

Transformational Leadership in the Post Pandemic of the Philippine Education System

Juliene L. Bustamante
Universidad De Sta. Isabel De Naga Inc.
julienebustamante395@gmail.com

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Abstract

This study investigated the knowledge and dispositions related to transformational leadership among teachers and students in the Philippine Education System, grounded on Transformational Leadership Theory. The research specifically aimed to address the following questions: (1) What is the level of knowledge of teachers and students on transformational leadership across the four components, namely Idealized Influence, Intellectual Stimulation, Individualized Consideration, and Inspirational Motivation? (2) Are there significant differences in knowledge between groups and among components? (3) What is the extent of disposition of transformational leadership functions? (4) Are there significant differences in disposition across components? and (5) What sustainable plan may be proposed based on the results of the study?

Findings revealed that both teachers and students demonstrated high levels of knowledge on transformational leadership. Among the four dimensions, Inspirational Motivation obtained the highest ratings, while Intellectual Stimulation

received the lowest. Significant differences were found between groups, with students rating their knowledge slightly higher than teachers. Furthermore, a significant interaction effect was noted, particularly in the dimension of Intellectual Stimulation, where teachers rated lower compared to students. On the extent of disposition, results indicated a very high level across all four dimensions, though statistical tests showed no significant differences among them. This suggests that transformational leadership practices are consistently applied within schools, though some components may still be strengthened.

In conclusion, transformational leadership continues to serve as an essential framework for guiding school leadership and cultivating positive learning environments. A sustainable plan was developed, highlighting capacity-building initiatives, context-based training, mentorship, and continuous monitoring to ensure the long-term advancement of transformational leadership within the Philippine education system.

Keywords: *Transformational Leadership, Philippine Education, Post-Pandemic Education, School Leadership, Educational Management*

INTRODUCTION

Transformational leadership is shaping the direction of education in the post-pandemic period. It is built on vision, motivation, empowerment, and innovation. Leaders who apply this approach guide schools in adapting to new challenges, improving inclusivity, and ensuring that quality learning continues despite limited resources. This leadership style is not limited to policy creation. It involves inspiring teachers, engaging communities, and driving systemic changes that can sustain learning improvements over time.

The global education system changed drastically after COVID-19. Over 1.6 billion students worldwide were affected by school closures and disruptions to face-to-face classes, according to UNESCO (2023). Many institutions shifted to remote and hybrid learning models to maintain education delivery. While these models opened access to new forms of learning, digital disparities persist. The World Bank reports that 31 percent of students in low-income countries still lack access to online learning. At the same time, the OECD notes that 79 percent of education systems have now adopted digital learning as a permanent component of instruction. These developments highlight the need for leaders who can bridge digital gaps, promote cross-border collaboration, and encourage a culture of lifelong learning among both teachers and students.

In the Philippines, the Department of Education reports that about 27 million students were affected by the shift to flexible and remote learning. The transition exposed large inequalities in technology access, with only 40 percent of students having reliable internet connectivity. Recognizing the urgency of the problem, the government increased the education budget by 8 percent in 2022 to strengthen digital infrastructure and provide more training for teachers. Despite these investments, many educators continue to struggle with the shift in teaching methodologies, especially in engaging students online and integrating technology into lessons. This makes strong and responsive leadership essential in helping schools navigate the changes.

In Siruma District, the impact of the pandemic on education has been especially severe. Local surveys show that more than 60 percent of schools lack adequate technology and internet facilities. Only half of the teachers in low-income areas have received enough training to use digital tools effectively. Dropout rates have risen by 3 to 7 percent, particularly in communities where families face economic hardships. Local education leaders, including school principals and district administrators, are responding by creating policies that address the immediate needs of teachers and students, facilitating continuous professional development, and advocating for more resources. They are also exploring practical solutions such as forming partnerships with community organizations to share resources and introducing alternative learning platforms for students who cannot regularly attend online classes.

Transformational leadership is guided by four core components. Idealized influence focuses on leaders serving as role models, demonstrating ethical behavior and a clear vision that fosters trust. UNESCO (2023) reports a 15 percent improvement in student performance in schools with strong leadership presence. Inspirational motivation centers on creating a shared vision that drives both teachers and students toward common goals. The World Bank (2023) notes a 20 percent increase in teacher retention and student engagement in institutions that apply this approach. Intellectual stimulation encourages educators to think critically and innovate, which the OECD (2022) connects to better adaptation in digital and hybrid learning environments. Individualized consideration ensures that teachers and learners receive personalized guidance and support, improving teacher effectiveness and student success rates by 10 to 15 percent, as reported by DepEd (2022).

The researcher aims to study and examines the level of knowledge and the extent of disposition toward transformational leadership among school heads in Siruma, Camarines Sur. The results will form the basis for recommendations to strengthen the district's readiness in addressing the demands of education

in the post-pandemic period. By understanding how these leaders apply transformational practices, the district can identify areas where leadership approaches can be enhanced to improve equity, foster innovation, and promote sustainable progress in teaching and learning.

This study examined the knowledge of transformational leadership among school heads as perceived by teachers and students, with particular focus on the four components, and explored significant differences in both knowledge and leadership disposition across groups and components.

1. What is the level of knowledge of teachers and students on how their school heads apply transformational leadership along the following components:
 - a. Idealized influence
 - b. Intellectual stimulation
 - c. Individualized Consideration
 - d. Inspirational Motivation
2. Are there significant differences among aspects of level of knowledge and between groups?
3. What is the extent of disposition of transformational leadership functions of school heads along the four components of transformational leadership?
4. Are there significant differences among aspects of extent of disposition?
5. What sustainable plan may be proposed based on the result of the study?

METHODS

This study employed a descriptive-correlational research design to determine the level of knowledge on transformational leadership, as perceived by teachers and students. It focused on the four key components of transformational leadership: Idealized Influence, Intellectual Stimulation, Individualized Consideration, and Inspirational Motivation. Descriptive statistics, including mean scores, percentages, and standard deviations, were used to assess both the level of knowledge of teachers and students and the extent to which school heads demonstrate these leadership behaviors. To examine whether significant differences existed across the components and between groups, Analysis of Variance (ANOVA) was applied. Additionally, the Tukey HSD (Honestly Significant Difference) Multiple Comparisons Test was used to pinpoint specific differences among the aspects of knowledge, providing a clearer understanding of which areas varied significantly. This approach allowed for a comprehensive and nuanced examination of transformational leadership practices, highlighting both strengths and areas for improvement within the school environment.

Research Design

This study utilized descriptive-correlational and evaluative research to assess the relationship between the two dependent variables and the independent variables. This design was applicable since the main goal of the study was to determine the level of knowledge of school heads, teachers, and students on transformational leadership and the extent of disposition of transformational leadership functions of school heads under the New Normal in the Philippine Education System were high, and if there was a

significant relationship between their level of knowledge and the school heads' extent of disposition on transformational leadership.

The descriptive method was used to determine the leadership strategies of the school heads along Idealized Influence, Intellectual Stimulation, Inspirational Motivation and Individual Consideration. The correlational method was used to test whether there was a significant relationship between their level of knowledge and the school heads' extent of disposition on transformational leadership.

Respondents of the Study

The respondents of the study were carefully identified to represent the three primary stakeholder groups in the secondary schools of Siruma District, namely: school heads, teachers, and students. Altogether, there were **362 participants**, composed of **school heads, 60 teachers, and 300 students**. This composition was deliberately chosen to ensure that the perspectives of both leaders and their constituents in the teaching-learning process were adequately represented, enabling a holistic understanding of the variables under investigation.

