

Linking School Heads' Transformational Leadership to Teachers' Job Performance: Shared Instruction Goal Achievement

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Abstract:

This study assessed the status of transformational leadership in relation to teachers' job performance at Basak Elementary School, North District, Mandaue City Division during School Year 2025–2026. It aimed to determine how school heads' leadership styles influenced teacher effectiveness and to provide a basis for developing a Transformational Instructional Leadership Plan. The study found that both school heads were female, aged 51 to 60, and held master's degrees, reflecting strong academic preparation for leadership roles. All four dimensions of transformational leadership—Inspirational Motivation, Idealized Influence, Intellectual Stimulation, and Individualized Consideration—were perceived by respondents to be practiced to a greater extent. School heads consistently inspired teachers to achieve shared goals, modeled high ethical standards, encouraged innovation and critical thinking, and provided individualized support for teachers' growth. These findings indicated that school heads effectively embodied the essential traits of transformational leaders. In terms of teacher performance, respondents perceived that job performance was also carried out to a greater extent across key indicators. Lesson planning was consistently structured and aligned with learning objectives, classroom management was effective and supportive of a positive learning environment, and monitoring and evaluation practices were systematically applied to assess student progress and adjust instruction accordingly. The study established a significant relationship between transformational leadership and teacher job performance, suggesting that leadership behavior positively impacted teaching effectiveness. The study recommended the implementation of a Transformational Leadership and Job Performance Integration Plan to enhance leadership practices, improve instructional delivery, and foster continuous school improvement.

Keywords: Administration and Supervision, Descriptive – Correlational Design, Transformational Leadership, Teacher Job performance, School Improvement, Transformational Instructional Plan, Content Analysis, City of Mandaue, Cebu.

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Globally, the education sector has experienced rapid shifts driven by crises, technological advances, and changing learner needs. In this context, transformational leadership has been increasingly recognized for its critical role in supporting teacher performance and school effectiveness. Transformational leaders inspire a shared vision, motivate their teams, and foster professional growth—factors that contribute directly to improved teacher outcomes (Zhao & Watterston, 2021). Such leadership was especially effective in navigating transitions to flexible learning and ensuring that teachers remained engaged and productive during uncertain times.

Asian education systems, particularly in countries like Singapore and South Korea, have demonstrated the positive influence of transformational leadership in enhancing teacher performance. Leaders who focus on collaboration, innovation, and teacher empowerment have helped schools recover from educational disruptions and sustain high teaching standards (Ng, 2022; Park & Jeong, 2021). These leaders model resilience and adaptability, which are mirrored by their teachers, ultimately boosting instructional quality and student achievement.

In the Philippines, transformational leadership has become increasingly relevant with the implementation of curriculum reforms such as the MATATAG Curriculum and the emphasis on inclusive and technology-integrated teaching. Filipino school heads who exhibit transformational behaviors—such as providing individualized support and fostering a shared vision—have shown significant impact on teacher morale, instructional innovation, and overall job performance (Mateo & Lizada, 2023). These leaders have helped guide teachers through evolving pedagogical expectations while maintaining high levels of engagement and professionalism.

The complex demands on Filipino teachers—ranging from increased administrative duties to adapting to blended learning environments—highlight the importance of supportive and visionary leadership. Principals who lead through inspiration and collaboration have been found to reduce teacher stress, increase commitment, and foster continuous learning (Navida & Celeste, 2024). Their leadership not only aligns teacher efforts with educational goals but also encourages a culture of excellence within schools.

At the local level, especially in marginalized or rural communities, transformational leadership has helped address unique school-level challenges. In environments where resources are scarce and external support is limited, school heads who build trust, recognize teacher efforts, and involve staff in decision-making processes have positively influenced teacher effectiveness and classroom outcomes (Lopez & David, 2024). Their capacity to lead with empathy and vision has helped cultivate more resilient and motivated teaching teams.

In urban settings, where schools often experience high student populations and performance accountability, transformational leadership is equally critical. Leaders in these contexts must navigate the demands of parents, policymakers, and community stakeholders while supporting teachers through collaborative and data-informed decision-making. Recent findings suggest that when school leaders demonstrate openness, professional trust, and shared responsibility, teachers become more proactive and committed to quality instruction (Santos & Reyes, 2023).

Furthermore, the integration of digital technology into teaching practices requires school leaders to act not just as administrators but as instructional coaches. Transformational leaders who actively engage in capacity-building efforts—such as mentoring, peer collaboration, and digital resource sharing—are better able to equip their teachers with the competencies needed for 21st-century education (Del Rosario & Mendez, 2023). These efforts translate to stronger teacher performance, more effective classroom management, and improved student outcomes.

There is also a growing recognition that transformational leadership contributes to teacher retention. Filipino teachers experiencing high workloads and limited incentives often consider leaving the profession. However, studies show that leadership characterized by empathy, recognition, and professional empowerment can increase job satisfaction and reduce attrition rates (Villanueva & Candelaria, 2022). By creating a culture of belonging and purpose, transformational leaders help retain skilled educators and build sustainable school communities.

In light of these developments, examining the relationship between transformational leadership and teacher job performance in the Philippine setting is both timely and necessary. As the education system continues to evolve, there is a growing need to identify leadership practices that sustain teacher motivation, foster innovation, and improve instructional quality. This study aims to provide insights that can support leadership development and policy direction toward building more empowered and effective teaching communities.

Theoretical Background

This study is grounded in five major theories that explain the relationship between leadership behavior and teacher job performance: Transformational Leadership Theory, Social Exchange Theory, Herzberg's Two-Factor Theory, Servant Leadership Theory, and Self Determination Theory. Together, these theories provide a multidimensional lens for examining how transformational leadership influences teacher motivation, behavior, and professional outcomes.

Transformational Leadership Theory, developed by Bass (1985) and expanded by Bass and Avolio (1994), posits that effective leaders can transform the attitudes, beliefs, and goals of their followers to achieve exceptional outcomes. In educational settings, this theory is particularly relevant, as school leaders are expected to inspire, guide, and develop teachers in ways that enhance both professional satisfaction and instructional performance.

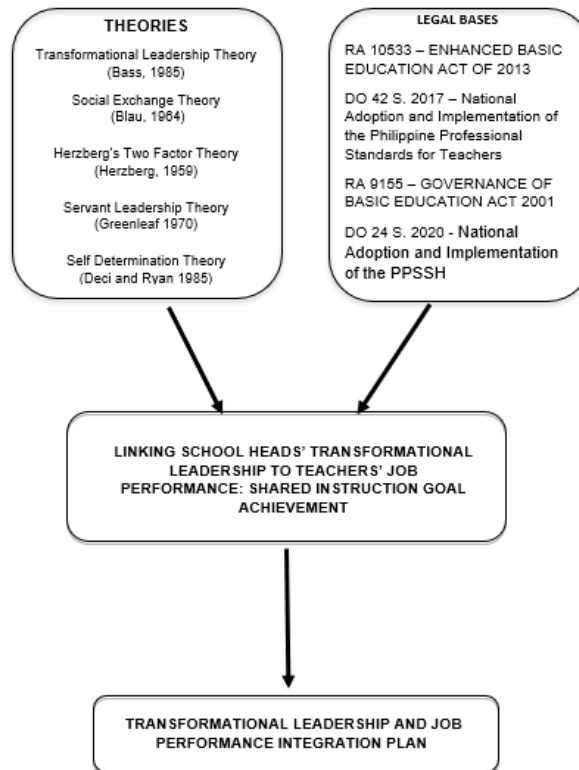


Figure 1. The Theoretical Framework

The model is anchored in four pivotal dimensions of transformational leadership: inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. Together, these components cultivate a culture of trust, innovation, and professional growth that empowers teachers and enhances organizational performance. Idealized Influence meant that leaders act as ethical role models whose behaviors inspire admiration, trust, and emulation among followers—creating a foundation of credibility and shared purpose. Inspirational Motivation meant that through vivid articulation of a compelling vision and high expectations, leaders energize teachers to embrace common goals and commit to collective achievement. Intellectual Stimulation meant that leaders challenge educators to rethink traditional practices, explore novel instructional strategies, and foster a culture of creativity—promoting continuous improvement and innovative thinking. Individualized Consideration: By attending to each teacher’s distinct aspirations, needs, and developmental journey, leaders provide tailored support, coaching, and mentorship—strengthening engagement and trust.

Empirical studies support the relevance of this theory in education. Galvez (2021) found that in Philippine schools, transformational leadership was positively associated with teacher collaboration and instructional effectiveness. Similarly, Ali and Yangaiya (2023) demonstrated that transformational leadership significantly contributes to teacher satisfaction, commitment, and performance in diverse educational contexts.

Social Exchange Theory, articulated by Blau (1964), emphasizes the reciprocal nature of relationships within organizations. The theory suggests that individuals are likely to respond positively when they perceive fair treatment, respect, and support from others—particularly from leaders. In schools, this dynamic is evident in how teachers respond to the support and encouragement they receive from administrators.

Transformational leadership strengthens this exchange relationship by fostering trust, mutual respect, and open communication. Teachers who perceive their leaders as supportive and

empowering are more likely to reciprocate with increased organizational commitment, job engagement, and willingness to go beyond their formal roles (Sultana, Rashid, & Parveen, 2022). This aligns with the transformational leader's role in cultivating a sense of shared purpose and moral responsibility among staff.

The application of social exchange theory helps explain the mechanisms by which transformational leadership influences behavior. When teachers feel valued and supported, they experience a moral obligation to return that support through greater performance, collaboration, and initiative.

Herzberg's Two-Factor Theory of Motivation, originally proposed in 1959, continues to hold significant relevance in modern organizational and educational contexts. The theory distinguishes between hygiene factors, such as salary, job security, and working conditions, and motivator factors, such as recognition, achievement, responsibility, and opportunities for growth. While hygiene factors help prevent dissatisfaction, they do not inherently lead to long-term satisfaction or improved performance. In contrast, motivator factors are the key drivers of genuine job satisfaction and sustained productivity. Recent studies have reaffirmed this distinction, showing that motivators exert a stronger positive influence on employee satisfaction than hygiene factors, which primarily serve to mitigate dissatisfaction (Nguyen et al., 2023).

Transformational leadership aligns closely with Herzberg's motivator factors. Leaders who provide meaningful feedback, acknowledge teacher contributions, encourage autonomy, and support professional development are engaging the core motivators that Herzberg identifies as essential for job satisfaction. These practices can enhance teacher enthusiasm, creativity, and commitment to the teaching profession.

Villamor (2022) found that teachers who worked under transformational leaders reported stronger intrinsic motivation and higher levels of job satisfaction. Thus, Herzberg's theory supports the idea that transformational leadership works not just through structural or organizational change, but by fostering internal, motivational drivers of performance.

Servant Leadership Theory, first articulated by Robert K. Greenleaf in 1970, introduces a people-centric leadership paradigm where the primary duty of a leader is to serve followers by fostering their growth, well-being, and empowerment—contrasting sharply with traditional models centered on authority and control (Greenleaf, 1970; Greenleaf, 2002). Contemporary research continues to validate and expand upon this theory.. Core characteristics of servant leaders include empathy, active listening, stewardship, foresight, and a deep commitment to the personal and professional development of others. In educational and organizational settings, servant leadership fosters a collaborative culture where trust, respect, and shared purpose drive collective achievement. This leadership style promotes ethical behavior, team empowerment, and long-term organizational health by focusing on the holistic development of individuals and the community.

Self-Determination Theory (SDT) offers a powerful framework for understanding how Transformational Leadership enhances both motivation and performance by fulfilling followers' fundamental psychological needs—autonomy, competence, and relatedness. Transformational leaders inspire and engage followers through their clear vision, individualized consideration, intellectual stimulation, and idealized influence. These leadership behaviors align closely with the three fundamental psychological needs identified by SDT—autonomy, competence, and relatedness (Deci & Ryan, 1985). By empowering followers and encouraging independent thinking, transformational leaders support autonomy. Through mentoring, coaching, and setting high yet achievable expectations, they enhance followers' sense of competence.

The implementation of transformational leadership practices in Philippine schools is supported by several legal and policy frameworks that emphasize effective leadership and teacher performance.

