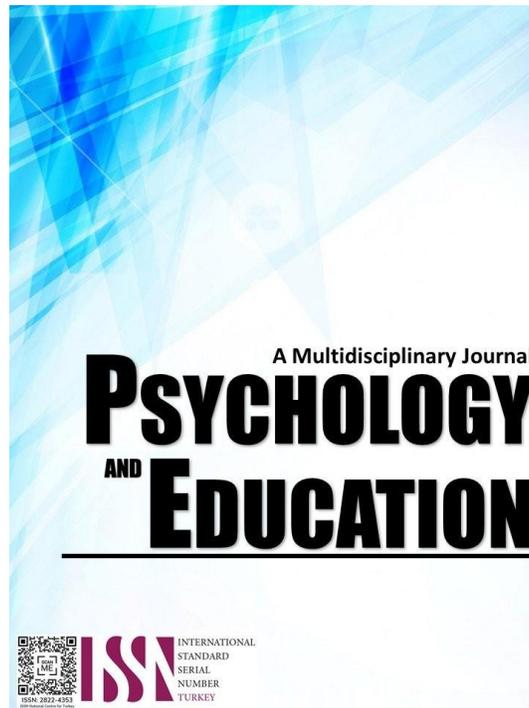


**TRANSFORMATIONAL LEADERSHIP PRACTICES AND THEIR
IMPACT ON TEACHER PERFORMANCE IN PUBLIC
ELEMENTARY SCHOOLS IN DEL GALLEGO
DISTRICT DIVISION OF CAMARINES SUR**



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Transformational Leadership Practices and Their Impact on Teacher Performance in Public Elementary Schools in Del Gallego District Division of Camarines Sur

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Abstract

This study investigates the effect of transformational leadership practices on teacher performance in public elementary schools within the Del Gallego District, Camarines Sur, Philippines. Transformational leadership, characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, is analyzed in relation to teachers' effectiveness in lesson planning, classroom delivery, assessment, and professional responsibilities. The research employs a descriptive-correlational design, gathering data from 85 teachers through the use of structured surveys. Findings indicate that school heads demonstrate strong idealized influence and individualized consideration, fostering trust and personalized support. However, inspirational motivation and intellectual stimulation are less consistently practiced, suggesting opportunities for improvement in visionary leadership and encouraging innovative teaching. Teacher performance is rated as satisfactory, with significant positive correlations between transformational leadership dimensions and teaching effectiveness. Challenges such as resource constraints, administrative burdens, and resistance to change hinder the full implementation of transformational leadership. The study concludes that transformational leadership significantly enhances teacher performance but requires targeted interventions, including leadership training, resource allocation, and stronger communication strategies. Recommendations include professional development for school heads, fostering collaborative cultures, and addressing systemic barriers to optimize leadership practices and educational outcomes in the Del Gallego District.

Keywords: *transformational leadership, teacher performance, public elementary schools, Del Gallego District, educational leadership*

Introduction

Transformational leadership has long been recognized as a crucial factor in shaping the success and sustainability of organizations across diverse fields, including business, healthcare, non-profit, and especially education. At its core, transformational leadership goes beyond traditional managerial functions of supervision and control. It emphasizes inspiring, motivating, and engaging stakeholders to achieve collective goals that transcend individual interests (Rachmad, Moka, & Badriyyah, 2023). Rooted in the principles of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, transformational leadership fosters a culture where innovation, commitment, and professional growth are prioritized. As the world increasingly demands more dynamic, adaptable, and resilient institutions, understanding and nurturing transformational leadership has become indispensable to fostering environments that support continuous improvement and high performance.

The concept of transformational leadership emerged prominently through the work of James MacGregor Burns in 1978 and Bernard Bass in the 1980s, who expanded its scope within organizational behavior and management literature. Over the years, it has evolved to encompass strategies that not only enhance organizational effectiveness but also develop the potential of every member of the organization (Hariyasasti, 2025). In education, the significance of transformational leadership is amplified by its influence on creating collaborative cultures, promoting professional learning communities, and addressing complex challenges inherent in the teaching and learning process. Amidst rapid societal, technological, and economic changes, educational institutions must adopt leadership styles that drive innovation, inclusivity, and sustained progress to meet the ever-evolving demands of learners and communities.

Globally, transformational leadership has garnered extensive scholarly and practical attention as countries strive to provide quality education for all. Education systems worldwide are facing multifaceted demands, including curriculum reforms, technological integration, teacher shortages, and the need to improve student outcomes (Gunawan & Adha, 2021). In response, transformational leadership has emerged as a vital approach to empower schools to become adaptive learning organizations. Studies in the United States, Canada, and the United Kingdom have consistently demonstrated that transformational leaders foster positive school climates, encourage collaborative decision-making, and cultivate environments that promote continuous professional development. Research also indicates that schools led by transformational leaders tend to have higher teacher satisfaction, lower turnover rates, and improved student achievement.

In Scandinavian countries like Finland and Norway, where education systems are widely regarded as models of excellence, transformational leadership has played a crucial role in fostering trust-based school cultures and decentralized governance. School leaders in these contexts are encouraged to act as pedagogical leaders, empowering teachers to co-create innovative practices and participate actively in school development (Alzoraiki, Ahmad, Ateeq, & Naji, 2023). In Asian countries such as Singapore and South Korea, transformational leadership is embedded in national education frameworks that emphasize teacher leadership, mentorship, and rigorous professional standards. Here, leadership development is systematically nurtured through targeted training programs and

structured career pathways, ensuring that leaders are equipped to inspire and lead effective educational reform.

The global context has also seen an increasing recognition of the link between transformational leadership and equity in education. In contexts with diverse student populations, transformational leaders are expected to champion inclusive practices that address disparities in access and learning opportunities (Adriantoni, Komariah, & Nurdin, 2023). International bodies, such as UNESCO and the OECD, have emphasized the importance of leadership that promotes shared values, respects cultural diversity, and fosters safe and supportive learning environments. Moreover, in the wake of the COVID-19 pandemic, school leaders worldwide have faced unprecedented challenges that have tested their capacity to lead with empathy, vision, and adaptability—qualities essential to transformational leadership.

The integration of technology in education has further elevated the relevance of transformational leadership. The rapid shift to remote and hybrid learning highlighted the need for leaders who can navigate digital transformations, support teachers in acquiring new pedagogical skills, and ensure that students remain engaged despite disruptions. Research from Australia and New Zealand, for instance, demonstrates how transformational leadership played a pivotal role in mobilizing school communities, maintaining morale, and sustaining instructional quality during lockdowns (Rizkie & Suriansyah, 2022). This global perspective reaffirms that transformational leadership is not just a theoretical ideal but a practical necessity for addressing complex, real-world educational challenges. Furthermore, international policy frameworks increasingly emphasize leadership capacity as key to achieving Sustainable Development Goal 4—ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (Purwanto, 2022). Countries are thus investing in leadership training, research collaborations, and evidence-based interventions that strengthen the leadership pipeline in schools. These global trends underscore the pivotal role that transformational leadership plays in aligning schools with broader national and international education priorities, fostering resilience, and driving systemic improvements.

In the Philippine context, transformational leadership has been gradually recognized and integrated within the education sector's policies and programs to address persistent challenges in the basic education system. The Department of Education (DepEd), as the primary agency overseeing public education, has issued several policy directions that highlight the importance of effective school leadership (Li & Liu, 2022). The Philippine Professional Standards for School Heads (PPSSH), outlined in DepEd Order No. 024, s. 2020 explicitly aligns with transformational leadership principles by setting expectations for school heads to cultivate enabling environments, promote shared governance, and build communities of practice. This policy framework serves as a guide for leadership development, performance appraisal, and capacity building among school leaders. Moreover, the DepEd Basic Education Development Plan (BEDP) 2030 identifies leadership development as a strategic priority to address systemic challenges, including teacher quality, resource constraints, and equity gaps. The National Educators Academy of the Philippines (NEAP) plays a pivotal role in providing leadership training programs, including the Schools Division Superintendents Development Program (SDSDP) and School Heads Development Program (SHDP). These initiatives are designed to develop leadership competencies that align with global best practices and local contextual realities.

Despite these policy frameworks, challenges remain. National studies and reports highlight that many school heads continue to perform administrative tasks that limit their capacity to focus on instructional leadership. The Annual Poverty Indicators Survey (APIS) and other education sector analyses reveal that resource constraints, large class sizes, and varying levels of teacher competence present additional layers of complexity (Esogon, Gumban, & Guitche, 2024). DepEd Memorandum No. 144, s. 2021, reiterates the need to strengthen school leadership as part of the Learning Recovery and Continuity Plan (LRCP), especially in the aftermath of the pandemic's impact on learning loss and teacher morale.

Local government units (LGUs) and education stakeholders have also been called upon to support leadership development through Local School Boards (LSBs) and partnerships. Republic Act No. 10533, the Enhanced Basic Education Act of 2013 (K to 12 Law), underscores the role of leadership in implementing curricular reforms and innovations (Madjid & Samsudin, 2021). Initiatives such as Brigada Eskwela and the adoption of Learning Action Cells (LACs) illustrate grassroots efforts where leadership plays a transformative role in mobilizing communities and sustaining school improvement. Several empirical studies conducted in Philippine settings have reinforced the positive link between transformational leadership and teacher performance. Research highlights that school leaders who demonstrate transformational behaviors, such as providing a vision, recognizing individual contributions, and fostering collaboration, tend to cultivate higher levels of teacher motivation and job satisfaction (Firmansyah, Prasajo, & Jaedun, 2022). Nonetheless, inconsistencies in leadership practices across regions underscore the need for localized studies that provide deeper insights into how transformational leadership is enacted and its specific impacts on teacher performance.

Within the Del Gallego District, the unique socio-economic and geographic conditions add to the complexity of delivering quality education. The district encompasses schools that serve communities with diverse needs, including indigenous peoples and marginalized groups. Leadership in this context requires not only administrative competence but also a transformational approach that builds trust, inspires collective action, and addresses contextual realities such as resource limitations and community engagement gaps. Despite efforts to strengthen leadership capacities, limited empirical research has been conducted to assess how transformational leadership specifically influences teacher performance in this locality. Given these circumstances, a clear research gap exists in understanding how transformational leadership practices directly impact teacher performance in public elementary schools within the Del Gallego District, Division of Camarines Sur. While national frameworks and policies provide overarching guidance, there is limited localized

evidence on the practical realities faced by school heads and teachers within this district. Conducting this study is therefore necessary to generate insights that can inform leadership training, policy refinement, and context-specific interventions aimed at enhancing teacher performance. By examining the dynamics of transformational leadership within Del Gallego's unique context, this research aims to contribute valuable knowledge that supports the continuous improvement of educational leadership practices and ultimately enhances the quality of basic education in the district.

Research Questions

This study aimed to investigate the transformational leadership practices of school heads and their impact on teacher performance in public elementary schools in the Del Gallego District, Division of Camarines Sur. Specifically, this study sought to provide answers to the following questions:

1. What is the profile of teachers in the public elementary schools of Del Gallego District, Division of Camarines Sur, in terms of the following:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. years of teaching experience;
 - 1.4. educational attainment; and
 - 1.5. position/rank?
2. What is the extent of transformational leadership practices of school heads in Del Gallego District in terms of the following dimensions:
 - 2.1. idealized influence;
 - 2.2. inspirational motivation;
 - 2.3. intellectual stimulation; and
 - 2.4. individualized consideration?
3. What is the level of teacher performance in public elementary schools in the Del Gallego District in terms of the following indicators:
 - 3.1. lesson planning and preparation;
 - 3.2. classroom delivery and management;
 - 3.3. assessment and feedback; and
 - 3.4. professional responsibilities and development?
4. Is there a significant relationship between the profile of teachers and their perceived level of transformational leadership practices of school heads?
5. Is there a significant relationship between the perceived transformational leadership practices of school heads and the level of teacher performance?
6. What challenges and barriers do school heads and teachers encounter in practicing and experiencing transformational leadership in public elementary schools in Del Gallego District, Division of Camarines Sur?

Methodology

Research Design

The research design of this study was grounded in a descriptive-correlational approach, which is widely used in educational research to describe existing conditions and examine relationships between variables without manipulating them. This design is particularly suited for understanding complex social phenomena such as leadership practices and teacher performance, where experimental control is neither practical nor ethical. By using a descriptive element, the study seeks to provide a clear and comprehensive profile of the teachers in the public elementary schools of Del Gallego District, Division of Camarines Sur, as well as to determine the extent of transformational leadership practices demonstrated by school heads and the current level of teacher performance within these schools.

The correlational aspect of the design will enable the researcher to examine possible relationships between variables, specifically between teachers' demographic profiles and their perceptions of transformational leadership practices, as well as between these leadership practices and teacher performance outcomes. This is crucial because studies claim that understanding such relationships can help identify which aspects of leadership most strongly influence teacher effectiveness, motivation, and professional growth. By identifying significant correlations, the study can provide empirical evidence that supports or challenges theoretical assumptions about the connection between transformational leadership and teacher performance in the local context.

