



Examining School Heads' Transformational Leadership Practices And Teachers' Performance In Selected Medium-Sized Public Elementary Schools In Agusan Del Sur

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Abstract

This study examined the effects of school heads' transformational leadership practices, as perceived by elementary teachers, on teacher performance in selected medium-sized public elementary schools in Agusan del Sur. A convergent parallel mixed-methods design was used, combining quantitative analysis of the demographic profile, transformational leadership practices, and IPCRF-based performance of 125 elementary teachers with qualitative cross-case analysis involving 15 school heads and 15 teachers from selected schools. Data were gathered using an adapted Transformational Leadership Scale, demographic questionnaire, IPCRF ratings for School Year 2024–2025, and semi-structured interviews. Findings showed that school heads' transformational leadership practices were rated Very High in vision building, individualized consideration, intellectual stimulation, and innovative climate. Teachers' IPCRF-based performance was generally Very Satisfactory, with respondents distributed between Outstanding and Very Satisfactory categories. No significant differences were found in leadership practices and teacher performance when grouped according to teacher profile. Spearman rho results showed significant but negligible positive relationships between each transformational leadership dimension and teacher performance. Qualitative findings revealed that school heads influenced teacher performance through professional development support, instructional monitoring, technical guidance, recognition, relational support, performance guidance, and school climate-building. However, administrative workload, time pressure, overlapping responsibilities, and limited mentoring opportunities reduced the depth of leadership influence. Based on the findings, a leadership enhancement program was proposed to strengthen coaching and mentoring, developmental supervision, relational leadership, performance guidance, workload management, and school climate-building.

Keywords: transformational leadership; teacher performance; IPCRF; school heads; leadership enhancement program; mixed methods; Agusan del Sur

Introduction

Educational leadership is widely recognized as a critical factor in strengthening the quality of basic education. It provides direction for school improvement, supports teacher motivation, and creates conditions for better instructional performance (Mincu, 2022; UNESCO, 2021). In global scholarship, transformational leadership has been associated with innovation, teacher development, positive school culture, and improved learning outcomes because it emphasizes shared vision, professional support, reflective practice, and commitment to organizational goals (Heenan et al., 2023; Welson, 2024).

Transformational leadership is particularly relevant in school settings because school heads are expected not only to manage administrative operations but also to guide teachers toward instructional excellence. Studies show that transformational leaders strengthen organizational culture, promote teacher well-being,

and support professional commitment across different educational contexts (Litz, 2021; Mincu, 2022; Yin, 2024). School leaders who inspire, support, and guide teachers contribute to a culture where teachers are encouraged to improve their practice and participate actively in school development (Plaku & Leka, 2025).

In the Philippine basic education system, the legal foundation for examining school leadership and teacher performance is anchored on several policy issuances. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, establishes authority, accountability, and shared governance in basic education. Republic Act No. 11713, or the Excellence in Teacher Education Act, strengthens teacher education and professional development for teachers and school leaders. DepEd Order No. 24, s. 2020 adopts the Philippine Professional Standards for School Heads (PPSSH), which sets expectations for strategic leadership, school operations, teaching and learning, development of self and others, and building connections. These policy bases directly support the study's focus on school heads' leadership practices and their influence on teacher performance.

Teacher performance is also legally and administratively connected to the Results-Based Performance Management System (RPMS) of the Department of Education. DepEd Order No. 2, s. 2015 provides the guidelines for the establishment and implementation of RPMS in DepEd and aligns personnel performance with the Civil Service Commission's Strategic Performance Management System (SPMS). Within this system, the Individual Performance Commitment and Review Form (IPCRF) serves as a structured mechanism for planning, monitoring, reviewing, and developing teacher performance. DepEd Order No. 7, s. 2023 further reinforces merit, competence, transparency, and accountability in personnel actions, thereby supporting the broader competency-based human resource framework within which teacher performance is assessed. The PPSSH is therefore not only a professional framework but also a policy-based reference for school leadership in the Philippines. Its domains are consistent with transformational leadership practices because school heads are expected to lead strategically, support teachers' professional growth, strengthen instruction, and build school-community partnerships. These functions are closely related to the transformational dimensions examined in this study, namely vision building, individualized consideration, intellectual stimulation, and innovative climate.

Empirical studies in the Philippines have reported that school heads' transformational leadership practices are associated with teacher motivation, satisfaction, empowerment, and work performance. In Valencia City, effective leadership practices such as strategic planning, instructional support, and relationship building were associated with higher levels of teacher performance (Sagragao et al., 2025). In Compostela West District, principals' transformational leadership practices were linked with very satisfactory IPCRF ratings, showing that leadership behaviors may be reflected in measurable performance outcomes (Bulac & Villocino, 2024).

Local evidence also supports the need to examine leadership and teacher performance in Agusan del Sur. Montero (2025) found that school leaders' strategic leadership and staff development significantly predicted teacher performance, suggesting that school-based leadership may contribute to instructional effectiveness. Related findings from Northern Samar, Bacolod City, and the Davao Region also showed that transformational leadership practices may strengthen teacher self-efficacy, motivation, empowerment, and organizational commitment (Ampler & Guhao, 2024; De Jesus, 2025; Esogon et al., 2024).

Despite these positive findings, school heads continue to experience contextual challenges that may limit the full influence of leadership on teacher performance. Administrative demands, instructional supervision responsibilities, resource constraints, and the needs of geographically isolated or Indigenous Peoples communities require school heads to exercise responsive and evidence-based leadership (Saro et al., 2025). In Agusan del Sur, the reported low passing rate in the 2022 National Qualifying Examination for School Heads also indicates the need to strengthen leadership competencies that may affect teacher support, instructional supervision, and school performance.

The present study is also aligned with Sustainable Development Goal 4 on quality education, particularly in promoting effective teaching, professional growth, and school improvement. By examining transformational leadership practices and IPCRF-based teacher performance, the study provides evidence that may inform leadership enhancement initiatives in medium-sized public elementary schools.

Although several studies have examined transformational leadership and teacher performance, limited contextual evidence is available on how these variables operate in selected medium-sized public elementary schools in Agusan del Sur. This study therefore examined the transformational leadership practices of school

heads and their relationship with teachers' IPCRF-based performance. The results are intended to provide technical inputs for strengthening school leadership, improving instructional support, and developing a context-responsive leadership enhancement program.

Review of Literature and Studies

This section presents literature and studies on transformational leadership and teacher performance. The review is organized from broader international evidence to Asian and South Asian studies, followed by Philippine and local studies, to establish the conceptual, empirical, and contextual basis of the present investigation.

Educational leadership has been widely examined in relation to teacher well-being, instructional performance, and school improvement. Shah (2022) emphasized that credentials alone do not guarantee leadership effectiveness; practical competence, interpersonal skill, and professional judgment are also necessary. Alexopoulos (2023) likewise noted that school leaders' socio-economic and organizational contexts may influence their capacity to respond to school demands.

Transformational leadership has been linked with teacher well-being and professional commitment. Meidelina et al. (2023) found a positive relationship between transformational leadership and teacher well-being through behaviors such as idealized influence, inspirational motivation, and individualized consideration. Akdere and Acheson (2022) also emphasized the importance of intercultural competence in diverse learning environments, suggesting that inclusive leadership can support teacher performance.

In relation to school improvement, Andriadi and Sulistiyo (2024) reported that instructional leadership improves teacher performance through structured support, while transformational leadership strengthens motivation, satisfaction, and achievement. Their review suggests that the integration of transformational and instructional leadership practices may generate stronger teacher and student outcomes.

Studies from Africa show that leadership affects teacher performance, morale, and professional development. Adarkwah and Zeyuan (2020) reported that principals in Ghana demonstrated transformational leadership, although teacher motivation remained a continuing concern. Akram (2022) emphasized the importance of continuous professional development, while Akpalu et al. (2025) found that adherence to professional standards enhanced teacher performance. Memela and Ramrathan (2022) further showed that clear goals, support, and resource management improved teacher confidence and student achievement.

Other African studies highlight the negative effect of weak instructional leadership. Chabalala and Naidoo (2021) found that weak curriculum leadership affects teaching performance and curriculum delivery, while Terfasa and Kidane (2025) reported that inadequate leadership preparation may result in inconsistent leadership practices, teacher frustration, and uneven student outcomes.

European studies also support the relationship between school leadership and teacher outcomes. Constantinou et al. (2025) found that transformational and transactional leadership positively influenced perceptions of principal effectiveness. Menge and Gerick (2025) reported that transformational leadership predicted teacher well-being, job satisfaction, and reduced exhaustion. Kutsyuruba and Bezzina (2024) further emphasized the role of school leaders in mentoring and supporting newly qualified teachers.

Evidence from other global contexts also confirms the value of transformational leadership. Boudreaux (2024) indicated that weak leadership may hinder equity-centered practices in schools. Alzoraiki et al. (2023) found that transformational leadership dimensions, particularly idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, improved teacher outcomes through motivation and collaboration. Daud (2021) also emphasized that self-leadership supports ethical decision-making, resilience, and effective leadership practice.

Studies in Middle Eastern and Asian contexts likewise affirm the influence of school leadership on teaching performance. Al-Mahdy et al. (2022) found that leadership effectiveness was reflected in improved instructional practices, while Hsieh et al. (2022) reported that instructional leadership significantly improved teaching quality. Kusumaningrum et al. (2025) found that teachers' perceptions of school leadership were strongly correlated with teaching performance outcomes in Indonesia.

Transformational leadership also strengthens work engagement and organizational commitment. Arifin et al. (2014) found that organizational culture and transformational leadership improved work engagement, which in turn enhanced teacher performance. Kriswanto and Santosa (2025) similarly reported that transformational leadership strengthened intrinsic motivation, job satisfaction, and organizational commitment, thereby improving instructional quality.

In higher education contexts, transformational leadership has also been found to influence teacher performance. Kou, Wang, and Jiang (2024) reported that transformational leadership improved teachers' perceptions of school obligations and expectations, which contributed to better teaching performance. Luo and Huang (2023) found that inclusive leadership promoted collaboration and supportive work environments among teachers.

Other studies also show that sustained leadership development enhances mentoring and teacher growth. Gu and Zhang (2025) found that leadership practices influenced professional learning communities, while Bildag and Pilli (2024) reported that transformational leadership was positively linked to informal communication and productivity.

Studies from South and Southeast Asia provide additional evidence before considering the Philippine context. In Malaysia, Siraj et al. (2022) found that transformational leadership, particularly clear vision and continuous teacher support, affected teacher motivation and professional development. Gultom, Baharuddin, and Fibriasari (2021) reported a significant relationship between leadership styles and school performance in Medan, Indonesia. Roesminingsih and Windasari (2025) also found that transformational leadership strengthened teacher engagement in professional learning communities through intellectual stimulation and collaboration.

In Indonesia and nearby Asian countries, transformational leadership was consistently linked with supportive school environments and teacher performance. Puruwita et al. (2022) proposed a localized instructional leadership framework focusing on goal setting, program management, and teacher development. Virgana and Fitriani (2025) found that transformational leadership, self-efficacy, and supportive work environments influenced job satisfaction and teacher performance. Hidayat and Patras (2024) and Nadrah (2023) also showed that transformational leadership combined with positive school climate enhanced teacher self-efficacy and innovation.

South Asian and Middle Eastern studies likewise show that leadership style affects teacher morale and performance. Khan and Uzair-ul-Hassan (2021) found that autocratic leadership negatively affected morale in Pakistani schools. Ather and Awan (2021) found that transformational leadership and knowledge management influenced teaching performance more than transactional leadership. In the United Arab Emirates, Hadijah (2024) reported that transformational leadership increased motivation, while other leadership styles supported efficiency and community building.

Meanwhile, Philippine literature provides a more direct basis for the present study. Torres et al. (2024) found that transformational leadership fostered teacher motivation, professional growth, and innovation. Arambala (2025) identified core leadership competencies for school heads, including teaching and learning, school management, and responsiveness to school disruptions. Martinez and Pepito (2024) emphasized collaborative decision-making, strategic resource management, and participatory governance as leadership practices that enhance teacher engagement.

Philippine studies further show that effective leadership practices are related to teacher performance. Estrada and Dasig (2025) indicated that visionary, participative, and instructional school heads foster motivation and collaboration. Aquino et al. (2021) highlighted the influence of planning and organizational skills on teacher relations and performance. Barlis (2023) showed how transformational leadership inspires change through vision and collaboration, while Dellomas and Deri (2022) reported that communication, supervision, and recognition improved teacher confidence and openness to new strategies.

Localized Philippine studies also demonstrate how leadership practices operate in different school contexts. Sangutan et al. (2025) found in Eastern Samar that transformational leadership had the strongest positive effect compared with transactional and laissez-faire styles. Aquino (2023) emphasized innovation, accountability, and feedback mechanisms through LAC sessions. Paladio (2024) found that school heads in Masbate City were strong in vision, planning, and program design but needed improvement in monitoring and evaluation. Clemente (2025) also reported differences between school heads' self-ratings and teachers' perceptions of digital leadership competence.

Other Philippine findings are consistent with these results. De Jesus (2025) reported that transformational leadership, especially inspirational motivation, enhanced teachers' self-efficacy in Northern Samar. Jabonillo (2022) found that collaborative leadership strengthened school culture in Bohol. Karim and Matiman (2025) reported that transformational and democratic leadership promoted collaboration and growth, while Feratero (2025), Naguit (2024), and Cabillar (2024) affirmed that leadership practices such as feedback, lesson review,

engagement, and collaboration improved instructional quality and teacher commitment.

Studies focusing on human-centered leadership also support the present inquiry. Santos and Villanueva (2022) found that empathy, listening, and shared decision-making built trust and satisfaction among teachers. Angtud et al. (2022) showed that servant leadership enhanced morale, trust, and belonging. Bulac and Villocino (2024) further demonstrated that principals' transformational leadership was associated with very satisfactory IPCRF ratings, showing how leadership behavior may be reflected in measurable teacher outcomes.

In Agusan del Sur, Montero (2025) found that school heads who performed well in PPSSH domains, particularly developing self and others and managing operations, enhanced teacher satisfaction and instructional effectiveness. Saro et al. (2025) also reported that school leaders in Indigenous Peoples communities encountered unclear policies, infrastructure constraints, and cultural considerations that require responsive and context-sensitive governance.

The reviewed literature establishes that transformational leadership is a significant framework for understanding teacher performance. International and Asian studies show its influence on motivation, well-being, collaboration, and instructional quality, while Philippine and local studies demonstrate its relevance to teacher performance and IPCRF-related outcomes. These findings provide the empirical foundation for examining school heads' transformational leadership practices and teacher performance in selected medium-sized public elementary schools in Agusan del Sur.