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, strengthens the Philippine education system by institutionalizing the K to 12 Basic Education Program. One of its provisions mandates the continuous development of teachers and school leaders to ensure effective curriculum delivery and improved learning outcomes (DepEd, 2013). The law emphasizes the need for school leaders to be responsive to the evolving educational landscape—aligning with transformational leadership principles such as leading change, innovating teaching strategies, and developing people.

Specifically, Section 7 of the law highlights the role of DepEd in ensuring that "the teacher education and training programs are reformulated in accordance with the new curriculum" (RA 10533, 2013). This provision empowers school leaders to become agents of change, fostering a learning environment where teachers are mentored, inspired, and supported to reach higher levels of performance.

Republic Act No. 9155 establishes the framework for the governance of basic education in the Philippines. It defines the roles and responsibilities of school heads and underscores their function as instructional leaders. The law mandates school leaders to create a learning-focused environment, improve school performance, and support teacher development—all of which align with transformational leadership principles (Department of Education, 2001).

Developed by the Department of Education in 2020, the Philippine Professional Standards for School Heads (PPSSH) serves as a framework to define the competencies of effective school heads. Domains such as Transformational leadership, Human Resource Management and Development, and Leading Change reflect the very elements of transformational leadership, encouraging school heads to foster innovation, empower teachers, and drive continuous school improvement (DepEd, 2020).

In the same way, the Philippine Professional Standards for Teachers (PPST) underscores the importance of teacher professionalism, a strong commitment to learners, and active engagement in continuous professional growth. Achieving these standards requires the active involvement of school leaders, who are instrumental in creating the conditions necessary for teachers to thrive. This includes providing targeted professional development opportunities, offering personalized coaching and mentoring, and fostering a supportive and collaborative work environment. Such practices reflect the core principles of transformational leadership, where leaders empower and inspire teachers to reach their full potential while continuously enhancing the quality of teaching and learning (DepEd, 2017).

DepEd Order No. 24, s. 2020, or the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH), establishes the PPSSH as the official framework for strengthening school leadership across the country. The order highlights the importance of developing school heads into transformational leaders who can articulate a clear vision, inspire stakeholders, and spearhead continuous improvement initiatives. It also directs that performance appraisal systems and professional learning programs be aligned with the principles of instructional and transformational leadership, ensuring that leadership practices are geared toward improving teaching quality and student learning. Through this institutionalization, DepEd aims to professionalize school leadership, enhance accountability, and cultivate a culture of excellence that supports both teacher growth and learner success (DepEd, 2020).

The theoretical frameworks— Herzberg's Two-Factor Theory, Transformational Leadership Theory, and Social Exchange Theory—intersect meaningfully with the Philippine legal context, providing both empirical and policy-based justification for enhancing leadership capacity in schools. As mandated by law and reinforced by professional standards, school leaders in the Philippines are expected to act not merely as administrators but as transformational leaders—

inspiring, motivating, and supporting teachers to improve job performance and raise educational quality.

THE PROBLEM

Statement of the Problem

This research assessed the status of the School Heads' transformational leadership in relation to teachers' job performance of Basak Elementary School, North District, Mandaue City Division during the School Year 2025 - 2026, as basis for Transformational Instructional Leadership Plan.

Specifically, it answered the following sub-problems:

1. What is the relevant information of the respondents in terms of:
 - 1.1 School heads'
 - 1.1.1 age and gender;
 - 1.1.2 highest educational attainment;
 - 1.1.3 number of years in the service as school head, and
 - 1.1.4 relevant trainings;
 - 1.2 teachers'
 - 1.2.1 age and gender;
 - 1.2.2 civil status;
 - 1.2.3 highest educational attainment;
 - 1.2.4 number of years in the service;
 - 1.2.5 performance rating, and
 - 1.2.6 relevant trainings attended?
2. As perceived by the respondent groups, what is the level of school heads' transformational leadership in terms of:
 - 2.1 inspirational motivation;
 - 2.2 idealized influence;
 - 2.3 intellectual stimulation, and
 - 2.4 individualized consideration?
3. As perceived by the respondent groups, what is the level of teachers' job performance in terms of:
 - 3.1 lesson planning;
 - 3.2 classroom management;
 - 3.3 monitoring and evaluation?
4. Is there a significant relationship between the transformational leadership and job performance?
5. Based on the findings of the study, what Transformational Leadership and Job Performance Integration Plan can be developed?

Statement of Null Hypothesis

Ho1. There is no significant relationship between transformational leadership skills and job performance.

Significance of the Study

This study on the relationship between transformational leadership and teacher job performance is significant for various stakeholders in the education sector, as it provides valuable insights into how school leadership can enhance teacher confidence, instructional effectiveness, and overall student achievement. The findings of this study contributed to educational policies, leadership practices, and professional development programs.

Educational Policy Makers. The study provided evidence-based insights that guided the formulation and refinement of education policies to address gaps in teaching, learning, and resource allocation. The findings supported the creation of inclusive and sustainable policies that enhanced teacher competence and promoted equitable learner outcomes.

Teacher Training Institutions. The study provided relevant insights that informed the design and improvement of training programs, ensuring alignment with the actual needs of teachers in the field. The findings supported the development of more responsive, practice-based, and competency-driven curricula that enhanced teacher preparation and professional growth.

The Higher – Level Officials of the DepEd. This study contributes to educational policy and reform efforts by providing empirical evidence on how transformational leadership strengthens teacher job performance. DepEd Order No. 42, s. 2017 (Philippine Professional Standards for Teachers - PPST) emphasizes the role of school heads in mentoring and guiding teachers to improve instructional practices (DepEd, 2017). Additionally, Republic Act No. 10533 (Enhanced Basic Education Act of 2013) and Republic Act No. 9155 (Governance of Basic Education Act of 2001) highlight the significance of school leadership in ensuring high-quality education.

School Heads. This study is highly relevant to school leaders, including principals, department heads, and instructional supervisors, as it underscores the importance of strong transformational leadership in shaping teacher effectiveness. Transformational and distributed leadership models suggest that school leaders who provide instructional guidance, set high expectations, and foster a collaborative culture can significantly boost teacher job performance (Leith wood & Sun, 2022). The findings will inform administrators about the most effective leadership strategies that support teacher development, motivation, and instructional innovation, helping them create a positive and productive school climate.

Teachers. Teachers are the primary beneficiaries of this study, as it examines how transformational leadership influences their job performance—their belief in their ability to effectively teach, manage classrooms, and improve student learning outcomes.

Students. The impact of transformational leadership on teacher job performance extends to student learning outcomes. Studies indicate that teachers with high performance are more engaged, proactive, and committed to student success (Goddard et al., 2021). When teachers feel confident in their instructional abilities, they adopt student-centered approaches, integrate differentiated instruction, and create an inclusive learning environment that caters to diverse student needs. As a result, students benefit from higher-quality instruction, improved academic performance, and increased motivation to learn.

Future researchers. This study serves as a valuable reference for future research on transformational leadership, teacher job performance, and school improvement strategies. By examining the relationship between school leadership practices and teacher confidence, it provides a foundation for further studies that explore related variables such as teacher motivation, job satisfaction, and student achievement.

RESEARCH METHODOLOGY

This section presented the research methodology, encompassing the chosen method, study framework, research setting, respondents, data collection tools, procedures for gathering data, statistical analysis techniques, scoring methods, and key term definitions.

Design-The researcher employed the descriptive quantitative research method to systematically collect and analyze data. This approach was chosen because it allows for an objective and statistical examination of the research variables. To gather essential information, the researcher utilized modified questionnaires, which served as the primary instrument for data collection. These questionnaires were specifically designed to obtain relevant insights from teachers and school heads. The descriptive quantitative method relies on structured data collection tools, such as surveys or questionnaires, to ensure consistency and accuracy in measuring the variables under study. By using modified questionnaires, the researcher aimed to gather precise and reliable data that would contribute to the overall findings and conclusions of the research.

Flow of the Study

The input of this study focuses on gathering relevant information from both teachers and school heads to provide a comprehensive understanding of various

factors that may influence transformational leadership and job performance. For teachers, the study considers demographic and professional attributes, including age, gender, civil status, highest educational attainment, years of teaching experience, performance ratings, and participation in professional development activities such as relevant trainings, seminars, and workshops.

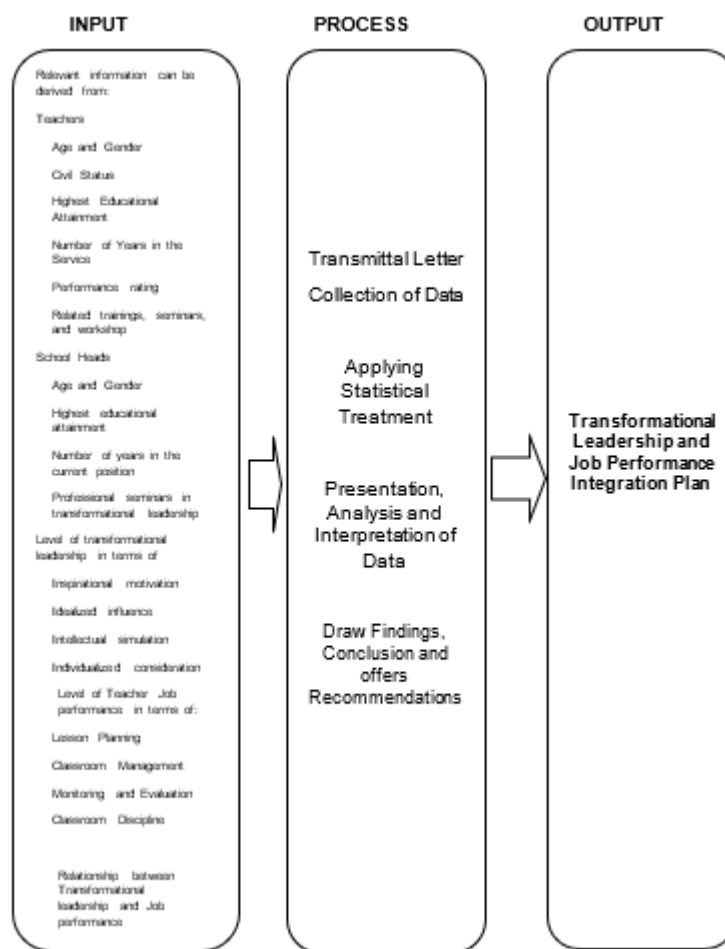


Figure 2

The Flow of the Study

Similarly, for school heads, the study examines their age, gender, highest educational qualification, number of years serving in their current position, and engagement in professional seminars related to transformational leadership.

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Ultimately, the research aimed to determine whether a significant relationship exists between the transformational leadership of school heads and the job performance of teachers within the instructional context. By analyzing these variables, the study seeks to provide valuable insights into the potential impact of leadership correlational method of research effectiveness on teachers' confidence and ability to facilitate student learning. The process of the output of the study was the descriptive – correlational method of research. This method was used to determine the relationship between the transformational leadership and teacher job performance. Thus, it also determines the challenges and barriers of the school heads in the exercise on their function as instructional leader. The output of the study was the Transformational Instructional Leadership Plan which was developed based on the findings of the study. Figure 2 gives the flow of the study.

Environment-This study was conducted at Basak Elementary School, a public elementary school located in Mandaue City, Cebu, under the supervision of the Department of Education, Division of Mandaue City, Region VII. The school caters to learners from Kindergarten to Grade 6 and serves a diverse community from both low- and middle-income households. Basak Elementary School is an ideal setting for this research as it continues to adapt and respond to educational reforms and leadership practices introduced by DepEd, especially in the wake of the K to 12 program and recent learning recovery initiatives. The school has a population of over 1,000 pupils and employs approximately 30–40 teachers and staff members. These personnel serve as frontliners in the delivery of quality basic education and are directly influenced by the leadership style practiced by the school head and instructional



Figure 3

Research Environment of The Study

leaders. The school environment reflected the typical challenges faced by urban public schools in the Philippines, including large class sizes, resource limitations, and varying levels of teacher motivation and commitment. In recent years, the

school administration had implemented leadership strategies aligned with the principles of transformational leadership—promoting teacher empowerment collaborative decision-making, professional development, and recognition of teacher efforts.

