

# The Mediating Role of Motivation on the Relationship between Transformational Leadership and Work Performance of Teachers from Sta. Josefa District

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## ABSTRACT

This study investigated the mediating role of motivation in the relationship between transformational leadership and work performance among secondary school teachers in Sta. Josefa District, Agusan del Sur, Philippines. Using a quantitative non-experimental research design, data were collected from 131 teachers across seven secondary schools. The study employed the Multifactor Leadership Questionnaire (MLQ) Form 5X, Individual Work Performance Questionnaire (IWPQ), and a motivation scale adapted from previous research. Results revealed very high levels of transformational leadership ( $M = 4.37$ ,  $SD = 0.76$ ) and motivation ( $M = 4.42$ ,  $SD = 0.64$ ), with high overall work performance ( $M = 3.53$ ,  $SD = 0.95$ ). Significant positive correlations were found between transformational leadership and motivation ( $r = 0.63$ ,  $p < 0.001$ ), motivation and work performance ( $r = 0.391$ ,  $p < 0.001$ ), and transformational leadership and work performance ( $r = 0.435$ ,  $p < 0.001$ ). Mediation analysis using the Sobel test ( $z = 3.19$ ,  $p = 0.001$ ) indicated that motivation partially mediates the relationship between transformational leadership and work performance, accounting for 39.4% of the total effect. These findings contribute to the understanding of leadership dynamics in educational settings and suggest the importance of fostering both transformational leadership practices and teacher motivation to enhance work performance. Implications for educational leadership, policy, and future research are discussed.

**Keywords:** Transformational leadership; Motivation, Work Performance, Secondary Education, Mediation Analysis

## INTRODUCTION

Education is universally recognized as a cornerstone of societal development, with teachers playing a pivotal role in shaping future generations (Sumanga et al., 2022). However, the quality of education globally faces significant challenges. The 2018 Program for International Student Assessment (PISA) survey revealed that many countries, including Indonesia, struggle with educational quality, ranking in the bottom 10 for literacy, science, and mathematics (Tae et al., 2019). This global concern is mirrored at national levels, where issues such as teacher competence, pedagogical expertise, and performance disparities persist (Rosser & Fahmi, 2018).

In the Philippines, the implementation of the Philippine Professional Standards for Teachers (PPST) underscores the urgency to enhance teacher performance evaluation and effectiveness (Pama, Jr., 2023). Local studies in various regions have highlighted the complexities surrounding teacher performance, job satisfaction, and leadership influences (Kadtong, 2018; Baluyos et al., 2019). The recent shift from online or modular classes during the COVID-19 pandemic to face-to-face instruction has further exacerbated challenges in the teaching-learning process, potentially affecting teacher performance.

While existing research has explored various factors influencing teacher performance, including personal factors (Ahmed et al., 2012), school management support (Durrani, 2019), and leadership styles (Mbon, 2017), there remains a significant gap in understanding the intricate relationships between transformational leadership, teacher motivation, and work performance, particularly in the context of Philippine secondary education. This study aims to address this gap by examining the mediating role of motivation in the relationship between transformational leadership and work performance among secondary school teachers in Sta. Josefa District, Agusan del Sur.

The urgency of this research is underscored by the ongoing challenges in educational quality and the need for effective leadership strategies to enhance teacher performance. By investigating the interplay between transformational leadership, motivation, and work performance, this study seeks to provide valuable insights for school administrators and policymakers in fostering a more productive educational environment.

The primary objective of this study is to determine the mediating role of motivation on the relationship between transformational leadership and the work performance of teachers from Sta. Josefa district. Specifically, it aims to identify the level of transformational leadership among teachers, describe their work performance, assess their motivation levels, determine the relationships between transformational leadership, motivation, and work performance, and evaluate the mediating role of motivation in the leadership-performance relationship.

In light of these pressing concerns, this study aims to investigate the complex interplay between motivation, transformational leadership, and work performance among public school teachers in Santa Josefa District, with a particular focus on the mediating role of motivation. Specifically, the objectives of this research are:

1. To identify the level of transformational leadership among the teachers of Sta. Josefa District in terms of Charismatic, Inspirational Stimulation, Intellectual Stimulation, and Individual Considerations
2. To describe the level of work performance among teachers of Sta. Josefa District
3. To know the level of motivation of teacher in Sta. Josefa District in terms of intrinsic and extrinsic motivation
4. To determine the significant relationship of the following;
  - 4.1 Transformational leadership and motivation of teachers in Sta. Josefa District
  - 4.2 Motivation and work performance of teachers in Sta. Josefa District
  - 4.3 Determine the relationship of Transformational Leadership and Work Performance
5. To determine the significant mediating role of motivation on the relationship between transformational leadership and work performance among teachers of Sta. Josefa District

