

The Role of Transformational Leadership in Shaping Teachers Performance: A Sequential Explanatory Analysis

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ABSTRACT

Declining teaching performance is distressing. The impact of educational leadership on teachers as followers and the analysis of the convergence and divergence between quantitative and qualitative findings on this impact were examined. Sequential method was employed. A total of 377 samples and 9 study participants were surveyed and interviewed respectively and analyzed using multiple linear regression, and thematic approach. Results showed that transformational leadership has weak (20.4%) but significantly positive influence on teacher performance. School heads use transformational leadership practices shaping the performance of teachers as followers through structural, motivational, relational, and professional growth dimensions. The convergence explains that there are indicators of leadership not substantiated by the emerging sub-themes. School leaders may implement programs that strengthen transformational leadership to improve teaching performance, while future research may replicate the quantitative study using only the converged indicators and further explore the convergence through qualitative methods to strengthen transformational leadership theory.

Keywords: Transformational leadership, shaping teachers' performance, sequential explanatory analysis.

INTRODUCTION

Teacher performance remains a critical concern in the global education landscape, with numerous studies highlighting inconsistencies in instructional quality and classroom practices across different systems. For instance, Jerrim et al. (2024) emphasized that variations in instructional quality are evident when comparing teacher-reported practices and expert evaluations, indicating uneven levels of teaching effectiveness across contexts. Similarly, Fabiola Talavera-Mendoza et al. (2024) observed that teachers demonstrate varying levels of competence in implementing inquiry-based learning approaches, reflecting disparities in performance standards internationally.

In Sri Lanka, Rajapakse et al. (2024) reported low levels of teacher performance in delivering emerging subject areas in artificial intelligence, reflecting limited instructional readiness. In Ecuador, Núñez-Naranjo et al. (2024) identified only moderate levels of pedagogical performance among teachers, indicating inconsistencies in teaching practices. Meanwhile, in Peru, Talavera-Mendoza et al. (2024) found that teachers demonstrated uneven proficiency in guiding inquiry-based learning, reflecting variability in instructional performance across educational settings.

In the Philippines, concerns regarding teacher performance have been documented in recent literature. Bacus et al. (2024) reported variability in the teaching performance of beginning teachers, reflecting differences in instructional competencies among educators. In addition, Espinosa et al. (2023) identified inconsistencies in teacher performance appraisal outcomes in public secondary schools, indicating uneven demonstration of teaching effectiveness.

Teacher performance is a primary factor of instructional quality, yet it varies across educational settings due to differences in professional preparation, access to resources, workload, and opportunities for continuous development. These variations are reflected in inconsistencies in lesson delivery, classroom management, and

instructional strategies. Jerrim et al. (2024) noted significant differences in instructional quality among teachers, while Bacus et al. (2024) emphasized that teacher quality is central to effective teaching practice. Likewise, Falcon and Leon (2024) highlighted variations in instructional practices as reflected in student engagement levels. Despite existing standards and reforms, there remains limited comprehensive research examining teacher performance holistically, reinforcing the need for further study.

The study employed a rigorous research design and data collection methods to explore the relationship between strategic educational planning, management practices, and quality education enhancement. By investigating these factors, the research aimed to provide valuable insights and recommendations for policymakers, educational administrators, and stakeholders, ultimately contributing to the ongoing efforts to improve the quality of education worldwide.

Hypothesis and Assumptions

H₀₁: There is no significance relationship between transformational leadership and teacher performance.

H₀₂: There is no significant influence of transformational leadership on teacher performance.

In this study, I assumed that participant responses aligned with the conceptual lens as emerged while conducting in-depth interviews among teachers. Further, I assumed that teacher motivation would also develop depending on the different themes and core themes coming from the testimonies of each participant. Finally, I also assumed that the variables would go beyond indicators being utilized and there is a possibility of themes emerging as maybe defined by the perception of the participants of this study.

THEORETICAL FRAMEWORK

The study anchored on Transformational Leadership Theory (Burns, 1978/2003). According to this theory, leaders who demonstrate idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration positively impact followers' motivation, satisfaction, and productivity. Followers are inspired to exceed expectations, engage in creative problem-solving, and align their personal goals with organizational objectives, resulting in improved individual and organizational performance.

