

Relationship of Charismatic Leadership of Principals with Motivation of Teachers in Elite National Secondary Schools in Terengganu

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Abstract

Education planning generally needs to be futuristic, flexible, and dynamic to determine the pattern of society and the expected profile of the nation and Malaysian citizens. The leadership brought by the principal can improve the school's excellence and student achievement. However, there are still principals who do not fulfill their responsibilities and roles as charismatic leaders because they prioritize administrative matters in the school. Therefore, this study aims to examine the influence of the principal's charismatic leadership on the motivation of teachers at Elite National Secondary Schools in Terengganu. There are several objectives in this study, the first is to identify the level of teachers' motivation, the second is to identify the principal's charismatic leadership level, the third is to examine the relationship between the principal's charismatic leadership and teacher motivation and the fourth is to identify the influence of the principal's charismatic leadership. This quantitative study uses a questionnaire instrument and a total of 83 respondents were selected using a simple random sampling method. Data obtained from research instruments were analyzed using SPSS to produce descriptive and inferential statistical findings. Cronbach's Alpha values for both questionnaires are .947 and .970. The findings of the study show that the principal's charismatic leadership and teacher motivation are at a high level. The analysis of the study found that there is a weak and significant positive relationship between the relationship between the principal's charismatic leadership and the teacher's motivation ($r = .216$, $p = .050$) and found that the principal's charismatic leadership has a significant positive influence on the teacher's motivation. This study proves that the increase in teacher motivation is based on the quality and leadership style of the principal. The implication of this study is a form of contribution regarding the role of charismatic leadership that can influence the motivation of teachers when performing their duties in school. In addition, this study is carried out as a contribution to the improvement of the education system and policy in Malaysia, especially focusing on the concept of charismatic leadership in education management.

Keywords: Principal's Charismatic Leadership, Teacher Motivation, Elite National Secondary Schools, Charismatic Leadership

Introduction

The pillar of a school depends on its leader. To achieve excellent performance in an organization, leaders play an important role in meeting the needs of teachers. Therefore, the main aspect of organizational excellence is the authority of a leader (Baskaran & Hamid, 2020). A leader in a school is not only focused on management tasks but is responsible for various tasks not excluded by ensuring that all school members always have high motivation in their tasks. Thus, the mainstay of self-motivation in an organization is through superior leadership. The principal's leadership and leadership practices are drivers and influence the teachers' motivation (Salwa & Noor, 2018). According to the view of Eyal and Roth (2013) states that the leader's ability and ability to perform tasks that can influence, motivate, and move others is leadership.

Problem Statement

The quality of teaching and learning (pdp) depends on the motivation of the teachers and in turn tends to motivate the students. The difference in working atmosphere is based on the style, practice, and level of leadership implemented. Changes brought by the principal's leadership should not only focus on technical aspects such as listing tasks and responsibilities to reach a certain level. Thus, the leader's influence is an element practiced by his followers to achieve the vision and mission of an organization. Employees who are motivated towards self-development and a more positive department are led by leaders who practice a charismatic leadership style. Usually, leaders who practice charismatic leadership can be role models for the workers under them and have a high level of sensitivity to their needs. A study by Lili et al (2020) states that the success of education in schools is largely determined by the principal's success in managing the teachers in the school and the principal is one of the components of education that affects improving teacher performance.

Work motivation is a stimulant that involves and maintains the teacher's interest in achieving certain goals. According to Munnir et al (2017), teacher motivation is defined as the affective attitude of teachers towards their role obtained from the assessment of the characteristics of the job itself. The principal's leadership as a school leader can improve the quality and effectiveness of teacher teaching as well as motivate the teacher himself (Lili et.al., 2020). To improve the quality and effectiveness of Pdp implemented by teachers as well as their motivation, the principal's leadership must be strong and effective. Therefore, the principal as the party responsible for education and as a motivator should increase the motivation of teachers through activities that are motivated by certain methods.

