



## SCHOOL LEADERSHIP AND SUPERVISION: THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN TEACHER OUTCOMES

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### ABSTRACT

This study examined the level of motivation and manifestation of transformative leadership among teachers in Mankayan District Elementary Schools, focusing on job satisfaction, professional engagement, willingness to innovate, and leadership dimensions such as teaching effectiveness, collegial partnership, and external collaboration. Using a descriptive survey design with 43 teacher-respondents, the findings revealed that teachers are generally highly motivated, particularly in exercising autonomy in teaching strategies, fostering student learning, and embracing innovative classroom practices. Intrinsic motivators such as professional fulfillment, commitment to students, and collegial support were rated highly, while extrinsic factors such as salary adequacy, workload balance, and research participation received moderate ratings. In terms of transformative leadership, teachers exemplified practices in curriculum alignment, use of technology, and maintaining respectful and collaborative relationships with colleagues, as well as engaging parents and promoting the school's mission to external stakeholders. However, their application of evidence-based teaching strategies, participation in mentoring, and collaboration with broader community organizations were manifested at proficient rather than exemplary levels. The overall results highlight the centrality of teacher motivation and leadership in sustaining quality education, while also identifying areas where institutional support is necessary. The study underscores the importance of strengthening professional development, research engagement, and school-community linkages to enhance transformative leadership practices. For educational administrators and supervisors, the findings provide valuable insights for designing policies and programs that balance intrinsic and extrinsic motivators, cultivate collaborative

professional cultures, and reinforce partnerships, thereby advancing instructional effectiveness and organizational improvement in the basic education system.

**KEYWORDS:** Transformative leadership, Professional engagement, Instructional effectiveness, Collegial partnership, School-community collaboration, educational administration.

## INTRODUCTION

Transformational leadership has been widely recognized for its ability to enhance employee motivation, job satisfaction, and overall organizational performance across various sectors, including education (Bass & Riggio, 2020). In the global context, numerous studies have highlighted the positive impact of transformational leadership on teacher motivation, instructional quality, and student achievement (Leithwood & Sun, 2022). Research in developed countries, such as the United States, Canada, and the United Kingdom, has shown that schools led by transformational leaders tend to foster a culture of collaboration, professional growth, and continuous improvement in teaching practices (Day & Sammons, 2021). However, while these findings underscore the significance of transformational leadership in educational settings, much of the existing literature is concentrated in high-income nations with well-established educational systems, leaving a gap in understanding how this leadership style operates in resource-constrained environments, such as rural schools in developing countries (Nguyen et al., 2020).

In the Philippines, leadership in education has primarily been explored in relation to administrative efficiency, policy implementation, and school performance, with limited focus on its direct impact on teacher outcomes (Bolima & Nuqui, 2021). While government initiatives such as the K-12 curriculum and teacher development programs aim to enhance instructional quality, many rural schools continue to struggle with teacher motivation and retention (Department of Education, 2022). The quality of education is a fundamental driver of national development, with teachers playing a pivotal role in shaping the minds of future generations. However, various challenges such as low teacher motivation, high turnover rates, and inconsistent instructional quality continue to affect the effectiveness of educational institutions. Addressing these challenges requires strong and adaptive leadership, particularly transformational leadership, which has gained recognition for its potential to enhance teacher motivation and instructional quality.

Transformational leadership is a leadership style that inspires and empowers individuals to achieve their full potential by fostering a shared vision, promoting collaboration, and encouraging innovation. Research by Litz and Blaik-Hourani (2020) and Roache (2023) highlights the effectiveness of transformational leadership in improving employee engagement and performance across various sectors, including education. Through its four core components—inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence—transformational leadership has been linked to higher levels of teacher motivation and improved instructional quality (Sumampong et al., 2024).

While the relationship between school leadership and educational outcomes has been widely studied, there remains a gap in understanding how transformational leadership specifically impacts teacher motivation and instructional quality at the elementary school level. Menon (2024) conducted a systematic review of studies over the past 15 years, affirming the positive effects of transformational leadership in educational settings. However, the review also highlighted the need for more focused research on its direct impact on teacher outcomes and the factors influencing its implementation in schools.