The **student respondents** formed the largest group in the study. They were selected through a **random sampling** process, ensuring that each student in the target population had an equal probability of being chosen. This method minimized the risk of selection bias and enhanced the representativeness of the sample. The students came from different grade levels, with varied academic performances, leadership roles, and participation in school activities. Such diversity in their backgrounds provided a wide spectrum of experiences and insights, making it possible to capture how school leadership is perceived from multiple learner standpoints. Their responses were crucial in understanding how the leadership practices of school heads are recognized, interpreted, and experienced at the grassroots level of the educational system.

The **teacher respondents** were selected through **convenience sampling**, taking into consideration their availability, willingness to participate, and professional qualifications. Teachers came from a range of subject specializations, years of teaching experience, and involvement in school committees or leadership-related tasks. Their participation ensured that the study included informed perspectives from educators who work closely with students and interact with the school heads on both instructional and administrative matters. The diversity in teaching assignments and roles allowed for a richer analysis of how transformational leadership is perceived and applied across different academic contexts.

The **school head respondents** were likewise chosen through convenience sampling. As the highest-ranking administrators in their respective schools, they are responsible for overseeing school operations, setting institutional goals, managing resources, and ensuring the professional growth of teachers. Their inclusion in the study was vital because they are the primary implementers of leadership strategies and are directly accountable for fostering an environment conducive to both academic achievement and personal development. Their insights provided an authoritative perspective on how leadership knowledge translates into practice.

By involving participants from these three groups, the study was able to examine transformational leadership from multiple vantage points: the decision-making and strategic perspective of the school heads, the instructional and collaborative viewpoint of teachers, and the experiential feedback of students. This triangulated approach strengthened the validity of the study by ensuring that the findings were drawn from a comprehensive range of lived experiences and professional insights. Furthermore, it allowed the researcher to identify both convergences and divergences in perceptions, thereby providing a deeper and

more nuanced understanding of leadership knowledge and disposition in the post-pandemic educational context of Siruma District.

Data Gathering Instrument

The primary tool used in data collection was a questionnaire checklist. The questionnaire was composed of two parts: Part I -Level of knowledge on Transformational Leadership and Part II – Level of Disposition on Transformational Leadership. Each part of the questionnaire was divided into four aspects based on the Dimensions of Transformational Leadership; Idealized Influence, Intellectual Stimulation, Individualized Consideration and Inspirational Motivation.

The development of the questionnaire was guided by the *Transformational Leadership Survey* created by Sunaengsih, C., Komariah, A., Kurniady, D., Suharto, N., Tamam, B., and Julia, J. (2021), published in *Mimbar Sekolah Dasar*, 8(1), 41–54 (<https://doi.org/10.53400/mimbarsd.v8i1.30468>). This instrument served as the foundation for the present study's tool. While its overall framework and content provided a strong starting point, modifications were made to better suit the research setting, the characteristics of the respondents, and the specific focus of this investigation. These adjustments were necessary to ensure that the questions were culturally relevant, clearly worded, and reflective of the realities in the selected schools.

To guarantee that the instrument was both appropriate and accurate, it underwent a thorough process of validation. The initial draft was presented to the dean, research panel members, and the adviser for content review. Their comments, suggestions, and recommendations were carefully examined and incorporated into the revised version. Attention was given not only to the alignment of the questions with the study objectives, but also to the clarity of language, the sequencing of items, and the balance between knowledge and disposition indicators. The revised questionnaire was also checked for grammar, consistency, and overall readability to ensure it would be easily understood by the respondents.

Before the final administration, a pre-test was conducted with a small group of participants who were not part of the actual study. This trial run helped identify any remaining ambiguities, confusing terms, or layout issues. Based on the feedback gathered during this phase, further refinements were made to improve the tool's clarity and flow. The final version of the questionnaire was then evaluated for its reliability through the computation of Cronbach's alpha coefficients. These values, which are presented in the succeeding section, confirmed the internal consistency of the instrument and provided assurance that it could generate dependable and valid data for the study.

Data Gathering Procedure

Collecting data is one of the most important parts of researching to fulfil the study's main objective, instead, the researcher went through a procedure to get the information needed to accomplish the study.

The researcher sought first approval from the Dean of Graduate school of Universidad De Sta. Isabel. Then, the researcher sought consent from Schools Division Superintendent (SDS) to conduct a survey in Siruma District, Camarines Sur. The researcher obtained an endorsement letter from the office of SDS allowing online conduct of the data gathering procedure.

The researcher secured permission from the school heads of the selected schools to conduct an online survey for the respondents. After obtaining the necessary permission from school heads, the

researcher was directed to the teachers of Siruma District. The researcher then sent the link of the google form from the survey questionnaire to the teachers of Siruma District. The link was forwarded to the teachers of Siruma District in their respective schools.

Correspondingly, to proceed with data gathering for quantitative study, the researcher sought permission from the respective teacher respondents through the informed consent form which was part of the online survey modified questionnaire. Once the online modified survey questionnaire was accomplished and submitted by the respondents, answers were instantly received and stored through google form (g-forms).

Statistical Treatment

To ensure that the research objectives were addressed with rigor and accuracy, the pstatistical tools used in this study were selected based on the nature of the data, the level of measurement, and the specific sub-problems of the study.

For **SOP 1** and **SOP 3**, which aim to describe (a) the level of knowledge of teachers and students on how their school heads apply transformational leadership across four components: Idealized Influence, Intellectual Stimulation, Individualized Consideration, and Inspirational Motivation, and (b) the extent of disposition of school heads in practicing transformational leadership functions, the **mean** was employed. This descriptive statistic was chosen because it summarizes the responses for each component, enabling a clear comparison of results across the identified leadership aspects.

For **SOP 2** and **SOP 4**, which focus on identifying significant differences in (a) the aspects of the level of knowledge and (b) the aspects of the extent of disposition, a **Two-way Analysis of Variance (ANOVA)** was used. This statistical method was appropriate as it allows the comparison of means across multiple groups while simultaneously examining the main effects of two independent variables, namely group classification (teachers and students for SOP 2; different leadership components for SOP 4) and the specific transformational leadership aspects. It also permits the detection of interaction effects, which can reveal whether differences between groups vary across components.

To determine whether a relationship exists between the respondents' level of knowledge (SOP 1) and the school heads' extent of disposition (SOP 3), the **Pearson product-moment correlation coefficient (Pearson r)** was applied. This measure was chosen because it assesses both the strength and the direction of the linear association between two continuous variables, allowing the study to determine if higher knowledge levels are associated with greater leadership disposition in practice.

The application of these statistical treatments ensures that each sub-problem is addressed with the most suitable analytical approach, providing both descriptive and inferential insights into the transformational leadership practices within the context of the New Normal in Philippine education.

Ethical Consideration

To ensure the highest standards of ethical conduct, the researcher explained to the participants the purpose of the research and asked them to read and sign an assent form, where the researcher emphasized that all data collected would be treated with the utmost confidentiality. This includes, but not limited to, safeguarding personal information, such as names and contact details, by storing it securely and ensuring that it is not accessible to unauthorized individuals. Furthermore, the researcher added measures to protect participants' anonymity, the researcher assigned code numbers to the collected data.

The researcher also employed the principle of benefits by thoroughly explaining the potential advantages of the research to the participants. These benefits included improving existing practices or policies on leadership in public schools. By providing a comprehensive overview of the potential benefits, the researcher ensured that participants could make informed decisions about their voluntary participation in the study.

Also, in the assent form, the researcher assured the participants that their participation would not put them in any potential risks or harm such as physical harm, psychological distress, breaches of confidentiality, or any other adverse consequences.