The principal is one of the components of education that has an impact on the improvement of teacher performance and is responsible for carrying out educational activities, school administration, nurturing other educational staff, and using and maintaining infrastructure. It is also understandable, that no matter how high the teacher's efficiency is, if the commitment and motivation to work are low, then work discipline will also be low (Lili et.al., 2020). Through the study of Fei and Han (2017), the leadership shown by the principal can influence the motivation of teachers. Thus this study will explain the influence of the principal's charismatic leadership on the motivation of teachers at Elite National Secondary Schools in Terengganu.

Objectives of the Study

In general, this study aims to explain the influence of the principal's charismatic leadership on the motivation of teachers at Elite National Secondary Schools in Terengganu. In addition, the research objectives of this study are

- i. Identifying the level of motivation of teachers in Elite National Secondary Schools in Terengganu.
- ii. Identifying the level of charismatic leadership of principals in Elite National Secondary Schools in Terengganu.
- iii. Examining the relationship between the principal's charismatic leadership and teacher motivation at the Elite National Secondary School in Terengganu

Conceptual Framework of the Study

This study involves the following variables

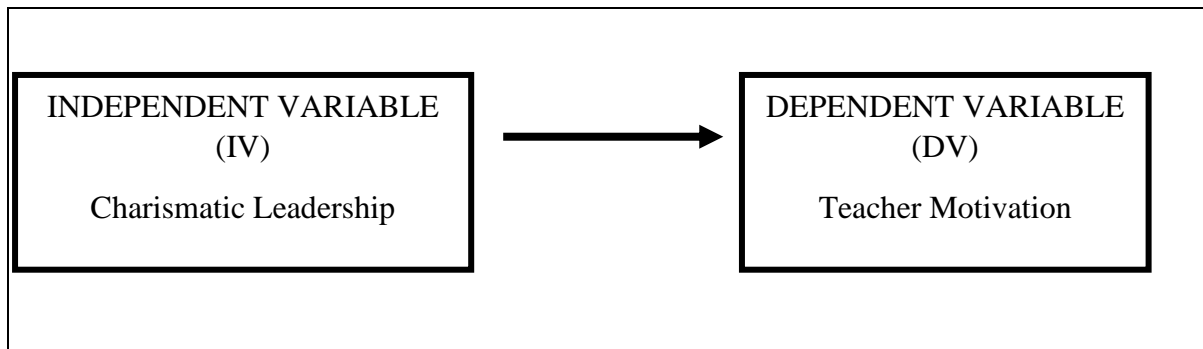


Figure 1: Conceptual Framework of the Influence of Charismatic Leadership on Teacher Motivation

The conceptual framework shown in Figure 1 shows the independent variable which is charismatic leadership which involves the character of self-confidence, vision, the ability to spread vision, confidence and seriousness about vision, extraordinary behavior, considered an agent of change, and sensitive to the environment. The dependent variable is the teacher's motivation which involves the character of self-realization, expertise, respect, future mission, and the desire to progress. This conceptual framework is adapted from the study of Charismatic Leadership of Administrators and its Relationship to Primary School Teacher Motivation (Thaamarai Selvi and Aida, 2020). Elements of Max Weber's charismatic leadership model (1947) are also applied to the variable of charismatic leadership and achievement motivation theory (McClelland, 1961) is used for the variable of teacher motivation. The conceptual framework found in Figure 1 is the framework used to explain the hypothesis that has been stated.

Previous Studies

A literature review or previous study explains the research that has been carried out by previous researchers on the topic or field being studied. This is intended to examine the studies that have been done related to the topic that will be studied critically. According to Ismail et al (2018) that this survey will suggest exploration for the next study. In this regard, the theory contained in the previous study is important as a reinforcement to the research data that will be conducted.

