

The Influence of Transformational Leadership Practices of School Principals on the Delivery of Educational Services

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Abstract— School principals are often seen at the forefront of setting the school's tone. Their leadership styles and practices significantly impact the school operations and the delivery of educational services. Thus, the present research work probed the level of transformational leadership behaviors exhibited by the principals and the teachers' perceptions of transformational leadership behaviors in delivering educational services. Further, the extent of influence of transformational leadership behaviors on teachers' effectiveness and the challenges encountered along with transformational leadership practices were considered by this study. Adopting the mixed methods in treating the data provided by the samples, it was revealed that the school principals exhibited a very high level of transformational leadership behaviors in promoting instructional services as evidenced by the mean value of 4.74, and in fostering interpersonal effectiveness, with a mean value of 4.66, while a high level of enhancing professional proficiency, obtaining a mean value of 4.38. The teacher informants viewed the transformational leadership behaviors of the school principals as the key to fostering shared ownership of the schools' vision, building trust and collaboration, and creating professional growth opportunities. The school principal's transformational leadership behaviors greatly influence effectiveness, and instructional quality with a mean value of 4.49, professional proficiency at 4.46, and interpersonal relations acquiring a mean value of 4.50. The challenges encountered by the teachers concerning the school's transformational leadership practices were the limited resources for training, lack of necessary resources for implementation, and issues such as passivity, resistance, and difficulty in sustaining motivation. These findings enabled the researcher to propose some strategies to strengthen the impact of school principal transformational leadership through training, allocating resources, fostering collaboration, and promoting motivation.

Keywords— transformational leadership, delivery of educational services, instructional quality, interpersonal effectiveness, professional proficiency, teacher effectiveness.

I. INTRODUCTION

In today's evolving global landscape, effective leadership and management play a crucial role in guiding institutions particularly schools toward sustained success. As education systems adapt to rapid advancements, shifting societal demands, and diverse student needs, strong leadership becomes more important than ever. Among the various leadership styles, transformational leadership stands out as a powerful approach that not only inspires and motivates individuals but also fosters meaningful change within organizations especially educational institution.

Transformational leadership has been extensively studied, with research consistently demonstrating its positive impact. Originating from Weber's early 20th century theories on power and charisma, Burns introduced the concept of "transforming" leadership, emphasizing the dynamic relationship between leaders and followers. This leadership style enhances

motivation and ethical development, fostering mutual growth.

A school principal's transformational leadership significantly impacts teachers' ability to deliver high-quality educational services. Bass and Avolio (2021), transformational leaders inspire and motivate their followers by establishing a clear vision, encouraging intellectual stimulation, and offering individualized support. This approach enhances teachers' commitment and job satisfaction, fostering a sense of purpose and dedication that ultimately improves teacher performance and student success.

Additionally, transformational school principals support ongoing professional development and advocate for innovative teaching strategies, enhancing the overall effectiveness of education. By cultivating a culture of collaboration built on trust and shared responsibility,

they empower teachers to work together, engage in collective problem-solving, and exchange best practices.

Moreover, transformational leadership ensures equity and inclusivity by advocating for fair access to opportunities and resources for all teachers, thereby fostering a more inclusive learning environment for students. Leaders who adopt this approach empower teachers by granting them autonomy in decision-making, which enhances their confidence, engagement, and overall job satisfaction. Furthermore, by prioritizing teacher well-being and cultivating a supportive environment, transformational leaders help alleviate stress and prevent burnout, ultimately leading to improved classroom performance. When teachers feel inspired, well-trained, and fully supported, student learning outcomes are significantly enhanced, contributing to the overall improvement of educational service delivery.

Transformational leadership in the Philippine educational sector has been the subject of extensive research, highlighting its significant impact on educational service delivery. This leadership style, characterized by inspiring and motivating teachers and stakeholders toward achieving a shared vision, has been linked to various positive outcomes in schools. However, several challenges hinder its effective implementation. Many schools face inadequate funding, leading to shortages in essential resources such as teaching materials and facilities. This scarcity hampers principals' ability to motivate and inspire their staff effectively. A study highlighted that limited resources constrain school heads from fully exercising transformational leadership, thereby affecting overall school performance.

Implementing transformational leadership often requires significant changes in school culture and practices. This shift challenges long-standing traditions and routines, requiring Filipino educators to adapt to new instructional methods, teaching styles, and expectations. While transformational leadership aims to inspire innovation and continuous improvement, the process of change itself can be met with hesitation and resistance. Teachers and staff accustomed to traditional methods may resist new approaches, posing a challenge for school principals aiming to foster innovation and improvement. Many Filipino educators have spent years refining their teaching methods and may be reluctant to abandon familiar strategies in favor of untested ones. Resistance often stems from concerns about increased

workload, uncertainty about the effectiveness of new practices, and fear of failure. Additionally, a lack of clear communication or support from school principals' leadership can further deepen skepticism, making teachers less willing to embrace change.

Some Filipino educators may perceive new initiatives as temporary trends rather than sustainable improvements, leading to passive resistance. Others may worry about their ability to successfully implement new approaches, particularly if they feel unprepared or lack proper training. Without addressing these concerns, school leaders such as principals may struggle to gain buy-in, ultimately slowing down or even derailing the transformation process.

Other than that, effective transformational leadership necessitates continuous professional development, equipping school leaders with the skills to inspire change and foster innovation. However, many principals lack access to leadership training programs, hindering their ability to implement transformational practices effectively. Without ongoing professional development, school principals may struggle with key aspects of transformational leadership, such as setting a clear vision, motivating teachers, and managing resistance to change. The absence of training opportunities leaves many school leaders relying on outdated management approaches, making it difficult to cultivate a culture of collaboration and continuous improvement.

Moreover, when principals are not adequately trained, they may find it challenging to support teachers in adopting new instructional strategies or integrating innovative educational practices. This lack of guidance can lead to uncertainty and resistance among staff, further slowing down school improvement efforts. That is why the Department of Education in the Philippines has been proactive in enhancing the leadership capabilities of school principals. For instance, the "Capability Enhancement Training on Innovative Leadership and Management for School Leaders" aims to equip school principals around the Philippines with the necessary skills to manage schools effectively. This program focuses on strategic leadership principles aligned with the Philippine Professional Standards for School Heads (PPSSH).

When it comes to teachers' interpersonal relationships, in the Philippine education system transformational leadership significantly influences teachers' interpersonal relationships and their effectiveness in

educational delivery. Given the country's diverse and often challenging educational landscape marked by large class sizes, resource constraints, and cultural diversity, school principals who exhibit transformational leadership can foster improvements, which enhances their teaching effectiveness.

By fostering open communication, mutual respect, and shared vision, transformational school leaders in the Philippines create a supportive school culture where teachers feel valued and motivated to enhance their teaching strategies. This is particularly crucial in public schools and remote areas, where teachers often face burnout and low morale due to demanding workloads and insufficient resources (David, 2018). A transformational principal can help address these challenges by empowering teachers, promoting collaboration, and providing opportunities for professional development, ultimately strengthening their ability to deliver quality education.