Lastly, the principle of justice was observed by the researcher by emphasizing fairness and equitable treatment of the participants. In the assent form, the researcher underscored that all participants would be treated fairly, without discrimination based on factors such as gender, religion, socio-economic status, or any other protected characteristics

Table 1 shows that “Gives freedom to do tasks” obtained the highest mean score ($M = 3.46$), indicating that teachers perceive themselves as providing considerable autonomy in performing tasks. This suggests that they value independence, trust professional judgment, and foster a learning and working environment based on trust, respect, and accountability. Such practices empower individuals to take ownership of responsibilities, enhancing creativity, critical thinking, and problem-solving. This aligns with transformational leadership theory, which emphasizes intellectual stimulation and individualized consideration, and is supported by studies showing that autonomy fosters engagement, innovation, and collaboration (Farnsworth et al., 2020; Kouzes & Posner, 2020; Lanaj et al., 2021; Al-Husseini & Elbeltagi, 2020; Leithwood & Sun, 2021). Conversely, “Influences people for insightful mission-vision” received the lowest mean score ($M = 3.14$), suggesting that teachers are less effective in inspiring alignment with the school’s mission and vision, which may result in fragmented efforts. Literature underscores that inspirational motivation and clear articulation of vision are essential for fostering commitment and organizational coherence (Kouzes & Posner, 2020; Northouse, 2021; Leithwood & Sun, 2021; Nguyen et al., 2021).

RESULTS AND DISCUSSION

Table 1

Level of Knowledge of Respondents on Transformational Leadership along Idealized Influence

Indicators	Teachers	Students	Mean	Description
Carries out tasks and responsibilities	3.28	3.14	3.33	VH
Influences people for insightful MV	3.14	3.06	3.16	H
Reminds and reinforces respect	3.32	3.23	3.45	VH
Provides example of a good behavior	3.42	3.13	3.27	VH
Gives freedom to do tasks	3.46	3.15	3.48	VH
Encourages to take on leadership roles	3.29	3.06	3.4	VH
Provides opportunities to develop 21st century skills	3.25	3.06	3.19	H
Models’ ethical behavior	3.23	3.03	3.35	VH
Supports people’s goals	3.20	3.11	3.18	H
Acts as a mentor	3.31	3.07	3.39	VH
Mean	3.29	3.10	3.32	VH
Description	VH	H	VH	VH

Legend: Very Low 1.00- 1.75; Low 1.76-2.25; High 2.26-3.25; Very High 3.26-4.00

From the students' perspective, "Reminds and reinforces respect" received the highest score ($M = 3.23$), indicating that leaders are perceived as consistent advocates of respectful behavior, contributing to a safe and inclusive school climate. This is consistent with idealized influence theory and empirical findings that respect-centered leadership strengthens trust, collaboration, and well-being (Lemoine et al., 2020; Zhu et al., 2022; Boamah et al., 2021; Wong et al., 2022). In contrast, "Models ethical behavior" obtained the lowest rating ($M = 3.03$), suggesting that ethical conduct may not be consistently visible to students, potentially weakening the internalization of ethical values. Literature confirms that ethical modeling is central to transformational leadership and institutional credibility (Ismail et al., 2023; Brown et al., 2020; Banks et al., 2020; Cheng & Wang, 2022). Overall, the results indicate that teachers and leaders excel in fostering autonomy and respect, while visionary influence and ethical modeling represent areas for further development to enhance cohesion, alignment, and institutional integrity.

Table 2
Level of Knowledge of Respondents on Transformational Leadership along Intellectual Stimulation

Indicators	Teachers	Students	Mean	Description
Provides reference for self-development	3.23	3.11	3.20	H
Provides opportunities for training	3.32	3.08	3.40	VH
Allows freedom of opinion	3.28	3.11	3.24	H
Involves people in decision making	3.34	3.08	3.25	H
Solves complex problems	3.35	3.1	3.19	H
Encourages creativity and innovation	3.12	3.09	3.16	H
Encourages challenge assumptions and critical thinking	3.22	3.10	3.19	H
Provides opportunities for interdisciplinary collaboration	3.23	3.04	3.18	H
Encourages people to pursue research and scholarly activities	3.23	3.13	3.14	H
Promotes culture of continuous learning and development	3.06	3.02	3.14	H
Mean	3.24	3.09	3.21	H
Description	H	H	H	H

Legend: Very Low 1.00- 1.75; Low 1.76-2.25; High 2.26-3.25; Very High 3.26-4.00

Table 2 shows that "Solves complex problems" obtained the highest mean score among teachers ($M = 3.35$, Very High), indicating that they feel confident in tackling complex challenges using analytical thinking, creativity, and adaptive strategies. This strength enables teachers to address diverse learner needs, implement differentiated instruction, manage classrooms effectively, and contribute to broader school initiatives requiring collaboration and innovation. Transformational leadership theory emphasizes intellectual stimulation, which encourages critical and creative thinking, and empirical studies confirm that such leadership enhances teachers' problem-solving abilities and classroom effectiveness (Farnsworth et al., 2020; Cheng & Wang, 2022; Nguyen et al., 2021; Leithwood & Sun, 2021; Lanaj et al., 2021). Conversely, "Promotes culture of continuous learning and development" received the lowest mean score

among teachers ($M = 3.06$, High), suggesting that while teachers recognize the value of lifelong learning, systematic and consistent professional growth opportunities are not fully embedded. Literature stresses that leaders must model continuous learning and establish collaborative systems to sustain professional development, which in turn enhances instructional quality and engagement (Kouzes & Posner, 2020; Northouse, 2021; Al-Husseini & Elbeltagi, 2020; Mette & Scribner, 2020). From the students' perspective, "Encourages people to pursue research and scholarly activities" obtained the highest score ($M = 3.13$, High), reflecting that students feel supported in academic exploration and inquiry-based learning, which fosters critical thinking, independence, and problem-solving (Leithwood & Sun, 2021; Cheng & Chin, 2022; Nguyen et al., 2021; Wong et al., 2022). In contrast, "Promotes culture of continuous learning and development" again received the lowest mean score among students ($M = 3.02$, High), indicating that lifelong learning is not yet consistently experienced or deeply rooted in school practices. Leadership research emphasizes that fostering a culture of continuous learning strengthens resilience, adaptability, and motivation, preparing students for long-term academic and personal success (Northouse, 2021; Kouzes & Posner, 2020; Zhu et al., 2022; Ismail et al., 2023). Overall, the results suggest that teachers and students excel in problem-solving and scholarly engagement, while continuous learning remains an area for improvement to enhance growth, innovation, and sustainability in the school community.

Table 3 shows that "Accepts suggestions for improvement of professional and personal goals" obtained the highest mean score among teachers ($M = 3.34$, High), indicating that they are highly receptive to feedback and constructive recommendations that enhance growth. This openness reflects self-awareness, humility, and a commitment to continuous professional and personal development, fostering reflection, collaboration, and a culture of shared improvement. Transformational leadership theory emphasizes individualized consideration, and studies confirm that embracing feedback strengthens professional learning communities, promotes innovation, and builds resilience (Kouzes & Posner, 2020; Northouse, 2021; Nguyen et al., 2021; Leithwood & Sun, 2021; Lanaj et al., 2021).

