

# Journal of Education and Practice (JEP)

**The Influence of Transformational Leadership on Teachers' Performance in the Conflict Stricken English Speaking Regions of Cameroon**



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# The Influence of Transformational Leadership on Teachers' Performance in the Conflict Stricken English Speaking Regions of Cameroon

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*Accepted: 8<sup>th</sup> November, 2025, Received in Revised Form: 28<sup>th</sup> November, 2025, Published: 2<sup>nd</sup> December, 2025*

## Abstract

**Purpose:** This study sets out to study how transformational leadership influences teachers' performance in secondary schools in the conflict stricken English speaking regions of Cameroon. Even in emergency situations, teacher performance is expected to be well harnessed because the teacher is the life wire of the educational system. If leadership fails to ensure effective teacher productivity, the attainment of educational objectives will be compromised. Within the context of this study, transformational leadership was conceived in terms of inspirational motivation; idealize influence; Intellectual stimulation and Individualized consideration.

**Methodology:** Methodologically, the purposive and simple random sampling techniques were employed to obtain a sample of 268 secondary school teachers. The main instrument of data collection was the questionnaire and the statistical analysis tool was spearman rank correlation.

**Findings:** The findings revealed that inspirational motivation influences teachers' performance by 66.6 percent, idealize influence affects teachers' performance by 77.0 percent; intellectual stimulation influences teachers' performance by 52.0 percent and individualized consideration influences teachers' performance by 81.2 percent. The retention of all specific hypotheses permits us to the main alternative hypothesis which states that transformational leadership influences teachers' performance in schools found in armed conflict areas.

**Unique Contribution to Theory, Practice and Policy:** We recommend that school leaders should be trained on adaptive leadership techniques in order to increase their output towards ensuring quality teachers' performance in crisis context.

**Key words:** *Transformational leadership, Teachers' performance, English speaking regions, Secondary schools, Cameroon.*

## 1. Introduction

The two English speaking regions of Cameroon have been going through an armed conflict since 2017. Lots of deadly clashes between state armed and non state armed groups which have led to severe lost of lives and displacement of thousands to Nigeria and to other parts of Cameroon. Hundreds of schools and thousands of students and teachers have equally been affected adversely. As of now most of the schools operating are in the urban centers where clashes still go on. With this teachers' performance can dwindle and as such school leadership has the prerogative to inspire, motivate and guide teachers towards the attainment of educational objectives even in crisis context. This study therefore sets out to assess the extent to which transformational leadership influences teachers' performance in armed conflict zones.

## 2. The Research Problem

In spite of numerous efforts in the area of teacher training to augment the quality of teaching in secondary schools, we still observe that curriculum implementation still poses a major challenge to teachers especially in conflict areas. This is reflected in annual student performances in official exams such as the GCE ordinary and Advanced Levels where annual performance rates have not surpassed 70 percent for the past decade. Teacher quality and performance remain a fundamental pre-requisite to the education production function in the sense that the teacher is that independent variable who plans, organizes and controls the teaching and learning process. This means that lapses in teacher performance could cause severe problems as far as institutional efficiency is concerned. Institutional leadership therefore has that propensity to create an enabling environment to enhance effective teachers' performance in order to meet set institutional objectives. Transformational leadership within the context of this study is seen in terms of Idealistic influence, intellectual stimulation, personal considerations, and inspirational commitment. A transformational leader encourages his followers to continually explore creative ways to finish tasks by offering challenges and questions, which help his followers to increase their level of competence. The supporters see work as a place to consistently hone skills and cultivate an obstinate and rough mentality, as opposed to just doing it out of habit (El Achi, Maalouf, Barakat & Mawad, 2025).

Individualized consideration could provide support and development to teachers involved in pedagogic activities. The use of inspirational motivation would enhance proper communication that could orientate the workforce to greater commitment and engagement. Intellectual stimulation could encourage creativity and innovation at workplace. The use of idealize influence would permit school heads to lead by concrete examples. All of these salient elements could be effective in enhancing adequate teacher performance even in harder conditions. This study sets out to assess the elements in transformational leadership that affect teachers' performance in secondary schools situated in armed conflict areas.

