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(IJEPC)**www.ijepe.com**THE RELATIONSHIP BETWEEN SPIRITUAL LEADERSHIP
AND TEACHER PERFORMANCE**Awanis Mohd^{1*}, Mua'azam Mohamad²¹ School of Education, Universiti Utara Malaysia

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DOI: 10.35631/IJEPC.747062**This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)****Abstract:**

The purpose of this study is to evaluate the relationship between spiritual leadership and teacher performance among secondary school teachers in the state of Kelantan. This study involved a total of 380 respondents, consisting of national secondary school teachers in the state of Kelantan. The research conducted is using a quantitative method by distributing questionnaires to collect data among secondary school teachers in the state of Kelantan. The instrument used to measure Spiritual Leadership in this study was adapted from the Spiritual Leadership Survey instrument developed by Fry (2003). While the questionnaire instrument to test teacher performance was modified from The Framework for Teaching instrument produced by Danielson (2013). To test the hypotheses underlying this study, the Statistical Package for the Social Science (SPSS) software version 24 was used. Data were analyzed using descriptive mean, t-Test and correlation tests. A mean descriptive test was conducted to find out the level of spiritual leadership practices of the principal and also the level of performance of the teachers. T-test was conducted to find out the differences in spiritual leadership practices and teacher performance based on gender. While the Pearson Correlation Test was used to test the strength of the relationship between spiritual leadership and teacher performance. The findings of the study show that the practice of spiritual leadership among secondary school teachers in Kelantan is high. Similarly, the performance shown by the teachers is also high. Findings also prove that there is no significant difference in spiritual leadership and teacher performance based on gender. Findings also show that spiritual leadership has a significant relationship with teacher performance. Therefore, it is suggested that the dimensions of spiritual leadership can be applied to principals and teachers in schools to ensure that teachers' performance is always at an excellent level in line with the goals in the Malaysian Education Development Plan 2013-2025. The researcher suggests that further research be conducted in primary schools,

religious schools, national type secondary schools and private schools to see the practice of spiritual leadership among school leaders and teachers as well as the influence of spiritual leadership in improving teacher performance.

Keywords:

Spiritual Leadership, Teacher Performance, Altruistic Love, Membership, Hope/Faith

Introduction

Leadership is a very important element in an organization and is a significant factor that determines the success or failure of an organization (Sarabi Asiabar & Saleh Ardestani, 2018). Good and effective leadership can bring change to the organization that is led under the wishes of subordinates. Spiritual values are believed to help improve organizational efficiency in a work environment (Wang, Guo, Ni, Shang and Tang 2019; Meng 2016). Quatro, Waldman and Galvin (2007) also assert that spiritual values are very relevant to efficient leadership in the work environment. Therefore, leaders have an important role in ensuring that the spiritual needs of employees are met to guarantee the quality and productivity of employees.

Spiritual leadership is one of the approaches in the theory of leadership and management presented in the last decade of the 20th century. Spiritual leadership is a new leadership pattern popularized by Fry (2003, 2005). The concept of spiritual leadership appears as a new paradigm in organizational development. Spiritual leadership is leadership that combines the attitudes, values and behaviors of leaders needed to motivate and encourage themselves and others (Fry, 2003, 2005). Spiritual leaders emphasize delivering service for others, a holistic view of work, individual development and shared decision-making. Leaders who practice spiritual values show their faith, passion and the results of their work (Freshman, 2002) considers these three elements as the main characteristics and symbols of spiritual leadership. According to Syamsul Hadi HM (2012), a leader who has the characteristics of spiritual leaders will lead his organization guided by religious ethics that is capable of forming exceptional character, integrity and exemplary. Leaders who practice the characteristics of spiritual leader do not think about rank, position, power and wealth but instead, put religious values as a guideline in every action. Spiritual leadership is also believed to be a solution to the current leadership crisis.

Spiritual leadership is very popular in the fields of education, health, psychology and even management research. There is an increase in the number of studies conducted, showing that interest in spiritual leadership aspects is increasing (Klaus & Fernando, 2016). According to Chen & Yang (2012), spiritual leadership is one of the methods that can be implemented to improve organizational performance through leader behavior that will motivate employees to achieve the goals and vision of the organization. Spiritual leadership is also one of the leadership patterns that can be practiced by leaders in an organization to achieve its goals efficiently and effectively (Karadag, 2009).