Table 3

Level of Knowledge of Respondents on Transformational Leadership along Individualized Consideration

Indicators	Teachers	Students	Mean	Description
Gives praise to achievements	3.26	3.13	3.16	H
Accepts suggestions for improvement of professional and personal goals	3.34	3.06	3.22	H
Asks for opinions	3.28	3.09	3.21	H
Listens and considers suggestions	3.23	3.09	3.38	VH
Listens to complaints	3.31	3.12	3.2	H
Provides support and resources needed	3.22	3.09	3.14	H
Offers individualized mentoring	3.06	3.10	3.12	H
Takes the time to understand the unique needs and preferences	3.17	3.09	3.37	VH
Celebrates the diverse background and perspectives	3.12	3.06	3.13	H
Forster's a sense of community and belonging	3.18	3.05	3.11	H
Mean	3.22	3.09	3.20	H
Description:	H	H	H	H

Legend: Very Low 1.00- 1.75; Low 1.76-2.25; High 2.26-3.25; Very High 3.26-4.00

Conversely, “Offers individualized mentoring” received the lowest mean score among teachers ($M = 3.06$, High), suggesting that one-on-one guidance is less consistently provided, limiting opportunities for personalized growth, talent nurturing, and collective capacity-building. Literature highlights that mentoring enhances trust, professional development, and leadership preparation (Ismail et al., 2023; Cheng & Chin, 2022; Mette & Scribner, 2020). From the students’ perspective, “Listens to complaints” obtained the highest score ($M = 3.12$, High), reflecting that students feel heard, respected, and supported, which strengthens trust, engagement, and a sense of belonging. In contrast, students rated “Accepts suggestions for improvement of professional and personal goals” and “Celebrates the diverse background and perspectives” lowest ($M = 3.06$, High), indicating that they perceive gaps in feedback receptiveness and inclusivity. Transformational leadership literature emphasizes that openness to feedback and recognition of diversity foster trust, accountability, and inclusive environments that enhance social cohesion, learning, and well-being (Nguyen et al., 2021; Al-Qahtani, 2022; Zhu et al., 2022; Cheng & Chin, 2022; Ismail et al., 2023). Overall, the findings suggest that teachers excel in receptiveness to feedback and recognition, while individualized mentoring and fostering diversity remain areas for further development to strengthen collaboration, equity, and growth within the school community.

Table 4
Level of Knowledge of Respondents on Transformational Leadership along Inspirational Motivation

Indicators	School Heads	Teachers	Students	Mean	Description
Motivates to carry out tasks properly	3.83	3.25	3.1	3.39	VH
Encourages to work hard professionally	3.17	3.11	3.14	3.14	H
Praises for a job well done	3.1	3.31	3.12	3.18	H
Serves as a guide in solving-problems	3.83	3.22	3.06	3.37	VH
Encourages to practice new approaches on professional growth	3.83	3.11	3.1	3.35	VH
Creates a sense of shared purpose and vision	3.1	3.23	3.1	3.14	H
Encourages to make risks and try new approaches	3.27	3.17	3.17	3.2	H
Celebrates success and achievement of people	3.27	3.17	3.09	3.18	H
Creates a culture of positivity, optimism, and enthusiasm	3.2	3.09	3.11	3.13	H
Inspires people to perform beyond expectations	3.23	3.06	3.12	3.14	H
Mean	3.38	3.17	3.11	3.22	H
Description	VH	H	H	H	H

Legend: Very Low 1.00- 1.75; Low 1.76-2.25; High 2.26-3.25; Very High 3.26-4.00

Table 4 shows that “Praises for a job well done” obtained the highest mean score among teachers ($M = 3.31$, High), indicating that teachers are recognized for reinforcing accomplishments and creating a supportive environment. This reflects inspirational motivation by valuing individuals’ contributions, boosting confidence, morale, and engagement, and fostering a positive school culture. Transformational leadership literature emphasizes that recognition and praise enhance commitment and shared purpose, while empirical studies confirm that such practices improve engagement and organizational cohesion (Kouzes &

Posner, 2020; Northouse, 2021; Lanaj et al., 2021; Wong et al., 2022). Conversely, “Inspires people to perform beyond expectations” received the lowest teacher rating ($M = 3.06$, High), suggesting that teachers may be less effective in motivating others to exceed expectations and cultivate a high-performance culture. Literature underscores that transformational leaders inspire extraordinary effort by communicating optimism, clear vision, and confidence in followers’ abilities (Farnsworth et al., 2020; Leithwood & Sun, 2021; Nguyen et al., 2021; Al-Qahtani, 2022). From the students’ perspective, “Encourages to make risks and try new approaches” obtained the highest score ($M = 3.17$, High), reflecting that students perceive their leaders as promoting creativity, innovation, and experimentation, which enhances confidence and growth. This aligns with transformational leadership theory emphasizing risk-taking and adaptive learning environments (Cheng & Chin, 2022; Lanaj et al., 2021). In contrast, “Serves as a guide in solving problems” received the lowest student score ($M = 3.06$, High), suggesting that students may lack consistent guidance in navigating challenges. Studies highlight that combining inspiration with hands-on support strengthens problem-solving skills and confidence among learners (Cheng & Wang, 2022; Wong et al., 2022). Overall, the findings indicate that while teachers effectively recognize achievements and encourage innovation, there is a need to strengthen practices that inspire extraordinary effort and provide guidance to maximize student potential and performance.

Table 5 shows that respondents including school heads, teachers, and students demonstrate a commendable level of knowledge on transformational leadership, with Idealized Influence receiving the highest mean score ($M = 3.32$, Very High). This indicates that respondents value ethical leadership, integrity, and role modeling as central elements of transformational leadership, with school heads scoring highest ($M = 3.57$), reflecting their strong ability to set moral standards and inspire a shared vision. Transformational leadership theory emphasizes the importance of idealized influence in fostering trust, commitment, and credibility (Kouzes & Posner, 2020; Northouse, 2021), and empirical studies confirm that ethical leadership strengthens collaboration, engagement, and organizational resilience (Ismail et al., 2023; Leithwood & Sun, 2021; Al-Qahtani, 2022).

Table 5

Summary of Data of the Respondents’ Level of Knowledge on Transformational Leadership

Indicators	School Heads	Teachers	Students	Mean	Description
Idealized Influence	3.57	3.29	3.10	3.32	VH
Intellectual Stimulation	3.30	3.24	3.09	3.21	H
Individualized Consideration	3.31	3.22	3.09	3.20	H
Inspirational Motivation	3.38	3.17	3.11	3.22	H
Mean	3.39	3.23	3.10	3.24	H
Description	VH	H	H	H	H

Legend: Very Low 1.00- 1.75; Low 1.76-2.25; High 2.26-3.25; Very High 3.26 4.00

Other dimensions, Intellectual Stimulation ($M = 3.21$), Individualized Consideration ($M = 3.20$), and Inspirational Motivation ($M = 3.22$), were rated High, suggesting that while teachers and students understand the principles of encouraging innovation, providing personalized support, and inspiring others, consistent application of these practices remains an area for growth. School heads again received higher ratings across these dimensions, highlighting their stronger alignment with transformational leadership expectations. Literature underscores that intellectual stimulation, individualized consideration, and inspirational motivation foster creativity, inclusivity, resilience, and collective commitment (Farnsworth et al., 2020; Nguyen et al., 2021; Cheng & Wang, 2022; Lanaj et al., 2021; Wong et al., 2022). Overall, the

findings indicate that transformational leadership is recognized and valued across the school community, yet sustained leadership development and consistent reinforcement of these practices are needed to fully embed principles of innovation, shared responsibility, and effective guidance in daily teaching and learning.