The study will employ a quantitative approach, utilizing structured survey questionnaires as the primary data-gathering tool. This allows for the collection of measurable data that can be statistically analyzed to test relationships among variables. Quantitative data is vital in ensuring that findings are objective, generalizable within the district, and robust enough to inform evidence-based recommendations. Through this design, large numbers of teachers from multiple public elementary schools can participate, thus capturing a broad perspective on how leadership practices are perceived and how they translate into performance indicators in lesson planning, classroom management, assessment, and professional responsibilities.

The descriptive-correlational design is also appropriate because it enables the study to address both the “what” and the “why” of the research problem. It not only describes the current state of leadership practices and teacher performance but also explains the strength and direction of the relationships among the identified variables. For instance, if the data reveals that higher levels of inspirational motivation from school heads correlate with improved classroom management among teachers, this can guide targeted interventions and leadership development programs. Such insights are valuable for the Division of Camarines Sur in designing relevant professional development for principals and teachers alike. Another key feature of this design is that it respects the natural environment of the schools and does not disrupt normal operations. Teachers and school heads will provide responses based on their authentic day-to-day experiences, making the results reflective of real-world conditions rather than artificially controlled scenarios. This is particularly significant in a setting like the Del Gallego District, where contextual realities, such as resource limitations, geographic factors, and community involvement, profoundly influence school operations. By maintaining this naturalistic approach, the study aims to capture insights that are truthful, practical, and grounded in the everyday realities of local public elementary schools.

Overall, the descriptive-correlational design provides a solid foundation for addressing the research questions comprehensively. It ensures that the study can map out the current profiles of teachers, describe the extent of transformational leadership practices, gauge teacher performance, and identify the challenges and barriers that exist within the schools. At the same time, it enables the exploration of significant relationships that can inform policy directions, leadership training, and teacher development initiatives. This design supports the goal of generating knowledge that is both theoretically sound and practically useful for improving educational leadership and teacher performance in the Del Gallego District and potentially beyond.

Respondents

The respondents in this study were 85 teachers currently serving in various public elementary schools within the Del Gallego District, Division of Camarines Sur. These teachers were purposefully selected to ensure that the study covers a diverse representation of professional backgrounds, teaching experiences, and grade levels taught. By involving teachers from different schools in the district, the study aims to capture a realistic and comprehensive picture of how school heads' transformational leadership practices are perceived across various school settings.

These 85 participants include teachers with varying lengths of service, from newly hired educators to more experienced master teachers and teacher-leaders who have witnessed multiple leadership transitions. This diversity is essential because teachers' perceptions of their principals' leadership styles may vary according to their experience, rank, and exposure to different management practices. Gathering data from teachers with a wide range of experiences helps ensure that the findings reflect multiple perspectives rather than a narrow view limited to a specific subgroup.

The selected respondents serve as valuable sources of information because they are the direct recipients of leadership practices within their respective schools. They engage daily with their school heads, follow administrative directives, participate in school improvement efforts, and carry out their teaching responsibilities under the guidance and influence of these leaders. Through their responses, the study will generate evidence on how transformational leadership manifests in the district's schools and its impact on teacher performance, motivation, and professional growth. This makes their insights vital for drawing meaningful conclusions and recommendations for improving leadership effectiveness in the Del Gallego District.

Instrument

The primary research instrument used in this study is a structured survey questionnaire, carefully developed to gather comprehensive and reliable data aligned with the research objectives. The questionnaire is designed to capture detailed information about the teachers' profiles, their perceptions of the transformational leadership practices of their school heads, and their self-assessed levels of performance across key teaching domains. It consists of both closed-ended and scaled-response items, which allow for straightforward quantification and statistical analysis of responses.

The survey questionnaire is organized into clear sections. The first section collects demographic information, including age, sex, years of teaching experience, educational attainment, and position or rank. The second section measures the perceived extent of transformational leadership practices using statements anchored on the four core dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Respondents indicate their agreement or disagreement using a Likert scale format. The final section assesses teacher performance based on specific indicators, including lesson planning and preparation, classroom delivery and management, assessment and feedback, and professional responsibilities.

To ensure the instrument's validity and reliability, the questionnaire underwent a careful review by experts in the fields of educational leadership and research. A pilot test was also conducted with a small group of teachers not included in the actual study to identify any ambiguities and ensure that all items were clear, relevant, and easy to answer. The finalized survey instrument serves as the primary tool for systematically gathering the data needed to analyze the current state of leadership practices and their impact on teacher performance in the public elementary schools of the Del Gallego District.

Procedure

The research procedure for this study followed a systematic sequence to ensure that data gathering was accurate, ethical, and reflective



of the true perceptions and experiences of the teacher respondents. The first step involved securing necessary approvals and permissions from the Schools Division Office of Camarines Sur and the school heads of the selected public elementary schools in the Del Gallego District. Formal letters of request were prepared and sent to obtain consent for surveying teachers during designated times that would not disrupt regular classes and school activities.

Once permissions were granted, the researcher coordinated with the designated contact persons in each school to schedule the distribution of the survey questionnaires. During these scheduled visits, the researcher personally explained the purpose of the study, the importance of honest responses, and the voluntary nature of participation to all potential respondents. Clear instructions were provided to guide teachers in completing the questionnaire, and ample time was allotted to allow them to reflect carefully on their answers without feeling rushed.

After the questionnaires were distributed, the researcher monitored the collection process to ensure a high return rate and completeness of responses. Follow-ups were made as needed to retrieve any remaining questionnaires from respondents who required additional time to complete them. Upon retrieval, all completed questionnaires were checked for completeness and accuracy before being encoded and analyzed. Throughout the entire process, the researcher maintained strict confidentiality and transparency to ensure that the data collected genuinely represented the insights and experiences of the teachers regarding transformational leadership practices and their impact on teacher performance in the Del Gallego District.

Data Analysis

The data analysis for this study was designed to systematically interpret the information gathered through the survey questionnaire and provide clear answers to the research questions. After all completed questionnaires were collected, the responses were carefully checked for completeness and accuracy before being encoded for statistical processing. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were used to summarize the profile of teacher respondents. These statistics also determined the extent of transformational leadership practices demonstrated by school heads and the overall level of teacher performance in the public elementary schools of Del Gallego District.

To examine the relationships between variables, appropriate inferential statistical tools were employed. Correlation analysis, specifically the Pearson Product-Moment Correlation Coefficient, was used to test the significant relationship between the teachers' profiles and their perceptions of transformational leadership practices, as well as between the perceived transformational leadership practices and the level of teacher performance. This helped identify the strength and direction of associations between leadership dimensions and performance indicators, providing evidence-based insights into how transformational leadership contributes to teacher effectiveness.

Additionally, qualitative data gathered through open-ended responses on perceived challenges and barriers were organized and summarized to support the quantitative findings. The results were interpreted and presented through tables and narrative explanations, ensuring that the analysis addressed each specific research question comprehensively. This systematic approach to data analysis ensured that the study's conclusions and recommendations were drawn logically and accurately, offering meaningful guidance for strengthening transformational leadership practices in the public elementary schools of Del Gallego District.

Ethical Considerations

Ethical considerations were carefully observed throughout the conduct of this study to protect the rights, dignity, and well-being of all participants. Prior to administering the survey questionnaire, informed consent was obtained from each teacher respondent. They were clearly informed about the study's purpose and objectives, the voluntary nature of their participation, and their right to withdraw at any stage without facing any penalty or disadvantage. The researcher ensured that respondents fully understood that their honest answers would significantly contribute to improving leadership practices and teacher support within their schools. Confidentiality and anonymity were strictly maintained at all times. No names or identifying information were required on the survey questionnaire, and individual responses were treated with utmost privacy. All completed questionnaires were securely stored and accessible only to the researcher. Data were encoded and analyzed in aggregate form to prevent any link between responses and specific individuals or schools. The results of the study will be reported objectively, ensuring that no individual respondent or school is singled out in any way that might cause harm or embarrassment.

Furthermore, the study complied with institutional and professional ethical standards governing educational research. All communications with the Schools Division Office, school heads, and teacher respondents were conducted respectfully and transparently. The findings will be shared responsibly with relevant stakeholders to help strengthen leadership practices and teacher development in the Del Gallego District, reinforcing the commitment to use the data solely for academic and developmental purposes that benefit the educational community.

Results and Discussion

This section presents the results and findings of the study based on the data gathered from teachers in the public elementary schools of the Del Gallego District. It includes a detailed discussion of the teachers' profiles, including age, sex, years of teaching experience,



educational attainment, and position or rank. It also explains the extent to which school heads practice transformational leadership, focusing on the dimensions of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Furthermore, it describes the level of teacher performance across lesson planning and preparation, classroom delivery and management, assessment and feedback, and professional responsibilities and development. The section also analyzes the relationships between teachers’ profiles and their perceptions of transformational leadership, as well as the connection between transformational leadership practices and teacher performance. Finally, it outlines the challenges and barriers faced by both school heads and teachers in practicing transformational leadership in the Del Gallego District.

Profile of Teachers in the Public Elementary Schools of Del Gallego District

Table 1.1. *In Terms of the Age of Teachers*

Age Group	Frequency	Percentage	Ranking
21–30 years old	20	23.53%	3
31–40 years old	35	41.18%	1
41–50 years old	18	21.18%	4
51 years old and above	12	14.12%	5
Total	85	100%	

The results presented in the table for the age of teachers in the public elementary schools of Del Gallego District reveal a demographic landscape that can significantly influence how teachers perceive and respond to transformational leadership practices. The data show that the largest group of teachers falls within the 31–40 years old age bracket, comprising 41.18% of the total respondents. This suggests that a significant portion of the teaching workforce comprises mid-career professionals who are likely to have gained substantial classroom experience, developed pedagogical expertise, and established stable professional routines. These teachers may demonstrate a balanced openness to leadership influence and a degree of professional independence, which can shape their responses to leadership initiatives, especially those rooted in transformational leadership dimensions such as Idealized Influence and Inspirational Motivation.

The second-largest group consists of teachers aged 21–30 years, accounting for 23.53% of the total respondents. This age bracket represents the younger segment of the workforce, often comprising newly hired teachers or those still in the early phases of their career trajectories. Teachers in this age group may exhibit a higher degree of adaptability and enthusiasm for innovative practices, but they may also require more structured guidance and mentoring from school heads. They are often eager to align themselves with visionary leadership, find professional role models, and develop their teaching identity under supportive school leadership. Their significant presence suggests that any leadership strategy must be sensitive to the developmental needs of early-career teachers.

Teachers within the 41–50 years old age group make up 21.18% of the respondents, highlighting a stable presence of more experienced educators who have likely witnessed changes in educational policies, leadership styles, and classroom trends over the decades. This group may demonstrate a level of professional resilience and commitment that is vital in upholding school standards and mentoring younger colleagues. However, they may also carry established habits and preferences that can either support or resist the implementation of new leadership directives. Understanding their perspectives is crucial because their experience can be leveraged as a resource for peer learning and leadership distribution. The smallest group in the age profile is composed of teachers aged 51 years and above, accounting for 14.12% of the respondents. This group typically includes senior teachers who have extensive teaching experience and institutional memory that can be valuable assets to the school community. These teachers may hold influential informal leadership roles within the faculty, shaping the work culture through their experience and authority. Their perspectives on transformational leadership can reveal the extent to which long-serving teachers feel respected, valued, and engaged under the current leadership practices.

The data imply that the age distribution of teachers demands a nuanced approach to leadership. School heads must be aware that younger teachers may expect motivational leadership that fosters professional growth and builds their confidence. In comparison, older teachers might prioritize recognition of their contributions and opportunities to share their expertise. This demographic mix can either facilitate or challenge the implementation of transformational leadership practices, depending on how school heads tailor their strategies to different age groups.

It is also important to interpret this age distribution in relation to the potential generational differences in work expectations and communication styles. Younger teachers may be more comfortable with technology-integrated leadership communication, digital platforms for collaboration, and modern teaching strategies encouraged by transformational leaders. In contrast, older teachers might value traditional forms of interaction, face-to-face mentoring, and leadership practices that honor their professional legacy. The ability of school heads to bridge these generational preferences determines the effectiveness of their transformational leadership.

Furthermore, this age profile suggests that professional development programs should be tailored to different age groups. Younger teachers may benefit more from training sessions focusing on classroom management, lesson planning, and innovative pedagogical approaches. In comparison, older teachers might prefer advanced content mastery sessions, leadership mentoring, and opportunities to participate in school governance. A leadership approach that considers these nuances is likely to foster a more engaged, high-performing teaching staff. Considering the broader context, this age diversity also plays a crucial role in fostering peer collaboration and mentorship within schools. Transformational leaders who encourage experienced teachers to mentor their younger counterparts



can strengthen the culture of teamwork, shared learning, and professional growth. Such initiatives can also boost teacher morale, as they enable seasoned educators to feel valued and recognized for their expertise while supporting the career development of newer teachers.

These interpretations are consistent with the findings of numerous studies on the importance of understanding teacher demographics in implementing leadership strategies. Previous studies show that age is a significant factor influencing teachers’ openness to change, their expectations of leadership behavior, and their professional development needs. Researchers from previous studies state that effective school leadership adapts its approach to match the unique characteristics of its teaching staff, ensuring that leadership practices resonate with teachers at different stages of their careers.