In the world of education, the leadership aspect is given priority and is the main agenda of the Ministry of Education to ensure that the main leaders at the school level have the quality and credibility to lead an educational organization. That is why in the Malaysian Education Development Plan 2013 - 2025, the Ministry of Education's main agenda is to produce effective

and high-performing school leaders as stated in PPPM 2013-2025 (KPM, 2013). Previous research findings on teacher performance show a positive relationship between spiritual leadership and teacher performance (Ahmad Nurabadi, Jusuf Irianto, Ibrahim Bafadal, Juharyanto, Imam Gunawan, Maulana Amirul Adha, 2021; Anita Rahmawaty, 2016; Buchanan, 2009; Malone & Fry, 2003; Mustafa Ozgenel & Samet Ankaralioglu; 2020; Tobroni, 2015). Spiritual leadership of principal is reflected from his action and attitude. Spiritual leadership inspires, encourages, influences and drives others by giving example (Gibson, 2014). Spiritual leadership contributes to the improvement of teacher performance and student achievement (Fry, 2017). Therefore, this study was conducted to examine the practice of spiritual leadership and the level of performance of secondary school teachers in the state of Kelantan. This study also aims to evaluate the relationship between spiritual leadership variables and teacher performance. These findings are expected to provide various recommendations that can be implemented by stakeholders to improve the practice of spiritual leadership and teacher performance to realize the continuity of school excellence.

Research Problem

According to Imam al-Ghazali, education without focusing on core values (spiritual values) in the process of human development will produce individuals who are imprisoned in the material world and cannot achieve their true potential (Rohana, Kamarudzaman & Roziah, 2010). In Malaysia, the National Philosophy of Education (NPE) is the main pillar for moving the national education system. This philosophy sets the values and principles of life and beliefs that aim to produce knowledgeable individuals through holistic and integrated methods who can contribute as responsible and ethical citizens (Saedah, Shamsiah Banu, Che Zarrina & Mohammed Sani, 2016). Although NPE has been the core of our country's education for the past 30 years, but in terms of the implementation of holistic education there is still a gap between NPE and the reality of its implementation in the national education system, especially in the spiritual aspect. Most of the social problems that occur today partly started as disciplinary problems in schools. According to Saedah, Shamsiah Banu, Che Zarrina & Mohammed Sani (2016), social problems are not only very worrying but have become universal issues that bring more serious effects, namely unethical and immoral behavior that also involves those who are educated, for example, corruption and breach of trust among employees and executives. These issues raise questions about the spiritual leadership practices of leaders and teachers in schools.

Previous studies related to spiritual leadership produced findings that show that the practice of spiritual leadership can improve teacher performance (Ahmad Nurabadi, Jusuf Irianto, Ibrahim Bafadal, Juharyanto, Imam Gunawan, Maulana Amirul Adha, 2021; Anita Rahmawaty, 2016; Malone & Fry, 2003; Mustafa Ozgenel & Samet Ankaralioglu; 2020; Tobroni, 2015). The western education system also realized this fact when they began to feel the importance of a school practicing spiritual values such as compassion or altruistic love that emphasizes the nature of caring, paying attention and giving appreciation to oneself and others. A school without love and joy will be lost (Malone & Fry, 2003). Principals need to involve all members of the school community such as administrators, counselors, teachers and parents in sharing ideas to improve school excellence. Thus, the practice of spiritual leadership is seen as one of the efforts that need to be put into practice to form a school environment rich in altruistic love values to increase teacher motivation, commitment and performance.

However, there are also findings from previous studies that show that the practice of spiritual leadership does not affect teacher motivation and performance (Tatik Mulyati, 2012). A study

conducted on 193 lecturers at one of the universities has proven that spiritual leadership does not influence teacher performance. Changes in lecturers' competence and spiritual leadership practices are not followed by changes in lecturers' performance.

