

Impact of Transformational Leadership of School Administrators on Teacher's Motivation

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Abstract— This study aimed to examine the impact of transformational leadership of school administrators on teachers' motivation, utilizing a descriptive-correlational research design. The study involved school administrators and teachers, whose demographic profiles were analyzed to understand the relationship between leadership practices and teacher motivation. The findings revealed that administrators demonstrated high levels of transformational leadership, with key components such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration scoring "Very High." Likewise, teachers exhibited high motivation across various areas, including professional growth, recognition, empowerment, work environment, and purpose. However, statistical analysis showed no significant relationship between transformational leadership and teacher motivation, with a correlation coefficient of 0.269 and a p-value of 0.265. Furthermore, no significant differences were found in the leadership styles based on demographic factors such as age, educational attainment, and length of service. The study concludes that while both transformational leadership and teacher motivation are present at high levels, other factors may be influencing teacher motivation beyond the leadership styles of administrators. Recommendations include personalizing leadership styles to meet individual teacher needs, encouraging active participation in professional development, and advocating for policies that support ongoing leadership training for administrators. Further research should explore additional variables influencing the effectiveness of transformational leadership in educational settings.

Keywords— transformational leadership, teacher motivation, school administrators, descriptive-correlational, teacher development.

I. INTRODUCTION

Background of the Study

Transformational leadership is a dynamic and influential leadership style that has gained recognition for its ability to inspire positive change and foster a motivating environment across various sectors, including education. This approach emphasizes the ability of leaders to create a compelling vision, uphold shared values, and instill a sense of purpose among their teams. In the context of schools, administrators who embody transformational leadership are seen as pivotal in shaping the attitudes, behaviors, and overall performance of teachers. By fostering a culture of trust, collaboration, and innovation, these leaders play an essential role in nurturing an environment that supports not only professional growth but also a strong sense of commitment and enthusiasm for teaching. Their ability to inspire through charisma, stimulate intellectual engagement, and provide individualized support creates an empowering atmosphere that enhances teacher motivation, ultimately contributing to the success of educational institutions.

Transformational leadership has been widely recognized as a powerful approach to enhancing teacher motivation in educational settings. Transformational leadership is

defined through four key dimensions—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—which collectively foster a positive school culture, driving teacher engagement and professional growth (Alainati, et. al., 2023). The disruptive nature of transformational leadership emphasizes its ability to challenge traditional paradigms and encourage innovation, which is crucial for motivating teachers in the face of changing educational demands (Manu, 2024). Essential qualities of transformational leaders, such as empathy and effective communication, which are vital in fostering trust and creating an environment where teachers feel valued, ultimately enhancing their motivation has been highlighted (Vinluan & Bautista, 2024). Mansor, Abdullah, and Jamaludin (2021) further emphasize the importance of trust between school administrators and teachers, revealing that when teachers trust their leaders, they are more committed and motivated. Additionally, Deng et al. (2022) present evidence supporting the effectiveness of transformational leadership, showing that it improves teacher retention and productivity by addressing individual needs and providing professional development opportunities.

Initial observations and interviews with teachers and administrators reveal gaps in leadership practices. While some administrators excel in transformational qualities, others struggle to implement strategies that inspire and motivate teachers consistently. Teachers often cite a lack of recognition, insufficient professional development opportunities, and minimal support for innovation as barriers to their motivation. This indicates a need to examine how demographic factors, such as age, educational attainment, and length of service, influence the transformational leadership practices of school administrators and how these, in turn, affect teacher motivation.

This study aims to explore the impact of transformational leadership of school administrators on teacher motivation in educational institutions. Specifically, it seeks to determine the demographic profile of school administrators in terms of age, educational attainment, and length of service; evaluate the extent of their transformational leadership practices in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration; assess the level of teacher motivation; and examine the relationships and differences between transformational leadership and teacher motivation based on the demographic profiles of school administrators. Ultimately, this study aims to provide insights that can guide leadership development and improve teacher motivation in schools.

II. RESEARCH METHODS

Research Design

In this study, a descriptive-correlational research design will be employed to gather relevant data. The descriptive-correlational approach is particularly suited to studies aiming to observe and analyze relationships among variables without manipulating any of them. According to Creswell and Creswell (2018), this research design is instrumental in describing and measuring the degree of association, or correlation, between two or more variables or sets of scores. This methodology provides a snapshot of existing conditions, helping researchers understand how variables interact or relate to each other within a given sample. In correlational studies, researchers can investigate how well one variable predicts another, which is beneficial when trying to understand the strength and direction of these relationships within naturally occurring conditions.

