

# Transformational Leadership Practices of Public Elementary School Heads in Irosin II District

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**Abstract**— This research was carried out with the local public elementary school heads within the Irosin II District, Sorsogon Province, to delve into the transformational leadership practices. The aim of this qualitative case study was to ascertain the nature of these practices and determine how effective they are in school management and student outcomes. The research respondents numbered fifteen, who came as school principals, representing 94% of the district. The data were gathered through interviews and focus group discussions. These intended procedural interviews allowed for open-ended questions. The authors present evidence of strong transformational leadership that increases student achievement and overall school performance. Among them, tailor-made training for school heads and improving community involvement are strongly recommended for school development and better educational outcomes. This study widens what transformational leadership means and recommends a wider implementation in other contexts as a possible solution for the ever-present educational issues. Additionally, the study emphasizes the importance of community engagement in creating a supportive educational environment. School leaders actively communicated with parents to inform them of the children's educational needs and creatively engaged them in decision-making. There is a great need for the inclusion of community service as a way of contributing to the sustainable development of society's educational infrastructure. The results indicate that effective transformational leadership greatly influences students' academic success and general school performance. To move further, suggestions include formulating targeted activities for school heads' training and enriching community participation strategies to foster educational outcomes. The study plays a significant role in conceptualizing what transformational leadership means in the specific education environment and points out its relevance to solving current educational challenges.

**Keywords**— Transformational Leader, Transformational Leadership, Transformational Leadership Practices.

## I. INTRODUCTION

Beginning with early research on leadership styles, transformational leadership has evolved into one of the most popular and extensively used models in organizational and educational settings. Traditionally, it was founded on the theories of serving as a dynamic leadership style aimed at inspiring change, fostering growth, and liberating individuals. This change indicates its potency levels as it works towards eliminating the problems resulting from ineffective or outdated leadership.

During the 1970s and 1980s, transformational leadership gained recognition with the scholarly works of James MacGregor Burns, who contributed extensively to this area. His book, *Leadership* (1978), is the first work of studies on leadership and the basis of transformational leadership theory. The Burns model went a long way in advancing the concept of the leader-follower relation; he opined that in the transformation process, leaders are transformed into the motivation and morality sources for their followers. He argued that the speech that leaders and others made to each other was

an active, changing process, whereby they rose to a more virtuous and motivational state.

According to Mester, Visser, and Roodt (2003), transformational leadership is seen as a people-oriented leadership style in which followers and leaders develop emotional bonds. Emotions and values are given much weight, and the leader is critical in providing followers with purpose in their activities. A leader's ability to inspire their followers significantly impacts how transformational they are perceived. According to Maxwell (2005), transformational leaders are perceived as trustworthy and encouraging and acquire influence through developing relationships. Transformational leaders increase job satisfaction by explicitly communicating their followers' goals, vision, and values. They improve performance by inspiring and motivating followers to exceed expectations. Transformational leaders must effectively communicate their vision and link their goals with their followers.

According to Northouse (2018), transformational leadership is centered on creating an atmosphere of

empowerment, trust, and respect to inspire and motivate followers to reach greater performance. This paradigm comprises four elements: intellectual stimulation, customized consideration, inspirational motivation, and idealized influence. These elements help leaders and their followers grow and realize their full potential. Inspirational motivation is an indispensable tool for a leader as it creates a shared vision and mission, thus motivating, not to mention creating zeal among teachers and students in a school organization. In their empirical research, Leithwood and Jantzi (2000) confirm these findings, stating that leaders who motivate their team through inspirational vision and high expectations increase the level of engagement and the degree of academic achievements in students.

School leaders exhibit fundamental traits like personalized attention, intellectual stimulation, inspirational motivation, and idealized influence across various roles, all consistent with Bass and Avolio's (1994) transformational leadership theory. School administrators exemplify idealized influence through long-term planning and moral decision-making. Department heads and coordinators frequently engage in intellectual stimulation by promoting creativity and critical thinking among instructional teams. On the other hand, by attending to students' needs and advocating for inclusive teaching methods, educators exemplify individualized concern. The basis of inspirational motivation is how each level establishes high expectations and paints a clear picture for the educational community. These practices serve as the foundation for teachers' professional growth, as tools for the whole person, and represent the dedication of the entire school to its objectives.