The setting was particularly relevant to the present study, which aims to assess the extent to which transformational leadership practices influence teacher job performance. Teachers’ roles have evolved significantly, especially during the post-pandemic educational landscape, necessitating effective leadership that fosters innovation, motivation, and adaptability among faculty members.

Basak Elementary School offers a practical and real-world environment where transformational leadership dynamics can be observed, measured, and analyzed. The accessibility of school records, administrative staff, and teacher-respondents also facilitates data collection through surveys, interviews, and other relevant tools.

This setting provided a concrete basis for evaluating leadership practices in public elementary schools and offers insights that may contribute to improving both leadership effectiveness and teaching performance in similar educational institutions.

Respondents

The respondents of this study consisted of the teaching personnel of Basak Elementary School, located in Mandaue City, Cebu. The respondents were composed of permanent and currently assigned to Kindergarten through Grade 6 levels, including those holding ancillary and subject coordinator roles. These respondents are selected due to their direct involvement in classroom instruction and their close engagement with the leadership practices of the school head and designated teacher-leaders.

As of the current academic year, Basak Elementary School employed approximately 100 teachers. They represent a diverse group in terms of teaching experience, educational qualifications, age, and professional development exposure. The inclusion of teachers from different grade levels and departments will ensure a broad perspective on how transformational leadership influences job performance across various contexts within the school.

Table 1. Distribution of Respondents

School	Respondents	Distribution	
		F	%
Basak Elem School	Teachers	53	96.36
	School Head	2	3.64
	TOTAL	55	100

A purposive sampling technique was employed in selecting the study participants. Inclusion was limited to teachers who had rendered service in the school for a minimum of one academic year. This criterion was established to ensure that respondents possessed adequate exposure to, and familiarity with, the prevailing school leadership practices. Such familiarity was deemed essential in obtaining responses that are both credible and contextually relevant to the objectives of the study, thereby strengthening the validity and reliability of the research findings.

The data gathered from the respondents provided valuable perspectives on the four dimensions of transformational leadership—individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence—and their perceived impact on teachers’ efficiency, motivation, and commitment to professional responsibilities. These findings underscore the link between specific leadership practices and the enhancement of teaching performance and professional dedication.

Table 1 presents the distribution of the respondents of the study.

Instrument

The researcher utilized two kinds of instruments that were prepared and distributed to the respondents. For the assessment of the transformational leadership skills of the school administrators, the researcher adapted the questionnaire by Sunaengsih (2021) for the level of Transformational leadership. For Teacher Job Performance, The researcher also adapted the questionnaire used by Atsebeha (2016) in his research entitled “A.T. Principals’ Leadership Styles and Their Effects on Teachers’ Performance”.

Preliminary checklist was also provided to gather data on pertinent information about the research respondents.

Data Gathering Procedure

The research commenced after receiving approval of the title from the Dean of the Graduate School at Cebu Technological University, Main Campus. Following this, a formal request to conduct the study was submitted to the Office of the Public Schools District Supervisor. Once approval was granted, the questionnaires were distributed either through Google Forms or in-person, ensuring strict compliance with health and safety protocols.

To facilitate the administration of the questionnaire, the researcher sent a request letter to the School Head seeking permission to conduct the survey and specifying the retrieval date. Prior to answering the survey, the details of the questionnaire were thoroughly explained to the respondents via social media platforms or face-to-face discussions. The respondents and their parents were assured of the confidentiality of the information collected, with strict adherence to the Data Privacy Law and other relevant regulations protecting their rights. The collected data were then consolidated, tallied, and analyzed using statistical methods.

Statistical Treatment of Data

This research employed the simple percentage method to address sub-problem number one (1). For sub-problem number two, the gathered data were analyzed using the weighted mean and Likert scale, with the results presented in tabular form. Meanwhile, data for sub-problem number three were examined through a documentary review. The weighted mean, a key component of descriptive statistics, was instrumental in assessing the consistency of responses.

Simple Percentage Analysis. It pertains to the type of rate used for comparing two or more sets of data. Additionally, percentages are utilized to establish relationships between different data series.

Weighted Mean. This refers to an average where individual values are assigned specific weights to reflect their relative significance. It is calculated by summing the products of the assigned weights and their corresponding number of responses.

T- test. The paired samples t-test is a statistical method used to assess whether there is a significant difference between the means of two related sets of observations. This test is particularly useful in scenarios where the same group of subjects is measured under two different conditions, such as before and after an intervention or at two different time points. It accounts for the dependency between paired data, ensuring that variations within subjects are considered rather than treating them as independent samples. By analyzing the differences between paired observations, the paired samples t-test helps researchers determine if changes over time or under different conditions are statistically significant, making it a valuable tool in experimental and longitudinal studies.

Scoring Procedure

Weight	Range	Category	Verbal Description
4	3.26 – 4.00	Greater Extent	This is demonstrated all the time
3	2.51 – 3.25	Moderate Extent	This is demonstrated most of the time
2	1.76 – 2.50	Lesser Extent	This is demonstrated in occasional basis
1	1.00 – 1.75	No Extent	This is not demonstrated at all

DEFINITION OF TERMS

To ensure clarity and facilitate a comprehensive understanding of this study, the following key terms and concepts are operationally defined as they are used within the context of the research. These definitions establish a common frame of reference for readers and help avoid ambiguity in interpreting the findings.

Classroom Discipline. the implementation of rules, strategies, and corrective actions to maintain student behavior and ensure a respectful and productive learning environment. It helps prevent disruptions and supports consistent, fair management of student conduct.

Classroom Management. It is the ability of a teacher to organize the classroom environment, maintain order, and establish routines that support learning. It includes managing student behavior, time, and resources to create an atmosphere conducive to effective teaching.

Idealized influence. is the behavior of a leader who acts as a role model by displaying high standards of ethics, integrity, and commitment. Such leaders earn respect and trust, and their actions influence others to follow and emulate their example.

Individualized Consideration. the practice of giving personal attention and support to the individual needs and development of each team member. Leaders who show this trait mentor, guide, and recognize the unique contributions of every person, fostering a supportive and growth-oriented environment.

Inspirational motivation. the ability of a leader to articulate a clear and appealing vision that inspires and motivates others to work enthusiastically toward shared objectives. Leaders who demonstrate this quality encourage optimism, passion, and a sense of purpose among team members.

Intellectual stimulation. involves encouraging innovation, critical thinking, and creativity. Leaders who use this approach challenge assumptions, promote problem-solving, and support new ideas and methods, allowing individuals to explore different solutions and perspectives.

Lesson planning. the process by which a teacher outlines learning objectives, instructional activities, assessments, and materials for a specific class period or unit. It ensures that teaching is organized, purposeful, and aligned with curriculum standards.

Monitoring and evaluation. refer to the systematic process of assessing teaching and learning to determine progress, effectiveness, and areas for improvement. In schools, this often includes classroom observations, feedback, performance appraisals, and the analysis of learner outcomes.

Relevant information. refers to all data, insights, or content directly connected to the purpose and focus of the research. It includes factual, contextual, or observational inputs that contribute meaningfully to the analysis and interpretation of results.

School Head. the designated leader or principal of a school who is responsible for the overall management, supervision, and leadership of the institution. The school head plays a vital role in

implementing leadership practices, guiding teachers, and fostering a culture of excellence and accountability.

Teacher Job performance. It refers to how effectively a teacher fulfills their professional responsibilities in planning, delivering instruction, managing the classroom, assessing learning, and contributing to the school community. It is often measured through outputs like student progress, lesson quality, classroom environment, and professional behavior.

Transformational leadership. is a leadership style that motivates and empowers individuals to exceed expectations by creating a shared vision, fostering a positive environment, and promoting continuous growth and improvement. It focuses on inspiring followers through strong relationships, encouragement, and commitment to common goals.

Transformational Leadership and Job Performance Integration Plan. a structured strategy developed by school leaders to apply transformational leadership principles in managing and supporting teachers. It may include vision-setting, team – building, mentoring, and capacity-building activities aimed at improving performance and school culture.

CHAPTER 2

PRESENTATION, ANALYSIS OF DATA AND INTERPRETATION

This section presented the analysis and interpretation of the data gathered to address the primary questions of the study. It began with the demographic profiles of both school heads and teachers, including their educational backgrounds, years of service, and relevant trainings. These data served as the foundational context for interpreting their perceptions and responses throughout the study. For the school heads, the variables analyzed included age, gender, highest educational attainment, number of years in the service, and relevant trainings attended. Similarly, for the teachers, the study examined age, gender, civil status, highest educational attainment, years in the service, performance ratings, and relevant professional development trainings. The demographic characteristics helped in profiling the respondents and understanding the diversity of their professional backgrounds. Following the presentation of demographic data, the study explored the level of transformational leadership exhibited by school heads as perceived by both school leaders and teachers. This leadership was examined in terms of inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. At the same time, the study investigated the teachers' level of job performance in the areas of lesson planning, classroom management, and monitoring and evaluation. Furthermore, the study determined whether a significant relationship existed between the transformational leadership of school heads and the job performance of teachers. Through statistical analysis, the relationship between leadership style and teacher performance was assessed.

RELEVANT INFORMATION

This introductory section gathered and analyzed essential data to gain meaningful insights into the perspectives, experiences, and professional needs of school heads and teachers. These insights proved instrumental in informing the development of effective educational policies, programs, and practices. Moreover, this section offered a comprehensive overview of the respondents' key demographic profiles and professional backgrounds, serving as a foundation for understanding their perceptions and responses throughout the study.

School Heads

This section detailed the pertinent demographic and professional characteristics of the school heads, specifically their age, gender, highest educational attainment, length of service, and participation in relevant seminars and training programs.

Age and Gender of school heads were examined to determine their potential influence on the exercise of transformational leadership. These demographic variables provided context in understanding variations in leadership practices. Analyzing these factors allowed the study to explore whether generational perspectives and gender-related experiences played a role in shaping leadership approaches within the school setting. Table 2 presents the distribution of the School Head – respondents in terms of age.

In table 2, shows that there were two female school heads within the age range of 51 – 60 indicates a significant potential for strong transformational leadership practices grounded in both experience and relational leadership competencies. Recent studies have highlighted that educational leaders in this age group often demonstrate a high level of self-efficacy and professional maturity, which are essential in implementing transformational leadership, particularly in areas such as inspirational motivation and individualized consideration (Leithwood & Sun, 2022).

Table 2. Age and Gender Profile of the School Heads

Variable	Frequency n = 2	Percentage	Mean	SD
Age				
51-60 years old	2	100	54	3.2
TOTAL	2	100	54	3.2
Gender				
Female	2	100	0	0
TOTAL	2	100	0	0

Moreover, female leaders continue to be recognized for exhibiting collaborative and empathetic leadership styles—traits that align with the relational and inclusive nature of transformational leadership (Alanoglu, 2022). This implies that experienced female school heads are well-positioned to foster a positive school culture, support teacher development, and lead instructional improvement through transformational approaches. As the educational landscape evolves post-pandemic, such leadership qualities are increasingly critical in addressing challenges and leading change effectively (Hallinger, 2021).

Highest Educational Attainment of School Heads. The educational attainment of school heads was considered a critical factor influencing their leadership style and overall effectiveness. Advanced academic qualifications reflected a leader’s commitment to lifelong learning and professional development, both of which were foundational to transformational leadership. Higher levels of education typically exposed leaders to contemporary theories, innovative practices, and reflective thinking, which enhanced their capacity to lead with vision and purpose. In the context of this study, analyzing the highest educational attainment of school heads provided valuable insights into their preparedness to implement transformational leadership strategies and support school improvement initiatives. Table 3 showed the highest educational attainment of the school heads.

Table 3. Highest Educational Attainment of the School Heads

Variable	Frequency	Percentage
Highest Educational Attainment		
Masters’ Degree	2	100
Total	2	100

The data revealed that school heads who attained higher levels of education were more likely to demonstrate transformational leadership behaviors, particularly in the areas of intellectual

stimulation, idealized influence, and inspirational motivation. Those with master's or doctoral degrees appeared to be better equipped to apply research-informed strategies, critical thinking, and strategic planning in their leadership roles (Leithwood & Sun, 2022). These competencies enabled them to effectively inspire teachers, foster innovation, and address complex educational challenges (Alanoglu, 2022). Furthermore, Hallinger (2021) noted that advanced education enhanced a school leader's ability to support instructional leadership and teacher development—key components of transformational leadership. Therefore, it was implied that attaining higher education strengthened the school heads' capacity to lead transformational, thereby contributing to improved teacher performance and overall school effectiveness.