METHODS

Research Design

Sequential explanatory method, is a research approach in mixed methods research where quantitative data were collected and analyzed first, followed by qualitative data to explain or elaborate on the initial statistical results; it is typically applied when researchers need deeper interpretation of numerical findings, such as understanding relationships, trends, or unexpected results. Its key advantages include stronger validity through triangulation, richer interpretation of quantitative outcomes, and the ability to provide both generalizable results and contextual insights, making it especially useful in educational and social science research (Creswell & Clark, 2018; Tashakkori & Teddlie, 2010).

Research Respondents and Sampling

For the quantitative part of the study, the participants were the 377 teachers who have been teaching for at least five years in the Department of Education, were employed during the School Year 2025-2026, and were teaching different specializations. They were selected using cluster sampling, which was deemed appropriate as it allowed the inclusion of diverse yet representative voices across the division, thereby strengthening the validity of the study (Acharya et al., 2013; Etikan & Bala, 2017).

For the qualitative part of the study, the study participants were the 9 selected secondary public-school teachers who have been in service for at least five years without holding administrative positions either concurrently or

previously. They were selected using purposive sampling, a method widely recognized for its ability to select participants who can provide rich, relevant, and diverse insights into the phenomenon under investigation (Ahmad & Wilkins, 2025). These participants participated in in-depth interviews (IDI)s, a qualitative research technique that enables the collection of detailed data directly from participants, highlighting their opinions, experiences, and values (Showcat & Perveen, 2017; Rutledge & Hogg, 2023).

Research Instrument

The study was conducted in two sequential phases. First, quantitative instruments were utilized to collect broad numerical data. This was followed by a qualitative phase, where instruments were designed to provide a deeper understanding of the initial results.

In the quantitative phase, a survey questionnaire adapted from the Transformational Leadership Survey (nwlink.com, 2021) was used to measure transformational leadership. Teacher performance, on the other hand, was assessed using the Individual Performance Commitment and Review Form (IPCRF) for Regular Teachers in the Proficiency Stage. The combined variables of the instruments underwent reliability testing and yielded a Cronbach's alpha of 0.948, which is interpreted as excellent, indicating high internal consistency of the measures.

After the quantitative results were analyzed, the findings informed the qualitative phase, where qualitative instruments (in-depth interview, observation checklists, and document/video elicitation guides) were applied to selected participants to explore reasons, motivations, and contextual factors that underline the numerical results (Haynes-Brown, 2025). Hence, interview questionnaires were validated to be utilized during the conduct of the in-depth interview.

Data Collection

Data gathering techniques are systematic methods used to collect information for research, such as surveys, interviews, observations, and experiments, which may produce either quantitative or qualitative data (Bhandari, 2023; Winslow, 2025). These techniques were applied during the data collection phase of a study after the research design has been established, ensuring that relevant and accurate data are obtained based on the research objectives. Their advantages include improving the reliability and validity of findings, allowing the collection of both broad and in-depth information, and enhancing the overall quality of research using multiple sources of evidence.

Data

Mean was used to determine the level of to determine the levels of transformational leadership in terms of charisma, social, vision, transactional, delegation, and execution. It was also used to determine the level of teacher performance in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning and assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Mean refers to the arithmetic average representing the central tendency of a dataset (Cazorla et al., 2023).

The Pearson Correlation Coefficient r was used to determine the significance of the relationship between transformational leadership and teacher performance (Pan et al., 2024). Furthermore, Regression Analysis (Mangrulkar & Chavan, 2025) determined the influence of the significance of the influence of transformational leadership on teacher performance. The following matrix contains the scale and the corresponding level, and the interpretation of the mean.

RESULTS AND DISCUSSIONS

Quantitative Phase

This section presents the results of the analysis and interpretation of the data gathered both quantitative and qualitative. Specifically, presented are descriptive analysis, correlation analysis, regression analysis, summary

of findings, and thematic analysis

Table 1 - Level of Transformational Leadership and Teacher Performance

Variables	N	Mean	SD	Descriptive Interpretation
Transformational Leadership	377	3.62	0.36	High
• Execution		3.67	0.51	High
• Social		3.42	0.65	High
• Vision		3.63	0.47	High
• Delegation		3.63	0.48	High
• Transactional		3.70	0.43	High
• Charisma		3.67	0.43	High
Teachers' Performance	377	3.73	0.24	High
1. Content knowledge and pedagogy		3.59	0.36	High
2. Learning environment & diversity of learners		3.67	0.37	High
3. Curriculum and planning & assessment and reporting		3.76	0.44	High
4. Community linkages and professional engagement		3.77	0.33	High
5. Professional growth and development		3.87	0.34	High