Moreover, transformational school leaders in the Philippines strengthen teacher collaboration through learning action cells (LACs) and professional learning communities, which help teachers share best practices and co-develop teaching strategies (DepEd Order No. 35, s. 2016). This collegial environment fosters continuous learning, making teachers more adaptive and innovative in addressing the diverse needs of students. Additionally, by demonstrating empathy and cultural sensitivity, transformational school principals build strong interpersonal relationships that promote inclusivity and emotional well-being among teachers (Shields, 2010). It is essential in bridging educational gaps, ensuring quality and inclusive education, and supporting teachers in their critical role as facilitators of learning.

The Gubat North District, Gubat, Sorsogon school heads and principals with their transformational leadership practices and influences responded to the needs of the stakeholders, teachers and school on the delivery of educational services. However, knowing that school principals play a critical role in ensuring the effective delivery of educational services through transformational leadership, sustaining and enhancing their leadership practices and influence have specific needs that must be addressed. These needs can be categorized into different key areas such as professional development and capacity building, adequate resources and funding, community and stakeholder engagement, and teacher empowerment and well-being.

Professional development and capacity-building are essential for school heads and teachers as they ensure continuous learning, skill enhancement, and the adoption of innovative leadership strategies. This leads to better decision-making and more effective instructional practices. Similarly, adequate resources and funding are vital in providing schools with the necessary infrastructure, learning materials, and technology to create a conducive environment for both teachers and students. Without sufficient funding, schools may struggle to implement quality programs, maintain facilities, and support student learning.

Additionally, community and stakeholder engagement strengthen partnerships between schools, parents, and local organizations, leading to increased support and resource mobilization. A school that actively involves its stakeholders fosters a sense of ownership and collective responsibility for student success. Alongside this, teacher empowerment and well-being ensure that teachers remain motivated, engaged, and committed to their roles. Providing professional support, reducing workload stress, and recognizing teachers' efforts contribute to higher job satisfaction, better classroom performance, and overall school improvement.

Through transformational leadership, school heads and principals in the Gubat North District may significantly influence the educational landscape. Their leadership practices may ensure that students receive quality education, teachers are well-supported, and schools continuously improve. Their proactive and collaborative approach in delivering educational services would also highlight their commitment to educational excellence and sustainability.

This study was conducted to determine the influence of school principals' transformational leadership practices on the delivery of educational services. Despite the needs and challenges faced by school principals and teachers in our educational system, they must continue to ensure the effective delivery of educational services through transformational leadership which is essential in fostering a high-quality, inclusive, and sustainable learning environment.

II. OBJECTIVES

This study primarily aimed to present the influence of transformational leadership practices of school principals on the delivery of educational services in schools of Gubat North District. Specifically, the level of transformational leadership behaviors exhibited by

school principals in the delivery of educational services along with instructional quality, professional proficiency and interpersonal effectiveness; the teachers’ perception of the transformational leadership behavior of the school principals in the delivery of educational services; extent of influence of school principals’ transformational leadership behavior on teachers’ effectiveness; the challenges encountered along with transformational leadership practices; and proposed strategies to leverage the influence the transformational leadership practices on teachers’ effectiveness

III. METHODOLOGY

This study employed a Mixed Method research design. The respondents of this study include forty-nine (49) respondents in total. These were the school teachers from Gubat North District in Gubat Sorsogon. This

I. Level of Transformational Leadership Behavior Exhibited by School Principals

Table 1.1. Level of Transformational Leadership Behavior Exhibited by School Principals in Promoting Teachers’ Instructional Quality

Indicators	Mean	Description
Allow teachers to employ various instructional strategies in lesson delivery	4.92	Very High
Support the teachers’ efforts to adapt, modify, or adjust instructional approaches to meet the needs of students	4.84	Very High
Encourage teachers to innovate instructional strategies appropriate to the learning areas handled.	4.78	Very High
Monitor classroom teaching learning engagement and use gathered data as input to determine staff development.	4.67	Very High
Provide the teachers’ basic instructional needs by allocating resources	4.49	High
Average	4.74	Very High

Table 1.1 shows that school principals of Gubat North District Schools consistently allow teachers to employ various instructional strategies in their lesson delivery with the highest mean score in this domain of 4.92. Followed by the school principals’ behaviors “Support the teachers' efforts to adapt, modify, or adjust instructional approaches to meet the needs of students,” “Encourage teachers to innovate instructional strategies appropriate to the learning areas handled,” and “Monitor classroom teaching learning engagement and use gathered data as input to determine staff development” with the mean score of 4.84, 4.78 and 4.67, these behaviors are exhibited at "Very High" level, indicating a strong alignment with transformational leadership principles that emphasize empowering teachers to adapt to their students' need and can foster an environment where teachers feel confident to experiment with and

sample were the sources of data and information needed to complete this study. The respondents were selected using purposive sampling. This study utilized questionnaire and semi-structured interview as research instruments in order to acquire quantitative (closed-ended) and qualitative (open-ended) data respectively. The data from the questionnaire were analyzed using descriptive statistics such as frequency, mean, and ranking, while the interview findings were coded and treated through thematic analysis to support the findings of the questionnaire.

IV. RESULTS AND DISCUSSION

The data gathered from the respondents of the study are hereby presented, analyzed, and interpreted. Tabular presentation and textual analysis, and interpretation were also used.

personalize instruction for enhanced student engagement and outcomes. The mean score for providing teachers’ basic instructional needs through allocating resources (4.49) exhibited at “High” level is notably lower than other indicators in this domain.

The average score of 4.74 for promoting teachers' instructional quality indicates a very high level of engagement by principals in this domain, with most behaviors rated as “Very High” level. This high level of support demonstrates that school principals of Gubat North District are committed to enhancing instructional quality through flexibility, innovation, adaptation, and data-informed improvement. While resource allocation is the one area with a slightly lower score, principals’ consistent support in other areas ensures that teachers

are empowered to deliver high-quality, adaptive instruction.

The findings in Table 1.1 are highly relevant to the delivery of educational services by school principals, as they highlight the crucial role of transformational leadership in enhancing instructional quality. By consistently supporting teachers in adapting instructional approaches, encouraging innovation, and using data to guide professional development, school principals create an environment that fosters continuous improvement in teaching and learning.

When principals exhibit strong transformational leadership behaviors, they empower teachers to implement diverse and effective instructional strategies, which directly impact student engagement and achievement. The high mean scores on indicators such as instructional flexibility and innovation indicate that principals actively cultivate a supportive teaching environment, enabling educators to meet students' diverse needs. However, the slightly lower score in resource allocation suggests an area for potential improvement. Ensuring that teachers have adequate instructional materials and resources is essential for sustaining high-quality education. Addressing this gap could further strengthen the overall influence of

transformational leadership on educational service delivery.

This is supported by Transformational Leadership Theory (Burns, 1978; Bass, 1985). This theory emphasizes how leaders inspire, motivate, and empower their followers to exceed expectations and achieve higher levels of performance. In the context of education, transformational school principals foster a supportive and innovative teaching environment, encouraging teachers to develop and implement diverse instructional strategies that enhance student engagement and achievement.