The Department of Education has introduced various reforms, such as the K-12 curriculum and the Teacher Education and Development Program, to enhance instructional quality and teacher development. Despite these efforts, many schools, especially those in rural areas, continue to struggle with teacher motivation and instructional challenges.

Despite the comprehensive frameworks and training programs established by DepEd to promote transformative leadership, there is a paucity of empirical studies evaluating the actual impact of these initiatives on school performance and leadership effectiveness (Deped, 2024). While policies such as DepEd Order No. 24, s. 2020, and programs like the Capability Enhancement Training and Transformational Leadership Training delineate the competencies and expected outcomes for school leaders, there is limited research assessing how these interventions translate into practice at the school level (DepEd, 2021).

Specifically, there is a need to investigate how school heads internalize and apply the principles of transformative leadership in their daily operations and the extent to which these practices influence teaching quality and student learning outcomes. Addressing this gap is crucial for informing policy refinements and ensuring that leadership development programs effectively contribute to the overarching goal of educational excellence in the Philippines

(DepEd, 2020).

Moreover, Mankayan District Elementary Schools, the focus of this study, is a public school located in a rural area of the Philippines. The school faces significant challenges, including limited resources, inadequate infrastructure, and a high teacher turnover rate. Despite these constraints, its dedicated teachers remain committed to providing quality education. Given this context, it is crucial to explore how transformational leadership influences teacher motivation and instructional quality in Mankayan. There is a scarcity of empirical studies examining how transformational leadership influences teacher motivation and instructional quality in the unique socio-economic and cultural context of rural schools in the Philippines (Sumampong et al., 2024). Given the persistent challenges faced by public schools, particularly in rural areas like Mankayan, the need for research on transformational leadership and its impact on teacher motivation and instructional quality is both urgent and relevant. Despite various government initiatives aimed at improving education, many teachers continue to experience low morale, high workloads, and inadequate professional development opportunities, which ultimately affect their teaching effectiveness and student learning outcomes (Department of Education, 2022). School administrators, on the other hand, often struggle with balancing leadership responsibilities, resource constraints, and the need to inspire and support their faculty. While transformational leadership has been widely recognized as an effective approach in fostering motivation and improving performance in various sectors, its specific role in shaping teacher outcomes in the Philippine public school system remains underexplored (Sumampong et al., 2024).

This study seeks to examine the extent to which transformational leadership is practiced in Mankayan District Elementary Schools, its impact on teacher motivation and instructional quality, and the factors that facilitate or hinder its implementation. By addressing this research gap, the study will provide evidence-based insights that can inform leadership development programs and policy reforms tailored to the needs of rural educational institutions. Understanding how transformational leadership influences teacher motivation and instructional quality in resource-limited settings can serve as a foundation for improving leadership strategies, enhancing professional development initiatives, and ultimately strengthening the overall quality of education in public schools.

This study on transformational leadership and its impact on teacher motivation and instructional quality will yield significant benefits for various stakeholders in the education

sector. For students, an empowered and motivated teaching force translates to improved instructional quality, fostering better learning experiences and academic performance. Teachers will gain insights into effective leadership practices that can enhance their professional growth, job satisfaction, and overall teaching effectiveness. School heads and administrators will benefit from evidence-based recommendations on leadership strategies that foster a positive school culture, improve teacher engagement, and enhance overall school performance. Parents, as key partners in education, will also benefit as stronger leadership and improved instruction lead to better student outcomes, ensuring that their children receive quality education. Ultimately, this study will contribute to shaping policies and leadership development programs that strengthen the Philippine public school system, particularly in rural areas like Mankayan.

This study is anchored on three complementary theories that explain how leadership influences teacher motivation and instructional quality: Bass's Transformational Leadership Theory, Self-Determination Theory, and Herzberg's Two-Factor Theory. Bass's Transformational Leadership Theory emphasizes the capacity of school leaders to inspire teachers through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In educational settings, these dimensions cultivate a supportive and empowering school climate where teachers feel valued, challenged, and motivated to improve their instructional practices despite contextual constraints such as limited resources and rural school conditions. Self-Determination Theory further explains that teachers are more motivated and effective when their needs for autonomy, competence, and relatedness are satisfied conditions that transformational school leaders actively promote through shared decision-making, professional support, and collaborative relationships. Herzberg's Two-Factor Theory complements this perspective by distinguishing motivators (e.g., recognition, achievement, professional growth) from hygiene factors (e.g., working conditions, administrative support), underscoring how transformational leadership enhances teacher motivation while simultaneously minimizing sources of dissatisfaction.