The table indicates that the level of transformational leadership among school heads are high across all dimensions, with transactional leadership scoring the highest ($M = 3.70$) and social leadership slightly lower ($M = 3.42$), showing that leaders effectively execute tasks, motivate staff, share a clear vision, delegate responsibilities, and demonstrate charisma in guiding their teachers. Similarly, teacher performance is also rated high across all indicators, with professional growth and development scoring the highest ($M = 3.87$) and content knowledge and pedagogy slightly lower ($M = 3.59$), suggesting that teachers are performing well in instructional delivery, classroom management, curriculum implementation, community engagement, and continuous professional development. Finally, these results suggest a positive relationship between transformational leadership practices and teacher performance, highlighting that strong leadership contributes to improved teaching outcomes and holistic teacher growth.

Table 2. Significant relationship between Transformational Leadership and Teacher Performance

Variable	R	p-value	Decision on H_0	Interpretation
Transformational Leadership	1.00	.000	Reject	Significant High Correlation
Teachers' Performance	0.45**	.000	Reject	Significant High Correlation

The table shows that there is a significant positive relationship between transformational leadership and teacher performance, with a correlation coefficient of $r = 0.45$ and a p-value of 0.000, leading to the rejection of the null hypothesis. This indicates that higher levels of transformational leadership characterized by charisma, social

interaction, vision, transactional practices, delegation, and execution, are associated with higher levels of teacher performance across content knowledge and pedagogy, learning environment, curriculum planning and assessment, community engagement, and professional growth. Therefore, these findings suggest that effective transformational leadership plays a significant role in enhancing teacher performance.

Table 3. Degree of Influence of Transformational Leadership and Teachers Performance

Teacher Performance					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	2.617	.115		22.802	.000
Transformational Leadership	.309	.032	.452	9.804	.000
R = .452 ^a , R ² = .204, F-ratio = 96.113 p-value = 0.000					

This regression analysis demonstrates that transformational leadership has a significant and positive influence on teachers' performance. The model itself is highly significant, as shown by the F-ratio of 96.113 with a p-value of .000, confirming that the relationship observed is not due to chance. The correlation coefficient ($R = .452$) indicates a moderate positive association between transformational leadership and teacher performance, while the coefficient of determination ($R^2 = .204$) reveals that transformational leadership accounts for 20.4% of the variance in performance outcomes. This suggests that although leadership practices play a crucial role, other factors also contribute to teacher effectiveness. The unstandardized coefficient ($B = .309$) implies that for every unit increase in transformational leadership, teachers' performance improves by .309 units, holding other variables constant. Meanwhile, the standardized coefficient ($Beta = .452$) highlights a moderate effect size, confirming the meaningful impact of leadership behaviors on instructional outcomes. The strong t-value (9.804) with a highly significant p-value further validates this effect.

Qualitative Phase

This thematic analysis digs deeper information on the result coming from the quantitative study on transformational leadership and teachers' performance that aligned to Transformational Leadership Theory.

Leadership Characteristics of School Heads

In my conversations with my study participants, I learned about the leadership characteristics of school heads based on how they are perceived. For instance, two of my study participants mentioned respectively,

Clear directions help us understand what to do and when to submit reports. (IDI1, p.1, L12)

Our school system is well-organized; every teacher knows their role. (IDI4, p.1, L8)

Another participant emphasized,

Having structured workflows keeps the school operations smooth and predictable. (IDI6, p.1, L15)

While regular monitoring reinforces accountability as reflected in another perception,

We are regularly checked to ensure reports and outputs are submitted on time. (IDI2, p.2, L20)

Monitoring makes us conscious of our tasks and deadlines. (IDI5, p.2, L10)

Responses indicate that school heads exhibit strong transactional characteristics anchored on structure, compliance, and performance expectations, further reinforced by task-oriented discipline as respondents noted,

We are expected to meet our targets efficiently. (IDI7, p.2, L22) Output-based performance makes us more disciplined. (IDI9, p.2, L11)

In addition, school heads are perceived as motivational and reinforcing leaders, particularly through recognition and feedback mechanisms. Respondents highlighted that even simple gestures of appreciation have a strong motivational impact,

A simple thank you from the principal motivates us. (IDI3, p.3, L25) and being recognized in front of others boosts our confidence. (IDI4, p.3, L18)

Furthermore, public acknowledgment was also valued, with one participant stating,

Public appreciation makes our efforts feel valued. (IDI2, p.3, L30)

Hence, balanced use of rewards and corrective feedback further reflects leadership effectiveness, as respondents shared,

Recognition and feedback help us maintain good performance. (IDI1, p.2, L19) The principal balances praise and corrective measures. (IDI5, p.2, L21).

