

Transformational Leadership of School Heads, Teachers' Practices, and School Performance

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ABSTRACT

This study examined the level of school heads' transformational leadership, teachers' practices and school performance as measured by Office Performance Commitment Review Form across the three clusters in the Division of Bacolod City. A quantitative-descriptive research design was employed, involving 300 teachers. Data were collected using the School Head's Transformational Leadership and Teachers' Practices Questionnaire and OPCRf ratings. Findings indicated that school heads' transformational leadership—role modelling and integrity, visionary and inspirational leadership, innovation and critical thinking, support and development, as well as empowerment and commitment building—were consistently rated high. In the same manner, teachers' classroom practices—lesson planning and preparation, teaching strategies and methods, classroom management, assessment and feedback, alongside professionalism and student-teacher relationships—also obtained high ratings. School performance based on OPCRf was rated as outstanding. The results indicate that school leaders demonstrate a high level of transformational leadership skills. Similarly, teachers exhibited a strong level of professional performance. Moreover, the schools attained a high level of operational performance, suggesting effective implementation of educational and administrative practices. These findings suggest that school heads' transformational leadership, teachers' practices, and school performance were all rated favorably. Results serve as the basis for a proposed training design.

Keywords: School Heads' Transformational Leadership, Teachers' Practices, OPCRf

INTRODUCTION

School leadership plays a critical role in educational quality by shaping teacher performance, school effectiveness, and student outcomes (Mincu, 2022). Transformational leadership fosters collaboration, accountability, innovation, and professional growth, which are essential for sustaining school performance, particularly in resource-constrained educational settings such as the Philippines (Ambon et al., 2025; Campos, 2023). Globally, school leaders influence instructional practices and teacher motivation through shared vision, creativity, and collaborative cultures that enhance educational outcomes (Yulianti et al., 2022; Chandolia & Anastasiou, 2020; Allshouse, 2024; Saima et al., 2025). Teachers' practices, including differentiated instruction, collaborative planning, and technology integration, are strengthened through effective leadership and capacity-building initiatives, leading to improved instructional quality and student achievement (Dayagbil et al., 2021; Gepila, 2020; Ahrari et al., 2021). Consequently, leadership and teaching practices are widely recognized as key determinants of school performance and institutional effectiveness (Selviyanti, 2021; Schweingruber et al., 2020; Bellibas et al., 2020).

Recent educational challenges further highlight the importance of responsive leadership and effective teaching practices in maintaining learning continuity and institutional resilience (Tria, 2020; Jesacher-Roessler & Agostini, 2021). School heads' transformational leadership extends beyond administrative functions by promoting teacher professionalism and student-centered learning environments (Kelly, 2021). Likewise, well-supported teachers contribute to inclusive, motivating, and academically enriching classrooms that enhance school performance (Bellibas et al., 2021). Research on the interaction of leadership, teaching practices, and

school performance provides valuable evidence for educational improvement and policy development in the Philippine context (Saniel, 2022). However, despite the recognized importance of these variables, limited empirical studies have examined their combined manifestation among Filipino school heads and teachers, creating a need for context-specific investigation in the Division of Bacolod City.

FRAMEWORK

Transformational Leadership Theory, developed by Bass, explains how leaders inspire performance through intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence (Jackson & Northcentral University, 2021). In education, this theory describes how school heads provide direction, foster collaboration, support professional growth, and create positive learning environments amid educational reforms and diverse learner needs (Ortiz et al., 2025; Serey et al., 2025; Vinluan & Bautista, 2024). School leaders demonstrate these practices through participatory decision-making, instructional supervision, strategic planning, and professional support (Bellibas et al., 2021; Liu et al., 2021; Nadeem, 2024). The theory's dimensions are reflected in the study variables of Role Modeling and Integrity, Visionary and Inspirational Leadership, Innovation and Critical Thinking, Support and Development, and Empowerment and Commitment Building (Din & Zhang, 2023; Adem et al., 2022; Khan et al., 2022). Collectively, these dimensions describe the transformational leadership practices of school heads in educational settings (Okoko et al., 2025).

Teachers operationalize educational goals through lesson planning, instructional strategies, classroom management, assessment and feedback, and professionalism in student-teacher relationships (Hallinger, 2005; Radiana, 2024). These practices require adaptability and responsiveness to challenges such as limited resources, large class sizes, and diverse learner backgrounds (Esogon et al., 2024). School performance, measured through the Office Performance Commitment and Review Form (OPCRF), reflects institutional accomplishment and operational effectiveness within the educational system. Together, transformational leadership, teachers' practices, and school performance represent key dimensions of school functioning in the Division of Bacolod. The framework supports the study's descriptive approach by examining the existing levels and manifestations of these variables without assuming causal or correlational relationships among them.