Guided by these theories, the study examines the relationship between transformational leadership and teacher outcomes—specifically motivation and instructional quality—at Mankayan District Elementary Schools. Teacher motivation is conceptualized through job satisfaction, professional engagement, and willingness to innovate, while transformational leadership is reflected in the effectiveness of teaching strategies, internal partnerships among

colleagues, and external school partnerships. This framework is aligned with the Philippine Department of Education's institutionalization of transformative leadership through the Philippine Professional Standards for School Heads and related leadership development programs, which emphasize instructional leadership, collaboration, and community engagement. The study assumes a moderate level of teacher motivation and transformational leadership manifestation in the school and seeks to generate evidence-based insights that can inform school administrators and policymakers on strengthening leadership practices to improve teacher performance and instructional quality, particularly in rural public elementary schools.

## **METHODOLOGY**

This chapter presents the study's methodology, including the research design, local and population, data gathering instruments, procedures, data analysis, and ethical considerations. A quantitative descriptive research design was used to examine the relationship between transformational leadership and teacher outcomes at Mankayan District Elementary Schools. The study involved all 42 full-time elementary teachers with at least one year of teaching experience, selected through total enumeration sampling. Data were collected using a structured survey questionnaire adapted from validated instruments measuring transformational leadership, teacher motivation, and instructional quality, and responses were measured using a Likert scale. Necessary approvals were secured prior to data collection, and anonymity, confidentiality, and voluntary participation were strictly observed.

Data were analyzed using descriptive statistics (frequency, mean, and standard deviation) to determine the levels of transformational leadership, teacher motivation, and instructional quality. Inferential statistics, including Pearson's correlation, multiple regression analysis, and one-way ANOVA, were employed to examine relationships, predictive effects, and group differences among variables at a 0.05 level of significance, using SPSS or equivalent software. Ethical standards were upheld through informed consent, compliance with data privacy regulations, proper citation of sources, and transparent disclosure of the limited use of AI tools for language refinement, with full responsibility for the study's content and findings assumed by the authors.

## **RESULTS AND DISCUSSION**

This section presents the analyzed data and interprets the findings in relation to the study's objectives. The results highlight key trends, patterns, and insights into the level of motivation of teachers and the manifestation of transformative leadership in Mankayan District Elementary Schools, followed by a discussion of their implications for instructional practices, school leadership, and educational policy.

### **Level of Motivation on Job Satisfaction of Teachers in Mankayan District Elementary Schools**

The findings presented in Table 1.a reveal the level of motivation for job satisfaction of teachers in Mankayan District Elementary Schools. The overall Average Weighted Mean (AWM) is 3.30, which falls under the descriptive equivalent of Highly Motivated (HM). This indicates that, in general, the teachers in the district experience a high degree of motivation in their work, suggesting that the school environment provides substantial support for sustaining teacher satisfaction.

Among the indicators, the highest-rated item was "Having the autonomy to implement teaching strategies that I believe are effective" with a weighted mean of 3.63, interpreted as Highly Motivated and ranked first. This implies that teachers place great value on professional freedom and the opportunity to exercise discretion in their classroom practices. The result highlights the importance of autonomy as a driver of intrinsic motivation, as it allows teachers to feel empowered, innovative, and directly responsible for student learning outcomes. The implication is that school administrators should continue to support and expand opportunities for teacher autonomy, as this sustains motivation, strengthens teacher agency, and fosters creativity in instruction.