Number of Years in the Service as School Head. The number of years a school head had served in the position was an essential variable in understanding the depth of their leadership experience and its potential influence on their ability to practice transformational leadership. Leadership tenure often contributed to the development of confidence, decision-making skills, and instructional insight—factors closely associated with effective school leadership. In this study, examining the length of service provided valuable context in assessing how experience shaped the school heads' ability to motivate, influence, and guide their teachers in alignment with the principles of transformational leadership.

Table 4. Number of Years in Service of the School Heads

Variable	Frequency	Percentage	Mean	SD
16 – 20 years	1	50	17	0
1 – 5 years	1	50	1	0
TOTAL	2	100	9	0

As seen in Table 4, The variation in years of service among the school heads—one with 16 to 20 years and another with only 1 to 5 years of leadership experience—highlighted the potential influence of leadership tenure on the practice of transformational leadership. The school head with longer experience likely developed a more refined leadership style grounded in years of managing complex school operations, fostering teacher relationships, and navigating educational reforms. This depth of experience may have enhanced their capacity to demonstrate key transformational leadership behaviors such as idealized influence and individualized consideration, which are often cultivated over time through reflective practice and accumulated leadership insight (Leithwood & Sun, 2022).

In contrast, the school head with only 1 to 5 years of service may still have been in the process of building leadership confidence, establishing authority, and adapting to the multifaceted demands of school management. While emerging leaders can exhibit transformational traits, research suggests that the consistent application of transformational leadership—particularly in intellectual stimulation and inspirational motivation—typically strengthens with experience and exposure to diverse leadership challenges (Hallinger, 2021; Alanoglu, 2022).

This comparison implied that while transformational leadership is not exclusive to senior leaders, the number of years in service may significantly influence the depth, consistency, and impact of its practice. Supporting novice school heads through mentoring and leadership development programs may be crucial in accelerating their transformational growth and effectiveness.

Relevant Trainings Attended of the School Heads. The relevance of trainings, seminars, and workshops attended by school heads were considered important indicators of their professional development and readiness to implement effective leadership strategies. Participation in such capacity-building activities provided school leaders with updated knowledge, innovative practices, and leadership frameworks aligned with 21st-century educational demands. In this study, examining

the professional development experiences of school heads helped establish how exposure to formal learning opportunities may have influenced their application of transformational leadership—particularly in terms of promoting teacher growth, inspiring instructional improvement, and leading systemic change.

As shown in the table, the professional development experiences of the two school heads—one of whom attended international-level training and the other national-level training—had direct implications on their practice of transformational leadership. The school head who participated in international training acquired exposure to global educational trends, innovative leadership models, and cross-cultural perspectives. This international engagement enhanced their capacity to implement intellectual stimulation and inspirational motivation, as they introduced new strategies, fostered innovation, and encouraged reflective practice among teachers (Leithwood & Sun, 2022). On the other hand, the school head who attended regional level training developed a deeper understanding of localized policies, curriculum standards, and system-specific challenges. Such training strengthened their application of idealized influence and individualized consideration, allowing them to lead with cultural responsiveness, empathy, and relevance to the Philippine educational context (Hallinger, 2021).

Table 5. Relevant Trainings Attended of the School Heads

Variable	Frequency	Percentage
Training, seminars, and workshops attended		
International	1	50
Regional	1	50
Total	2	100

These findings implied that both international and regional training experiences contributed meaningfully to different dimensions of transformational leadership. While international training expanded strategic vision and innovation, national training reinforced grounded leadership and instructional support aligned with local priorities. Thus, providing school heads with a range of professional development opportunities—both globally and locally—was essential in cultivating well-rounded transformational leaders capable of driving sustainable school improvement.

Teachers

This section examined the demographic and professional characteristics of the teacher-respondents to provide a contextual understanding of their perspectives and professional practices. Specifically, it presented data on their age and gender, civil status, highest educational attainment, number of years in the service, performance rating, and relevant trainings attended. These variables were essential in analyzing how individual backgrounds and levels of professional experience may have influenced their perceptions of school leadership and their own job performance. Understanding the profile of the teachers established a foundation for interpreting patterns and relationships in relation to their work environment, instructional performance, and responsiveness to the transformational leadership demonstrated by school heads.

Age and Gender of the teacher-respondents were examined to provide a clear understanding of the demographic composition of the teaching personnel involved in the study. These variables served as important factors in analyzing variations in professional perspectives, adaptability to instructional change, and responsiveness to leadership practices. By identifying the distribution of teachers across different age groups and gender categories, this section established a demographic context that supported the interpretation of their perceptions regarding transformational leadership and their overall job performance. The distribution of teacher respondents by age and gender is reported in Table 6.

Table 6 shows that the 25 of the respondents or 47.17 percent were between the ages of 31 and 40. Next in line, with 20 or 37.74 percent of the responses, is the age group of 41 to 50. Conversely, eight (8) respondents, or 15.09 percent of the respondents, were between the ages of 21 and 30. This distribution suggested that the majority of respondents were in the prime of their teaching careers—possessing not only classroom experience but also the flexibility and motivation to adapt to leadership direction and pedagogical shifts. Teachers in these age groups typically demonstrate strong commitment to continuous learning and are receptive to transformational leadership approaches, particularly those involving shared decision-making, innovation, and professional growth (Kaparou & Bush, 2021).

Table 6. Age and Gender Profile of the Teachers

Variable	Frequency n = 53	Percentage	Mean	SD
Age				
41 to 50 years old	20	37.74	43	2.3
31 to 40 years old	25	47.17	32	1.9
21 to 30 years old	8	15.09	27	1.6
TOTAL	53	100	30	1.8
Gender				
Male	4	7.55	0	0
Female	49	92.45	0	0
TOTAL	53	100	0	0

The presence of a smaller group of younger teachers of age range of 21 to 30 years old further emphasized the need for school heads to provide structured mentoring and support systems that align with the principles of individualized consideration, a key component of transformational leadership. As emphasized by Arar and Oplatka (2022), transformational leaders are most effective when they recognize and respond to the diverse developmental needs of their staff. Therefore, the age profile of the respondents underscored the importance of differentiated leadership strategies—those that challenge experienced teachers while nurturing novice ones—to sustain motivation and performance across all levels of experience.

The gender distribution among the respondents showed a significant disparity, with 50 females and only 3 males, indicating a predominantly female teaching workforce. This demographic trend reflected the continuing feminization of the teaching profession, especially in the basic education sector, as observed in recent studies (Quinlan, 2023; Bautista & Espinosa, 2021). The prevalence of female educators had meaningful implications for the reception and effectiveness of transformational leadership within the school context.

Transformational leadership, characterized by collaboration, empathy, and relational engagement, aligned well with leadership styles that female educators were generally more responsive to (Lim & Ang, 2022). Dimensions such as individualized consideration and inspirational motivation were more likely to resonate with a predominantly female teaching staff, as they emphasized personal support, team cohesion, and empowerment. Furthermore, this gender profile suggested that school heads who adopted inclusive, participatory, and emotionally intelligent leadership practices were better positioned to foster teacher motivation and enhance job performance (Narayan & Bautista, 2024).

Civil Status was examined as part of the demographic profile of the teacher-respondents to provide a deeper understanding of their personal and social contexts. This variable offered insights into how familial responsibilities and social roles may have influenced teachers' work-life balance,

professional engagement, and responsiveness to leadership styles. By identifying whether respondents were single, married, or in other civil status categories, this section aimed to establish potential connections between personal circumstances and their perceptions of transformational leadership and job performance within the school setting.

Table 7. Civil Status of the Teachers

Variable	Frequency	Percentage
Civil Status		
Single	11	20.75
Married	42	79.25
Total	53	100

Most of the respondents were married, with 42 or 79.25 percent, indicating this civil status. The next group consists of single respondents, accounting for 11 or 20.75 percent, with no respondents reporting as widowed. This distribution suggested that most of the teachers had family responsibilities, which may have influenced their perspectives on leadership support, time management, and work-life integration. Married teachers often balanced professional and personal commitments, which could affect their receptiveness to school leadership practices that promoted understanding, flexibility, and individualized support—key elements of transformational leadership (Yildirim & Korkmaz, 2022).

Moreover, married teachers may have valued inspirational motivation and idealized influence from school heads who modeled stability, ethical leadership, and empathy—traits that support both personal well-being and professional fulfillment (Garcia & Reyes, 2023). The presence of single teachers, though fewer in number, pointed to a diverse teaching population that might have exhibited greater flexibility and openness to extended tasks or leadership roles. Therefore, this civil status profile implied that school heads practicing transformational leadership needed to adopt differentiated and empathetic leadership strategies that addressed the varying needs of teachers based on their life circumstances.

Highest Educational Attainment. This part presented the highest educational attainment of the respondents to provide insight into their academic qualifications and professional readiness. Educational attainment served as a key variable in understanding the respondents' instructional competence, pedagogical depth, and capacity to engage with leadership practices. By identifying the academic degrees earned, this section helped establish the extent of formal preparation the respondents had undergone, which was essential in analyzing their performance and their responsiveness to transformational leadership. Furthermore, educational qualifications offered a basis for interpreting their potential for professional growth and their contribution to school development initiatives.

As shown in the table, the majority of respondents have attained a master's degree, accounting for 49 or 92.45 percent and 4 (four) or 7.55 percent attained doctorate degree.

Table 8. Highest Educational Attainment of the Teachers

Variable	Frequency	Percentage
Highest Educational Attainment		
Doctorate Degree	4	7.55
Masters' Degree	49	92.45
Total	53	100

This distribution indicated that the teaching workforce possessed a high level of academic preparation, which reflected a strong foundation in advanced pedagogy, curriculum development, and educational leadership. The prevalence of graduate-level qualifications suggested that the respondents were well-equipped to understand and engage with complex instructional strategies and leadership initiatives.

This academic profile had meaningful implications for the practice of transformational leadership. Respondents with graduate degrees were more prepared to respond positively to leadership practices that emphasized intellectual stimulation, inspirational motivation, and shared vision, as they possessed the theoretical knowledge and critical thinking skills necessary for professional reflection and innovation (Tuan, 2021). Moreover, the presence of doctorate holders, though limited, signified a pool of individuals with research-based expertise and leadership potential who could serve as instructional leaders or mentors within the school system (Ortega & Dayagbil, 2023).

Number of Years in the Service. This section presented the number of years the respondents had been in the teaching profession to provide insights into their level of experience and professional maturity. Length of service was a key indicator of a teacher's exposure to various instructional practices, school programs, and leadership styles. It also contributed to understanding how respondents developed resilience, classroom expertise, and openness to change over time. By examining this variable, the study aimed to contextualize how teaching experience influenced respondents' perspectives on transformational leadership and its perceived impact on their job performance.

Table 9. Number of Years in Service of the Teachers

Variable	Frequency	Percentage	Mean	SD
21 years and above	1	1.89	22	0
15 – 20 years	4	7.55	17	0.87
11 – 15 years	5	9.43	13	1.1
6 – 10 years	22	41.51	8	0.42
1 – 5 years	21	39.62	4	0.67
TOTAL	53	100	13	0.61

As reflected in the table, most of the respondents have been connected with the school for 6 to 10 years with 22 or 41.51 percent. It is followed by 1 to 5 years with 21 or 39.62 percent, It is followed by 11 to 15 years with five (5) or 9.43 percent, along with 15 to 20 years at four (4) or 7.55 percent and 21 years and above at one (1) or 1.89 percent.

This profile had significant implications for the application of transformational leadership. Teachers with 1 to 10 years of service were in a phase of their careers where leadership support, mentorship, and opportunities for professional growth were highly influential in shaping their instructional practices and organizational commitment (Salas & Villanueva, 2022). Transformational leadership behaviors such as individualized consideration and intellectual stimulation would be particularly effective for these groups, as they sought direction, innovation, and validation in their roles (Alim & Tarrayo, 2021).

Meanwhile, the presence of teachers with longer service (11 years and above), though fewer in number, suggested the importance of recognizing and maximizing their experience through leadership strategies that foster empowerment, collaboration, and shared leadership roles. These more seasoned teachers could be engaged as mentors and professional leaders within the school community.