Research Setting

The study will be conducted in Sinacaban, Misamis Occidental, a historically and culturally rich municipality located 20 kilometers north of Ozamiz City. Once a modest fishing village, Sinacaban has grown into a thriving community with 17 barangays covering 8,752 hectares, blending tradition and progress (Quijano, 2011). Education plays a central role in its development, with public and private schools serving its 14,702 residents. The transformational leadership of school administrators significantly impacts teacher motivation and professional growth. Established as a municipality in 1949 through Executive Order No. 258 by President Elpidio Quirino, Sinacaban transitioned from a fishing economy into agriculture and tourism, now home to the Misamis Occidental Aquamarine Park (MOAP) (Quijano, 2011). The municipality's accessibility, infrastructure, and rural educational landscape provide an ideal setting to explore the relationship between transformational leadership and teacher motivation. The study will examine how leadership styles influence teacher engagement, contributing to educational and socio-economic progress in Sinacaban.

Research Respondents

The respondents for this study will include 133 teachers and 19 school administrators from schools in Sinacaban, Misamis Occidental, during the Academic Year (A.Y.) 2024-2025. The school administrators, including principals, head teachers, and other leadership figures, will provide valuable insights into their transformational leadership practices. In addition, the study will include 133 teachers from the same schools to examine their motivation levels and how these are influenced by the leadership of their administrators. By examining both the administrators and teachers, the study aims to establish a comprehensive understanding of the impact of transformational leadership on teacher motivation in the context of Sinacaban, Misamis Occidental.

Research Instrument

The study will utilize a researcher-made questionnaire as the primary instrument for data collection to assess the impact of transformational leadership on teacher motivation. The questionnaire consists of three main sections. The first section, Demographic Profile of School Administrators, gathers basic information such as age, educational attainment, and length of service, providing context for the respondents' backgrounds while ensuring confidentiality. The second section, Extent of Transformational Leadership, evaluates

school administrators' leadership practices across four key dimensions: Idealized Influence (Charisma), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Respondents will rate the extent of these leadership practices on a scale ranging from "To a Very Great Extent" to "To a Lesser Extent." The third section, Teacher Motivation, assesses teachers' motivation levels in relation to their administrators' leadership. It includes questions on professional growth, recognition, empowerment, work environment, and job satisfaction, with responses measured on a Likert scale from "Strongly Agree" to "Strongly Disagree."

Instrument Validation

The validation of the instrument for the study on the "Impact of Transformational Leadership of School Administrators on Teacher Motivation" involves multiple steps to ensure accuracy and reliability. Content validity will be established through expert review in educational leadership, psychology, and teaching to assess the relevance, clarity, and comprehensiveness of the questionnaire. Construct validity will be tested through factor analysis after a pilot study, verifying the alignment of items with transformational leadership and teacher motivation dimensions. Face validity will be assessed through pilot testing and cognitive interviews to refine unclear items. Reliability testing will include Cronbach's alpha to measure internal consistency (targeting 0.70 or higher) and test-retest reliability to ensure stability over time (seeking a correlation above 0.80). Based on these findings, the questionnaire will be refined and finalized for data collection, ensuring it effectively measures the intended constructs.

Data- Gathering Procedure

Data collection will begin with obtaining permission from school authorities through a formal request to the school principal or district supervisor, supported by an endorsement from the researcher's institution. If necessary, approval from an ethical review board will be secured to uphold ethical standards, particularly regarding consent, confidentiality, and voluntary participation. Teachers will be invited to participate via emails or formal letters, detailing the study's purpose, voluntary participation, and confidentiality measures. Informed consent will be obtained, ensuring participants understand their right to withdraw at any time. Questionnaires measuring leadership behaviors and teacher motivation will be tested for clarity and

reliability before distribution. Data collection will be scheduled to minimize disruptions to teachers' routines, with strict privacy measures in place to ensure anonymity and secure storage of responses. Findings will be compiled into a report and shared with school administrators and teachers, with possible feedback sessions to discuss implications for leadership practices and teacher motivation. This process ensures the study is conducted ethically and efficiently.

