

## **The Influence of Transformational Leadership Through Delegation on Work Efficiency in Senior High Schools in Merangin District**

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KEYWORDS	ABSTRACT
Delegation, Education quality, High_School, Transformational leadership, Work efficiency	<p>The purpose of this study is to examine how transformational leadership through delegation affects teachers' productivity at SMAN Merangin. 102 teachers from three senior high schools (SMAN) in Bangko, Merangin, Jambi, participated in the study's quantitative survey design. Structural Equation Modeling (SEM) with SmartPLS 4 was used to analyze the data. The measurement tools were modified from Yukl (2020) for delegation, Moehleriono (2020) for work efficiency, and Bass &amp; Riggio (2019) for transformational leadership. Composite Reliability (CR) &gt; 0.70 and Average Variance Extracted (AVE) &gt; 0.50 indicated strong construct reliability and convergent validity, as demonstrated by the validity and reliability tests. The findings show that delegation has a significant impact on work efficiency (<math>\beta = 0.49, p &lt; 0.01</math>) and that transformational leadership has a significant impact on delegation (<math>\beta = 0.58, p &lt; 0.01</math>). Additionally, the relationship between transformational leadership and work efficiency is mediated by delegation, indicating that effective delegation techniques amplify the beneficial effects of transformational leadership on teacher performance. The study's conclusions imply that, to improve teacher autonomy, accountability, and productivity, school administrators should emphasize delegation as a crucial component of transformational leadership. Enhancing principals' delegation skills should be the main goal of leadership development programs and training courses. To encourage long-term effectiveness and teacher empowerment, education policymakers may incorporate delegation-based leadership models into school management frameworks.</p> <p>This is an open-access article under the <a href="https://creativecommons.org/licenses/by-sa/4.0/">CC-BY-SA</a> license.</p> 

### **Introduction**

One important factor influencing the quality of education is the efficiency of school operations. Effective teachers can better manage their time, assign resources, and plan learning activities (Wahyudi, 2021; Tschannen-Moran & Gareis, 2021). It has been determined that effective leadership is essential to the development of productive learning environments. Delegation is one way that transformational leadership affects productivity. Teachers gain autonomy and responsibility through delegation, which promotes accountability and empowerment (Yukl, 2020; Walumbwa et al., 2019). According to research,

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According to research, leaders who assign jobs well not only lighten their own workload but also boost their subordinates' productivity and motivation (Cohen & Vogel, 2020; Zhang & Bartol, 2020). Although there is ample evidence of a direct correlation between transformational leadership and performance (Judge & Piccolo, 2018; Hanaysha et al., 2022), little is known about the mediating role of delegation in education, particularly in Indonesian senior high schools (Nurhayati, 2020; Kartini, 2021). To close that gap, this study examines how teachers' productivity in Merangin District is affected by transformational leadership through delegation.

Although there is ample evidence of the direct correlation between transformational leadership and performance (Judge & Piccolo, 2018; Hanaysha et al., 2022; Mardalena, 2024; Mardalena, 2023 ), little is known about the mediating function of delegation in the field of education, especially in Indonesian senior high schools (Nurhayati, 2020; Kartini, 2021). To close that gap, this study examines how teachers' productivity in Merangin District is affected by transformational leadership through delegation. The objectives are: 1) To examine the direct impact of transformative leadership on delegation, 2) To determine the influence of delegating on workplace efficiency, 3) To determine whether delegation mediates the effect of transformative leadership on workplace productivity.

## Methods

This study employed a quantitative research design using the Structural Equation Modeling–Partial Least Squares (SEM–PLS) approach. SEM–PLS was selected because it is suitable for analyzing complex models with mediating variables and relatively small samples (Hair et al., 2022).

**Sample and Population.** All public senior high school (SMAN) teachers in Merangin District, Jambi Province, Indonesia, made up the population. The following criteria were used to select 108 teachers as respondents using a purposive sample technique: (1) accessibility for participation; (2) active involvement in both teaching and administrative duties; and (3) at least two years of teaching experience. Three steps comprised the sampling process: first, eligible schools were identified; second, school principals confirmed teacher participation; and third, between February and March 2025, survey instruments were distributed both offline (printed copies) and online (via Google Forms). 92% of the distributed questionnaires were returned and usable, meeting the SEM analysis's minimum sample size requirement.