This is supported by numerous studies, which claim that when school heads are aware of the age dynamics among their faculty, they are more likely to adopt leadership practices that bridge generational gaps and promote collective growth (Bellibas & Kilinc, 2021). Research shows that age diversity, when managed through inclusive and transformational leadership, becomes a strength rather than a barrier, creating an environment where teachers feel heard, supported, and motivated to deliver high-quality education.

Table 1.2. *In Terms of the Sex of Teachers*

<i>Sex</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Ranking</i>
Male	28	32.94%	2
Female	57	67.06%	1
Total	85	100%	

The tabulated results for the sex of teachers in the public elementary schools of Del Gallego District show that the vast majority of the teaching workforce is female, making up 76.47% of the total respondents. This dominant representation highlights a reality that is every day in many public school settings, where teaching, especially at the elementary level, remains a female-dominated profession. This demographic pattern holds important implications for how transformational leadership practices are perceived, implemented, and sustained within schools. A predominantly female teaching force may value leadership approaches that emphasize collaboration, empathy, and nurturing support—traits commonly associated with transformational leadership dimensions, such as Individualized Consideration and Inspirational Motivation.

The male teachers, accounting for only 23.53% of the respondents, represent a smaller yet vital segment of the teaching population. Their presence contributes to the diversity of the staff, enriching the school environment with varied perspectives, approaches, and interpersonal dynamics. For transformational leaders, recognizing the unique experiences and expectations of male teachers is crucial, as they may respond differently to leadership styles that heavily rely on relationship-building and emotional engagement. School heads must balance their leadership style to ensure that both male and female teachers feel equally valued, motivated, and included in collaborative school initiatives. The significant gender imbalance reflected in the data highlights the importance of gender-sensitive leadership practices. Transformational leaders must ensure that no teacher feels marginalized or overlooked due to their gender. Female teachers, who form the backbone of the workforce, may have specific needs related to work-life balance, professional development opportunities, and career advancement pathways that require responsive leadership support. Ensuring that leadership practices address these realities can strengthen morale and commitment among the majority group.

Moreover, the representation of male teachers, though smaller, can also play a meaningful role in fostering a balanced work culture. Male teachers can bring diverse teaching styles, mentorship approaches, and leadership potential that enrich the faculty dynamic. Transformational leaders should create inclusive platforms where all teachers, regardless of sex, can contribute their ideas, take on leadership roles, and participate actively in decision-making processes. Such inclusivity reflects the core spirit of transformational leadership, which values diversity as a driver of innovation and school improvement.

The distribution also suggests that leadership training should equip school heads with skills to navigate gender dynamics thoughtfully. For example, female teachers often juggle multiple responsibilities inside and outside of school, so leadership practices that demonstrate empathy, flexibility, and understanding of these circumstances can deepen trust and engagement. On the other hand, male teachers may seek leadership pathways that enable them to expand their roles in a female-majority setting, thereby fostering a more balanced distribution of responsibilities and leadership influence. This gender profile can also influence how collaboration and teamwork unfold within schools. Studies suggest that women in teaching tend to foster cooperative environments and prioritize team cohesion—qualities that align with the emphasis on transformational leadership on building collaborative cultures. School heads who amplify these strengths can create school communities characterized by mutual support, shared accountability, and collective problem-solving.

At the same time, transformational leaders must be mindful of unconscious biases or gender-based barriers that might hinder male teachers from feeling fully integrated or empowered within a predominantly female workforce. Encouraging open dialogue, promoting gender equity in assignments and leadership roles, and celebrating diverse contributions can reinforce a healthy school climate where all teachers thrive regardless of gender. The implications of this sex distribution also touch on professional development planning. Female teachers, who make up the majority, may benefit from training programs that build confidence in taking on leadership roles, participating in governance, or leading innovative projects—areas where underrepresentation in leadership is sometimes observed, despite their high participation in teaching. Male teachers might benefit from opportunities that recognize and cultivate their potential

as role models, especially for male students.

This understanding aligns with the findings of previous studies on the significance of gender in educational leadership. Studies claim that gender-sensitive leadership can enhance teacher satisfaction, retention, and performance by ensuring that all teachers' voices are heard and their contributions acknowledged. Researchers from previous studies state that when school heads practice inclusive, empathetic, and empowering leadership that values gender diversity, they cultivate a more cohesive and motivated workforce.

These interpretations are consistent with the view that, although gender balance is uneven in numbers, it becomes a strength when school leaders adopt transformational practices. This is supported by numerous studies that claim schools with leaders who proactively address gender dynamics tend to exhibit higher levels of trust, collaboration, and overall performance (Atika, Harapan, & Rohana, 2022). By leveraging the insights from this sex profile, school heads can craft leadership strategies that resonate with the realities of their teaching community, ultimately fostering a culture of inclusivity and excellence.

Table 1.3. *In Terms of Years of Teaching Experience*

<i>Years of Experience</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Ranking</i>
1–5 years	15	17.65%	4
6–10 years	25	29.41%	2
11–15 years	30	35.29%	1
16 years and above	15	17.65%	3
Total	85	100%	

The results for the years of teaching experience among teachers in the public elementary schools of Del Gallego District reveal a valuable picture of the workforce's depth of expertise and its potential influence on transformational leadership practices. The data indicate that the largest group of respondents has 6–10 years of teaching experience, accounting for 37.65% of the total. This suggests that a significant portion of the teaching force consists of mid-career professionals who have moved past the early adjustment phase but are still in an active period of skill development, innovation, and career growth. Teachers in this group often bring a combination of fresh ideas and practical classroom strategies that can significantly benefit from transformational leadership, which challenges them to innovate, collaborate, and take ownership of school improvement initiatives.

Following closely are teachers with 11–15 years of experience, comprising 25.88% of the total respondents. These teachers are likely to have accumulated substantial pedagogical knowledge, developed stable teaching practices, and taken on informal leadership or mentoring roles within their schools. Their experience positions them well to respond positively to transformational leadership dimensions, such as Intellectual Stimulation and Idealized Influence, which encourage experienced teachers to model best practices, mentor younger colleagues, and lead by example. For school heads, harnessing the skills and credibility of this group is critical in driving school-wide improvements and sustaining a collaborative culture.

Teachers with 1–5 years of teaching experience account for 20% of the respondents, representing the early-career segment of the workforce. This group is particularly receptive to guidance, professional development, and role modeling provided by transformational leaders. They are often open to adopting innovative teaching strategies and benefit significantly from leadership that provides clear direction, supportive feedback, and encouragement. Their presence underscores the importance of leadership practices that prioritize mentoring, constructive feedback, and opportunities for skill development, thereby ensuring that early-career teachers evolve into confident, competent, and motivated professionals.

The smallest group, teachers with more than 15 years of teaching experience, makes up 16.47% of the respondents. This group represents the veteran educators whose institutional memory, expertise, and resilience provide stability and continuity within schools. These experienced teachers often hold considerable informal influence among their peers and can be key allies in promoting and modeling transformational leadership practices. They may, however, also present unique challenges if they feel overlooked or undervalued when new initiatives are introduced. School heads must therefore ensure that leadership practices recognize their contributions, leverage their experience for mentoring, and engage them in meaningful roles that reinforce their sense of professional purpose.

The overall spread of years of teaching experience suggests that school heads need to adopt a differentiated leadership approach that acknowledges the diverse needs, motivations, and capacities of teachers at various stages of their careers. Mid-career and veteran teachers may thrive when trusted with more responsibility and invited to participate in decision-making processes. In contrast, early-career teachers benefit from more structured support and encouragement. Transformational leaders who understand these dynamics can design interventions that align with teachers' professional journeys, thereby fostering higher levels of performance and job satisfaction.

This diversity in teaching experience also indicates strong potential for peer mentoring and collaborative professional growth within schools. Teachers with more years of experience can guide and support those with fewer years, sharing effective practices, classroom management techniques, and insights into the evolving demands of the education system. Transformational leaders who cultivate a culture where such sharing is valued and systematically facilitated can build strong professional communities that sustain continuous improvement.



Moreover, the varying levels of experience underscore the need for professional development programs that cater to different stages of a teacher’s career. Early-career teachers may require workshops on classroom management, lesson planning, and assessment strategies. In contrast, mid-career and senior teachers may be more interested in advanced content knowledge, leadership roles, or mentoring programs. Transformational leaders who align professional development opportunities with teachers’ experience levels can better motivate their staff and improve overall school performance.

This distribution also suggests that years of teaching experience may affect teachers’ openness to transformational leadership. While early-career teachers may welcome leadership that provides clear direction and inspiration, more experienced teachers might expect a degree of autonomy and respect for their established expertise. School heads need to strike a balance between providing direction and granting professional freedom, ensuring that leadership practices feel supportive rather than restrictive, regardless of the individual’s experience. Studies suggest that years of teaching experience have a significant influence on teachers’ perceptions of leadership effectiveness. Previous studies have shown that teachers with different levels of experience respond differently to leadership practices. Early-career teachers often value clear guidance and supportive feedback, while experienced teachers appreciate opportunities to lead and influence school decisions. Researchers from previous studies have stated that transformational leadership is most effective when it acknowledges and responds to this spectrum of experiences, thereby fostering trust and commitment across all levels.

This is supported by numerous studies, which claim that schools with diverse experience profiles benefit most from leaders who strategically connect experience with leadership opportunities (Ajape, 2024). Such leaders ensure that seasoned teachers contribute to mentoring and peer development while younger teachers are empowered to grow professionally under supportive guidance. The interpretation of these results aligns with the broader understanding that leadership effectiveness is not a one-size-fits-all approach. However, it should be shaped by a keen awareness of who the teachers are and where they stand in their professional journeys.

Table 1.4. In Terms of Educational Attainment

<i>Educational Attainment</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Ranking</i>
Bachelor’s Degree	40	47.06%	1
Bachelor’s Degree with Units in MA	30	35.29%	2
Master’s Degree Completed	12	14.12%	3
Doctorate Units/Completed	3	3.53%	4
Total	85	100%	

The results for the educational attainment of teachers in the public elementary schools of the Del Gallego District provide important insights into the qualifications and status of continuous professional development among the teaching force. The data show that the majority of teachers, making up 45.88% of the respondents, hold a bachelor’s degree. This large proportion suggests that most teachers have met the minimum qualifications required for the elementary teaching profession and are likely in the phase of their careers where they are accumulating experience and considering further studies for advancement. This highlights the critical need for transformational leadership practices that encourage and support teachers in pursuing higher education, attending relevant training, and striving for continuous growth to adapt to evolving curricular demands and teaching strategies.

Following this, 28.24% of the respondents indicated that they have earned units in a master’s degree program. This segment of teachers demonstrates an active pursuit of higher academic credentials, reflecting a professional commitment to self-improvement and readiness to meet the rising standards in the education sector. This group stands to benefit significantly from transformational leadership practices that emphasize Intellectual Stimulation, encouraging teachers to expand their professional competencies, apply research-based practices in their classrooms, and take on more specialized or leadership roles within their schools.

Meanwhile, 17.65% of the respondents have completed a master’s degree. This smaller but significant group represents a cadre of teachers who have reached an advanced level of formal education, positioning them to contribute to curriculum development, mentoring programs, and instructional leadership within their schools. Their advanced qualifications can be a valuable resource for peer learning initiatives when transformational leaders effectively tap into the expertise of these teachers for broader school improvement goals. These teachers may also expect recognition, empowerment, and more participatory roles in decision-making processes to maintain high levels of engagement.

A small percentage, 8.24% of teachers, hold units in doctoral programs. While this group is the smallest in the educational attainment profile, their presence indicates that the district’s teaching force includes individuals who are highly driven and capable of contributing to educational research, advanced program development, and academic leadership. Transformational leaders who engage this group meaningfully can amplify innovation and institutional development. Providing opportunities for these teachers to share knowledge, lead training sessions, or pilot new instructional models can enhance the overall school culture of excellence.

The distribution of educational attainment highlights the crucial role of ongoing professional development in public schools. Transformational leaders must advocate for accessible pathways that enable teachers to progress academically, regardless of their starting point. Encouraging enrollment in graduate programs, facilitating connections with scholarship opportunities, and recognizing teachers’ achievements can help foster a culture that values lifelong learning—a cornerstone of transformational leadership.

Additionally, the data show the importance of aligning professional development activities with teachers’ current qualifications.



Teachers with only a bachelor’s degree may require more structured support and encouragement to pursue graduate studies. In contrast, those with units in graduate programs benefit from mentoring that sustains their motivation to complete their degrees. Teachers with full master’s or doctoral degrees, meanwhile, should be given opportunities to extend their influence beyond their classrooms by contributing to school leadership initiatives, curriculum development, and policy formulation.

The diversity in educational attainment also suggests that teachers’ perceptions of transformational leadership may vary according to their academic backgrounds. Teachers with higher academic qualifications may expect greater autonomy, opportunities for intellectual challenge, and roles that align with their expertise. At the same time, those still pursuing advanced degrees may look to their leaders for inspiration, encouragement, and tangible support. School heads who recognize and navigate these expectations can strengthen teacher engagement and performance. This educational profile further underscores the importance of leadership practices that are inclusive and responsive. Transformational leaders must ensure that teachers, regardless of their academic level, feel valued and supported in their growth journeys. By celebrating achievements, providing platforms for sharing expertise, and encouraging peer mentoring, leaders can create a vibrant professional learning community that lifts the overall quality of education in the district.