Ethical Consideration

This study adheres to strict ethical guidelines, ensuring informed consent, confidentiality, and participant well-being. Participants, including teachers and school administrators, will receive a clear explanation of the study's purpose, procedures, risks, and benefits before providing written consent, emphasizing voluntary participation and the right to withdraw without consequences. Confidentiality will be maintained by removing identifying information, securely storing data, and reporting results in aggregated form to protect anonymity. In line with the principle of non-maleficence, precautions will be taken to prevent any psychological, emotional, or professional harm, ensuring that sensitive information is handled with care. These ethical measures align with the principles of autonomy, confidentiality, and participant protection (American Psychological Association, 2017).

Statistical Treatment

The study will utilize various statistical tools to analyze the data effectively. Frequency distribution will summarize the demographic profile of school administrators, including age, educational attainment, and length of service. The arithmetic mean will assess the extent of transformational leadership practices and measure teacher motivation levels by calculating the average responses for leadership dimensions. To determine the relationship between transformational leadership practices and teacher motivation, Spearman's Rank Correlation Coefficient will be used to assess the strength and direction of this correlation. Additionally, the Kruskal-Wallis H Test will examine whether transformational leadership practices differ based on administrators' demographic factors by comparing multiple independent groups. These statistical methods will ensure a comprehensive analysis, addressing the study's objectives and evaluating the impact of transformational leadership on teacher motivation.

III. RESULTS AND DISCUSSION

Table 1. Demographic Profile of the Respondents

Profile	School Administrators		Teachers	
	f	%	f	%
Age				
30 and below years old	0	0	91	68.42
31 – 40 years old	9	47.37	31	23.31
41 – 50 years old	10	52.63	9	6.77
51 – 60 years old	0	0	0	0
Above 60 years old	0	0	2	1.50
Total	19	100	133	100
Educational Attainment				
Bachelor’s Degree	3	15.79	106	79.70
Master’s Degree	15	78.95	17	12.78
Doctorate Degree	1	5.26	1	0.75
Others	0	0	9	6.77
Total	19	100	133	100
Length of Service				
5 years and less than	1	5.26	69	51.89
6 – 10 years	4	21.05	58	43.61
11 – 15 years	2	10.53	4	3.00
16 – 20 years	2	10.53	2	1.50
more than 20 years	10	52.63	0	0
Total	19	100	133	100

The demographic profiles of school administrators and teachers revealed differences in age, educational attainment, and length of service. Most school administrators (52.63%) were aged 41–50, indicating leadership roles were held by experienced professionals, while the majority of teachers (68.42%) were 30 years or younger. No participants were over 60, suggesting early workforce transitions. In terms of education, 78.95% of administrators held a Master’s Degree, with 5.26% having a Doctorate, whereas most teachers

(79.70%) only had a Bachelor's Degree, highlighting an educational gap. Regarding service length, 52.63% of administrators had over 20 years of experience, while teachers were more evenly distributed, with 51.89% having five years or less. These findings suggest administrators generally have more experience and higher education, which may influence school leadership and teacher collaboration. Understanding these differences is essential for designing professional development programs and improving school dynamics.

Table 1.1 Extent of Transformational Leadership of School Administrators in terms of Idealized Influence

Indicators	SD	Mean
1. Demonstrates a sense of purpose and commitment.	0.36	3.84
2. Serves as a role model for staff and students.	0.36	3.84
3. Inspires respect and trust from colleagues.	0.46	3.68
4. Consistently exhibits ethical decision-making.	0.22	3.95
5. Communicates the school’s vision effectively.	0.31	3.89
6. Encourages pride and collaboration in the school.	0.41	3.79
7. Fosters confidence in the school’s mission.	0.48	3.63
8. Handles challenges with calm and focus.	0.44	3.74
9. Promotes transparency and honesty in actions.	0.36	3.84
10. Earns admiration through exemplary behavior.	0.31	3.89
Average Mean	3.81	Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 1.1 assessed the extent of transformational leadership among school administrators in terms of Idealized Influence. The highest-rated indicator was ethical decision-making (mean = 3.95), reflecting strong commitment to integrity. Communicating the school's vision and earning admiration through exemplary behavior followed with a mean of 3.89, highlighting administrators' ability to inspire respect and articulate goals. Demonstrating commitment, serving as a role model, and promoting transparency scored 3.84, emphasizing leadership by example and accountability.