### **Research questions**

- How does Transformational Leadership influence teachers' performance in armed conflict zones?

### **Specific hypotheses**

- To what extent does Inspirational motivation affect teachers' performance in armed conflict zones?
- In what ways does idealize influence teachers' performance in armed conflict zones?
- How does Intellectual stimulation influence teachers' performance in armed conflict zones?
- In what ways does individualized consideration affect teachers' performance in armed conflict zones?

### **General Hypothesis**

- Ha: Transformational Leadership influences teachers' performance in armed conflict zones.
- Ho: Transformational Leadership does not influence teachers' performance in armed conflict zones.

### **Specific hypotheses**

- Ha1: There is a relationship between Inspirational motivation and teacher performance in armed conflict zones.
- Ha2: Idealize influence has a significant relationship with teacher performance in armed conflict zones.
- Ha3: There is a relationship between Intellectual stimulation and teachers' performance in armed conflict zones.
- Ha4: Individualized consideration affects teachers' performance in armed conflict zones.

### **Objectives of the study**

- To assess the extent to which Transformational Leadership influences teachers' performance in armed conflict zones.

#### **Specific Objectives**

- To examine the relationship between Inspirational motivation and teachers' performance in armed conflict zones.
- To study the effects of Idealize influence on teachers' performance in armed conflict zones.
- To investigate how Intellectual stimulation affects teachers' performance in armed conflict zones.

- To assess the effects of Individualized consideration on teachers' performance in armed conflict zones.

### **3. Literature Review**

#### **3.1.Theoretical framework.**

##### **3.1.1. Resilience theory**

Resilience is the ability to function well in the face of adversity. The DLA resilience model has four pillars: mental, physical, social and spiritual; balancing these four components help strengthen your life. This theory stresses that educational institutions have the capacity to withstand challenges and avert its negative impacts as well. Introduced by Holling (1973), resilience theory describes a system's capacity to absorb disturbance and persist by maintaining its core structure and function. It challenges the traditional view of a single equilibrium, suggesting that systems can exist in multiple, alternative states. Resilience is the measure of how much disturbance a system can withstand before it shifts into a new configuration, a concept applied to ecological, social, and economic systems. Masten (2014) in AlMutairi (2024) indicates that building resilient educational infrastructures can help mitigate the negative impacts of conflicts and support long-term recovery.

##### **3.1.2. Human Capital theory.**

Human capital theory sees education as a form of investment in the acquisition of skills and knowledge, increasing productivity and economic value at both the individual and social levels. It regards investment in education and training as no different from investing in physical capital, such as machinery, with future returns in the form of increased earnings, economic growth, and innovation. In times of conflicts education as an investment in manpower is not supposed to stop. This is because during and after the conflict society will still need relevant skills and manpower to develop.

#### **3.2.The place of international NGOs in the North West and South West Regions of Cameroon**

Non-Governmental organizations operating in the Northwest and Southwest Region of Cameroon target three main areas using different approaches viz:

**Access to Education:** Providing temporary learning facilities, teaching materials, and assistance to out-of-school children.

**Quality Education:** Training of teachers and provision of learning materials for improved teaching and learning outcomes.

**Psychosocial Support:** Provision of mental health services and counseling to conflict- and displacement-affected children.



The Following are some NGOs working to improve education in North West and South West Cameroon:

**UNICEF** provides education to children of crisis-affected areas, including North West and South West regions, through programs such as TLS and REP, which reach out to the most vulnerable children.

**Norwegian Refugee Council:** Provides education support to displaced children through the construction of temporary learning spaces, among other teaching aids. They have so far served thousands in education in Cameroon.

**Street Child:** An international NGO which Works to ensure children are safe in school, and learning properly in Cameroon; they provide mental health and psychosocial support services to conflict-affected children.