DuFour, R. (2004) also emphasized how strong principal leadership supports teacher development and instructional quality. He underscored that strong principal leadership is essential for teacher development and high-quality instruction. By fostering collaboration, innovation, and data-driven decision-making, principals empower teachers to continuously improve their practices, leading to better student outcomes. The findings in Table 1.1 align with this perspective, illustrating how transformational leadership behaviors contribute to a dynamic and adaptive teaching environment.

Table 1.2 Level of Transformational Leadership Behavior Exhibited by School Principals in Promoting Teachers' Professional Proficiency

Indicators	Mean	Description
Motivate teachers to attend seminars and trainings to enhance their competencies	4.73	Very High
Encourage the teachers to pursue individual goals for their professional learning.	4.69	Very High
Engage teachers in future-oriented global thinking by exploring trends through L and D activities	4.27	High
Provide purposeful staff development programs and research-based	4.27	High
Provide individualized mentorship and coaching to teachers to refine the instructional process to grow professionally	3.96	High
Average	4.38	High

Table 1.2 presents that school principals in Gubat North District exhibit high levels of support for indicators "Motivate teachers to attend seminars and training to enhance their competencies" and "Encourage the teachers to pursue individual goals for their professional learning", with highest mean scores in this domain of 4.73 and 4.69, and are respectively at "Very High" level. Followed by the behaviors "Engage teachers in future-oriented global thinking by exploring trends and attending academic and professional conferences," and "Provide purposeful staff development program and research based" with the same mean score of 4.27

exhibited at "High" level. This aspect reflects an effort to prepare teachers for evolving educational demands which is a strong indicator of a leadership style aimed at continuous improvement and adaptation. However, the slightly lower score for individualized mentorship 3.96, indicates that while group-oriented or broader professional development is emphasized, personalized coaching might be less frequently provided.

The average score of 4.38 in this domain indicates a "High" level, showing that school principals generally promote teachers' professional proficiency but with

some variations in consistency. The data revealed a strong commitment to professional development and goal-setting but indicates a potential for improvement in areas like individualized mentorship and research-based initiatives.

These findings reinforce the importance of principals' ongoing commitment to teacher development, demonstrating that their leadership in this area directly impacts the quality of educational services delivery and long-term school improvement. Wallace Foundation (2021) reviews research literature on principal preparation programs and professional development. It finds that high-quality learning programs for principals are associated with positive outcomes for teachers and students, including increased preparedness, effective practices, improved school climate, and enhanced

teacher retention. This underscores the importance of principals' commitment to professional development and goal-setting.

Adult Learning Theory (Knowles, 1980), also known as Andragogy, suggested that adults learn best when they are self-directed, goal-oriented, and provided with opportunities for practical application. The data showed high levels of encouragement for professional development and goal-setting supports this theory, as it reflected a leadership approach that acknowledged teachers as adult learners who thrive when given autonomy in their learning and career growth. However, the lower mean score for individualized mentorship suggests that more personalized, experience-based learning opportunities could enhance professional development efforts.

Table 1.3 Level of Transformational Leadership Behavior Exhibited by School Principals in Promoting Teachers' Interpersonal Effectiveness

Indicators	Mean	Description
Show compassion and understanding to support more pleasant and productive interactions	4.73	Very High
Communicate their thoughts and interact with teachers to operate more efficiently and effectively	4.71	Very High
Work towards whole staff consensus in establishing priorities for the school goals	4.65	Very High
Promote individual and organizational efficacy	4.61	Very High
Facilitate opportunities for the teachers to learn from each other	4.60	Very High
Average	4.66	Very High

Table 1.3 specifies high scores for Compassion and Communication for this domain which show that school principals in Gubat North District value supportive and empathetic relationship with teachers, which is essential in transformational leadership. Indicator "Show compassion and understanding to support more pleasant and productive interactions" with the highest mean score of 4.73 demonstrating a "Very High" level, followed by the indicators "Communicate their thoughts and interact with teachers to operate more efficiently and effectively," and "Work towards whole staff consensus in establishing priorities for the school goals" with mean score of 4.71 and 4.65 at "Very High" level. This emphasis on open communication and understanding suggests that principals aim to create a positive school climate where teachers feel valued and supported, and prioritize inclusivity in decision-making processes which also builds a cohesive school community where everyone works toward common goals.

"Promote individual and organizational efficacy" and "Facilitate opportunities for the teachers to learn from each other" with mean score of 4.61 and 4.60 which at

"Very High" level of demonstration. This promotes a collaborative culture and supports continuous professional growth through peer interaction.

The average score of 4.66 across these indicators for this domain reflects a strong commitment by principals to promoting interpersonal effectiveness, at "Very High" level indicating consistent behaviors. This consistency shows that principals prioritize a school culture where teachers feel valued, understood, and united in their efforts. The data reflects a balanced approach to interpersonal support, combining compassionate communication, collaborative goal-setting, and peer learning opportunities.

These findings align with Blase and Blase's (1999) research, which highlighted the impact of effective school leadership on teaching conditions and collaborative culture. Their study suggests that principals who prioritize compassionate communication and shared goal-setting create a united teaching force, leading to improved teacher relationships, job satisfaction, and overall school climate. This reinforced

the idea that transformational leadership, when focused on interpersonal support and collaboration, led to a more engaged and motivated teaching workforce, ultimately benefiting student learning outcomes.

Leader-Member Exchange Theory (Graen & Uhl-Bien, 1995) focused on the quality of relationships between leaders and their subordinates. The findings indicating strong interpersonal effectiveness, open communication, and collaborative decision-making suggests that school principals maintain high-quality exchanges with teachers, fostering mutual trust, respect, and professional growth. According to LMX theory, when leaders develop strong relationships with their team members, it leads to higher job satisfaction, increased motivation, and stronger organizational commitment, all of which are reflected in the study findings.

II. How Teachers Perceive the Transformational Leadership Behavior of the School Principals in the Delivery of Educational Services

Transformational Leadership in the School Context. Transformational leadership in the school context refers to a leadership style where school principals aim to inspire and motivate staff, foster a positive school culture, and drive continuous improvement for the benefit of students, teachers, and the broader school community. Transformational school leaders focus on developing and empowering teachers, setting high expectations, and creating a vision that unites everyone toward shared educational goals.

Transformational leadership can significantly impact school performance and student outcomes. Studies show that schools with transformational leaders often experience higher teacher satisfaction, reduced turnover, and a more engaged, motivated staff. The positive school culture these leaders foster leads to a sense of collective responsibility for student success, which can enhance student achievement and overall school effectiveness.

A participant stated “It provides direction and concrete vision. Motivate and inspire others and help creates an environment that is conducive and link to success by promoting communication and collaboration (P5).” Transformational school leaders establish a clear, compelling vision that aligns with student success, teacher development, and the school’s broader mission. They communicate this vision effectively to teachers, students, and the community, ensuring everyone

understands and feels committed to shared goals. By setting high expectations and inspiring everyone to work collaboratively, they help build a school environment focused on achieving excellence.