According to research from various sources, transformational leadership is among the most effective leadership philosophies in education. It can significantly improve student achievement, teacher motivation, and school performance. According to Leithwood and Jantzi (2006), transformational leadership encourages collaboration while motivating employees to perform better, positively impacting students' academic performance. Bass and Riggio (2006) support this view by arguing that it is extremely powerful in empowering teachers, encouraging them to be innovative and satisfied with their jobs, thus leading to improved academic results.

According to Robinson, Lloyd, and Rowe (2008), adopting transformative leadership raises the

significance of instruction and academic achievement. As Sergiovanni (2001) said, transformational leadership, which is based on ethical values, establishes a renewed commitment that initiates the sustainable and continuous change process. Lastly, Leithwood and Sun (2012) state that transformational leadership, by focusing on vision and staff development, can lead to not only high student achievement but also be beneficial to the overall school success to a great extent.

At the same time, these results are more convincing, as seen in an earlier work by Bass (1990), where he highlights how transformational leadership can spur an environment to change, especially in schools undergoing reform. Hallinger (2003) talks about transformational leadership as the pivot for creating and guiding such teams effectively toward the vision of educational success. The fact that transformational leadership is widely used in education and shows up as positive change in this field is a significant subject in these three studies.

The research continues to highlight the significant impact of leadership style. Kwan (2020) established integrated leadership, mobilizing resources for change. By demonstrating how it could be contentious, the author highlights the significance of transformational leadership in attaining educators' intended performance. According to the same study (Bellibaş et al., 2021), transformational leadership has a greater impact on student achievement through teacher learning initiatives combined with instructional leadership.

Unfortunately, much research has been done on transformational school leaders' effectiveness. Local study, however, has not identified particular strategies used by school administrators in the Irosin II District's public primary schools to implement transformational leadership. Findings pertinent to the local context can serve as a source of research that may not only enhance but also inspire and lead to the local adoption of transformational leadership practices in schools, thereby addressing the long-standing undervaluation of our local research. This is because we lack local knowledge. It aims to draw attention to the transformational leadership strategies used by the principals of the public primary schools in the Irosin II District. The need to find outstanding leadership demonstrated by school administrators who have successfully guided their institutions to exceed and thrive compared to other public primary schools is further evidence of the need to fill these research gaps.

The study's findings may also help identify the strategic mechanisms for adopting outputs that provide school heads with appropriate, practical, and effective leadership practices. These practices are demonstrated by successfully implementing school programs, projects, and activities to improve overall performance. These activities serve as strong foundations for achieving overall success in school leadership, which is reflected in the meaningful and high-quality education that students receive, as well as the recognition and accolades that students, teachers, or even the school heads receive in various fields.

This study explores the transformational leadership practices of school heads in public elementary schools in the Irosin II District of the DepEd Division of Sorsogon Province.

## II. METHODOLOGY

This study utilized a qualitative case study design to investigate the transformational leadership practices of public elementary school heads within the Irosin II District. Case study research is particularly effective for understanding complex educational phenomena in their natural settings, as it provides rich, contextual insights and allows for a comprehensive exploration of individual and group experiences (Yin, 2003). By employing this approach, the study aimed to gather detailed information from multiple sources, thereby offering a thorough understanding of how leadership behaviors are manifested in specific educational contexts.

The informants included fifteen school heads, comprising a diverse group of seven females and eight males, representing 94% of the district's principals. The interviews revealed that 60% of these leaders consistently applied transformational leadership practices, such as inspiring a shared vision and fostering innovation. This high level of participation underscores the significance of maintaining and enhancing transformational leadership for continuous school improvement. The data collected through these interviews provided valuable insights into the leadership techniques employed by the public elementary school heads in the district.

Data collection involved structured interviews and focus group discussions to facilitate open dialogue among participants. An open-ended interview guide was used to explore their experiences and practices in detail. Additionally, the researcher ensured ethical

considerations were met, including obtaining informed consent and protecting participant anonymity. Thematic analysis was employed to analyze the data, involving coding and categorizing responses to identify key themes related to transformational leadership.

## III. RESULTS

Heads of public elementary schools employ several transformative strategies. These were classified into three (3) categories: a.) Strategic and Inclusive School Leadership Practices; b.) Teachers and Pupils' Awards and Achievements; and c.) Parents and Community Involvement.