METHODS

This chapter presents the varied research methodologies used in this study. These include the research design, population and sampling, research instrument, validity and reliability, data collection procedure, sampling technique, data analysis, and ethical considerations. This study employed a quantitative-descriptive research design to determine the levels of school heads' transformational leadership, teachers' practices, and school performance without manipulating variables (Shuttleworth, 2019; Siedlecki, 2020; Ghanad, 2023). The respondents were 300 secondary school teachers selected from a population of 1,613 teachers in the Schools Division of Bacolod City using the Raosoft Sample Size Calculator (95% confidence level, 5.11% margin of error) and stratified random sampling with proportionate allocation. Data were gathered using a researcher-designed questionnaire based on Bass's Transformational Leadership Theory, measuring five dimensions of school heads' leadership and five dimensions of teachers' practices through a 5-point Likert scale. School performance data were obtained from the 2024–2025 Office Performance Commitment and Review Form (OPCRF) ratings of participating schools. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to analyze the data.

Instrument validity was established through the Content Validity Ratio (CVR) method of Lawshe (1975), with CVR values ranging from 0.64 to 1.00 and an overall Content Validity Index (CVI) of 0.965, indicating excellent content validity. Reliability testing through pilot administration to 30 teachers produced a Cronbach's alpha coefficient of 0.94039, demonstrating excellent internal consistency. Ethical and procedural requirements were observed through approvals from the Dean of Graduate School, the Schools Division Superintendent, district supervisors, and school principals. Data collection was conducted through personally administered questionnaires, with participation remaining voluntary, confidential, and anonymous. The study adhered to the

principles of beneficence, justice, and respect for persons by ensuring informed consent, privacy protection, fair participant selection, and ethical reporting of findings.

RESULTS AND DISCUSSION

This chapter presents the data collected to answer the study's research questions. The findings are analyzed, interpreted, and discussed to ensure a clear and comprehensive understanding of the results.

This study aimed to determine the level of transformational leadership of school heads, teachers' practices and school performance.

Table 1 Teacher's Profile

Variable	Level	N	%
Length of Experience	Longer	133	44.3
	Shorter	167	55.7
Position	Master Teacher I	17	5.7
	Master Teacher II	21	7.0
	Teacher I	82	27.3
	Teacher II	92	30.7
Highest Educational Attainment	Teacher III	88	29.3
	College Graduate	186	62.0
	Doctorate	3	1.0
	Master's Degree	44	14.7
	Masteral Units	67	22.3

n = 300

The findings revealed that most teachers (55.7%) had shorter teaching experience, indicating a relatively young and less-experienced workforce. This highlights the importance of structured mentoring programs and continuous professional development to strengthen instructional competence and support career growth (Cuozzo, 2024; Mwesigwa & Nakato, 2025). In terms of rank, the majority (87.3%) occupied Teacher I–III positions, with Teacher II (30.7%), Teacher III (29.3%), and Teacher I (27.3%) comprising the largest groups. Only 12.7% held Master Teacher positions, suggesting limited availability of senior instructional leaders within schools. This distribution may reduce opportunities for mentoring, coaching, and instructional supervision among teachers (Merable, 2024; Ventura, 2025).

Regarding educational attainment, most teachers (62.0%) were college graduates, while fewer had pursued advanced studies, including master's degrees (14.7%), masteral units (22.3%), and doctorate degrees (1.0%). These findings indicate a moderate level of academic qualification among the teaching workforce. The limited proportion of teachers with graduate-level credentials suggests a need to strengthen professional advancement opportunities. Encouraging teachers to pursue higher education may enhance teaching competence, professional growth, and instructional quality. Such efforts can contribute to the overall improvement of educational outcomes and school effectiveness (Padillo et al., 2021).

Table 2. Level of School Head's Transformational Leadership

School heads' transformational leadership	Mean	SD
Role Modeling & Integrity	3.93	0.436
Visionary & Inspirational	4.01	0.341

Innovation & Critical Thinking	3.88	0.492
Support & Development	3.84	0.282
Empowerment & Commitment Building	3.95	0.390

n= 300

Legend:

1.0 – 1.5	Very Low	3.51 – 4.5	High
1.51 – 2.5	Low	4.51 – 5.00	Very High
2.51 – 3.5	Moderate		

The findings revealed that school heads demonstrated a high level of transformational leadership across all domains. Role Modeling and Integrity ($M = 3.93$, $SD = 0.436$) indicated that school heads were perceived as ethical, trustworthy, and professional leaders who foster trust and accountability within the school community (Demelo et al., 2026; MacNeil et al., 2021; Msangya, 2025). This domain reflects the transformational leadership dimension of idealized influence, where leaders serve as role models for their followers (Stepanek & Paul, 2022; Paloma, 2021). Teachers generally viewed school heads as demonstrating integrity, credibility, and professional responsibility (Bryd et al., 2023). Similarly, Visionary and Inspirational Leadership obtained the highest mean score ($M = 4.01$, $SD = 0.341$), showing that school heads effectively communicated goals, inspired commitment, and promoted a shared sense of purpose among teachers (Lockwood, 2021; Candrasari et al., 2023; Grifil, 2024; Aquino et al., 2021).