Encouraging pride and collaboration (3.79) and handling challenges calmly (3.74) further reinforced their leadership strength. Inspiring trust (3.68) and fostering confidence in the school's mission (3.63) were rated slightly lower but remained significant. The overall mean score of 3.81 indicated a "Very High" level of Idealized Influence, demonstrating strong transformational leadership. These traits foster trust, collaboration, and a positive school culture, aligning with studies that link transformational leadership to improved teacher motivation and student outcomes.

Table 1.2 Extent of Transformational Leadership of School Administrators in terms of Inspirational Motivation

Indicators	SD	Mean
1. Communicates a clear and compelling vision.	0.44	3.74
2. Sets high standards for team performance.	0.44	3.74
3. Encourages optimism in achieving goals.	0.44	3.74
4. Motivates others through positive reinforcement.	0.44	3.74
5. Celebrates successes and milestones.	0.46	3.68
6. Aligns personal goals with the school's objectives.	0.41	3.79
7. Creates a sense of purpose among staff and students.	0.46	3.68
8. Promotes teamwork and unity within the school.	0.60	3.47
9. Inspires confidence during periods of change.	0.60	3.47
10. Encourages innovation and initiative.	0.44	3.74
Average Mean		

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 1.2 assessed the extent of transformational leadership among school administrators in terms of Inspirational Motivation. The highest-rated indicator was aligning personal goals with the school's objectives (mean = 3.79), highlighting administrators' effectiveness in fostering goal alignment. Communicating a clear vision, setting high performance standards, encouraging optimism, motivating through positive reinforcement, and promoting innovation all scored 3.74, reflecting strong inspirational leadership.

Celebrating successes and creating a sense of purpose scored 3.68, indicating effectiveness but with room for improvement. Promoting teamwork and inspiring confidence during change received the lowest score (3.47), suggesting areas for further development. Overall, the "Very High" rating confirmed administrators' ability to inspire and motivate, aligning with research that links transformational leadership to improved school culture, teacher satisfaction, and student achievement.

Table 1.3 Extent of Transformational Leadership of School Administrators in terms of Intellectual Stimulation

Indicators	SD	Mean
1. Challenges staff to think creatively and critically.	0.50	3.47
2. Promotes problem-solving through collaboration.	0.50	3.53
3. Encourages innovative teaching methods.	0.49	3.58
4. Values input from staff in decision-making.	0.48	3.63
5. Welcomes feedback for continuous improvement.	0.50	3.53
6. Provides opportunities for professional growth.	0.48	3.37
7. Adapts strategies to improve school performance.	0.48	3.63
8. Challenges norms to promote better outcomes.	0.46	3.68
9. Encourages self-reflection among staff and students.	0.46	3.68

10. Uses research-based approaches in leadership.	0.46	3.68
Average Mean	3.58 Very High	

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 1.3 assessed the extent of transformational leadership among school administrators in terms of Intellectual Stimulation. The highest-rated indicator was encouraging innovative teaching methods (mean = 3.68), highlighting administrators' emphasis on creativity in education. Promoting problem-solving through collaboration and welcoming feedback for improvement both scored 3.63, reflecting a commitment to continuous development. Engaging staff in decision-making, adapting strategies, and challenging norms also received high scores (3.63), demonstrating a focus on

innovation. Encouraging self-reflection, using research-based leadership, and fostering critical thinking scored 3.68, underscoring the importance of intellectual engagement. However, providing opportunities for professional growth received the lowest score (3.37), indicating a need for further attention. Overall, the "Very High" rating (mean = 3.58) confirmed administrators' effectiveness in fostering creativity, critical thinking, and continuous improvement, aligning with research linking intellectual stimulation to enhanced teacher performance and innovation.