Theoretical and Conceptual Framework

This study was based on Transformational Leadership Theory, as conceptualized by Bernard Bass (1985). Bass (1985) expanded this framework by identifying measurable dimensions of transformational leadership and its psychological impact on followers. This theory postulates that transformational leaders build trust and admiration, motivating individuals to exceed expectations by offering a compelling mission and fostering a sense of belonging. It has four key components in his theory which are: individualized consideration (personalized support and mentorship), intellectual stimulation (encouraging creativity and critical thinking), inspirational motivation (articulating a meaningful and optimistic vision), and idealized influence (modeling integrity and earning respect). The theory is considered as relevant in this study because school heads are viewed as not only administrators but also visionaries who have direct impact on the professional culture and instructional direction of their schools. The essence of transformational leadership is its capacity to build and communicate a clear and morally grounded vision that aligns the goals of school with the daily practices of school heads.

Transformational leaders also demonstrated a deep commitment to the growth and well-being of their team members and recognize the unique strengths, needs, and aspirations of each teacher with support and encouragement that fosters both personal and professional development. The individualized consideration also creates a culture of empathy and trust, where teachers feel valued and empowered to take initiative, leading to higher levels of job satisfaction, motivation, and instructional engagement (Bass, 1985). Another essential aspect of transformational leadership is intellectual stimulation. Leaders who embody this dimension challenge existing assumptions, encourage innovation, and promote reflective practice. In schools, this means creating an environment where teachers are not only permitted but encouraged to experiment with new teaching strategies, engage in critical dialogue, and contribute to curriculum development. Such a culture of inquiry supports continuous learning and adaptive problem-solving, which are crucial in navigating the complexities of modern education (Burns, 1978).

Transformational leaders also cultivate an atmosphere of optimism and enthusiasm through what is often referred to as inspirational motivation or the creation of an innovative climate. This involves fostering a sense of collective efficacy, celebrating achievements, and reinforcing the belief that meaningful change is possible. In resource-constrained environments such as rural public schools, this dimension becomes especially vital, as it helps sustain morale and drive progress despite systemic limitations (Bass, 1985; Burns, 1978). In this study, Transformational Leadership Theory functions as both a conceptual lens and a practical guide for analyzing how school heads' behaviors influence teacher performance. Each leadership dimension is operationalized through survey indicators and interview prompts, allowing the theory to shape both the measurement and interpretation of results. The theory informs the construction of the independent variable in the conceptual framework. The four dimensions (vision building, individualized consideration, intellectual

stimulation, and innovative climate) serve as the basis for assessing school heads' practices. These dimensions are hypothesized to influence the dependent variable, teacher performance, as measured by the Individual Performance Commitment and Review Form (IPCRF).

To support the conceptual framework of the study, the researcher drawn on Albert Bandura's Social Cognitive Theory (1986), which highlights the reciprocal interaction among personal, behavioral, and environmental factors. Central to this theory is the concept of self-efficacy, an individual's belief in their ability to succeed. The theory of Bandura (1977) also posits that, self-efficacy influences motivation, resilience, and performance outcomes. In the context of school leadership, principals or school heads who improves teacher confidence and performance through providing professional support, and fostering inclusive environments may contribute to higher levels of teacher self-efficacy, satisfaction, and instructional effectiveness (Schunk & DiBenedetto, 2023). The second supporting theory is Frederick Herzberg's Two-Factor Theory of Motivation (1959), which distinguishes between hygiene factors, such as salary, working conditions, and policies, and motivators, including recognition, achievement, and opportunities for growth. Herzberg argues that while hygiene factors prevent dissatisfaction, true motivation arises from intrinsic elements that foster engagement and performance. Transformational leadership practices, such as individualized consideration and professional development, directly address these motivators, enhancing teacher satisfaction and commitment. This theory provides a psychological lens to understand how leadership behaviors translate into teacher motivation and performance outcomes.

In operationalizing this framework, the researcher anchored it on the dynamic relationships among school heads' transformational leadership practices, teachers' demographic profile, and teachers' performance, as depicted in Figure 1. The independent variable is the transformational leadership practices of school heads as perceived by elementary teachers, categorized into four dimensions: vision building, individualized consideration, intellectual stimulation, and innovative climate. These practices are hypothesized to influence the dependent variable, which is the teachers' performance of elementary teachers, measured through the IPCRF for School Year 2024–2025. This also includes the moderating variable, which is the teachers' demographic profile, including sex, age, educational attainment, length of service, and monthly income. This variable was expected to affect the strength or direction of the relationship between perceived leadership practices and teacher performance. The framework also incorporated a qualitative strand, which allowed the researcher to explore teachers' lived experiences and perceptions of how their school heads' leadership practices influence their professional performance.

These insights were gathered through semi-structured interviews and analyzed thematically to enrich the interpretation of quantitative findings. The researcher conceptualized that transformational school leadership enhances teacher performance, moderated by demographics, and enriched by qualitative insights. Integrating these strands would inform a localized Leadership Enhancement Program aligned with PPSSH, designed to strengthen school heads' strategic capacity, teacher development, and instructional excellence in Agusan del Sur.

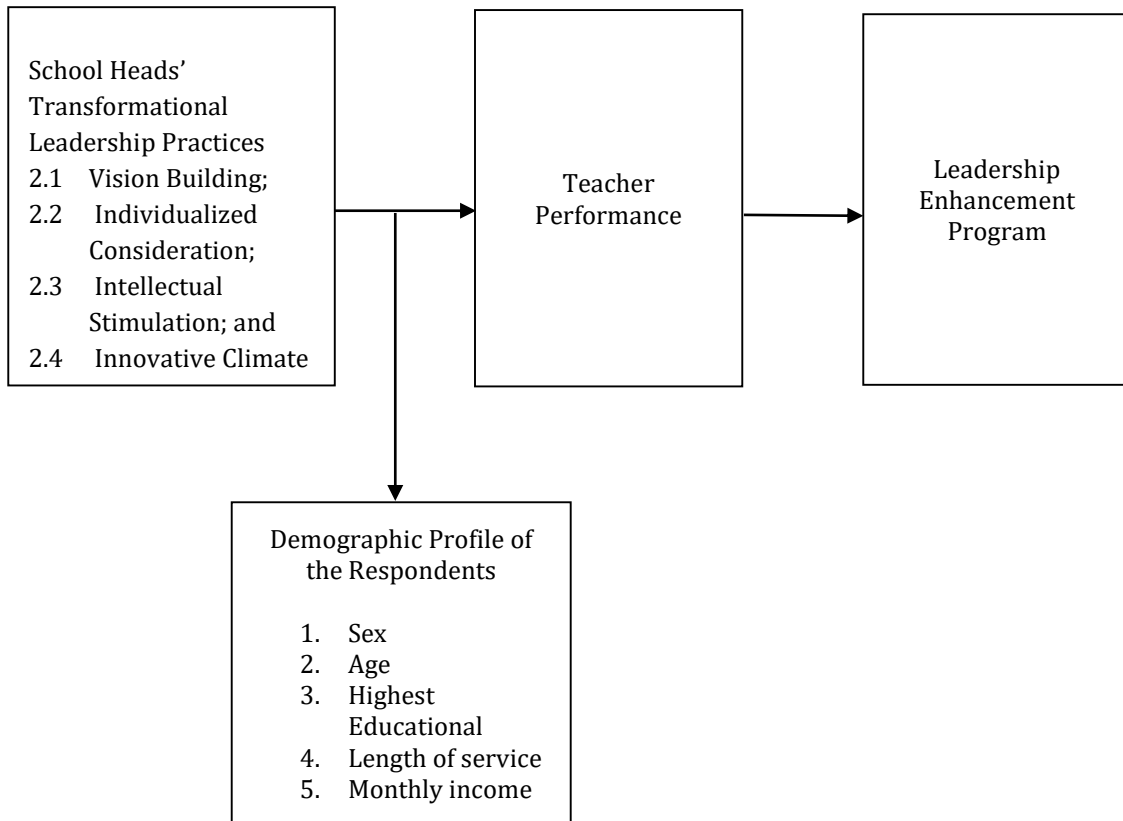


Figure 1. Schematic Diagram of the study.

Statement of the Problem

The study aimed to examine the effects between school heads' transformational leadership practices perceived by elementary teachers on their teachers' performance in selected medium-sized public elementary schools in Agusan del Sur.

Specifically, the study also sought to answer the following questions:

1. What is the demographic profile of the teacher-respondents in terms of:
 - 1.1 Sex;
 - 1.2 Age;
 - 1.3 Length of Service;
 - 1.4 Monthly Income; and
 - 1.5 Highest Educational Attainment?
2. What is the level of transformational leadership practices of school heads as perceived by the teacher-respondents as to:
 - 2.1 Vision Building;
 - 2.2 Individualized Consideration;
 - 2.3 Intellectual Stimulation; and
 - 2.4 Innovative Climate?
3. Is there a significant difference in the level of transformational leadership practices when grouped according to profile?
4. What is the level of teachers' performance based on IPCRF of elementary teachers in selected medium-sized public elementary schools Agusan del Sur?
5. Is there a significant difference on the teacher performance when grouped according to profile?

6. Is there a significant relationship between the level of transformational leadership practices of school heads and level of teacher performance based on IPCRF (Individual Performance Commitment and Review Form) 2024-2025 in selected medium-sized public elementary schools in Agusan del Sur?
7. How do school heads influence the teacher performance?
8. Based on the finding, what additional inputs to the leadership enhancement program can be recommended?

Hypotheses

- H₀₁: There is no significant differences in the level of transformational leadership practices when grouped according to profile.
- H₀₂: There is no significant difference on the teacher performance when grouped according to profile.
- H₀₃: There is no significant relationship between the level of transformational leadership practices of school heads as perceived by elementary teachers and their level of teachers' performance based on IPCRF (Individual Performance Commitment and Review Form) 2024-2025.

Significance of the study

This study was expected to provide insights valuable to the following beneficiaries.

Students. The students from elementary grade, particularly from the medium-sized schools in Agusan del Sur are considered as the ultimate beneficiaries of the study as they may improve classroom practices and school climate, which would contribute to better learning outcomes.

Teachers. The results of the study would contribute to elementary teachers, through providing them information that show how their school heads' leadership practices may affect their teaching motivation, instructional delivery, and professional growth. They may also use these insights to better understand the leadership factors shaping their work environment and professional experiences.

School Heads. The findings would also help school heads, particularly in the medium-sized public elementary schools in Agusan del Sur in identifying which leadership dimensions /such as vision building, individualized consideration, and intellectual stimulation are most associated with teacher performance. This empirical evidence would help school heads reflect on their practices and recognize areas for improvement.

Parents. The findings would provide awareness of the leadership and instructional conditions that influence their children's learning. This understanding may encourage parents to appreciate the role of leadership in shaping educational outcomes.

Department of Education Division of Agusan del Sur. The findings would provide localized evidence on how school heads' transformational leadership practices influence teacher performance. These insights could support the implementation of Republic Act No. 10533 and DepEd Order No. 24, s. 2020 by clarifying leadership dimensions most relevant to instructional quality.

Local Government Units (LGUs). The results would also highlight leadership gaps and resource needs in basic education. Such evidence can guide LGUs in understanding where schools face challenges, helping them consider more responsive support strategies.

Future Researchers. The study would serve as a reference for future investigations on leadership and teacher performance. It offers localized evidence that can be used for comparative studies, expanded theoretical models, or further exploration of emerging leadership frameworks.

Definition of Terms

The following terms are defined based on its operational use in the study.

Educational Attainment. It is the highest academic qualification completed by the school head, categorized into levels such as bachelor's degree, master's units, master's degree, and doctorate. This is reported in the demographic profile and analyzed in relation to leadership practices and teacher performance.

Individualized Consideration. It describes the school head's attentiveness to the unique needs, strengths, and aspirations of individual teachers. It encompasses mentoring, emotional support, differentiated professional development, and recognition of contributions. This is assessed through indicators that capture how leaders provide personalized support and cultivate a culture of empathy and growth.

Innovative Climate. This represents the overall atmosphere of creativity, optimism, and collective efficacy fostered by the school head. It includes celebrating achievements, encouraging collaboration, and

enabling conditions for experimentation and risk-taking. This is explored through items that reflect how leaders build morale, promote teamwork, and sustain a culture of innovation, especially in resource-constrained settings.

Intellectual Stimulation. The ability of school heads to challenge assumptions, promote innovation, and encourage reflective practice. It emphasizes creating an environment where teachers are empowered to experiment with instructional strategies and engage in critical dialogue. The study measures this through responses that indicate how leaders foster inquiry and support pedagogical creativity.

IPCRF (Individual Performance Commitment and Review Form). A standardized tool used by the Department of Education to evaluate school personnel performance. It reflects accountability, goal-setting, and performance monitoring. In this study, it is used to assess teacher performance and validate the influence of leadership practices.

Length of Service. This indicates the total number of years the elementary teacher served in the education sector. This is reported in the demographic profile and examined as a factor that may influence leadership effectiveness.

Medium-Sized Public Elementary School. This refers to the public elementary schools in Agusan del Sur that is composed of 200-500 pupils.

PPSSH (Philippine Professional Standards for School Heads). PPSSH stands for the Philippine Professional Standards for School Heads. This is about the competency framework that DepEd made to help with the development of school leaders. It also lists the areas and strands that make up good school leadership. In this study, it is the basis for making surveys and judging performance (DepEd, 2020).

Teacher's Performance. This refers to the quality and effectiveness of how a teacher work in facilitating student learning, classroom practices, among others. This is measured through their IPCRF rating or Individual Performance Commitment and Review Form

Transformational Leadership. It consists of four domains, namely vision building, individualized consideration, intellectual stimulation, and innovative climate, which describe leadership practices that inspire, support, and elevate teacher performance. These domains are examined through a structured survey and qualitative interviews to understand how leadership manifests in school settings.

Vision Building. A leadership dimension that involves articulating a compelling and morally grounded direction for the school. It includes aligning institutional goals with daily practices and inspiring collective commitment among teachers and stakeholders. In this study, it is examined through survey items that reflect how school heads communicate vision, set strategic goals, and foster shared ownership of school improvement efforts.

Methodology

Research Design

The study adopted a convergent parallel mixed-method design, which involved the separate collection and analysis of quantitative and qualitative data, followed by integration during interpretation. The quantitative strand used descriptive-correlational analysis to determine the relationship between school heads' transformational leadership practices and teacher performance. The qualitative strand used semi-structured interviews to generate deeper explanations of how leadership practices influenced teachers' professional experiences and performance.

Research Respondents

The respondents of the study were public elementary teachers and school heads from five municipalities in Agusan del Sur, namely Bunawan, San Luis, La Paz, San Francisco, and Sibagat. These municipalities were selected through a crisscrossing strategy to ensure representation of central, rural/interior, and IP/upland school contexts where applicable. The selection was based on current official school data obtained from the Department of Education-Division of Agusan del SuR. Based on these records, the total population consisted of 15 school heads and 125 elementary teachers.

For the quantitative strand, a purposive sampling was used to select respondents who had sufficient exposure to the leadership practices of their school heads. The qualified teacher-respondents are licensed

elementary teachers, actively assigned in the selected schools, had served in the same school for a reasonable period, and were willing to participate. School head-respondents were also included if they were currently designated as principal or head teacher, had served in the selected school long enough to establish leadership practices, and were willing to participate. These criteria ensured that both groups could provide informed and credible responses.