A participant stated “It enables us to cater students’ individual differences more effectively, to recognize their unique interest and their preferred learning methods by creating and innovating more engaging learning environment (P8).” Transformational leaders support professional development and creative approaches, empowering teachers to tailor their methods to meet diverse learning needs. Tomlinson (2014), By encouraging teachers to use various instructional strategies, they help create classrooms where each student can engage in ways that align with their strengths.

As one participant stated “A school head who empowers us, creates a dynamic and supportive environment that foster a cohesive curriculum, enhances professional learning, improves student learning, and promotes innovation. This approach is essential for creating a high-quality learning experience for all students (P15).”

A school principal who empowers teachers is essential in creating a vibrant, collaborative, and innovative educational environment. This approach enhances professional learning, improves student outcomes, fosters a cohesive and adaptable curriculum, and ultimately provides a high-quality learning experience for all students. Transformational leadership from school principal is, therefore, a powerful driver of school environment success and student achievement.

Co-owning the School's Vision, Mission, and Goals. Transformational principals begin by clearly defining a vision and goal that appeals to the whole school community. They include teachers, students, and parents in the process, soliciting feedback and promoting discussion on the school's direction. This inclusive approach results in a vision and purpose that accurately represent the values of the school community, allowing everyone to feel intimately linked to these guiding principles. Rather of developing goals in isolation, transformational principals collaborate with teachers and other stakeholders to define attainable, meaningful objectives.

This partnership ensures that the goals are consistent with both the school's mission and the practical demands of the classroom. When teachers and staff participate in

goal-setting, they are more likely to feel ownership and responsibility for meeting those objectives.

As stated by one participant “A transformational school principal creates a lively atmosphere in which educators actively contribute to the implementation of curricula, exchange best practices, and benefit from one another. A comprehensive and successful implementation of the curriculum that we adapted to meet the needs of the students is the result of this shared and joint competence because teachers are motivated and empowered to work and had the spirit of collaboration (P46).” A transformational school principal fosters an inclusive atmosphere where teachers feel motivated and empowered to contribute actively to the curriculum. This promotes a sense of shared ownership, where teachers feel valued and equipped to engage fully in curriculum planning, implementation, and adaptation.

A participant stated “It increases the quality of learning in schools because it creates a culture of good-working relationship and increases teachers’ participation and motivation in planning and implementing learning (P3).” In the context of co-owning the school’s vision, mission, and goals, this statement highlights how shared ownership fosters a positive and collaborative culture that directly benefits learning quality. When teachers and staff collectively embrace the school’s core vision, mission, and goals, they feel a stronger sense of purpose and commitment to the school’s objectives.

Another participant had said “Having a school head who promotes collaboration specially in facilitating the quality of curriculum instruction in our school, it offers solution, flexibility and mutual support that leads to a productive environment and ensure everyone is working towards the same goal (P19)”. this entails that a school head who actively promotes collaboration, especially in enhancing curriculum and instruction, plays an important role in creating a unified, productive environment. By encouraging teamwork and aligning everyone with the shared vision, the school head ensures that teachers feel collectively responsible for achieving the school’s overarching mission and goals.

The Transformational Leadership Behavior present in these narratives generally speaks about the involvement of teachers in curriculum review facilitated by the School Principal.

By facilitating teacher involvement in curriculum review, the school principal fosters a collaborative, dynamic, and student-centered educational environment

that continuously improves teaching and learning experiences.

Transformational Leadership theory (Bass, 1985) highlighted that transformational leaders empower and engage their followers to drive meaningful change. In the context of curriculum review, school principals who involve teachers in decision-making demonstrate Intellectual Stimulation by encouraging innovative thinking and improvements in teaching and learning. Additionally, Individualized Consideration is evident as principals recognize teachers as key stakeholders, valuing their insights and expertise in shaping curriculum reforms. Meanwhile, Michael Fullan (2016), a leading scholar in educational change, emphasized the role of teachers as key agents of change in curriculum development and implementation. In the New Meaning of Educational Change, he highlights the importance of teacher participation in shaping effective curricula.

By integrating transformational leadership theory with Fullan’s, it becomes evident that principals who actively engage teachers in curriculum review not only strengthen instructional quality but also foster a culture of continuous improvement, collaboration, and innovation in education.

Building Support and Trust. A transformational school principal who promotes building support and trust creates an empowering environment where individuals feel valued, respected, and inspired to work together toward a shared vision. This kind of leader understands that fostering genuine relationships and establishing trust are foundational to motivating others and achieving sustainable success. By prioritizing open communication, listening actively to teacher’ ideas and concerns, and providing consistent encouragement, a transformational school principal builds a culture of support that enables teachers to feel secure in their roles and motivated to take initiative.

As one participant said “Communicating in a supportive manner where it allows us to discuss our insight and make a self-evaluation. We are also given a constructive feedback regarding related instructional concerns which is a big help for us. He recognizes and acknowledges as well our efforts and helps us use our strengths to develop our potentials as an educator (P47).” This statement reflects how open, respectful, and constructive communication fosters a positive environment where teachers feel supported and empowered. When communication is conducted in a supportive manner, it

creates a space where teachers can openly share their insights, reflect on their own practices, and engage in self-evaluation without fear of judgment. This openness encourages professional growth and a deeper understanding of one's strengths and areas for improvement.

A participant stated "Our school head provides a proper communication that allows us to have a positive outlook in our doings. It is accommodating for me because it helped me be aware of what should be prioritized and what should be refined. We are being assisted on how to facilitate school preparation and how to properly execute school related projects and programs (P19)." It shows that a school principal who communicates clearly and thoughtfully helps teacher gain clarity about their roles, responsibilities, and priorities. When a school principal provides proper communication, it helps teachers understand what is expected of them, which tasks should be prioritized, and areas that need improvement or refinement. This transparency helps reduce uncertainty and ensures that everyone is aligned with the school's goals.

Another participant had said "Our school head prioritizes open communication which for me is very encouraging and helpful for it fosters trust and calm relationship. These enables to share and express our ideas and concerns openly, which leads as well to a collaborative and calm school environment (P27)." The ability to communicate concerns freely is very essential since it helps to avoid misunderstanding, resolve issues proactively, and guarantees that problems are addressed in a timely way. A calm and open communication style enables employees to manage concerns or problems in a non-confrontational manner, resulting in a more pleasant and productive work environment.

In these narratives, transformational leadership behavior which is the Provision of feedback to teachers by the school principals yields towards building support and trust, is often discussed. The provision of regular, constructive, and supportive feedback by school principals is key to building trust, improving teacher effectiveness, and fostering a positive school culture. When teachers feel supported, they are more motivated to excel in their teaching, ultimately benefiting students and the entire school community.

In relation to John Hattie (2012), in *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, emphasized that effective feedback is one

of the most significant factors in improving teaching and learning. He argues that when feedback is provided constructively, it fosters trust and supports professional growth. This emphasizes that when school principals provide interactive communication, and constructive and supportive feedback, they build trust with teachers, ultimately enhancing their motivation and effectiveness. Trust is an important element in education, it creates a positive school culture where teachers feel valued and supported. This, in turn, leads to greater job satisfaction, professional growth, and a stronger commitment to school success.