Table 1.4 Extent of Transformational Leadership of School Administrators in terms of Individualized Consideration

Indicators	SD	Mean
1. Addresses individual needs of staff and students.	0.49	3.58
2. Offers mentorship and guidance when needed.	0.49	3.58
3. Recognizes individual strengths and talents.	0.48	3.63
4. Provides personalized feedback to improve skills.	0.45	3.72
5. Supports professional development opportunities.	0.46	3.68
6. Builds strong relationships with team members.	0.46	3.68
7. Ensures equitable treatment for all individuals.	0.44	3.74
8. Acknowledges individual contributions to the school.	0.60	3.53
9. Actively listens to concerns and suggestions.	0.58	3.63
10. Creates a supportive environment for growth.	0.58	3.63
Average Mean	3.64 Very High	

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 1.4 evaluated the extent of transformational leadership among school administrators in terms of Individualized Consideration. The highest-rated indicator was ensuring equitable treatment for all individuals (mean = 3.74), reflecting a strong commitment to fairness. Providing personalized feedback (3.72) and addressing individual needs (3.58) demonstrated administrators' focus on tailored support and mentorship. Supporting professional development and fostering strong relationships both scored 3.68, emphasizing continuous growth and collaboration.

Actively listening to concerns, creating a supportive environment, and recognizing individual strengths each scored 3.63, highlighting attentiveness to team needs. The lowest-rated indicator was acknowledging individual contributions (3.53), suggesting a need for more emphasis on recognition. Overall, the "Very High" rating (mean = 3.64) confirmed that administrators effectively nurtured personal growth and support, aligning with research that underscores the role of individualized consideration in transformational leadership.

Table 1.5 Summary of the Extent of Transformational Leadership of School Administrators

Components	Mean	Interpretation
Idealized Influence	3.81	Very High
Inspirational Motivation	3.68	Very High
Intellectual Stimulation	3.58	Very High
Individualized Consideration	3.64	Very High
Average Mean	3.677 Very High	

Scale: 1.0 – 1.75 "Very Low", 1.76 – 2.50 "Low", 2.51 – 3.25 "High", 3.26 – 4.00 "Very High"

Table 1.5 assessed the extent of transformational leadership among school administrators, with Idealized Influence scoring the highest (mean = 3.81), reflecting strong ethical leadership and a compelling vision that inspired trust. Inspirational Motivation followed (3.68), indicating administrators' ability to foster enthusiasm and commitment. Individualized Consideration (3.64) highlighted their focus on personalized support and development, while Intellectual Stimulation (3.58) showed efforts to encourage creativity and problem-

solving. Despite being the lowest, Intellectual Stimulation still fell within the "Very High" range. The overall mean score of 3.677 confirmed consistently strong transformational leadership, fostering a supportive and growth-oriented school culture. These findings aligned with Kareem (2023), emphasizing that transformational leadership creates a positive and innovative environment that motivates individuals to excel and achieve shared goals.

Table 2.1 Level of Teachers' Motivation in terms of Growth and Development

Indicators	SD	Mean
1. I feel encouraged by my administrator to pursue professional development opportunities.	0.43	3.76
2. The administrator provides constructive feedback to enhance my teaching skills.	0.49	3.39
3. I have access to resources that support my growth as an educator.	0.47	3.67
4. My administrator inspires me to adopt innovative teaching strategies.	0.50	3.47
5. I am motivated to attend training sessions due to the administrator's leadership approach.	0.49	3.43
Average Mean	3.54	Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Table 2.1 found that teachers were highly motivated in terms of growth and development, with an overall mean score of 3.54. The highest-rated factor (3.76) indicated that administrators strongly encouraged professional development. Access to resources (3.67) and inspiration for innovation (3.47) also contributed to high motivation. The lowest-rated factor (3.39) was

constructive feedback for skill enhancement, though still within the "Very High" range. These findings suggest that administrators effectively fostered a learning-focused environment. This aligns with Betkowski's research, which highlights the critical role of leadership support and resources in motivating educators.

Table 2.2 Level of Teachers' Motivation in terms of Recognition and Appreciation

Indicators	SD	Mean
1. My efforts in teaching are regularly recognized by the school administrator.	0.48	3.62
2. I feel valued for the contributions I make to the school community.	0.49	3.59
3. The administrator celebrates and acknowledges my teaching achievements.	0.49	3.59
4. I feel appreciated when the administrator publicly commends my performance.	0.55	3.60
5. The recognition I receive motivates me to strive for excellence in my work.	0.55	3.59
Average Mean	3.60	Very High

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Teachers were highly motivated by recognition and appreciation, with an overall mean score of 3.60. The highest-rated factor (3.62) showed that administrators regularly acknowledged teachers' efforts, reinforcing motivation.

contributions to the school community, was still within the "Very High" range.