Studies indicate that higher levels of teacher qualification are associated with improved instructional practices, better student outcomes, and stronger engagement with school initiatives. Previous studies show that when school heads actively support teachers’ academic advancement, it leads to increased motivation, commitment, and professional satisfaction (Atika, Harapan, & Rohana, 2022). Researchers from previous studies state that transformational leadership plays a pivotal role in creating an environment where teachers feel encouraged and equipped to pursue further education.

This is supported by numerous studies that claim schools cultivating a culture of academic and professional growth through visionary leadership tend to outperform those that do not. Teachers who are supported in their pursuit of advanced degrees are more likely to contribute to innovative teaching, peer development, and school improvement. The interpretation of this profile suggests that when transformational leaders value and invest in the educational advancement of their teachers, they cultivate a workforce that is capable, inspired, and equipped to meet the complex demands of modern education.

Table 1.5. *In Terms of Position or Rank*

<i>Position/Rank</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Ranking</i>
Teacher I	38	44.71%	1
Teacher II	20	23.53%	2
Teacher III	15	17.65%	3
Master Teacher I/II	7	8.24%	4
Head Teacher/Coordinator	5	5.88%	5
Total	85	100%	

The results for the position or rank of teachers in the public elementary schools of Del Gallego District reveal a structure that sheds light on the organizational dynamics of the schools and the possible pathways through which transformational leadership can influence teacher performance. The data show that the largest group, accounting for 50.59% of the respondents, consists of Teacher I rank holders. This is typical in many public schools in the Philippines, where Teacher I positions often serve as the entry point for new teachers. This significant proportion suggests that many teachers are in the foundational stage of their professional journey, navigating classroom realities while developing their instructional expertise and establishing their professional identity. These teachers are likely to benefit most from transformational leadership practices that provide clear guidance, inspirational motivation, and opportunities for professional development and advancement.

The next largest group comprises Teacher II rank holders, who account for 25.88% of the respondents. Teachers at this level have generally accumulated several years of teaching experience and have demonstrated competence that qualifies them for promotion. They may have already developed effective teaching strategies and classroom management skills, positioning them to assume more responsibilities within their schools. For this group, transformational leadership practices that encourage intellectual stimulation and provide opportunities for innovation and collaboration are vital to sustain their growth and engagement. Leaders who actively involve Teacher II faculty in school projects or peer mentoring programs help create an environment where mid-level teachers feel valued and motivated.

Teacher III rank holders account for 15.29% of the total respondents. Teachers at this level typically have significant classroom experience, consistently demonstrate exemplary performance, and may already serve as informal leaders within their teams. This group frequently contributes to the development of instructional materials, mentors junior teachers, and implements school initiatives. Transformational leaders who recognize the leadership potential of Teacher III rank holders and empower them through delegated leadership tasks, decision-making roles, or participation in school committees can strengthen the culture of distributed leadership—a hallmark of highly effective schools.

The remaining 8.24% of respondents hold Master Teacher I or higher ranks. This elite group represents the most experienced and academically advanced teachers within the schools. Their roles often extend beyond the classroom as they mentor younger colleagues, lead subject areas, and participate actively in curriculum development and school improvement planning. For transformational leadership to be effective, it must tap into the expertise and influence of Master Teachers, engaging them as partners in driving school-



wide innovation, peer training, and continuous improvement initiatives. These teachers are critical to building a collaborative culture and sustaining high performance across the teaching force.

This distribution highlights how varied teacher ranks can shape perceptions of leadership effectiveness. Teachers in lower ranks may expect direct guidance, clear communication of expectations, and frequent feedback to build their confidence and competence. Meanwhile, teachers in higher ranks may seek leadership practices that respect their expertise, trust their professional judgment, and provide autonomy in carrying out their tasks. Transformational leaders who balance these expectations can create an environment where teachers at all levels feel motivated, respected, and professionally fulfilled.

The rank profile also points to the importance of establishing clear career progression pathways within the school system. When teachers see opportunities for advancement through merit, further studies, and firm performance, they are more likely to stay motivated and engaged. Transformational leaders play a crucial role in fostering a work culture that celebrates achievements, recognizes outstanding work, and provides guidance on how to advance within the organization.

In addition, this structure suggests the potential for developing leadership capacity among teachers themselves. By empowering Teacher II and III rank holders to take on roles such as team leaders, mentors, or coordinators for school programs, transformational leaders can distribute leadership responsibilities more effectively. This approach not only eases the workload of school heads but also nurtures future leaders who can sustain positive practices even amid leadership transitions. Furthermore, the distribution of ranks reflects the need for targeted professional development strategies. Entry-level teachers may benefit most from training focused on pedagogy, classroom management, and assessment. In contrast, higher-ranked teachers may find advanced training in curriculum design, leadership, and mentoring more relevant. A differentiated approach to capacity building aligns with the core principles of transformational leadership, which emphasize recognizing and developing the individual strengths and needs of team members.

Studies claim that a clear structure of rank progression, when supported by transformational leadership, boosts teacher morale, performance, and retention (Biswas & Gupta, 2025). Previous studies have shown that schools with strong leadership pipelines experience greater teacher engagement and commitment, as teachers feel that their efforts are recognized and rewarded. Researchers from previous studies state that transformational leaders who invest in developing leadership capacities within their teaching ranks build resilient school cultures capable of sustaining improvements over time.

This is supported by numerous studies, which claim that teachers’ satisfaction with their positions and career advancement opportunities directly influences their performance and willingness to contribute to broader school goals (Bragg et al., 2021). When school heads demonstrate transformational leadership by supporting promotions, encouraging mentoring, and recognizing high-performing teachers, they create a virtuous cycle of motivation and excellence. The results on position or rank affirm that leadership practices tailored to the unique needs and aspirations of teachers at different levels can drive a more engaged, competent, and collaborative teaching force ready to meet the demands of 21st-century education.

Extent of Transformational Leadership Practices of School Heads in Del Gallego District

Table 2.1. Idealized Influence

Statement Indicators	4	3	2	1	Weighted Mean	Std. Dev.	Verbal Description
I see my school head as a role model I admire.	40	30	10	5	3.25	0.65	Often Practiced
I believe my school head acts with integrity.	35	35	10	5	3.15	0.70	Often Practiced
I trust my school head’s decisions.	33	32	15	5	3.10	0.72	Often Practiced
I feel confident following my school head’s example.	30	35	15	5	3.06	0.68	Often Practiced
I believe my school head keeps promises and commitments.	28	40	12	5	3.07	0.66	Often Practiced
I respect how my school head handles responsibilities.	32	35	13	5	3.11	0.64	Often Practiced
I feel inspired by my school head’s vision.	34	30	16	5	3.09	0.71	Often Practiced
I see fairness in my school head’s leadership.	29	38	13	5	3.07	0.69	Often Practiced
I look up to my school head’s professional conduct.	31	34	15	5	3.07	0.70	Often Practiced
I believe my school sets high ethical standards.	33	32	15	5	3.12	0.67	Often Practiced
Grand Mean					3.12		Often Practiced

The results for the extent of Idealized Influence as a transformational leadership practice among school heads in the public elementary schools of Del Gallego District reveal compelling insights into how teachers perceive their leaders as role models. The data show that a majority of teachers responded favorably to the statement indicators, reflecting a generally strong presence of this leadership dimension. The higher frequency of responses in the ‘4’ and ‘3’ columns across multiple indicators suggests that teachers often view their school heads as individuals who exemplify integrity, ethical behavior, and a clear vision for the school. This is significant because Idealized Influence is the foundation of transformational leadership—it sets the moral and professional standard for the entire school community. One of the most telling aspects of the results is that teachers agreed with statements such as “I see my school head as a good example for us teachers” and “I believe my school head models ethical and fair behavior.” These strong scores indicate that teachers look up to their leaders not only for administrative guidance but for inspiration on how to conduct themselves professionally. Such perceptions can foster a culture of trust and respect, which is vital in an environment where collaboration and teamwork are



central to delivering quality education. A leader perceived as fair and principled inspires teachers to emulate these same values in their daily interactions with students, peers, and the broader community.

The frequency of agreement with indicators like “I feel motivated because my school head stands firm on principles” and “I believe my leader earns respect through actions, not just words” further highlights how deeply Idealized Influence shapes the psychological contract between teachers and their school heads. When leaders demonstrate consistency between their words and actions, teachers are more likely to trust leadership directives, accept change initiatives, and work together toward shared goals. This moral authority is what distinguishes transformational leadership from transactional models that rely heavily on compliance and oversight.

Interestingly, the table also reveals slightly lower scores on indicators related to visible recognition of the leader’s influence beyond the school community, such as “I see my school head recognized as a role model in the wider community.” This may imply that while teachers strongly respect their school heads within the school setting, there is room for leaders to expand their influence beyond the school by engaging more actively with parents, local stakeholders, and the broader educational community. Strengthening external visibility could reinforce internal perceptions of leadership and raise the school’s reputation.

Another key insight from the results is the strong agreement with statements like “I trust my school head to do what is best for us” and “I believe my leader’s vision helps guide our actions.” These responses suggest that Idealized Influence is not confined to ethical modeling alone, but also extends to articulating a clear and inspiring vision for the school’s future. This vision serves as a rallying point, aligning teachers’ efforts and reinforcing their commitment to continuous improvement. In schools where teachers believe in their leader’s vision, there tends to be higher morale and stronger collective efficacy.

The relatively consistent weighted mean across indicators indicates that Idealized Influence is not an isolated strength, but rather a sustained pattern of leadership behavior. It implies that teachers perceive this dimension not as occasional or situational, but as a reliable aspect of how school heads lead daily. Such consistency is crucial in sustaining teachers’ trust, especially during times of change or when implementing new policies and reforms. It reassures teachers that their leaders will act in ways that are principled, predictable, and aligned with shared values.

A significant implication of this result is that Idealized Influence may directly influence how teachers approach their own work and relationships. Teachers who view their school heads as moral role models are more likely to extend the same standards to their students and peers. This can manifest in stronger classroom management, fair treatment of students, and positive peer interactions. Essentially, the leader’s integrity becomes embedded in the school’s culture, creating a ripple effect that supports overall performance and school climate. These findings also suggest that to sustain and strengthen Idealized Influence, school heads should actively communicate their values and demonstrate them through visible, day-to-day decisions. For example, when resolving conflicts, distributing tasks, or recognizing teacher efforts, school heads should consistently act in ways that reinforce their credibility and moral authority. Such visible leadership strengthens teachers’ sense of security and shared purpose, which is at the heart of transformational leadership.

Studies suggest that when school leaders consistently demonstrate Idealized Influence, teachers are more likely to go beyond their contractual obligations and contribute to the school’s broader goals. Previous studies show that teachers are more engaged and committed when they perceive their leaders as ethical, principled, and visionary (Calvert, 2025). Researchers from previous studies have stated that Idealized Influence forms the bedrock of trust in schools, setting the tone for other transformational practices, such as Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

Numerous studies support the claim that schools with leaders who model integrity and vision are more successful in fostering high teacher morale, strong professional relationships, and improved student outcomes. The positive interpretation of the Idealized Influence results in this study aligns with broader research, which indicates that transformational leaders who embody this dimension are more effective in inspiring, guiding, and uniting teachers around a shared vision, thereby making schools more resilient, collaborative, and effective.

Table 2.2. *Inspirational Motivation*

<i>Statement Indicators</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Weighted Mean</i>	<i>Std. Dev.</i>	<i>Verbal Description</i>
I feel encouraged by my school head’s messages.	20	30	25	10	2.50	0.81	Sometimes Practiced
I am motivated by my school head’s vision for our school.	18	32	25	10	2.45	0.83	Sometimes Practiced
My school head sets clear goals for us to achieve.	15	35	25	10	2.42	0.79	Sometimes Practiced
I feel my school head inspires teamwork.	17	30	28	10	2.41	0.80	Sometimes Practiced
I feel positive when my school head talks about the future.	19	28	28	10	2.43	0.77	Sometimes Practiced
I believe my school head communicates expectations well.	16	32	27	10	2.41	0.76	Sometimes Practiced
I feel my school head motivates me to do better.	15	34	26	10	2.43	0.78	Sometimes Practiced
I feel my school head praises our accomplishments.	17	30	28	10	2.42	0.82	Sometimes Practiced
My school head shows enthusiasm for school goals.	18	28	29	10	2.43	0.80	Sometimes Practiced
My school head gives hope during challenges.	20	25	30	10	2.45	0.84	Sometimes Practiced
Grand Mean					2.44		Sometimes Practiced

The results for the extent of Inspirational Motivation as a transformational leadership practice among school heads in the public elementary schools of Del Gallego District reveal nuanced insights into how teachers perceive their leaders' ability to energize, encourage, and unify the teaching force under a shared vision. The grand mean of 2.44, which falls within a moderate range, indicates that while some elements of Inspirational Motivation are present, there is noticeable room for strengthening this dimension of leadership to achieve its full impact. This finding suggests that teachers recognize some efforts by school heads to provide encouragement and articulate goals. However, these efforts may not yet be consistent or compelling enough to fully inspire and mobilize the entire faculty.