**Reach Out NGO:** it is a local, woman-led organization that carries out humanitarian aid and development projects, including education, in the South-West Region of Cameroon.

**Save the Children:** While not exclusively focused on North West and South West Cameroon, they have been known to provide rapid funding to ensure children affected by crises can continue their education.

**Asha for Education** - Educating the underprivileged children in Cameroon, improving access to education as well.

Despite these efforts, many more children of school going age do not still have access to education especially in the suburbs as hundreds of schools remain closed. Teacher attrition is enormous due to violent and deadly clashes between armed groups. This means that more effort is needed from respective stakeholders on ground to ensure normalcy and resumption of formal education institutions-a thing which does not seem very feasible in the nearby future.

### **3.3.International laws protecting education in conflict areas**

International laws and frameworks set out to protect education in crisis context are mainly geared towards Protection of education from attack and military use; Ensure access to safe and quality education and Protect students, teachers, and education personnel by supporting their various endeavors.

Some International laws and frameworks that protect education in areas of conflict are:

International Humanitarian Law which protects civilians, including children, from attacks against schools and ensures access to education.

*The Geneva Conventions and their Additional Protocols prohibit attacks on schools and hospitals, ensuring protection for civilians.*

*The Convention on the Rights of the Child* in its Article 28 guarantees the right to education, while Article 29 highlights education for promoting understanding and tolerance.

*The Safe Schools Declaration* protects students, teachers, and schools from attack and use during conflicts.

*UN Security Council Resolution 2601* Condemns Attacks on Schools, Urges Protection of Education in Conflict Zones.

### **3.4.The Concept of Transformational Leadership.**

School transformational leadership is obliged to inspire workers to stay motivated and engaged through challenges; and equally works towards a common goal in a team spirited environment; and equally find meaning and purpose in their efforts.

In a study meant to explore the role of professional learning communities in Indonesia, Erny and Windasari(2025) mentioned that while transformational leadership directly influences teacher performance, the presence and effectiveness of professional learning communities enhance this impact. In the same vein, Muhammad, Ahmad & Sulisti (2022) carried out a study on the effect of transformational leadership of school principles, quality culture and job satisfaction on teacher performance. Using path analysis, they found out that principal's transformational leadership style has direct and indirect effects on quality culture, and job satisfaction equally has a bearing on teacher performance. The above mentioned authors used different approaches to arrive at similar results; nevertheless, the studies were carried out in stable societies. Studying transformational leadership in peace moments and armed conflict scenarios could produce divergent findings. Within the context of this paper we intend to study the effects of transformational leadership in the Anglophone Regions (North West and South West Regions) of Cameroon where an armed conflict has been on the rise for almost ten years.

Researching on the impact of transformational leadership and work environment on teachers' performance in crisis-affected educational settings, El Achi, Maalouf, Barakat & Mawad (2025) use a quantitative, survey-based approach, on 509 teachers from various schools across Lebanon to find out that prolonged socio-economic and political crises shift teachers' reliance more toward a supportive work environment, as basic stability and resource availability become more critical determinants of performance. It is obvious that a crisis stricken environment can influence leadership commitment as well as teachers' performance; however the degree of influence may depend on the type of crisis going on in the society at the given moment. For instance, the professional risks teachers may undergo during food and water scarcity may not be as high as the risk undergone during armed conflict scenarios.

Kaya (2024) worked on the association between transformational leadership and teachers' creativity: professional resilience and job satisfaction as mediators, and the following findings were reached transformational leadership did not have a statistically significant effect on

teachers' creativity. Also, teachers' professional resilience was a significant predictor of creativity while job satisfaction was not. Lastly, professional resilience mediated the association between transformational leadership and creativity.

Professional resilience here denotes a situation where teachers adapt to changing educational landscapes and policies. This could be in a normal context. In the context of an armed conflict several parameters most change and as a result we would not only talk of professional resilience as Kaya (2024) but we will be constraint to also work on emotional resilience (managing psycho social and emotional stress at workplace), social resilience (building support especially to discouraged teachers and students, and personal resilience (maintain a balance between work-life and personal security). These are some of the variables which may not only affects teachers' performances but could equally influence the quality of leadership in the institution operating in armed conflict scenarios.