Conversely, the lowest-rated item was "Salary and benefits are fair and sufficient for my needs", which obtained a weighted mean of 2.98, interpreted as Moderately Motivated and ranked last. This suggests that while teachers find fulfillment in other aspects of their profession, financial compensation remains a significant concern. The findings imply that inadequate salary and benefits may dampen motivation over time and could affect teacher retention, as extrinsic factors

**Table 1.a****Level of Motivation on Job Satisfaction of Teachers in Mankayan District Elementary Schools**

Indicator	TWP	WM	DE	R
Work environment provides sufficient resources and support for effective teaching.	149	3.47	HM	2
Have the autonomy to implement teaching strategies that I believe are effective.	156	3.63	HM	1
Salary and benefits are fair and sufficient for my needs.	128	2.98	MM	10
There are sufficient opportunities for career growth and professional development in my institution.	141	3.28	HM	5.5
Able to maintain a healthy balance between my work and personal life.	137	3.19	MM	8
Feel secure in my job and confident about my employment stability.	147	3.42	HM	3.5
Efforts and contributions as a teacher are recognized and appreciated by my school administration.	139	3.23	MM	7
Satisfied with my workload and teaching responsibilities.	134	3.12	MM	9
Colleagues and administrators value my input and ideas in decision-making.	141	3.28	HM	5.5
Job gives me a sense of fulfillment and purpose.	147	3.42	HM	3.5
<b>AWM</b>		<b>3.30</b>	<b>HM</b>	

**Legend:**

Scale	Statistical Limits	Descriptive Equivalent	Symbol
4	3.26-4.00	Highly Motivated	HM
3	2.51-3.25	Moderately Motivated	MM
2	1.76-2.50	Rarely Motivated	RM
1	1.00-1.75	Least Motivated	LM

Such as financial stability remain essential for long-term satisfaction. This indicates a pressing need for policymakers and educational leaders to address compensation issues to ensure that motivation is not solely dependent on intrinsic factors.

Other indicators such as job security, recognition, and sense of fulfillment also registered high weighted means, showing that teachers derive satisfaction from supportive environments, appreciation of their contributions, and the meaningfulness of their profession. However, areas like work-life balance (WM = 3.19) and workload satisfaction (WM = 3.12) were rated moderately motivated, reflecting challenges that may affect long-term well-being if not properly addressed. These findings suggest that while the teachers are highly motivated overall, pressures from workload and balancing professional and personal responsibilities

could hinder sustained satisfaction. Finally, the results show that teachers in Mankayan District Elementary Schools are generally highly motivated, with intrinsic factors such as autonomy, fulfillment, and job security serving as the primary sources of motivation. However, extrinsic factors such as salary, workload, and work-life balance remain areas of concern that require attention. Addressing these gaps would create a more balanced motivational environment that supports both the immediate and long-term job satisfaction of teachers.

Consequently studies echo the pattern that intrinsic factors (e.g., autonomy, meaning, collegial climate) buoy teacher motivation, while workload, work-life balance, and material conditions temper satisfaction. DepEd's e-Saliksik report on teacher job satisfaction in the "new normal" notes the centrality of supervision and working conditions to satisfaction—consistent with the high ratings for support and collegiality in this study (Department of Education [DepEd], 2023). Recent local studies also link teachers' work-life balance with burnout risk and performance, highlighting time pressure and administrative demands—mirroring the moderate ratings for workload and work-life balance (Lear & Nabo, 2023; Oracion, 2023; Villamor et al., 2023; Dimaunahan, 2024). Complementary campus-based inquiries likewise find that Filipino faculty report tensions around balancing roles and loads despite generally positive perceptions of workplace climate (Maghinay et al., 2023; Cosmos Scholars, 2023). In this regard, Sebullen and Jimenez (2022) emphasized that transformative leadership practices among Philippine educators foster collaboration, innovation, and shared responsibility, reinforcing the value of autonomy support and collegial relationships as drivers of teacher motivation. Similarly, Balilu and colleagues (2025) identified autonomy support as a core motivational resource, directly corroborating the finding that teachers are most highly motivated when empowered to implement their own teaching strategies.