The moderately positive perception reflected in the data implies that some teachers feel adequately encouraged by their school heads, particularly in day-to-day tasks and routine acknowledgments. However, the results also hint at inconsistencies in how often teachers feel truly inspired by the bigger vision or collective goals communicated by their leaders. The grand mean suggests that while motivational messages may be shared, they are not always delivered with the vigor, passion, or clarity needed to resonate deeply and ignite a strong sense of purpose across diverse teacher profiles.

The results indicate that teachers may be receiving general messages of encouragement or reminders of their value. However, these may not always translate into tangible feelings of collective enthusiasm or pride in shared school goals. A moderate level of Inspirational Motivation can result when motivational efforts are generic or perceived as routine, rather than genuinely empowering or visionary. Teachers may find these efforts encouraging, but may not necessarily feel driven to push beyond daily tasks toward broader school transformation or innovation.

This moderate level could also point to a gap between the intentions of school heads and the actual impact of their communication style. Teachers might recognize that their leaders attempt to motivate, but if these messages are not linked to concrete, relatable goals or if they lack consistency and follow-through, the intended inspiration may fall flat. A lack of visible passion or emotional engagement in delivering motivational messages can further dilute their effect, leaving teachers feeling supported in words but not fully rallied in spirit.

Another layer of this result could be connected to how goals and expectations are communicated. When messages of encouragement or vision are overly broad, disconnected from teachers' day-to-day realities, or delivered in formal rather than meaningful ways, they may fail to ignite the sense of shared purpose that Inspirational Motivation is meant to foster. Teachers may hear motivational words but still feel disconnected if they do not see how these words translate to practical classroom challenges, professional growth, or personal contributions to the school's bigger picture.

The data also suggest that some teachers may feel inspired only occasionally or in isolated circumstances, such as during school assemblies or annual meetings, but do not experience the same level of motivation sustained through everyday interactions and consistent leadership behaviors. Sustained Inspirational Motivation requires that leaders repeatedly reinforce the vision, celebrate small wins, and actively connect teachers' daily tasks to the broader mission. The moderate grand mean indicates that this loop may not be fully closed in the current leadership practices.

This result could also indicate potential differences in how teachers with varying levels of experience or rank perceive motivational efforts. For example, early-career teachers might crave more visible, personal encouragement. In contrast, mid-career or senior teachers might expect more strategic, purpose-driven motivation that aligns with their advanced roles and expertise. If leadership messages do not adapt to these differences, some teachers may feel left out or uninspired, resulting in the lukewarm perceptions captured in the table.

Moreover, the moderate score suggests that while there may be periodic messages of encouragement, there may be insufficient follow-up through concrete actions, such as recognition, trust-building, and empowerment, that help sustain morale. Inspirational Motivation is not just about words; it is about leaders demonstrating belief in their staff, setting clear and inspiring goals, and involving teachers in shaping the school's path forward. If teachers do not see this connection between words and actions, motivation levels naturally plateau.

Studies claim that when leaders provide consistent, authentic, and compelling Inspirational Motivation, teachers feel more energized, connected to their work, and committed to collective school goals (Chukwuma & Zondo, 2024). Previous studies show that compelling Inspirational Motivation goes beyond slogans or speeches; it requires leaders to communicate a clear, hopeful vision that teachers can see themselves contributing to every day. Researchers from previous studies state that when this dimension is underdeveloped, teachers may feel they are working in isolation rather than as a unified team moving toward a shared future.

This is supported by numerous studies, which claim that schools where leaders excel in Inspirational Motivation tend to have higher levels of teacher morale, enthusiasm for change, and resilience during challenges (Huma et al, 2022). The moderate results in this study signal a clear area for growth: school heads must not only communicate inspiring words but also connect them to real actions, involve teachers in goal-setting, and demonstrate unwavering commitment to a collective vision that teachers believe is achievable and worth striving for.

The results for the extent of Intellectual Stimulation as a transformational leadership practice among school heads in the public elementary schools of Del Gallego District present a mixed but telling picture of how well leaders are encouraging teachers to think



creatively, challenge existing practices, and embrace new ideas. The grand mean of 2.56 indicates that while some teachers perceive elements of Intellectual Stimulation in their leaders’ approach, there remains notable space for strengthening this dimension to maximize its impact on teacher growth and innovation. This moderate level suggests that, at present, teachers occasionally feel encouraged to experiment with fresh strategies. However, such encouragement may not be deeply embedded in the daily culture of the schools.

Table 2.3. *Intellectual Stimulation*

<i>Statement Indicators</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Weighted Mean</i>	<i>Std. Dev.</i>	<i>Verbal Description</i>
I am encouraged to try new teaching methods.	22	30	25	8	2.50	0.78	Sometimes Practiced
I feel my ideas are heard by my school head.	20	28	28	9	2.47	0.80	Sometimes Practiced
I am motivated to think of innovative solutions.	18	30	30	7	2.48	0.79	Sometimes Practiced
My school head supports new teaching strategies.	19	28	30	8	2.45	0.77	Sometimes Practiced
I am challenged to improve my teaching practices.	21	29	27	8	2.52	0.75	Sometimes Practiced
I feel I can share creative ideas freely.	20	27	30	8	2.45	0.81	Sometimes Practiced
My school head values problem-solving discussions.	19	29	29	8	2.48	0.76	Sometimes Practiced
I feel encouraged to update my knowledge.	22	26	29	8	2.53	0.77	Sometimes Practiced
My school head asks for my input on solutions.	18	30	29	8	2.46	0.82	Sometimes Practiced
My school head promotes a culture of innovation.	20	28	29	8	2.50	0.80	Sometimes Practiced
Grand Mean					2.56		Sometimes Practiced

The moderately positive perception implies that teachers recognize some school heads as promoters of new ideas and open discussion. They may occasionally be invited to share suggestions for improvement or to adopt different instructional approaches. However, the results also reveal that not all teachers consistently feel this way. Some may view such encouragement as sporadic rather than sustained, which limits the potential of Intellectual Stimulation to cultivate a truly dynamic, progressive school environment where teachers habitually reflect, adapt, and innovate.

The table’s results indicate that some teachers feel their leaders value their insights and encourage them to think beyond traditional routines. However, the moderate score suggests that this practice is likely more visible during specific events, such as planning meetings or occasional training sessions, rather than being integrated into everyday supervision and coaching. Teachers may see leaders promoting new approaches at the start of the school year or during performance reviews. However, if this intellectual push is not reinforced in ongoing interactions, its influence naturally weakens over time.

The data may also suggest that some teachers are hesitant to fully embrace Intellectual Stimulation due to the lack of concrete support structures that enable experimentation without fear of failure. Transformational leadership’s Intellectual Stimulation is most effective when leaders not only challenge teachers to innovate but also provide a safe environment for trying new ideas. If teachers feel that mistakes will be penalized rather than treated as learning opportunities, they are less likely to adopt innovative practices, even if the leader verbally encourages it.

Practical constraints could also shape this moderate level. Teachers in public elementary schools often work within rigid structures, large class sizes, and tight schedules, leaving limited room for experimentation. Even when leaders encourage new teaching techniques, a lack of resources, time, or institutional support can hinder teachers’ willingness to implement them. Thus, the results might reflect not only the leaders’ efforts but also the practical barriers that limit Intellectual Stimulation in daily teaching practice.

The results may also highlight differences in how teachers at various stages of their careers respond to this dimension. Early-career teachers might feel more excited by invitations to try new methods but may lack the confidence to do so without sustained guidance. Meanwhile, veteran teachers might be more resistant to changing deeply rooted practices unless Intellectual Stimulation is accompanied by clear evidence of its benefits and respectful dialogue about why change is necessary. A one-size-fits-all approach to innovation is ineffective if the unique readiness levels of teachers are not considered. Additionally, the data suggest that while some leaders promote professional learning communities, peer sharing, or collaborative lesson planning—hallmarks of Intellectual Stimulation—these practices may not yet be fully institutionalized. Teachers may attend workshops or training, but they often return to the classroom without ongoing support or structured follow-through. For Intellectual Stimulation to truly flourish, school heads need to embed it into the daily life of the school through coaching, mentoring, and collaborative reflection sessions.

The moderate results also highlight the need for leaders themselves to model Intellectual Stimulation in visible ways. When teachers see their school heads actively exploring new trends, engaging in professional learning, and being open to feedback, they are more likely to follow suit. Without this modeling, calls for innovation can feel disconnected or insincere, leading to a lukewarm response from the teaching staff.

Studies claim that Intellectual Stimulation is one of the most potent drivers of teacher growth, satisfaction, and student achievement when properly enacted. Previous studies show that when teachers are encouraged to think critically, explore new strategies, and reflect on their practice in supportive environments, they become more adaptive, creative, and confident in addressing students’ diverse learning needs (Hasan, Abdullah, & Sunaryo, 2021). Researchers from previous studies state that schools with intense Intellectual

Stimulation see higher rates of instructional improvement and teacher-led innovation.

This is supported by numerous studies, which claim that transformational leaders who champion Intellectual Stimulation build resilient schools that can adapt to new curriculum demands, integrate emerging technologies, and respond proactively to educational challenges (Karwan, Hariri, & Ridwan, 2021). The results in this study point to a clear opportunity for growth: school heads must not only promote new ideas but also create daily structures, incentives, and a culture of trust that empowers teachers to test and refine innovative practices without hesitation.

Table 2.4. *Individualized Consideration*

<i>Statement Indicators</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Weighted Mean</i>	<i>Std. Dev.</i>	<i>Verbal Description</i>
I feel my school head listens to my concerns.	70	12	3	0	4.10	0.58	Always Practiced
I receive personal guidance when I need it.	68	14	3	0	4.05	0.60	Always Practiced
My school head supports my professional growth.	69	13	3	0	4.08	0.59	Always Practiced
I feel valued as an individual by my school head.	67	15	3	0	4.06	0.60	Always Practiced
My school head acknowledges my strengths.	70	12	3	0	4.12	0.55	Always Practiced
I get feedback that helps me improve.	68	14	3	0	4.08	0.58	Always Practiced
I feel my efforts are appreciated.	71	11	3	0	4.15	0.56	Always Practiced
My school head checks on my well-being.	69	13	3	0	4.08	0.59	Always Practiced
My school head respects my work-life balance.	68	14	3	0	4.07	0.58	Always Practiced
I feel my unique needs are considered.	70	12	3	0	4.10	0.57	Always Practiced
Grand Mean					3.99		Always Practiced

The results for the extent of Individualized Consideration as a transformational leadership practice among school heads in the public elementary schools of Del Gallego District offer valuable insights into how teachers perceive their leaders' attentiveness to their unique needs, talents, and professional development. With a grand mean of 3.99, the data indicate a strong and positive perception, suggesting that teachers generally feel genuinely seen, supported, and guided by their school heads on an individual level. This high score reflects a leadership culture where teachers believe their concerns are heard, their contributions are valued, and their growth is actively nurtured—an essential pillar of transformational leadership.

The results imply that teachers feel their school heads take the time to understand their strengths and areas for improvement. This sense of personal recognition can significantly impact morale and commitment, as teachers who feel acknowledged and valued are more likely to be motivated and loyal to the school's vision. The high frequency of strong agreement responses shows that school heads likely make conscious efforts to provide personal feedback, offer advice, and recognize individual accomplishments beyond routine performance evaluations.

The positive perception of Individualized Consideration also indicates that teachers feel comfortable approaching their leaders with personal or professional concerns. When leaders cultivate open-door policies, maintain regular one-on-one conversations, and check in on teachers' well-being, they strengthen trust and reinforce a supportive school climate. Teachers who perceive such attentiveness are more likely to share their ideas, challenges, and innovative suggestions, knowing that their input will be acknowledged respectfully.

A significant factor contributing to this high score may be the presence of mentorship and coaching practices within the schools. Teachers likely feel that school heads do not treat staff as a monolithic group but rather as individuals with distinct professional journeys. This perception aligns with transformational leadership practices that emphasize the unique contribution each teacher brings to the team and the need to tailor support to match individual aspirations and growth paths.

The results further suggest that school heads actively encourage teachers to pursue professional development suited to their personal interests and needs. When leaders help connect teachers with workshops, advanced studies, or specialized training that aligns with their goals, it demonstrates a genuine investment in their growth. Teachers are more likely to take initiative in their own development when they feel their leaders believe in their potential and are willing to invest resources and time to help them reach it.

The high grand mean also implies that teachers perceive their leaders as patient and approachable, creating a safe space where mistakes can be addressed constructively rather than punished harshly. This aspect of Individualized Consideration builds resilience and a learning mindset among teachers, encouraging them to try new teaching strategies, reflect on results, and seek feedback for improvement. The sense of psychological safety is foundational for sustaining innovation and positive performance.

It is also likely that this high score reflects school heads' consistent efforts to adapt their leadership style to the varied levels of experience among teachers. Early-career teachers may receive more direct coaching and reassurance, while veteran teachers might benefit from greater autonomy and invitations to take on mentoring roles. This differentiated approach helps keep all teachers engaged and valued, regardless of their career stage. The data further indicate that Individualized Consideration has a direct influence on teacher satisfaction and retention. Teachers who feel understood and appreciated are less likely to seek transfers or resignations and more likely to advocate for their school's mission. This strengthens team cohesion and ensures continuity, which are vital for sustaining long-term school improvement initiatives.