In a systematic review on the influence of transformational leadership and teacher commitment in educational institutions, Irene and Emmie (2024) found that there is a relationship between Transformational Leadership, Teacher Commitment, and Organizational Change. They posit that there are three dimensions of commitment: affective commitment, normative commitment, and continuance commitment. The teachers may be devoted to the company because of emotional attachment or are obliged to remain in the organization after carefully weighing the benefits of leaving or not leaving the school. A Transformational Leadership style that inspires, boosts, challenges, encourages, and leads employees by example improves commitment levels. Transformational Leadership qualities that transform, create, and innovate toward organizational change point to a clear direction and is aligned with the organization's vision, mission, and goals (Irene and Emmie, 2024); and this could go a long way to harnessing the attainment of institutional objectives. But this may change in moments of armed conflicts where the threat of life is uttermost.

The findings of Bendriyanti, Dewi, & Suwarni, (2025) on the influence of principal transformational leadership on teacher performance indicate that transformational leadership has a positive and significant effect on teacher performance, particularly in areas related to motivation, professional development, and commitment to service. Teachers reported higher levels of engagement and effectiveness when their principals exhibited transformational leadership behaviors, such as inspirational motivation, individualized consideration, and intellectual stimulation. Empirical findings in their numbers continue to show that transformational leadership is a strong predictor to teachers' performance; however, most of these studies were carried out in normal peaceful environments. It is however difficult to find empirical literature on the influence of transformational leadership in armed crisis context. This study will focus specifically on Transformational Leadership and it's on influence teachers' performance in the conflict stricken Anglophone regions of Cameroon.



Inspirational motivation could have a positive effect on teachers' performance in conflict areas in the sense that it may improve worker resilience by fostering worker endeavors, and a sense of purpose. In this regard, important elements such intrinsic motivation and engagements in teaching, feeling respected and supported by the school administrative authorities, and having access to salient necessary resources and safety could constitute key determinants to teacher performance. It is obviously true that motivated teachers are more committed, engaged, dedicated, and better equipped to overcome the various challenges of conflict stricken environments, which could have a bearing on students learning. (El Achi, Maalouf, Barakat & Mawad, 2025)

### **3.5. Teachers' performance in armed conflict areas.**

Teacher performance refers to the quality and quantity of work completed by a teacher in accordance to the duties he or she is responsible for, and is based on the teacher's professional responsibilities. Teacher performance is related to the tasks and functions of teachers as decision makers related to areas of teaching and education implementation, such as learning planning, implementation, and evaluation (Madjid, 2018: 91). Effective teachers in conflict areas are expected to foster a sense of safety and stability, promote social-emotional learning, encourage critical thinking and problem-solving, support students' academic and personal growth and use peace communication and education to solve problems. Teachers' performance in conflict zones obviously would have safety concerns, forced displacements and would have to adapt their teaching methods and strategies to address severe curriculum disruption. Teachers may undergo trauma, and would likely need the support of leadership and hierarchy to provide necessary psychological support and motivation which can include risk allowances, insurance, and in-service training.

## **4. Research Methodology**

This study was carried out in selected schools in the two English speaking regions (North and South West Regions) of Cameroon. It is a hot spot for an ongoing armed conflict in which separatist want a state on their own, attacking state armed groups using hit and run tactics; using sophisticated weaponry. The schools selected were situated only in urban centers as most schools in the suburbs remain closed for almost a decade. The purposive and simple random sampling techniques were used to determine a sample size of 268 teachers from 14 secondary schools. The instrument for data collection was the questionnaire. The data was analysis using the spearman Rank correlation.