In discussing the issue of teacher performance, Sufean Hussin (2014) asserted that teacher performance and quality are the main factors in determining student success and school success. A study conducted by the Higher Education Leadership Academy (AKEPT) in 2011 on 125 lessons in 41 schools throughout Malaysia showed that 50% of the lessons observed were not delivered satisfactorily. Teachers do not apply high-level thinking skills in their teaching at school (PPPM 2013 - 2025). In addition, issues that are often linked to teacher performance are teacher effectiveness in classroom management, and teacher effectiveness in the teaching and learning process (Normiati Batjo, Abdul Said Ambotong, Mohd Suhaimi Taat, Musirin Mosin, Abdul Sukor & Roslee Talip, 2021) as well as skills teachers in applying creative and innovative elements in teaching and learning (Faridah Abu Hassan, 2016). Past studies have also linked the issue of teacher workload as a factor that can affect teacher performance, including studies by Azita (2012), Azreen Harina, Norudin and Zuraida (2016) and Gahlann (2014). The PPPM report (2013-2025), also shows that teachers spend a lot of teaching time performing administrative tasks which is between 15% to 30%. In the National Dialogue on National Education, teachers have expressed their concern over the dumping of administrative tasks which has reduced their real ability to focus on teaching and facilitation tasks in the classroom. This situation creates a burden and conflict for teachers in fulfilling their essential duties at school which will affect their performance at school. (Gahlann, 2014).

Therefore, this study was conducted to see the practice of spiritual leadership and the level of performance of teachers in national secondary schools in the state of Kelantan. Also to see the extent to which spiritual leadership variables can influence the attitudes and actions of teachers to improve their performance in school. This is because the values in spiritual leadership are important to practice to improve teacher performance and school excellence (Malone & Fry, 2003). Continuous efforts to support teacher performance must always be implemented by applying the values of spiritual leadership to improve teacher performance.

Literature Review

Theoretical of Spiritual Leadership

In this study, the researcher chose the Spiritual Leadership Theory presented by Fry (2003, 2005) to study the relationship between spiritual leadership and teacher performance in secondary schools in the state of Kelantan. Fry (2003) has developed a Spiritual Leadership Survey instrument that contains three main dimensions which are 1) Values, attitudes and behaviors of leaders; 2) spiritual needs of employees; and 3) Organizational Results. The three main dimensions in this model are broken down into seven sub-dimensions that include 36 items.

Dimension 1: Values, Attitudes and Behaviors leaders have three sub-dimensions which are 1) vision; 2) hope/faith and 3) altruistic love. The school leader is responsible for forming the school's vision, explaining the direction of the school's organization and explaining the role of each teacher in fulfilling that vision. Teachers have a role to appreciate and even realize every vision formed by the school administration.

Dimension 2: The Spiritual Needs Dimension of Employees is divided into two sub-dimensions which are 1) meaning/calling; and 2) membership. This dimension shows that spiritual leadership does not ignore the interests of employees in moving an organization. To achieve success, school leaders need to create an environment that helps teachers feel their job and feel that the work they do is very meaningful for the students and the school. School leaders also need to appreciate and respect all the work done by teachers so that a sense of belonging is born in them and that there is an earnest effort to bring success to the school. School leaders need to create a school situation that makes teachers feel that the school is part of their family. Dimension 3: Organizational success consists of two sub-dimensions namely 1) organizational commitment and 2) productivity. This dimension looks at the employee's loyalty and commitment to the organization. In addition, this dimension also emphasizes efficiency in producing products for the success of an organization.

Theoretical of Teacher Performance

Work performance is often linked to work efficiency and effectiveness. The theory of performance presented by Don Elger (2017) from the University of Idaho, United States has laid down six main foundations to explain achievement, namely the context of achievement, knowledge level, skill level, identity level, personal factors and fixed factors. The first concept is the level of identity of an individual. A mature teacher will act wisely to adapt himself to the identity of the professional society while also trying to improve his uniqueness and ability. The teacher maintains his identity as a mature and professional teacher. The second concept is the level of knowledge that refers to the mastery of information, concepts, theories or principles obtained through an individual's experience or education. In the context of this study, the level of knowledge for a teacher focuses on the level of teacher knowledge in pedagogy that needs to be mastered by a teacher. Next, Elger focuses on skill level as the third concept in measuring the performance of an employee. Skill level refers to specific skills used by an employee, group or organization that will highlight their performance. According to him, the actions taken by employees are relevant in various performance contexts. If the teacher's performance increases, it shows an improvement in the teacher's skills.