Based on the study by Lili et al (2020), it can be linked to this study which is proof that if the principal's leadership has a higher value, the teacher's teaching performance will also increase. In line with this, the research findings support the research conducted by explaining that leadership needs to focus and pay attention to the needs of subordinates, respect shared opinions, and provide appropriate training to subordinates. Therefore, the research that has

been conducted proves that the principal's leadership relationship is important and an agent of change to teaching methods and teacher performance in schools.

A previous study by Selvi and Aida (2020) discussed the relationship between the charismatic leadership style of administrators and teacher motivation in schools and is consistent with the ongoing study. The questionnaire instrument in this study was adapted and used as a guide to the study conducted. The results of the analysis of this past study prove that the level of charismatic leadership of administrators and teacher motivation is at a high level and there is a significant positive relationship between the charismatic leadership style of administrators and teacher motivation which is consistent with the research conducted. The whole of this previous study was used as a guide to the study conducted.

A previous study that focused on the influence of school head leadership on teacher work motivation in schools studied by Eldasisca et al (2021) serves as a guide regarding the issue of leadership influence and teacher motivation. Therefore, the findings of the study that there is a very significant positive relationship between the charismatic leadership style of the head of school and the teacher's work motivation have similarities with the research conducted.

A previous study conducted by Hayati et al (2021) has similarities regarding the influence of charismatic leadership of the head of the madrasa on the motivation of teachers using the same research approach which is quantitative with a questionnaire instrument distributed to respondents. In addition, the analysis carried out proves that charismatic leadership has a large and significant influence on teacher motivation and therefore, is used as a guide to the study conducted.

This is also similar to a study by Pandu et al (2022) regarding charismatic leadership that found a significant influence on charismatic leadership on job satisfaction in boarding school teachers. To balance the teacher's job satisfaction with life, administrators should provide job satisfaction individually in terms of administration and the teaching process so that job satisfaction can be increased.

Therefore, it can be concluded that the previous studies that are referred to as a guide have similarities in terms of the findings of the study analysis and the problems faced. Therefore, the charismatic leadership style of school administrators is important and contributes to the level of motivation and performance of teachers in schools.

Based on previous studies, the hypothesis in this study is

Ha: There is a significant relationship between the principal's charismatic leadership and teacher motivation.

Methodology

This study applies a quantitative method approach. This approach involves numbers, and numerical or statistical data such as mean, median, mode, percentage, variant, and so on. Research in this form is conducted to obtain facts using objective measurement and statistical analysis of numerical data to understand and explain a matter or phenomenon that can be used as a guide to practice and policy (Gay & Arasian, 2003).

The research design is designed to review and see the extent to which the principal's charismatic leadership practices are based on the dimension of stimulating motivation, building self-confidence and seriousness about vision as well as fostering the ideal influence and motivation level of teachers in Elite National Secondary Schools in Terengganu. Sukor et al (2020) stated that research design is the main strategy and planning for a study to get clear

answers to research questions through data collection and analysis. Data was obtained through a Likert scale questionnaire (Likert Scale Method) on a scale of 1 to 5 and the information obtained was interpreted quantitatively.

This quantitative research involves non-experimental research. The design of this study is based on descriptive studies and relationship studies. The results of descriptive research are in the form of statistics such as percentage, frequency, and average. As for the results of the correlation study, it aims to identify the relationship between the variables or to show the relationship between the variables. The sample for this study refers to teachers who serve in two Elite National Secondary Schools in Terengganu.

Findings

Demographics

Based on the sample collected through the distribution of questionnaires and Table 1, data collection involving teachers in charge of SMK A and SMK B in Terengganu contributed 45.8% and 54.2%, respectively. The data analysis showed that 42 respondents were male teachers (50.6%) while 41 were female teachers (49.4%). The majority of respondents were from the age group of 24 to 30 years (43.4%) and 31 to 40 years (38.6%), 14.5% were from the age group of 41 to 50 years, and the minimum respondent age group in the range of 51 years and above (3.6%).