## 5. Presentation and analysis of data

**Table 1. Respondents' Background information**

<i>Items</i>	<i>Modalities</i>	<i>Frequency</i>	<i>Percentages</i>
Gender	Male	98	36.6
	Female	170	63.4
Age range	21-30 years	87	32.4
	31-40 years	101	37.7
	41 years and above	80	29.9
Teaching experience	1-5years	67	25
	6-10 years	96	35.9
	11 years and above	105	39.1
Teaching region	North west	124	46.2
	South west	144	53.8

As far as the respondents background data was concerned, 36.6 and 63.4 percent of the respondents were male and female respectively; and majority of them were at least 31 years and above. More than 50 percent of the respondents had teaching experience of more than 5 years. All the teachers involved were from the conflict stricken English speaking zones of Cameroon.

**Table 2. Descriptive Statistics on Inspirational motivation**

	N	Min.	Max.	Mean	Std. Dev.
Leaders articulate a clear, hopeful future.	243	1.00	3.00	1.7202	.61312
Leaders demonstrate genuine passion and energy and enthusiasm	257	1.00	3.00	1.2996	.48384
Adequate peace communication is used create optimism and current chaotic scenarios.	257	1.00	3.00	2.7549	.66013
Leaders connect with others on an emotional level	257	1.00	3.00	1.6304	.61200
Fostering a sense of possibility and promise, thus giving hope and optimism	267	1.00	3.00	1.5094	.56438
Leaders embody the values and behaviors they promote, role modeling their values	267	1.00	3.00	2.7041	.59328
Valid N (listwise)	243				

The table on inspirational motivation of the school principal shows that leaders articulate clear and hopeful future; Leaders demonstrate genuine passion and energy and enthusiasm; connect with others on an emotional level and embodies values and behaviors they promote, role modeling but seldom using exhibit behaviors that can be emulated. There is a dearth in the use of adequate peace communication to create optimism in current chaotic scenarios.

**Table 3. Descriptive Statistics on *Idealized influence***

	N	Min.	Max.	Mean	Std. Dev.
Demonstrating courage, integrity, and selflessness in crisis scenarios.	267	1.00	3.00	3.5918	.51482
Aligning actions with words and values and always present in school during conflict moments.	267	1.00	3.00	2.7191	.58789
Treating others with dignity and understanding	267	1.00	3.00	1.7416	.54555
Fostering strong relationships with local leaders, armed groups and communities	267	1.00	3.00	1.5318	.59597
Articulating a clear and inspiring vision for a peaceful learning environment	267	1.00	3.00	1.5805	.60393
Recognizing one's own biases and limitations in providing peaceful atmosphere for teachers and students.	268	1.00	3.00	2.6493	.53010
Taking responsibility for actions and decisions	268	1.00	3.00	1.6343	.61858
Valid N (listwise)	267				

The statistics on idealized influence reveals that most school leaders hardly demonstrate courage integrity and selflessness in leadership in chaotic environments. This is because everyone is afraid of being a victim. Item two, three four, five and 6 show that most leaders find it difficult to really operate in an armed conflicting area. If they can fear first for their lives, they would not be able to show real influence on the environment, teachers and students as well.

**Table 4. Descriptive Statistics on *Intellectual stimulation***

	N	Min.	Max.	Mean	Std. Dev.
Fostering analysis and problem-solving among team members in crisis context.	268	1.00	3.00	2.7351	.61257
Supporting creative solutions to complex challenges.	268	1.00	3.00	2.3657	.52704
Encouraging open discussion and debate to understand different perspectives.	268	1.00	3.00	1.7351	.54115
Questioning existing beliefs and practices to drive improvement.	268	1.00	3.00	1.4440	.51261
Valuing different viewpoints and experiences.	268	1.00	3.00	1.7537	.64112
Analyzing failures to improve future decision-making.	268	1.00	3.00	1.6978	.61965
Adjusting strategies in response to evolving conflict situations that affect the schools.	268	1.00	3.00	2.8022	.76564
Valid N (listwise)	268				

Respondents' responses here show that school leaders are prominent in intellectual stimulation as indicated by all the means and standard deviation except for the first and second items which show that leaders seldom foster analysis and problem-solving among team members in crisis context and; seldom support creative solutions to complex challenges respectively for fear of being implicated or accused.