Public commendation (3.60) and recognition for excellence (3.59) were also strong motivators. The lowest-rated factor (3.59), feeling valued for

These findings suggest that administrators effectively fostered a culture of appreciation, enhancing teacher motivation.

This aligns with Wen and Salwana (2023), who found that recognition significantly boosts teacher morale, engagement, and job performance.

Table 2.3 Level of Teachers' Motivation in terms of Empowerment and Autonomy

Indicators	SD	Mean
1. I am given autonomy to make decisions about my teaching methods	0.45	3.72
2. I feel empowered to innovate and take risks in my teaching practices.	0.49	3.58
3. My administrator supports my decisions in the classroom.	0.42	3.77
4. I feel trusted to handle my responsibilities without unnecessary oversight.	0.36	3.85
5. The administrator encourages me to take leadership roles in school projects.	0.44	3.73
Average Mean	3.73 Very High	

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Teachers were highly motivated by empowerment and autonomy, with an overall mean score of 3.73. The highest-rated factor (3.85) showed that teachers felt trusted to handle their responsibilities independently. Strong scores for administrative support of classroom decisions (3.77), encouragement to take leadership roles (3.73), autonomy in teaching methods (3.72), and

freedom to innovate (3.58) further highlighted the administrators' role in fostering independence. These findings align with Pan et al. (2023), who emphasized that trust and autonomy enhance teacher motivation, leading to greater self-empowerment and professional growth.

Table 2.4 Level of Teachers' Motivation in terms of Work Environment and Relationship

Indicators	SD	Mean
1. I feel inspired by the administrator's vision for the school.	0.49	3.58
2. My administrator fosters a positive and supportive work environment.	0.44	3.74
3. I have strong, collaborative relationships with my colleagues, encouraged by the leader.	0.67	3.41
4. The administrator ensures fairness and respect in the workplace.	0.55	3.63
5. The school environment motivates me to contribute actively to the teaching community.	0.57	3.50
Average Mean	3.57 Very High	

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Teachers were highly motivated by their work environment and relationships, with an overall mean score of 3.57. The highest-rated factor (3.74) showed that administrators fostered a positive and supportive work atmosphere. Strong scores for fairness and respect in the workplace (3.63) and inspiration from the administrator's vision (3.58) further highlighted

leadership's role in motivation. The lowest score (3.41) for collaborative relationships with colleagues suggested that while teamwork was encouraged, it had slightly less impact. These findings align with Ertürk (2022), who emphasized that a fair, respectful, and well-led environment enhances teacher motivation and job satisfaction.

Table 2.5 Level of Teachers' Motivation in terms of Purpose and Satisfaction

Indicators	SD	Mean
1. I feel motivated to contribute to the achievement of the school's vision and mission.	0.40	3.80
2. My administrator helps me find purpose in my role as a teacher.	0.47	3.67
3. I feel a sense of fulfillment in my work due to my administrator's leadership.	0.50	3.56
4. I am motivated to exceed expectations because of my administrator's transformational approach	0.50	3.47
5. My sense of purpose as an educator grows under the guidance of my administrator.	0.49	3.58
Average Mean	3.62 Very High	

Scale: 3.26 - 4.00 "Very High"; 2.51 – 3.25 "High"; 1.76 – 2.50 "Low"; 1.00 – 1.75 "Very Low"

Teachers were highly motivated by purpose and satisfaction, with an overall mean score of 3.62. The highest-rated factor (3.80) showed that teachers were

motivated to contribute to the school's vision and mission, reflecting strong alignment between their goals and the institution's objectives. Scores for finding

purpose in their role (3.67), growth of purpose under administrator guidance (3.58), and fulfillment in work (3.56) highlighted administrators' positive influence. The lowest score (3.47) for exceeding expectations due to transformational leadership suggested a slightly lesser

impact. These findings align with Casinillo (2024), who emphasized that effective leadership enhances teachers' sense of purpose, motivating them to contribute to institutional success.