International evidence similarly aligns with the study's profile: autonomy and meaningful work are robust predictors of teacher well-being and job satisfaction, while heavy workload and limited pay satisfaction depress motivation. Large-scale analyses show that autonomy-supportive leadership and collegial relatedness are positively associated with teacher vitality and lower turnover intentions (Collie, 2023). Cross-national work using TALIS also underscores the role of working conditions and notes relatively low pay satisfaction across systems, explaining why compensation can trail other motivators—as in the lowest-ranked item of this study (OECD, 2020). Studies in Europe and Scandinavia further demonstrate that

school working conditions (resources, voice in decisions) predict job satisfaction and retention (Toropova et al., 2021), and that mismatches between job demands and resources fuel burnout—implicating workload and time pressure (Skaalvik & Skaalvik, 2021). More recent quantitative work also links teacher motivation with engagement and performance outcomes (Wang et al., 2025), while meta-analytic syntheses continue to find stronger outcomes for autonomous versus controlled motivation—reinforcing the result that autonomy is the strongest driver (Cha et al., 2025).

### **Level of Motivation on Professional Engagement of Teachers in Mankayan District Elementary Schools**

The data in Table 1.b present the level of motivation on professional engagement of teachers in Mankayan District Elementary Schools. The overall Average Weighted Mean (AWM) is 3.27, which falls under the category of Highly Motivated (HM). This suggests that, in general,

**Table 1.b Level of Motivation on Professional Engagement of Teachers in Mankayan District Elementary Schools.**

<b>Indicator</b>	<b>TWP</b>	<b>WM</b>	<b>DE</b>	<b>R</b>
I am committed to improving student learning and fostering a positive classroom environment.	159	3.70	HM	1
I seek feedback from students and colleagues to improve my teaching effectiveness.	148	3.44	HM	2.5
I regularly participate in training, workshops, and other professional development activities.	139	3.23	MM	7
I engage in mentoring or coaching other teachers to help them improve their teaching strategies.	132	3.07	HM	9
I am actively involved in school programs, committees, and extracurricular activities.	140	3.26	HM	6
I contribute to educational research, publications, or academic conferences.	112	2.60	MM	10
I collaborate with my colleagues to enhance teaching practices and student learning.	147	3.42	HM	4
I advocate for educational improvements and participate in discussions about school policies.	143	3.33	HM	5
I integrate innovative teaching methods and technology into my instruction.	148	3.44	HM	2.5
I take initiative in implementing school projects that promote student development and learning.	138	3.21	HM	8
<b>AWM</b>		<b>3.27</b>	<b>HM</b>	

**Legend:**

Scale	Statistical Limits	Descriptive Equivalent	Symbol
4	3.26-4.00	Highly Motivated	HM
3	2.51-3.25	Moderately Motivated	MM
2	1.76-2.50	Rarely Motivated	RM
1	1.00-1.75	Least Motivated	LM

Teachers in the district demonstrate a high degree of professional engagement, actively involving themselves in activities that enhance their teaching practices, promote student learning, and contribute to school culture.

Among the indicators, the highest-rated item was “I am committed to improving student learning and fostering a positive classroom environment” with a weighted mean of 3.70, interpreted as Highly Motivated and ranked first. This finding underscores that teachers’ foremost motivation lies in their commitment to students’ academic success and the creation of a supportive classroom climate. Such commitment reflects the intrinsic value teachers place on their vocation, which translates into greater job satisfaction and dedication to teaching. Similarly, high ratings were also given to seeking feedback (WM = 3.44, Rank 2.5) and integrating innovative teaching methods and technology (WM = 3.44, Rank 2.5), emphasizing that teachers value continuous improvement and innovation in their professional practice. These results imply that teachers in Mankayan District are not only student-centered but also responsive to the evolving demands of education, including feedback mechanisms and the integration of technology in instruction.

On the other hand, the lowest-rated item was “I contribute to educational research, publications, or academic conferences” with a weighted mean of 2.60, interpreted as Moderately Motivated and ranked last. This finding reveals that while teachers are highly motivated in classroom engagement and collaborative practices, their participation in research and scholarly dissemination remains relatively limited. This may be due to factors such as heavy teaching loads, lack of institutional support, or insufficient training in research skills. Another relatively low indicator was mentoring or coaching other teachers (WM = 3.07, Rank 9), which shows moderate involvement in peer development activities. These results suggest that while teachers are strong in instructional and collaborative engagement, there is a need to strengthen research culture and mentoring systems within the district.