**Table 5. Descriptive Statistics on Individualized consideration in armed conflict areas involves**

	N	Min.	Max.	Mean	Std. Dev.
Understanding the unique experiences and challenges of each individual as far as crisis is concerned.	268	1.00	3.00	1.7201	.60587
Providing tailored support and resources to meet individual needs.	268	1.00	3.00	2.4776	.57691
Provision of psychosocial support for conflict victims in school.	268	1.00	3.00	2.6903	.67954
Identifying and leveraging the skills and abilities of each individual.	268	1.00	3.00	1.6567	.60713
Creating a secure environment where individuals feel protected.	268	1.00	3.00	3.9366	.79304
Valid N (listwise)	268				

In the first item, most leaders make effort to understanding the unique experiences and challenges of each individual and their various experiences including torturing, kidnappings etc. But respondents denied receiving support from hierarchy in this regard. Most leaders do not equally provide psychosocial support to both students and teachers alike. It is all of these that create an environment of insecurity around most schools making teachers and students to teach and learn out of fear. This would likely cause teacher attrition and students' displacement to safer areas.

**Table 6. Descriptive Statistics on teacher performance**

	N	Min.	Max.	Mean	Std. Dev.
Adjusting teaching methods to meet students' changing needs.	243	1.00	3.00	2.7202	.61312
Providing care and support to students experiencing trauma.	257	1.00	3.00	2.2996	.48384
Maintaining a positive and stable presence despite challenges.	257	1.00	3.00	2.7549	.66013
Developing innovative solutions to educational challenges.	257	1.00	3.00	1.6304	.61200
Adapting to changing circumstances and uncertainty.	267	1.00	3.00	1.5094	.56438
Prioritizing students' needs and well-being.	267	1.00	3.00	2.7041	.59328
Valid N (listwise)	267				

In the first item, it is revealed that teaching methods do not meet students' changing needs. Secondly care is not provided to students and teachers who have gone through trauma. Due to this, it will be difficult to traumatized individuals to teach or learn appropriately. In addition to this it will be hard to maintain a positive and stable presence in school despite such challenges. Also, teachers are unable to prioritize students' needs and well-being. Based on all these, teachers' performances in conflict situation are wanting because adequate strategies are not put in place to enhance quality education.

### 5.1. Inferential statistics and hypotheses testing

#### Hypothesis one

Ha1: There is a relationship between Inspirational motivation and teacher performance in secondary schools.

Ho1: There is no relationship between Inspirational motivation and teacher performance in secondary schools.

**Table 7. Correlations on inspirational motivation and teacher performance**

		Inspirational Motivation	Teachers '_Performance
Inspirational Motivation	Correlation Coefficient	1.000	.666**
	Sig. (2-tailed)	.	.000
	N	267	267
Teachers '_Performance	Correlation Coefficient	.666**	1.000
	Sig. (2-tailed)	.000	.
	N	267	267

\*\* . Correlation is significant at the 0.01 level (2-tailed).

On the table above, it is revealed that inspirational motivation of transformational leadership significantly influences teachers' performance by 66.6 percent even in conflict areas with p-value less than 0.05.

*Ha2: Idealize influence has a significant relationship with teacher performance in secondary schools.*

*Ho2: Idealize influence has no significant relationship with teacher performance in secondary schools.*



**Table 8. Correlations idealized influence and teachers' performance**

		Idealised_infl uence	Teachers'_Per formance
Spearman's rho	Correlation Coefficient	1.000	.770
	Sig. (2-tailed)	.	.000
	N	267	267
	Teachers'_Performance	.770	1.000
	Correlation Coefficient	.770	1.000
	Sig. (2-tailed)	.000	.
	N	267	267

The correlation coefficient of 0.770 indicates that idealized influence significantly influences teachers' performances by 77.0 percent with p-value less than 0.05.