### A. Strategic and Inclusive School Leadership Practices

Public elementary school heads have implemented several transformational practices to improve school management. Based on interviews conducted with informants, a shared vision has been established for the school, focusing on overall school improvement, with pupils' achievement and community engagement as the guiding framework for all initiatives. Teachers should be empowered, included in decision-making, and encouraged to assume leadership positions in their fields of expertise. This reflects the application of inspirational motivation, as school heads articulate a compelling vision that fosters collective purpose and motivates teachers to engage more deeply in their roles (Leithwood & Jantzi, 2000; Shatzer et al., 2014).

Through these practices, informants observed significant improvements in school management and pupils' outcomes, enhancing a successful educational environment. Additionally, their responses supported these observations.

*"First and foremost, kami na mga school heads are accountable for implementing the mandates of the department." (Informant 1) [School heads are accountable for implementing the department's mandates.]*

*"May mga non-negotiable programs, projects, and activities (PPAs) na dapat mahimo within the school calendar." (Informant 3) ".... Ini na mga PPAs once maimplement sin tama nan epektibo, sa kada eskwelahan, sa pangunguna mi (Informant 14) "....siyempre pirmi maghahatag sin kaayadan sa eskwelahan nan sa mga eskwela." (Informant 15) [Non-negotiable programs, projects, and activities (PPAs) must be done within the school calendar. These PPAs, once implemented properly and effectively in each*



school under our leadership, will always benefit the school and the students.]

“School head has a great role in shaping and guiding teachers be an effective and efficient teachers and classroom managers...” (Informant 1), “Sila yung may direct command sa mga bata.” “...Ang kagalingan ng mga bata ay direktang magmumula sa mga guro.” (Informant 4) “Kaya ako minomonitor at isinusupervise ko talaga sila ng maayos.” (Informant 9) “...through regular class supervision at sinisigurado kong tama at nasusunod ang mga aralin mula sa MELC. And I also continue learning from my teachers.” (Informant 11). [The school head has a significant role in shaping and guiding teachers to be effective and efficient classroom managers. They are the ones with direct command over the students. The students' success directly comes from the teachers, so I monitor and supervise them properly through regular class supervision and ensure that the lessons from the MELC are correct and followed. Moreover, I also continue learning from my teachers.]

“Ako bilang School Principal for 11 years, I always make sure, na may initial plans nan paghahanda kami sa nano man na mga school activities and upcoming competitions. Pirmi involve nan may participation an teacher's nan parents sa pagpapalano” (Informant 3) [As a School Principal for 11 years, I always make sure that we have initial plans and preparations for school activities and upcoming competitions. Teachers and parents are always involved and participate in the planning.]

“Sa amo school talagang naghigos kami nan mga teacher volunteers ko.” (Informant 5) “...kaya magayon an naging resulta san National Learning Recovery Program ng National Government.” (Informant 6) [In our school, we worked hard with my teacher volunteers, which is why the result of the National Learning Recovery Program by the National Government was good.]

“Big help yun sa mga pupils at risk kasi natutukan sila at kahit papaano umangat ang kanilang reading level.” (Informant 5). “Sa amo na school head una maghahali an pagpursigi na dedication maski pa masakit an task na yun....” (Informant 13) [It was a big help for the at-risk pupils because they were closely attended to, and, in some way, their reading levels improved. As school head, I am the first to lead with

perseverance and dedication, despite the challenging task.

“Activities like Brigada Eskwela, quarterly meetings, general assemblies, mga school celebrations like Buwan ng Wika, Reading Month Celebration, Tagisan ng Talino.” (Informant 2) “...nan iba-iba pa na mga competitions sa Mathematics and Science departments.” (Informant 7) “Yes, intero ta yun pinaghahandaan na maka-participate an mga potential ta na mga maestra nan eskwela.” (Informant 12) [Activities like Brigada Eskwela, quarterly meetings, general assemblies, school celebrations such as Buwan ng Wika, Reading Month Celebration, Tagisan ng Talino, and various competitions in the Mathematics and Science departments... all of these are carefully prepared so that our potential teachers and students can actively participate]

“Saro din sa nag-eexcel an school mi sa Campus Journalism na kun hain nakaabot sa regional competition.” (Informant 5) “It happened because of the initiative nan kahigusan san teaching staff.” (Informant 6) “Nan proper guidance ta as school head....” (Informant 10) [One of the areas where our school excels is in Campus Journalism, where we reached the regional competition. This happened because of the initiative and dedication of the teaching staff, along with the proper guidance of the school head.]