These practices contribute to sustained motivation and professional growth, as reflected in participants' statement,

Acknowledgment increases our drive to perform better. (IDI6, p.3, L27) Recognition helps build our self-esteem as teachers. (IDI8, p.3, L29)

Moreover, teachers describe school heads as supportive and relational leaders, although this aspect appears less emphasized. School heads are seen as approachable and open, fostering trust and collaboration. One participant stated,

Communication is not only top-down but also a two-way process...this openness builds trust. (IDI40, p.4, L124–128)

Informal interactions further strengthen relationships. Two participants shared,

Our leader joins us even in informal gatherings. (IDI08, p.4, L14) Because we are close, we trust each other more. (IDI01, p.4, L19)

These interactions also reduce workplace stress, with participants noting,

I feel relaxed around our principal. (IDI06, p.4, L30)

friendly relationships reduce workplace pressure. (IDI02, p.4, L25)

However, relational practices are sometimes constrained by structural challenges such as limited time and workload, one participant explained,

Busy schedule...makes it hard...to have more frequent or deeper conversations. (IDI49, p.5, L146–152)

Furthermore, school heads are perceived as vision-driven and inspirational leaders, effectively communicating goals and aligning teachers' efforts with the school's direction, as participants expressed,

The vision is clear and motivating. It helps me align my goals as a teacher. (IDI1, p.6, L2), It guides our goals and direction. (IDI2, p.6, L3)

This clarity enhances purpose and motivation, as a participant stated,

Clear direction helps me see how my work contributes to the bigger picture. (IDI16, p.6, L47–50)

Continuous communication strengthens this alignment, as one participant noted about the school head,

Takes time to communicate, making it more connected to our daily work. (IDI14, p.6, L38–40)

Additionally, school heads demonstrate charismatic qualities that inspire teachers, as shared by participants,

My leader's charisma motivates me, and their energy and confidence are contagious. (IDI1, p.7, L1–2)

The positive energy encourages me to stay committed, innovative, and resilient. (IDI9, p.7, L24–26)

Finally, teachers recognize school heads as supportive facilitators of professional growth and effective implementers of plans, helping remove barriers to teaching. This is reflected in opportunities for development through the sharing of one of the participants,

My school head sent me to different trainings...mentored and coached me. (IDI20, p.8, L62–63)

In addition, leadership effectiveness is also evident in execution and communication, as emphasized by a participant,

Clear and timely actions give me direction, reduce confusion, and motivate me to perform better. (IDI2, p.8, L4–6)

Conversely, inconsistencies in execution may create challenges, as one participant noted,

Delayed or inconsistent implementation...can cause stress. (IDI4, p.8, L7–12)

Follower Characteristics of the teachers

In my conversations with my study participants, I learned about the follower characteristics of the teachers as how they are perceived. Based on the thematic analysis, teachers exhibit strong accountability and task consciousness as participants emphasized,

Clear directions help us understand what to do and when to submit reports. (IDI1, L12)

While regular monitoring makes us conscious of our tasks and deadlines. (IDI5, L10)

In addition, teachers display high levels of motivation and responsiveness to recognition, indicating that they are affectively engaged followers who value affirmation and feedback, as participants shared,

A simple thank you from the principal motivates us. (IDI3, L25)

Public appreciation makes our efforts feel valued. (IDI2, L30)

Teachers' self-esteem and performance are reinforced through recognition. (IDI6, L27; IDI8, L29).