In addition, data analysis showed that a total of 83 respondents were Malays. The next demographic distribution of the study was the duration of service as a teacher, showing 32 respondents for 1 to 5 years (38.6%), 28 respondents for 6 to 10 years (33.7%), 17 respondents for 11 to 15 years (20.5%) and the last involved 6 respondents with experience of 16 years and above, with a percentage of 7.2%.

Further, data analysis showed that 29 respondents earned between RM3,501 and RM4,500 (34.9%), while 27 respondents earned between RM2,200 and RM3,500 (32.5%), 18 respondents earned between RM4,501 and RM5,500 (21.7%) and 9 respondents earned between RM5, 501 and above (10.8%).

In terms of education level, data analysis showed that 81 respondents were qualified with a bachelor's degree (97.6%) and the remaining 2 were qualified with a master's degree (2.4%).

Table 1

Demographic Findings of Respondents

No.	Respondent Information (N=83)	Frequency	Percentage (%)
1.	The School Served		
	1. SMK A	38	45.8
	2. SMK B	45	54.2
	Total	83	100
2.	Gender		
	1. Male	42	50.6
	2. Female	41	49.4
	Total	83	100
3.	Age		
	1. 24-30 years old	36	43.4
	2. 31-40 years old	32	38.6
	3. 41-50 years old	12	14.5
	4. 51 years old and above	3	3.6
	Total	83	100
4.	Race		
	1. Malays	83	100.0
	2. Chinese	-	-
	3. Indian	-	-
	4. Other	-	-
	Total	83	100
5.	Length of Service		
	1. 1 – 5 years old	32	38.6
	2. 6 – 10 years old	28	33.7
	3. 11 – 15 years old	17	20.5
	4. 16 years old and above	6	7.2
	Total	83	100
6.	Income		
	1. RM2,200-RM3,500	27	32.5
	2. RM3,501-RM4,500	29	34.9
	3. RM4,501-RM5,500	18	21.7
	4. RM5,501 and above	9	10.8
	Total	83	100
7.	Education Level		
	1. Diploma	-	-
	2. Bachelor ' S Degree	81	97.6
	3. Master ' S Degree	2	2.4
	4. Doctor Of Philosophy	-	-
	Total	83	100

Descriptive Analysis

Overall, the results of the analysis obtained for the level of charismatic leadership of the principal and the motivation of the teacher are as shown in the Table 2 below:

Table 2

Summary Statistics (N=83)

	No. Item	Mean	Standard Deviation (SP)	Level
Charismatic Leadership Principals	B1 – B22	4.04	.452	High
Teacher Motivation	C1 – C18	4.14	.532	High

Principal Charismatic Leadership Level

This section describes the results of a descriptive analysis of the principal's charismatic leadership variables consisting of a total of 22 items. Referring to Table 3, the principal charismatic leadership variable consists of 22 items and is labeled as B1 to B22. The results of this study found that the highest mean score value was item B2: “The principal encouraged me to give insights in solving problems” with values (M=4.28, SP= .611) as shown in Table 3.

For item B6 i.e. the principal suggests a new way for us to carry out tasks and for item B9 i.e. the Principal sets a high achievement performance, respectively showing a high mean score with a mean value of 4.24 and 4.25 with a standard deviation (SP) of 0.617 and 0.730. While for item B3, which is the principal spends time to guide me and other teachers, and B7, which is the principal remains calm when facing crises, the mean score is the same and high with values of (M=4.11, SP = .765) and (M=4.11, SP = .733). In addition, item B15 i.e. the principal does not use full power in making decisions and item B16 i.e. the principal shows satisfaction and praise if achievements are successfully achieved shows the principal's charismatic leadership level is high with a mean score that is also high with the value (M=4.00, SP= .733) and (M=4.00, SP= .883).

Next, item B12, which is the principal, encourages me to form self-strength, and B22, which is the principal will take drastic action such as changing the task of the teacher who does not perform the given task also shows a mean score that is as high as the value (M=3.81, SP= .903) and (M=3.81, SP= .917). Overall, the results of the descriptive analysis of charismatic leadership variables principals show the value of the mean score obtained is at a high level (M=4.04, SP= .452).