Table 1: Distribution of Population of School Heads and Elementary Teachers

Municipality	Name of School	Number of Teachers	Number of School Heads
Bunawan	Hubang ES	9	1
	Kalingayan ES	10	1
	Singan ES	7	1
San Luis	Cecilia ES	9	1
	DOP BALIT IP School (IPA)	7	1
	Nuevo Trabajo ES	8	1
La Paz	Sagunto ES	7	1
	Taga-Ilog ES	8	1
	Kimondo ES	7	1
San Francisco	Sta. Ana ES	9	1
	Tagapua ES	10	1
	Lucac ES	8	1
Sibagat	El Rio ES	10	1
	Ilihan ES	9	1
	Mahayahay ES	8	1
TOTAL		125	15

For the qualitative strand, a multiple case study approach was applied using a proportionate ratio of 1:1, selecting 1 school head and 1 elementary teacher as representatives per school from the five municipalities, totaling 15 school heads and 15 elementary teachers as key participants who met the criteria.

Table 2: Criteria for Qualitative Participants

Participant	Criteria
School Heads	Currently designated as principal/head teacher; sufficient tenure in school; willing to participate
Teachers	Licensed elementary teacher; reasonable length of service in same school; willing to participate

Within each case, the selected school head and teacher-participant were interviewed to explore their experiences and perceptions of transformational leadership. This procedure provided contextual depth and supported the credibility of the qualitative strand.

Research Locale

The study was conducted in the province of Agusan del Sur, which has a land area of approximately 9,989.52 square kilometers and a population of 739,367 based on the 2020 Census, accounting for 26.36% of the total population of the Caraga Region. Agusan del Sur has 13 municipalities and one component city, with 314 barangays (PhilAtlas, n.d.). The selected research sites were fifteen medium-sized public elementary

schools located in Bunawan, San Luis, La Paz, San Francisco, and Sibagat under the Department of Education-Division of Agusan del Sur.

Based on current official records from the Department of Education-Division of Agusan del Sur Planning Office for School Year 2025-2026, the selected schools were classified as medium-sized because they had 200 to 500 pupils. In Bunawan, the participating schools were Hubang Elementary School (School ID: 131654) with 223 pupils, Kalingayan Elementary School (School ID: 131656) with 293 pupils, and Singanan Elementary School (School ID: 212013) with 266 pupils. In San Luis, the schools were Cecilia ES (School ID: 131940) with 202 pupils, DOP BALIT IP School (IPA) (School ID: 212073) with 231 pupils, and Nuevo Trabajo ES (School ID: 131958) with 303 pupils. In La Paz, the schools were Taga-Ilog Elementary School (School ID: 131769) with 269 pupils, Sagunto Elementary School (School ID: 131767) with 265 pupils, and Kimondo Elementary School (School ID: 131754) with 313 pupils. In San Francisco, the schools were Sta. Ana Elementary School (School ID: 131845) with 266 pupils, Tagapua Elementary School (School ID: 131846) with 408 pupils, and Lucac Elementary School (School ID: 131840) with 224 pupils. In Sibagat, the schools were El Rio Elementary School (School ID: 131868) with 207 pupils, Ilihan Elementary School (School ID: 131870) with 291 pupils, and Mahayahay Elementary School (School ID: 131876) with 237 pupils.

The inclusion of Ilihan Elementary School was based on the same current enrollment indicator used for the other schools: it had 291 pupils, which placed it within the medium-sized category of 200 to 500 pupils. The use of the crisscrossing strategy and the current Division Planning Office data ensured that the schools represented varied geographic, instructional, and community contexts relevant to examining teacher perceptions of transformational leadership and teacher performance.

Research Instruments

This study employed the Transformational Leadership Scale adapted from Balyer and Ozcan (2012) to assess the transformational leadership practices of school heads. The instrument used a 5-point Likert scale and contained 24 items grouped into four dimensions: Vision Building, Individualized Consideration, Intellectual Stimulation, and Innovative Climate. The instrument was appropriate for assessing leadership behaviors in the Philippine public school context from the perspectives of teachers and school heads.

A self-administered demographic questionnaire was used to collect data on sex, age, educational attainment, length of service, and monthly income of teacher-respondents. Teacher performance was measured using the Individual Performance Commitment and Review Form (IPCRF), the official DepEd performance tool aligned with the Philippine Professional Standards for Teachers (PPST). Semi-structured interviews were also conducted using a researcher-developed guide to explore how transformational leadership practices influenced teacher performance in the selected schools.

The adapted and researcher-developed instruments underwent pilot testing within the research locale to determine clarity, appropriateness, and internal consistency. Cronbach's alpha was computed at a 95% confidence level and showed excellent internal consistency for the teacher and school head questionnaires, with Cronbach's alpha values of 0.932 and 0.950, respectively. A certification of validity was also requested from the Education Program Supervisor of the Schools Division Office of Agusan del Sur, and certificates of appearance were secured from participating schools to document fieldwork engagement.

Data Gathering Procedure

The data-gathering procedure began with the securing of ethical clearance from the Graduate School Ethics Committee of Saint Joseph Institute of Technology. Because the study involved several schools across different municipalities, permission was first obtained from the Regional Director as the basis for the subsequent approval of the Schools Division Superintendent of Agusan del Sur. After the SDS approval, coordination was made with the concerned Public Schools District Supervisors and school heads before the conduct of data collection in the participating schools.

After securing the required approvals, the respondents were informed of the purpose, procedures, possible risks, and ethical safeguards of the study. Informed consent was obtained before participation. For the quantitative strand, the adapted survey questionnaire from Balyer and Ozcan (2012) was administered to the qualified respondents to measure the level of transformational leadership practices across the four domains.

Teacher performance data were obtained through the IPCRF ratings of elementary teachers for School Year 2024-2025, subject to confidentiality and approval of the concerned school authorities. For the qualitative

strand, one school head and one elementary teacher from each participating school were purposively selected to represent the fifteen school cases. Semi-structured interviews were conducted to gather explanations on how school heads influenced teacher performance. With consent, interviews were audio-recorded and supplemented with field notes. The recordings were transcribed, reviewed, and prepared for thematic analysis.

The quantitative and qualitative findings were analyzed separately and merged during the interpretation phase to identify convergence, complementarity, and contextual explanations. This integration strengthened the validity of the findings and supported the development of a context-responsive Leadership Enhancement Program for public elementary schools in Agusan del Sur.

Ethical Considerations

This study was conducted in accordance with ethical research standards. Before participation, all respondents received a consent letter explaining the purpose of the study, the nature of their participation, and their right to withdraw without penalty. Participation was voluntary, and confidentiality was maintained throughout the research process. Coded identifiers were used instead of names, and results were presented in aggregate form. Sensitive information, including teachers' IPCRF records, was protected in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). Data were used only for academic purposes and were securely stored and disposed of after the completion of the study.

Artificial intelligence (AI) tools were used only to assist in organizing, coding, and refining qualitative data. AI served as a support mechanism for efficiency and accuracy in data handling, while all interpretation, validation, and final decisions remained the responsibility of the researcher. Data processed with the aid of AI were anonymized and managed according to institutional protocols. These safeguards upheld voluntary participation, confidentiality, privacy protection, and responsible use of technology.

Statistical Treatment

This study used both descriptive and inferential statistical techniques in processing quantitative data. Each participating school served as a unit of analysis, with the overall mean IPCRF rating of its teachers representing teacher performance. Descriptive statistics such as frequency, percentage, mean, and rank was also used in describing the demographic profile of elementary teachers and the level of transformational leadership practices as perceived by teachers across the four domains of transformational leadership as defined by Balyer and Özcan (2012): Vision Building, Individualized Consideration, Intellectual Stimulation, and Innovative Climate. Before conducting the inferential tests, assumption testing was performed. The Shapiro-Wilk test was used to determine the normality of the data, while Levene's test was used to examine the homogeneity of variance. The results of these assumption tests guided the selection of the appropriate statistical procedures. When the assumptions of normality and homogeneity were met, parametric tests were used. However, when the assumptions were not met, non-parametric tests were applied to ensure that the analysis remained appropriate and valid.

For the test of significant relationship between school heads' transformational leadership practices and teacher performance, Spearman's rho correlation was used. This non-parametric correlation test was appropriate because the results of the normality test showed that the data did not fully satisfy the assumption of normal distribution. Spearman's rho was used to determine the direction and strength of association between the transformational leadership domains and the overall teacher performance. All tests were conducted at the 0.05 level of significance. Simple linear regression was also used to determine the extent to which transformational leadership practices predicted teacher performance. All statistical tests were conducted at the 0.05 level of significance using Microsoft Excel and the R software to ensure accuracy and reliability of results.

For the qualitative strand, each school was initially reviewed as a separate case to maintain the context of the school head's leadership practices and the teachers' experiences. After this initial case review, a cross-case thematic analysis was conducted to identify recurring patterns across the fifteen school cases. Interview transcripts from selected school heads and teachers were transcribed, coded, categorized, and synthesized into themes that described how school heads influenced teacher performance. With the consent of the participants, an audio recorder was used during the interviews to ensure accurate documentation of responses and to minimize omission or misinterpretation of important details.

Results and Discussion

This chapter shows the results of quantitative and qualitative analysis of data that based on the problems of the study.

Problem 1. What is the demographic profile of the teachers in terms of sex, age, length of service, monthly income, and highest educational attainment?

Table 3: Demographic Profile of the Teacher-Respondents

Variable	Category	Frequency	Percentage	Mean
Sex	Female	115	92.00	—
	Male	10	8.00	—
Age	30 and below	22	17.60	40.85
	31–40	47	37.60	
	41–50	27	21.60	
	51 and above	29	23.20	
Length of Service	10 years and below	52	41.60	14.48
	11–20 years	44	35.20	
	21 years and above	29	23.20	
Monthly Income	30,000 and below	18	14.40	34,450.53
	30,001–40,000	81	64.8	
	40,001 and above	10	8	
	Unclassified	16	12.80	
Highest Educational Attainment	Bachelor's Degree	41	32.80	—
	With MA/MS Units	55	44.00	
	MA/MS	24	19.20	
	Unclassified	5	4.00	

Note: Percentage values were computed based on the total number of teacher-respondents.

Table 3 shows that the majority of the respondents were female with 115 or 92.00%, while only 10 or 8.00% were male. This result shows that majority of elementary teachers are female. This agrees to the findings of Sebastian et al., (2022) that education sector in the Philippines is dominated by female professionals, this implies that women have a strong representation in education. Data also shows that most of elementary teachers falls under the age bracket of 31–40 years with 37.60%, this is followed by respondents with age of 51 years and above with 29 or 23.20%, 41–50 years old with 27 or 21.60%, and 30 years old and below with 22 or 17.60%. This implies that most of elementary teachers in Agusan del Sur are in their middle adulthood. The descriptive statistics also unveiled that the average age of teaching professionals is 41 years old or ($\mu = 40.85$).

Findings of the study also revealed that almost half of respondents had 10 years and below of teaching experience, with 52 or 41.60%, followed by 11–20 years of service at 44 or 35.20%, and with 21 years and above at 29 or 23.20% number of years of teaching experience. Statistics further showed that the mean length of service was 14 or 14.479 years, this indicates that elementary teachers in Agusan del Sur who have been working for more a decade below implies that they have already substantial exposure to their school head's transformational leadership practices, making their responses more reliable and valid. This result does not concur with the findings in the study of Taculog and Santos (2024), findings showed that most of the elementary teachers have 11–15 years of teaching experience. This indicates that teaching experience across different schools may remain varied. Findings further showed that most of elementary teachers have a monthly income of ₱30,001–₱40,000 which accounts for 81 or 64.48%, out of 125, this is followed by respondents earning ₱30,000 and below, with 18 or 14.40%, and those earning ₱40,001 and above, with 10 or 8%, and 16 or 12.80% that has no response or unclassified with an average income of ₱34,450.53 per month. This suggests that elementary teachers have an income above the national minimum wage per month. However, this result does not agree with the findings in the study of Sebastian et al., (2022). It revealed that majority of elementary teachers belong to monthly income bracket of ₱ 25,000 - ₱30,000. This can also be inferred that monthly wage of elementary teachers are greater than for the past years. The study of

Alexopoulos (2023) also emphasized that socio-economic profile influences school heads' ability to meet demands. Results showed that the most of respondents possess MA/MS units which accounts to 55 or 44% out of the total respondents, this is followed by those with Bachelor's Degree at 41 or 32.80%, and those who had already completed MA/MS at 24 or 19.20%. The findings show that most of elementary teachers have already invested in pursuing graduate education which may reflect commitment to professional growth.

This agrees with the study of Obuta, Salva and Ferenal (2025), school heads have dedicated to professional growth and quality assurance in schools. It fosters positive outcomes such as higher teacher morale, better learning results, and a collaborative environment focused on development and teamwork. This may also because the Department of Education's standards as to hiring teaching applicants. The Department of Education adopted the CSC Resolution No. 2500471 for the revised qualification standards for teachers as per as DepEd Order No. 019, s.2025. However, this finding does not agree to the study of Gulam and Uy (2025) who reported that elementary teachers only had a bachelor degree. It was also found that educational attainment among school heads and teachers alone cannot ensure effectiveness in schools (Shah, 2022).

Problem 2: What is the level of transformational leadership practices of school heads as perceived by the teacher-respondents?

Table 4: Comparative Means of Level of School Head's Transformational Leadership as to Vision Building

Indicator	Teachers' Perception		School Heads' Self-Rating	
	Mean	Description	Mean	Description
1. The school head/principal refers explicitly to school goals during decision-making.	4.488	Very High	4.867	Very High
2. The school head/principal explains how the school's vision aligns with district/government initiatives.	4.512	Very High	4.800	Very High
3. The school head/principal discusses consequences of the school's vision for daily practice.	4.576	Very High	4.800	Very High
4. The school head/principal shares the school's vision with teachers, students, and parents.	4.584	Very High	4.867	Very High
5. The school head/principal uses the school's vision to frame current issues and challenges.	4.488	Very High	4.933	Very High
Overall Mean	4.530	Very High	4.853	Very High

Note: Means were interpreted using the following scale: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High.

Table 4 presents the comparative means of level of school head's transformational leadership in terms of Vision Building from the responses of teacher-respondents and school head-respondents.

For teacher-respondents, the overall mean is ($\mu = 4.53$) interpreted as very high level of transformation leadership practices. This means that teachers perceived their school heads as a leader that shares the vision of the school with them and to students and parents ($\mu = 4.584$). Teachers also perceived that their school head also discusses the consequences of the vision for daily practice ($\mu = 4.576$). Findings also found that elementary teachers view their school head as someone who consider their schools' vision before making a decision and uses it to address the current issues and challenges that their school is facing, having a mean of ($\mu = 4.488$). These results implies that school heads in selected medium-sized elementary schools in Agusan del Sur as perceived by elementary teachers are capable of providing them with clear communication as to school goals, aligning vision with efforts, and using the vision as a guide for practice and decision-making for the betterment of the school.