Moreover, teachers demonstrate relational and collaborative characteristics, valuing trust, open communication, and social connection with their leaders as participants noted,

Communication is a two-way process... where teachers are given the chance to speak up. (IDI40, L124–128)

Closeness with the leader builds trust and reduces workplace pressure. (IDI01, L19; IDI02, L25)

Finally, teachers exhibit strong commitment to professional growth, resilience, and adaptive agency, which are critical follower characteristics in dynamic educational settings as participants viewed,

Develop integral identity, as seen in my active participation in training. (IDI1, L1–2)

My belief is that professional growth is essential. (IDI1, L5)

Despite barriers such as limited time and resources. (IDI5, L1–2)

I persisted and sought alternative learning opportunities, demonstrating resilience and determination. (IDI6, L1–2)

Perceptions of Teachers on the Role of Leadership in Shaping their Performance

In my conversations with my study participants, I learned about the perceptions of the teachers on the role of leadership in shaping their performance, as one participant emphasized,

Clear directions help us understand what to do and when to submit reports. (IDI1, L12)

While another participant noted,

Having structured workflows keeps the school operations smooth and predictable. (IDI6, L15)

This indicates that leadership clarity directly influences teachers' ability to perform tasks effectively. Moreover, monitoring and performance accountability further strengthen this perception, as participants reported,

Monitoring makes us conscious of our tasks and deadlines. (IDI5, L10)

Regular checks ensure timely submission of outputs (IDI2, L20)

In addition, teachers perceive leadership as a source of motivation and professional confidence, particularly through recognition and feedback mechanisms. Simple yet meaningful practices such as acknowledgment significantly enhance teacher morale, as participants stated,

Simple thank you from the principal motivates us. (IDI3, L25)

Being recognized in front of others boosts our confidence. (IDI4, L18).

This suggests that leadership not only directs performance but also nurtures teachers' self-esteem and intrinsic motivation. Furthermore, one participant highlighted,

Acknowledgment increases our drive to perform better. (IDI6, L27)

Reinforcing the idea that leadership practices shape both immediate and sustained performance outcomes. However, teachers also perceive that the relational and social dimension of leadership plays a crucial yet sometimes constrained role in their performance. Positive interactions with school leaders foster trust, collaboration, and reduce stress, as participants shared,

Relationships and communication are open and respectful. (IDI40, L124–128)

Friendly relationships reduce workplace pressure. (IDI2, L25)

These experiences show that supportive leadership contributes to a more conducive working environment, which in turn enhances performance. Nonetheless, challenges such as limited time and heavy workloads may restrict deeper collaboration, with one participant noting,

Difficulties due to the school head's busy schedule. (IDI49, L146–152)

It suggests that while social leadership is valued, its impact may be moderated by contextual constraints. Furthermore, teachers associate leadership with their professional growth and instructional improvement, particularly when leaders provide opportunities, guidance, and resources as participants expressed strong engagement in professional development,

Integral to their role, as seen in their participation in training and collaborative learning activities. (IDI #1, Line 1–2; IDI #4, Line 2–3), Leadership support in this area enables teachers to translate learning into practice, improving teaching effectiveness. (IDI #3, Line 1–2).

CONCLUSIONS AND RECOMMENDATIONS

Both the quantitative and qualitative findings converge in showing that transformational leadership is positively associated with teachers' performance and plays an important role in shaping how teachers function in their work. The quantitative results establish this relationship in measurable terms, indicating a significant positive influence of transformational leadership on performance, although its overall contribution is relatively limited. In contrast, the qualitative findings provide a more detailed explanation of how this influence is experienced in practice, highlighting leadership behaviors such as clear direction-setting, motivation, recognition, and professional support, as well as teachers' responsive and growth-oriented characteristics. While the quantitative data focuses on the strength and extent of the relationship, the qualitative data elaborate on the specific leadership and follower behaviors that explain how this relationship operates in real educational settings.

The relationship between management practices and quality education enhancement was not significant, suggesting that factors beyond management practices may have a more substantial impact on educational quality. Regularly reviewing and updating school policies to ensure alignment with the goals of enhancing educational quality is recommended, as the school policy environment was the most significant indicator of quality education enhancement in performance capacities.

The regression analysis revealed that strategic planning was a statistically significant predictor of quality education enhancement, albeit with a small effect size, implying that other variables not considered in this study might have a more substantial impact. Continuous evaluation and monitoring of strategic planning and management practices should be conducted to assess their effectiveness and make necessary adjustments, enabling educational institutions to adapt to changing circumstances and ensure alignment with the goal of providing high-quality education.

1. School heads may consistently strengthen and demonstrate transformational leadership practices, particularly in vision-building, motivation, delegation, and charisma, to enhance teacher performance and instructional effectiveness.
2. School administrators and policymakers may design and implement leadership development programs that reinforce transformational leadership competencies to sustain teacher growth and improve overall school performance.
3. Future researchers may replicate the quantitative part of this research utilizing the same variables but focusing only on the indicators that were substantiated by the qualitative part to strengthen the claim of transformational theory.

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