Table 3

Mean Item Description Statistics (N =83)

Item	Mean	SP	Level
B1 The principal influenced me with respect and friendship.	4.19	.551	High
B2 The principal encouraged me to give my point of view in solving the problem.	4.28	.611	High
B3 The principal took the time to guide me and the other teachers.	4.11	.765	High
B4 The principal considers each individual to have different needs, capabilities, and aspirations.	4.05	.679	High
B5 The principal demonstrates exceptional ability and talent in any matter undertaken by him.	4.02	.732	High
B6 The principal suggested a new way for us to carry out the task.	4.24	.617	High
B7 Principals remain calm in the face of crises.	4.11	.733	High
B8 The principal reconsiders the solution of a problem to ensure the appropriateness of the situation.	4.10	.692	High
B9 Principals set high achievement performance.	4.25	.730	High
B10 The Principal always encouraged me to give creative and critical ideas in terms of school development.	4.01	.804	High
B11 Principal expressed his confidence in us in achieving the goal.	3.86	.926	High
B12 Principals encouraged me to form self-strength.	3.81	.903	High
B13 Principals are more concerned with problem-solving methods based on the problems that occur.	3.92	.768	High
B14 Principals give personal attention to teachers who often self-isolate.	4.06	.755	High
B15 The principal does not exercise full power in making decisions.	4.00	.733	High
B16 Principals show satisfaction and praise if achievements are successfully achieved.	4.00	.883	High
B17 Principals act as stimulants to achievement.	4.12	.670	High
B18 The principal encourages self-improvement in each teacher.	3.95	.810	High
B19 The principal pays attention to the teacher who has violated the existing rules.	4.10	.597	High
B20 Principals provide continuous encouragement in all matters related to school.	4.06	.669	High
B21 The principal feels depressed when the teacher does not want to listen to his point of view.	3.89	1.048	High
B22 The principal will take drastic action such as changing the duties of teachers who do not perform the assigned tasks.	3.81	.917	High

Level of Teacher Motivation

This section details the results of a descriptive analysis of teacher motivation variables consisting of 18 items in total. The teacher motivation variable consists of 18 items and is labeled as C1 to C18. The results of this study found that the highest mean score was item

C15: "I always motivate myself to be the best example teacher." by value (M= 4.72, SP= .541) as shown in Table 4.

For item C6, I appreciate the action of the principal who is willing to take the time to discuss the problems faced by teachers in schools with a mean score value high with a value of (M=4.36, SP= .575). Whereas for item C7, where I appreciate the principal for giving encouragement and support in the personal progress of teachers, item C9, where I am highly motivated by the actions of the principal who plays a catalyst in school achievement and C11, where I am satisfied with the environment and basic facilities of the school, shows a high mean score different from the mean value (M=4.25, SP= .730), (M=4.24, SP= .726) and (M=4.23, SP= .721).

For items C4 and C17, the attention from the principal motivates me to always give my best to the school and I always want to be in the comfort zone when the teaching process has shown the same mean score which is high with the mean value (M=4.14, SP= .587) and (M=4.14, SP= .646). Similarly, items C1 and C10, namely the principal's behavior raises my respect for him and I am ready to face any challenge to serve in the school I have shown a mean score that is as high as the mean value (M=4.13, SP= .694) and (M=4.13, SP= .745).

Items C8, C2, and C14 I fully support the way principals are willing to accept and consider creative ideas and suggestions from the teacher, consider yourself highly motivated to do your best in this school and I feel the teacher's job is a service that is highly regarded and honorable showing a high mean score different from the mean value (M=4.20, SP= .694), (M=4.19, SP= .653) and (M=4.04, SP= .788).

Based on Table 4, the overall results of the descriptive analysis of teacher motivation variables showed that the mean score obtained was at a high level (M= 4.14, SP= .532).