For school head-respondents, the results show an overall mean of 4.853, interpreted as Very High. The highest-rated indicator was the use of the school vision to frame current issues and challenges ($\mu = 4.933$), followed by referring explicitly to school goals during decision-making and sharing the school vision with teachers, students, and parents ($\mu = 4.867$). School heads also rated themselves Very High in explaining how the school vision aligns with district or government initiatives and in discussing the implications of the vision for daily practice ($\mu = 4.800$). These findings imply that school heads perceived themselves as strategic and vision-oriented leaders who use the school vision not only as a formal statement but also as a guide for decision-making, problem-solving, and daily instructional direction. The very high self-rating in Vision Building suggests that school heads viewed their leadership role as both administrative and transformative, particularly in helping teachers connect school goals with everyday teaching responsibilities. This finding is

supported by Siraj et al. (2022), who found that transformational leadership practices such as clear vision and continuous teacher support affect teacher motivation and professional development. It also agrees with Barlis (2023), who emphasized that transformational leadership inspires change through shared vision and collaboration, and with Bulac and Villocino (2024), who noted that school heads who engage teachers toward the school's vision and mission help translate leadership behaviors into measurable teacher outcomes. However, this result should also be interpreted with caution since Paladio (2024) found that some school heads may be strong in vision, planning, and program design but weaker in monitoring and evaluation. Thus, vision-building must not only be communicated but also consistently translated into follow-through actions, monitoring, and actual school improvement practices.

The findings from both teachers and school heads indicate a shared recognition that Vision Building is strongly manifested in the selected schools. However, school heads consistently rated themselves higher than teachers did, suggesting a favorable self-assessment of their leadership practices. This difference does not necessarily indicate disagreement, but it shows the need to continuously validate vision-building practices through teacher feedback, school monitoring, and observable improvements in instructional performance.

Table 5: Comparative Means of Level of School Head's Transformational Leadership as to Individualized Consideration

Indicator	Teachers' Perception		School Heads' Self-Rating	
	Mean	Description	Mean	Description
1. The school head/principal takes individual teachers' opinions seriously.	4.496	Very High	4.600	Very High
2. The school head/principal listens carefully to team members' ideas and suggestions.	4.416	Very High	4.800	Very High
3. The school head/principal is attentive to problems teachers face when implementing innovations.	4.360	Very High	4.667	Very High
4. The school head/principal shows appreciation when teachers take initiative.	4.424	Very High	4.800	Very High
5. The school head/principal helps teachers express and process their feelings.	4.504	Very High	4.667	Very High
6. The school head/principal supports teachers' personal and professional needs.	4.664	Very High	4.533	Very High
Overall Mean	4.477	Very High	4.678	Very High

Note: Means were interpreted using the following scale: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High.

Table 5 presents the comparative means of transformational leadership as perceived by teachers and school heads. As shown in Table 2.1.2, the overall mean is ($\mu = 4.477$) which is interpreted as very high level of transformational leadership based on the data from teacher-respondents. The results also unveiled that teacher perceived their school heads/principals as supportive to their personal and professional needs ($\mu = 4.664$). Teachers also perceived their school head/principal who helps them in expressing and processing their feelings. This indicates that school heads in selected medium-sized elementary schools shows empathy towards their teachers which is one of the important traits of being a good leader. This also conforms the findings that, leaders who are empathetic influence fairness in the workplace, strengthen relationships, and shape leadership practices (Precioso & Chua, 2025). The findings also align with Riamon and Detera (2025) who highlighted that the principal becomes both a coach and a confidant, fostering a school culture built on trust, empathy, and shared purpose. School heads/principals were also rated very high in taking individual teachers' opinions seriously ($\mu = 4.496$) and showing appreciation when teachers take initiatives ($\mu = 4.424$), these practices underscores that they recognize the opinions and appreciate the efforts of teachers. Teachers also perceive them as someone who listens carefully to team their ideas and suggestions ($\mu = 4.416$), and someone who is attentive when problems arise in implementing innovations ($\mu = 4.360$),

As for school head-respondents, the results show a Very High level of transformational leadership in terms of Individualized Consideration, with an overall mean of 4.678. The highest-rated indicators were listening carefully to teachers' ideas and suggestions and showing appreciation when teachers take initiative ($\mu = 4.800$). School heads also rated themselves Very High in being attentive to problems encountered by teachers in implementing innovations and in helping teachers express and process their feelings ($\mu = 4.667$). They also indicated that they take individual teachers' opinions seriously ($\mu = 4.600$) and support teachers' personal and

professional needs ($\mu = 4.533$). These findings imply that school heads perceived themselves as supportive, approachable, and responsive leaders who recognize teachers' individual concerns and contributions. The very high self-rating in Individualized Consideration suggests that school heads viewed personal support, listening, appreciation, and responsiveness as important parts of their leadership practice. This supports Alzoraiki et al. (2023), who identified individualized consideration as a transformational leadership behavior that improves teacher outcomes through motivation and collaboration. It also agrees with Khan, Amin, and Saif (2025), who argued that transformational leadership becomes more effective when leaders provide genuine individualized attention, inspirational motivation, and intellectual growth to their followers. Likewise, Bulac and Villocino (2024) emphasized that principals who support teachers' personal and professional needs help create a nurturing and positive work environment that strengthens teacher performance.

However, the result may also be viewed in relation to Macapobre (2024), who reported that limited autonomy and systemic governance challenges may restrict school leaders' ability to fully support teacher development. This means that while school heads may perceive themselves as highly supportive, actual individualized support may still depend on available time, resources, workload, and school conditions. The comparative results therefore suggest that individualized consideration is strongly manifested, but it should be sustained through consistent mentoring, consultation, emotional support, and follow-up mechanisms that teachers can directly experience.

Table 6: Comparative Means of Level of School Head's Transformational Leadership as to Intellectual Stimulation

Indicator	Teachers' Perception		School Heads' Self-Rating	
	Mean	Description	Mean	Description
1. The school head/principal encourages experimentation with new teaching strategies.	4.432	Very High	4.600	Very High
2. The school head/principal supports teachers in trying strategies aligned with their interests.	4.488	Very High	4.667	Very High
3. The school head/principal helps teachers reflect on new experiences.	4.520	Very High	4.800	Very High
4. The school head/principal motivates teachers to seek and discuss new ideas for school development.	4.480	Very High	4.867	Very High
5. The school head/principal inspires teachers to continuously think about improving the school.	4.472	Very High	4.800	Very High
6. The school head/principal promotes honest self-assessment and careful evaluation.	4.504	Very High	4.933	Very High
7. The school head/principal provides resources to facilitate teacher reflection.	4.472	Very High	4.643	Very High
Overall Mean	4.481	Very High	4.759	Very High

Note: Means were interpreted using the following scale: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High.

Table 6 presents the comparative means of level of school head's transformational leadership under the Intellectual Stimulation from teachers and school heads. For teachers, the overall mean of (4.481) depicted that school heads' practices intellectual stimulation at very high level. Research evidences also revealed that teachers perceived their school heads as someone who helps them reflect on new experiences ($\mu = 4.520$) and promotes honest self-assessment and careful evaluation ($\mu = 4.504$). Teachers also described their school heads as someone who motivates them whenever they seek and discuss new ideas for school development, emphasizing inclusivity ($\mu = 4.480$). The data also observed that their school heads inspire them to continuously think about improving the school ($\mu = 4.472$). Results also showed that their school heads provide supports in trying strategies aligned with their interests ($\mu = 4.488$), encourage experimentation with new teaching strategies ($\mu = 4.432$), and provide resources to facilitate teacher reflection ($\mu = 4.472$).

Findings further revealed that the respondents are highly encouraged by their school heads to engage in reflective and innovative practices. This implies that teachers are more likely to adopt new strategies and sustain professional growth when they are guided by leaders who emphasize evaluation, reflection, and continuous improvement. Riamon and Detera (2025) agrees with this finding, they revealed that conversations between school heads and teachers before and after classroom observations help create a supportive environment where teachers feel guided and not judged.

For school head-respondents, the data show that school heads rated their Intellectual Stimulation practices

at a Very High level, with an overall mean of 4.759. The highest-rated indicator was promoting honest self-assessment and careful evaluation ($\mu = 4.933$), followed by motivating teachers to seek and discuss new ideas for school development ($\mu = 4.867$). School heads also rated themselves Very High in helping teachers reflect on new experiences and inspiring teachers to continuously think about improving the school ($\mu = 4.800$). They also indicated that they support teachers in trying strategies aligned with their interests ($\mu = 4.667$), provide resources to facilitate reflection ($\mu = 4.643$), and encourage experimentation with new teaching strategies ($\mu = 4.600$). These findings imply that school heads perceived themselves as leaders who promote reflection, inquiry, innovation, and continuous improvement among teachers. The very high self-rating in Intellectual Stimulation suggests that school heads viewed themselves as instructional and developmental leaders who encourage teachers to examine their teaching practices, try new approaches, and participate in school improvement. This finding is supported by Roesminingsih and Windasari (2025), who found that transformational leadership strengthens teacher engagement in Professional Learning Communities and enhances performance through intellectual stimulation and collaboration. It also agrees with Andriadi and Sulistiyo (2024), who emphasized that transformational and instructional leadership improve teacher performance by combining motivation, structured support, and professional learning. Moreover, Chabalala and Naidoo (2021) stressed that principals need to act as instructional leaders to sustain growth and improve curriculum delivery.

On the other hand, the finding may be contrasted with Terfasa and Kidane (2025), who reported that school heads appointed without sufficient leadership preparation may demonstrate inconsistent leadership practices that can lead to teacher frustration and uneven outcomes. This implies that intellectual stimulation should not remain at the level of encouragement alone. It should be sustained through concrete practices such as coaching, reflective conferences, classroom-based feedback, professional learning sessions, and the provision of resources that allow teachers to test and evaluate new instructional strategies.

Table 7: Comparative Means of Level of School Head's Transformational Leadership as to Innovative Climate

Indicator	Teachers' Perception		School Heads' Self-Rating	
	Mean	Description	Mean	Description
1. The school head/principal fosters a culture that supports innovation and creativity.	4.512	Very High	4.733	Very High
2. The school head/principal provides opportunities for teachers to collaborate on new initiatives.	4.536	Very High	4.733	Very High
3. The school head/principal encourages risk-taking in instructional practices.	4.432	Very High	4.733	Very High
4. The school head/principal supports professional development focused on innovation.	4.472	Very High	4.733	Very High
5. The school head/principal recognizes and rewards innovative teaching practices.	4.472	Very High	4.667	Very High
6. The school head/principal promotes the use of technology and new tools in teaching.	4.472	Very High	4.800	Very High
Overall Mean	4.483	Very High	4.733	Very High

Note: Means were interpreted using the following scale: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High.

Table 7 presents the means of level of Transformational leadership in terms of innovative climate. Based on the results of the study, the overall mean ($\mu = 4.483$) interpreted as Very High level.

The findings revealed that most of teachers perceived their school heads who provide opportunities for collaboration in taking new initiatives ($\mu = 4.536$), suggesting that school heads encourage collaboration. This result supports the claim of Barlis (2023) that transformational leadership increases collaboration enabling teachers to learn from one another through open communication, exchanging best practices, and allowing collaborative decision-making, resulting in the creation of new teaching approaches and a culture of continuous improvement. This also confirms that claim that school heads encourage teachers to work together, knowing collaboration is key to meeting school requirements; they address teachers' interests and motivate them to perform at their best (Landawe, Cayabas, & Landawe, 2024).

It is further unveiled that teachers also see their school heads as highly effective leaders that promotes a culture that supports innovation and creativity ($\mu=4.512$) and professional development focused on

innovation ($\mu=4.472$). It also indicates that school heads were perceived someone as recognize and reward innovative teaching practices ($\mu = 4.472$) and in promoting the use of technology and new tools in teaching ($\mu= 4.472$); and encouraging risk-taking in instructional practices also perceived as very high ($\mu= 4.432$). The results across all indicators under innovative climate demonstrate that school heads are perceived as very high level of transformational leadership that cultivates an innovative climate which empowers teachers to explore different strategies, embrace technology, and collaborate toward continuous improvement in school. This is consistent with Bulac and Villcoino (2024) who revealed that teachers perceived their school heads' transformational leadership as to innovative climate as a very high level which denotes and outstanding ability to implement a leadership practice that transforms schools into an innovative climate within their schools towards achieving the goals of their school.

Based on school heads' ratings, the overall mean of 4.733 shows a Very High level of transformational leadership in terms of Innovative Climate. The highest-rated indicator was promoting the use of technology and new tools in teaching ($\mu = 4.800$). Four indicators obtained the same Very High mean of 4.733: fostering a culture that supports innovation and creativity, providing opportunities for teachers to collaborate on new initiatives, encouraging risk-taking in instructional practices, and supporting professional development focused on innovation. The lowest-rated indicator was recognizing and rewarding innovative teaching practices ($\mu = 4.667$), although it was still interpreted as Very High. These findings imply that school heads perceived themselves as leaders who create a school environment where teachers are encouraged to collaborate, experiment, use technology, and pursue professional growth. The very high self-rating in Innovative Climate indicates that school heads viewed innovation as a necessary component of transformational leadership. This finding supports Torres et al. (2024), who found that transformational leadership fosters teacher motivation, professional growth, and innovation. It is also aligned with Martinez and Pepito (2024), who emphasized that adaptive and innovative leadership practices, including collaborative decision-making, strategic resource management, and participatory governance, are important in enhancing teacher engagement. Similarly, Boncillo et al. (2025) highlighted that participative leadership strengthens communication, teamwork, accountability, and shared decision-making.

However, this result may be viewed alongside Clemente (2025), who found that school heads rated themselves highly in leadership competencies while teachers viewed such competencies more moderately, especially when infrastructure limitations and limited classroom innovation support were present. This suggests that an innovative climate should not only be based on encouragement but must also be supported by sufficient resources, teacher training, technology access, and consistent recognition of innovative teaching practices. The results from both teachers and school heads show that innovation is strongly encouraged in the selected schools, but its sustainability depends on continuous support, access to materials, and school-level systems that allow teachers to implement new ideas in actual classroom practice.

Table 8: Summary of Comparative Overall Means of Level of School Head's Transformational Leadership in all Dimensions

Dimensions	Teachers' Perception		School Heads' Self-Rating	
	Mean	Description	Mean	Description
Vision Building	4.530	Very High	4.853	Very High
Individualized Consideration	4.477	Very High	4.678	Very High
Intellectual Stimulation	4.481	Very High	4.759	Very High
Innovative Climate	4.483	Very High	4.733	Very High
Overall Mean	4.491	Very High	4.752	Very High

Note: Means were interpreted using the following scale: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High.

Table 8 presents the summary of comparative overall descriptive statistics of the 24-item adapted survey questionnaire used to determine the level of transformational leadership of school heads from two distinct groups. All four dimensions of transformational leadership practices are at very high level.

In the teachers' perception, the dimension of Vision Building earned an overall mean ($\mu=4.491$), interpreted at very high level. Whereas the highest recorded mean ($\mu=4.530$), following the Innovative Climate ($\mu = 4.483$), intellectual stimulation ($\mu=4.481$); and individualized consideration ($\mu=4.687$).