Overall, the findings highlight that teachers in Mankayan District Elementary School are

highly motivated to engage in professional practices that directly influence student learning, classroom innovation, and school programs. However, their engagement in scholarly research, publications, and mentoring activities remains an area for improvement. The implication is that while intrinsic motivation drives teachers toward improving student outcomes and classroom practices, extrinsic support such as research capability-building, reduced workload, and formal recognition for mentoring and scholarly contributions could enhance teachers' holistic professional engagement. Significantly, most Philippine studies confirm that teachers' strongest professional engagement is rooted in their commitment to student learning and classroom practices, which aligns with the top-ranked item in this study. Research conducted in the Alegria District showed that teachers consistently placed student success and positive classroom environments at the center of their professional motivation, even when faced with challenges such as workload and limited resources (Villamor et al., 2023). Similarly, a study at Laguna State Polytechnic University revealed that professional engagement was sustained through teachers' willingness to integrate innovative teaching practices and participate in school programs, despite moderate involvement in research and publication (Dimaunahan, 2024). Local findings also point to the fact that Filipino teachers demonstrate high motivation toward collaboration and feedback-seeking, viewing peer input as a mechanism for improving classroom instruction (Lear & Nabo, 2023; Oracion, 2023). However, as in the present study, engagement in research and academic conferences remains an underdeveloped area due to heavy workloads and insufficient institutional incentives (Maghinay et al., 2023; Cosmos Scholars, 2023).

Moreover International literature likewise supports the finding that teachers are highly motivated to commit to student-centered engagement, feedback processes, and instructional innovation, but tend to show weaker engagement in research-related activities. Collie (2023) emphasizes that teachers' sense of professional commitment is strengthened by autonomy, collegial support, and a focus on student outcomes, which mirrors the high ratings in classroom engagement and innovation. Toropova, Myrberg, and Johansson (2021) found that collaborative practices such as feedback-sharing and peer engagement predict stronger professional motivation and overall satisfaction. Studies in Scandinavia and Canada highlight that professional development through workshops and innovation adoption are common, but engagement in research and publication is often limited to faculty in higher education rather than basic education (Skaalvik & Skaalvik, 2021; OECD, 2020). More recent work by Wang, Zhao, and Li (2025) demonstrates that professional engagement is sustained when teachers

are encouraged to take initiative in projects and classroom innovations, echoing the mid-ranked indicators in this study. Cha, Kim, and Deci's (2025) meta-analysis further affirms that autonomous motivation, particularly in areas of feedback and innovation, drives teachers to remain committed, while extrinsic constraints like workload reduce engagement in research and mentoring.

### **Level of Motivation on Willingness to Motivate Teachers in Mankayan District Elementary Schools**

Table 1.c presents the level of motivation on willingness to motivate teachers in Mankayan District Elementary School. The computed Average Weighted Mean (AWM) is 3.33, which is interpreted as Highly Motivated (HM). This result suggests that teachers in the district exhibit a strong willingness to motivate themselves by exploring and adopting teaching strategies that enhance student learning and engagement. The overall rating further confirms that teachers are open to innovations that contribute to their professional growth and to student development.

The highest-rated item was "I am open to trying new teaching strategies to enhance student engagement and learning", which obtained a weighted mean of 3.49 (HM) and ranked first. This demonstrates that teachers value openness and adaptability, traits that are essential in responding to the diverse needs of learners. Teachers' willingness to adjust their pedagogical practices signifies their recognition that effective teaching requires continuous experimentation and improvement. Likewise, integration of digital tools and technology was also rated highly (WM = 3.44, Rank 2), showing that teachers understand the importance of ICT integration in making learning more interactive and effective. These findings indicate that teachers are motivated by opportunities to innovate and by the evolving educational landscape, which calls for a learner-centered and technologically enhanced approach. On the other hand, the lowest-rated item was "I experiment with different assessment techniques to better evaluate student learning", which obtained a weighted mean of 3.33, though still interpreted as Highly Motivated and ranked last. This suggests that while teachers are willing to innovate, they are relatively less confident in experimenting with varied assessment methods compared to trying new teaching strategies or using technology. The finding may be attributed to the reliance on traditional assessment practices or limited training in alternative assessment strategies. Another relatively lower rating was observed for taking the initiative in implementing innovative projects (WM = 3.21, Rank 6), which, although still within the HM

range, indicates that teachers are somewhat cautious when it comes to launching projects beyond their regular classroom duties.