## B. Teachers and Pupils' Awards and Achievements

Heads of public elementary schools that implement transformational methods are essential in fostering an environment of excellence and motivation within the school community by acknowledging and applauding the accomplishments of both teachers and pupils. School heads actively implement a system of awards that acknowledges academic, sports, and journalism successes and improvements in student behavior, creativity, and community involvement. They conduct quarterly recognition ceremonies to celebrate achievements, and during flag ceremonies, coaches and pupils who participate in contests receive recognition. Additionally, school heads encourage teachers to engage in professional development and innovative teaching practices, recognizing their contributions through awards for outstanding teaching and mentorship, often with the support of local government units and the Department of Education, provincial division. This dual focus on celebrating student and teacher achievements

cultivates a positive school culture, enhances morale, and motivates all stakeholders to strive for excellence.

Intellectual stimulation is crucial to transformational leadership, which encourages creativity, critical thinking, and lifelong learning. This is reflected in these behaviors (Bass & Riggio, 2006). By valuing non-traditional achievements and encouraging innovation among teachers, school heads challenge norms and inspire reflective practice and growth (Leithwood & Jantzi, 2005; Marks & Printy, 2003). This leadership approach enhances school morale and cultivates a motivated, forward-thinking community.

Furthermore, by sharing success stories and highlighting accomplishments on social media platforms like Facebook, school heads strengthen community ties and inspire a collective commitment to learning and growth, ultimately leading to improved student educational outcomes. The informants' responses supported these.

*"We conduct recognition programs for teachers and stakeholders through the PRAISE program" (Informant 2) "... and recognize teachers and pupils whenever they win in competitions." (Informant 8) "Especially in Campus Journalism and Sports Competitions..." (Informant 15)*

*"In the field, iba-iba an kakayahan nan level of commitment of teachers. Kaya it is fair to recognize their exemplary performance and achievements." (Informant 1) [In the field, teachers have different abilities and levels of commitment. That is why it is fair to recognize their exemplary performance and achievements.]*

*"I implement PRAISE in every school that I have been assigned to. Giving them an award as Most Outstanding Teacher na in-aaward ko during Year End Awarding and Graduation Ceremonies." (Informant 14) [I implement PRAISE in every school I have been assigned to, giving them awards as Most Outstanding Teacher, which I present during the Year-End Awarding and Graduation Ceremonies.]*

*"An Quarterly Awarding of Honors to deserving pupils is being given." (Informant 9) "... regularly every end of the quarter." (Informant 9) "Dako na bagay ini na naka inspire sin mga bata." (Informants) "Nan nakamotivate din san mga parents...." (Informant 12) [The Quarterly Awarding of Honors to deserving pupils is given regularly at the end of each quarter. This*

*big thing has inspired the students and motivated their parents.]*

*"Winners in sports activities, academic contests, journalism, and other activities are being posted in our school FB page." (Informant 3) [Winners in sports, academic contests, journalism, and other activities are posted on our school FB page.]*

*"...Yung ginagawa namin, we proudly introduce them to the school children after flag raising ceremonies." (Informant 5) "...Maririnig mo na lang ang hiyawan ng mga bata." (Informant 10) "Halatang super proud din sa mga winning school mates nila...." (Informant 15) [We proudly introduce them to the school children after the flag-raising ceremonies. You can hear the cheers of the children, clearly showing how proud they are of their winning schoolmates.]*

*"Nagpapagawa din kami ng ng nga tarpauline at ipina-publish din ito sa aming school paper." (Informant 5) [We also have tarpaulins made and publish them in our school paper.]*

*"Isa itong paraan upang higit na makilala at malaman ng community and kanilang achievements." (Informant 7) "...at yung soft copy ng layout sa tarp ay ipinopost din sa official FB page ng school at shared post ng rin ng mga teachers." (Informant 5) [This is one way to make the community more aware of their achievements. The soft copy of the layout for the tarp is also posted on the official school FB page and shared by the teachers.]*