In this theory as well, Elger emphasizes the context of achievement in measuring employee performance. This component refers to the situation or place where an individual or an organization works. In this study, the teacher's work performance is evaluated in the context of the school and the school environment where a teacher works. Personal context is linked to the personal situation of an individual. This context is often linked to a person's personal life. This component refers to any variable that is unique to a person and cannot be changed such as genetic factors in humans.

Definition of Spiritual Leadership

Spiritual leadership is said to have the potential to be a deeper influence in the 21st century. Spiritual leadership is seen as the values, attitudes and behaviors of leaders that are necessary to motivate themselves and others through the feeling of having meaning (calling), being valued and understanding (membership) until birth a sense of spiritual well-being. According to Tobroni (2005), spiritual values such as *istiqomah*, sincerity, jihad, and good practices that are used as the basis of belief (core belief), the basis of pure values (core value) and organizational philosophy can play a role in guiding the organizational community in determining the vision, mission and organizational behavior. Therefore, this spiritual leadership aims to motivate and inspire employees through the creation of a vision and culture

based on altruistic values to produce a workforce that has organizational commitment and productivity (Fry et al., 2005).

Definition of Teacher Performance

According to Dessler (2000), work performance refers to how individuals take action and contribute to behavior that is consistent with organizational goals. In the world of education, Adeyemi (2010), stated that the teacher's work performance is the teacher's ability to combine inputs related to the purpose of improving the teaching and learning process. Mekonnen (2014) in his study said that teacher work performance can be defined as the tasks carried out by teachers in a certain period based on the school system to achieve the school's goals. In this study, teacher performance was evaluated based on four dimensions, namely planning and preparation, the classroom environment, instruction and professional responsibilities (Danielson, 2013).

Research Objective

This study aims to achieve the following research objectives:

1. Identify the level of spiritual leadership practice and teachers' performance of national secondary school teachers in the state of Kelantan.
2. Identify differences in spiritual leadership practice based on gender
3. Identify differences in teachers' performance based on gender
4. Assess the relationship between spiritual leadership and teachers' performance of national secondary school teachers in the state of Kelantan

To achieve the above objectives, this study was designed to answer several research questions as follows:

1. What is the level of spiritual leadership practice and teachers' performance of national secondary school teachers in the state of Kelantan?
2. Is there a significant difference in the level of spiritual leadership and the level of teachers' performance based on gender?
3. Is there a significant relationship between spiritual leadership and teacher performance?

Conceptual Framework of The Study

The dependent variable was spiritual leadership, and the independent variable was teacher performance. Figure 1 shows the conceptual framework of the relationship of each variable in this study