Overall, the results show that teachers in Mankayan District are highly motivated to adopt new strategies, embrace technology, and explore innovations to enrich teaching and learning. However, there is a need to strengthen their capacity in areas such as innovative assessment and project implementation. This implies that professional development programs focusing on alternative assessments, action research, and project-based innovations could further enhance teachers' willingness to motivate themselves and sustain their drive for continuous improvement.

Philippine studies reaffirm the finding that teachers demonstrate strong willingness to adopt new teaching strategies and integrate innovative practices into their classrooms. Lastrado and Baguio (2025) reported that public elementary school teachers in Davao Oriental were highly motivated

**Table 1.c Level of Motivation on Willingness to Motivate Teachers in Mankayan District Elementary Schools.**

<b>Indicator</b>	<b>TWP</b>	<b>WM</b>	<b>DE</b>	<b>R</b>
I am open to trying new teaching strategies to enhance student engagement and learning.	150	3.49	HM	1
I actively explore innovative teaching methods to improve classroom instruction.	136	3.16	HM	2.5
I integrate digital tools and technology to make learning more interactive and effective.	148	3.44	MM	7
I experiment with different assessment techniques to better evaluate student learning.	143	3.33	HM	9
I take the initiative in implementing innovative projects that promote student development and engagement.	138	3.21	HM	6
<b>AWM</b>		<b>3.33</b>	<b>HM</b>	

**Legend:**

Scale	Statistical Limits	Descriptive Equivalent	Symbol
4	3.26-4.00	Highly Motivated	HM
3	2.51-3.25	Moderately Motivated	MM
2	1.76-2.50	Rarely Motivated	RM
1	1.00-1.75	Least Motivated	LM

by educational innovation, particularly in areas of creativity, critical thinking, and problem-

solving, which reflects the present study's top-rated indicator of openness to trying new strategies. Likewise, Insorio (2024) noted that teachers in San Pedro City were motivated to engage in professional innovation and research but were hindered by practical challenges such as time, financial limitations, and lack of institutional support. These barriers mirror the relatively lower willingness in the current findings for experimenting with new assessment practices or initiating larger projects. Similarly, a nationwide report by SEAMEO INNOTECH (2020) emphasized that Filipino teachers are primarily driven by intrinsic factors such as student commitment and professional growth, yet extrinsic challenges—including workload and systemic constraints—limit the extent of their innovative engagement.

Hence, most of international literature further supports these results, showing that while teachers are motivated to innovate, actual implementation varies depending on systemic and institutional conditions. Liu (2024) conceptualized teacher innovation as involving not only new instructional strategies but also assessment experimentation and contextual adaptation, noting that willingness is high but practice is often tempered by policy and training gaps. A systematic review on Sub-Saharan Africa highlighted that teachers readily integrate digital tools and collaborative methods into instruction, yet experimentation with innovative assessments remains less common due to risks, stakeholder resistance, and structural barriers (Innovative Teaching Methods Review, 2024). These studies parallel the present findings, where openness to digital integration and new teaching strategies ranked high, but assessment innovation and project initiatives scored lower. Together, the literature suggests that while teachers are highly motivated to embrace innovation, supportive structures and capacity-building are necessary to sustain their willingness and translate it into consistent practice.

### **Level of Manifestation of Transformative Leadership in Effectiveness of Teaching Strategies**

The data in Table 2.a present the level of manifestation of transformative leadership in the effectiveness of teaching strategies as perceived by teachers in Mankayan District Elementary School. The computed Average Weighted Mean (AWM) is 3.26, which falls within the range of Exemplar (E). This indicates that, overall, teachers demonstrate a high level of transformative leadership in designing and delivering effective teaching strategies. The results reflect that teachers are not only aligned with curriculum standards but are also open to innovation and technology integration, showing their commitment to practices that elevate

instructional quality. The highest-rated indicators were “I design lessons that align with learning objectives and curriculum standards” and “I utilize technology and innovative tools to improve instructional delivery and engagement,” both obtaining a weighted mean of 3.33 (E) and ranked first. These findings suggest that teachers are strongly guided by curriculum alignment and are responsive to the demands of 21st-century teaching by embracing technological innovation. This is consistent with the growing emphasis in Philippine basic education on curriculum-based instruction and the integration of ICT to foster student engagement and improve outcomes. Following closely was the use of varied instructional methods (WM = 3.26, E), showing that teachers are attentive to the diverse learning needs and abilities of students, which is a hallmark of inclusive and transformative practice.