Encouraging Collaboration and Positive Climate. A transformational school principal who encourages collaboration and fosters a positive climate is a visionary leader dedicated to creating an inclusive, supportive, and high-achieving school community. This leadership is centered on fostering teamwork and mutual respect, giving teachers the autonomy to innovate while supporting their professional growth. Through open communication, collaborative practices, and a focus on positive behaviors, they create a safe, nurturing environment where every student and staff member feel valued and motivated to succeed.

A participant said "When teachers and school head work together, we create a better learning experience. Our school head promotes an understanding of supporting and collaborating each other which gave us opportunities to learn from one another about things from a new perspective. This help me a lot in performing my lessons every day. Learning with others made me explore who I am as an educator (P7)." This text emphasizes the benefits of a collaborative school culture guided by a transformational principal. When teachers and school principals collaborate, they create a dynamic learning environment in which educators may exchange thoughts and learn from one another. This collaborative approach enables instructors to obtain new insights, which improves everyday instruction and promotes personal growth, allowing them to better understand their responsibilities and talents as educators.

One participant said "Having a school head that promotes collaboration develop a sense of community among her teachers. By working together, we create a community that is relatable and organized, which help us achieve a shared vision and goals for our school and for our learners (P12)." This statement highlights how a school head who promotes collaboration helps build a strong sense of community among teachers. Through

teamwork, teachers create a supportive and well-organized environment, which enables them to work toward shared goals and a unified vision for the success of both the school and its students.

In conclusion, the participants' remarks highlight the school principal's transformational leadership behavior of creating opportunities for teachers to learn from one another and explore new perspectives. A transformational principal who creates opportunities for teachers to learn together empowers educators, fosters innovation, builds a strong school culture, and enhances student outcomes. This leadership approach ensures that teachers continuously grow, adapt, and contribute to a thriving learning environment.

Andy Hargreaves and Michael O'Connor (2018) stressed that teachers learn best when they collaborate, share perspectives, and engage in meaningful discussions about teaching practices. Transformational leaders cultivate these opportunities to improve both teacher and student outcomes. Transformational leaders recognize that teaching is not an isolated practice but thrives in a culture of teamwork and shared learning. When school principals actively promote opportunities for collaboration and professional dialogue, they not only enhance teacher effectiveness but also contribute to better student outcomes. A school culture driven by open communication, trust, and collective problem-solving leads to innovative teaching approaches and a more dynamic learning environment.

This underscores that transformational leadership is not just about managing a school but about inspiring and supporting teachers in ways that drive both individual and collective growth. By cultivating these opportunities, principals ensure that both teachers and students benefit from a richer, more effective educational experience.

Achieving Professional Growth Opportunities. A transformational principal is a school leader who motivates teachers to reach their full potential by fostering an environment that values growth and empowerment. Rather than simply managing administrative tasks, a transformational principal act as a mentor, creating pathways for teachers to pursue meaningful professional growth opportunities. This involves a commitment to continuous improvement, not only in terms of teaching skills but also in developing leadership qualities, self-efficacy, and a collaborative spirit among educators. By providing access to

resources, professional development, and mentorship, a transformational principal encourages teachers to set personal and professional goals, explore innovative teaching methods, and engage in reflective practice.

A participant stated "Our school principal always encourages us to further our studies and develop fondness in attending seminars and trainings that are relevant to our profession (P11)." This statement displays a principal who is devoted to their teachers' professional progress. The principal fosters a supportive atmosphere in which teachers are driven to improve their skills and knowledge by supporting further studies and cultivating a love of attending seminars and trainings. This benefits the teachers themselves, but it also helps to create a more dynamic and effective learning environment for pupils.

Another participant said "It provides an opportunity for teachers to grow their knowledge and sharpen their skills by attending professional workshops in order to be more effective and have the sufficient learning needed for teaching (P12)." This means that attending professional workshops gives teachers valuable opportunities to expand their knowledge and improve their teaching skills. By participating in these sessions, they become more effective educators with the updated knowledge and tools needed to support student learning more successfully.

One participant said "We are being influenced to be transformational as well by engaging us to different relevant trainings and workshops that are helpful to our profession. He encourages us to pursue higher studies and continue professional development (P44)." This statement highlights how the principal inspires teachers to adopt a transformational mindset by actively involving them in relevant training and workshops. The principal encourages ongoing professional development and higher studies, empowering teachers to grow in their roles.

The principal's transformational leadership behavior involves the provision of professional development opportunities for teachers and empowering them to grow and lead. This leadership behavior in encouraging professional development and empowering teachers leads to a high-performing, motivated, and future-ready school community. By nurturing teacher growth and leadership, the principal ensures continuous improvement, innovation, and success in education.

Additionally, Viviane Robinson (2011) emphasized that principals who prioritize professional development have a direct and significant impact on student achievement and school improvement. When teachers are given opportunities to expand their knowledge and skills, they become more effective in the classroom, leading to higher instructional quality and better student outcomes. This leadership approach also fosters a sense of ownership and accountability among teachers, as they feel valued and empowered to contribute to school-wide decision-making and instructional improvements.

Ultimately, this highlights how transformational leadership goes beyond administrative duties, it involves inspiring, developing, and empowering teachers to build a high-performing, future ready school community. By nurturing professional growth, principals lay the foundation for long term educational excellence, innovation, and success.

Promoting Positive Outcome. A school principal promoting positive outcomes is a visionary leader dedicated to fostering an environment where students, teachers, and staff thrive. Through a focus on collaboration, positive expectations, and personal growth, the principal creates a culture that supports academic excellence, social-emotional well-being, and community engagement. By prioritizing clear communication, professional development, and inclusivity, the principal empowers teachers to innovate and motivates students to achieve their fullest potential. This commitment to building a safe, supportive, and dynamic school atmosphere not only enhances academic success but also nurtures a positive, resilient school community. As stated by one participant “It radiates positive developmental outcome with the collaborate effort of teaching staff and with the school principal. Thus, school become highly effective (P14).” The statement emphasizes that when a school principal and teaching staff work collaboratively, they create a positive environment that supports growth and development. This collective effort leads to a highly effective school where continuous improvement is prioritized.

“A school head committed to continuous improvement creates a learning-centered environment where teachers are empowered to grow, develop their skills and enhance teaching practice. This ultimately benefits students by ensuring they receive high-quality instruction from teachers who are constantly striving to improve (P15).” This statement explains that a principal

dedicated to continuous improvement fosters a learning-focused school environment where teachers are encouraged to grow and refine their skills. This commitment to development enhances teaching quality, ultimately benefiting students by providing them with high-quality instruction from teachers who are always aiming to improve. A participant stated “Through continuous improvement, it helps teachers to do their job properly that results to outstanding performance in the delivery of instruction and valuable educational experiences. And if teachers are more knowledgeable then learners could acquire a strong idea that are helpful for achieving better school outcome (P20).” This statement highlights that continuous improvement enables teachers to perform effectively, leading to exceptional instructional quality and enriching educational experiences. As teachers become more knowledgeable and skilled, they can better guide students, equipping them with strong foundational knowledge. This contributes to achieving better overall outcomes for the school.