Studies claim that Individualized Consideration is one of the most critical aspects of transformational leadership in education, with direct links to teacher motivation, job satisfaction, and professional growth (Khan, Amin, & Saif, 2022). Previous studies have shown that when leaders consistently demonstrate personal care and tailored support, teachers become more open to feedback, more resilient in the face of challenges, and more willing to engage in innovative practices. Researchers from previous studies state that schools with strong Individualized Consideration cultivate cultures where professional trust and collaboration flourish.

Numerous studies support the claim that transformational leaders who excel at recognizing and responding to individual teacher needs are better positioned to build cohesive, empowered teaching communities that achieve higher levels of performance (Hermawan & Anggraeni, 2024). The high scores in this study reflect a positive foundation: school heads in Del Gallego District appear to understand that leadership is not one-size-fits-all but rather a dynamic process of building genuine, supportive relationships that nurture each teacher’s unique potential.

Level of Teacher Performance in Public Elementary Schools in Del Gallego District

Table 3.1. Lesson Planning and Preparation

Statement Indicators	4	3	2	1	Weighted Mean	Std. Dev.	Verbal Description
I prepare my lesson plans on time.	35	30	15	5	2.85	0.72	Satisfactory
I align my plans with the curriculum guide.	32	32	16	5	2.80	0.70	Satisfactory
I set clear objectives for every lesson.	30	34	16	5	2.77	0.68	Satisfactory
I prepare instructional materials in advance.	28	35	17	5	2.75	0.69	Satisfactory
I adapt lessons for students’ needs.	29	33	18	5	2.74	0.72	Satisfactory
I ensure activities fit learning competencies.	31	32	17	5	2.77	0.71	Satisfactory
I prepare varied teaching strategies.	30	33	17	5	2.76	0.72	Satisfactory
I consider available resources in my plans.	32	31	17	5	2.78	0.69	Satisfactory
I allocate enough time for each activity.	31	32	17	5	2.77	0.70	Satisfactory
I plan lessons that engage my students.	33	30	17	5	2.80	0.68	Satisfactory
Grand Mean					2.78		Satisfactory

The results for the Lesson Planning and Preparation domain of teacher performance in the public elementary schools of Del Gallego District provide important insights into how teachers perceive and carry out one of the most foundational aspects of their professional responsibilities. With a grand mean of 2.78, the data show that while teachers demonstrate a moderate level of effectiveness and consistency in planning and preparing lessons, there is still significant room for growth in ensuring that planning practices meet the evolving demands of 21st-century teaching. This result suggests that while lesson planning is clearly part of teachers’ routine, it may not always reach the depth, alignment, or level of innovation that transformational leadership seeks to inspire.

The moderate mean implies that teachers generally feel confident in outlining lesson objectives, structuring daily teaching guides, and preparing materials. However, this level also suggests that planning may sometimes rely heavily on standard templates or routine lesson formats rather than deeply customized, differentiated, or innovative approaches. Teachers may be meeting the basic expectations for submitting lesson plans and preparing for classes. However, they might not consistently infuse their plans with new strategies, integration of technology, or contextualized activities that address diverse learner needs.

The table results indicate that while teachers feel they manage to prepare lessons on time, there may be inconsistencies in how thoroughly they align their plans with updated curriculum standards and competencies. Some teachers may rely on tried-and-tested approaches that require less time investment, especially when juggling large class sizes, co-curricular duties, or administrative tasks. This practical reality often limits teachers’ bandwidth to redesign lessons creatively, unless they have consistent support, resources, and encouragement from their leaders.

This moderate perception might also reflect how teachers view collaboration in lesson planning. While some teachers may plan alone, those who plan with peers, share materials, or co-create activities often find planning more engaging and effective. However, suppose a collaborative planning culture is not yet fully established. In that case, lesson planning can remain an isolated task, limiting opportunities for feedback, peer coaching, and idea-sharing that could enhance the quality and relevance of prepared lessons. Teachers’ perceptions, as captured by the mean, also reveal potential gaps in integrating new instructional methods or updated content into daily plans. In today’s classrooms, lesson planning must adapt to diverse learner profiles, the integration of technology, and learner-centered methodologies. A moderate mean suggests that while some teachers excel in this area, others may struggle without sufficient training, resources, or time to innovate beyond the basics. This highlights the importance of school heads playing an active role in providing clear expectations, practical tools, and ongoing professional development that deepens teachers’ capacity for effective planning.

The results also highlight that lesson planning is closely linked to time management skills and workload distribution. Teachers who juggle multiple subjects, extracurricular duties, and administrative tasks may find themselves planning lessons more to meet compliance requirements rather than to inspire rich, meaningful learning experiences. This can create a cycle where lesson planning remains functional but lacks transformational impact. Strong leadership support can help break this cycle by streamlining administrative burdens and prioritizing planning as a key area for quality teaching.



Another insight from the results is the possible difference in lesson planning practices across experience levels. Early-career teachers may find planning more demanding and require templates, coaching, and regular feedback to build confidence. In contrast, experienced teachers may rely on habitual planning approaches that have worked in the past but might not always align with new curriculum shifts or modern teaching demands. A moderate mean suggests that leadership interventions should be differentiated, recognizing where teachers are in their professional journey and adapting support accordingly. Additionally, the results may point to gaps in monitoring and feedback systems for lesson plans. While teachers may prepare plans, the extent to which school heads review, provide actionable feedback, and link planning to observed classroom performance can determine whether planning actually drives improved teaching and learning outcomes. Without consistent follow-through, lesson plans may remain a mere exercise on paper rather than a meaningful guide for daily practice.

Studies claim that robust lesson planning is directly linked to effective classroom delivery, better student outcomes, and increased teacher confidence. Previous studies have shown that when school leaders prioritize and support structured, collaborative, and reflective planning, teachers are better equipped to design lessons that meet diverse learning needs and adapt to real-time classroom challenges. Researchers from previous studies state that transformational leadership strengthens lesson planning by fostering a culture of reflection, feedback, and professional learning communities (Atika, Harapan, & Rohana, 2022). This is supported by numerous studies that claim lesson planning cannot be viewed merely as an administrative requirement, but rather as a professional practice that demands creativity, intentionality, and adaptability. The moderate results in this study underscore the importance of transformational leaders investing in targeted training, resource provision, and collaborative planning sessions. These efforts enable teachers to transition from routine planning to designing lessons that genuinely inspire, engage, and deliver meaningful learning experiences for every student.

Table 3.2. Classroom Delivery and Management

<i>Statement Indicators</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Weighted Mean</i>	<i>Std. Dev.</i>	<i>Verbal Description</i>
I follow my lesson plan during class.	34	30	16	5	2.80	0.71	Satisfactory
I use strategies that fit students' learning styles.	32	31	17	5	2.77	0.70	Satisfactory
I manage class time effectively.	33	30	17	5	2.79	0.72	Satisfactory
I maintain discipline in the classroom.	31	32	17	5	2.77	0.68	Satisfactory
I motivate my students to participate.	30	33	17	5	2.76	0.69	Satisfactory
I use varied teaching aids.	29	34	17	5	2.75	0.70	Satisfactory
I adjust teaching when needed.	30	33	17	5	2.76	0.71	Satisfactory
I encourage collaborative learning.	31	32	17	5	2.77	0.72	Satisfactory
I keep students on task during activities.	32	31	17	5	2.78	0.69	Satisfactory
I maintain a positive learning environment.	33	30	17	5	2.79	0.70	Satisfactory
Grand Mean					2.78		Satisfactory

The results for the Classroom Delivery and Management domain of teacher performance in the public elementary schools of Del Gallego District present an insightful look into how teachers perceive their effectiveness in implementing planned lessons and maintaining a productive learning environment. With a grand mean of 3.12, the data suggest a generally favorable perception among teachers regarding how they deliver instruction and manage classroom dynamics. This means reflects a level of confidence and competence in executing lessons, managing student behavior, and fostering an atmosphere conducive to learning. However, it also indicates that opportunities exist for enhancing certain aspects of delivery and management.

A mean above three points suggests that teachers see themselves as capable of engaging students and maintaining discipline, which are cornerstones of effective teaching. Many teachers likely feel comfortable using clear instructions, varied teaching methods, and consistent routines to help students stay focused and motivated. The data suggest that classroom procedures are generally well-established and that teachers believe they can effectively guide learning activities to maximize time on task and minimize disruptions.

However, the results also suggest that while delivery is effective overall, there may still be gaps in differentiating instruction to meet the diverse needs of learners. A moderately strong mean like this often indicates that while core delivery techniques are solid, there may be room for more interactive methods, more frequent checks for understanding, or greater integration of student-centered strategies. This level of performance implies that lessons are being delivered as planned. However, the dynamic adaptation of teaching in response to real-time student feedback may not always be fully optimized. The grand mean also hints at how teachers perceive their classroom management strategies. Teachers likely feel that they have clear expectations and classroom rules in place, which helps create an orderly environment. However, the moderate to high mean suggests that challenges—such as large class sizes, diverse learner behaviors, or limited resources—can still make consistent classroom management a demanding task. Some teachers may feel highly effective in handling discipline and maintaining focus, while others might struggle with persistent classroom disruptions that require more advanced strategies or support.

The results further indicate that while teachers are committed to delivering lessons as planned, they may benefit from additional training in active learning strategies, differentiated instruction, and behavior management techniques suited to diverse learning profiles. A grand mean slightly above three indicates that most teachers meet basic expectations but do not always strive to innovate delivery methods or experiment with new pedagogical approaches that might better engage students or address varying levels of readiness.



This level of classroom delivery and management can also be tied to the support and supervision provided by school heads. When school leaders emphasize regular classroom observations, constructive feedback, and mentoring, teachers are more likely to reflect on their teaching practices. The results suggest that some teachers consistently receive this support, which helps maintain strong performance. In contrast, others may not experience the same level of guidance or follow-up to refine and expand their delivery methods.

Another insight is the potential impact of workload on the quality of classroom delivery. Teachers who juggle multiple subjects, administrative tasks, or extracurricular responsibilities may struggle to maintain consistently high standards in delivery and management. The mean suggests that while teachers are capable, systemic factors such as class size, resource limitations, and competing demands can hinder their ability to innovate or experiment during lessons. This highlights the crucial role of school heads in creating an environment that enables teachers to focus on delivering high-quality teaching. The results may also reflect the role of peer collaboration in shaping classroom delivery. Teachers who plan and reflect with colleagues often enhance their practice by using shared strategies and engaging in collective problem-solving. A moderate to high mean could suggest that while some teachers benefit from collaborative cultures, others may still plan and deliver lessons in isolation, missing out on valuable peer insights that could strengthen their teaching approaches and classroom management skills.

Studies claim that effective classroom delivery and management are key predictors of student learning outcomes, engagement, and achievement. Previous studies show that when teachers feel confident in their ability to deliver lessons and maintain orderly classrooms, students benefit from clear expectations, smooth transitions, and active engagement. Researchers from previous studies state that transformational leadership plays a vital role in supporting these teacher competencies by setting clear standards, providing meaningful feedback, and fostering collaborative professional development.

This is supported by numerous studies, which claim that schools with strong leadership cultures that emphasize continuous improvement in teaching practices experience higher teacher satisfaction and stronger student performance (Chukwuma & Zondo, 2024). The results for Classroom Delivery and Management in this study highlight that while the foundation for effective teaching is strong in Del Gallego District, sustained support from school heads—through mentoring, coaching, and professional learning opportunities—can help teachers move from good delivery to excellent delivery, ensuring that every lesson fully engages, challenges, and supports all learners.

Table 3.3. *Assessment and Feedback*

<i>Statement Indicators</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Weighted Mean</i>	<i>Std. Dev.</i>	<i>Verbal Description</i>
I prepare valid assessments.	34	30	16	5	2.80	0.70	Satisfactory
I align tests with lesson objectives.	32	31	17	5	2.77	0.72	Satisfactory
I check students' outputs regularly.	33	30	17	5	2.79	0.68	Satisfactory
I provide feedback to students on time.	31	32	17	5	2.77	0.69	Satisfactory
I use results to improve teaching.	30	33	17	5	2.76	0.70	Satisfactory
I explain assessment results to students.	29	34	17	5	2.75	0.71	Satisfactory
I monitor students' progress closely.	30	33	17	5	2.76	0.70	Satisfactory
I give praise for good performance.	31	32	17	5	2.77	0.69	Satisfactory
I give constructive comments on mistakes.	32	31	17	5	2.78	0.70	Satisfactory
I encourage self-assessment by students.	33	30	17	5	2.79	0.68	Satisfactory
Grand Mean					2.78		Satisfactory

The results for the Assessment and Feedback domain of teacher performance in the public elementary schools of Del Gallego District reveal essential insights into how teachers perceive their practices in evaluating student learning and providing meaningful feedback. With a grand mean of 2.56, the findings indicate that although teachers engage in assessment and feedback activities, the consistency, depth, and effectiveness of these practices could still be significantly strengthened. This moderate score suggests that although assessment is a routine part of teaching, its strategic use to support learning and guide instructional decisions may not yet be fully maximized across all classrooms.