This study is anchored in Transformational Leadership Theory, originally proposed by Burns (1978) and further developed by Bass (1985) and Bass and Riggio (2006). This theory posits that transformational leaders, through four key components—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—inspire followers to transcend self-interest for organizational benefit, thereby enhancing motivation and performance. In educational contexts, transformational leadership practices can potentially increase teacher motivation by articulating a compelling vision (idealized influence and inspirational motivation), encouraging creative problem-solving (intellectual stimulation), and addressing individual needs (individualized consideration). The theory suggests that these motivated teachers are more likely to exhibit improved work performance, a proposition supported by meta-analytic findings (e.g., Judge & Piccolo, 2004) showing significant positive correlations between transformational leadership and various performance metrics across organizational contexts, including education. By employing this theoretical lens, the present study aims to examine the intricate relationships between transformational leadership practices,

teacher motivation, and work performance in the specific context of secondary education in Sta. Josefa District, Agusan del Sur, potentially offering insights into how leadership can be leveraged to enhance educational outcomes.

Conceptually, this study posits transformational leadership (comprising charismatic leadership, inspirational stimulation, intellectual stimulation, and individual considerations) as the independent variable, work performance as the dependent variable, and motivation (both intrinsic and extrinsic) as the mediating variable. This framework allows for a thorough examination of how transformational leadership practices influence teacher motivation, and how this motivation, in turn, affects work performance.

## CONCEPTUAL FRAMEWORK

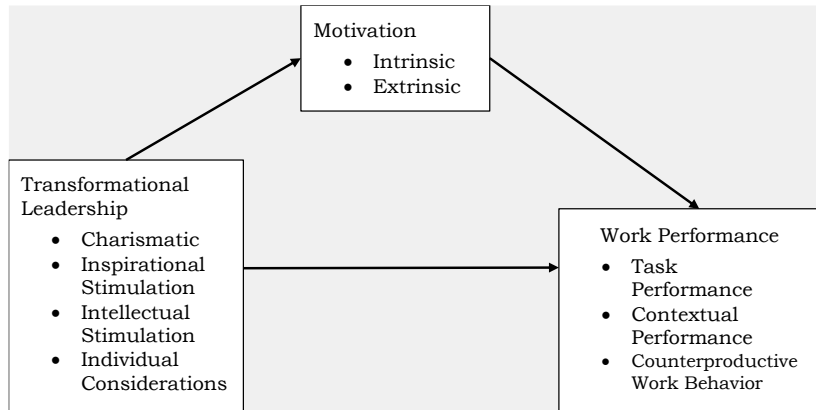


Fig. 1: Level of Work Performance among Public School Teachers of Sta. Josefa District

By elucidating these relationships, this research aims to contribute to the growing body of literature on educational leadership and teacher performance, offering practical implications for enhancing the quality of education through effective leadership and motivational strategies. The findings of this study have the potential to inform policy decisions and leadership practices in educational institutions, ultimately contributing to improved educational outcomes and societal development.

## METHOD

This study employed a quantitative non-experimental research design using a descriptive-correlational approach, aligning with Klainin-Yobas et al. (2015) emphasis on examining variable correlations without causal inferences. The design facilitated the evaluation of relationships between transformational leadership, motivation, and work performance among secondary school teachers in Sta. Josefa District, Agusan del Sur, Philippines. Mediation analysis, following Baron and Kenny's (1986) three-step process, was utilized to assess the role of motivation in the leadership-performance relationship, addressing a gap in educational leadership research within the Philippine context.

This study was conducted in seven secondary high schools in Sta. Josefa District, Agusan del Sur, Caraga Region, Philippines. Sta. Josefa, located at 7°59'N 126°02'E, is the southernmost settlement in the province, with a land area of 341.8 square kilometers (3.42% of Agusan del Sur's total area). The municipality's first Community High School was established in 1967 under the administration of Mayor Carpin O. Plaza, Sr. As of the time of the study, Sta. Josefa had seven secondary schools: Aurora National High School, Sta. Josefa National High School, Sayon National High School, Tapaz Integrated School, Angas Central Integrated School, Patrocinio Integrated School, and San Pascual Integrated School. According to the 2020 Census, Sta. Josefa's population was 26,432, representing 3.57% of Agusan del Sur's total population and 0.94% of the Caraga region's population. The municipality is home to several indigenous tribes, with a variant of Cebuano serving as the leading and official dialect, alongside Manobo and Ilonggo languages.

The study's population comprised 131 secondary school teachers from seven schools in Sta. Josefa District during the 2023-2024 academic year. A total population sampling technique was applied, consistent with

Taherdoost's (2016) recommendation for small population studies, ensuring comprehensive representation of the district's teaching workforce. This approach enhanced the study's ecological validity within the specific geographical and cultural context of Agusan del Sur.