**Instruments and Theoretical Sources.** Tools and Information Used. The survey had three main parts: Transformational Leadership, based on work by Bass & Riggio (2019) and Yukl (2020), which included four important areas: being a role model, encouraging others, promoting new ideas, and caring about individuals. Delegation, based on work by Yukl (2020), Ismail & Daud (2019), and Walumbwa et al. (2019), which included things like giving out tasks, giving authority, sharing duties, and checking progress. Work Efficiency, based on work by Moehersono (2020), Hanaysha et al. (2022), and García-Morales et al. (2021), refers to how well people use their time and resources, avoid mistakes, handle

workloads, and produce results. People rated each part on a scale from 1 to 5 (1 = strongly disagree, 5 = strongly agree).

**Validity and Reliability Procedures.** To check whether our survey made sense, three experts gave their opinions: two college professors who study how schools are run and one experienced school leader with more than 10 years of experience. They looked at how well the survey questions fit, how clear they were, and how well they covered each topic. We changed the survey based on what they said before we distributed it. Then, we used a special computer program called SmartPLS version 4 to check if the survey was measuring what it should and if the answers were consistent, including: How well the questions matched the topics (each question score  $\geq 0.70$ , average score  $\geq 0.50$ ), How consistent the answers were (Cronbach's Alpha and Composite Reliability  $\geq 0.70$ ), and How well the topics were different from each other (Fornell-Larcker criterion and HTMT ratio).

**Data Analysis.** The way we looked at the data had two parts: 1) Checking the Outer Model – making sure our measurements were good and consistent. 2) Checking the Inner Model – seeing how the different things we measured were related by looking at path coefficients ( $\beta$ ), t-values, p-values,  $R^2$ , and  $Q^2$  to see how well we could predict things. 3) To be extra sure, we used a method called bootstrapping with 5,000 smaller groups to see if our results were statistically significant. We made sure to follow all ethical rules, including ensuring everyone participated willingly and keeping their information private throughout the study.

## Results And Discussion

The findings of this study confirm that transformational leadership significantly influences delegation and, subsequently, work efficiency among senior high school teachers in Merangin District.

The SEM-PLS data showed that transformational leadership had a strong positive effect on both delegation ( $\beta = 0.57$ ,  $p < 0.001$ ) and how well people worked ( $\beta = 0.28$ ,  $p = 0.008$ ). Also, giving people tasks directly improved their performance ( $\beta = 0.52$ ,  $p < 0.001$ ), and, to some degree, it was the reason why transformational leadership improved how well people worked. The  $R^2$  values indicate that we can somewhat explain delegation (0.33) and explain how well people work (0.61), and  $Q^2 = 0.42$  suggests that we can predict outcomes pretty well. All the measures we used were valid and reliable (loadings  $> 0.70$ ; AVE  $> 0.50$ ; CR  $> 0.70$ ), indicating that the tools were accurate in Indonesian schools. Importantly, delegation partially mediated the relationship between transformational leadership and work efficiency. This indicates that while transformational leadership directly improves efficiency, its effects are amplified when leaders adopt a deliberate strategy of delegating authority. Such a finding highlights delegation as a critical mechanism for maximizing leadership effectiveness in educational institutions.

**Table 1.** Outer Model Evaluation

Construct	Indicator Range (Loading)	AVE	Composite Reliability	Cronbach's Alpha	Decision
Transformational Leadership	0.72 – 0.85	0.61	0.91	0.88	Valid & Reliable
Delegation	0.74 – 0.86	0.64	0.90	0.87	Valid & Reliable
Work Efficiency	0.71 – 0.87	0.66	0.92	0.89	Valid & Reliable

Interpretation: All AVE values > 0.50, CR > 0.70, and Cronbach's Alpha > 0.70 confirm convergent validity and construct reliability (Hair et al., 2022).

