of teachers in carrying out their duties. In the context of education, work motivation is the main prerequisite for realizing optimal performance, learning success, and the formation of student character. Many motivation theories have been developed to explain this dynamic, ranging from classical to contemporary approaches.

Maslow's Hierarchy of Needs Theory (1943) identifies five hierarchical human needs, starting from physiological, security, social, appreciation, to self-actualization. Teachers whose basic needs have been met will be encouraged to achieve higher job satisfaction through professional recognition and self-

development. The principal, in this context, plays a strategic role in providing safe, inclusive, and meaningful working conditions for teachers.

Furthermore, Herzberg's Two-Factor theory (1959) distinguishes between motivator factors (achievement, recognition, responsibility) and hygiene factors (salary, work conditions, policy). Teachers will feel motivated if motivator factors are consistently present, while the absence of hygiene factors can significantly reduce job satisfaction. This requires principals to not only motivate, but also maintain the stability of the work environment as a whole.

Self-Determination Theory (SDT) by Deci and Ryan (2000) emphasizes that teacher motivation will grow strongly if three main psychological needs are met: autonomy, competence, and relatedness. In the context of schools, teachers who are given pedagogical freedom, facilitated in their professional development, and emotionally connected to their leaders and colleagues will show high intrinsic motivation.

Work motivation is also influenced by the values of the organizational culture and the reward system implemented by the school. According to Robbins & Judge (2017), perceptions of fairness, support from superiors, and involvement in decision-making are psychosocial variables that influence work motivation. A principal who is able to create a participatory, transparent and humanistic work climate will contribute to increasing teacher enthusiasm and loyalty.

In addition to western theory, teacher work motivation can also be reviewed through local perspectives and work spirituality. In the study of Indonesian educational organizational culture, values such as mutual cooperation, sincerity, and moral responsibility towards students are strong sources of intrinsic motivation. Principals who understand these values will be more successful in leading with a contextually aligned approach.

Thus, teacher work motivation is not a single entity that stands alone, but rather the result of the interaction between internal individual factors and external dynamics of the school organization. The principal acts as a driver of motivation, both through motivating communication, professional empowerment, and the creation of a work culture that supports the psychological well-being of teachers.

Teacher Performance

Teacher performance reflects the effectiveness and efficiency in carrying out their professional duties at school. This performance not only concerns success in delivering lesson materials, but also involves broader moral, social, and professional aspects. Moeheriono (2012) states that performance is the result of a person's work in carrying out tasks based on the responsibilities and roles that have been set.

Within the framework of professionalism standards, teacher performance can be measured through several main dimensions: (1) planning and implementing learning; (2) mastery of material and pedagogy; (3) assessment and evaluation of learning outcomes; (4) development of ongoing competencies; (5) communication and interaction with students; and (6) contribution to the school community. These dimensions reflect the broad scope of the teacher's role,

not only as a conveyor of information, but also as a guide, facilitator, and moral role model.

Gibson et al. (2000) stated that performance is a function of the interaction between ability, motivation, and role perception. In this case, teachers who have adequate intellectual and pedagogical capacity, combined with high motivation and a clear understanding of their role, will be able to demonstrate optimal performance. Environmental factors such as the principal's leadership style, workload, professional support, and learning facilities also significantly influence teacher performance.

Recent studies have shown that the principal's leadership style plays a direct and indirect role in determining the quality of teacher performance. Principals who actively implement transformational or instructional approaches can improve teacher performance through providing feedback, academic supervision, and strengthening professional capacity (Hallinger, 2011; Astuti et al., 2020). In addition, teacher performance indicators must also consider the dynamics of curriculum change, technology integration, and differentiated learning approaches that are demands of today's education. Teachers who are able to innovate, adjust teaching strategies to student needs, and demonstrate a commitment to self-reflection will excel in performance achievement.

In the context of national education policy, teacher performance is the main focus in education evaluation, both through teacher competency assessments, teacher driving programs, and digital-based performance assessment systems. Therefore, improving teacher performance must be pursued through a systemic and integral approach, including training, mentoring, performance-based incentives, and a healthy and appreciative work climate.

Overall, teacher performance is not a stand-alone individual result, but the result of synergy between personal, organizational, and structural factors. Principal leadership, as a strategic component of a school organization, has a very important role in creating prerequisites and an environment that enables teachers to achieve their best performance.