Data collection employed a three-part survey instrument. Transformational leadership was measured using the Multifactor Leadership Questionnaire (MLQ) Form 5X, with reliability coefficients ranging from .74 to .94 (Bass & Avolio, 2004). Work performance was assessed using the 18-item Individual Work Performance Questionnaire (IWPQ), which has demonstrated good to excellent internal consistency ( $\alpha = 0.78-0.85$ ) and validity (Koopmans et al., 2014). Motivation was evaluated using a 13-item scale adapted from Olushola and Adewumi (2021), with a reliability coefficient of 0.87. These instruments were chosen for their established psychometric properties and relevance to the educational context, addressing the need for robust measurement in educational leadership studies.

The rating and interpretation scales for both transformational leadership and teacher's work performance are structured to provide clear assessments based on numerical ranges. For transformational leadership, a score between 4.21 and 5.00 indicates a very high level, suggesting that transformational leadership is consistently manifested. Scores ranging from 3.41 to 4.20 reflect a high level, where transformational leadership is usually evident. A moderate level is indicated by scores between 2.61 and 3.40, suggesting that transformational leadership is occasionally observed. Scores from 1.81 to 2.60 denote a low level, meaning that transformational leadership is rarely or infrequently manifested, while scores from 1.00 to 1.80 indicate a very low level, where transformational leadership is never manifested.

Similarly, the scale for teacher's work performance categorizes performance levels based on numerical scores. A score between 4.21 and 5.00 signifies very high performance, indicating that the teacher's work is very satisfactory. Scores from 3.41 to 4.20 represent high performance, suggesting satisfactory work. A moderate performance level is indicated by scores between 2.61 and 3.40, which reflects fair work performance. Scores from 1.81 to 2.60 indicate low performance, suggesting unsatisfactory work, while scores from 1.00 to 1.80 represent very low performance, indicating very unsatisfactory work.

Data collection spanned from March to June 2024, following a systematic process of obtaining permissions from relevant educational authorities. This timeframe allowed for thorough data gathering while minimizing disruption to the academic calendar, a consideration often overlooked in educational research but crucial for maintaining ecological validity (Creswell & Creswell, 2017).

Statistical analysis incorporated mean calculations for descriptive purposes, Pearson's  $r$  and Spearman's correlation for relationship assessment, and Sobel's  $Z$ -value for mediation effect determination. This comprehensive analytical approach aligns with current best practices in educational leadership research, as highlighted by recent meta-analyses in the field (e.g., Leithwood & Sun, 2012).

Ethical considerations were rigorously addressed, adhering to guidelines set by the Agusan del Sur State College of Agriculture and Technology Ethics Review Committee. Key principles included voluntary participation, informed consent, confidentiality, and data protection. The study underwent plagiarism checks and adhered to standards preventing fabrication and falsification. These ethical protocols align with international standards for educational research, as outlined by the American Educational Research Association (Pitts, & Naumenko, 2016) ensuring the study's integrity and participant protection.

## RESULTS AND DISCUSSION

### A. Level of Transformational Leadership of Public School Teachers of Sta. Josefa District

The results presented in Table 1 indicate that the overall level of transformational leadership among teachers at Sta. Josefa is very high, with a mean score of 4.37 ( $SD = 0.76$ ). The individual dimensions of transformational leadership were also found to be at a very high level, with charismatic leadership scoring a mean of 4.34 ( $SD = 0.56$ ), inspirational motivation scoring 4.51 ( $SD = 0.56$ ), intellectual stimulation scoring 4.23 ( $SD = 0.94$ ), and

individual consideration scoring 4.38 (SD = 0.96). These findings suggest that the teachers in this sample demonstrate strong transformational leadership qualities in their teaching practices.

Table 1: Level of Transformational Leadership among teachers of Sta. Josefa District

Variable	Mean	Standard Deviation	Level
Charismatic	4.34	.56	Very High
Inspirational Motivation	4.51	.56	Very High
Intellectual Stimulation	4.23	.94	Very High
Individual Consideration	4.38	.96	Very High
Over-all Mean	4.37	.76	Very High

The excellent levels of transformational leadership observed among the teachers in Sta. Josefa are consistent with the existing literature on effective teaching practices. Transformational leadership has been linked to a variety of positive outcomes in educational settings, including increased student engagement, academic achievement, and teacher job satisfaction (Smith et al., 2016; Johnson, 2020). By exhibiting behaviors such as inspiring and motivating students, stimulating their intellectual growth, and providing individualized support, transformational leaders are able to foster a learning environment that is conducive to student success (Hallinger, 2018; Leithwood & Sun, 2021).