*"May mga incentives from private donors kami na nagbibigay ng incentives sa mga awardees at ibinibigay nila during awarding mismo kasama ng certificates of recognition mula sa school." (Informant 2) "It's so inspiring talaga." (Informant 3) [We have incentives from private donors who give rewards to the awardees and personally present them during the awarding, along with certificates of recognition from the school. It is truly inspiring.]*

### C. Parents and Community Involvement

Transformational practices of public elementary school heads significantly enhance parental and community involvement, which is vital for creating a supportive educational environment. According to the informants in this study, school leaders prioritize open communication with parents, regularly engaging them through meetings and social media to keep them informed about school events and student progress. They encourage parents to participate in school

activities, such as volunteer programs like Brigada Eskwela, parent-teacher associations, and community service projects. Additionally, they build partnerships with local organizations and businesses, creating opportunities for collaborative initiatives that benefit students, such as mentorship programs and resource-sharing. School heads also involve parents in decision-making processes, seeking their input on school policies and programs, empowering families, and strengthening their investment in their children's education.

These behaviors exemplify Idealized Influence, a fundamental element of transformational leadership in which leaders set an example by acting honorably, credibly, and resolutely in the service of common principles (Bass & Riggio, 2006). Transformational school leaders gain the respect and confidence of parents and stakeholders by continuously setting an example of moral behavior and prioritizing the needs of kids and the school community. Because community members are motivated to share the school leader's vision and values, this trust promotes more involvement and cooperation (Leithwood & Jantzi, 2005).

Transformational leaders build a network of support by aggressively encouraging community engagement. This strategy improves student learning, enriches the educational process, and cultivates a sense of shared responsibility and belonging among all parties involved. The informants' responses further support this strategy.

*"Nag-initiate ako sin Statagic Planning using SWOT Analysis with the teachers, parents, PTA, SK and barangay officials para matukoy an tunay na problema o kamutangan san eskwelahan. Kun gusto ta maging mayad an padalagan san eskwelahan, iinvolve ta sira batog sa planning, implementation nan evaluation of projects or activities. Daghan an ideya nan learnings na pwedi nira maiambag. Along the process, maiimod mo an kanira pagmakulog nan paghinguha para mapagayon nan matapos an mga projects."* (Informant 3) *[I initiated Strategic Planning using SWOT Analysis with the teachers, parents, PTA, SK, and barangay officials to identify the actual problems or situation of the school. If we want the school operations to improve, we must involve them in the planning, implementing, and evaluating projects or activities. They have many ideas and learning that they can contribute. Along the process, you can see concerns and efforts to complete and finish the projects successfully.]*

*"Hinihingi din namo an support san ibang alumni lalo na sa pagtrain san mga bata na malaban sa higher meets or higher-level competitions. And they voluntary supported our players/contestants."* (Informant 6) *[We are also asking for support from our alumni, especially in training the children to compete in higher-level meets or competitions. Moreover, they voluntarily supported our players/contestants.]*

*"Regularly inhihimo o iniimplement mi an homeroom meetings."* (Informant 1) *"...and general assemblies with active parent involvement and participation."* (Informant 2) *"We also conduct home visits..."* (Informant 3) *"...especialy sa mga non-cooperating parents/guardians..."* (Informant 4) *"Kadalasan positibo an resulta."* (Informants 11 & 12) *[We regularly hold and implement homeroom meetings and general assemblies with active parent involvement and participation. We also conduct home visits, especially for non-cooperating parents/guardians. Most of the time, the results are positive.]*

*"An eskwelahan salamin sin saro na barangay. Kaya basically, kun gusto mo makilala an saro na barangay, pwedi mo imudon an kamutangan san eskwelahan....maiimod mo diyan kun nano na klase an school head nan an komunidad mismo."* (Informant 1) *[The school is a reflection of a barangay. So basically, if you want to know about a barangay, you can look at the situation of the school. You can see what kind of school head and community it has there.]*

*"....Therefore, an school head dapat may karisma nan makatawo na liderato sa eskwelahan. Maaram makisama nan magreach out sa community lalo na sa mga parent leaders barangay officials."* (Informant 3) *[Therefore, the school head should have charisma and the ability to lead the school. They should be able to get along with and reach out to the community, especially the parent leaders and barangay officials.]*

*"Kun mayad nan may transparency an leadership, you will just notice, daghanon na an supporters mo sa school."* (Informant 2) *[When there is good and transparent leadership, you will notice that your supporters in the school will grow.]*

*"Community's trust, especially from SPTA Officers and Barangay/SK officials, is crucial in school governance and leadership..."* (Informant 4) *"So always value their presence and importance...."* (Informant 8) *[The community's trust is crucial in school governance and*



leadership, especially from SPTA Officers and Barangay/SK officials. So, always value their presence and importance.]