Table 4

Mean Item Description Statistics (N =83)

Item	Mean	SP	Level
C1 The behavior of the principal raises my respect for him.	4.13	.694	High
C2 considers yourself highly motivated to do your best in this school.	4.19	.653	High
C3 Principals be your inspiration to continue to serve under his leadership.	3.88	.929	High
C4 the attention from the principal encouraged me to always give my best to the school.	4.14	.587	High
C5 I am motivated by the way the principal solves a problem by openly accepting the views and opinions of all teachers.	4.16	.594	High
C6 I appreciate the action of the principal who is willing to take the time to discuss the problems faced by teachers at school.	4.36	.575	High
C7 I appreciate the principal for giving encouragement and support in the self-improvement of the teachers.	4.25	.730	High
C8 I fully support the way principals are willing to accept and consider creative ideas and suggestions from teachers.	4.20	.694	High
C9 I am highly motivated by the actions of the principal who plays a catalytic role in school achievement.	4.24	.726	High
C10 I am ready to face any challenge to serve in my school.	4.13	.745	High
C11 I am satisfied with the environment and basic facilities of the school.	4.23	.721	High
C12 My is motivated to work better if there are complete basic amenities.	3.93	.947	High
C13 I am always appreciated for all my services and successes.	3.95	.679	High
C14 I feel the duty of teachers is a highly regarded and noble service.	4.04	.788	High
C15 I always motivate myself to be the best example teacher.	4.72	.541	High
C16 I have always been dissatisfied with my achievements.	3.95	.936	High
C17 I always want to be in my comfort zone during the teaching process.	4.14	.646	High
C18 I think my teaching experience is sufficient without having to attend a course to improve my professionalism.	3.93	.838	High

Correlation Inference Analysis

In this study, the researcher used correlation analysis to find out the relationship between dependent and independent variables i.e. charismatic leadership of principals and teacher motivation. Once all variables have a good alpha value, an examination of the data matrix is performed to see sufficient correlation for justification. This study used Pearson's Correlation Coefficient to measure the strength between different variables and their relationship as well as the strength index and direction of the linear relationship between the two variables (Salkind, 2012).

Further explained by Salkind (2012) that the magnitude of the correlation coefficient explains the relationship of variables in the study either have a weak or strong relationship. If the coefficient is close to zero, then the relationship is very weak or there is no correlation. It can even be said that there is no relationship between the variables. If the coefficient is close to

1.0, then there is a very strong relationship between the variables. Therefore, this study uses the guidance of Salkind (2012) in Table 5 in interpreting the correlation coefficient and then describing the results of hypothesis testing.

Table 5
Strength of correlation (relationship), Salkind (2012)

Coefficient Correlation Coefficient (r)	Correlation Strength (Relationship)
.81 - 1.0 @ -.8 to -1.0	Very Strong
.61 - .8	Strong
.41 - .6	Moderate
.21 - .4	Weak
.0 - .2	Very Weak or No Correlation

Relationship Between Charismatic Leadership Of Principals And Teacher Motivation

A correlation inference analysis such as Table 6 found that the charismatic leadership variable of the principal had a weak and significant positive relationship with the motivational variable of the teacher by value ($r = .216$, $p = .050$). This relationship has a positive and significant value. This proves that if the charismatic leadership style of principals is increasingly practiced in schools, then the probability of motivated teachers is very high. The results showed that there was a statistically significant correlation between the two variables.

Ha1: There is a significant relationship between the charismatic leadership of the principal and the motivation of the teacher.

Table 6
Pearson correlation Test (r) for the relationship of principal charismatic leadership and teacher motivation

Correlation		Principal's Charismatic Leadership	Teacher Motivation
The Charismatic Leadership	Pearson Correlation	1	.216*
	Sig. (2-tailed)		.050
	N	83	83
Teacher Motivation	Pearson Correlation	.216*	1
	Sig. (2-tailed)	.050	
	N	83	83

*. Significant correlation at stage 0.05 (2-tailed).