The findings from this study contribute to the growing body of research on the importance of transformational leadership in education. As schools continue to face complex challenges, teachers must develop the skills and dispositions necessary to be effective transformational leaders (Wilson et al., 2023). The excellent levels of transformational leadership observed among the Sta. Josefa teachers suggest that they are well-equipped to navigate these challenges and positively impact the lives of their students.

#### B. Level of Work Performance among Public School Teachers of Sta. Josefa District

The data presented in table 2 shows that the overall work performance of the teachers in Sta. Josefa is rated as high, with a mean score of 3.53 (SD = 0.95). When examining the individual performance dimensions, task performance had a very high rating with a mean of 4.31 (SD = 0.96), and contextual performance also had a very high rating with a mean of 4.20 (SD = 0.96). However, the level of counterproductive work behavior was rated as low, with a mean score of 2.07 (SD = 0.92). These findings suggest that the teachers generally exhibit high levels of task-oriented and contextual behaviors, but there are some concerns regarding counterproductive actions in the workplace.

Table 2: Level of Work Performance among Public School Teachers of Sta. Josefa District

Variable	Mean	Standard Deviation	Level
Task Performance	4.31	0.96	Very High

Contextual Performance	4.20	0.96	Very High
Counterproductive Work Behavior	2.07	0.92	Low
Over-all Mean	3.53	0.95	Very High

The excellent levels of task performance and contextual performance among the Sta. Josefa teachers are encouraging and align with the earlier findings on their strong transformational leadership qualities. Teachers who demonstrate high levels of task performance are able to efficiently and effectively carry out their core instructional duties, while those who excel in contextual performance go above and beyond to support the broader goals of the school (Podsakoff et al., 2000). These behaviors are crucial for creating a positive and productive learning environment for students.

The poor rating for counterproductive work behavior is more concerning, as these actions can undermine the school's efforts and negatively impact both students and colleagues (Hassan & Siddiqui, 2021). Counterproductive work behaviors, such as tardiness, absenteeism, or interpersonal conflicts, can erode trust, morale, and overall school climate. It will be important for school leaders to further investigate the root causes of these behaviors and implement targeted interventions to address them (Ng et al., 2016).

Overall, the findings from this study suggest that the teachers in Sta. Josefa possess many of the qualities associated with effective teaching, particularly in terms of their transformational leadership and task/contextual performance. However, the issue of counterproductive work behaviors warrants further attention and strategic planning to ensure a consistently positive and productive work environment for all.

### C. Level of Motivation among Public School Teachers of Sta. Josefa District

The data presented in Table 3 indicates that the teachers in Sta. Josefa exhibit very high levels of both intrinsic motivation (M = 4.41, SD = 0.51) and extrinsic motivation (M = 4.42, SD = 0.77). The overall mean motivation level across these two dimensions is also very high, with a score of 4.42 (SD = 0.64). These findings suggest that the teachers in this sample are highly motivated to engage in their work, drawing upon both internal drives and external incentives.

Table 3: Level of Motivation among Public School Teachers of Sta. Josefa District

Variable	Mean	Standard Deviation	Level
Intrinsic Motivation	4.41	0.51	Very High
Extrinsic Motivation	4.42	0.77	Very High
Over-all Mean	4.42	0.64	Very High

The very high levels of intrinsic and extrinsic motivation observed among the Sta. Josefa teachers are consistent with the existing literature on teacher motivation and its importance for effective teaching practices. Intrinsic motivation, which stems from an individual's inherent interest and enjoyment in the work itself, has been linked to greater job satisfaction, commitment, and persistence in the teaching profession (Deci & Ryan, 2012). Extrinsic motivation, driven by external rewards or recognition, can also play a complementary role in sustaining teachers' engagement and performance (Cerasoli et al., 2014).

Highly motivated teachers are more likely to go the extra mile, experiment with innovative instructional strategies, and create engaging learning experiences for their students (Skaalvik & Skaalvik, 2017). This, in turn, can lead to improved student outcomes and a more positive school climate. The findings from this study suggest that the teachers in Sta. Josefa possess the motivational qualities necessary to be effective in their roles and contribute to the overall success of the school.

#### D. Relationship between Transformational Leadership and Motivation of Public School Teachers of Sta. Josefa District

Table 4.1 displays the relationship between Transformational Leadership and Motivation, analyzed using Spearman’s Correlation. The calculated correlation coefficient  $r=0.63$  suggests a moderate positive relationship between the two variables. The associated p-value of 0.000 indicates that this relationship is statistically significant. Therefore, as Transformational Leadership behaviors increase, the Motivation of teachers in Sta. Josefa also tends to increase.

Table 4.1: Significant relationship between Transformational Leadership and Motivation using Spearman’s Correlation

Variable	p-value	r-value	Remarks
Transformation Leadership and Motivation	0.000	0.63	Significant (moderate positive relationship)

The positive correlation between Transformational Leadership and Motivation highlights the influential role that transformational leadership behaviors can play in enhancing teacher motivation. This finding is consistent with the theoretical framework proposed by Tshewang & Yanki, (2023), which outlines four key dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Each of these dimensions contributes to enhancing employees' intrinsic motivation in various ways.