Innovation and Critical Thinking ($M = 3.88$, $SD = 0.492$) was also rated high, indicating that school heads encouraged creativity, innovation, and problem-solving, although perceptions varied more widely among teachers (Bellibaş et al., 2024). This domain aligns with intellectual stimulation, which promotes reflective thinking and innovative approaches to addressing challenges (Aprilia, 2025; Carlson et al., 2025; Sholeh, 2021; Masharipova, 2025; Muir et al., 2021). Support and Development received the lowest, yet still high, mean score ($M = 3.84$, $SD = 0.282$), suggesting that while school heads provide professional guidance and growth opportunities, further enhancement of mentoring and development programs is needed (Guanzon et al., 2024; Stanley, 2023). This finding reflects individualized consideration, where leaders respond to the unique needs of teachers through support and encouragement (Hussain et al., 2025; Walk, 2024; Stewart, 2024). Strengthening this area may further improve teachers' competence, confidence, and job satisfaction (Basco & Espiritu, 2025; Pham, 2025).

Empowerment and Commitment Building ($M = 3.95$, $SD = 0.390$) was likewise rated high, indicating that school heads actively involve teachers in decision-making, promote collaboration, and foster shared responsibility for school goals (Ermita & Baysa, 2025; Mariano & Oco, 2024). This domain is anchored in inspirational motivation and individualized consideration, where leaders empower followers, recognize their contributions, and align individual aspirations with organizational goals (LiMon, 2022; Fontein, 2023). The generally consistent ratings across domains suggest that teachers positively perceive the leadership practices of their school heads. These findings affirm the strong presence of transformational leadership within schools and highlight its role in fostering professional growth, collaboration, and organizational commitment. However, continued improvement in innovation and teacher support remains essential for achieving higher levels of leadership effectiveness.

Table 3. Teacher's Level of Practices

Classroom Practices	Mean	SD
Lesson Planning and Preparation	4.36	0.207
Teaching Strategies and Methods	4.34	0.198

Classroom Management	4.37	0.215
Assessment and Feedback	4.34	0.213
Professionalism and Student-Teacher Relationship	4.35	0.213

n = 300

The findings revealed that teachers demonstrated a high level of classroom practice across all domains, with mean scores ranging from 4.34 to 4.37, indicating strong instructional competence and professionalism. Lesson Planning and Preparation ($M = 4.36$, $SD = 0.207$) showed that teachers effectively organize instruction, align lessons with curriculum standards, and address learners' needs (Manigbas et al., 2024; Sajonia & Gabion, 2025). These practices reflect transformational leadership through vision-setting, continuous improvement, and student-centered instruction (Nassir & Benoliel, 2025; Alicwadey et al., 2024; Marquez et al., 2023). Effective planning also demonstrates adaptability and responsiveness to diverse learning needs, supporting innovation and growth in the classroom (Sharma & Adeoye, 2024; Hariri et al., 2024; El Hilali et al., 2025). Such practices contribute to a culture of excellence, collaboration, and continuous improvement (Liu, 2024; Munisa, 2025).

Teaching Strategies and Methods ($M = 4.34$, $SD = 0.198$) and Assessment and Feedback ($M = 4.34$, $SD = 0.213$) were also rated high, indicating that teachers effectively employ varied instructional approaches, engage learners, and monitor student progress through appropriate assessment practices (Pañares et al., 2025; Chen, 2025; Paderes et al., 2025). These domains align with transformational leadership by fostering intellectual stimulation, innovation, learner engagement, and continuous improvement (Alzoraiki et al., 2023; Polatcan et al., 2024; Hargreaves, 2021; Bhardwaj et al., 2025). Teachers act as transformational leaders by encouraging critical thinking, collaboration, and self-directed learning among students (Magnibas et al., 2024; Nioda & Lofranco, 2022; Torres et al., 2024; Adilon & Sabdani-Asiri, 2024). Likewise, meaningful feedback and diverse assessment strategies support learner growth and individualized development (Fenech et al., 2023; Assefa & Mujtaba, 2025; Staton, 2024; Adeoye et al., 2025; Mamalampac, 2026). These practices promote accountability, motivation, and reflective learning among students (Tutunaru, 2023; Gadaleta, 2021; Ramos, 2025; Corbin et al., 2023; Costado, 2025).