These findings illustrate that the transformational leadership practices of school heads as perceived by teachers are assessed as very high level, indicating that school heads demonstrated the qualities and behaviors

of a transformational leaders consistently. This aligns with Barangai (2025) that the teachers in districts schools of Division of Lanao del Sur perceived their school heads' transformational leadership as high. As for school heads, the vision building garnered the same highest spot with ($\mu = 4.853$), but unlike the result from teachers' data, the intellectual stimulation earned ($\mu = 4.759$) the second spot whereas the innovative climate is in the third spot ($\mu = 4.733$), followed by individualized consideration ($\mu = 4.678$) this means that school heads and teachers had a slight difference rating the dimensions. As reflected in Table 4.5, the overall means for all dimensions from two distinct groups namely, teachers' perception and school heads' self-ratings were ($\mu = 4.491$) and ($\mu = 4.752$) respectively. Both data are interpreted as very high. This can also be inferred that both responses from teachers and school heads are aligned well and ensures the validity and credibility of the data.

However, school heads consistently rated themselves higher than teachers rated them across all dimensions of transformational leadership practices, which illustrates that school heads had a favourable assessment compared to teachers. These findings was reflected in the study of Clemente (2025) in Naga City, Cebu where school heads rated themselves highly in digital leadership while teachers viewed their competencies more moderately, noting infrastructure limitations and limited classroom innovation support. The findings also agrees with the study of Flores, Alegre, and Flores (2026) who showed that leadership practices were observed to a very high extent, with the highest-rated areas being building credibility and trust, overcoming communication barriers, and bridging generational gaps.

Problem 3. Is there a significant difference in the level of transformational leadership practices when grouped according to teachers-respondents' profile?

Table 9: Mann-Whitney U Tests of difference on transformational leadership practices when grouped according to Sex

Dimension	Test Statistic	p-value	Decision	Interpretation
Vision Building	U = 630.00	0.5983	Fail to Reject H0	No significant difference
Individualized Consideration	U = 585.50	0.9237	Fail to Reject H0	No significant difference
Intellectual Stimulation	U = 607.00	0.7651	Fail to Reject H0	No significant difference
Innovative Climate	U = 624.00	0.6438	Fail to Reject H0	No significant difference

Note: Nonparametric tests were used because the data were non-normal based on the results of test of normality and homogeneity of variance. With this, Mann-Whitney U was used for bivariate data like sex.

Table 9 shows the test of difference in the level of transformational leadership practices of school heads when grouped according to sex. Based on the results of Mann-Whitney U test, the transformational leadership practices as perceived by teachers is found to have no significant differences when grouped according to sex, as all p-values across all dimensions were greater than the alpha value ($\alpha = 0.05$), which are enough evidence to accept the null hypothesis.

This results also imply that both male and female teachers have no any differences as to how they perceive their school heads' transformational leadership practices and therefore does not affect how they assess their school heads' transformational leadership practices in all dimensions.

Table 10: Kruskal-Wallis Tests of difference on transformational leadership practices when grouped according to Age

Dimension	Test Statistic	p-value	Decision	Interpretation
Vision Building	H = 5.086	0.1656	Fail to Reject H0	No significant difference
Individualized Consideration	H = 5.664	0.1292	Fail to Reject H0	No significant difference
Intellectual Stimulation	H = 5.462	0.1410	Fail to Reject H0	No significant difference
Innovative Climate	H = 4.673	0.1974	Fail to Reject H0	No significant difference

Note: Nonparametric tests were used because the data were non-normal based on the results of test of normality and homogeneity of variance. With this, Kruskal-Wallis Test was used for multivariate variables.

Table 10 presents the results of the test difference in transformational leadership practices when grouped

according to age using the Kruskal-Wallis test. The statistical analysis showed that p-values in all dimensions are more than the significance level ($\alpha = 0.05$) of the study. This further illustrates that the null hypothesis is accepted, indicating that there is no significant differences in all dimensions of transformational leadership practices. This mean that, no matter what age group teachers belong with they still shared similar understanding of their school heads' leadership practices and that alone is enough evidence that their age did not impact the way they evaluate the transformational leadership of their school heads.

Table 11: Kruskal-Wallis Tests of difference on transformational leadership practices when grouped according to length of service

Dimension	Test Statistic	p-value	Decision	Interpretation
Vision Building	H = 3.506	0.1733	Fail to Reject H0	No significant difference
Individualized Consideration	H = 4.192	0.1230	Fail to Reject H0	No significant difference
Intellectual Stimulation	H = 1.765	0.4137	Fail to Reject H0	No significant difference
Innovative Climate	H = 1.992	0.3693	Fail to Reject H0	No significant difference

Note: Nonparametric tests were used because the data were non-normal based on the results of test of normality and homogeneity of variance. With this, Kruskal-Wallis Test was used for multivariate variables.

Table 11 illustrates those results of Kruskal-Wallis test of difference in transformational leadership practices when grouped according to length of service. The test revealed that the null hypothesis of the study was not rejected in all dimensions. This also denotes that teacher with any length of service, either short or long will not have a significant effect on how they perceive the level of their school heads' transformational leadership.

Table 12: Kruskal-Wallis Tests of difference on transformational leadership practices when grouped according to monthly income

Dimension	Test Statistic	p-value	Decision	Interpretation
Vision Building	H = 0.009	0.9954	Fail to Reject H0	No significant difference
Individualized Consideration	H = 0.524	0.7695	Fail to Reject H0	No significant difference
Intellectual Stimulation	H = 0.504	0.7772	Fail to Reject H0	No significant difference
Innovative Climate	H = 0.279	0.8699	Fail to Reject H0	No significant difference

Note: Nonparametric tests were used because the data were non-normal based on the results of test of normality and homogeneity of variance. With this, Kruskal-Wallis Test was used for multivariate variables.

Table 12 presents the Kruskal-Wallis test of difference of the level of transformational leadership practices of school heads as perceived by teachers when grouped according to their monthly income. The findings showed that the p-values in all dimensions of transformational leadership practices are all greater than ($\alpha = 0.05$). This can be inferred that teacher who are under different monthly income range have similar assessment on how they see the transformational leadership practices of their school heads.

Table 13: Kruskal-Wallis Tests of difference on transformational leadership practices when grouped according to educational attainment

Dimension	Test Statistic	p-value	Decision	Interpretation
Vision Building	H = 0.620	0.8919	Fail to Reject H0	No significant difference
Individualized Consideration	H = 1.248	0.7414	Fail to Reject H0	No significant difference
Intellectual Stimulation	H = 0.601	0.8962	Fail to Reject H0	No significant difference
Innovative Climate	H = 1.032	0.7935	Fail to Reject H0	No significant difference

Note: Nonparametric tests were used because the data were non-normal based on the results of test of normality and homogeneity of

variance. With this, Kruskal-Wallis Test was used for multivariate variables.

As illustrated in Table 13, the test of difference using Kruskal-Wallis test in level of transformational leadership when grouped based on educational attainment unveiled that p-values in all dimensions have exceeded the level of significance or the alpha value of (0.05) of the study, this is also sufficient evidence for accepting a null hypothesis. This demonstrates that the perceptions of teachers are all similar regardless of any educational attainment, which does not significantly affect how they rate the transformational leadership practices of their school heads.

Based on the results from Kruskal-Wallis and Mann-Whitney U Test, teacher-respondents are inclined to have a fair perception towards their school heads' leadership practices regardless of their demographic characteristics. This also means that school heads applied their transformational leadership in a consistent manner regardless of sex, age, length of service, monthly income and educational attainment. This findings confirms the study of Juntilla (2025) in La Paz District, Agusan Del Sur their findings revealed that the overall leadership practices did not significantly differ across teacher demographic groups. However, this results does not conform to the findings of Son and Oropa (2026) that who revealed that there is a significant correlations between demographic profile and competence, and significant differences across domains of leadership practices

Problem 4. What is the level of teachers' performance based on IPCRF of elementary teachers in selected medium-sized public elementary schools in Agusan del Sur?

Table 14. Frequency Distribution of teacher performance

Category	Frequency	Percentage
Outstanding	63	50.4
Very Satisfactory	62	49.6
Grand Total	125	100

Note: IPCR ratings were interpreted as follows: 4.500–5.000 Outstanding, 3.500–4.499 Very Satisfactory, 2.500–3.499 Satisfactory, 1.500–2.499 Unsatisfactory, and 1.000–1.499 Poor.

Table 14 presents the frequency distribution of teachers' performance based on the IPCRF ratings of elementary teachers in selected medium-sized public elementary schools in Agusan del Sur. The results show that 63 out of 125 teachers, or 50.4%, obtained an Outstanding rating, while 62 teachers, or 49.6%, obtained a Very Satisfactory rating. This indicates that all teacher-respondents were clustered within the two highest performance categories, with no teacher rated Satisfactory, Unsatisfactory, or Poor. Such result suggests that the teachers generally demonstrated a high level of competence, commitment, and accountability in performing their instructional and professional responsibilities.

The majority of Outstanding and Very Satisfactory ratings implies that the teachers were able to meet, and in many cases exceed, the expected standards of performance set by the Department of Education. Since the IPCRF is anchored on performance targets and professional standards, the result may reflect teachers' ability to perform key responsibilities such as lesson planning, instructional delivery, classroom management, assessment, documentation, professional collaboration, and participation in school-related activities. This finding supports Cadag (2024), who emphasized that the IPCRF serves as an important evaluation tool in improving teachers' performance because it provides a structured basis for assessing accomplishments, identifying strengths, and determining areas for technical assistance. In the same manner, Taculog and Santos (2024) found that many public elementary school teachers demonstrated high levels of performance relative to the Philippine Professional Standards for Teachers, showing that teachers continue to fulfill expected professional practices despite the demands of the teaching profession.

The results of the study also suggests that teachers in the selected medium-sized public elementary schools may have developed a strong sense of professional responsibility and compliance with performance expectations. This may be attributed to their exposure to school-based monitoring, performance review, instructional supervision, and professional development activities. In the literature, Bulac and Villocino (2024) reported that principals' transformational leadership practices were associated with teachers' Very Satisfactory IPCRF ratings, indicating that leadership behaviors can help translate school goals into measurable teacher outcomes. Similarly, Montero (2025), in the context of Agusan del Sur, found that school

heads who performed well in PPSSH-related domains contributed to teacher satisfaction and instructional effectiveness. These studies support the idea that teacher performance may be strengthened when school heads provide guidance, support, and a school environment that encourages teachers to meet performance standards.

However, the high performance ratings should not be interpreted as the result of leadership alone. Teacher performance may also be influenced by other school-related, teacher-related, and community-related factors. Pama (2023), in a study on teachers' performance in Agusan del Sur, emphasized that teacher performance is affected not only by personal characteristics but also by school-related, student-related, and community-related conditions. This means that while the high IPCRF ratings indicate favorable teacher performance, such performance may also be shaped by teachers' professional commitment, availability of instructional resources, workload, learner needs, school climate, support from colleagues, and expectations from the Department of Education.

Table 15. Descriptive Statistics of Level of Teachers' Performance Based on IPCRF

Variable	Mean	SD	Minimum	Maximum	Interpretation
Teacher's Performance (IPCR)	4.436	0.265	3.71	5	Very Satisfactory

Note: IPCR ratings were interpreted as follows: 4.500–5.000 Outstanding, 3.500–4.499 Very Satisfactory, 2.500–3.499 Satisfactory, 1.500–2.499 Unsatisfactory, and 1.000–1.499 Poor.

Table 15 presents the descriptive statistics of the teachers' performance based on IPCRF. The overall mean rating of 4.436, with a standard deviation of 0.265, is interpreted as Very Satisfactory. This indicates that, on average, the elementary teachers performed at a level that met the expected standards of teaching performance and showed evidence of quality accomplishment. The relatively small standard deviation suggests that the ratings were not widely dispersed, meaning that the teachers' performance levels were generally consistent across the selected schools. The minimum rating of 3.71 still falls within the Very Satisfactory range, while the maximum rating of 5.00 falls within the outstanding range. This shows that even the lowest recorded performance rating was still within a favorable category. Moreover, the Very Satisfactory overall mean reflects a positive performance condition among teachers in the selected schools. It suggests that teachers were able to comply with the expected duties and responsibilities measured by the IPCRF, including instructional effectiveness, learner support, professional engagement, and accomplishment of required outputs. This finding is consistent with Andriadi and Sulistiyo (2024), who reported that teacher performance improves when school leadership combines structured instructional support with motivation and professional development. It is also supported by Roesminingsih and Windasari (2025), who found that transformational leadership strengthens teacher engagement in professional learning communities and enhances performance through collaboration and intellectual stimulation.

The results may further indicate that teachers' high performance is connected with the culture of accountability established by the IPCRF process. Because teachers are required to set performance targets, document accomplishments, undergo review, and receive feedback, the IPCRF may encourage them to become more conscious of the quality and evidence of their work. This aligns with the purpose of performance management as a mechanism not only for rating employees but also for improving professional practice. In this sense, the Very Satisfactory mean does not simply represent numerical compliance; it also suggests that teachers are able to demonstrate the expected competencies and produce evidence of their performance. The finding may also be interpreted in relation to teacher motivation and self-efficacy. De Jesus (2025) found that transformational leadership, particularly inspirational motivation, enhanced teachers' self-efficacy. When teachers believe that they are capable of performing their tasks and are supported by their school heads, they are more likely to remain committed to their instructional duties and professional responsibilities. Likewise, Alzoraiki et al. (2023) found that transformational leadership improves teacher outcomes through motivation and collaboration. These studies help explain why teachers may sustain favorable performance when they work in school environments where support, encouragement, and professional expectations are present. Nevertheless, the Very Satisfactory mean also implies that although teachers generally performed well, there remains room for further improvement. Since almost half of the respondents were still in the Very Satisfactory category rather than Outstanding, school heads and teachers may continue strengthening areas that can raise performance quality, such as instructional innovation, assessment practices, classroom-based interventions,

documentation, professional collaboration, and alignment with PPST indicators. This is important because high performance ratings should not lead to complacency. Instead, they should serve as a basis for sustaining effective practices and identifying support mechanisms that can help more teachers reach the outstanding level.

The findings generally show that elementary teachers in the selected medium-sized public elementary schools in Agusan del Sur generally demonstrated strong work performance based on IPCRF ratings. The results reveal a favorable performance profile, with teachers distributed only between Outstanding and Very Satisfactory categories and an overall mean interpreted as Very Satisfactory. These findings suggest that teachers were able to meet the standards expected of them, but their performance should still be continuously supported through instructional supervision, coaching, mentoring, feedback, professional development, and positive school leadership. The results therefore provide an important basis for the proposed leadership enhancement program, particularly in strengthening the role of school heads in sustaining and further improving teacher performance.

Problem 5. Is there a significant difference in teacher performance when grouped according to profile?