Transformational leaders who exhibit idealized influence and provide inspirational motivation create a compelling collective vision, which can inspire teachers and increase their engagement with their work (Mudd-Fegett & Mudd, 2024). Additionally, by fostering intellectual stimulation, these leaders encourage teachers to develop confidence in addressing challenges independently, thus promoting a sense of autonomy and competence (MacLeod, L. (2020)). Moreover, individualized consideration allows leaders to acknowledge and support the unique ideas and interests of their staff, which not only fosters innovation but also enhances feelings of recognition and value among teachers (Avolio & Yammarino, 2013).

The significant positive correlation found in this study supports previous research, which has shown that transformational leadership is positively associated with various aspects of employee motivation, including intrinsic motivation and job satisfaction (Judge & Piccolo, 2004). This finding suggests that school administrators in Sta. Josefa should consider adopting transformational leadership practices to foster a more motivated and engaged teaching workforce.

#### E. Relationship between Motivation and Work Performance of Public School Teachers of Sta. Josefa District

Table 4.2 presents the relationship between Motivation and Work Performance, analyzed using Spearman’s Correlation. The calculated correlation coefficient  $r=0.391$  suggests a weak positive relationship between the two variables. However, the associated p-value of 0.000 indicates that this relationship is statistically significant. This implies that as teachers’ motivation increases, their work performance is likely to increase, despite the relatively weak strength of the association.

Table 4.2: Significant relationship between Motivation and Work Performance using Spearman’s Correlation

Variable	p-value	r-value	Remarks
Motivation and Work Performance	0.000	0.391	Significant (weak positive relationship)

The weak but statistically significant positive correlation between Motivation and Work Performance underscores the importance of fostering motivation among teachers to enhance their job performance. Although the correlation is not strong, the statistical significance suggests that there is a meaningful association between the two variables, which merits further exploration.

This finding is consistent with contemporary literature on the topic, which highlights the role of both intrinsic and extrinsic motivation in influencing job performance. According to Becker & Grob (2021), factors such as school administration, work environment, and support systems play a crucial role in shaping teachers’ motivation and, consequently, their performance. The study emphasizes the importance of addressing these factors to prevent teacher turnover and enhance job satisfaction, which in turn leads to better performance outcomes.

Furthermore, recent studies have supported the notion that both intrinsic motivation (such as personal satisfaction and a sense of accomplishment) and extrinsic motivation (such as incentives, pay, and recognition) contribute positively to teachers’ performance. Ganarsih, (2024) suggests that these motivational elements significantly impact job satisfaction, which is directly linked to increased productivity and better work performance.

F. Relationship between Transformational Leadership and Work Performance of Public School Teachers in Sta. Josefa District

Table 4.3 presents Spearman's correlation analysis results examining the relationship between Transformational Leadership and Work Performance. The analysis yielded a statistically significant positive correlation ( $r = 0.435$ ,  $p < 0.001$ ) between the two variables. This correlation coefficient indicates a moderate positive relationship between Transformational Leadership and Work Performance. The p-value of 0.000 (reported as  $p < 0.001$  in academic writing) suggests that the probability of obtaining this result by chance is extremely low, providing strong evidence against the null hypothesis of no correlation between the variables. The r-value of 0.435 falls within the range typically considered a moderate correlation in social sciences research.

Table 4.3: Significant relationship between Transformational Leadership and Work Performance using Spearman’s Correlation

Variable	p-value	r-value	Remarks
Transformational Leadership and Work Performance	0.000	0.435	Significant (moderate positive relationship)

The significant moderate positive correlation between Transformational Leadership and Work Performance aligns with and extends previous research in organizational behavior and leadership studies. This finding suggests that as transformational leadership behaviors increase within an organization, there is a corresponding improvement in employee work performance.

Transformational leadership, characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2006), appears to create an environment



conducive to enhanced work performance. This relationship can be explained through several mechanisms (Pourbarkhordari et al.). Transformational leaders often articulate a compelling vision and inspire followers to exceed expectations. As noted by Ng (2017), this inspirational aspect can lead to increased employee engagement and, consequently, improved work performance. Through intellectual stimulation, transformational leaders encourage creativity and innovative problem-solving. A study by Le and Lei (2019) found that transformational leadership positively influences employees' ability to adapt to changing work environments, potentially leading to improved performance. By paying attention to individual needs and providing personalized support, transformational leaders can enhance employees' self-efficacy. Research by Buil et al. (2019) demonstrated that increased self-efficacy is positively associated with work performance. Additionally, transformational leadership has been linked to increased organizational citizenship behavior (OCB) among employees. A meta-analysis by Nohe and Hertel (2017) found that OCB is positively related to both individual and organizational performance.