**Table 2.** Inner Model Evaluation

Hypothesis Path	$\beta$	t-value	p-value	R <sup>2</sup> (Endogenous Variable)	Decision
H1: Transformational Leadership → Delegation	0.57	6.01	0.000	Delegation = 0.33	Supported
H2: Delegation → Work Efficiency	0.52	5.88	0.000	Work Efficiency = 0.61	Supported
H3: Transformational Leadership → Work Efficiency	0.28	2.66	0.008	Work Efficiency = 0.61	Supported

Interpretation: All hypotheses are significant ( $p < 0.05$ ). R<sup>2</sup> values indicate moderate explanatory power for Delegation (0.33) and substantial for Work Efficiency (0.61).

## Discussion

The results support the idea that transformational leadership encourages effective delegation, which in turn makes teachers better at their jobs. Principals who lead by example and have a clear plan tend to give teachers authority and tasks, which aligns with Yukl (2020) and Walumbwa et al. (2019), who argue that giving power through delegation is a key part of transformational leadership. Giving tasks in schools builds trust, makes teachers feel like they own their work, and makes them more responsible.

The significant impact of delegation on how well people work is supported by findings from Cohen & Vogel (2020) and Lee & Park (2020): letting people make their own choices reduces wasted effort and speeds up getting things done. In Merangin's schools, where teachers are often very busy, delegation spreads tasks more flexibly, helping teachers use their time and resources more effectively.

The direct link between transformational leadership and how well people work ( $\beta = 0.28$ ) agrees with what Judge & Piccolo (2018) found in their big study and what Hanaysha et al. (2022) discovered, confirming that leadership actions like getting people to think and caring about them as individuals make them want to do better and improve their job performance, even if they are not given tasks to do.

Most importantly, the fact that delegation only partly explains outcomes means that transformational leadership can inspire teachers, but it works best when accompanied by well-organized delegation. This idea is supported by Bass & Riggio (2019) and Northouse (2021), who argue that empowering people turns leaders' big ideas into real results.

**Practical Implications.** In schools, these results show that delegation is not just about paperwork but also important for planning. Principals should carefully create delegation systems that match what teachers are good at with what they are responsible for, and they should also give clear feedback. So, leadership training should include delegation training to improve transformational leadership. For the people who make the rules, adding leadership methods that give power to the rules for how teachers are evaluated might make things work better and last longer in Indonesia's public schools.

## Conclusion

This research examined how inspiring leadership affects how well people work, using giving tasks to others as a means to help make it happen among high school teachers in the Merangin area of Indonesia. Using a specific approach to analyze data from 108 teachers, we can arrive at three important insights. *First*, inspiring leadership really changes how tasks are assigned, showing that leaders who get people excited, make them think, and act as good examples tend to empower teachers by sharing control and duties. *Second*, assigning tasks to others really improves work by giving teachers more freedom to handle their jobs, use resources effectively, and reduce extra work in teaching and management. *Third*, inspiring leadership also improves outcomes directly, but it works even better when tasks are assigned in an organized way, which shows that delegating tasks helps connect how leaders act to how well things turn out.

**Practical Implications.** For school leaders, these results highlight the importance of assigning tasks in an organized way as a key part of inspiring leadership. Leaders should intentionally assign duties that match teachers' strengths, let them make choices, and keep lines of communication open for feedback. These actions not only make things better but also build trust and drive, and help teachers get better at their jobs. Education managers and those who make rules should consider adding leadership approaches that emphasize delegating tasks, along with leader training and school rules, to keep things running smoothly in Indonesian schools.

**Theoretical Contribution.** In theory, this research improves the idea of inspiring leadership by showing that delegating tasks helps turn inspiring actions into real, better results. It connects what we think about leadership to how well things are managed in schools, proving that giving people power is key to making inspiring things happen. The results also make Bass and Riggio's (2019) idea more applicable in Southeast Asian schools, especially those with limited resources.

**Recommendations for Future Research.** Future studies could look at other factors that help or change outcomes, like the school's culture, teachers' confidence, or the use of technology, to better explain how leadership translates into good work. It is also a good idea to study things over time to see how things cause each other. Studying more areas or school levels would make the results more broadly applicable and show how leadership and good work vary across different situations. Also, asking leaders and teachers about their real experiences assigning tasks could give us a better understanding.

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