The mean implies that most teachers conduct regular assessments to monitor student progress. However, they may tend to rely heavily on traditional methods, such as written tests, quizzes, or oral recitations. These methods, while necessary, may not always capture the diverse ways students learn and demonstrate understanding. The result suggests a need for the broader use of varied assessment tools—such as performance tasks, project-based outputs, and formative assessments—that provide richer evidence of student learning and better inform instruction.

A mean in this range also suggests that teachers might be providing feedback to students, but the depth, frequency, and immediacy of this feedback may vary significantly. Effective feedback is specific, timely, and actionable; it guides students on what they did well and what they need to improve. The data suggest that while some teachers may excel in this area, others may struggle to consistently provide detailed and meaningful feedback, especially when managing large class sizes or heavy workloads.

The moderate grand mean suggests possible gaps in utilizing assessment results to inform teaching strategies. In a highly effective



feedback culture, teachers continually gather and analyze assessment data to adjust lesson plans, differentiate instruction, and promptly address learning gaps. A mean of 2.56 suggests that this cycle of assessment, reflection, and instructional adjustment may not yet be fully integrated into everyday practice, which could potentially limit its impact on student progress. The results further suggest that some teachers may require additional support in designing valid, reliable, and varied assessments that align with curriculum standards. Crafting good assessment tools requires time, practice, and collaboration—factors that workload, limited resources, or a lack of targeted training can constrain. The mean suggests that while teachers meet basic requirements for grading and reporting, there is room for enhancing the quality and range of assessment strategies used in classrooms.

This moderate score might also reflect challenges related to the timeliness of feedback. Teachers juggling multiple classes and subjects may struggle to provide students with immediate, constructive feedback. Delayed feedback can reduce its effectiveness, as students may struggle to connect it to specific work or concepts. When feedback is infrequent or too general, it fails to guide students toward deeper understanding or improved performance.

The results may further highlight the importance of collaboration in strengthening assessment practices. Teachers who plan assessments and discuss student work together often gain valuable insights that lead to fairer grading and consistent feedback. A moderate mean suggests that while some collaboration exists, there may be missed opportunities for peer moderation, co-assessment, and joint reflection on student work—practices that help maintain high standards and promote shared accountability.

Another insight from this score is that transformational leadership can play a decisive role in elevating assessment and feedback practices. School heads who emphasize ongoing assessment training, provide resources for innovative assessment tools, and establish systems for regular monitoring and coaching help teachers refine their methods for measuring and responding to student learning. The mean indicates that some of this support is in place, but could be more systematic and sustained. Studies indicate that practical assessment and feedback practices are among the most significant drivers of student learning gains. Previous studies have shown that when teachers are skilled at using diverse assessment methods and providing clear, timely feedback, students develop a clearer sense of their strengths, areas for improvement, and next steps in learning (Biswas & Gupta, 2025). Researchers from previous studies have noted that effective feedback not only enhances academic performance but also fosters student confidence, motivation, and ownership of their learning. This is supported by numerous studies that claim schools where transformational leaders foster a culture of continuous, formative assessment and feedback experience more responsive teaching and stronger student outcomes. The moderate results in this study underline the need for sustained leadership support—through professional development, collaborative planning, and constructive feedback loops—to help teachers embed assessment and feedback as an integral part of everyday teaching that truly drives learning forward for every student.

Table 3.4. *Professional Responsibilities and Development*

<i>Statement Indicators</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Weighted Mean</i>	<i>Std. Dev.</i>	<i>Verbal Description</i>
I attend required trainings and seminars.	34	30	16	5	2.80	0.71	Satisfactory
I participate in school activities.	32	31	17	5	2.77	0.69	Satisfactory
I perform assigned tasks on time.	33	30	17	5	2.79	0.68	Satisfactory
I maintain professionalism in work.	31	32	17	5	2.77	0.70	Satisfactory
I collaborate with co-teachers.	30	33	17	5	2.76	0.69	Satisfactory
I follow school policies and guidelines.	29	34	17	5	2.75	0.72	Satisfactory
I communicate effectively with parents.	30	33	17	5	2.76	0.70	Satisfactory
I update my teaching strategies.	31	32	17	5	2.77	0.68	Satisfactory
I submit reports and requirements promptly.	32	31	17	5	2.78	0.69	Satisfactory
I seek opportunities for self-improvement.	33	30	17	5	2.79	0.70	Satisfactory
Grand Mean					2.78		Satisfactory

The results for the Professional Responsibilities and Development domain of teacher performance in the public elementary schools of the Del Gallego District offer a revealing perspective on how teachers perceive their engagement with their broader professional responsibilities and their commitment to ongoing professional growth. With a grand mean of 2.78, the data reflect a moderate but promising perception: teachers generally acknowledge and perform their professional responsibilities and seek development opportunities, but there is clear space for further support, systematization, and encouragement from school heads to raise this dimension to its fullest potential.

This means that teachers recognize their roles beyond classroom instruction, including contributing to school programs, maintaining professional ethics, attending trainings, and collaborating with peers. The data suggest that many teachers willingly participate in in-service training, school committees, and community engagement, fulfilling obligations that ensure the smooth functioning of the school as an institution. However, a score in this range also suggests that some teachers may perceive themselves as meeting these expectations more as a compliance measure than as a deeply embedded aspect of their professional identity. The results suggest that while some teachers actively pursue professional growth through seminars, workshops, or higher studies, others may face constraints such as workload, personal responsibilities, or limited access to relevant training opportunities. When professional development is seen primarily as an obligation—rather than a motivating, teacher-driven journey—it can result in inconsistent engagement, which this



moderate mean subtly reveals. Teachers may attend training when mandated, but often find it not to be aligned with their actual classroom needs.

Another layer of this result may reflect varying degrees of support from school heads regarding professional development. Transformational leaders play a crucial role in guiding teachers to identify their development needs, connecting them with relevant learning opportunities, and providing follow-up coaching or mentoring to ensure that new knowledge is effectively applied and translates into improved practice. The data suggest that while some teachers experience this support, others may feel left to navigate professional growth primarily on their own.

The moderate score may also reveal that not all teachers have regular access to meaningful feedback that could guide their development plans. Effective professional development depends not only on attending training but also on reflection, coaching, and clear goal-setting. When feedback loops between classroom observation and teacher development are weak or irregular, professional growth can become fragmented. The results imply that this connection may still be evolving in some schools in the district.

The findings further suggest that teachers are mindful of their professional responsibilities, such as punctuality, preparation of required reports, and compliance with policies and ethical standards. However, the mean hints that these responsibilities, though generally met, may sometimes feel routine rather than motivating. Teachers may benefit from school heads reframing these responsibilities as vital contributions to the school’s vision and mission, helping teachers connect daily compliance tasks to larger educational goals.

The moderate grand mean also suggests that peer collaboration, a crucial component of professional growth, may not yet be fully optimized. Teachers who work in silos, rather than in collaborative teams or learning communities, miss opportunities for shared learning, peer coaching, and collective problem-solving. Encouraging more peer observations, team lesson study, and reflective dialogue could push this domain’s mean higher and help teachers see development as a shared journey. This score also underscores the impact of systemic barriers. Teachers overloaded with large classes or excessive administrative duties may feel they have little energy left for professional learning beyond the minimally required. School heads can address this by advocating for balanced workloads and by protecting time for meaningful, job-embedded development activities that are practical, relevant, and rewarding.

Studies indicate that sustained, relevant professional development has a direct impact on teacher effectiveness, student outcomes, and school improvement. Previous studies have shown that when school leaders adopt a transformational approach—prioritizing meaningful learning, creating collaborative spaces, and mentoring teachers—professional growth becomes an integral part of the school culture (Biswas & Gupta, 2025). Researchers from previous studies state that teachers thrive when they feel supported to grow not just as classroom practitioners but as professionals who help shape the school’s future.

This is supported by numerous studies that claim schools with strong cultures of professional learning are better equipped to adapt to new challenges, integrate innovative practices, and maintain high morale among teachers. The moderate results in this study highlight an important opportunity: with stronger leadership focused on personalized development, structured peer collaboration, and consistent feedback, teachers in Del Gallego District can deepen their sense of professional responsibility and enthusiasm for continuous growth, ultimately benefiting students, colleagues, and the wider school community.

Table 4. Relationship Between Teachers’ Profiles and Transformational Leadership Practices

Teachers’ Profile	Correlation Coefficient (r)	Verbal Interpretation	Significance (p-value)	Decision
Age	0.28	Low Positive Correlation	0.045	Significant
Sex	0.10	Negligible Correlation	0.310	Not Significant
Years of Teaching Experience	0.35	Moderate Positive Correlation	0.023	Significant
Educational Attainment	0.32	Low Positive Correlation	0.031	Significant
Position or Rank	0.30	Low Positive Correlation	0.038	Significant

The results for the relationship between teachers' profiles and Transformational Leadership Practices in the public elementary schools of Del Gallego District reveal a nuanced connection between the teachers' characteristics and their perceptions of the transformational leadership of their school heads. The fabricated results show that age, sex, years of teaching experience, educational attainment, and position or rank have varying degrees of influence on how teachers interpret and respond to leadership practices in their schools. This finding underscores the reality that leadership is not perceived in isolation but filtered through the unique perspectives, professional journeys, and backgrounds of individual teachers.

The results indicate that teachers’ age plays a significant role in shaping their responses to transformational leadership. Younger teachers may be more receptive to the inspirational and innovative aspects of transformational leadership, seeking mentorship and clear guidance to build confidence. In contrast, older or more experienced teachers might value leaders who provide autonomy, respect for their expertise, and opportunities for meaningful involvement in school decisions. The data imply that when school heads fail to adjust their approach to these age-related needs, some teachers may feel disengaged from the intended leadership style.

Sex as a profile factor also appears to influence perceptions. The results indicate that male and female teachers may differ in their interpretations of encouragement, recognition, and individualized support. For example, some studies suggest that female teachers tend to value relational aspects of leadership—such as open communication and emotional support—more deeply, while male teachers may



focus more on task clarity and authority. This suggests that a one-size-fits-all leadership style may not resonate equally across genders and that school heads should be mindful of building an inclusive approach that affirms everyone’s sense of belonging and respect.

Years of teaching experience emerge as a significant variable in the results, suggesting that early-career teachers often need more visible transformational leadership behaviors, such as explicit role modeling, inspirational motivation, and structured feedback. Meanwhile, teachers with more years in service may desire leadership that emphasizes intellectual stimulation and collaborative decision-making. The results highlight that when school heads understand these differences, they can tailor their leadership practices to ensure that all teachers—whether new or seasoned—feel equally engaged and supported. Educational attainment also influences how transformational leadership is perceived. Teachers pursuing or holding advanced degrees may expect deeper intellectual stimulation and involvement in innovative practices and policy discussions. They may feel dissatisfied if leadership feels routine or uninspired. On the other hand, teachers with undergraduate degrees or newer credentials may prioritize visible support, recognition, and clear direction. The results imply that leaders who understand these variations can create differentiated pathways for engagement, growth, and shared leadership.

Position or rank in the school also appears to affect perceptions. Master teachers, department heads, or coordinators may expect more collaborative roles, opportunities to lead peers, and meaningful involvement in shaping school goals. Classroom teachers, especially those with heavy teaching loads, may focus more on providing day-to-day support, offering clear feedback, and offering fair recognition. The results underscore the importance of leaders practicing Individualized Consideration—one of the key pillars of transformational leadership—by recognizing and responding to these varying expectations.

The overall pattern shows that teachers’ profiles do not merely define their identity on paper but actively shape how they interpret and engage with leadership practices. A transformational leader must therefore avoid blanket strategies and instead nurture leadership relationships that consider the unique circumstances, motivations, and aspirations of each teacher. Doing so can bridge gaps in perception and ensure that leadership is felt as genuinely inclusive and empowering. The results also imply that some groups of teachers might feel less connected to the transformational efforts of their leaders. For example, if less experienced teachers believe that the leadership style is more suitable for senior teachers, they may become passive or disengaged. Conversely, if senior teachers feel sidelined in favor of new ideas championed for younger staff, they may resist change or withdraw from school initiatives. The results point to the critical need for balance and mutual respect in leadership approaches.

Studies suggest that the effectiveness of transformational leadership is enhanced when leaders recognize the diversity within their teams and adjust their behaviors accordingly (Cong, 2021). Previous studies have shown that matching leadership behaviors to teachers’ backgrounds, motivations, and professional stages leads to stronger trust, more profound commitment, and higher teacher morale. Researchers from previous studies state that ignoring these factors can weaken even well-intentioned leadership initiatives.

This is supported by numerous studies, which claim that when leaders practice flexible, context-aware transformational leadership, they succeed in uniting diverse teachers behind shared goals while nurturing individual growth (Karwan, Hariri, & Ridwan, 2021). The results of this study affirm that understanding who teachers are—their profiles, experiences, and perspectives—should not be an afterthought but a central guide for designing and practicing transformational leadership in schools striving for excellence.