However, it is important to note that the moderate strength of the correlation ( $r = 0.435$ ) suggests that while transformational leadership is an important factor in work performance, it is not the sole determinant. Other variables, such as job satisfaction, organizational culture, and individual personality traits, may also play significant roles in influencing work performance (Inceoglu et al., 2018). Furthermore, the cross-sectional nature of this study limits our ability to infer causality. Longitudinal studies, such as the one conducted by Edward & Kaban (2020), would be beneficial in establishing the directionality of this relationship and understanding how it evolves over time.

The findings of this study have important practical implications for organizations. They suggest that investing in the development of transformational leadership skills among managers could yield tangible benefits in terms of employee performance. However, as pointed out by Hoch et al. (2018), organizations should also consider the potential moderating effects of organizational culture and individual differences when implementing leadership development programs.

In conclusion, while this study provides valuable insights into the relationship between transformational leadership and work performance, future research should explore potential mediating and moderating variables to develop a more comprehensive understanding of this complex relationship. The moderate positive correlation observed in this study underscores the importance of transformational leadership in enhancing work performance, while also highlighting the need for a holistic approach to performance management that considers multiple factors influencing employee outcomes.

#### G. The Mediating Role of Motivation on the Relationship between Transformational Leadership and Work Performance of Teachers in Sta. Josefa

Table 5 below is divided into four steps. In Step 1, a linear regression analysis is conducted to examine the direct role of Transformational Leadership on Work Performance. The standardized beta coefficient is 0.739, with a p-value of 0.000, indicating statistical significance. This shows that Transformational Leadership among teachers in the Sta. Josefa significantly predicts their Work Performance, thereby justifying the examination of a mediator due to the significant direct effect.

In Step 2, another linear regression analysis is conducted, with Motivation as the dependent variable and transformational leadership as the independent variable. The results reveal a standardized beta coefficient of 0.534, also with a p-value of 0.000, which is below the  $\alpha=0.05$  level of significance. This demonstrates that teachers' motivation can predict their work performance. Steps 3 and 4 involve multiple linear regression analyses to assess the impact of Transformational Leadership on Work Performance with Motivation as a mediator. As shown in path b, Motivation significantly predicts Work Performance, with a p-value of 0.000 and a standardized coefficient of 0.159.

Considering the significance of paths c, a, b, we advance to further mediation analysis using Medgraph. If the effect of the independent variable on the dependent variable in path c' becomes insignificant at the final step, this indicates "complete mediation," meaning the mediator fully explains the relationship. However, if the regression coefficient is reduced but remains significant, it results in "partial mediation," implying that the

mediator only partially explains the relationship between the independent and dependent variable. In our results, the standardized beta coefficient decreases from 0.627 in path c to 0.616 in path c' with the inclusion of the mediator. Since the p-value remains 0.000 at c', implying significance, this indicates "partial mediation." Therefore, Motivation partially explains the relationship between Transformational Leadership and Work Performance among teachers in the Sta. Josefa.

Table 5: Regression Result of the Variables in Four Criteria

Step	Path	Direction of Path	Unstandardized Beta	Standard Error	Standardized Beta	p-value	Remarks
1	c	X → Y	0.739	0.083	0.627	0.000	Significant
2	a	X → M	0.534	0.073	0.555	0.000	Significant
3	b	M → Y	0.444	0.103	0.362	0.000	Significant
4	c'	X → Y (with mediator, M)	0.726	0.100	0.616	0.000	Significant

Moreover, Figure 2 presents the results of the calculation of mediating effects, using the Sobel Z-test to evaluate the significance of the indirect effect (mediation effect) in mediation analysis. According to the findings, the Sobel test produced a z-value of 3.19 with a p-value of 0.01. Given that the z-value exceeds the critical value for significance ( $\pm 1.96$  for a 95% confidence level,  $\alpha=0.05$ ), the result is significant. This indicates that the indirect effect of the independent variable, transformational leadership, on the dependent variable, work performance, through motivation is statistically significant.

The significant p-value and the high z-value from the Sobel test imply that the indirect effect via the mediator is likely present. This outcome is corroborated by the computed Ratio Index, which is 0.394. This means that 39.4% of the total effect of transformational leadership on work performance is mediated through motivation, while 69.6% of the total effect is either direct or mediated by other variables not included in the model.