Table 6
Differences among Aspects of Level of Knowledge and Between Groups

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
group	.800	1	.800	30.327	.000	.021
aspect	.718	3	.239	9.076	.000	.019
group * aspect	.450	3	.150	5.684	.001	.012
Error	37.780	1432	.026			
Total	17736.270	1440				
Corrected Total	39.524	1439				

Legend: $p \leq 0.001$ very highly significant, $p \leq 0.01$ highly significant, $p \leq 0.05$ significant, $p > 0.05$ not significant

The results presented in Table 6 show that there is a significant difference in the level of knowledge on transformational leadership between teachers and students. The analysis yielded a significant main effect for group with an F-value of 30.327 at $p < .001$ and a partial eta squared of .021, indicating that teachers and students perceive and rate their knowledge differently. Although the effect size is small, it suggests that group membership accounts for a portion of the variance, with students potentially viewing leadership behaviors more positively as beneficiaries, while teachers, being practitioners, may assess these behaviors more critically. In terms of the specific aspects of transformational leadership, the findings revealed a significant main effect of aspect with an F-value of 9.076 at $p < .001$ and a partial eta squared of .019, showing that knowledge levels vary across Idealized Influence, Intellectual Stimulation, Inspirational Motivation, and Individualized Consideration. This suggests that some dimensions are better understood or more observable than others, possibly due to the emphasis placed on certain practices or their visibility in daily interactions. The interaction effect between group and aspect was also significant with an F-value of 5.684 at $p = .001$ and a partial eta squared of .012, indicating that differences in knowledge across aspects depend on whether the respondent is a teacher or a student. For example, students may report higher knowledge in motivational and inspirational aspects, while teachers may provide more cautious ratings in areas that require critical reflection or individualized support. These results highlight that transformational leadership knowledge is shaped both by the nature of the leadership dimension and the role of the respondent. Literature supports this interpretation, noting that leadership knowledge requires application, not just familiarity, and that mastery of principles strengthens trust and facilitates organizational change (Farnsworth et al., 2020; Northouse, 2020; Kouzes & Posner, 2020). Other studies emphasize that certain components, such as inspirational motivation, are more visible to students, while teachers critically assess intellectual stimulation and individualized consideration (Leithwood & Sun, 2021; Cheng & Chin, 2022; Cheng & Wang, 2022). Research further confirms that perceptions of transformational practices differ across roles, impacting engagement, innovation, and organizational effectiveness (Wang et al., 2019; Nguyen et al., 2021; Al-Husseini & Elbeltagi, 2020). Overall, the findings suggest that while transformational leadership knowledge is recognized and valued across groups, targeted capacity-building and leadership development programs are needed to ensure all four components are clearly understood and consistently practiced in schools.

Table 7

Tukey HSD Multiple Comparisons Table on the Differences among Aspects of Level of Knowledge

(I) Aspect	(J) Aspect	Mean Difference (I-J)	Sig.	Interpretation
Idealized Influence	Intellectual Stimulation	.0131	.703	Not Significant
	Individual Consideration	-.0156	.573	Not Significant
	Inspirational Motivation	-.0367*	.013	Significant
Intellectual Stimulation	Individual Consideration	-.0286	.085	Not Significant
	Inspirational Motivation	-.0497*	.000	Very Highly Significant
Individual Consideration	Inspirational Motivation	-.0211	.301	Not Significant

Legend: $p \leq 0.001$ very highly significant, $p \leq 0.01$ highly significant, $p \leq 0.05$ significant, $p > 0.05$ not significant

The results of the two-factor ANOVA revealed that both the participant group (teachers versus students) and the specific aspect of transformational leadership significantly influenced the reported level of knowledge. The main effect for group ($F(1, 1432) = 30.33, p < .001, \eta^2 = .021$) indicated that students ($M = 3.5162$) rated their knowledge of transformational leadership slightly higher than teachers ($M = 3.4529$).

**Knowledge
Tukey HSD**

Aspect	N	Subset	
		1	2
Intellectual stimulation	360	3.4828	
idealized influence	360	3.4958	
individual consideration	360	3.5114	3.5114
Sig.		0.085	0.301

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = .026.

a. Uses Harmonic Mean Sample Size = 360.000.

b. Alpha = .05.

Descriptive Statistics

Dependent Variable: Knowledge				
groups	aspect	Mean	Std. Deviation	N
teacher	idealized influence	3.4867	.17219	60
	intellectual stimulation	3.3767	.24032	60
	individual consideration	3.4367	.17942	60
	inspirational motivation	3.5117	.13415	60
	Total	3.4529	.19143	240

student	idealized influence	3.4977	.15244	300
	intellectual stimulation	3.5040	.15556	300
	individual consideration	3.5263	.15966	300
	inspirational motivation	3.5367	.16210	300
	Total	3.5162	.15809	1200
Total	idealized influence	3.4958	.15571	360
	intellectual stimulation	3.4828	.17861	360
	individual consideration	3.5114	.16626	360
	inspirational motivation	3.5325	.15789	360
	Total	3.5056	.16573	1440

Table 7 presents the results on transformational leadership knowledge across the four dimensions, which obtained generally high ratings. Inspirational Motivation received the highest mean score ($M = 3.5325$), indicating that respondents perceive this dimension most positively. This result aligns with the findings of Kouzes and Posner (2020) and Farnsworth et al. (2020), who noted that leaders who communicate a clear vision and inspire optimism create stronger commitment and engagement. Similarly, transformational leadership theory emphasizes that inspirational motivation is crucial for fostering enthusiasm, collective purpose, and dedication among followers. The result implies that school leaders in the Siruma District are effective in articulating vision and motivating both teachers and students, which contributes to higher morale, engagement, and a positive school climate. Overall, the findings suggest that inspirational motivation is a prominent strength in the practice of transformational leadership within the district.

The results of the two-factor ANOVA revealed that both participant group and specific leadership dimension significantly influenced knowledge ratings. The main effect for group ($F(1, 1432) = 30.33, p < .001, \eta^2 = .021$) showed that students ($M = 3.5162$) rated their knowledge slightly higher than teachers ($M = 3.4529$). Although the effect size is small, the difference has meaningful implications, as students, being recipients of leadership behaviors, may perceive these practices more positively, while teachers, directly engaged in applying and evaluating leadership behaviors, may be more critical. They are likely to recognize gaps, inconsistencies, or challenges in implementing transformational leadership principles, highlighting how roles shape perception.

The main effect for aspect ($F(3, 1432) = 9.08, p < .001, \eta^2 = .019$) indicated that knowledge ratings varied across the four dimensions: Idealized Influence ($M = 3.4958$), Intellectual Stimulation ($M = 3.4828$), Inspirational Motivation ($M = 3.5325$), and Individualized Consideration. Post-hoc Tukey HSD tests showed that Inspirational Motivation was rated significantly higher than both Idealized Influence ($p = .013$) and Intellectual Stimulation ($p < .001$). These findings suggest that respondents emphasize behaviors that articulate a compelling vision, generate optimism, and inspire others, which directly impact motivation, morale, and school climate. In contrast, Intellectual Stimulation consistently received lower ratings, particularly among teachers ($M = 3.3767$) compared to students ($M = 3.5040$). This may reflect underemphasis on questioning assumptions, encouraging innovation, and promoting critical thinking. The disparity suggests that while students perceive opportunities for creativity, teachers may feel these practices are insufficiently emphasized in their professional environment, highlighting a key area for improvement.

The significant interaction effect ($F(3, 1432) = 5.68, p = .001, \eta^2 = .012$) further revealed that differences across aspects varied between groups. Students tended to rate Intellectual Stimulation more positively, while teachers evaluated it less favorably, suggesting that leaders may engage students effectively in stimulating learning activities but not teachers in innovative professional practices. This

perceptual gap indicates the need for stronger alignment and communication to ensure both teachers and students experience transformational leadership consistently and equitably.

Overall, the findings indicate that transformational leadership knowledge is generally high in the Siruma District. Inspirational Motivation stands out as the strongest dimension, reinforcing that school leaders are effective in sharing vision and motivating others. Intellectual Stimulation, particularly from the teachers' perspective, emerges as a relative weakness, suggesting the need for professional development, collaborative practices, and strategies that emphasize creativity, critical thinking, and innovation. Addressing this gap can help ensure that transformational leadership practices both inspire and challenge teachers and students to grow and excel within the school environment.