The transformational leadership behavior of cultivating a positive and motivating school climate promote positive outcomes, including higher teacher morale, increased instructional effectiveness, improved student performance, reduced burnout, and stronger school-community relationships. By inspiring, supporting, and empowering teachers, transformational principals create a dynamic, high-performing learning environment where both educators and students thrive. This highlights how transformational leadership shapes a positive and motivating school climate, ultimately leading to improved teacher morale, instructional effectiveness, and student success. A principal who fosters an environment of trust, collaboration, and empowerment ensures that teachers feel supported and motivated, reducing burnout and increasing engagement in their work.

Furthermore, Leithwood & Jantzi (2006) emphasized that transformational principals who cultivate a collaborative and positive school climate significantly impact both teacher effectiveness and student achievement. This shows that when principals establish a culture of shared vision and teamwork, teachers become invested in their professional growth, and students benefit more from dynamic and engaging learning environment. Additionally, a strong school climate fosters better relationship between the school and the community, creating a sense of shared responsibility for student success.

III. Extent of Influence of School Principals’ Transformational Leadership Behavior on Teachers’ Effectiveness

Table 3.1 The Extent of Influence of School Principals’ Transformational Leadership Behavior on Teachers’ Effectiveness Along with Instructional Quality

Indicators	Mean	Description
Monitoring classroom instruction results to better teachers' instructional needs assessment and appropriate instructional supervision	4.55	Great Extent
Assisting teachers as to what instructional strategies be adopted in their learning areas leads to better teaching engagement	4.51	Great Extent
Supporting teachers to contextualize instructional approaches to the quality of instructional delivery	4.51	Great Extent
Encouraging teachers to innovate instructional strategies appropriate to the learning areas promotes active interaction among learners	4.47	Great Extent
Providing teachers with their instructional resources yield better learning	4.39	Great Extent
Average	4.49	Great Extent

Table 3.1 shows a Great Extent of influence across various indicators of instructional quality. Indicator “Monitoring classroom instruction results to better teachers’ instructional needs assessment and appropriate instructional supervision” earned the highest mean of 4.55. Followed by the indicators “Assisting teachers as to what instructional strategies be adopted in their learning areas leads to better teaching engagement” and “Supporting teachers to contextualize instructional approaches to the quality of instructional delivery” with the same mean score of 4.51. And indicator “Encouraging teachers to innovate instructional strategies appropriate to the learning areas promotes active interaction among learners” with a mean score of 4.47. These influences had a rating of “Great Extent”. However, the mean score for indicator “Providing teachers with their instructional resources yields better learning among learners” 4.39 and described to a “Great Extent” is notably lower than other indicators in this domain.

The average mean of Table 3.1 is 4.49, classified as "Great Extent," indicating that school transformational leadership has a positive influence on teachers' instructional quality.

This high average suggests that transformational leadership behaviors such as assisting with instructional methods, encouraging innovation, and providing resources, strongly support teachers in enhancing the quality of their teaching. This underscores the importance of leadership in facilitating effective

instructional practices, which likely contributes to improved student engagement and learning outcomes. Sasan et al. (2023) Transformational leaders create a school culture that fosters teacher motivation and professional learning, leading to improved teaching practices. By encouraging innovation and providing necessary resources, these leaders support teachers in enhancing their instructional methods.

This highlights the significant role of transformational leadership in enhancing instructional quality. Demonstrating that school leaders who monitor classroom instruction, assist teachers with instructional strategies, and encourage innovation contribute greatly to effective teaching.

The findings indicate that transformational leadership fosters teacher motivation and improved instructional methods, ultimately leading to better student engagement and learning outcomes.

Additionally, while leadership support in instructional strategies and innovation is strong, the slightly lower mean score for instructional resources suggests a need for further improvement in this area. Instructional Leadership Theory (Hallinger & Murphy, 1985) could also support the findings.

This theory emphasized the leader’s role in directly influencing teaching practices, curriculum implementation, and student learning by actively monitoring instruction, supporting teacher development, and providing necessary resources.

Table 3.2 *The Extent of Influence of School Principals' Transformational Leadership Behavior on Teachers' Effectiveness Along with Professional Proficiency*

Indicators	Mean	Description
Encouraging teachers to pursue individual goals for professional learning makes them relevant in their profession	4.51	Great Extent
Facilitating the growth and development of the teachers through supportive supervision enhances their competencies	4.47	Great Extent
Providing individualized mentorship and coaching enables teachers to refine their instructional process	4.45	Great Extent
Engaging teachers in future-oriented global thinking through professional engagement provides them wider perspective on inclusive education	4.43	Great Extent
Providing staff development programs that are purposeful and research-based improves teaching practices	4.43	Great Extent
Average	4.46	Great Extent

Table 3.2 focuses on how transformational leadership influences teachers' professional growth and skills. Indicator “Encouraging teachers to pursue individual goals for professional learning makes them relevant in their profession” earned the highest mean score of 4.51, and described to a “Great Extent”. This suggests that when leadership encourages teachers to pursue their professional learning objectives, it keeps them relevant and engaged in the profession.

Followed by the indicator “Facilitating the growth and development of the teachers through supportive supervision enhances their competencies” with a mean score of 4.47 and rating of “Great Extent”. Indicator focusing in Individualized Mentorship and Coaching, with a mean of 4.45 and rating of “Great Extent”, underscores the value of personalized support for teachers, allowing them to refine their instructional practices and boost effectiveness.

Indicators “Engaging teachers in future-oriented global thinking through professional engagement provides them with a wider perspective on inclusive education” and “Providing staff development programs that are purposeful and research-based improves teaching practices”, scored the same mean of 4.43, and described to a “Great Extent” indicating that professional development that includes a global perspective promotes inclusive educational practices.

The average mean of 4.46 in this table, categorized as "Great Extent," suggests that transformational leadership has a positive influence on teachers' professional proficiency. This rating reflects that leadership actions, including individualized mentorship,

encouragement for pursuing personal professional goals, and facilitating global thinking, are important in helping teachers refine their skills and stay current in their profession.

The findings in Table 3.2 highlight the strong connection between transformational leadership and teachers' professional growth and skills development. The high average mean of 4.46, categorized as “Great Extent,” indicates that when school principals adopt transformational leadership practices, they create an environment that fosters continuous learning, skill enhancement, and professional engagement among teachers. Encouraging teachers to pursue individual learning goals ensures their relevance in the profession, while supportive supervision, mentorship, and coaching help refine their instructional practices and boost effectiveness.

Furthermore, the emphasis on global thinking and research-based staff development programs suggests that transformational leadership not only strengthens teachers' competencies but also broadens their perspectives, promoting inclusive education and innovative teaching methods. This aligns with Leithwood and Jantzi's (2006) assertion that transformational leaders inspire teachers to pursue personal professional goals, increasing their commitment to the school's vision and active participation in professional learning communities.