Hypothesis Testing

Based on Table 7 below, explain the conclusions of the findings according to the hypothesis. There are two hypotheses put forward and this is to briefly show the whole hypothesis tested whether accepted or rejected in the study.

Table 7

Finding The Hypothesis

Hipotesis	Hypothesis Statement	Hypothesis Analysis Decision
Ha1	There is a significant relationship between the charismatic leadership of the principal and the motivation of the teacher.	Accepted

Discussions

The discussion of the findings is based on the four research questions presented in Chapter 1. In this regard, the findings discussed will answer the research questions, namely the extent to which the level of charismatic leadership of the principal, the level of teacher motivation, the relationship that exists between the two variables, and the extent of significant value related to the influence of charismatic leadership of the principal on teacher motivation.

Principal Charismatic Leadership Level

In general, the results showed that most respondents have a positive perception of the charismatic leadership of the principal. This is evidenced by the results of the analysis of questionnaires showing that the level of charismatic leadership of the principals is at a high level. Each item under the charismatic leadership variable of the presented Principal is at a high level. This is in line with the Lili et al (2020) Study in which the data collected was empirically tested and it is acceptable that the higher the leadership of the head teacher, the teacher's teaching performance will increase and vice versa.

This study has similarities with the study of Pandu et al (2022) which states that leaders educate teachers on matters related to teaching balance so that teachers can balance and be able to distinguish their duties in working in boarding schools. This equates to this study item which gets a high mean (mean) which is "the principal acts as a stimulant to achievement". Therefore, it is in the interest of the principal to always lead in a visionary manner so that the teacher can achieve the goals of the school.

Level of Teacher Motivation

Based on the results of the descriptive analysis of the study, the motivation of teachers is at a high level. This study is in parallel with Hayati et al (2021), who found motivation has a significant impact on the performance of each educator in the workplace; if a teacher's motivation is high, teachers are more likely to complete work efficiently and produce high-quality products. This is evidenced by the item "I always motivate myself to be the best example teacher" which shows the highest mean.

Motivation is a change of energy in a person characterized by the appearance of feelings (feeling) and preceded by a response to the achievement of goals. This has similarities to the study of Eldasica et al (2021), which states that teachers' motivation and discipline increase with effectively implemented charismatic leadership. Indirectly, the high level of motivation

of the teacher can complete the task efficiently and achieve the goals that have been set with the pillars of effective charismatic leadership from the principal.

Teacher motivation is important for carrying out tasks and success in the education system and is a driver or stimulant that will cause persistence of behavior to carry out and direct an action to achieve a goal to be achieved. This is equivalent to a study reviewed by Anis and Siti (2018), which states that the motivation of teachers is influenced by the leadership of professors and the practice of leadership of professors is a driver of teacher motivation. This is similar to the item in the study that obtained a high mean score, I appreciate the principal for giving encouragement and support in the self-improvement of teachers.

Relationship Between Charismatic Leadership of Principals And Teacher Motivation

The results of the correlation analysis of this study found a significant positive relationship between the charismatic leadership of principals and teacher motivation. Thus, the results of this study analysis prove that the charismatic leadership style of principals plays an important role in increasing teacher motivation. This is similar to the study of Eldasica et al (2021) any increase in the value of charismatic leadership will increase teacher motivation and conversely, any decrease in charismatic leadership can reduce teacher motivation. In addition, the findings also show that there is a very significant positive relationship between the charismatic leadership style of school principals and teacher motivation.

In addition, the results of this study are reinforced and have similarities with previous studies conducted on teachers in schools by Hayati et al (2021) entitled "The Influence of charismatic leadership of Madrasah Principals on teacher work motivation at Madrasah Aliyah Hidayatul Muntadiin Sidoharjo Jati Agung Lampung Selatan" has proven that leadership style among school principals plays an important role in teacher motivation and well-being and the findings support the hypothesis of a relationship between principal leadership and teacher motivation. In parallel with this, the finding that there is a weak and significant positive relationship between the leadership of the principal and the motivation of teachers as well as showing the better the leadership shown by the principal the higher the motivation of teachers in secondary schools (Fei & Han, 2017). Thus, this explains that the higher the role of the principal as a charismatic and visionary leader, the higher the level of motivation of the teacher while in school.