Table 8 presents the results on transformational leadership practices of school heads. The highest-rated indicator was "Regularly evaluates the effectiveness of teachers' tasks in line with the goal of the school" ($M = 4.00$, Very High), indicating that school heads are perceived as consistent in aligning teacher activities with institutional objectives. This aligns with Northouse (2020) and Kouzes and Posner (2020), who noted that transformational leaders strengthen coherence by connecting daily practices with organizational goals. The result implies that regular evaluation promotes accountability, continuous improvement, and shared understanding among staff, enhancing school effectiveness.

The lowest-rated indicators were "Gives faculty members time to work at their own pace without sacrificing personal life" and "Introduces and gives adequate resources and training for faculty members' growth" (both $M = 3.10$, High). This suggests that while school heads are supportive, flexibility and professional development remain areas for improvement. Transformational leadership theory emphasizes individualized consideration, which fosters well-being, motivation, and growth (Kouzes & Posner, 2020; Northouse, 2021). Limited support in these areas may affect teacher morale, innovation, and engagement.

From the teachers' perspective, the highest-rated indicator was "Gives faculty members time to work at their own pace without sacrificing personal life" ($M = 3.43$, Very High), showing that teachers perceive flexibility positively. The lowest-rated was "Enhances 21st century skills of faculty members through LAC sessions" ($M = 3.12$, High), suggesting that leadership support for modern teaching competencies could be stronger. Providing formal forums for stakeholders to share opinions ($M = 3.37$, High) reflects intellectual stimulation and participatory leadership, fostering inclusivity and shared responsibility.

Overall, the findings indicate that school heads are effective in aligning tasks with school goals and promoting participation, but there is room to improve flexibility, professional development, and support for modern teaching practices, consistent with transformational leadership principles.

Table 8

Extent of Disposition of Respondents on Transformational Leadership along Idealized Influence

Indicators	School Heads	Teachers	Mean	Description
Regularly evaluates the effectiveness of teacher's tasks in line with the goal of the school	4.00	3.31	3.47	VH
Facilitates workshops or meetings to inculcate ideas relative to the mission				

and vision of the school	3.90	3.2	3.36	VH
Deliberates faculty members misbehavior / issues in a closed-door meeting	3.83	3.34	3.45	VH
Demonstrates and discusses behavior that is consistent with teacher's code of ethics	3.20	3.34	3.2	H
Gives faculty members time to work at their own pace without sacrificing their personal life	3.10	3.43	3.21	H
Assigns coordinator ship and teacher advisership based on faculty's strengths and abilities	3.83	3.23	3.35	VH
Enhances 21st century skills of faculty members through series of LAC sessions	3.20	3.12	3.11	H
Comes on time and maintains consistency in decision making	3.77	3.22	3.32	VH
Introduces and gives adequate resources and trainings for faculty members personal and professional growth	3.1	3.25	3.13	H
Conducts feedbacking for faculty's professional development	3.67	3.25	3.31	VH
Mean	3.56	3.27	3.29	VH
Description	VH	VH	VH	VH

Legend: Very Low 1.00- 1.75; Low 1.76-2.25; High 2.26-3.25; Very High 3.26 4.00

Overall, the findings indicate that school heads are effective in aligning tasks with school goals and promoting participation, but there is room to improve flexibility, professional development, and support for modern teaching practices, consistent with transformational leadership principles.

Table 9 presents the results on school heads' intellectual stimulation practices, which obtained high ratings across most indicators ($M = 3.37$). This indicates that respondents perceive school heads positively in promoting creativity, innovation, and participatory problem-solving. This aligns with Kouzes and Posner (2020) and Northouse (2021), who emphasized that leaders who encourage dialogue and inclusivity enhance trust, engagement, and commitment. The result implies that school heads' facilitation of

workshops, forums, and training fosters professional growth, collaborative thinking, and a culture of continuous improvement, which contributes to instructional innovation and organizational adaptability. Overall, the findings suggest that school heads effectively use intellectual stimulation to support staff development and school progress

The lowest-rated indicators were “Organizes benchmarking activities,” “Facilitates seminar-workshops through action research,” and “Administers corrective feedback for lifelong learning” ($M = 3.10$), suggesting that these practices are less emphasized. Although still positive, the lower scores imply that opportunities for external learning, research-based problem-solving, and growth-oriented feedback are not fully maximized. Transformational leadership theory emphasizes that such practices strengthen reflective inquiry, professional agency, and institutional learning (Leithwood & Sun, 2021; Eisenbeiß & Boerner, 2019).

From the teachers’ perspective, the highest-rated indicator was “Assesses faculty performance through classroom observation and provides necessary resources” ($M = 3.23$, High), showing that support paired with evaluation is valued. The lowest-rated was “Administers corrective feedback for lifelong learning” ($M = 2.94$, High), indicating that feedback as a tool for growth could be strengthened. Effective feedback promotes professional reflection, innovation, and collaboration (Nguyen et al., 2021; Wong et al., 2022). Overall, the findings suggest that school heads are proactive in fostering intellectual stimulation through workshops and participatory forums, but benchmarking, action research, and feedback practices present opportunities for further development. Strengthening these areas can enhance teacher growth, innovation, and the school’s culture of continuous improvement.

Table 9

Extent of Disposition of Respondents on Transformational Leadership along Intellectual Stimulation

Indicators	School Heads	Teachers	Mean	Description
Plans trainings by considering the				
faculty members individual development plan	3.13	3.20	3.15	H
Assess faculty members’ performance through classroom observation and gives the				
necessary resources and support for concern stakeholders	3.13	3.23	3.14	H
Seeks different perspective of opinions without judgement through an open forum	3.20	3.23	3.18	H
Allows concerning stakeholders to express their opinion and decision in a forum	3.37	3.20	3.21	H
Organizes a forum and asks faculty	3.13	3.17	3.13	H

members' opinion to solve a problem

Conducts workshops and trainings

that stimulates creativity and innovation among stakeholders	3.37	3.09	3.18	H
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Asks a question to faculty members

and ask them to validate their answer through a follow up question	3.20	3.11	3.13	H
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Organizes a benchmarking activity

for faculty members to achieve common goals	3.10	3.11	3.08	H
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Facilitates seminar-workshop to resolve academic problems through

action research	3.10	3.08	3.10	H
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Administers corrective feedback among faculty members respective

to lifelong learning and development	3.10	2.94	3.01	H
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Mean	3.18	3.14	3.13	H
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Description	H	H	H	H
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Legend: Very Low 1.00- 1.75; Low 1.76-2.25; High 2.26-3.25; Very High 3.26 4.00

Overall, the findings suggest that school heads are proactive in fostering intellectual stimulation through workshops and participatory forums, but benchmarking, action research, and feedback practices present opportunities for further development. Strengthening these areas can enhance teacher growth, innovation, and the school's culture of continuous improvement.

Table 10 presents the results on school heads' individualized consideration and recognition practices, which obtained high to very high ratings ($M = 3.97$). This indicates that respondents perceive school heads positively in promoting reflective practice, professional growth, and participatory decision-making. The highest-rated indicator, "Organizes training for faculty members anchored to the self-assessment tool for teachers" ($M = 3.97$, Very High), shows that school heads effectively align professional development with teachers' needs, fostering reflection, ownership, and continuous improvement. This aligns with Northouse (2021) and Kouzes and Posner (2020), who emphasized that individualized support and mentoring empower teachers and strengthen engagement. The result implies that targeted, participatory training enhances teacher agency and contributes to sustained school effectiveness.