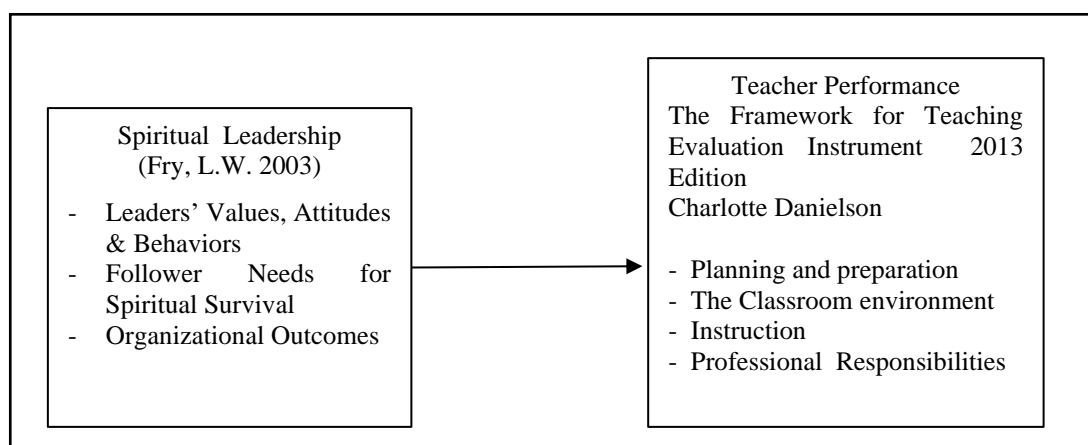


Figure 1: Conceptual Frame Work of the Study

Methodology

This study was conducted quantitatively using a cross-sectional survey design and using a questionnaire as a research tool. Researchers chose this method because of its ability to collect a lot of data in a shorter period of time compared to other research methods (Mohd Yusri, 2017). The study population consists of 12 890 teachers who teach in 174 national secondary schools in Kelantan. Of that number, 380 respondents consisting of national secondary school teachers in the state of Kelantan who was selected to answer the distributed questionnaire.

This study uses a questionnaire instrument as a measurement tool. The spiritual leadership questionnaire instrument was taken and adapted from Fry (2003) which contains three dimensions and seven sub-dimensions involving 36 items. The three dimensions in the variable of spiritual leadership are the leader's values, attitudes and behaviors; the spiritual needs of employees and organizational success. While the questionnaire instrument to test teacher performance was modified from The Framework for Teaching instrument produced by Danielson (2013) which consists of 4 main dimensions involving 22 question items. In this study, the data were analyzed using the Statistical Package of Social Science (SPSS) version 24. The data obtained were analyzed using descriptive and inferential methods to find out the relationship between spiritual leadership practices and the work performance of secondary school teachers in the state of Kelantan. A pilot study was conducted in three secondary schools before the actual study was conducted to measure the reliability of each item in the study instrument. The analysis shows that the Cronbach Alpha value of the Spiritual Leadership instrument is 0.934 and 0.844 is shown by the teacher performance instrument. This shows that the reliability value of each item for both research instruments is high.

According to Cresswell (2012), the level of reliability of an instrument is considered high when the value of an (alpha) approaches 1, while an alpha value of less than 0.60 indicates low reliability. The spiritual leadership questionnaire contains 36 items, namely: (1) Values, Attitudes and Behavior of Leaders (Vision, Hope/Faith, Altruistic Love), (2) Spiritual Needs of Employees (Meaning/Calling, Membership) and (3) Organizational Success (Organizational Commitment, Productivity). The Framework for Teaching instrument used to test teacher performance contains 22 items: (1) Planning and preparation, (2) The Classroom environment, (3) Instruction (4) Professional Responsibilities. The questionnaire was constructed using a 5-

point Likert scale with a scale score of 1 for strongly disagree, a scale score of 2 for disagree, a scale score of 3 for between agree and disagree, a scale score of 4 for agree and a scale score of 5 for strongly agree. To determine the sample size, this study refers to the sample size table issued by Krejcie and Morgan (1970) from the Research Division of the National Education Association of the United States. The number of samples selected is a total of 375 people from the total population of 12,890 people. This study used a simple random sampling method. The strength of the relationship between two variables was determined using the Rowantree Scale (1981) shown in Table 1 below.

Table 1: Relationship Strength According to Correlation Value

The value of the correlation index	Interpretation of Relationships
0.00 – 0.20	Very weak
0.21 – 0.40	Weak
0.41 – 0.70	Simple
0.71 – 0.90	Strong
0.91 – 1.00	Very strong

Rowentree (1981)

Table 2 below shows the mean classification of the variables studied in this study. The mean classification is divided into five scales, namely very low (1.00 to 1.99); low (2.00 to 2.99); moderate (3.00 to 3.99); high (4.00 to 4.99); and very high (5.00) (Ary, Jacobs & Razavieh, 2002).

Table 2: Classification Mean

Classification Mean	Interpretation
1.00 – 1.99	Very low
2.00 – 2.99	Low
3.00 – 3.99	Medium
4.00 – 4.99	High
5.00	Very High

(Sumber: Ary, Jacobs & Razavieh, 2002)

Findings

Apart from descriptive statistics, this study also measures data by using inferential statistics. Inferential statistics involves the measurement of the study population used to determine the strength and significance of the relationship between the variables (Hair et al., 2017) being studied. The inferential statistic used in this study is Pearson correlation. The correlation coefficient (r) is a measure of the strength of the relationship between variables. It is a relative value in the form of a strength scale indication between +1.00 to -1.00.