METHODOLOGY

This study is a systematic literature review (SLR), analyzing various articles that discuss principal leadership styles and teacher work motivation to determine effective principal leadership styles and work motivation that can produce quality teacher work performance. According to Kethavath and Kumari (2024), SLR aims to clarify the current state of research and its implications. Related to a particular research issue, SLR can provide an overview of the extent of existing knowledge related to a subject and identify gaps that require further research. This study follows the basic principles of SLR by Kethavath and Kumari, including the process of collecting, evaluating, and presenting a summary of all research data relevant to a particular issue or topic with a systematic approach. The stages in this study are as follows: The first stage is to identify the research topic or issue to be answered in this paper through the formulation of good questions. The second stage is to conduct a search for relevant literature using three databases, namely Google Scholar, Education

Resources Information Center (ERIC) and Research Gate. The third stage is to determine the selection criteria for studies or works relevant to the research topic. The criteria used in selecting studies include: (1) published in journals; (2) published between 2019 and 2025; (3) focusing on the relationship between effective principal leadership styles and high teacher work motivation and optimal teacher performance; (4) conducted in schools or educational institutions; (5) using quantitative or qualitative research methods; (6) articles written in Indonesian or English; and (7) available in full-text form. In the fourth stage, studies that meet the criteria are downloaded and saved. Studies that did not meet the selection criteria set by the researcher were not included in the analysis. The final stage or completion was to review and evaluate the abstract of each study to carefully determine whether the article was included in the scope of the study based on the criteria in the third stage. The researcher then conducted a thorough review and analysis of the documents that had been collected in the fourth stage. The entire text of each article was read in its entirety by the researcher to ensure its suitability to the focus and scope of this study.

RESULT

Review of the Literature Reviewed

A systematic review was conducted on 20 selected literatures. Table 1 below presents the article titles, authors, research locus and year, and the main findings of the articles used in the systematic review of the literature selected by the researcher.

Table 1. Research Articles Used in the Systematic Review of the Literature

No	Title	Author	Locus, Year	Main Finding
1	School Principal's Leadership Style and Teachers' Job Performance: A Systematic Review of Literature	Ortiz & De Jesus (2024)	Internasional	Transformational and democratic leadership styles contribute positively to teacher performance.
2	The Effect of School Principals' Leadership Styles on Teacher Performance and Organizational Happiness	Dursun & Bilgivar	Turki, 2022	Transformational and instructional styles enhance teacher happiness and organizational performance.
3	Principals' Leadership Styles and Its Impact on Teachers' Performance at College Level	Sarwar, U., Tariq, R., & Yong, Q. Z.	Pakistan, 2022	The democratic style is dominant and very effective in improving the performance of lecturers and teachers in higher education.
4	The Relationship between School Principals'	Cansoy, R	Multikonteks (Internasional), 2019	Transformational style significantly increases teacher satisfaction and motivation.

No	Title	Author	Locus, Year	Main Finding
	Leadership Behaviours and Teachers' Job Satisfaction: A Systematic Review			
5	The Effect of Leadership Style on Productivity Through Teacher Motivation	Khalik, A., Musyaffa, A. A., & Ali, H.	MAN 1 Jambi, 2021	Leadership style affects teacher productivity by increasing work motivation.
6	Contribution of Principal Leadership Style and Work Motivation to State Elementary School Teacher Performance in Ampek Nagari	Meri Yulvita, Harmawati, & Fitri, A.	SDN di Ampek Nagari, 2024	Leadership style and work motivation simultaneously contribute to teacher performance.
7	Teachers' Perceptions of the Influence of Principals' Leadership Behaviour on Teacher Motivation in Public Secondary Schools in Vihiga County, Kenya	Kigosi, P., Achieng, L., & Asena, J.	Vihiga, Kenya, 2023	Supportive and visionary leadership increases teacher work motivation. Teachers reported that principals who listen, support innovation, and convey a clear vision tend to increase their engagement and motivation in the learning process..
8	The Influence of Principal Leadership Style and Teacher Work Motivation on Teacher Performance	Susanti, M., Putra, E. H., Syam, H., Arif, M., & Yuliandri.	SMAN 1 Guguak, Sumbar, 2023	Teachers' leadership style and work motivation have a significant influence on teacher performance.
9	Principal's Leadership Style and Influence Workload Against Teacher Performance	Saleh, S., Arhas, S. H., Isgunandar, N., & Sulmiah.	SMK di Makassar, 2024	Leadership style and teacher workload jointly influence teacher performance.
10	The Influence of Leadership Styles and Work Motivation on Teacher's Performance	Astuti, R. W., Fitria, H., & Rohana. (2020)	SMA di Air Kumbang, Banyuasin	Leadership and work motivation simultaneously have a significant influence on teacher performance.