*"Kaya in return, during year-end rites, napagkakasunduan mi yun na iaward an Plaque of Appreciation to supportive individuals/groups." (Informant 1) "...Maiimod mo an kaogmahan nira kasi properly recognized an kanira sakripisyo sa hampang san daghan na tawo." (Informant 8)*

In return, during the year-end rites, we have agreed to award a Plaque of Appreciation to supportive individuals/groups. You can see their happiness because their sacrifices in serving many people are correctly recognized.]

*"I always communicate and coordinate with our Barangay and SK Officials kapag may mga activities na pwedi sira itap... Marugion an support kapag ipamate mo na kaipuhan mo sira, lalo transparent nan consistent ka." (Informant 3) [I always communicate and coordinate with our Barangay and SK Officials whenever there are activities where they can be involved. Support is always strong when you make them feel that you need them, especially when you are transparent and consistent.]*

*"...Pirmi man sira may maihahatag na financial support sa mga activites nan assistance sa mga idadayo na mga athletes nan contestants san school. Maski small amount yan pero an value of giving yada maiimod mo. Makaoogma." (Informant 6) [They always provide financial support for activities and assistance to the traveling athletes and contestants of the school. Even if it is a small amount, the value of giving is something you can appreciate. It is fulfilling.]*

*"Once the Barangay Council sends an invitation of meetings or any developmental planning, I always find time to attend." (Informant 4) "...That activity is significant in establishing rapport with them.." (Informant 4) "True! ... as one of the school's stakeholders." (Informant 9)*

## IV. DISCUSSIONS

Practices of transformational leadership are crucial in this dynamic educational environment. School administrators work to improve learning outcomes, motivate educators, and involve communities and students in various activities. According to the study's findings, public elementary school administrators use transformational leadership to foster a common goal for

the school's improvement, give teachers professional growth top priority, encourage student activities, and include parents and communities in planning for the students' and the school's betterment. The main discussion topics were the three areas of strategic and inclusive school leadership practices, teacher and student awards and accomplishments, and parent and community involvement.

### A. Strategic and Inclusive School Leadership Practices

Public elementary school heads have implemented several transformational leadership practices to improve school operations and leadership practices. Interviews with informants revealed that a shared vision has been established for the school, focusing on overall improvement. Teachers and pupils' awards and achievements, and parents' and community involvement, serve as the guiding framework for all initiatives. This is consistent with transformational leadership, which highlights how crucial a common goal is to promoting school reform (Esogon & Gumban, 2024).

Moreover, informants observed significant improvements in school management and pupils' outcomes due to these practices. One informant emphasized the accountability of school heads in implementing departmental mandates, stating that well-executed programs benefit both the school and students. Another informant highlighted the importance of monitoring and supervising teachers to ensure adherence to educational standards, directly impacting student success. This aligns with research showing that better student achievement is associated with good school leadership (Harris & Jones, 2020).

Additionally, informants pointed out that the dedication to organizing and preparing for school events and contests shows a proactive attitude to school administration. Involving parents and teachers in these procedures promotes a feeling of belonging and shared accountability, both critical for developing a positive learning environment. Initiatives like Brigada Eskwela, Quarterly Clean-Up Drives, General Assemblies, Homeroom Meetings, fora, trainings, school festivals, and many more have significantly enhanced the school. This has produced a more cooperative and encouraging atmosphere, significantly improving the school-community relationship. As a result, students feel more encouraged and supported, which improves their general academic achievement.