Performance Rating of the Teachers. This part presented the performance ratings of the respondents to provide an overview of their professional effectiveness based on formal evaluation standards. Performance ratings served as an essential measure of how well respondents fulfilled their roles and responsibilities in the teaching profession. These ratings reflected their competency in planning, instruction, classroom management, and learner outcomes, as assessed through the Department of Education's performance appraisal system. By examining this variable, the study aimed to establish connections between job performance and the perceived influence of transformational leadership in the school setting.

Table 10. Performance Rating of the Teachers

Variable	Frequency	Percentage	Mean	SD
Outstanding	37	69.81	4.71	0.46
Very Satisfactory	16	30.19	4.44	0.42
TOTAL	53	100	4.63	0.44

In evaluating teacher performance ratings within the research locale, findings indicate that 37 or 69.81 percent of the teachers achieved the outstanding level while the remaining 16 or 30.19 percent received a very satisfactory rating. This result indicated a generally high level of teacher performance within the school, suggesting that the professional competencies of the respondents were well-developed across instructional planning, delivery, classroom management, and learner outcomes. The dominance of outstanding ratings reflected a teaching force that demonstrated excellence and consistency in meeting job expectations and performance standards.

These findings also implied that transformational leadership may have contributed positively to the respondents' motivation, instructional practices, and overall effectiveness. According to Cheng and Lee (2022), schools led by transformational leaders tend to cultivate a culture of continuous improvement, innovation, and teacher empowerment—factors strongly associated with high performance. Teachers working under leaders who provided inspirational motivation, intellectual stimulation, and individualized support were more likely to exhibit commitment to excellence and a willingness to exceed expectations (Rahman & Tan, 2023). Therefore, the strong performance ratings among the respondents supported the notion that transformational leadership practices may have played a significant role in enhancing teacher job performance in the school context.

Relevant Trainings Attended of the Teachers. This section presented the relevant trainings attended by the respondents to provide insights into their professional development and preparedness to meet evolving educational demands. Training participation reflected the respondents' exposure to new teaching strategies, curriculum updates, classroom innovations, and leadership practices. By identifying the types and levels of training attended, Furthermore, it served as a basis for examining how such development aligned with and supported the implementation of transformational leadership within the school setting. Table 11 shows which ones they attended.

Table 11. Relevant Trainings Attended of the Teachers.

Variable	Frequency	Percentage
Training, seminars, and workshops attended		
National	6	11.32
Regional	9	16.98
Division	38	71.70
Total	53	100

Most of the respondents have attended division level seminars with 38 or 71.70 percent of them. It was followed by nine (9) or 16.98 percent of the respondents who have attended regional and six (6) or 11.32 percent on national seminars/training respectively. This distribution indicated that most of the teachers' training exposure was concentrated within the local (division) level, suggesting that while professional development opportunities were accessible, they may have been limited in scope or scale. This finding had important implications for the practice of transformational leadership. Teachers who primarily attended division-level trainings may have developed competencies aligned with local educational priorities but might have had fewer opportunities to gain broader perspectives or advanced instructional strategies promoted at higher levels of training (Chavez & Domingo, 2021). In contrast, those who attended regional or national seminars were more likely to benefit from exposure to innovative practices, policy updates, and leadership frameworks that could enhance their adaptability and instructional effectiveness (Lopez & Umali, 2023).

The dominance of division-level training attendance implied the need for school leaders to intentionally promote and support access to higher-level professional development opportunities. Doing so would align with transformational leadership principles such as intellectual stimulation and individualized consideration, which emphasize teacher growth, innovation, and tailored support. Encouraging broader training participation could further strengthen teacher performance and foster a culture of continuous improvement and shared leadership within the school.

LEVEL OF TRANSFORMATIONAL LEADERSHIP

This part of the study presented the level of transformational leadership demonstrated by school heads as perceived by the respondents, based on four key indicators: inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. These indicators served as the core dimensions of transformational leadership theory, offering a framework for assessing how school leaders influenced and guided their teachers. Specifically, the study examined how school heads articulated a compelling vision through inspirational motivation, modeled integrity and ethical behavior as idealized influence, encouraged innovation and critical thinking through intellectual stimulation, and responded to the individual needs of teachers through individualized consideration. By evaluating these dimensions, this section aimed to determine the extent to which transformational leadership was practiced in the school context and how it shaped the instructional climate and professional engagement of teachers.

Inspirational Motivation

This part presented the level of inspirational motivation demonstrated by school heads as perceived by the respondents. Inspirational motivation referred to the ability of leaders to articulate a clear, compelling vision and to foster enthusiasm, confidence, and a shared sense of purpose among their team members. It involved communicating high expectations and encouraging teachers to commit to the goals of the school by instilling optimism and meaning in their work. Table 12 presents the skill indicator of inspirational motivation, as perceived by the respondent groups.

Table 12. Inspirational Motivation

Inspirational Motivation Indicators	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Encourages teachers to maintain a positive outlook toward the future.	3.45	0.81	Greater Extent	3.59	0.45	Greater Extent
Provides	3.54	0.25	Greater	3.56	0.21	Greater

acknowledgment of teachers' work through personal commendations, thereby motivating them to perform their duties effectively.			Extent			Extent
Shares colleagues' success stories to inspire teachers to strive for success.	3.32	0.45	Greater Extent	3.50	0.34	Greater Extent
Motivates teachers to demonstrate professional diligence and to adopt innovative strategies in delivering teaching and learning activities.	3.67	0.31	Greater Extent	3.63	0.37	Greater Extent
Clearly articulates the goals to be achieved by teachers, enabling them to attain favorable outcomes in their teaching.	3.47	0.43	Greater Extent	3.25	0.42	Greater Extent
Allocates dedicated time for teachers to discuss effective strategies for completing assignments successfully.	3.31	0.29	Greater Extent	3.24	0.46	Greater Extent
Average Weighted Mean	3.46	0.42	Greater Extent	3.46	0.38	Greater Extent

Legend

3.26 – 4.00 Greater Extent 1.76 – 2.50 Lesser Extent

2.51 – 3.25 Moderate Extent 1.00 – 1.75 No Extent

As shown in Table 12, the statement "encourages teachers to work hard professionally and to practice new approaches in implementing teaching and learning activities" received the highest weighted mean, with 3.63 from teachers and 3.67 from school heads. Both ratings were interpreted as Greater Extent. This finding implied that school heads were perceived as strong motivators who actively encouraged innovation and professional diligence among teachers. Such behavior reflected the essence of inspirational motivation, a key dimension of transformational leadership that emphasizes communicating a clear vision, setting high standards, and inspiring teachers to grow beyond their current practices (Kaparou & Bush, 2021).

The high ratings from both respondent groups suggested that school heads effectively fostered a positive and empowering school culture where teachers were motivated to enhance their instructional practices and adapt to new teaching approaches. This leadership behavior contributed to improved teacher morale, increased willingness to engage in continuous professional development, and a stronger sense of purpose in their work. As noted by Sarmiento and Tan (2023), inspirational motivation is particularly critical in education systems undergoing curriculum reforms or technological shifts, as it helps sustain teacher engagement and resilience during change.

The indicator that received the lowest weighted mean from both school heads with average mean of 3.24 and teachers with average mean of 3.31 was the statement, Allocates dedicated time for teachers to discuss effective strategies for completing assignments successfully. Despite still being interpreted as Greater Extent. The relatively lower ratings implied that structured time for collaborative discussions and task clarification may not have been consistently prioritized or embedded in the leadership practices of school heads.

This finding suggested a potential gap in the implementation of inspirational motivation, particularly in promoting clear communication and team alignment on professional responsibilities. As transformational leadership emphasizes fostering shared vision and purpose, the absence of dedicated time for reflective dialogue and task planning could limit opportunities for professional growth and mutual understanding (Nguyen & Bautista, 2022). Teachers may feel less supported in translating leadership expectations into actionable classroom practices if mechanisms for collaboration and instructional discussion are insufficient.

The implication was that while school heads were perceived to be generally encouraging and motivating, they may need to further reinforce their leadership by creating deliberate spaces for professional interaction and coaching. Establishing regular opportunities for teachers to engage in focused dialogue about instructional tasks can strengthen teamwork, reduce ambiguity, and align efforts with school-wide goals—thereby enhancing both individual and collective performance (Espino & Tarrayo, 2021).

Idealized Influence. This part presented the level of idealized influence demonstrated by school heads, as perceived by the respondents. Idealized influence referred to the leader's ability to serve as a positive role model, earn respect and trust, and display ethical and professional behavior that inspires emulation. Leaders who exhibited this trait were perceived as credible, principled, and committed to the values and goals of the organization. Through their behavior, they shaped a culture of integrity and accountability, influencing teachers not only through authority but through personal example. This section aimed to assess the extent to which school heads inspired trust and admiration among their staff, thereby strengthening the foundation of transformational leadership within the school context. Table 13 shows the indicator, idealized influence, as perceived by the respondent groups.

As reflected in Table 13, the indicator that received the highest weighted mean from both school heads and teachers were 3.76 and 3.60 respectively was Formulates and carries out tasks in accordance with the vision and mission of the study program concurrently to develop the insight of teachers. These values, interpreted as with a Greater Extent, indicated that school heads were widely perceived as leaders who aligned their actions with the school's core values and strategic direction, thereby serving as role models for professional conduct and instructional leadership.

This finding suggested that school heads demonstrated strong idealized influence, particularly through their commitment to institutional goals and teacher development. Their ability to act consistently with the school's mission enhanced their credibility and trustworthiness, two essential components of transformational leadership. When leaders visibly uphold organizational principles,

they not only foster a sense of unity and purpose but also inspire teachers to emulate their dedication and ethical standards (Kwahk & Ahn, 2021).

Furthermore, the alignment of leadership actions with the school's vision promoted a culture of coherence, accountability, and shared responsibility. This environment encouraged teachers to engage more deeply with their professional roles and to invest in continuous learning—key characteristics of highly effective instructional teams (Delgado & Herrera, 2023). Thus, the findings implied that idealized influence, when practiced with consistency and vision-driven focus, could significantly contribute to strengthening teacher commitment, instructional insight, and organizational effectiveness.

Table 13. Idealized Influence

Idealized Influence	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. Formulates and carry out tasks in accordance with the vision and mission of the study program concurrently to develop the insight of teachers	3.76	0.35	Greater Extent	3.60	0.47	Greater Extent
Encourages teachers to uphold mutual respect in their interactions with colleagues.	3.45	0.43	Greater Extent	3.88	0.36	Greater Extent
Demonstrates exemplary conduct within the school environment.	3.47	0.38	Greater Extent	3.50	0.32	Greater Extent
Fosters in teachers a strong commitment to the vision of the study program.	3.50	0.31	Greater Extent	3.20	0.37	Greater Extent
Minimizes penalties for mistakes as part of a professional growth approach.	3.35	0.33	Greater Extent	3.31	0.34	Greater Extent
Grants teachers autonomy in carrying out assigned tasks.	3.41	0.31	Greater Extent	3.38	0.32	Greater Extent
Average Weighted Mean	3.49	0.37	Greater Extent	3.48	0.36	Greater Extent

As reflected in Table 13, the indicator that received the lowest weighted mean from both school heads and teachers were 3.41 and 3.38 respectively was Grants teachers autonomy in carrying out assigned tasks.

While both means were still interpreted as Greater Extent, the relatively lower ratings indicated that there may have been limited opportunities for teacher autonomy in implementing assigned responsibilities. This suggested that, despite overall positive perceptions of leadership, a more directive or centralized approach may have been present in task execution.

This finding had important implications for the dimension of idealized influence, which emphasizes trust, professional respect, and empowerment. The perception of reduced autonomy could reflect a potential gap in leader–teacher trust or in the delegation of responsibility, both of which are critical for fostering a high-performing and collaborative teaching culture (Kim & Tan, 2022). While strong role modeling is essential, transformational leaders are also expected to promote autonomy and confidence in their teams—an aspect that may not have been fully realized in this context.