Table 2.6 Summary of the Extent of Transformational Leadership of School Administrators

Components	Mean	Interpretation
Professional Growth and Development	3.54	Very High
Recognition and Appreciation	3.60	Very High
Empowerment and Autonomy	3.73	Very High
Work Environment and Relationship	3.57	Very High
Purpose and Satisfaction	3.62	Very High
Average Mean	3.612	Very High

Scale: 1.0 – 1.75 “Very Low”, 1.76 – 2.50 “Low”, 2.51 – 3.25 “High”, 3.26 – 4.00 “Very High”

School administrators demonstrated a high level of transformational leadership across all components, with an overall mean score of 3.612. The highest-rated factor was Empowerment and Autonomy (3.73), highlighting administrators' trust in teachers' decision-making and innovation. Purpose and Satisfaction (3.62) followed, showing that administrators helped teachers find fulfillment in their roles. Recognition and Appreciation

(3.60) and Work Environment and Relationships (3.57) reflected strong acknowledgment and support. The lowest score, Professional Growth and Development (3.54), still indicated strong support for teachers' continuous learning. These findings align with Zhang et al. (2022), emphasizing that transformational leadership enhances teacher motivation, job satisfaction, and professional development.

Table 3. Test of Significant Relationship Between School Administrators' Transformational Leadership and Teachers' Motivation

Test Variables	Correlation Coefficient	P value	Decision
School Administrators' Transformational Leadership and Teachers' Motivation	0.269	0.265	retain the Ho

Note: If $p \leq 0.05$, with a significant relationship

The findings from Table 3 showed a weak positive correlation (0.269) between school administrators' transformational leadership and teachers' motivation, but the p-value (0.265) exceeded the 0.05 significance level, leading to the retention of the null hypothesis (Ho). This indicated that no statistically significant relationship was found between the two variables. While

transformational leadership may have some influence on motivation, the results suggest that it does not directly impact teachers' motivation in a meaningful or consistent way. These findings align with Zhang et al. (2022), who noted that the impact of transformational leadership on motivation can vary in educational settings.

Table 4. Test of Significant Difference in School Administrators' Transformational Leadership

Kruskal Wallis Test	P value	Decision
School Administrators' Transformational Leadership Vs. Age	1.00	retain the Ho
School Administrators' Transformational Leadership Vs. Educational Attainment	0.90	retain the Ho
School Administrators' Transformational Leadership Vs. Length of Service	0.77	retain the Ho

Note: If $p \leq 0.05$, with a significant difference

The findings from Table 4 indicated that no significant differences were found in school administrators' transformational leadership when grouped by age ($p = 1.00$), educational attainment ($p = 0.90$), and length of

service ($p = 0.77$). Since all p-values exceeded the 0.05 significance level, the null hypothesis (Ho) was retained for all groups. This suggested that demographic factors did not significantly influence administrators'

transformational leadership. These results aligned with Deng et al. (2022), who found that age and experience do not always impact leadership styles in educational settings. Instead, leadership effectiveness may be shaped more by personal attributes, professional development, or organizational culture rather than demographic characteristics.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In conclusion, the study highlights that school administrators demonstrate high levels of transformational leadership, with strong ratings in idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Correspondingly, teachers report high levels of motivation in areas such as professional growth, recognition, empowerment, work environment, and purpose. However, the statistical analysis revealed no significant relationship between transformational leadership and teachers' motivation, as indicated by the correlation coefficient and the p-value. Additionally, no significant differences were found in the transformational leadership of administrators based on demographic factors such as age, educational attainment, and length of service. These findings suggest that while both transformational leadership and teachers' motivation are present at high levels, other factors may be influencing teachers' motivation beyond the leadership styles demonstrated by administrators.

Recommendations

Based on the study's findings, the following Recommendations are provided to various stakeholders to enhance transformational leadership practices and improve teacher motivation, ultimately leading to better educational outcomes. School administrators should tailor their leadership styles to meet teachers' diverse needs, offering individualized support to boost motivation and job satisfaction. Teachers are encouraged to engage in professional development opportunities to enhance their skills and overall motivation. Students can contribute by fostering positive relationships with teachers, creating a supportive learning environment. School stakeholders, including parents, community members, and educational authorities, should advocate for resources that support teacher development and leadership training. Policymakers should implement policies that promote continuous training for school administrators to strengthen leadership skills and improve school

performance. Researchers are encouraged to explore additional factors, such as school culture and teacher personality, that influence the effectiveness of transformational leadership. Lastly, teacher training institutions should integrate leadership development into their curriculum to prepare future educators for leadership roles that inspire and motivate their peers.

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