Profile of Study Respondents

Table 3 shows that the total number of respondents involved in this study is 380 people. The total number of male respondents is 122 people (32.1%) and female respondents are 258 people (67.9%). Of these 380 respondents, a total of 369 (97.1%) people are Malay, 9 Chinese (2.4%) and 2 Indian (0.5%). In terms of teaching experience, the data distribution shows that a total of 10 (7.8%) respondents are teachers with one to five years of teaching experience. While respondents who have teaching experience between 6 to 10 years show a total of 22 people

which is 5.8% and a total of 41 people (10.8%) respondents who have teaching experience between 11 to 15 years. Respondents who have teaching experience between 16 and 20 years show a total of 91 people which is 23.9% and 83 people (21.8%) have more than 25 years of teaching experience. The number of respondents who scored the highest, 136 people (35.8%) were teachers with teaching experience between 21 and 25 years.

Table 3: Teachers' Demographic Profile

Demographic	Category	Frequency	Percent
Gender	Male	122	32.1
	Female	258	67.9
Race	Malay	369	97.1
	Chinese	9	2.4
	Indian	2	0.5
Age	25 and below	2	0.5
	26 - 30	5	1.3
	31 - 35	19	5.0
	36 - 40	45	11.8
	41 - 45	85	22.4
	46 - 50	114	30.0
	51 and above	110	28.9
Experience	1 - 5 years	7	1.8
	6 - 10 years	22	5.8
	11 - 15 years	41	10.8
	16 - 20 years	91	23.9
	21 - 25 years	136	35.8
	More than 25 years	83	21.8

Levels of Spiritual Leadership Practice

To answer research question 1, a descriptive analysis involving percentage, frequency, the mean and standard deviation was conducted. The results of the analysis show that the level of spiritual leadership practices of national secondary school teachers in the state of Kelantan is at a high level ($M=4.09$, $SP=.436$). The first dimension, which is the leader values, attitudes and behaviors of the leader, shows a high level, which is ($M=4.12$, $SP=.468$). The three functions found in the first dimension are also at a high level, namely vision ($M=4.26$, $SP=.525$), hope/faith ($M=4.15$, $SP=.639$) and altruistic love ($M=4.01$, $SP=.683$). The second dimension, which is the follower needs for spiritual survival, also shows a high level ($M=4.07$, $SP=.482$). The function of meaning/calling ($M=4.44$, $SP=.548$) also shows a high level. On the other hand, the function of membership is at a moderate level ($M=3.85$, $SP=.697$). The results of the study also show the third dimension, which is that the organizational outcomes are at a high level with both its functions, namely organizational commitment ($M=4.00$, $SP=.648$) and productivity ($M=4.03$, $SP=.659$) also high. All three dimensions show a high value in the practice of spiritual leadership of secondary school principals in the state of Kelantan. However, the function of membership in the dimension of follower needs for spiritual survival was recorded at a moderate level compared to other functions. The findings of the study show

that the respondents feel that they are less appreciated and understood by the school management.

Table 4: Levels of Spiritual Leadership

Dimensions/Items	Mean	SD	Level
Leaders' Values, Attitudes & Behaviors	4.12	.468	High
Vision	4.26	.525	High
Hope/Faith	4.15	.639	High
Altruistic Love	4.01	.683	High
Follower Needs for Spiritual Survival	4.07	.482	High
	4.44	.548	High
Meaning/Calling			
Membership	3.85	.697	Moderate
Organizational Outcomes	4.01	.513	High
Organizational Commitment	4.00	.648	High
Productivity	4.03	.659	High
	4.09	.436	High

Level of Teachers' Performance

The same analysis was carried out to answer this research question and it was found that the performance of national secondary school teachers in the state of Kelantan was high with a mean = 4.21; sd .370. The findings of descriptive analysis according to dimensions are shown in Table 4. The four dimensions are Planning and Preparation (mean=4.23; s.d .514), (min=4.43; sd .535), Classroom Environment (min=4.17; s.d .554), Instructions (mean=4.31; sd .525) and Professional Responsibilities (mean=4.16; sd .540) show a high mean score. Overall, this finding shows that national secondary school teachers in Kelantan have high performance.