Moreover, when teachers are not sufficiently empowered to apply their judgment and expertise in completing tasks, their sense of ownership, innovation, and initiative may be diminished (Ramos & del Mundo, 2023). The implication, therefore, was that school heads needed to further strengthen their trust in teacher professionalism by allowing greater flexibility and discretion in task implementation, especially for experienced educators. Doing so aligns with transformational leadership principles that aim to build a motivated, trusted, and self-directed teaching force.

Intellectual Simulation. This section presented the level of intellectual stimulation demonstrated by school heads, as perceived by the respondents. Intellectual stimulation referred to the ability of leaders to encourage innovation, critical thinking, and problem-solving among teachers. It involved challenging traditional practices, promoting reflective dialogue, and supporting the exploration of new teaching strategies and instructional methods. Through this leadership behavior, school heads inspired teachers to examine assumptions, embrace continuous improvement, and actively participate in the development of creative and effective solutions to instructional challenges. The findings in this section aimed to determine how effectively school leaders fostered a culture of professional inquiry and intellectual growth within the school environment. Table 14 shows the indicator, intellectual simulation, as perceived by the respondent groups.

As reflected in Table 14, the indicator that received the highest weighted mean from both school heads and teachers were 3.74 and 3.71 respectively was challenges teachers’ creativity and innovativeness especially in the teaching and learning process, these values, interpreted as with a Greater Extent. Indicated that school heads were perceived as actively encouraging teachers to engage in innovative practices and apply creative approaches in their instructional delivery.

This finding implied that school leaders successfully demonstrated a strong dimension of intellectual stimulation, a core aspect of transformational leadership.

Table 14. Intellectual Simulation

Intellectual Simulation	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
2. Provides teachers with books and other resources to support their professional development	3.41	0.34	Greater Extent	3.39	0.42	Greater Extent
Offers teachers opportunities to participate in	3.45	0.43	Greater Extent	3.88	0.43	Greater Extent

education and training programs.						
Allows teachers the freedom to express their views on policies in higher education.	3.47	0.38	Greater Extent	3.50	0.32	Greater Extent
Engages teachers in the evaluation of activities within higher education.	3.48	0.29	Greater Extent	3.20	0.36	Greater Extent
The head of the study program employs effective strategies for resolving complex problems.	3.35	0.35	Greater Extent	3.31	0.32	Greater Extent
Encourages teachers to apply creativity and innovation, particularly in the teaching and learning process.	3.74	0.35	Greater Extent	3.71	0.36	Greater Extent
Average Weighted Mean	3.48	0.36	Greater Extent	3.50	0.37	Greater Extent

By challenging teachers to go beyond conventional methods and think critically about their pedagogical strategies, school heads fostered a professional environment conducive to innovation, experimentation, and reflective practice (Lopez & Gutierrez, 2022). Such stimulation not only enhanced teacher engagement and instructional quality but also supported the adaptation of teaching methods to meet the diverse and evolving needs of learners.

Encouraging creativity and innovation also reflected a leadership culture that valued autonomy and professional growth, reinforcing teachers' confidence in exploring new ideas and contributing to school improvement efforts (Santos & Villanueva, 2023). The implication was that transformational leadership, when grounded in intellectual stimulation, played a significant role in developing a dynamic teaching workforce capable of addressing educational challenges with resourcefulness and initiative.

As reflected in Table 14, the indicator that received the lowest weighted mean from both school heads and teachers were 3.41 and 3.39 respectively was gives books or other references to teachers as a reference in self – development of teachers interpreted as Greater Extent.

Although these values were still interpreted as Greater Extent their relatively lower scores suggested that while school heads encouraged intellectual growth, the provision of concrete resources such as reading materials or reference tools may not have been as consistently emphasized or supported in practice.

This finding implied a potential gap in one of the key functions of intellectual stimulation, which is to provide access to diverse resources that support professional learning and reflective practice. The limited provision of reference materials may have constrained opportunities for teachers to independently explore new concepts, deepen content knowledge, or engage in self-directed development (Chua & Dizon, 2022). Without regular access to such resources, the capacity for

sustained professional innovation and scholarly engagement may be reduced, particularly in resource-challenged educational settings.

The implication was that transformational leaders must go beyond verbal encouragement and provide tangible support for continuous learning. Supplying books, research articles, and digital tools not only reinforces a culture of inquiry but also demonstrates the leader's investment in the intellectual advancement of their teachers (Garcia & Ramos, 2023). Strengthening this aspect of leadership could further enhance teacher autonomy, critical thinking, and instructional quality.

Individualized Consideration. This part presented the level of individualized consideration exhibited by school heads, as perceived by the respondents. Individualized consideration referred to the extent to which leaders attended to the unique needs, strengths, and aspirations of each teacher. It involved offering personal support, mentoring, encouragement, and professional development opportunities tailored to individual circumstances. Leaders who practiced individualized consideration recognized the diversity of their staff and provided differentiated guidance and attention to foster personal and professional growth. This section aimed to determine how school heads addressed the individual needs of teachers and created a supportive environment that cultivated trust, motivation, and continuous improvement. Table 15 shows the indicator, individualized consideration, as perceived by the respondent groups.

As reflected in Table 15, the indicator that received the highest weighted mean from both school heads and teachers were 3.84 and 3.81 respectively was Understands teachers' needs to ensure the smooth implementation of teaching and learning activities in the classroom., interpreted as with a Greater Extent indicated that school heads were highly attuned to the individual instructional needs of their teachers and actively supported them to ensure smooth and effective classroom operations.

This finding implied that school leaders demonstrated a strong application of individualized consideration, particularly in understanding the specific requirements of teachers to enhance teaching and learning processes. By being responsive to these needs, school heads reinforced a leadership culture grounded in empathy, attentiveness, and professional care. Such responsiveness likely fostered a climate of trust, where teachers felt seen, valued, and supported in their roles (Medel & Fajardo, 2021).

Table 15. Individualized Consideration

Individualized Consideration	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
3. Recognizes teachers' skills and expertise, offering praise and appreciation for their work and accomplishments.	3.49	0.38	Greater Extent	3.41	0.34	Greater Extent
Welcomes suggestions and seeks opinions regarding school leadership.	3.45	0.44	Greater Extent	3.44	0.42	Greater Extent
Implements or acts upon the suggestions provided.	3.45	0.38	Greater Extent	3.50	0.35	Greater Extent
Shows concern by	3.43	0.32	Greater Extent	3.41	0.34	Greater Extent

listening to teachers' complaints to promote mutual comfort.						
Provides personal guidance and training to teachers experiencing difficulties.	3.42	0.35	Greater Extent	3.31	0.32	Greater Extent
Understands teachers' needs to ensure the smooth implementation of teaching and learning activities in the classroom.	3.84	0.37	Greater Extent	3.81	0.38	Greater Extent
Average Weighted Mean	3.51	0.37	Greater Extent	3.48	0.36	Greater Extent

Additionally, this level of attentiveness to instructional flow had a positive impact on both teacher morale and student outcomes. When leaders addressed individual classroom concerns and instructional barriers, teachers were more empowered to focus on delivering high-quality lessons and adapting strategies that fit their learners' needs. As noted by Cruz and Ignacio (2022), transformational leaders who recognize and support teacher needs help cultivate a school environment that encourages innovation, collaboration, and sustained instructional effectiveness.

As reflected in Table 15, the indicator that received the lowest weighted mean from both school heads and teachers were 3.42 and 3.31 respectively was guides and trains teachers personally if they have problems, interpreted as Greater Extent. These comparatively lower scores implied that, while school heads generally provided individualized support, the degree of hands-on coaching and remedial guidance was less consistent than other forms of attention. Transformational leadership theory posits that personalized mentoring is critical for addressing specific teacher challenges and fostering professional growth (Lee & Santos, 2021). The data suggested a need for school heads to allocate more time and resources toward one-on-one problem solving, ensuring that teachers receive targeted assistance when encountering instructional difficulties.

Moreover, limited personal coaching can impede a teacher's confidence in experimenting with new strategies or responding to classroom issues autonomously (Mendoza & Torres, 2023). Without regular, direct guidance, teachers may feel insufficiently supported in overcoming obstacles, which can affect both their instructional efficacy and their willingness to engage in continuous improvement. This finding underscored the importance of embedding structured coaching sessions and peer-mentoring frameworks within the school's leadership practice to strengthen the individualized consideration dimension of transformational leadership.

Summary of Transformational Leadership. This section presented a summary of the levels of transformational leadership exhibited by school heads, as perceived by both teachers and school heads themselves. The summary was based on the four core dimensions of transformational leadership: inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. These dimensions collectively captured how school leaders inspired, guided, supported, and intellectually challenged their staff in pursuit of shared educational goals. By consolidating the mean ratings across all indicators, this section aimed to provide a comprehensive overview of the extent to which transformational leadership was demonstrated in the school context.

The findings served as a critical reference point for understanding leadership effectiveness and its implications for teacher performance, instructional quality, and overall school improvement.

As seen in Table 16, The results revealed that among the four transformational leadership indicators, individualized consideration obtained the highest overall weighted mean, indicating that it was the most strongly demonstrated dimension of leadership as perceived by both school heads and teachers. This suggested that school leaders were especially attentive to the individual needs, strengths, and circumstances of their staff, offering personal guidance, support, and encouragement tailored to specific professional development goals.

Table 16. Summary of Transformational Leadership

Transformational Leadership Indicator	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Inspirational Motivation	3.46	0.42	Greater Extent	3.46	0.38	Greater Extent
Idealized Influence	3.49	0.37	Greater Extent	3.48	0.36	Greater Extent
Intellectual Simulation	3.48	0.36	Greater Extent	3.50	0.37	Greater Extent
Individualized Consideration	3.51	0.37	Greater Extent	3.48	0.36	Greater Extent
Average Weighted Mean	3.49	0.38	Greater Extent	3.48	0.46	Greater Extent

This finding implied that transformational leadership in the observed school context was characterized by a strong culture of empathy and teacher-centered support. Such leadership behavior is vital in fostering trust, enhancing teacher morale, and promoting a positive working environment, all of which are key enablers of instructional quality and school performance (Calleja & Tuazon, 2021). When leaders invest in individualized mentoring and consistently recognize teachers' unique contributions and challenges, it leads to higher engagement, motivation, and a deeper commitment to school-wide goals (Lim & Alvarado, 2023).

Moreover, this emphasis on individualized support aligned with current leadership trends between 2021 and 2025, which increasingly recognized the importance of emotional intelligence, differentiated professional development, and relational leadership in navigating complex educational demands and teacher well-being. Therefore, the strong performance in this area not only reflected effective leadership but also underscored a foundation for sustained teacher growth, collaboration, and resilience in the face of evolving instructional challenges.

LEVEL OF TEACHER JOB PERFORMANCE

Teacher job performance is vital to ensuring quality education and improved learner outcomes. Key indicators of this performance include lesson planning, classroom management, and monitoring and evaluation. Effective lesson planning helps align instruction with learning goals and student needs. Good classroom management fosters a positive and productive learning environment. Monitoring and evaluation allow teachers to assess student progress and adjust strategies for better results.

Lesson Planning. Lesson planning is a fundamental aspect of effective teaching. It serves as a roadmap that guides teachers in delivering instruction aligned with learning objectives and curriculum standards. Well-prepared lesson plans help ensure that teaching is organized, purposeful, and responsive to student needs. They also allow teachers to manage time efficiently and

incorporate appropriate strategies and materials. Ultimately, effective lesson planning enhances student engagement and supports better learning outcomes.

Table 17. Lesson Planning

Lesson Planning Indicators	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
1. Teachers prepare well for lessons	3.34	0.34	Greater Extent	3.56	0.36	Greater Extent
Teachers teach at the level of their learners' competence and understanding	3.21	0.31	Moderate Extent	3.24	0.36	Moderate Extent
The use of teaching media is well planned	3.61	0.45	Greater Extent	3.65	0.41	Greater Extent
Teachers provide the right opportunities for learners to become competent learners	3.54	0.28	Greater Extent	3.37	0.35	Greater Extent
Teachers plan effectively to engage learners in their classes	3.36	0.25	Greater Extent	3.39	0.28	Greater Extent
Average Weighted Mean	3.41	0.33	Greater Extent	3.44	0.35	Greater Extent

Legend

3.26 – 4.00 Greater Extent

1.76 – 2.50 Lesser Extent

2.51 – 3.25 Moderate Extent

1.00 – 1.75 No Extent

As reflected in Table 17, the indicator that received the highest weighted mean from both school heads and teachers were 3.61 and 3.65 respectively was the use of teaching media is well planned, interpreted as with a Greater Extent. This indicated that both groups had recognized the importance of integrating well-planned teaching media into instructional delivery. It suggested a strong commitment to enhancing lesson effectiveness through the strategic use of tools and resources that supported diverse learning needs. The result also highlighted the value that had been placed on instructional preparedness and innovation in improving student engagement and learning outcomes. Therefore, continued support and training in the use of educational media had been seen as essential in sustaining and further strengthening this area of performance.