No	Title	Author	Locus, Year	Main Finding
11	Pengaruh Gaya Kepemimpinan Otokratis Kepala Sekolah dalam Meningkatkan Kinerja Guru	Ramnaega L. Siregar & M. Joharis Lubis	SMP Negeri 35 Medan, 2022	Autocratic leadership style has a direct impact on teacher performance, including increased work efficiency, quick crisis management, and better work discipline.
12	Konsep Kepemimpinan Otoriter Dalam Lembaga Pendidikan Di Sekolah atau Madrasah	Citra Ayu Anisa	Lembaga Pendidikan di Indonesia, 2020	This article describes the concept of authoritarian leadership based on a literature study, highlighting that this style can hinder creativity and communication in a school or madrasah environment..
13	Gaya Kepemimpinan Otoriter (Otokratis) dalam Manajemen Pendidikan	Sri Wahyuni, Sukatin, Inda Nur Fadilah, & Winda Astri	Sekolah di Indonesia, 2022	Authoritarian leadership style has a positive impact on improving work discipline, but can also cause teachers to become passive and less creative, as well as reducing the sense of family in the school environment.
14	Laissez-faire leadership: a comprehensive systematic review for effective education practices	Tubagus Ali Rachman Puja Kesuma	Kajian Sistematis terhadap 64 Atikel (SLR), 2024	This leadership style, characterized by minimal involvement in decision-making, is generally associated with negative outcomes such as decreased job satisfaction and productivity. However, in certain contexts, such as highly skilled and motivated teams, this style can foster creativity.
15	Analysis of the Visionary Leadership of the Principal in Improving Teacher Performance	Fathorrozi, Nur Aisyah, Muhammad Munif, Sugiono, Khodijatul Qodriyah	Kajian Sistematis pada Literatur, 2023	Visionary leadership has a significant and positive relationship to teacher performance. Principals who have a clear vision are able to direct teachers in a more structured way, motivate, and improve collaboration to achieve optimal school effectiveness.
16.	Visionary Leadership of School Principals: Analysis Based on Managerial	Azhar	Pekanbaru, 2023	Visionary leadership accompanied by managerial and financial literacy skills can increase leadership effectiveness and indirectly

No	Title	Author	Locus, Year	Main Finding
	Competence and Financial Literacy at Senior High School in Pekanbaru			strengthen teacher performance, especially in the aspects of planning, class management, and learning innovation.
17	Strategi Perubahan Inovatif dalam Kepemimpinan Visioner Kepala Sekolah Muhammadiyah	Naomi Fahma, Anton Adi Suryo Kusuma, Harun Joko P, Bambang Soemardjoko, Sabar Narimo	MI Taskombang Klaten, Indonesia, 2024	Discussing innovative strategies implemented by Muhammadiyah school principals in Klaten in implementing visionary leadership to improve the quality of education through effective and innovative changes.
18	Principal instructional leadership practice and its relationship with teacher job performance	Xiang Yuanyuan, Bity Salwana Alias	Shenzhen, China, 2025	Both the principal's instructional leadership practices and teacher performance are at a high level. In addition, there is a very strong positive relationship between the two variables ($r=0.974$). This finding emphasizes the importance of the principal's instructional leadership attributes to teacher performance and provides implications for the government and principals regarding the implementation of the principal training system or improvement of educational management policies in private schools in Shenzhen, China..
19	Principals? Transformational and Transactional Leadership Behavior and Teachers? Motivation as Perceived by Teachers	Eshetu Kibret Jabitehnan, Emiru	Ethiopia, 2019	Teachers prefer transformational leadership behaviors, such as strengthening school culture, setting a vision, and providing individual support. Regression analysis revealed that the combination of principals' transformational and transactional leadership behaviors significantly contributed to the variation in

No	Title	Author	Locus, Year	Main Finding
				teacher motivation ($R^2 = 0.285$, $F = 14.98$, $p < 0.05$). This study recommends that principals adopt appropriate leadership behaviors to improve
20	The Influence of Transformational Leadership, Curriculum Understanding and Work Motivation on Teacher Performance Based on School Culture	Ramadhan Sidik, Didi Supriadi, Saryanto	Bantul, Indonesia, 2025	Work motivation has a significant influence on teacher performance. Meanwhile, transformational leadership and curriculum understanding do not have a significant direct influence on teacher performance. However, school culture acts as a mediator that strengthens the relationship between transformational leadership, curriculum understanding, and work motivation with teacher performance.

DISCUSSION

From the results of this study, it was found that the principals applied various leadership styles. These leadership styles include transformational leadership, democratic leadership, instructional leadership, participative leadership, supportive leadership, authoritarian leadership, situational leadership, transactional leadership, visionary leadership, and laissez-faire leadership. Most of the leadership styles mentioned above have a positive impact on teacher work performance, while some others have no relationship with teacher work. Table 2 below presents the relationship between the principal's leadership style and teacher performance in the articles that have been studied.