*Ha3: There is a relationship between Intellectual stimulation and teachers' performance in secondary schools.*

*Ho3: There no relationship between Intellectual stimulation and teachers' performance in secondary schools.*

**Table 9. Correlations on Intellectual stimulation and Teachers' Performance**

		Intellectual_St imulation	Teachers'_Per formance
Spearman's rho	Correlation Coefficient	1.000	.520
	Sig. (2-tailed)	.	.003
	N	267	267
	Teachers'_Performance	.520	1.000
	Correlation Coefficient	.520	1.000
	Sig. (2-tailed)	.003	.
	N	267	267

The correlation coefficient of 0.520 indicates that there is a positive significant relationship between intellectual stimulation and teachers' performance in secondary school in crisis context. With this we reject the null hypothesis and retain the alternative hypothesis which states that there is a relationship between Intellectual stimulation and teachers' performance in secondary schools.

*Ha4: Individualized consideration affects teachers' performance in secondary schools.*

*Ho4: Individualized consideration does not affect teachers' performance in secondary schools.*

**Table 10. Correlations on individualized consideration and teachers performance**

		Individualise d_considerati on	Teachers' _Pe rformance
Spearman's rho	Correlation	1.000	.812
	Coefficient		
	Sig. (2-tailed)	.	.001
	N	268	268
	Correlation	.812	1.000
	Coefficient		
Teachers' _Performance	Sig. (2-tailed)	.001	.
	N	268	268

The findings here indicate that Individualized consideration influences positively influences teachers' performances in conflict zones with a p-value less than 0.05. Based on this result, we retain the alternative hypothesis which states that Individualized consideration significantly affects teachers' performance in secondary schools.

**Table 11. Summary of findings**

<i>Hypotheses</i>	<i>Correlation coefficient</i>	<i>Alpha (0.05)</i>	<i>Decision</i>
Ha1	0.666	0.000	Ha Retained; Ho Rejected
Ha2	0.770	0.000	Ha Retained; Ho Rejected
Ha3	0.520	0.003	Ha Retained; Ho Rejected
Ha4	0.812	0.001	Ha Retained; Ho Rejected

The retention of all specific hypotheses permits us to the main alternative hypothesis which states that transformational leadership influences teachers' performance in schools found in armed conflict areas.

## 6. Discussion of findings

The main findings of the study reveals that transformational leadership influences teachers' performance in schools found in armed conflict areas. This result corroborates with the findings of those of Erny and Windasari(2025) and Muhammad, Ahmad & Sulisti (2022) who underlined that transformational leadership directly influences teacher performance, but added that the impact of this performance can only be enhanced by the presence and effectiveness of professional learning communities. Muhammad, Ahmad & Sulisti (2022) further opined that effective transformational leadership of school principals, quality culture and job satisfaction are salient factors in determining teacher performance. Bendriyanti, Dewi, & Suwarni, (2025) found out that that transformational leadership has a positive and significant effect on teachers' performance, particularly in areas related to motivation, professional development, and

commitment to service. This is right because teachers' motivation, professional development and engagement are salient elements that can significantly determine teachers' performances in school. The findings presented above are similar in the sense that they all predict significant correlations between transformational leadership and teachers' performance. The main difference lies in the fact that their studies were carried out in peace moments while this present study was carried out in an armed conflict area.

The theory of human capital posits that education is a salient investment in human capital or manpower which is responsible for economic growth and development in the society. Within the context of armed conflicts, access to formal education becomes a major issue thereby preventing the educational system at all levels to train citizens for tomorrow's sustainable development. It should be made clear that today's learners are definitely tomorrow's developers. Quality teachers performance will contribute to societal development in the sense that learners would acquire relevant skills necessary for outstanding socio-economic development. The resilience theory stipulates that educational systems have the capacity to resist or withstand the negative impacts of armed conflicts. Within this context, emphases are laid on the capacities of individuals and communities in conquering threatening challenges. However within the context of our study we realize that most school heads lack adaptive training towards resilience when emergencies occur and as such individual or communal resilience is compromised.