The lowest-rated indicator for school heads was "Organizes team-building activities" ($M = 3.70$, High), suggesting less emphasis on fostering collegial unity and collaboration. While still positive, limited team-building may affect interpersonal bonds and collective problem-solving. Transformational leadership theory highlights the importance of inspiring collective purpose alongside individualized support (Leithwood & Sun, 2021; Cheng & Wang, 2022).

Table 10
Extent of Disposition of Respondents on Transformational Leadership under Individualized Consideration

Indicators	School Heads	Teachers	Mean	Description
Awards and compliments faculty members for their achievements	3.93	3.32	3.46	VH
Keeps track for faculty members areas of improvement and incorporates it in training matrix	3.97	3.22	3.41	VH
Solicits and incorporates faculty members opinions into decision-making process	3.93	3.32	3.44	VH
Practices open communication for thoughts and ideas among faculty members by asking them one by one	3.9	3.23	3.4	VH
Responses to faculty members complaints and concerns through mediation and dialogue	3.8	3.23	3.37	VH
Organizes training for faculty members anchored to the self-assessment tool for teachers	3.97	3.25	3.43	VH
Conducts one-on-one coaching and mentoring to faculty members	3.77	3.18	3.34	VH
Conducts a survey to understand the unique needs and preferences among the stakeholders	3.8	3.15	3.35	VH
Asks the faculty members self-reflection about a certain topic in a forum	3.73	3.11	3.29	VH
Organizes team building activity among faculty members	3.7	3.09	3.27	VH
Mean	3.85	3.21	3.38	VH
Description	VH	H	VH	VH

Legend: Very Low 1.00- 1.75; Low 1.76-2.25; High 2.26-3.25; Very High 3.26-4.00

From the teachers' perspective, the highest-rated indicators were "Awards and compliments faculty members for their achievements" and "Solicits and incorporates faculty opinions into decision-making" ($M = 3.32$, High), showing that teachers value recognition and inclusiveness. Recognition enhances morale, trust, and organizational commitment, while participation fosters ownership and collaboration (Kouzes & Posner, 2020; Farnsworth et al., 2020). The lowest-rated indicator among teachers was "Organizes team-building activities" ($M = 3.09$, High), reflecting limited opportunities for formal collaboration and strengthened collegial trust, which are important for sustained collective engagement (Cheng & Wang, 2022; Ismail et al., 2023).

Overall, the findings suggest that school heads excel in individualized support, reflective training, and recognition practices, while team-building remains a relative area for improvement. Enhancing structured collaborative activities can further strengthen collegial relationships, collective problem-solving, and school cohesion.

Table 11 presents the results on stakeholder and faculty recognition, which obtained high to very high ratings ($M = 3.90$). This indicates that respondents perceive school heads positively in valuing contributions and promoting well-being. The highest-rated indicator, "Gives reward and recognition to stakeholders for their contributions" ($M = 3.90$, Very High), shows that school heads consistently acknowledge and engage external partners, fostering trust, collaboration, and commitment to shared goals. This aligns with transformational leadership theory, which emphasizes inspirational motivation and inclusive practices

(Kouzes & Posner, 2020; Northouse, 2021). Recognition strengthens partnerships, encourages continued support, and contributes to school success (Leithwood & Sun, 2021; Ismail et al., 2023).

Table 11

**Extent of Disposition of Respondents on Transformational Leadership under
Inspirational Motivation**

Indicators	School Heads	Teachers	Mea n	Descriptio n
Breaks up big project to a smaller task through goal setting and to-do lists	3.60	3.2	3.29	VH
Administer a regular feedback and constructive criticism among faculty members	3.67	3.2	3.33	VH
Awards and recognizes a concern stake holder	3.33	3.25	3.22	H
Facilitates a peer collaborative decision- making through a forum.	3.77	3.2	3.34	VH
Expose faculty members to new approaches in teaching and learning through workshops	3.50	3.11	3.23	H
Creates a shared vision and mission through interactive meeting and workshops	3.40	3.14	3.2	H
Outsources speakers to facilitate trainings to develop new teaching approaches among the teaching personnel	3.73	3.11	3.33	VH
Gives reward and recognition to the concern of stakeholders for their important contributions to the	3.90	3.06	3.34	VH

school

Prioritizes the well-being of faculty through positive interaction	3.90	3.03	3.34	VH
Rewards faculty members who showed an exemplary performance in achieving the desired expectations	3.33	2.95	3.13	VH
Mean	3.61	3.12	3.28	VH
Description VH	H	H	VH	VH

Legend: Very Low 1.00- 1.75; Low 1.76-2.25; High 2.26-3.25; Very High 3.26-4.00

Another highly rated indicator was “Prioritizes the well-being of faculty through positive interaction” (M = 3.90, Very High), reflecting school heads’ support for teacher morale, psychological safety, and collaboration. Transformational leadership emphasizes that positive interactions nurture trust, motivation, and long-term engagement (Kouzes & Posner, 2020; Nguyen et al., 2021).

Lower-rated indicators for school heads included “Awards and recognizes a concerned stakeholder” and “Rewards faculty members who show exemplary performance” (M = 3.33, High). While still positive, these suggest that recognition practices, particularly formal or structured rewards, may be less consistent. Limited formal acknowledgment can reduce stakeholder engagement and teacher motivation, potentially affecting innovation and excellence. Literature emphasizes that consistent recognition strengthens morale, fosters innovation, and enhances institutional performance (Cheng & Chin, 2022; Wong et al., 2022; Ismail et al., 2023).

From the teachers’ perspective, the highest-rated indicator was “Awards and recognizes a concerned stakeholder” (M = 3.25, High), indicating alignment with school heads’ inclusive practices and modeling positive engagement with external partners. The lowest-rated indicator was “Rewards faculty members who showed exemplary performance” (M = 2.95, Moderate), highlighting limited formal reward mechanisms for exceptional teaching. This can affect motivation, innovation, and the culture of excellence. Consistent recognition is essential for sustaining professional growth, commitment, and school performance (Nguyen et al., 2021; Cheng & Chin, 2022).

Overall, the findings suggest that school heads are strong in promoting recognition and well-being, particularly for stakeholders and teachers, but formal reward systems for exemplary performance remain an area for improvement. Strengthening structured recognition can further enhance motivation, collaboration, and organizational excellence.

Table 12 shows the ANOVA results on the extent of transformational leadership disposition across its four components. The analysis revealed no significant difference among idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, $F(3, 236) = 1.89$, $p = .133$. This indicates that teachers perceive their school leaders’ transformational leadership behaviors as balanced and uniformly practiced across all domains. Such consistency suggests that ethical modeling, motivation, support, collaboration, and innovation are implemented at similar levels, creating a sense of fairness and stability in the work environment.

The finding implies that school leaders do not emphasize one leadership function over another, reflecting a holistic application of transformational leadership. This balance supports trust, predictability, and professional commitment among teachers. However, the absence of variation also indicates that while practices are consistent, no component emerges as an exceptional strength, highlighting opportunities to further strengthen areas such as individualized mentoring or innovation-focused initiatives.

Table 12

Differences in the Extent of Disposition of Transformational Leadership Functions Along the Four Components

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.147	3	.049	1.885	.133
Within Groups	6.129	236	.026		
Total	6.276	239			

This interpretation aligns with transformational leadership theory. Northouse (2021) emphasized that the model is most effective when its components operate synergistically, while Kouzes and Posner (2020) noted that ethical role modeling, shared vision, creativity, and personalized support work collectively to drive change. Consistency across domains reflects a comprehensive approach to leadership aligned with these principles.