By fostering a culture of continuous improvement, professional engagement, and skill development, transformational leadership equips teachers with the necessary tools to adapt to evolving educational

demands. This enhances instructional quality and contributes to a more effective and motivated teaching

workforce, ultimately benefiting student learning outcomes.

Table 3.3 *The Extent of Influence of School Principals’ Transformational Leadership Behavior on Teachers’ Effectiveness Along with Interpersonal Relation*

Indicators	Mean	Description
Allowing teachers to display energy and enthusiasm toward work sustains the organization’s priority	4.55	Great Extent
Building a productive school climate where all voices are heard builds camaraderie	4.53	Great Extent
Fostering a culture of collaboration among teachers creates conditions that are conducive to mutual learning, idea sharing, and cooperative learning	4.51	Great Extent
Facilitating opportunities for teachers to learn from one another develops a successful teacher relationship	4.47	Great Extent
Consulting teachers achieves consensus in identifying priorities for school goals	4.45	Great Extent
Average	4.50	Great Extent

Table 3.3 addresses the influence of transformational leadership on the interpersonal relations among teachers. Indicator “Allowing teachers to display energy and enthusiasm toward work sustains the organization’s priority” earned the highest mean score of 4.55 and described to a “Great Extent”. Followed by the indicator “Building a productive school climate where all voices are heard builds camaraderie” with a mean score of 4.53 and rating of “Great Extent”, this indicator shows that transformational leadership is effective in building an inclusive and positive school environment, which is critical for fostering camaraderie.

“Fostering a culture of collaboration among teachers creates conditions that are conducive to mutual learning, idea sharing, and cooperative learning” this indicator entails that leaders who encourage collaborative practices create conditions conducive to mutual learning, as shown by a mean score of 4.51 and described to a “Great Extent”. Furthermore, indicator “Facilitating opportunities for teachers to learn from one another develops a successful teacher relationship” with a mean score of 4.47 and described to a “Great Extent”, highlights that when leaders provide opportunities for teachers to learn from one another, it strengthens teacher relationships and promotes collaborative growth. However, the mean score for indicator “Consulting teachers achieves consensus in identifying priorities for school goals” is 4.45 and rating of “Great Extent” is notably lower than other indicators in this domain

The average mean of 4.50 in Table 3.3, categorized as "Great Extent," indicates a significant positive influence of transformational leadership on teachers' interpersonal relations. This high score suggests that leadership

practices such as providing opportunities for teachers to learn from each other, building a positive school climate, and fostering a culture of collaboration are effective in promoting strong, supportive relationships among teachers.

The findings in Table 3.3 highlight the significant role of transformational leadership in strengthening interpersonal relationships among teachers. With an average mean of 4.50, rated as “Great Extent,” the results indicate that when school principals adopt transformational leadership practices, they create a school environment that fosters collaboration, inclusivity, and shared decision-making. Allowing teachers to display enthusiasm toward their work, promoting a positive and inclusive school climate, and facilitating mutual learning and cooperation all contribute to a harmonious and productive professional atmosphere.

By emphasizing collaboration and relationship-building, transformational leaders help establish a culture of camaraderie and teamwork, which enhances teacher morale and engagement.

This aligns with McCarley et al. (2016), who found that transformational leadership behaviors positively impact teachers’ perceptions of school climate, reinforcing the idea that such leadership fosters a supportive and cooperative work environment.

When teachers feel heard, valued, and connected, they are more likely to engage in professional collaboration, share best practices, and collectively work toward school improvement.

IV. Challenges Encountered Along with Transformational Leadership Practices

Table 4.1 Challenges Encountered Along with Transformational Leadership Practices

Challenges	Frequency	Rank
Limited resources needed for training on transformational leadership	41	1
Lack of resources necessary for implementing transformational leadership practices	40	2
Passivity by some teachers on collaboration	13	3
Resistance of some teachers to the initiatives	12	4
Difficulty in sustaining motivation on adhering to transformational leadership practices	11	5

Table 4.1 presents the challenges encountered in the implementation of transformational leadership practices within school. Ranked by frequency, the table identifies specific challenges that hinder the effectiveness of transformational leadership, including resource limitations, stakeholder engagement issues, and motivational challenges. By understanding these challenges, leaders can better strategize on how to foster an environment that supports transformational change, addressing both practical and human factors critical to successful implementation.

“Limited resources needed for training on Transformational Leadership”, the most significant challenge, with a frequency of 41, involves a lack of resources needed to train individuals on transformational leadership. This may refer to inadequate funding, personnel, or tools required to provide comprehensive training programs. “Lack of resources necessary for implementing transformational leadership practices”, closely following the first challenge, with a frequency of 40, is the shortage of resources necessary for the actual execution of transformational leadership practices. This implies that even when training occurs, there are often insufficient resources to carry out these learned practices effectively within an organization.

“Passivity by some teachers on collaboration”, ranked third, with a frequency of 13, is the passivity of teachers regarding collaboration. Transformational leadership emphasizes a participatory approach, and passive teachers can hinder the collective effort needed to implement changes. “Resistance of some teachers to the initiatives”, ranked fourth, with a frequency of 12, teachers’ resistance to new initiatives is another notable challenge. Transformational leadership often introduces significant changes, which may face opposition from those resistant to altering traditional processes.

The fifth challenge “Difficulty in sustaining motivation on adhering to transformational leadership practices”,

with a frequency of 11, involves difficulties in maintaining motivation among individuals to adhere to transformational leadership practices. This indicates that even with initial enthusiasm, sustaining consistent engagement can be challenging over time.

In summary, implementing transformational leadership faces significant challenges, primarily due to resource constraints and engagement issues. Limited training and implementation resources hinder the adoption of transformational leadership practices, while teacher passivity and resistance further complicate the process. Additionally, sustaining long-term motivation poses a challenge, highlighting the need for continuous support and engagement. Addressing these issues requires a strategic approach that prioritizes resource allocation, fosters stakeholder collaboration, and implements ongoing motivation and support mechanisms. Such efforts are essential to effectively embed transformational leadership within teachers and school.

Leithwood (2010) discusses the challenges of implementing transformational leadership in schools. He highlights issues such as resource constraints, resistance from teachers, and the need for sustained motivation and professional development. He emphasizes that effective transformational leadership requires strategic resource allocation, stakeholder engagement, and continuous support to overcome implementation barriers.

The challenges identified in Table 4.1 can be explained through several leadership and organizational theories. The Resource-Based View (RBV) Theory (Barney, 1991) highlighted that organizations require valuable and well-allocated resources to achieve success. The findings emphasize that limited resources for training and implementation hinder transformational leadership, aligning with RBV’s premise that without proper funding, materials, and training, leadership efforts may be ineffective. Additionally, Kotter’s Change Management Theory (1996) explains that organizational

change requires urgency, strong leadership, and stakeholder buy-in.

The identified issues of teacher passivity and resistance suggest that without clear communication and engagement strategies, transformational leadership initiatives may face opposition.

Furthermore, Expectancy Theory (Vroom, 1964) suggests that motivation is influenced by an individual's belief that their efforts will lead to meaningful rewards.