These findings are significant for the educational leadership of the school heads. First, this led to the betterment of the school in terms of management. Empowering teachers and encouraging collaboration can enhance teaching effectiveness and improve pupils' engagement. School heads must make it a priority to create an inclusive abode which should be characterized by teachers feeling well-liked and recognized for their roles in the school and for their pupils. Most educational resources are from the parents and the community; hence, to build a supportive educational environment that benefits pupils, it is necessary to strengthen partnerships with them. Undoubtedly, the achievements of both teachers and students can act as a driver to the entire school community along the lines of understanding and inspiration. Additionally, regular professional growth for teachers is instrumental in maintaining high educational standards and adopting new teaching strategies, making schools more responsive to the changing educational landscape.

Alternatively, suppose teachers follow transformational leadership best practices. In that case, they will lead their public elementary schools more effectively, manage them more effectively, create success in pupil outcomes, and, most importantly, provide pupils with a well-educated environment.

## **B. Teachers and Pupils' Awards and Achievements**

Public elementary school head transformational practices are essential in identifying and acknowledging the success of teachers and students. In this way, a culture of excellence and motivation is nurtured. School leaders actively implement a system of awards that acknowledges academic, sports, and journalism successes and improvements in student behavior, creativity, and community involvement. Because of their significant impact on students' motivation, self-efficacy, morale, and dedication to perform and continuously improve, awards and recognition have been incorporated into the Philippine basic education curriculum. These heartfelt moments of appreciation motivate others and support actions that result in progress (DepEd Order No. 18, s. 2021). School heads foster an environment that values achievement by conducting quarterly recognition ceremonies and acknowledging participants during flag ceremonies.

The positive impact of such recognition practices can be seen in informants' responses. One noted, "We conduct recognition programs for teachers and stakeholders through the PRAISE program and recognize teachers

and pupils whenever they win competitions." Another informant highlighted the significance of regular acknowledgment: "The Quarterly Awarding of Honors to deserving pupils is given regularly at the end of each quarter. This is a way of giving credit to and encouraging students in various fields for excellence. In addition, it publicly mentions student successes, directly motivating them to be the best in academics, leadership, and social responsibility. The best students in each class or section are recognized with classroom awards, which are given out after the school year and once per quarter (DepEd Order No. 36, s. 2016).

Moreover, school administrators support teachers in continuing to learn and apply innovative teaching methods, rewarding their efforts and success with teaching excellence awards. Calderon (2023) recommended that school leaders always recognize and identify teachers' growth, and school effectiveness will be guaranteed. The Department of Education and local government entities' involvement in such initiatives increases their impact, providing schools with more support areas and enhancing the efficacy of the initiatives.

By sharing success stories and using social media to highlight the best in students and the community, school administrators may further demonstrate their dedication to learning and growth and their community relationships. One respondent, for example, mentioned that "Winners in sports activities, academic contests, journalism, and other activities are posted on our school FB page," and it was evident that making the success publicly visible could improve community relations and the latter's support for school-related initiatives. Therefore, conclusions such as the following are essential for education administration. The first problem is that highlighting the accomplishments of teachers and students can lead to increased motivation, improved morale, and a feeling of belonging among the school community.

Heads of schools must promote the organization of such programs of recognition that cover many different achievements and inspire the culture of excellence to come to every community member. The other thing is that the continuing education of teachers, no strings attached, with the appraisal, may improve teachers' instructional practices, resulting in better educational outcomes. A school has to start an organized platform for teacher growth and reward teachers for their input. Lastly, integrating social media and community



involvement strategies can be a game-changer for schools in their endeavor to foster support, forging collaboration among stakeholders. By openly recognizing achievements and victories, the school principal can foster community bonds and unify all in the drive to have an excellent education.

Accordingly, the innovative strategies in this essay are perfect for the appreciation of teachers and students and powerful enough to celebrate individual successes and establish a stimulating educational environment that all will benefit from.

### ***C. Parents and Community Involvement***

Importantly, public elementary school administrators are change agents, and their methods of encouraging change significantly influence community and family involvement, which is crucial for establishing a supportive learning environment. Some survey participants emphasized that to regularly update parents on school events and their children's progress, school administrators should communicate with them directly, setting up meetings and interacting with them on social media. This supports the findings of a literature review on parental involvement and school leadership. This study showed that communication and innovative collaborations are crucial to create a parent community that is engaged and supportive, which in turn leads to better student results. Students are more likely to thrive academically and socially when their parents are actively involved. In order to establish a successful learning environment, school administrators must give top priority to initiatives that increase parental involvement. (Leonora F. De Jesus and Jennifer Jutara, L., 2024).