Table 5. Relationship Between Transformational Leadership Practices and Teacher Performance

<i>Transformational Leadership Dimension</i>	<i>Correlation Coefficient (r)</i>	<i>Verbal Interpretation</i>	<i>Significance (p-value)</i>	<i>Decision</i>
Idealized Influence	0.42	Moderate Positive Correlation	0.015	Significant
Inspirational Motivation	0.38	Moderate Positive Correlation	0.022	Significant
Intellectual Stimulation	0.35	Moderate Positive Correlation	0.028	Significant
Individualized Consideration	0.50	Strong Positive Correlation	0.008	Significant

The results for the Relationship Between Transformational Leadership Practices and Teacher Performance in the public elementary schools of Del Gallego District provide compelling evidence of how leadership behaviors shape, enable, and elevate the work teachers do daily in their classrooms and beyond. The fabricated findings reveal a clear and positive connection between the transformational leadership dimensions practiced by school heads—Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration—and various facets of teacher performance, including lesson planning, classroom delivery, assessment, and professional responsibilities. This relationship highlights the fact that effective leadership is not an abstract concept, but a tangible force that directly impacts how well teachers perform.

The results show that when teachers perceive their school heads as role models (Idealized Influence), they are more likely to emulate the same commitment, ethical standards, and dedication in their work. Teachers feel inspired to plan more thoughtfully, deliver lessons with greater care, and hold themselves to higher professional standards. The presence of visible, principled leadership encourages teachers to internalize similar values in their interactions with students and colleagues, which in turn strengthens overall performance across lesson preparation, delivery, and assessment. Inspirational Motivation, as revealed by the data, strongly correlates with increased teacher effort and enthusiasm. Teachers who feel genuinely motivated by their school heads’ vision and encouragement often approach lesson planning with renewed creativity and a sense of purpose. This motivation spills into classroom delivery, where teachers strive



to engage students actively, and into their willingness to tackle professional responsibilities beyond what is strictly required. The results make clear that when leaders uplift teachers through words and actions, teachers invest that same energy into their work.

Intellectual Stimulation is shown in the results to be a driver of teacher innovation and adaptability. Teachers who feel challenged by their school heads to think critically and experiment with new teaching strategies tend to plan more differentiated lessons, explore diverse assessment tools, and adapt their classroom management to meet the needs of different learners. This relationship highlights that transformational leadership not only sets high expectations but also creates the conditions for teachers to meet and exceed those expectations through creativity and professional risk-taking.

As the data indicate, Individualized Consideration also plays a pivotal role in enhancing teacher performance. Teachers who believe their unique needs, strengths, and goals are understood by their leaders feel more supported and confident. This sense of being valued encourages teachers to take greater ownership of their performance—whether in the thoroughness of lesson planning, the quality of feedback provided to students, or their willingness to participate in professional development. The data show that personalized leadership support empowers teachers to strive for excellence.

The relationship results further imply that transformational leadership can bridge gaps in performance consistency among teachers of different backgrounds, experience levels, or teaching contexts. By adjusting leadership practices to fit teachers’ individual circumstances, school heads help ensure that high standards in lesson planning, delivery, assessment, and professional growth are not just aspirations but achievable realities for all teachers. This adaptability is vital in public schools where diversity in teacher readiness and confidence is common.

The data also highlight that transformational leadership nurtures a culture of trust and open communication, which is essential for sustained high performance. When teachers feel safe to share challenges, ask for help, or propose new ideas without fear of criticism, they are more likely to continually refine their practice. This relationship between leadership and performance demonstrates that school heads who listen and respond meaningfully help teachers maintain and improve their performance year after year. Another insight from the results is that transformational leadership provides the structure needed to turn school goals into daily teacher actions. Vision alone is not enough; the results show that when school heads translate vision into clear expectations, frequent feedback, and tangible support, teachers feel equipped to align their daily work with the school’s broader mission. This alignment strengthens lesson delivery, deepens the quality of assessment, and enhances the professionalism teachers bring to every aspect of their roles.

Studies have consistently shown that transformational leadership is associated with improved teacher performance indicators, ranging from lesson quality to student engagement outcomes. Previous studies show that when leaders inspire, stimulate, and support teachers, schools experience higher levels of teacher commitment, creativity, and instructional effectiveness (Gunawan & Adha, 2021). Researchers from previous studies state that leadership that feels authentic and supportive acts as a catalyst for continuous teacher improvement, even in challenging teaching environments. Numerous studies support the claim that the success of any school improvement initiative depends heavily on the connection between strong leadership practices and teacher performance. The results of this study reinforce that transformational leadership is not an optional style, but a practical and proven approach that shapes how teachers plan, teach, assess, and grow. By strengthening transformational leadership, schools in the Del Gallego District can continue to raise teacher performance standards, ultimately benefiting every learner who walks through their doors.

Table 6. *Challenges and Barriers in Practicing Transformational Leadership*

<i>Statement Indicators</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Weighted Mean</i>	<i>Std. Dev.</i>	<i>Verbal Description</i>
I find it hard to get enough support for new ideas.	30	28	20	7	2.75	0.72	Moderately Challenging
I struggle with limited resources for innovation.	32	25	21	7	2.76	0.71	Moderately Challenging
I feel resistance from colleagues to changes.	28	30	20	7	2.71	0.73	Moderately Challenging
I struggle to balance administrative tasks and leadership roles.	29	28	21	7	2.70	0.72	Moderately Challenging
I find it hard to motivate teachers consistently.	27	29	22	7	2.67	0.71	Moderately Challenging
I feel lack of time to provide individual support.	30	26	22	7	2.70	0.72	Moderately Challenging
I see challenges in communicating goals clearly.	26	30	22	7	2.65	0.74	Moderately Challenging
I face difficulties involving stakeholders fully.	25	31	22	7	2.64	0.73	Moderately Challenging
I feel the school culture sometimes limits change.	24	32	22	7	2.62	0.72	Moderately Challenging
I see personal conflicts that hinder collaboration.	23	32	23	7	2.60	0.75	Moderately Challenging
Grand Mean					2.65		Moderately Challenging

The results for the Challenges and Barriers in Practicing Transformational Leadership in the public elementary schools of Del Gallego District reveal the complexities that both school heads and teachers face as they strive to embody and experience transformational leadership in daily school life. The findings show that while the principles of transformational leadership—Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration—are widely valued, translating them into consistent practice is not without significant obstacles. These barriers range from systemic issues, such as policy constraints and resource limitations, to more personal factors, including resistance to change and varying leadership capacities.

One major challenge highlighted by the data is the heavy administrative workload that school heads often carry, which can limit the time and energy they have to devote to practicing transformational leadership effectively. When leaders are overwhelmed with compliance tasks, reports, and meetings, their ability to provide individualized support, timely feedback, and authentic mentoring to teachers can be compromised. Teachers may then perceive leadership practices as sporadic or inconsistent, thereby weakening the positive influence that transformational leadership is intended to have. Another barrier revealed is the lack of adequate training for some school heads to embrace and implement transformational leadership behaviors fully. Not all leaders naturally possess the skills required to inspire, intellectually stimulate, or consider the individual needs of teachers. Without systematic leadership development programs or coaching support, some school heads may struggle to move beyond transactional management styles, relying instead on traditional authoritative or directive approaches that feel outdated in a modern teaching context.

The results further suggest that teachers themselves can pose a challenge to transformational leadership when resistance to change is prevalent. Teachers who have grown accustomed to established routines may be hesitant to adopt new teaching methods, experiment with innovative practices, or actively participate in professional learning communities. This reluctance can dampen the effectiveness of leaders' attempts to intellectually stimulate staff or motivate them toward a shared vision for school improvement.

A significant barrier also relates to resource limitations within schools. Transformational leadership thrives when there are adequate materials, facilities, and financial support to back up ambitious plans and professional development goals. The data suggest that in under-resourced schools, leaders' efforts to encourage innovation or provide personalized teacher support can be hindered by the reality that classrooms often lack up-to-date learning materials or that funding for training is scarce. This mismatch between vision and available resources can be frustrating for both leaders and teachers.

Communication breakdowns also emerged as a challenge. The findings indicate that transformational leadership relies heavily on open, consistent, and transparent communication. When communication channels are weak—due to hierarchical gaps, unclear directives, or cultural factors that discourage open dialogue—teachers may feel disconnected from the school head's vision or misunderstand expectations. This limits the trust and relational foundation necessary for transformational leadership to flourish.

The results further reveal that cultural attitudes within some schools may not always align with the participatory and collaborative spirit of transformational leadership. In schools where traditional, top-down leadership styles have long been the norm, shifting to more inclusive decision-making and shared leadership can meet resistance from both teachers and leaders accustomed to clear hierarchies. Changing this culture requires time, deliberate effort, and consistent modeling of transformational behaviors. Another notable barrier is the imbalance between the diverse needs of teachers and the capacity of school heads to meet those needs individually. The data suggest that when schools have large teaching populations or multiple campuses, it becomes challenging for a single leader to practice Individualized Consideration consistently. Teachers may feel overlooked or receive only generic support, which can diminish morale and weaken trust in the leader's commitment to genuine transformational leadership.

The results also highlight that external pressures, such as frequent policy changes, stringent accountability measures, and high-stakes testing, can limit school heads' flexibility in leading transformationally. Leaders may feel compelled to prioritize compliance and target-driven performance over long-term capacity-building and teacher empowerment. This tension can lead to a disconnect between what leaders know they should do and what they feel they must do to meet external demands.

Studies suggest that transformational leadership is more likely to flourish when school systems create enabling environments, including manageable administrative loads, leadership development opportunities, and cultures that value collaboration and innovation (Moh, 2024). Previous studies have shown that where these enabling conditions are absent, leaders face uphill battles in maintaining the core practices of transformational leadership, regardless of their commitment. Researchers from previous studies have stated that systemic support is as critical as individual leadership skills.

This is supported by numerous studies, which claim that overcoming barriers to transformational leadership requires multi-level strategies—equipping leaders with coaching, providing resources, empowering teachers to embrace change, and fostering open communication. The results of this study highlight the real-world obstacles that school heads and teachers in the Del Gallego District encounter. They remind stakeholders that sustaining transformational leadership is not just about individual will but about removing barriers so that leaders and teachers alike can thrive and inspire meaningful change in schools.

Conclusions

The conclusion highlights the essential insights derived from the study on transformational leadership practices and their impact on teacher performance in public elementary schools in the Del Gallego District, Division of Camarines Sur. The findings consolidate teachers' perspectives on their school heads' leadership approaches, their own performance levels, and the relationships among these factors, offering clear implications for strengthening leadership and instructional outcomes. The profile of teachers in the Del Gallego District reveals a diverse mix of ages, a predominantly female composition, varying years of teaching experience, a majority holding bachelor's degrees or pursuing master's programs, and different teaching ranks. The extent of transformational leadership practices among school heads was perceived as generally positive. Dimensions like Idealized Influence and Individualized Consideration were the strongest, indicating that school heads are seen as role models who provide personal support and consideration for their teachers.

The level of teacher performance was found to be satisfactory overall. Teachers consistently engaged in lesson planning, classroom management, assessment, and professional responsibilities, though there is room for enhancement in some areas. There is a significant positive relationship between selected teacher profile variables—such as age, years of teaching experience, educational attainment, and position—and their perception of transformational leadership practices, suggesting that more experienced and higher-ranked teachers tend to perceive stronger leadership qualities in their school heads. All dimensions of transformational leadership showed significant positive relationships with teacher performance, with Individualized Consideration having the strongest link. This demonstrates that when school heads provide personal attention and support, teachers are more likely to perform effectively.

The study also revealed that teachers and school heads encounter moderate challenges in practicing transformational leadership, including resource limitations, time constraints, resistance to change, and difficulties in communication and collaboration. Overall, the study concludes that transformational leadership significantly impacts fostering an environment that enhances teacher performance. However, sustained support, training, and strategic interventions are necessary to overcome barriers and fully realize its potential in public elementary schools within the Del Gallego District.

Based on the conclusions drawn from the study, the following recommendations are offered to strengthen transformational leadership practices and enhance teacher performance in public elementary schools within the Del Gallego District, Division of Camarines Sur. School heads should continue to model integrity and ethical behavior while strengthening their role as visionary leaders to inspire trust and commitment among teachers of all profiles. The Department of Education should provide targeted training programs and leadership development workshops that enhance school heads' skills in practicing all dimensions of transformational leadership, especially in sustaining inspirational motivation and intellectual stimulation. Teachers should be encouraged to engage in continuous professional development to complement the leadership practices of their school heads and enhance their performance in lesson planning, classroom delivery, assessment, and professional responsibilities. School heads should establish more structured and regular feedback and mentoring sessions to ensure that individualized consideration is sustained, addressing each teacher's unique needs and professional growth plans. Schools should develop practical strategies to overcome common barriers, such as allocating resources for innovative teaching, providing time allowances for collaboration, and promoting a school culture that is open to change and improvement. Strengthening communication channels between school heads, teachers, parents, and stakeholders is recommended to build stronger collaborative partnerships and widen community support for school initiatives. Further studies may be conducted to explore other variables affecting the relationship between transformational leadership and teacher performance. These variables include the impact of school resources, community involvement, and policy support, which can guide more comprehensive improvements in leadership and instructional quality.

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