Table 16: Nonparametric Tests of Difference on Teachers' Performance When Grouped According to Profile of Teacher-Respondents

Grouping Variable	Statistical Test	Test Statistic	p-value	Decision	Interpretation
Sex	Mann-Whitney U Test	U = 597.00	0.8448	Fail to Reject H_0	No significant difference
Age	Kruskal-Wallis Test	H = 2.532	0.4696	Fail to Reject H_0	No significant difference
Length of Service	Kruskal-Wallis Test	H = 0.004	0.9979	Fail to Reject H_0	No significant difference
Monthly Income	Kruskal-Wallis Test	H = 2.225	0.3288	Fail to Reject H_0	No significant difference
Highest Educational Attainment	One-way ANOVA	F = 2.584	0.0564	Fail to Reject H_0	No significant difference

Note: Nonparametric tests were used for sex, age, length of service, and monthly income as the IPCRF data were non-normal, while one-way ANOVA was used for highest educational attainment. While the decision was based on the 0.05 level of significance.

As illustrated in Table 16, the findings unveil that teacher performance have no significant difference when grouped according to teacher profile which includes sex, age, length of service, monthly income and highest educational attainment as the p-values from the Kruskal-Wallis Test and One-way ANOVA exceeded the level of significance ($\alpha = 0.05$). Because of this sufficient evidence, the study failed to reject the null hypothesis for all profile variables. The findings also suggest that the teacher performance based on IPCRF ratings can be compared in all categories of profile, which means that there is no any variable that showed any traits of superiority or inferiority as to performance level compared to the others. Regardless of slight differences across profile categories, the differences are not widely large and dispersed enough to be significant. Findings can also be inferred that the teachers' performance cannot be only described or influenced by demographics alone but also other factors. This result support the findings of Pama (2023) that there are other determinant factors that may influence the teacher performance in Agusan del Sur not just demographic profile. These factors are school-related factors, student-related factors, and community-related factors.

Problem 6. Is there a significant relationship between the level of transformational leadership practices of school heads and the level of teacher performance based on IPCRF?

Table 17: Summary of Test of Relationship between transformational leadership practices and teacher performance

Variable X	Variable Y	r_s	p-value	Decision	Interpretation
Vision Building	Teachers' Performance (IPCR)	0.2045	0.0222	Reject H_0	Significant correlation
Individualized Consideration	Teachers' Performance (IPCR)	0.2548	0.0041	Reject H_0	Significant correlation
Intellectual Stimulation	Teachers' Performance (IPCR)	0.2399	0.0071	Reject H_0	Significant correlation
Innovative Climate	Teachers' Performance (IPCR)	0.1990	0.0261	Reject H_0	Significant correlation

Note: Spearman rho was used to test the significant relationship between transformational leadership practices and teacher performance. Decision was based on the 0.05 level of significance.

Table 17 presents the results of Spearman's rho correlation between the school heads' transformational leadership practices and teachers' IPCRF-based performance. The four leadership dimensions showed statistically significant positive relationships with teacher performance: Vision Building ($r_s = 0.2045$, $p = 0.0222$), Individualized Consideration ($r_s = 0.2548$, $p = 0.0041$), Intellectual Stimulation ($r_s = 0.2399$, $p = 0.0071$), and Innovative Climate ($r_s = 0.1990$, $p = 0.0261$). Since all p-values were lower than the 0.05 level of significance, the null hypothesis was rejected for all dimensions. However, the correlation coefficients were interpreted as negligible or very weak positive correlations, indicating that transformational leadership practices were associated with teacher performance, but the magnitude of association was limited.

The significant relationship between Vision Building and Teachers' Performance suggests that teachers who perceived their school heads as effective in communicating goals, aligning school vision with daily work, and framing school challenges through a shared direction tended to have slightly higher IPCRF-based performance. This result is supported by Siraj et al. (2022), who found that transformational leadership practices such as having a clear vision and providing continuous teacher support affect teachers' motivation and professional development. It also agrees with Barlis (2023), who emphasized that transformational leadership inspires change through vision and collaboration, and with Bulac and Villocino (2024), who noted that school heads who engage teachers toward the school's vision and mission help translate leadership behaviors into measurable teacher outcomes.

In terms of the Individualized Consideration dimension, the findings reveal that it has the highest correlation coefficient among the four dimensions between Teachers' Performance obtained the highest correlation coefficient among the four dimensions. This indicates that teacher performance was slightly associated with school heads' practices of listening to teachers, recognizing individual needs, giving support, and providing encouragement. This findings is agrees with Ayala and Villocino (2024) who suggested that principals in Loreto, Agusan del Sur who manifested individualized consideration practices such as praising others, promoting involvement in decision-making, and showing a caring attitude toward teachers are found to have great contribution to higher teacher satisfaction.

This finding is also anchored on Alzoraiki et al. (2023) who asserted that transformational leadership dimensions that improves teacher outcomes through motivation and collaboration. It also supports Khan, Amin, and Saif (2025), who argued that transformational leadership becomes more effective when leaders provide genuine individualized attention to followers, foster inspirational motivation, and encourage intellectual growth. In the same way, Bulac and Villocino (2024) emphasized that principals who support teachers' personal and professional needs help create a positive and nurturing work environment that strengthens teacher performance.

Based on the results, the significant relationship between Intellectual Stimulation and Teachers' Performance implies that school heads who encourage reflection, self-assessment, experimentation, and discussion of new ideas may help teachers improve their instructional performance. This result is supported by Roesminingsih and Windasari (2025), who found that transformational leadership strengthens teacher engagement in Professional Learning Communities and enhances performance through intellectual stimulation and collaboration. It is also consistent with Andriadi and Sulistiyo (2024), who stressed that transformational and instructional leadership improve teacher performance by combining motivation, structured support, and professional learning. Similarly, Alzoraiki et al. (2023) emphasized that intellectual stimulation is a transformational leadership behavior that contributes to better teacher outcomes.

Findings also unveiled that there is a significant relationship between Innovative Climate and Teachers' Performance shows that when school heads foster collaboration, creativity, risk-taking, technology use, and professional development for innovation, teacher performance tends to improve slightly. This finding is supported by Torres et al. (2024), who found that transformational leadership fosters teacher motivation, professional growth, and innovation. It also agrees with Martinez and Pepito (2024), who highlighted that adaptive and innovative leadership practices, such as collaborative decision-making, strategic resource management, and participatory governance, are vital in enhancing teacher engagement. Likewise, Kusumaningrum et al. (2025) revealed that teachers' perceptions of leadership practices are strongly correlated with teachers' performance outcomes, reinforcing the importance of a school climate that supports innovation and instructional improvement.

These findings indicate that each transformational leadership dimension presented in Table 8 had a statistically significant but positive relationship with teacher performance. These results support Basco and

Espiritu (2025), who found a significant relationship between transformational leadership practices and teacher performance factors such as lesson planning, classroom delivery, and assessment. The findings also agree with Barangai (2024), who reported that teacher performance is significantly linked to teachers' assessment of school heads' transformational leadership practices, and with Kusumaningrum et al. (2025), who found that perceived leadership practices are correlated with teachers' performance. However, the weak magnitude of correlation suggests that transformational leadership is not the only factor that explains teacher performance. This may be due to other contextual and professional factors such as instructional competence, resources, workload, school conditions, institutional demands, and teachers' personal commitment. The result also does not fully confirm Bulac and Villocino (2024), who found no significant relationship between principals' transformational leadership qualities and teachers' performance, suggesting that the strength and significance of the relationship may vary across school contexts.

Problem 7. How do school heads influence teacher performance?

The study employed case-oriented cross-case analysis in processing the qualitative data. After the initial review of each case, the responses were compared across cases to identify common patterns on how school heads influence teacher performance. This is consistent with Miles and Huberman's cross-case displays, which help organize evidence from several cases into compact and meaningful comparisons.

Table 18: Cross-case thematic summary of how school heads influence teacher performance across the 15 school cases

Themes	Meaning Across Cases	Cases Where Evident	Interpretation and Implication
Professional development support enhances teacher competence	School heads encouraged trainings, seminars, workshops, LAC sessions, coaching, and technical assistance.	Cases 1–15	Teacher performance may be strengthened when school heads provide continuing opportunities for professional growth.
Instructional monitoring and technical guidance improve teachers' performance	School heads conducted observations, flash visits, feedback sessions, mentoring, coaching, and post-conferences.	Cases 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15	Supervision becomes more meaningful when it is developmental, supportive, and followed by constructive feedback.
Recognition, encouragement, relational support increase motivation and	Teachers' motivation were positively affected by school heads' appreciation, openness, approachability, emotional support, and positive relationships.	Cases 1–15	Teacher performance is influenced not only by formal supervision but also by how teachers are valued and supported.
Leadership support helps teachers meets school objectives	School heads guided teachers in aligning their work with IPCRF, PPST, school targets, documentation, and performance expectations.	Cases 1, 3, 5, 6, 7, 10, 11, 12, 13, 14, 15	Transformational Leadership helps teachers become more aware of performance standards and better prepared to demonstrate actual accomplishments.
Administrative workload and time constraints limit the quality of supervision	Busy schedules, overlapping duties, and limited time reduced opportunities for sustained mentoring and follow-up.	ses 1, 2, 3, 6, 7, 9, 13, 14, 15	Transformational leadership influence is present, but may be reduced when school heads have limited time for instructional support.
Transformational leadership practices influence performance beyond formal evaluation	Transformational leadership qualities such as emotional support, trust, teamwork, morale, openness, collaboration, and positive school climate shaped teacher work behavior.	Cases 1, 2, 3, 6, 7, 8, 10, 11, 12, 13, 14, 15	Teacher performance is affected by both formal leadership practices and informal human-centered support.

Table 18 presents the recurring themes from cross-case comparative analysis. The first major theme describes that school heads from all selected schools influence teacher performance through professional development support that enhances teacher competence. The result of the study unveil that school heads encouraged elementary teachers to attend trainings, seminars, workshops, LAC sessions, among others that would contribute to their professional development as teachers. Participants from different cases also believed that teacher performance may improve when school heads devote time and resources for continuing growth and strengthening instructional competence. One teacher from Case 1, said that:

"My school head supports my professional growth by encouraging me to attend various trainings, seminars, and workshops sponsored by DepEd, as well as online seminars aimed at improving my teaching strategies. She also provides feedback and technical assistance during her 'flash visits,' offering specific strategies to improve my teaching performance."

This illustrates that school heads are seen as leaders that recognize the importance of supporting professional growth among their elementary teachers. The statement above suggests that teacher performance may be strengthened when professional development opportunities that are reinforced through direct instructional guidance, such as feedback and technical assistance during classroom visits. This was also reflected in the response of the school head from Case 1, which states that,

"As a school head, I support the professional growth of my teachers by encouraging them to attend seminars, trainings, and workshops designed to enhance their teaching skills. I also conduct classroom observations and 'peeking in' visits, followed by constructive feedback sessions."

This pattern was also observed in Case 2 Sagunto Elementary School, the participant highlighted that their school head supports their professional growth through encouraging them to participate to LAC sessions, seminars, and workshops which was beneficial. The teachers state that,

"Another way our school head supports our professional growth is by allowing us to join LAC sessions, seminars, and workshops. Personally, he really encourages me to join these, which has helped me a lot."

This statement corroborates with response of the school head from Case 2, which says that,

"I facilitate various professional development opportunities, such as In-Service Training, Learning Action Cell sessions, and platforms for collaborative expertise. These initiatives help teachers grow professionally and improve their overall performance."

These corroborating sentiments show that qualitative data from school heads and teachers are consistent. These results indicate that elementary teachers do not only encounter such experiences but are also practiced by their school heads. These findings are consistent with the evidence showed by Gading (2024) activities such as School LAC sessions provides significance as to the true value of collaboration and knowledge sharing, providing teachers with opportunities for professional growth, best practice exchange, and collective problem-solving. It is also found that effective leadership occurs when leaders apply innovation, accountability, and authority through collaborative structures like LAC sessions and feedback mechanisms (Aquino, 2023).

This also aligns with Roesminingsih and Windasari (2025) who studied about transformational leadership, their findings showed that a strengthening teacher engagement in Professional Learning Communities (PLCs) enhances teacher performance through intellectual stimulation and collaboration. The study also agrees with Ambon, J., Alias, B. S., Komariah, A., & Mansor, A. N. (2024) who stressed that continuous professional development (CPD) improves teaching quality by strengthening pedagogy and problem-solving while school leadership is vital in maximizing its benefits.

This also confirms that, an effective leadership also needs to possess cultural sensitivity and resilience, as well as investing in continuous learning through workshops and tailored programs (Ambon et al., 2025). The findings of the study also align with the study of Shahid (2024) who stated that through the CALL framework, emphasis on adaptability and continuous learning are essential to transformational leadership in dynamic contexts. The findings also support the DepEd Order No. 35, s. 2016 that mandates the implementation of the Learning Action Cell as a school-based continuing professional development strategy under K-12 program, which is intended to support teachers' knowledge, attitudes, and competencies in curriculum, instruction, and assessment.

Another recurring pattern describes that school heads influence teacher performance through transformational leadership that monitors and guides instruction. The analysis of sentiments across all cases

found that school heads' supervision is viewed as significant when it is developmental, supportive and followed by constructive feedback. Teacher-participants repeatedly mentioned that their school heads conduct monitoring and guidance through practicing classroom observations, flash visits feedback, coaching, and conference, which greatly improved the quality of their teaching. A teacher from Case 3, Taga-ilog Elementary School, responded that,

"Our school head conducts classroom observations, including 'flash visits,' and provides constructive feedback that assists me in refining my teaching strategies and classroom management."

This response was also noted by their school head, which states that,

"I conduct regular classroom observations followed by constructive feedback. I also provide consistent instructional supervision and mentoring."

These statements confirm the quantitative findings that school heads from all cases manifested instructional monitoring and technical guidance to improve teaching performance through classroom observations, flash visits feedback, coaching, and conference, as well as sharing of strategies to improve teaching skills. These was also observed in Case 6, Kalingayan Elementary School, wherein one teacher shared that,

"My school head supports my professional growth and classroom performance by providing technical assistance during classroom observations, where she shares methods to enhance my teaching skills."

These sentiments were confirmed based on the statement of their school head. It states that,

"I support my teachers by providing training, regular coaching, and classroom observations with immediate feedback. I provide the feedback immediately after the observation because if it is delayed, you might forget the specific points you noted for their improvement."

These results imply that transformational leadership practices such as providing assistance as to instructional and technical were highlighted as vital in improving teacher performance. This underscore that school heads should not limit their instructional supervision to assessing performance, but rather focus on leadership practices that help teachers grow like training, coaching or mentoring, monitoring, providing constructive feedback, and guiding them towards effective in instruction. Participants believed that they may improve when they are properly guided. These confirm the findings of Kutsyuruba and Bezzina (2024) who emphasized that school leaders are responsible for orientating and mentoring the teachers, including the newly qualified ones.

These findings concur with Gading (2024) who found that school heads' manifested leadership practices such as instructional supervision, feedback, and coaching to improve teachers' performance. Abio (2026) also found that school heads exhibited leadership practices as to consistent use of assessment data, curriculum review, program implementation, and supervision with feedback and technical assistance.

The cross-case analysis also found a theme that describes the influence of school head's transformational through recognition, encouragement, and relational support. The analysis revealed that teacher performance in all cases are not solely affected by formal supervision but also how teachers feel valued and supported inside the school. The sentiments unveil that participant repetitively described that school heads who practices showing appreciations, foster open communication, emotional support and positive relationships motive them to improve their teaching.