Table 5: Level of Teachers' Performance

Variable	Mean	SD	Level
Planning and Preparation	4.23	.514	High
Classroom Environment	4.17	.554	High
Instructions	4.31	.525	High
Professional Responsibilities	4.16	.540	High
	4.21	.370	High

Differences in Levels of Spiritual Leadership Based on Gender

H₀₁ There is no significant difference in spiritual leadership based on gender among secondary school teachers in the state of Kelantan.

The analysis conducted is to identify differences in spiritual leadership practices based on gender using t-test analysis. The research findings obtained are to answer the research question that there is no significant difference in spiritual leadership based on gender. The results of this analysis are shown in the table below. The results of the analysis show that there is no

significant difference in the mean score of spiritual leadership based on gender among male and female teachers of national secondary schools in Kelantan ($t=1.46$; $p>0.05$).

Table 6: T-test: Differences in Levels of Spiritual Leadership Based on Gender

Variabel	Gender	N	Mean	SD	t value	p-value
Spiritual Leadership	Male	122	4.139	0.435	1.467	0.143
	Female	258	4.069	0.436		

Differences in Teachers' Performance Levels Based on Gender

H₀₂ There is no significant difference in teachers' performance based on gender among secondary school teachers in the state of Kelantan.

Based on table 6, the t-test conducted shows that there is no significant difference in the mean score of the teachers' performance based on the teacher's gender with a value ($t=0.524$; $p > 0.05$). In conclusion, the second null hypothesis is accepted.

Table 7: T-test: Differences in Levels of Teachers' Performance Based on Gender

Variable	Gender	N	Mean	SD	t value	p-value
Teacher Performance	Male	122	4.234	0.371	0.524	0.601
	Female	258	4.212	0.371		

The Relationship Between Spiritual Leadership and Teacher Performance

The 3rd null hypothesis that was formed which is "There is no significant relationship between spiritual leadership and teacher performance" was tested by using Pearson correlation analysis to see the relationship between spiritual leadership and teacher performance. Table 5 shows the results of the analysis that displays the value of r is .422 and $p=0.000$ which is $p<0.01$. The value shown shows that there is a significant relationship between spiritual leadership and teacher performance. Therefore, the third null hypothesis (H₀₃) is rejected.

Table 7: Relationship of Spiritual Leadership with Teacher Performance

		Teacher Performance
Spiritual Leadership	Pearson Correlation	.422**
	Sig. (2-tailed)	0.000
	N	380

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

Discussion

This study found that the practice of spiritual leadership among secondary school teachers in Kelantan as a whole is at a high level. Several studies that have been conducted show the importance of spiritual values in an organization (Syamsul Hadi HM, 2012; Tobroni, 2015; Anita Rahmawaty, 2016). Previous studies show that spiritual values in leadership can motivate and inspire employees in developing the organization's vision and culture as well as increasing their commitment to the organization which will ultimately affect employee job satisfaction

and performance (Anita Rahmawaty, 2016; Ronald Tanuwijaya, 2015; Mehmet Karadag , Fahriye Altinay Aksal, Zehra Altinay Gazi,

and Gökmen Dağlıl). This means that spiritual practices in teacher leadership will be able to help improve the motivation and performance of teachers at school. Teachers as leaders in schools who exhibit behavior that is in line with the school's vision, mission and goals, principals who look after the welfare of teachers, respect and appreciate teachers will succeed in producing teachers who are highly committed, willing to work and even willing to sacrifice for the success of students and the school. Putting others first also has an impact on organizational commitment and internal and external productivity at all levels of the organization (Malone & Fry, 2003). Therefore, the practice of spiritual leaders needs to be increased among teachers and principals to ensure the success and excellence of the school.