Classroom Management ($M = 4.37$, $SD = 0.215$) achieved the highest mean score, while Professionalism and Student-Teacher Relationship ($M = 4.35$, $SD = 0.213$) also received high ratings, demonstrating teachers' ability to maintain orderly classrooms and foster positive relationships with learners (Alojacina & Tantiadob, 2023; Camus et al., 2024). These domains reflect transformational leadership through trust-building, ethical conduct, motivation, and the creation of supportive learning environments (Abuhassira et al., 2024; Zamayla & Labitad, 2025; Villamor, 2025; Khan, 2023; Salio-An et al., 2025). Teachers influence students through fairness, accountability, empathy, and positive role modeling, promoting both academic and social-emotional development (Maem & Diocos, 2024; J. Marquez & Oropa, 2025; Villaluz & Lagunday, 2025; Andrin et al., 2021; Yön, 2026; Bantolo, 2026). Strong professional relationships further reinforce student engagement, belongingness, and holistic growth (Halpern, 2023; Omilia et al., 2025; Afshari, 2021; Bumagat & Kintanar, 2025; Bellibas et al., 2025; Xu, 2023; Lacoste & Carreon, 2025; Gamboa et al., 2024). Overall, the consistently high ratings and low variability indicate that effective teaching practices are deeply embedded within the schools, contributing to a stable and high-performing learning environment.

Table 3. Level of School Performance as per OPCRf

School Performance	Mean	SD
School Performance	4.74	0.106

The level of school performance, as measured through the Office Performance Commitment and Review Form (OPCRf), obtained a mean score of 4.74 ($SD = 0.106$), interpreted as Outstanding, indicating exceptionally high

and consistent performance across schools. The findings suggest that schools effectively meet and exceed institutional expectations while maintaining quality educational services and outcomes. This level of achievement reflects strong efficiency, effectiveness, and compliance with educational standards and policies (Madis, 2024). The result is supported by Consignado (2021), who emphasized that schools with outstanding ratings maintain effective systems and processes that sustain organizational success. Such performance may be attributed to effective leadership, strong instructional practices, efficient program implementation, and active stakeholder involvement, all of which contribute to institutional excellence and shared educational goals (Lucero, 2024).

CONCLUSION

The findings revealed that the teaching workforce is primarily composed of early- to mid-career teachers occupying Teacher I–III positions, with most holding undergraduate degrees as their highest educational qualification. This profile highlights the need for sustained professional development, mentoring programs, and greater encouragement for graduate studies to enhance instructional competence and career advancement (Asmare, 2025; Sevim & Akin, 2021). The results also showed that school heads demonstrated a high level of transformational leadership across all domains. Strong performance was evident in visionary and inspirational leadership, role modeling, and empowerment, reflecting their ability to motivate teachers and promote shared goals. However, the relatively lower rating in support and development suggests the need for stronger and more structured mechanisms for teacher growth and professional support.

Teachers exhibited consistently high classroom practices across all domains, demonstrating strong instructional competence, professionalism, and effective classroom management. The consistency of these practices indicates a stable teaching culture that fosters positive learning environments and quality instruction. Moreover, schools achieved an outstanding level of performance based on OPCRF results, reflecting high effectiveness, efficiency, and adherence to educational standards (Consignado, 2021). Overall, the consistent excellence observed across leadership, teaching practices, and school performance underscores the strength of the school system and its commitment to educational quality.

RECOMMENDATIONS

This research, as per the investigation, recommends the following:

It is recommended that school supervisors design and implement structured, data-driven leadership development programs that are responsive to the contextual needs of schools, particularly in support and development. These initiatives may include capacity-building workshops, continuous professional development activities, and systematic monitoring and evaluation mechanisms to strengthen leadership competencies.

In parallel, school heads are encouraged to develop and institutionalize school-based interventions that directly address identified gaps in support and development, ensuring that such programs are anchored in needs assessment results and regularly evaluated for effectiveness and sustainability.

Furthermore, Master Teachers are encouraged to establish formalized mentorship programs that provide ongoing guidance, coaching, and technical assistance to less experienced teachers. Such mentorship initiatives may promote professional growth, enhance instructional practices, and foster a culture of collaboration within the school.

Teachers, in turn, are advised to actively engage in professional development opportunities, including seeking mentorship and pursuing graduate studies, to further develop their pedagogical competence, reflective practice, and overall teaching effectiveness.

Finally, Future researchers may extend the present study by employing correlational, mixed-methods, or longitudinal designs to examine possible relationships among school heads' transformational leadership, teachers' practices, and school performance across different contexts.

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