A teacher from Case 2 described that their school head appreciates and recognize their achievements, it said that,

"Our school head is very appreciative. He praises us and recognizes our achievements; He practices open communication. We have a healthy environment and a healthy working relationship."

This illustrates that, teachers from all schools observed that their school heads as school leaders promote a healthy environment, open communication and recognize of achievement. Based from the responses of school heads, it is revealed that school heads highly practice encouraging collaboration and responsiveness by being open to suggestions and concerns of teachers which strengthens teacher performance and school development.

The school head from Case 2 also accentuated openness and transparency. He states that,

"I prioritize providing immediate feedback and remain open to the suggestions and opinions of the teachers. We engage in collaborative discussions for school improvement."

This statement was also echoed by participants from Case 14, stating that,

"In our school, the head implements collaborative decision-making and actively recognizes the efforts of the teachers. We hold regular meetings where everyone can share their ideas, which makes me feel both included and respected as a professional."

The analysis also show that school heads emphasized that they practice transformational leadership through providing a clear vision and goals through fostering inclusivity in decision-making and planning, which causes teachers to feel that they belong and matter, which may influence their performance. The school head from case 14 emphasized and mentioned that, "

"I practice transformational leadership by establishing a clear vision and shared goals through inclusive decision-making for school improvement planning."

This result also indicates the school heads do not only manage but also inspire and guide teachers and stakeholders toward a shared vision. It also underscores that school heads influence teacher performance not only through supervision but also through the quality of professional relationships they build with teachers, suggesting that maintaining a good relationship with teachers are vital to improving teaching quality.

These findings are aligned with the findings of Tran, Tran, and Lam Le (2022) who stated that teachers believed their principals promoted a shared vision, encouraged school goals, and raised awareness of problems. This also aligns with the results of Ramos (2025) who stressed that, school heads should build an inclusive leadership culture by setting shared visions, supporting professional learning communities, and using feedback and recognition to sustain motivation and instructional growth

The fourth recurring pattern depicts that school heads guided teachers meet school standards as to evaluation. It is showed that school heads as transformational leaders help in raising awareness among teachers regarding their teaching performance standards and to demonstrate the actual accomplishments aligned with school objectives.

Several responses expressed that school heads guided teachers in relation to IPCRF, PPST, classroom observations, documentation, and performance targets. A teacher from Case 15, Nuevo Trabao Elementary School emphasized that their school heads' transformational leadership practices influence their performance ratings through providing honest and constructive comments regarding their performance based on IPCRF, PPST, classroom observations, and many more. These was reflected on the response of teacher-participant from Case 15, which said that,

"Transformational leadership practices directly influence our performance ratings. The constructive feedback provided during classroom observations and the guidance in preparing IPCRF documents ensure that my professional performance is fairly reflected in my evaluations."

The school head from Case 15 supported this by explaining that:

"My leadership practices, including coaching teachers during classroom observations and guiding them through their IPCRF documentation, directly influence their performance ratings."

The results of the study describe that teacher-participants mean repeatedly emphasized the significance of feedback mechanism in classroom observations and guidance with IPCRF to their teaching performance. This implies that transformational leadership, through practicing individualized support and contributes to a fair and accurate evaluations that is not only improve their ratings but also builds their confidence. Teacher-participants noted that their school heads' transformational leadership practices highly affect their IPCRF ratings due to support they receive for continuous improvement, proper supervision, and clear expectations. In Case 7, Lucac Elementary School, one teacher emphasized that,

"The leadership practices of our school head strongly reflect and influence the performance ratings in our school through consistently manifesting practices that promotes ongoing development, effective oversight, and well-defined standards"

The school head from Case 7 shared the same response that,

"My practice of regular monitoring, coaching, and conducting feedback sessions helps teachers align their professional activities with the IPCRF indicators, which guides them toward meeting their performance targets effectively."

These interview data imply that the leadership practices of schools heads are perceived to influence teacher performance through these assessment practices. This finding is consistent with evidence found by Fresnido and Uy (2021) who stated that *"Teachers perceived their school heads as supportive mentors who provide guidance, advice, and feedback to help improve their teaching practices."* This also agrees with the results found by Menge and Gerick (2025) who stated that transformational leadership predicts teacher well-being, job satisfaction, as well as reduced exhaustion. The results of the study does not support the qualitative findings of Aureada (2024) that teacher competence when are not properly monitored or evaluated, the school heads struggled more with teaching and learning duties than with managerial tasks which may affect teaching performance.

The fifth recurring pattern shows that leadership support was sometimes limited by challenges such as administrative workload and time constraints. Despite how teachers generally viewed school heads as supportive, there are still notable observations teachers mentioned which overlap their responsibilities and reduces the time available for mentoring, feedback, and follow-up. One teacher from Case 1, Kimondo Elementary School, said that,

"Due to the busy schedules of school heads often have seminars and meetings, it is sometimes difficult to receive timely, one-on-one supervision or detailed feedback when it is most needed."

The school head from Case 1 confirmed this challenge by explaining that,

"One of the significant challenges I have encountered is the limited time available due to heavy administrative tasks and various school responsibilities. These demands sometimes disrupt the schedules for classroom observations and delay the essential checking of lesson plans, forms, and other school records."

Another teacher from Case 15, Nuevo Trabajo Elementary School, shared the same statement that,

"I have experienced is the limited time available for individualized feedback. While the supervision is supportive, the heavy demands of administrative tasks sometimes reduce the opportunities for deeper mentoring conversations."

The school head from Case 15 also stated that,

"I faced many challenges as a school head, one of the most recurring being the struggle to balance administrative duties with instructional supervision. Time constraints sometimes limit the opportunity for deeper mentoring."

These findings imply that both teachers and school heads face difficulty balancing administrative and instructional responsibilities. Teachers describe that their workload and limited weakens the individualized support and monitoring from school heads due to hectic schedules, suggesting for workload management strategies that strength mentoring and supervisory practices among school heads. These results also support the findings of Fresnido and Uy (2021) who claimed that heavy administrative workload, limited resources, and few professional development opportunities hinder effective leadership for both school heads and teachers.

The results of the study do not agree with the study of Feratero (2025) who highlighted that transformational leadership among school heads still improves instructional quality and collaboration regardless of such resource constraints. These findngs underscores the need for leadership enhancement that includes workload management, delegation, and scheduling systems that would allow school heads to devote more time to instructional leadership.

The sixth recurring pattern shows that teacher performance was influenced not only by transformational leadership practices but also by informal supervision and evaluation. This involves emotional support, informal coaching, checking on teachers' well-being, trust-building, positive communication, and fostering teamwork. One of the responses of teacher from Case 13, Cecilia Elementary School, mentioned that,

"The best practice is providing emotional support, as we all face various personal challenges outside of school. I have observed how she manages each of us; whenever she senses a teacher is struggling, she offers emotional support and maintains a positive school environment."

This was reflected on school head's response, which states that,

"Several in leadership practices significantly impact teacher performance, such as providing emotional support and encouragement. I believe maintaining a positive school climate helps teachers remain motivated and committed."

In Case 14, DOP Balit IP School, one teacher also shared that:

"Certain practices such as providing emotional support, being approachable, and effectively resolving conflicts are not always part of a formal evaluation, yet they have a profound impact on my work."

The school head from Case 14 similarly said that:

"There are several challenges I encountered such as providing emotional and moral support to teachers, as well as building a positive school culture and fostering teamwork."

These responses illustrate that some of the most meaningful leadership practices are not always captured in formal evaluation tools. The implication is that teacher performance is shaped by both visible and invisible forms of leadership support. School heads therefore need to sustain a positive, caring, and collaborative school climate alongside formal instructional supervision.

Integration of Quantitative and Qualitative Findings

The integration of the quantitative and qualitative findings is to show convergence and complementarity between the two strands of the study. Quantitative findings showed that school heads' transformational leadership practices in all dimensions are at very high level. These high ratings were because of the qualitative findings revealed that teachers described their school heads as leaders who actively encourage professional development, provide instructional monitoring and technical guidance, recognize and appreciate their efforts, as well as maintain open communication, fostering collaboration, and building a supportive school climate.

The integrated findings also show complementarity in relation to teacher performance. The quantitative analysis depicts that teacher performance based on IPCRF was at the Very Satisfactory level, with respondents distributed between Very Satisfactory and Outstanding categories. The qualitative findings provided in-depth explanation the occurrence of favorable performance level among teachers. It states that this is because their school heads contribute to their growth through coaching, mentoring, feedback, encouragement, standards guidance, and climate-building practices. Thus, while the quantitative strand of the study describes the generally high level of teacher performance, the qualitative findings clarify some of the school-based leadership processes that may help sustain such performance.

The strongest point of integration appears in the relationship between transformational leadership practices and teacher performance. Quantitative strand found a significant but weak positive relationship between transformational leadership and teacher performance. This is supported by qualitative findings showing that school heads do influence how their teachers perform at school through professional development support, instructional supervision, recognition, relational encouragement, performance guidance, and promoting a positive work environment. These findings therefore imply that leadership is significant in shaping teacher performance. At the same time, it explains why the relationship, was weak even though it is significant. The qualitative strand found that this is because school heads from all cases often face administrative workload, overlapping schedules, limited time for conferences, and competing school demands. These challenges significantly weaken the depth and consistency of individualized mentoring, supervision, and follow-up support.

This suggests that teacher performance is also affected by other conditions such as individual commitment, school context, and organizational demands, which was reflected in the qualitative results, clarifying that transformational leadership practices influence teacher performance, but only to a limited extent.

Findings also revealed that there is no major divergence was found between the quantitative and qualitative strands. Instead, the two forms of data complement one another. The quantitative findings unveiled that transformational leadership practices are correlated with teacher performance, while the qualitative findings provide in-depth description as to how the influence of transformational leadership occurs and the contextual factors that weaken its full effect. These quantitative and qualitative results indicate that school heads' transformational leadership influence teacher performance, but the full impact of leadership relies on the contextual factors and challenges faced by the school heads.

PROPOSED LEADERSHIP ENHANCEMENT PROGRAM FOR SCHOOL HEADS ON STRENGTHENING TEACHER PERFORMANCE

I. Rationale

This proposed leadership enhancement program was developed from the quantitative and qualitative findings of the study. The findings showed that school heads' transformational leadership practices were rated Very High, while teacher performance based on IPCRF was rated Very Satisfactory. The findings also revealed a significant but weak positive relationship between transformational leadership practices and teacher performance.

These results indicate that leadership practices contribute to teacher performance, although the degree of influence may still be affected by school-related and contextual factors. The qualitative findings showed that school heads influenced teacher performance through professional development support, instructional monitoring, coaching, feedback, recognition, encouragement, communication, performance guidance, and the promotion of a positive school climate. However, administrative workload, limited time for mentoring, overlapping responsibilities, and scheduling constraints reduced the consistency and depth of instructional supervision and individualized teacher support. Thus, the proposed program was designed to strengthen leadership practices that directly support teacher performance.

II. Program Description

This proposal outlines a Leadership Enhancement Program designed to strengthen the practical leadership competencies of school heads in supporting teacher performance. The program focuses on coaching and mentoring, instructional supervision, communication, performance guidance, time and workload management, and school climate-building.

The training design was formulated by translating the study's findings into specific capability-building areas. Quantitative results identified the leadership dimensions that were significantly related to teacher performance, while qualitative themes identified the actual practices and constraints experienced in schools. These findings were converted into training sessions, learning activities, workshop outputs, and performance-based tasks to ensure that the program responds to the actual needs of school heads and teachers.

The program shall be implemented through enhancement sessions, workshops, guided activities, and sharing of best practices among school heads. Activities shall include constructive feedback writing, post-conference simulation, IPCRF and PPST alignment exercises, time-management mapping, mentoring schedules, and school climate-building action planning. The program shall be aligned with the School Improvement Plan (SIP) and Annual Implementation Plan (AIP), since DepEd Order No. 13, s. 2016 allows School MOOE to fund school-based trainings and activities that address critical needs for improving learning outcomes.

III. Objectives

This Leadership Enhancement Program generally aims to strengthen the leadership practices of school heads in supporting and improving teacher performance.

The program-specific objectives include:

- A. To enhance the coaching and mentoring skills of school heads in providing individualized support to teachers.
- B. To strengthen the capacity of school heads in conducting instructional supervision, including classroom observation, feedback-giving, and post-conference dialogue.
- C. To improve the ability of school heads to guide teachers in aligning instructional practices, documentation, and performance outputs with IPCRF and PPST expectations.
- D. To enhance communication, recognition, encouragement, and relational leadership practices that support teacher motivation and commitment.
- E. To strengthen the time and workload management practices of school heads so that more time may be allotted for mentoring, instructional supervision, and teacher support.

- F. To promote school climate-building practices that encourage collaboration, trust, teamwork, and professional growth among teachers.

IV. Participants

The participants of this Leadership Enhancement Program are the school heads of the participating medium-sized public elementary schools in the study. Master teachers, teacher-leaders, and designated instructional coordinators may also be included as support participants because of their role in mentoring, instructional supervision, and professional learning activities within the school.

The program may be facilitated by the Public Schools District Supervisor, experienced school heads, master teachers, or other DepEd-recognized resource persons with expertise in instructional supervision, transformational leadership, teacher performance management, and school-based professional learning. This localized approach ensures that the enhancement activities are relevant to the actual experiences, needs, and school contexts of the participating school heads.

V. Program Duration

The Leadership Enhancement Program shall be conducted for three days, with eight hours of training per day, for a total of twenty-four training hours. It may be implemented as a live-out workshop or as three separate Saturday sessions to minimize disruption of regular school operations.

Day 1 shall focus on coaching, mentoring, and professional support for teachers. Day 2 shall focus on instructional supervision, constructive feedback, post-conference dialogue, and performance guidance aligned with IPCRF and PPST. Day 3 shall focus on communication, relational leadership, time management, workload management, and school climate-building.

This duration provides sufficient time for input sessions, demonstrations, guided practice, peer sharing, action planning, and evaluation while allowing school heads to continue managing their regular administrative and instructional leadership responsibilities.

VI. Training Proposal Based on the Major Findings of the Study

The training proposal was designed as the operational component of the Leadership Enhancement Program. It directly responds to the major findings of the study: school heads demonstrated Very High transformational leadership practices; teachers obtained Very Satisfactory IPCRF-based performance; transformational leadership practices had a significant but weak positive relationship with teacher performance; and qualitative findings revealed that school heads influence teacher performance through professional development support, instructional supervision, coaching, mentoring, recognition, relational support, performance guidance, and positive school climate-building. At the same time, administrative workload, time constraints, and overlapping responsibilities limited the depth and consistency of mentoring, monitoring, and feedback. Thus, the training proposal focuses on strengthening leadership practices that can be translated into observable, teacher-centered, and performance-based support.

Proposed Training Title: Transformational Leadership Enhancement Training for Strengthening Teachers' IPCRF-Based Performance

Objective

To enhance the capacity of school heads to sustain transformational leadership practices and translate them into concrete supervisory, mentoring, relational, and performance-guidance practices that support teachers' professional growth and IPCRF-based performance.