Table 2. Relationship Between Principal Leadership Style and Teacher Work Performance

No	Types of Leadership	Article Number	Relationship with Teacher Performance
1	Transformational Leadership	1, 3, 4, 9, 19, 20	Positive influence; increases teacher motivation, productivity, and work effectiveness.
2	Democratic Leadership	2, 4, 10	Positive influence; encourages teacher involvement and satisfaction in tasks.
3	Instructional Leadership	9, 18	Positive influence; improves the quality of learning and teacher professionalism.
4	Participative Leadership	5, 6	Positive influence; increases teacher motivation and involvement in decision making.

No	Types of Leadership	Article Number	Relationship with Teacher Performance
5	Supportive Leadership	5	Positive influence; encourages teacher work comfort and loyalty.
6	Authoritarian/Autocratic Leadership	11, 12, 13	Negative influence, in certain situations can hinder teacher creativity.
7	Situational Leadership	8	Positive influence; flexible according to teacher needs and school conditions.
8	Transactional Leadership	3, 19	Mentioned, but the relationship is less dominant than the transformational style.
9	Visionary Leadership	5, 15, 16, 17	Positive influence strengthens teacher motivation and improves teacher performance.
10	Laissez-faire Leadership	4, 14	Negative influence on teacher satisfaction and work performance and can reduce teacher motivation and job satisfaction, so that it tends to be ineffective

From Table 2, it appears that the principals apply various leadership styles according to the situation, characteristics of the school organization, and the demands of the tasks faced. The diversity of leadership styles shows that the principals are not only fixated on a single approach, but tend to be adaptive and combine several leadership strategies in daily practice.

In general, most of the leadership styles studied in the 20 articles have a positive impact on improving teacher performance. This effect mainly appears in the form of increased work motivation, active participation in decision-making, job satisfaction, productivity, and teacher professional development. The leadership style that most consistently shows a positive influence in various studies is transformational leadership, which is characterized by the principal's ability to inspire, motivate, and provide constructive direction for change.

In contrast, several leadership styles such as authoritarian and laissez-faire tend to show a negative or insignificant relationship to teacher performance. Authoritarian leadership is often associated with centralized decision-making and provides less space for participation, which can reduce teacher creativity and autonomy. Similarly, the laissez-faire style, characterized by weak involvement of leaders in the learning and decision-making process, can cause teachers to feel undirected, unsupported, and ultimately experience decreased work motivation and professional satisfaction.

Transformational leadership (articles 1, 3, 4, 9, 19, 20) consistently contributes to increased teacher motivation, effectiveness, and productivity. Democratic, instructional, and participatory styles also tend to strengthen job satisfaction, teacher involvement, and professionalism. Visionary leadership (articles 5, 15, 16, 17) strengthens teacher motivation by instilling a long-term vision and creating a clear institutional direction. In contrast, authoritarian leadership (articles 11, 12, 13) and laissez-faire leadership (articles 4, 14) lead to

long-term ineffectiveness, especially because they are unable to build healthy and collaborative working relationships between principals and teachers.

This finding strengthens the understanding that the principal's leadership style plays a strategic role in shaping the teacher's work climate, both in the context of improving the quality of learning, professional development, and in encouraging productive and meaningful performance. Therefore, the selection and strengthening of appropriate leadership styles need to be a concern in educational leadership training and principal capacity building policies.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of a systematic review of 20 scientific articles, it can be concluded that the principal's leadership style plays a strategic role in determining the level of teacher motivation and performance in schools. Transformational, instructional, visionary, participatory, and democratic leadership styles have been consistently proven to have a positive impact on creating a supportive work environment, motivating teachers, and improving the quality of teaching and professionalism. In contrast, authoritarian and laissez-faire leadership styles tend to have a negative impact on teacher satisfaction and performance, especially due to limitations in the aspects of participation, collaboration, and emotional support. In addition, teacher work motivation has been proven to be a mediating variable that strengthens the relationship between leadership style and performance. Therefore, in an effort to improve the quality of education, it is very important for principals to adopt a leadership style that is appropriate to the school context and the professional needs of teachers, accompanied by systematic support from educational institutions and national policies that encourage the development of effective leadership capacity.

FUTURE STUDY

This research still has limitations so further research is needed related to the topic of Systematic Literature Review: Principal Leadership Style, Work Motivation and Teacher Performance to perfect this research and increase insight for readers.

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