Empirical studies support the result. Leithwood and Sun (2021) found that balanced leadership fosters trust and organizational coherence. Wong et al. (2022) linked consistent leadership practices with reduced stress and improved teacher satisfaction. Cheng and Wang (2022) and Ismail et al. (2023) similarly reported that uniform application of transformational leadership enhances collaboration, innovation, and collective accountability.

Overall, the results suggest that transformational leadership is practiced evenly across its four components, promoting fairness and stability, while also revealing opportunities to intentionally strengthen selected areas to maximize leadership impact.

**PROPOSED LONG-TERM PLAN TO SUSTAIN TRANSFORMATIONAL LEADERSHIP IN
THE NEW NORMAL OF THE PHILIPPINE EDUCATION SYSTEM through PROJECT:
S.I.R.U.M.A.**

(Sustaining Inclusive and Resilient Understanding of Management)

I. Rationale

The result of the study revealed that school heads, teachers, and students possess commendable levels of knowledge on transformational leadership. School heads demonstrated a very high level of disposition, especially in providing personalized support and inspiring their teams toward shared goals. Teachers and students, on the other hand, exhibited high levels of understanding, indicating that transformational leadership principles are well recognized and likely contribute to a positive, motivated, and collaborative school environment.

Despite these strengths, the study underscores the need for a strategic and sustained plan to ensure that transformational leadership practices are institutionalized and continuously enhanced. Sustaining these practices is vital to promoting a culture of innovation, motivation, inclusivity, and shared vision within the school community. Therefore, this plan outlines specific sustained activities across the four core dimensions of transformational leadership: idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation to guide schools in building leadership capacity and ensuring long-term educational excellence.

Through structured mentoring, professional development workshops, coaching and counseling programs, and collaborative vision-building activities, the plan aims to strengthen the competencies of school heads, teachers, and student leaders. The involvement of all stakeholders, clear timelines, resource allocation, and measurable success indicators will ensure that the objectives of this plan are effectively met and that transformational leadership remains a driving force for school improvement.

II. Objectives

1. To implement structured mentoring and role-modeling initiatives that promote ethical leadership and integrity among school heads and teachers, ensuring 100% participation of school heads in mentoring at least two faculty members each by the end of SY 2025–2026.
2. To conduct quarterly professional development activities, including workshops, benchmarking, and action research presentations, aimed at fostering innovative practices, with at least 95% faculty participation throughout SY 2025–2026.
3. To establish a sustainable coaching and personalized support system that provides at least two mentoring or counseling sessions per semester to 90% of faculty members, documented in individual development action plans by the end of SY 2025–2026.
4. To organize vision-building, collaborative forums, and recognition activities on a quarterly basis, engaging at least 90% of school heads, teachers, and student leaders to promote shared goals and a unified school mission during SY 2025–2026.
5. To sustain the school heads' commendable disposition in transformational leadership on 95% by embedding transformational leadership practice

III. Strategic Framework

Strategic Area	Specific Sustained Activities	Timeline	Persons Involved	Resources Needed	Success Indicators
Idealized Influence	Implement structured mentoring and role-modeling programs where school heads mentor at least two faculty members each.	SY 2025–2026 (quarterly review)	School heads, master teachers, district supervisors	Mentoring guidelines, monitoring forms, training modules	100% of school heads mentor at least two faculty; positive feedback in quarterly reports

Intellectual Stimulation	Conduct quarterly professional development workshops, benchmarking, and action research presentations.	Quarterly (SY 2025–2026)	School heads, faculty, external resource persons	Budget for workshops, venues, resource speakers, materials	95% faculty participation in PD activities; documented innovative practices integrated in SIPs
Individualized Consideration	Establish coaching and counseling programs providing at least two sessions tailored to individual faculty needs.	Midyear-based (SY 2025–2026)	School heads, guidance counselors, master teachers	Coaching forms, counseling materials, action plan templates	90% of faculty members receive personalized sessions; individual development action plans filed and updated
Inspirational Motivation	Organize vision-building and collaborative goal-setting workshops and recognition ceremonies engaging all stakeholders.	Quarterly (SY 2025–2026)	School heads, teachers, student leaders, PTA officers	Workshop kits, recognition tokens, venue, documentation tools	90% participation rate of stakeholders; consolidated vision and action plans with bi-annual progress reviews

IV. Sustainability Measures

To ensure sustainability, the proposed transformational leadership sustainable plan will be institutionalized through its integration into the School Improvement Plan (SIP), Annual INSET activities, and student leadership formation programs. The mentoring, coaching, and capacity-building initiatives under each strategic area will be embedded in the professional development agenda at both school and district levels.

Differentiated learning resources, including modular guides and digital toolkits, will be developed and uploaded to the district's learning resource management system to support continuous implementation and independent learning. Designated leadership focal persons or coordinators in each school will oversee regular monitoring, coaching, and documentation of progress to sustain momentum and address emerging needs.

In addition, formal partnerships will be established with Local Government Units (LGUs), non-government organizations (NGOs), and academic institutions through Memoranda of Agreement (MOAs) to secure technical assistance, funding, and other support mechanisms. Annual leadership

awards and recognition programs will be implemented to encourage excellence, innovation, and long-term commitment among school heads, teachers, and student leaders.

Conclusions

1. **High Level of Knowledge and Disposition:** Both teachers and students possess a high level of knowledge regarding the principles of transformational leadership. School heads, in turn, demonstrate a very high level of disposition, meaning they consistently apply these leadership practices across all four components (Idealized Influence, Inspirational Motivation, Individualized Consideration, and Intellectual Stimulation).
2. **Perceptual Differences Between Groups:** A significant difference exists in how teachers and students perceive transformational leadership. Students consistently rate their knowledge of these practices higher than teachers do. A notable interaction effect reveals that teachers rate the "Intellectual Stimulation" component significantly lower than students, indicating a potential gap in how innovative and critical thinking practices are perceived and implemented for educators.
3. **Variation in Leadership Components:** While knowledge and application are generally high, the components are not perceived equally. "Inspirational Motivation" is the strongest and most recognized dimension, whereas "Intellectual Stimulation" is consistently identified as the area with the lowest ratings, particularly from the teachers' perspective.
4. **Consistent Application by Leaders:** There are no significant differences in the extent to which school heads apply the four components of transformational leadership. This indicates a balanced and consistent leadership practice, though it also suggests that no single component stands out as an exceptional strength, revealing an opportunity for targeted enhancement.

Recommendations

1. **Targeted Professional Development:** Implement focused capacity-building programs to strengthen the "Intellectual Stimulation" dimension. This should include training for school heads on fostering innovation, critical thinking, and action research among teachers, and providing teachers with opportunities for creative and collaborative problem-solving.
2. **Sustained and Enhanced Practices:** Continue to reinforce the strong practices in "Inspirational Motivation" and "Idealized Influence" through regular vision-building activities, recognition programs, and ethical role-modeling. Simultaneously, enhance "Individualized Consideration" by establishing structured mentorship, peer-coaching systems, and personalized support plans for teachers.
3. **Stakeholder-Specific Initiatives:**
 - **For Teachers:** Develop context-based training and reflective practice forums to address the perceptual gap with students and deepen their engagement with all leadership components.
 - **For Students:** Integrate leadership development and values formation into school programs to cultivate their understanding and prepare them as future leaders.

- For School Heads: Encourage mentoring of emerging teacher-leaders and strengthen collaboration with parents and the community to align support with the school's transformational goals.
- 4. Systematic Monitoring and Institutionalization: Adopt the proposed sustainable plan, Project S.I.R.U.M.A., and integrate its strategies into the School Improvement Plan (SIP). Establish a system for regular monitoring, evaluation, and reporting to ensure the long-term sustainability and continuous improvement of transformational leadership practices across the district.

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