The difficulty in sustaining motivation for transformational leadership practices aligns with this theory, as teachers and stakeholders may struggle to remain engaged if they do not perceive direct benefits or rewards from their participation. Lastly, Transformational Leadership Theory (Bass, 1985) acknowledges that leaders may face resistance and implementation barriers, requiring them to provide individualized support, a shared vision, and long-term engagement strategies.

V. Proposed Strategies to Leverage the Influence the Transformational Leadership Practices on Teachers' Effectiveness Enhancing Training and Development Opportunities.

Professional Development Programs: Develop comprehensive training modules focused on transformational leadership skills for school principals to enhance their ability to empower teachers.

Mentorship Systems: Establish mentorship programs where experienced leaders guide teachers and less experienced principals, promoting professional growth.

Ongoing Seminars and Workshops: Encourage participation in regular seminars and workshops that provide insights into innovative instructional strategies and leadership practices.

Resource Allocation and Support.

Increase Resource Availability: Address resource limitations by advocating for increased funding and equitable distribution of instructional materials.

Access to Technology: Equip schools with modern technologies and tools that support innovative teaching and leadership practices.

Flexible Resource Management: Develop systems that allow schools to allocate resources dynamically based on specific needs and priorities.

Building Collaborative School Cultures

Encouraging Teamwork: Foster a culture of collaboration by promoting teacher teams that work together on curriculum planning, problem-solving, and peer learning.

Stakeholder Involvement: Actively involve teachers, parents, and community members in decision-making to build consensus and strengthen trust.

Shared Vision Development: Collaboratively establish and frequently revisit the school's vision, mission, and goals to ensure alignment and collective ownership.

Fostering Motivation and Engagement

Recognition and Rewards: Implement systems to recognize and reward teachers for exceptional performance and dedication.

Constructive Feedback: Provide regular, constructive feedback to teachers, helping them refine their instructional methods and professional practices.

Encouragement of Innovation: Create an environment where teachers feel safe to experiment with new instructional strategies without fear of failure.

The findings on proposed strategies for leveraging transformational leadership practices highlight the role of school principals in fostering teacher effectiveness, professional growth, and collaboration. By implementing targeted strategies such as enhancing training and development opportunities, improving resource allocation, building collaborative school cultures, and fostering motivation, principals can create an empowered, high-performing educational environment.

Investing in professional development programs, mentorship systems, and ongoing training aligns with Leithwood's (2023) emphasis on developing people through professional learning communities, reinforcing that leadership development directly influences instructional quality. Additionally, ensuring resource availability and technological support addresses a key challenge in transformational leadership implementation, as identified in previous findings. Baylis (2025) also supports the idea that effective resource allocation significantly impacts the quality of education by providing teachers and students with necessary tools for success.

Moreover, fostering a collaborative school culture through teamwork, stakeholder involvement, and a shared vision enhances collective problem-solving and instructional methods, which Stoll et al. (2006) argued and essential for school improvement. Finally, maintaining motivation and engagement through recognition, feedback, and encouragement of innovation ensures sustained teacher commitment and enthusiasm. This aligns with Niarchos (2024), who emphasizes that motivation plays a crucial role in academic achievement.

Overall, these findings reinforce that transformational leadership is most effective when implemented through a strategic, well-supported approach. By addressing challenges proactively and promoting a culture of continuous improvement, school principals can enhance teacher effectiveness, ultimately leading to better student outcomes and school success.

The school principal serves as the primary implementer of transformational leadership strategies, ensuring their effective execution to enhance teacher effectiveness, professional growth, and collaboration. A crucial aspect of this role is strengthening training and development by organizing regular professional development programs, workshops, and mentorship initiatives that empower teachers with innovative instructional strategies. Encouraging continuous learning through advanced education, certifications, and professional learning communities further reinforces a culture of growth, while leading by example demonstrates a commitment to lifelong learning and improvement. Another key responsibility of the principal is ensuring effective resource allocation to support transformational leadership. This involves advocating for funding and essential resources, working with education authorities and stakeholders to secure financial and material support for school improvement. Providing modern teaching tools and technology enhances instructional quality, while implementing strategic resource management ensures that resources are distributed equitably based on the specific needs of teachers and students.

Building a collaborative school culture is also essential, as it fosters an environment where teachers work together towards shared goals. The principal plays a significant role in encouraging teamwork and collaboration, facilitating peer coaching, collaborative planning sessions, and professional learning communities. Additionally, involving teachers, parents, and community members in school decision-making

strengthens trust and alignment with the school's mission. An inclusive and transparent leadership style promotes open communication, ensuring that all stakeholders feel heard and valued.

Furthermore, teacher motivation and engagement must be prioritized to sustain high performance. Recognizing and rewarding teacher excellence through incentive programs, career growth opportunities, and performance recognition fosters commitment and dedication. Regular constructive feedback and support through classroom observations and performance evaluations help teachers refine their instructional methods. Encouraging innovation in teaching by providing opportunities for educators to experiment with new strategies in a risk-free and supportive environment further enhances instructional quality and student learning experiences.

Overall, as the primary driver of transformational leadership, the school principal must take a proactive and strategic approach to ensure these initiatives are successfully implemented. By focusing on professional development, resource allocation, collaboration, and motivation, the principal empowers teachers, enhances instructional quality, and fosters a thriving educational environment. Effective transformational leadership not only improves teaching practices but also strengthens student engagement and academic success, positioning the school for continuous growth and excellence.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceding findings, the researcher concludes that the level of transformational leadership behavior exhibited by school principals on the delivery of educational services along with instructional quality (4.74), professional proficiency (4.38), and interpersonal relations (4.66) is very high. Teachers perceived the school principals' transformational leadership as collegial by valuing their input in curriculum review, transparent by fostering openness through constructive feedback, and inspirational by empowering teachers and promoting engagement as key to fostering shared ownership of the school's vision, build trust and collaboration, and pursue professional growth opportunities. The school principals' transformational leadership behaviors have a great extent of influence on teachers' effectiveness along with instructional quality, professional proficiency, and interpersonal relations. The challenges encountered by teachers in relation to the school principals' transformational leadership practices are primarily limited resources for training, lack of necessary

resources for implementation, and issues such as passivity, resistance, and difficulty in sustaining motivation. The strategies proposed to leverage the influence of transformational leadership practices are enhancing training, allocating resources, fostering collaboration, and promoting motivation.

From the findings and conclusions, the following recommendations are forwarded as follows: (1) School principals' behaviors and practices that promote transformational leadership be strengthened through capacity building activities and learning development activities. (2) For effective delivery of educational services, transformational leadership practices and principles be evident in the school operations through the implementation of team building activities, collective efforts and building learning circles. (3) The influence of school principals' transformational leadership behaviors along with instructional quality, professional proficiency, and interpersonal relations be further developed through transformational leadership practices. (4) The identified challenges relative to transformational leadership practices be addressed by learning and development for the school personnel. (5) The proposed strategies to strengthen the influence of transformational leadership practices on teachers' effectiveness be implemented.

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