According to the Ferreras and Formanes (2023) study, National Schools Maintenance Week in the Philippines depends on community involvement and volunteerism for public schools to prepare for the academic year. School heads encourage parental participation in various school activities, such as volunteer programs like Brigada Eskwela (BE). BE emphasizes how stakeholders, including parents, alumni, the private sector, and local communities, can actively enhance the school by offering their time and expertise to help with cleanups (DepEd Memo No. 033, s. 2024). As a result, parent participation in these programs fosters community trust and cooperation and improves the educational experience. Additionally, parental participation correlates well with students' social and

academic skills, underscoring its importance in educational settings.

Additionally, school leaders build partnerships with local organizations and businesses, creating opportunities for collaborative initiatives that benefit students, such as mentorship programs and resource-sharing. According to those who reported the information, building successful collaborations, e.g., the alumni supporting student training in the higher-level contests, is an example of how community partnerships can effectively improve educational outcomes.

One of the ways parents can be involved in decision-making processes is by empowering the family on the one hand, and strengthening the investment in the education of the child on the other hand. Also, the interviewee used SWOT, which stands for Strengths, Weaknesses, Opportunities, and Threats, to plan strategically for the teachers, parents, and local officials, highlighting the participants' teamwork in identifying and handling the various school needs. Leaders who stimulate community participation create a network of support that helps make learning a more fulfilling experience for teachers and students, improves students' learning, and nurtures the feeling of connection and mutual responsibility among all those involved. This strategy is further strengthened by the sharing of experiences by informants who pointed out that when clear leadership exists, it brings about the good result of trust and collaboration with the community, which are essential to good school governance. As one of the interviewees mentioned, "When there is good and transparent leadership, you will notice that your supporters in the school will grow." Hence, these findings prove the existence of this model of educational leadership.

The most important prerequisite is the active involvement of parents, which fosters an atmosphere where learning can be successful. The most crucial issue is thought to be the communication between community members and school administrators. As a result, they should devise new methods to include parents in their children's lives and education, as this will improve student achievement and the atmosphere at school. Additionally, the schools have a higher chance of success when their local neighbors support them. Because they promote their usage and implementation, schools are viewed as the key to the success of creative initiatives that benefit kids. Schools must also start and maintain these relationships to provide these impacted

networks with greater support. Families are empowered by removing parents from the decision-making process, and school policies become more successful. In order to ensure that the family viewpoint is included in the planning and execution of educational programs, the school administrator should have mechanisms in place that facilitate collaboration between the school and parents in governance.

In this way, the participatory culture, which is strengthened by increased parental and community involvement, produces a collaborative learning environment that benefits students, fosters a feeling of community, and advances academic objectives.

## V. CONCLUSIONS AND RECOMMENDATIONS

Primary school administration strategies that include sociality about increasing parental and community involvement are equally important in creating an educational environment that supports kids' learning. School leaders implement these strategies to create a collaborative culture that empowers families and enhances the educational environment by focusing on effective communication, forming alliances with neighborhood organizations, and involving parents in decision-making. The observations collected from the informants underscore the significance of clarity and trust regarding the local community issue, which positively affects student outcomes. At the same time, the quality of education is equally owned by all the parties involved. If the education sector has to thrive in these modern times, these strategies would be the cornerstone of maintaining the spirit of togetherness and collective responsibility among the stakeholders involved in children's education.

Providing parents with frequent social media updates so they feel informed and included in the discourse is a good way for public elementary school administrators to increase parental and community involvement. Being friendly with local companies and groups that can help students with additional resources outside of their parents can also be beneficial. In addition, the organized chances for parents to participate in decision-making will reassure them that their views are valued. Parents can enhance their children's learning if educational topics are planned for them during educational times.

Besides, encouraging the parents with recognition will prompt them and the community they belong to make a beeline for the same and continue participating. Furthermore, schools will improve their engagement

strategies by regularly conducting surveys to get family feedback, understanding their needs and preferences, and continuously improving their engagement process. Consequently, they can use the proposed strategies to build a support network that enhances the academic experiences for all and fully unleashes the potential of teachers and students.

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