The results of this study also have similarities with a study by Selvi and Aida (2020), which has Pearson correlation test results that the charismatic leadership style of Administrators has a significant relationship with the level of motivation of teachers. This positive relationship explains that the better the leadership shown by administrators, the higher the motivation of teachers in schools. Furthermore, the findings of this study have similarities with a study by Abdullah, Ying, and Sufi (2018) which found that the positive perception that existed among teachers in Nibong Tebal, Penang towards the leadership of principals, resulted in high levels of teacher motivation. It can be concluded that the analysis of this study found a positive and strong relationship between principal leadership and teacher motivation.

Suggestions

This study explains that the principal's charismatic leadership can influence the motivation of teachers at Elite National Secondary Schools in Terengganu. Therefore, proving that the study of charismatic leadership can be developed into a more in-depth study at the same time also helps the improvement and excellence of education in Malaysia.

This study is limited to two variables only, namely the principal's charismatic leadership on teacher motivation, so it is suggested to use other variables that can still be explored to strengthen knowledge on principal leadership and teacher motivation such as technological leadership, instructional leadership, personality, recognition, and others- others as well as to review the effectiveness of charismatic leadership to a variety of factors in the pursuit of excellent school results.

In addition, this study only applies quantitative methods through online questionnaire instruments. It is suggested that the data collection for the next study combines quantitative and qualitative methods (mixed methods) so that the study findings contribute to a deeper effectiveness. Next, this study focuses on the perception of teachers from Elite National Secondary Schools in Terengganu only. It is also hoped that the study will be carried out more widely by involving respondents from other states and the involvement of more schools such as cluster schools, full boarding, or high-performance schools. With this, the next study obtains findings from other opinions and views regarding leadership practiced by school administrators.

This study uses questionnaire instruments adapted from previous studies. Data collection through research instruments is a measuring stick for the effectiveness of a study. Accordingly, it is suggested that the next study combines questionnaires and open-ended interview questions so that respondents are allowed to provide insight into the real situation. Therefore, it is hoped that further research will be carried out by developing the research instrument itself to be an important contribution to the progress of national education. The data analysis of this study only uses the Statistical Package for the Social Sciences (SPSS), it is suggested that the data analysis method be expanded more deeply through the use of Structural Equation Modeling (SEM) software with AMOS (Analysis of Moment Structures). Therefore, the results of the study are more detailed and the construct can be further developed for the next study.

Conclusion

In particular, this study is related to the principal's charismatic leadership on teacher motivation and has been proven through many researches that have been conducted in Malaysia. Therefore, the implication of this study is a form of contribution regarding the role of charismatic leadership that can influence the motivation of teachers when performing their duties at school. The implications of this study are important when detailing some theoretical aspects that show the theories highlighted and used as a guide in the study. Next, the implications of practices that apply practices that should be followed by school leaders to produce teachers who are highly motivated and committed to carrying out their duties. The policy implications include the role of the Malaysian Ministry of Education (KPM) in devising various programs and strategies to make national education policies a success through implementation by school leaders and as agents of change in schools.

The excellence of a school depends on the ability of all parties to play their respective roles. Principals need to play the main role so that the school's vision, mission, and goals are achieved by ensuring the effectiveness of teacher motivation from the aspect of shaping the working atmosphere and smoothness of the school. This study can be used as a guide to educational institutions and MoE in making education successful and empowering in Malaysia. However, not only dependence on the leadership of school administrators but updated national education policies and policies are important for the progress of education in the future. In conclusion, it is hoped that this study can be used as a guide to the national

education system to produce school administrators who are visionary and charismatic and can guide teachers from various aspects and can improve student success.

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