The findings of the study to test the first hypothesis show that there is no significant difference in spiritual leadership in terms of gender. The findings of this study are in line with the study conducted by Mustafa Ozgenel & Samet Ankaralioglu (2020) on 446 primary, secondary and high school teachers in Turkey. This study shows that the gender factor does not affect the practice of spiritual leadership in the secondary schools studied. While the results of the study for the second hypothesis also show that there is no significant difference in teacher performance in terms of gender. These findings support Johari's (2019) study which examines the factors that affect work performance at Company XYZ, and proves that there is no significant difference in the level of employee performance in terms of gender. A study by Norsyamimi and Mohammad Mujaheed (2019) also showed findings parallel to this study. However, the results of this study are not in line with the findings by Nor Aini, Jamal & Maziana (2022) which show that there is a difference in teacher work performance based on gender. A study conducted by Malissa, Cort, Ludmila, Jesse, & Boris (2017) in the United States and Hanan (2009) on 923 nurses in Saudi Arabia also showed differences in work performance based on gender. The findings of this study prove that gender is not the main factor that affects the practice of spiritual leadership and the performance of teachers in secondary schools.

The results of the analysis for the third hypothesis show that there is a significant relationship between spiritual leadership and teacher performance. This finding proves that there is a strong relationship between the two variables studied. This study is in line with the findings by Ahmad Nurabadi, Jusuf Irianto, Ibrahim Bafadal, Juharyanto, Imam Gunawan, & Maulana Amirul Adha (2021), who studied the effects of three leadership styles including spiritual leadership on teacher performance and student achievement. This finding coincides with the study of Fry (2003) who put forward the theory that Spiritual Leadership focuses on efforts to improve teacher performance and academic achievement in schools. Fry's theory was further strengthened by Polat (2011) who explored the relationship between spiritual leadership and organizational citizenship behavior. He stated that there is a relationship between spiritual leadership and several other variables such as organizational development, loyalty, commitment, job satisfaction, motivation and performance. However, a previous study by Tatik Mulyati (2012) does not support the findings of this study, which is that there is no significant relationship between spiritual leadership and work performance. According to him, changes in the competence of lecturers and spiritual leadership are not followed by changes in the work performance of lecturers at Universitas Merdeka. The findings of this master's study on spiritual leadership and teacher performance have denied the positive relationship between

spiritual leadership and work performance. This shows that other values also affect the work performance of teachers in schools including citizenship behavior (Polat, 2011), employee commitment (Zainab & Khairunnisa, 2015; Nor Aini, Jamal & Maziana, 2022), workplace environment (Johari, 2019; Suhaya and Siti Zubaidah, 2016; Rosnah & Siti Nur Fatimah, 2018) and internal strengths and school climate (Norhannan Ramli, 2016).

Conclusion

The overall findings of this study have proven that spiritual leadership has a great influence on the improvement of teacher work performance. Functions in spiritual leadership such as altruistic love, hope/faith, calling and membership, have a positive impact not only on teachers but also on students. This is proven through a study conducted by Buchanan (2009) who found that emphasizing the spiritual dimension can help teachers overcome feelings of worry and stress and lead to more effective career management. Recently studies also show that spiritual leadership not only influences teacher performance (Ahmad Nurabadi et al., 2021), but also other variables such as school culture (Mustafa Ozgenel & Samet Ankaralioglu, 2020), school culture and academic success (Mehmet Karadag, Fahriye Altınay Aksal, Zehra Altınay Gazi, and Gokmen Dagli, 2020), motivation (Wang et al., 2019), and workplace well-being (Samul.J, 2020). This finding will be able to contribute knowledge to school leaders and teachers as well as stakeholders regarding the importance of spiritual leadership practices to improve school excellence. Further studies can be extended to primary schools, religious schools, national type secondary schools, and even at the level of higher education institutions to see the practice of spiritual leadership and its influence on work performance among school leaders and teachers. Several other variables such as motivation, commitment, and efficacy can be tested to see their relationship with spiritual leadership. The researcher hopes that school administrators emphasize the spiritual aspects of teachers, students and staff to meet the goals targeted by the school. The application of these spiritual values will able to create a strong school environment with the characteristics of belonging, love and a feeling of willingness to be devoted to the school.

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