As seen in Table 17, the indicator that received the lowest weighted mean from both school heads and teachers were 3.21 and 3.24 respectively was Teachers teach at the level of their learners' competence and understanding. This suggested that instruction had not always been effectively tailored to the learners' actual levels of competence and understanding. Recent studies emphasized that aligning instruction with learners' needs is critical to achieving equitable and meaningful learning (Leithwood & Sun, 2022; Hallinger, 2021). The result implied a need for more effective

formative assessment practices and differentiated instruction strategies to bridge the gap between teaching and student learning levels. Strengthening this area through focused professional development and instructional coaching would likely enhance learner engagement and achievement.

Classroom Management. A key component of effective teaching and learning. It involves the strategies and practices teachers use to create an organized, respectful, and productive learning environment. Effective classroom management helps minimize disruptions, maximize instructional time, and promote positive student behavior. When teachers establish clear routines and expectations, students are more likely to stay engaged and focused. As a result, strong classroom management contributes significantly to improved learner outcomes and overall academic success. Table 18 showed one of the job performance indicator, classroom management.

Table 18. Classroom Management

Classroom Management Indicators	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
2. Teachers organize their assessment according to the school assessment policy	3.56	0.27	Greater Extent	3.52	0.24	Greater Extent
Seating arrangements are organized according to the purpose of the lesson	3.42	0.23	Greater Extent	3.36	0.23	Greater Extent
Assessment of learners' work is done regularly according to the planned schedule	3.22	0.39	Moderate Extent	3.21	0.34	Moderate Extent
Teachers use teaching time effectively	3.34	0.31	Greater Extent	3.40	0.21	Greater Extent
Average Weighted Mean	3.39	0.30	Greater Extent	3.37	0.26	Greater Extent

As reflected in Table 18, the indicator under classroom management that received the highest weighted mean from both school heads and teachers were 3.56 and 3.52 respectively was teachers organize their assessment according to the school assessment policy. This finding implied a strong alignment between teachers' classroom practices and the established school assessment guidelines, demonstrating their commitment to institutional standards. According to Ramirez and Santos (2022), aligning assessments with school policy ensured consistency, fairness, and reliability in grading practices. Furthermore, adherence to assessment protocols reflected effective classroom management and professional responsibility (Leithwood & Sun, 2022). Such alignment not only promoted transparency in evaluating learner performance but also fostered an environment of academic integrity and trust among stakeholders (Villanueva, 2023). Consequently, this may have contributed to improved learner outcomes and the overall effectiveness of instructional delivery (Hallingier, 2021).

As seen in Table 18, the indicator that received the lowest weighted mean from both school heads and teachers were 3.22 and 3.21 respectively was assessment of learners' work is done regularly according to the planned schedule. This finding implied that while teachers generally adhered to assessment guidelines, there were challenges in maintaining a consistent assessment schedule. This could have stemmed from factors such as time constraints, competing responsibilities, or the lack of systematic monitoring mechanisms (Del Rosario & Tan, 2023). According to Hallinger (2021), timely and regular assessment is essential for tracking student progress and informing instructional decisions. When this process is inconsistent, it may hinder learners' ability to receive timely feedback, potentially affecting their academic performance and motivation (Ramirez & Santos, 2022).

Monitoring and Evaluation. It plays a pivotal role in ensuring the quality, effectiveness, and accountability of educational programs and practices. As an essential component of educational leadership and school improvement, monitoring and evaluation provide systematic processes for tracking progress, assessing the impact of implemented strategies, and identifying areas for continuous development. Table 19 presents the indicator monitoring and evaluation for teacher job performance, as assessed by the respondent groups.

Table 19. Monitoring and Evaluation

Monitoring and Evaluation Indicators	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
3. The workbook of learners was regularly marked	3.36	0.36	Greater Extent	3.45	0.34	Greater Extent
The workbook of learners was signed by both teachers and parents	3.21	0.27	Moderate Extent	3.22	0.26	Moderate Extent
Teachers keep a record of marks obtained by learners and monitor their progress carefully	3.45	0.41	Greater Extent	3.52	0.39	Greater Extent
Teachers check school attendance of learners and assist that no learner falls behind	3.67	0.35	Greater Extent	3.61	0.34	Greater Extent
Average Weighted Mean	3.42	0.35	Greater Extent	3.45	0.33	Greater Extent

As reflected in Table 19, the indicator under monitoring and evaluation that received the highest weighted mean from both school heads and teachers were 3.67 and 3.61 respectively was teachers check school attendance of learners and assist that no learner falls behind. This finding implied a strong commitment among teachers to closely monitor learner participation and provide timely support to those at risk of falling behind. Consistent attendance tracking and proactive intervention

were essential strategies that contributed to improved learner retention and academic performance (Del Rosario & Tan, 2023). According to Hallinger (2021), regular monitoring of student engagement, particularly through attendance, serves as an early indicator of potential learning gaps. Teachers' efforts in following up on absences and offering remediation aligned with inclusive and learner-centered practices (Leithwood & Sun, 2022). Moreover, this practice demonstrated how monitoring systems, when effectively implemented, directly supported equity and ensured that all learners had access to continuous learning opportunities (Villanueva, 2024). These results highlighted the importance of embedding learner monitoring within the broader framework of school-based evaluation processes.

As seen in Table 19, the indicator that received the lowest weighted mean from both school heads and teachers were 3.21 and 3.22 respectively was the workbook of learners was signed by both teachers and parents, This finding implied a gap in the collaboration between home and school in terms of monitoring learner progress through workbooks or learning outputs. The relatively low ratings suggested that while teachers may have been consistently checking learners' outputs, parent engagement in this process was limited. According to Ramirez and Santos (2022), shared responsibility between teachers and parents is vital in reinforcing accountability and ensuring that learners receive adequate support both at school and at home. The lack of parent signatures could indicate communication gaps, workload challenges, or a limited understanding of the importance of this monitoring tool (Del Rosario & Tan, 2023). Hallinger (2021) emphasized that involving parents in routine academic monitoring not only strengthens the home-school partnership but also improves learner motivation and consistency. Therefore, this result underscored the need for strategies to strengthen parental involvement in monitoring systems, particularly in reinforcing learner accountability and engagement at home (Villanueva, 2024).

Summary on the Level of Teacher Job performance. The level of teacher job performance is a key determinant of educational quality and learner success. It encompasses a broad spectrum of professional responsibilities, including instructional planning, classroom delivery, learner assessment, classroom management, and collaboration with stakeholders. As the frontline implementers of the curriculum, teachers play a central role in ensuring that educational goals are effectively achieved. Evaluating teacher job performance helps identify both areas of strength and aspects that require professional support or development. Table 20 presents the consolidated data on the level of Teacher Job Performance.

As reflected in the table, monitoring and evaluation have the highest weighted mean of all the indicators of Teacher Job Performance. This result implied that teachers demonstrated a strong commitment to tracking learner progress, assessing instructional effectiveness, and ensuring accountability in the teaching-learning process. The high rating suggested that teachers consistently applied monitoring tools, conducted regular assessments, and made timely interventions to support learners' academic development (Villanueva, 2023).

Table 20. Summary on the Level of Teacher Job performance

Summary on the Level of Teacher Job performance	School Heads			Teachers		
	Weighted Mean	SD	Interpretation	Weighted Mean	SD	Interpretation
Lesson Planning	3.41	0.33	Greater Extent	3.44	0.35	Greater Extent
Classroom Management	3.39	0.30	Greater Extent	3.37	0.26	Greater Extent
Monitoring and Evaluation	3.42	0.35	Greater Extent	3.45	0.33	Greater Extent
Average Weighted Mean	3.41	0.33	Greater Extent	3.42	0.31	Greater Extent

According to Hallinger (2021), effective monitoring practices enable educators to make data-driven decisions that improve learning outcomes and teaching strategies. Moreover, Leithwood and Sun (2022) emphasized that strong performance in monitoring and evaluation reflects a teacher's ability to self-regulate and adapt instruction based on feedback and evidence. This finding highlighted the maturity of professional practices among teachers and their alignment with performance standards set by the Department of Education. It also underscored the importance of sustaining these efforts through continuous training and leadership support to maintain high levels of instructional quality and learner achievement.

SIGNIFICANT RELATIONSHIP

This section discussed the significant relationship.

Table 21 showed if a significant relationship exists between the school heads' Transformational leadership and teachers' job performance.

Table 21. Transformational Leadership and Teachers' Job performance

	Computed r – value	Critical p - value	Decision on Ho	Interpretatio n
Transformational Leadership and Teacher Job performance	2.28917	0.043876	Reject Ho	Significant

@ 0.05 level of significance

The computed r – value of 2.28917 and p-value of 0.043876 reveal a statistically significant positive relationship between Transformational Leadership and Teacher Job Performance at the 0.05 level of significance. Since the p-value is less than the critical value of 0.05, the null hypothesis is rejected, indicating that transformational leadership had a meaningful influence on how teachers performed their professional roles. The data suggest that as transformational leadership practices increased, teacher job performance also improved.

This significant correlation highlights the role of school heads and administrators in shaping a work environment that empowers, motivates, and supports teachers. Transformational leaders are known to inspire their staff, provide individualized support, communicate a clear vision, and encourage professional growth (Hallinger, 2021). These behaviors appear to be reflected in higher teacher performance levels, particularly in domains such as lesson planning, classroom management, and monitoring of learner progress.

Leithwood and Sun (2022) emphasized that transformational leadership is one of the most effective leadership styles in educational settings due to its ability to promote intrinsic motivation, build teacher capacity, and foster collective responsibility. The results of this study align with their findings, reinforcing the value of school leaders acting not just as managers but as mentors and change agents.

Additionally, the findings have practical implications for the Department of Education and school-based management. Embedding transformational leadership principles in leadership development programs could significantly enhance the performance of teaching staff, which, in turn, contributes to improved learner outcomes. Schools may also consider strengthening feedback mechanisms, promoting shared decision-making, and establishing a culture of recognition and support to sustain high performance levels.

The positive relationship between transformational leadership and teacher job performance underlines the importance of leadership style in promoting professional excellence in schools. By

cultivating transformational leadership qualities among school heads, education systems can create a more dynamic, collaborative, and results-oriented teaching force.

CHAPTER 3. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented a summary of the study, including its key findings, conclusions, and recommendations. The summary provided a brief recapitulation of the primary research problem and its sub-questions. The findings were derived from the analysis of the collected data and served as the foundation for the study's conclusions. These conclusions reflected interpretations drawn from the findings, offering insights into the study's implications. Finally, the recommendations were thoughtfully formulated based on the analyzed data, aiming to address the identified gaps and improve future practices.

SUMMARY

This study assessed the status of transformational leadership in relation to teachers' job performance at Basak Elementary School, North District, Mandaue City Division during School Year 2025–2026. The primary goal was to establish a basis for crafting a Transformational Leadership Plan to enhance instructional leadership and teacher performance.

The study specifically addressed several sub-problems. It first determined the demographic and professional profiles of the respondents. For school heads, this included age, gender, highest educational attainment, years in service, and relevant trainings. For teachers, the profile covered age, gender, civil status, highest educational attainment, years in service, performance ratings, and relevant trainings. It also evaluated the level of transformational leadership among school heads as perceived by both school heads and teachers. The dimensions examined were inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration.

It assessed the level of teachers' job performance based on the indicators of lesson planning, classroom management, and monitoring and evaluation.

The fourth objective sought to determine whether a significant relationship existed between transformational leadership and teacher job performance.

The study aimed to develop a Transformational Instructional Leadership Plan grounded in the findings, to address existing gaps and promote continuous improvement in school leadership and instructional practices.

FINDINGS

The following were the main findings.