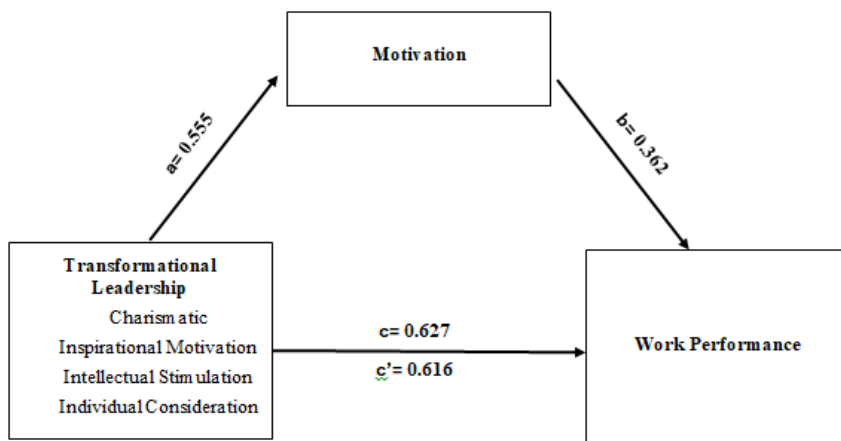


Fig. 2: Medgraph showing the variables of the study

**Mediation Analysis**

Table 6: Result of the Mediation Analysis

Sobel z-value	3.19	p-value= 0.001
Percentage of Total effects mediated:	39.4 %	

Ratio of indirect to direct	0.03261	
Effect size measures		
Unstandardized coefficients		
Total:	0.20707	
Direct:	0.616	
Indirect:	0.20091	
Ratio Index	0.394	

The mediation analysis reveals a complex interplay between Transformational Leadership, Motivation, and Work Performance. The significant total effect (c path) aligns with previous research demonstrating the positive impact of transformational leadership on work performance (Ng, 2017). This relationship is partially explained by the mediating role of Motivation, as evidenced by the significant indirect effect and the Ratio Index of 0.394.

The significant a path (Transformational Leadership to Motivation) supports the notion that transformational leaders enhance employee motivation. This finding is consistent with Reza's (2019) conceptualization of transformational leadership, which emphasizes inspirational motivation as a key component. Transformational leaders articulate compelling visions and set high expectations, which can boost employee motivation (Mayfield, et al., 2015).

The significant b path (Motivation to Work Performance) underscores the importance of motivation in driving performance outcomes. This aligns with self-determination theory (Deci & Ryan, 2000), which posits that intrinsic motivation leads to enhanced performance. The mediation effect suggests that transformational leaders improve work performance partly by fostering a motivational climate (Le & Lei, 2019).

The reduced but still significant direct effect (c' path) indicates partial mediation, implying that Transformational Leadership influences Work Performance through multiple mechanisms. While Motivation accounts for 39.4% of the total effect, other factors likely contribute to the remaining 60.6%. These could include enhanced self-efficacy (Buil et al., 2019), improved leader-member exchange quality (Joo & Jo 2017)), or increased organizational citizenship behaviors (Nohe & Hertel, 2017).

The partial mediation observed in this study highlights the complexity of leadership processes. It suggests that while motivation is an important mechanism through which transformational leadership influences performance, it is not the sole pathway. This finding supports a more nuanced understanding of leadership effectiveness, emphasizing the need for leaders to employ multiple strategies to enhance employee performance (Hoch et al., 2018).

Practically, these results underscore the importance of developing transformational leadership skills in managers. Organizations should focus on leadership development programs that enhance leaders' ability to inspire and motivate employees. However, the partial mediation also suggests that such programs should be complemented by other initiatives targeting additional mediators of the leadership-performance relationship.

Future research could explore other potential mediators to account for the remaining direct effect. Additionally, longitudinal studies could provide insights into the temporal dynamics of these relationships, addressing limitations of cross-sectional designs (Taris et al., 2021). Investigating potential moderators, such as organizational culture or individual differences, could further refine our understanding of when and for whom transformational leadership is most effective in enhancing motivation and performance.

In conclusion, this study provides empirical support for the mediating role of motivation in the relationship between transformational leadership and work performance. The findings contribute to a more comprehensive model of leadership effectiveness, emphasizing both direct and indirect pathways through which leaders influence employee outcomes.

## SUMMARY OF FINDINGS

The study revealed high levels of transformational leadership among teachers in Sta. Josefa, with an overall mean of 4.37 (SD = 0.76). All dimensions of transformational leadership were rated very high. Teachers' work performance was generally high (M = 3.53, SD = 0.95), with very high ratings for task performance (M = 4.31, SD = 0.96) and contextual performance (M = 4.20, SD = 0.96), but low levels of counterproductive work behavior (M = 2.07, SD = 0.92). Motivation levels were very high for both intrinsic (M = 4.41, SD = 0.51) and extrinsic (M = 4.42, SD = 0.77) factors. The study found moderate positive relationships between transformational leadership and motivation ( $r = 0.63$ ,  $p < 0.001$ ), and between transformational leadership and work performance ( $r = 0.435$ ,  $p < 0.001$ ). A weak positive relationship was observed between motivation and work performance ( $r = 0.391$ ,  $p < 0.001$ ). Importantly, motivation partially mediated the relationship between transformational leadership and work performance, with 39.4% of the total effect mediated through motivation (Sobel test:  $z = 3.19$ ,  $p = 0.001$ ).