Training Design

The training shall be conducted as a three-day live-out capability-building activity using short input sessions, guided workshops, post-conference simulations, peer sharing, case analysis, mentoring plan preparation, IPCRF-PPST alignment exercises, and school-based action planning. The outputs of the training shall include a school head mentoring calendar, classroom observation feedback template, IPCRF-PPST alignment guide, teacher recognition plan, workload-sensitive supervision schedule, and a school climate-building action plan.

Table 19. Training Proposal Matrix

Major Finding as Basis	Training Component	Training Activities/Strategies	Estimated Number of Days	Estimated Number of Hours	Expected Output
Transformational leadership practices of school heads were rated Very High in Vision Building, Individualized Consideration, Intellectual Stimulation, and Innovative Climate.	Sustaining transformational leadership practices	Brief input on the four leadership domains; self-assessment of current practices; peer sharing of effective vision-building, teacher support, reflection, and innovation practices.	Day 1	2 hours	Individual leadership reflection sheet and school-based leadership strengthening plan.
Qualitative findings showed that professional development support, trainings, LAC sessions, coaching, and technical assistance enhanced teacher competence.	Coaching, mentoring, and school-based professional development	Design of mentoring cycles; planning of LAC-based professional learning; coaching demonstration; preparation of teacher development support schedules.	Day 1	3 hours	Mentoring calendar and LAC-based teacher professional development plan.
Recognition, encouragement, relational support, open communication, and emotional support increased teacher motivation and commitment.	Relational and motivational leadership	Workshop on communication, appreciation, conflict-sensitive dialogue, emotional support, and recognition practices; preparation of a teacher recognition and motivation plan.	Day 1	3 hours	Teacher recognition plan and communication protocol for school heads.
Instructional monitoring, classroom observation, feedback, mentoring, and post-conference dialogue improved teacher performance.	Developmental instructional supervision	Post-conference simulation; constructive feedback writing; classroom observation case analysis; practice in giving specific, timely, and supportive feedback.	Day 2	3 hours	Classroom observation feedback template and post-conference guide.
School heads guided teachers in meeting school objectives through IPCRF, PPST, documentation, and performance expectations.	Performance coaching and standards-based guidance	Hands-on activity on guiding teachers in documentation, target-setting, accomplishment tracking, and evidence preparation without overburdening teachers.	Day 2	2 hours	Performance coaching checklist and documentation support plan.
Teachers' performance based on IPCRF was Very Satisfactory, with almost half of the teachers still below the Outstanding category.	IPCRF- and PPST-aligned performance guidance	Workshop on aligning teacher support with IPCRF and PPST indicators; review of sample teacher accomplishments; identification of support needed to move from Very Satisfactory to Outstanding.	Day 2	3 hours	IPCRF-PPST alignment guide and teacher performance support checklist.
Transformational leadership practices had a significant but negligible positive relationship with teacher performance.	Evidence-based leadership monitoring	Session on using performance evidence, teacher feedback, observation results, and school records to monitor whether leadership support is improving teacher performance.	Day 3	2 hours	Leadership monitoring tool showing indicators, evidence, frequency of monitoring, and responsible persons.
Administrative workload, time pressure, and overlapping duties limited the consistency of supervision, mentoring, and follow-up.	Time management, delegation, and workload-sensitive supervision	Time-management mapping; identification of delegable tasks; preparation of supervision schedule; peer review of workload-sensitive mentoring plans.	Day 3	3 hours	Workload-sensitive instructional supervision schedule and delegation map.
The integrated findings showed that leadership affects teacher performance, but its full influence depends on contextual factors and school conditions.	Context-responsive school climate-building	School context mapping; identification of barriers to teacher support; preparation of a collaborative school climate-building action plan.	Day 3	3 hours	Context-responsive school climate-building action plan.
Total			3 days	24 hours	

The training proposal shall be evaluated through pre- and post-training self-assessment, participant feedback, review of workshop outputs, and follow-up monitoring of the school heads' implementation of their mentoring, supervision, and school climate-building plans. The follow-up monitoring may be conducted by the Public Schools District Supervisor or designated instructional leaders within one quarter after the training to determine whether the training outputs were implemented in the schools.

VI. Budgetary Requirements

The funding for this Leadership Enhancement Program may be sourced from allowable School MOOE, district support, stakeholder support, or other approved sources, subject to existing budgeting, accounting, procurement, and auditing rules. DepEd Order No. 13, s. 2016 provides that school MOOE may support school-based trainings and activities, procurement of school supplies and consumables necessary for classes, communication expenses, and reproduction of teacher-made activity sheets or exercises, subject to existing rules.

The budget is presented as a consolidated budget for the entire enhancement program, not per enhancement input, because the same materials, venue arrangements, facilitators, and workshop resources will support all program components. The proposed budget shall avoid expenses not allowed under School MOOE. In particular, School MOOE shall not be used to procure school furniture, teachers' tables and chairs, textbooks, and other instructional materials such as publications, periodicals, and review material

Table 20

Proposed Budget Matrix

Item	Description	Estimated Amount
• Training Materials and Supplies	• Folders, pens, markers, manila paper, activity sheets, and workshop supplies	₱5,000.00
• Printing and Reproduction	• Workshop guides, handouts, attendance sheets, certificates, evaluation forms, and documentation forms	₱4,000.00
• Meals and Refreshments	• Modest meals and snacks for participants, facilitators, and support staff for three days	₱18,000.00
• Communication and Documentation	• Program notices, communication expenses, photo documentation, and report preparation	₱3,000.00
• Facilitation Support	• Internal resource persons are preferred; any facilitator-related expense shall follow existing rules	₱6,000.00
• Contingency/Miscellaneous	• Minor expenses directly related to program implementation	₱3,000.00
Total Estimated Budget		₱39,000.00

The proposed budget shall be subject to the availability of funds, approval of concerned authorities, and compliance with procurement, liquidation, transparency, and reporting requirements. DepEd Order No. 13, s. 2016 requires schools to declare sources of funding, outline intended utilization consistent with the SIP, ensure procurement follows Republic Act No. 9184, post fund utilization information on the Transparency Board, and communicate the sources and uses of school funds to stakeholders through the School Report Card. This proposed Leadership Enhancement Program is designed to strengthen the leadership practices already demonstrated by school heads. It focuses on practical enhancement areas that can help school heads provide better coaching, instructional supervision, communication, performance guidance, workload management, and school climate support. Through this program, school heads may become more consistent and intentional in helping teachers sustain and improve their performance.

Summary, Findings, Conclusions and Recommendations

Summary

This study examined the effects of school heads' transformational leadership practices, as perceived by elementary teachers, on teacher performance in selected medium-sized public elementary schools in Agusan del Sur. Specifically, it described the demographic profile of the teachers, determined the level of transformational leadership practices of school heads, tested differences in transformational leadership practices and teacher performance when grouped according to profile, examined the relationship between transformational leadership practices and teacher performance based on IPCRF, explored how school heads influence teacher performance, and proposed additional inputs to the leadership enhancement program. The study used a mixed method approach in which quantitative and qualitative data were both utilized, with the qualitative strand serving to explain and enrich the quantitative results. The quantitative strand involved statistical analysis of teacher profile, transformational leadership practices, and IPCRF performance results. The qualitative strand employed a multiple-case approach to describe how school heads influence teacher

performance across the fifteen school cases. Descriptive statistics, normality tests, homogeneity tests, nonparametric tests, ANOVA, and correlation analysis were used for the quantitative data, while case-oriented thematic analysis was used for the qualitative data. The integration of findings was undertaken after the qualitative presentation in order to identify areas of convergence, complementarity, and explanatory connection between the two strands.

Quantitative results showed that the respondents were mostly female, were largely within the 31–40 age bracket, commonly had 10 years and below of service, belonged mostly to the ₱30,001–₱40,000 income range, and most had MA/MS units. The transformational leadership practices of school heads were rated Very High in all measured dimensions. No significant differences were found in perceived transformational leadership practices when teachers were grouped according to profile variables. Teacher performance based on IPCRF was rated Very Satisfactory, and no significant differences in teacher performance were found when grouped according to profile. Correlation analysis further showed a significant but negligible positive relationship between transformational leadership practices and teacher performance.

Qualitative findings showed that school heads influence teacher performance through professional development support, instructional monitoring and technical guidance, recognition and encouragement, relational support, performance guidance, and school climate-building. The cases also revealed that administrative workload, time constraints, and limited opportunities for sustained mentoring can reduce the depth of leadership influence. The integrated interpretation of findings showed convergence in the strong manifestation of transformational leadership practices, complementarity in explaining how school heads affect teacher performance, and explanatory support for why the quantitative relationship between transformational leadership and teacher performance was statistically significant but weak in magnitude.

Findings

1. The findings of the study reveal that majority of the teacher-respondents were female, most were within the age bracket of 31–40 years old, and many had 10 years and below of teaching service. In terms of monthly income, most belonged to the ₱30,001–₱40,000 bracket, while the largest group had earned MA/MS units. This shows that most respondents were relatively young to middle-career teachers who were already pursuing graduate studies for professional advancement.
2. Based on the results, it was found that the transformational leadership practices of school heads are at Very High level in all dimensions, namely Vision Building, Individualized Consideration, Intellectual Stimulation, and Innovative Climate. The overall rating was also Very High, which indicates that teachers generally perceived their school heads as effective in setting direction, giving support, encouraging new ideas, and creating a positive environment for teaching and learning.
3. It is also unveiled that there were no significant differences in the level of transformational leadership practices of school heads when teachers were grouped according to sex, age, length of service, monthly income, and highest educational attainment. This means that teachers had generally similar perceptions of their school heads' leadership practices regardless of their personal and professional profile.
4. The level of teacher performance based on IPCRF was found to be at Very Satisfactory, with the respondents almost evenly distributed between Outstanding and Very Satisfactory ratings. This indicates that the teachers generally met or exceeded the expected performance standards in their teaching responsibilities.
5. Findings showed that there were no significant differences in teacher performance when grouped according to sex, age, length of service, monthly income, and highest educational attainment. This suggests that teacher performance was generally consistent across different demographic and professional groups, and that these profile variables did not create meaningful differences in their IPCRF ratings.
6. Results also showed a significant but negligible positive relationship between transformational leadership practices and teacher performance. Although transformational leadership was statistically associated with teacher performance, the strength of the relationship was very weak. Thus, leadership may contribute to teacher performance, but other factors may also have stronger influence.
7. The qualitative findings showed that school heads influenced teacher performance through professional development support, instructional supervision, recognition, encouragement, relational

support, performance guidance, and the creation of a positive school climate. However, participants also revealed that this influence may be weakened by contextual constraints such as administrative workload, time pressure, overlapping responsibilities, and limited opportunities for sustained mentoring and feedback.

8. Based on the quantitative and qualitative findings, the study supports the inclusion of additional inputs to the leadership enhancement program. These inputs may focus on coaching and mentoring, developmental supervision, relational leadership, performance guidance, workload management, and school climate-building. This suggests that the enhancement program should not only sustain the existing high level of leadership practices but also strengthen areas that directly support teacher performance.

Conclusions

1. Majority of teacher-respondents represent a largely female, middle-career, professionally experienced, and academically advancing teaching workforce. Their profile suggests that many of them are already engaged in professional growth through graduate studies and continued service in the teaching profession.
2. The results also conclude that school heads in the participating schools are perceived to demonstrate transformational leadership practices to a very high extent. This means that they are generally effective in providing vision, support, intellectual encouragement, and a positive climate for teachers.
3. The findings also conclude that teachers' perceptions of transformational leadership practices do not significantly vary when grouped according to sex, age, length of service, monthly income, and highest educational attainment. This implies that school heads' leadership practices are experienced consistently by teachers regardless of their demographic and professional background.
4. Teachers in the selected schools generally demonstrated high work performance based on their IPCRF ratings. This indicates that the teachers are able to meet, and in some cases exceed, the expected standards of teaching performance.
5. The results also indicate that teacher performance is not significantly determined by demographic profile alone. This means that sex, age, length of service, monthly income, and highest educational attainment do not create meaningful differences in the teachers' IPCRF performance ratings.
6. Transformational leadership practices are found to have a positive and significant relationship with teacher performance, but the effect is only negligible. This implies that school heads' leadership may help improve teacher performance, but it is not the only factor that influences performance outcomes.
7. The findings further reveal that school heads influence teacher performance through actual leadership behaviors such as professional development support, instructional supervision, recognition, encouragement, relational support, performance guidance, and positive school climate-building. However, the full influence of these leadership practices may be limited by workload, time pressure, overlapping responsibilities, and reduced opportunities for sustained coaching and feedback.
8. The findings also show that the leadership enhancement program should focus on strengthening practical and teacher-centered leadership practices. These include coaching and mentoring, developmental supervision, relational leadership, performance guidance, workload management, and school climate-building to better support teacher performance within actual school conditions.

Recommendations

Based on the results and conclusions of this study, the following recommendations were forwarded:

1. For Students, public elementary schools, particularly in Agusan del Sur, may continue strengthening leadership practices among school heads that improve teacher performance. Improved supervision, teacher motivation, and positive school climate may indirectly benefit students through enhanced classroom instruction and improved learning outcomes.
2. For Teachers, teachers are encouraged to actively participate in the proposed enhancement program, particularly in mentoring, consultation, coaching, collaboration, and feedback activities initiated by school heads. These practices may help improve their instructional delivery, professional growth, motivation, and overall work performance.

3. For School Heads, school heads are encouraged to sustain the very high level of transformational leadership practices observed in their respective schools. Greater emphasis may be placed on individualized support, coaching, mentoring, constructive feedback, classroom observation, post-conference dialogue, and timely feedback delivery because these practices were found to be important in influencing teacher performance. School heads may also strengthen communication, recognition, trust-building, encouragement, and emotional support to improve teacher motivation and commitment.
4. For Parents, parents are encouraged to support school programs and activities that promote teacher development and effective instructional leadership. Awareness of how school leadership affects teacher performance may help them better appreciate the role of school heads in improving learning conditions for their children.
5. For the Department of Education Division of Agusan del Sur, the Division may provide leadership development activities for school heads, particularly on instructional supervision, IPCRF and PPST alignment, performance monitoring, coaching, mentoring, and workload-sensitive instructional leadership. These activities would help school heads balance administrative responsibilities with instructional and developmental support for teachers.
6. For Local Government Units, LGUs in Agusan del Sur, particularly Bunawan, San Luis, La Paz, San Francisco, and Sibagat, may use the derivative outcome of the study in providing responsive support to schools by helping address resource needs, leadership enhancement activities, and teacher support programs. These supports may strengthen mentoring, collaboration, positive climate-building, and other practices that contribute to teacher well-being and work performance.
7. For Future Researchers, future researchers may include additional variables such as school climate, workload, teacher efficacy, organizational support, instructional resources, and teacher well-being to better explain variations in teacher performance. Future studies may also expand the locale, include more schools, or use longitudinal and mixed-methods approaches to further examine how transformational leadership influences teacher performance.

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