The study found that both school heads were female and between the ages of 51 to 60 years old. Each held a master's degree, indicating a strong academic background aligned with leadership roles. However, there was a notable contrast in their years of service. One school head was newly appointed, just entering the role, while the other had 16 to 20 years of experience. This disparity in tenure suggested a wide range of leadership maturity and exposure, which may have influenced their effectiveness and styles in practicing transformational leadership.

In terms of training exposure, the two school heads also differed. One had participated in international-level training, while the other had attended training at the regional level. This variation in professional development experiences may have contributed to differing perspectives and competencies in applying transformational leadership strategies—particularly, the broader exposure potentially equipping the internationally trained leader with more diverse and innovative leadership practices.

The study revealed that most of the teacher respondents were between 31 to 40 years old, indicating a relatively young and dynamic workforce. Most of them were female and married, reflecting a common demographic profile in the teaching profession. In terms of academic qualifications, a significant number of the teachers were master's degree holders, suggesting a strong commitment to professional growth and higher education. Regarding their length of service, the majority had been in the teaching profession for 6 to 10 years, showing a moderate level of experience. Majority of the teachers received an Outstanding performance rating, reflecting a high level of competence and effectiveness in their roles. As for training, most of them had attended trainings at the division level, which may have contributed to their continued professional development and enhanced classroom performance.

The study revealed that all four dimensions of transformational leadership were perceived by the respondents to be practiced to a greater extent by the school heads. Inspirational motivation was evident, as school heads consistently inspired and encouraged their teachers toward achieving shared goals and maintaining a strong sense of purpose. Idealized influence was also observed, indicating that the school heads served as respected role models who upheld high ethical standards and earned the trust of their subordinates. Additionally, intellectual stimulation was practiced to a greater extent, as school heads promoted a culture of innovation, critical thinking, and openness to new ideas. Lastly, individualized consideration was likewise evident, with school heads demonstrating genuine concern for the individual needs and professional development of their teachers. These findings suggest that the school heads effectively embodied the core elements of transformational leadership within their instructional roles.

The study found that teachers' job performance, as perceived by the respondents, was carried out to a greater extent across all key indicators. In particular, lesson planning was observed to a greater extent, indicating that teachers consistently prepared structured and well-thought-out instructional plans aligned with learning objectives. Classroom management was also practiced to a greater extent, reflecting teachers' ability to maintain an organized, respectful, and conducive learning environment. Furthermore, monitoring and evaluation were likewise observed to a greater extent, demonstrating teachers' commitment to assessing student progress, identifying learning gaps, and using data to inform instruction. These findings suggest a strong overall performance among teachers in delivering effective and responsive instruction.

CONCLUSION

The study's findings indicate a significant relationship between the school heads' transformational leadership status and the teachers' job performance.

RECOMMENDATION

It is suggested that the Transformational Instructional Leadership Plan be employed, based on the conclusions drawn from the study's findings.

CHAPTER 4

OUTPUT OF THE STUDY

TRANSFORMATIONAL INSTRUCTIONAL LEADERSHIP PLAN

RATIONALE

In the ever-evolving landscape of education, the role of school leaders extends beyond administrative functions to becoming instructional leaders who inspire, influence, and transform. The Transformational Instructional Leadership Plan is grounded in the belief that effective leadership directly impacts teaching quality and learner outcomes. By embedding the core principles of transformational leadership—Idealized Influence, Inspirational Motivation, Intellectual

Stimulation, and Individualized Consideration—into instructional practices, school leaders can cultivate a dynamic, collaborative, and growth-oriented learning environment.

This Plan is designed to address the critical need for adaptive, visionary, and empowering leadership in schools. It acknowledges the shifting demands of 21st-century education that require leaders who are not only strategic but also empathetic mentors and role models. Transformational instructional leadership fosters a culture of continuous improvement, teacher empowerment, and student-centered learning by building strong professional relationships, encouraging innovative teaching strategies, and promoting a shared vision for school improvement.

Furthermore, the plan aligns with the Department of Education's thrust toward quality and inclusive education, as outlined in the Basic Education Development Plan (BEDP) and the Philippine Professional Standards for School Heads (PPSSH). By adopting this leadership model, school leaders are better positioned to guide teachers in achieving excellence in lesson planning, classroom management, assessment, and the holistic development of learners.

Ultimately, the Transformational Instructional Leadership Plan is a proactive response to the call for transformational change in education. It serves as a blueprint for school heads and instructional leaders to drive meaningful and sustainable reforms that uplift not only teaching practices but also the entire school community.

OBJECTIVES

1. To integrate transformational leadership principles into instructional supervision to improve teacher performance in lesson planning, classroom management, and learner assessment.
2. To cultivate a school culture of collaboration and innovation by inspiring and empowering teachers through shared vision, intellectual stimulation, and individualized support.
3. To align instructional leadership practices with national standards such as the Philippine Professional Standards for School Heads (PPSSH) and the Basic Education Development Plan (BEDP) to ensure quality and inclusive education.

PLAN OF IMPLEMENTATION

The implementation of the Transformational Instructional Leadership Plan shall follow a structured and collaborative approach, beginning with a comprehensive orientation and capacity-building program for school heads and teacher-leaders. This initial phase will focus on deepening their understanding of the four core components of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—and how these can be effectively applied in instructional supervision. Following this, school leaders will conduct instructional audits and performance assessments to identify strengths and areas for improvement among teaching staff. Based on the results, targeted coaching and mentoring sessions will be carried out, focusing on enhancing lesson planning, classroom management, and assessment practices.

To ensure sustainability, professional learning communities (PLCs) will be established within the school to foster collaboration, innovation, and peer support. These PLCs will serve as platforms for sharing best practices, co-developing instructional materials, and reflecting on teaching strategies aligned with the school's vision and goals. Monitoring and evaluation mechanisms will also be embedded in the implementation process, using tools such as classroom observations, performance review data, and feedback from stakeholders to assess progress and impact. Throughout the implementation, the plan will be aligned with existing DepEd frameworks including the Philippine Professional Standards for School Heads (PPSSH), the Results-Based Performance Management System (RPMS), and the Basic Education Development Plan (BEDP) to ensure coherence with national educational priorities. Regular reviews will be conducted to refine strategies and sustain a

transformative school culture that promotes instructional excellence and holistic learner development.

TRANSFORMATIONAL LEADERSHIP AND JOB PERFORMANCE INTEGRATION PLAN

Area of Concern	Objectives	Strategies	Description	Budget	Budget Source	Time Frame	Implementors	Evaluative Measures	Remarks
Vision and Goal Setting	To align school goals with teachers' growth and learners' achievement	Shared visioning workshops; mentoring sessions on goal-setting	School heads facilitate goal-setting; mentoring provided for teachers in crafting SMART goals	₱20,000	School MOOE / PTA	1st Quarter	School Head, Dept. Heads	Aligned SIP/AIP, teacher-developed goals	Coaching on how to translate goals into classroom practice
Instructional Leadership	To enhance teacher job performance through supervision	LAC sessions, coaching visits, post-observation conferences	Conduct classroom observations followed by mentoring dialogue; peer coaching in LAC	₱25,000	School MOOE / Division Support	Quarterly	School Head, Master Teachers	Improved lesson plans, pre/post-observation ratings	One-on-one coaching after each observation for targeted improvement
Professional Development	To strengthen competencies aligned with PPST	Trainings, seminars, INSET with mentoring follow-up	Capacity-building sessions with coaching clinics for application of skills	₱25,000	Division INSET Fund / Partners	Bi-annual	School Head, District Supervisor, MTs	Training evaluation, teaching portfolios	Mentoring groups assigned to sustain transfer of skills
Motivation and Recognition	To boost teacher morale and productivity	Recognition programs + mentoring on career growth	Awarding exemplary teachers; coaching sessions on career progression (promotion, RSP, etc.)	₱20,000	MOOE / LGU / Stakeholders	Quarterly / Year-End	School Head, HR Committee	Satisfaction survey, reduced absenteeism	Coaching on stress management and sustaining motivation
Collaboration and Teamwork	To build a collaborative school culture	PLCs, peer coaching cycles	Teachers work in PLCs for lesson study, action research; peer mentoring sessions	₱20,000	MOOE / External Grants	Throughout the year	Master Teachers, Teacher-Leaders	Lesson study outputs, peer evaluations	Peer-to-peer mentoring embedded in PLC meetings
Use of Data in Decision-Making	To improve evidence-based practice	Coaching on data interpretation; mentoring for data-driven instruction	School leaders coach teachers on using test results & performance appraisals for planning	₱20,000	School MOOE	Semesterly	School Head, M&E Team	Improved NAT scores, appraisal results	Coaching teachers in analyzing learner outcomes and adjusting strategies
Community Engagement	To strengthen stakeholder support	Mentoring on school-community relations; stakeholder meetings	Teachers receive coaching on communication and engagement strategies	₱20,000	PTA / LGU / NGO Support	Semi-annual	School Head, GPTA	Partnership agreements, me mii	Mentoring on sustaining partnerships and obilizing :sources

TRAINING RESOURCE PACKAGE

TRANSFORMATIONAL LEADERSHIP AND JOB PERFORMANCE WITH COACHING AND MENTORING

Rationale:

Transformational leadership strengthens teacher job performance by promoting shared vision, collaboration, and professional growth. To sustain school improvement, training must be paired with coaching and mentoring strategies that guide teachers in applying leadership principles into classroom practice. This TRP provides school leaders and teachers with structured sessions, resources, and follow-up mentoring. Furthermore, transformational leadership encourages teachers

to go beyond compliance with standards by inspiring commitment, innovation, and a deeper sense of purpose in their work. When leaders act as role models and motivators, they create an environment where teachers feel valued and empowered to continuously improve their practice. Coaching and mentoring serve as vital extensions of this leadership style, as they provide personalized guidance, constructive feedback, and support systems that enable teachers to translate theory into action.

Objectives:

- Explain the principles of transformational leadership.
- Link transformational leadership practices to improved teacher job performance.
- Apply coaching and mentoring strategies in their own school context.
- Develop action plans to integrate transformational leadership and mentoring into school improvement plans.

Training Design:

Day/Session	Topic	Objectives	Methodology	Materials	Time Allotment
Day 1 – Session 1	Transformational Leadership: Concepts and Dimensions	Define and discuss transformational leadership and its four dimensions (Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration)	Interactive lecture, group discussion	PPT slides, handouts	2 hours
Day 1 – Session 2	Job Performance and PPST Indicators	Identify key PPST domains affecting teacher job performance	Workshop, case study analysis	PPST framework, sample cases	2 hours
Day 2 – Session 3	Coaching and Mentoring for Teacher Growth	Demonstrate coaching and mentoring techniques to improve teaching practices	Role play, peer mentoring demo	Coaching guide, scenarios	3 hours
Day 2 – Session 4	Integration Workshop	Develop a school-based integration plan linking leadership, performance, and mentoring	Workshop, group work, presentations	Templates, manila paper, markers	3 hours
Day 3 – Session 5	Action Planning & Commitment	Craft school-level action plans and	Action planning, peer	Action plan template	2 hours

	Setting	personal commitment statements	feedback		
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IV. Session Guide (Example: Session 3 – Coaching and Mentoring for Teacher Growth)

- Input: Short lecture on coaching models (GROW, Peer Coaching)
- Activity: Role play – participants act as coach and teacher in post-observation feedback session
- Processing: Group shares insights on effective coaching behaviors
- Output: Each participant writes a mentoring plan for a colleague or teacher they will coach

V. Training Materials

- Handouts on transformational leadership principles
- PPST reference guide
- Coaching and mentoring toolkit (sample dialogue, feedback checklist, mentoring plan template)
- Action planning worksheet

VI. Evaluation Tools

- Pre/Post Test on leadership and job performance concepts
- Daily Reflection Journal for participants
- Post-Training Feedback Form on content, methodology, facilitators
- Follow-up Monitoring Tool to track mentoring implementation

VII. Coaching & Mentoring Plan (Post-Training)

- School Heads: provide monthly coaching to department heads/teachers
- Master Teachers: serve as peer mentors through Learning Action Cells (LACs)
- Monitoring: school-level mentoring logs submitted every quarter
- Evaluation: improvement in lesson observations, teacher self-assessments, and performance appraisal

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