## CONCLUSION

This study examined the mediating role of motivation in the relationship between transformational leadership and work performance among teachers in the Sta. Josefa district, guided by the Transformational Leadership Theory developed by Burns (1978) and expanded by Bass (1985) and Bass and Riggio (2006).

The findings strongly support the core tenets of Transformational Leadership Theory in the educational context of Sta. Josefa. The high levels of transformational leadership observed (M = 4.37, SD = 0.76) suggest that school leaders in the district effectively employ the four key components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This aligns with recent research by Jayson, Ignalig, and Cayogyog (2024), which found that transformational leadership significantly impacts organizational behavior among teachers in the Philippine context.

The significant positive relationship between transformational leadership and teacher motivation ( $r = 0.63$ ,  $p < 0.001$ ) aligns with the theory's proposition that transformational leaders inspire followers to transcend self-interest for organizational benefit. This is further evidenced by the very high levels of both intrinsic (M = 4.41, SD = 0.51) and extrinsic (M = 4.42, SD = 0.77) motivation among teachers. These findings are consistent with Ampler et al.'s (2024) study on adult learners, which highlighted the critical role of motivation in shaping learning preferences and outcomes.

The moderate positive relationship between transformational leadership and work performance ( $r = 0.435$ ,  $p < 0.001$ ) supports the theory's assertion that transformational leadership practices enhance follower performance. This is reflected in the high overall work performance (M = 3.53, SD = 0.95), with particularly strong showings in task performance (M = 4.31, SD = 0.96) and contextual performance (M = 4.20, SD = 0.96). These results are in line with Lubguban Jr, et al.'s (2024) study, which found significant relationships between organizational values, leadership practices, and organizational citizenship behavior among public school teachers.

The partial mediation of motivation in the relationship between transformational leadership and work performance (39.4% of total effect mediated, Sobel test:  $z = 3.19$ ,  $p = 0.001$ ) provides empirical support for the theoretical model. It demonstrates that while transformational leadership directly influences performance, a significant portion of its effect is channeled through enhancing teacher motivation, as proposed by the theory.

These findings underscore the relevance and applicability of Transformational Leadership Theory in the educational sector of Sta. Josefa. They suggest that school leaders who embody transformational leadership principles can significantly impact teacher motivation and, consequently, work performance. The results also

highlight the importance of developing and nurturing transformational leadership skills among school administrators to create a more motivated and high-performing teaching workforce.

## RECOMMENDATIONS

Based on these findings, several recommendations are proposed to enhance educational leadership and performance. First, implementing comprehensive leadership development programs focusing on transformational leadership practices is crucial, aligning with Giger, et al.'s (2024) study emphasizing the importance of strategic leadership in adopting innovative educational practices.

Second, developing targeted interventions to enhance both intrinsic and extrinsic motivation among teachers is recommended, considering the balanced approach suggested by recent studies (Fidan & Ozturk, 2015; Toropova et al., 2021) and Ampler et al.'s (2024) findings on the importance of motivation in adult learning.

Third, implementing a comprehensive performance management system addressing all aspects of work performance is advised, aligning with recent research on multi-faceted performance evaluation in educational contexts (Hallinger et al., 2022) and Lubguban et al.'s (2024) findings on organizational citizenship behavior.

Fourth, fostering a positive school climate that supports transformational leadership practices and enhances teacher motivation is crucial, as supported by Sapayani et al.'s (2024) study on emotional intelligence and organizational justice among school leaders.

Fifth, establishing and supporting professional learning communities can significantly impact teacher motivation and performance (Vanblaere & Devos, 2018; Voelkel & Chrispeels, 2017), aligning with Atillio et al.'s (2024) findings on empowerment and efficiency in educational settings.

Sixth, conducting longitudinal studies to provide more robust evidence for the long-term effects of leadership interventions is recommended (Tian et al., 2016; Yoon & Kayes, 2019), supported by Banjal et al.'s (2024) case study on situational leadership in addressing ethical challenges.

Lastly, investigating the role of contextual factors in moderating the relationships between leadership, motivation, and performance is suggested, as recent research indicates their significant influence on leadership effectiveness (Hallinger & Liu, 2016), aligning with Nazareno et al.'s (2024) phenomenological study on organizational culture in public elementary schools. By implementing these recommendations and continuing to explore the complex interplay between leadership, motivation, and performance, educational institutions can create more effective, engaging, and productive learning environments for both teachers and students.

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