Idealized influence has a positive effect on teachers' performances in conflict areas, as it acts as a cornerstone of transformational leadership whereby leaders act as role models and inspire confidence and respect. This practice can be used to enhance discipline, professionalism, and motivation among teachers for better educational outcomes even in challenging environments through means such as exemplary behavior and inspiring commitment. It is a vital aspect of transformational leadership, which consists of inspirational motivation, intellectual stimulation, and individualized consideration.

Individualized consideration contributes positively to teachers' performances in conflict areas through personalized support, coaching, and development opportunities that improve instructional planning, student assessment, and collaboration. In helping them deal with stress and develop strengths, a leader can address individual needs and aspirations which is very important for effective teaching in challenging environments. Indeed, feeling valued as an individual leads to better engagement and ultimately, higher productivity.

These findings align with contingency leadership theories, proposed by Atasoy (2020) and Villoria (2023), which point out that leadership can only be effective based on contexts. In schools affected by crisis, where stress, instability, and resource constraints are dominant, transformational leadership may itself not be sufficient for performance improvement. Instead, a strong and supportive work environment acts as a prerequisite that allows transformational leadership to have a meaningful impact. When teachers feel supported through job security,

access to resources, and an emotionally stable environment, they may be more receptive to transformational leadership's motivational aspects. On the other hand, in an unstable work environment, even highly inspirational leadership may fail to engage teachers because teachers' focus remains on their mere survival and how to cope with the pressures and risk.

If the head a teacher lacks the ability of provide individual consideration through the provision of psychosocial support to victimized teachers, teacher performance will be compromise as their engagement may drop.

## **Conclusion**

A transformational leader motivates their people to put aside their personal interests in favor of the success of the company (Løvaas et al., 2020). Transformational leadership influences teachers' performances both in normal and abnormal circumstances, in time of war and in times of peace. However, teacher performance in conflict areas becomes more complex and requires a lot of tact from leadership to be able to produce positive outcomes. It is school heads that are responsible in motivation and helping teachers in difficulties to put in their best to produce good results; and for school heads to be able succeed in this, they have to be trained on adaptive strategies towards armed conflicts and other emergencies. According to El Achi, Jabbour, Maalouf, Barakat, & Mawad, (2025), transformational leadership remains valuable, its effectiveness is contingent on addressing teachers' immediate concerns. School leaders should strive to inspire and motivate teachers while simultaneously offering practical support, such as facilitating access to teaching materials, reducing administrative burdens, and providing emotional reassurance. By balancing visionary leadership with responsive management, educational leaders can create conditions that allow transformational leadership to thrive. However, transformational leadership alone in armed conflict scenario will not be able to properly enhance effective teacher performance. The presence of other important stakeholders working on the ground like UNICEF, UNESCO, Street child etc. is necessary in enhancing quality teacher engagement.

## **Recommendations**

Based on the findings of the study the following recommendations were made.

- Professional development programs for educational leaders should focus on adaptive leadership strategies tailored to armed conflicts. Training should equip school administrators with the skills to respond flexibly to crises or emergencies, effective management of teacher and student psychosocial and physical well-being, and foster resilience in stressful conditions. Leadership professional growth programs should target not only transformational leadership techniques but also the development of practical crisis management competences. The government should understand that school administrators need to have access to trauma-informed training and resources. This would

enable them understand causes, manifestations and solutions to trauma among teachers and students alike.

- Within the context of armed conflicts, management should create counseling and mental health services. This will help provide a lot of psycho social support to teachers and students.
- The government and NGOs should provide flexible education models like TARL which are very instrumental in helping students meet pedagogic and learning exigencies. The teacher needs to be paid risk allowances because this alone could be a sole motivating factor towards effective teacher professional resilience and performance.
- Communities have to support educational endeavors by ensuring enough safety for teachers and students.

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