Meanwhile, the lowest-rated indicator was “I incorporate evidence-based teaching strategies to enhance student learning outcomes” with a weighted mean of 3.16, interpreted as Proficient (P) and ranked last. This suggests that while teachers are motivated and capable of designing lessons, integrating technology, and applying varied methods, there is still room for growth in consistently adopting research-informed, evidence-based practices. Similarly, assessment through diverse and meaningful methods (WM = 3.23, P) also fell slightly below the Exemplar range, implying that while teachers are capable, they may rely on traditional assessment approaches more than innovative or research-supported strategies. In general, the findings show that teachers in Mankayan District are exemplary in aligning lessons to standards, applying technology, and adapting strategies to learners’ needs. However, their relatively lower manifestation of evidence-based practices and assessment innovations highlights an area where professional development is necessary. These results imply that to sustain transformative leadership in teaching, teachers must be supported in bridging research to practice, enhancing their competencies in evidence-based pedagogy, and diversifying assessments to ensure holistic student learning.

Importantly, corroborate the finding that teachers manifest strong alignment with curriculum objectives, integration of technology, and varied instructional methods, but show weaker application of evidence-based strategies and diverse assessment methods. De Vera, Andrade, Bello, and De Vera (2021) found that novice teachers considered themselves very competent in lesson planning and technology use during the “new normal,” yet struggled with integrating technology into assessment and online learning routines. Likewise, a study of elementary teachers in Flora District, Apayao revealed commendable ICT competencies and

frequent use of digital tools, though resource constraints limited full transformation of instructional

**Table 2.a Level of Manifestation of Transformative Leadership in Effectiveness of Teaching Strategies**

Indicator	TWP	WM	DE	R
I design lessons that align with learning objectives and curriculum standards.	143	3.33	E	1.5
I utilize technology and innovative tools to improve instructional delivery and engagement.	143	3.33	E	1.5
I use a variety of instructional methods to address different learning styles and abilities.	140	3.26	E	3
I assess student understanding through diverse and meaningful evaluation methods.	139	3.23	P	4
I incorporate evidence-based teaching strategies to enhance student learning outcomes.	136	3.16	P	5
<b>AWM</b>		<b>3.26</b>	<b>E</b>	

**Legend:**

Scale	Statistical Limits	Descriptive Equivalent	Symbol
4	3.26-4.00	Exemplar	E
3	2.51-3.25	Proficient	P
2	1.76-2.50	Developing	D
1	1.00-1.75	Needs Improvement	NI

and assessment practices (Flora District study, 2025). Espinosa et al. (2024) also noted that while curriculum alignment and instructional delivery are well addressed in teacher education, embedding competencies from international large-scale assessments—including innovative and evidence-based evaluation—remains a gap in practice. These findings support the present study's result that teachers exemplify transformative leadership in designing lessons and using technology but are less consistent in applying research-informed assessment methods. Nonetheless, Kapsalis (2020), in a European Commission review, documented innovative assessment practices such as self- and peer-assessment, simulations, and digital badges, but emphasized that teacher training and institutional policies remain barriers to widespread adoption. Tan et al. (2024), studying rural secondary schools in South Africa, found that teachers were adopting learner-centered and technology-aided strategies with high motivation, but their use of diverse and meaningful evaluations was inconsistent. Together, these studies affirm the present findings: while teachers are highly motivated to align lessons, adopt varied instructional methods, and use technology effectively, their manifestation of evidence-based strategies and innovative assessment practices remains an

area for improvement.

### **Level of Manifestation of Transformative Leadership in Internal Partnership with Colleagues**

The findings in Table 2.b present the level of manifestation of transformative leadership in internal partnership with colleagues among teachers in Mankayan District Elementary School. The overall Average Weighted Mean (AWM) is 3.31, which is interpreted as Exemplar (E). This indicates that teachers manifest a high level of transformative leadership when it comes to fostering

**Table 2.b Level of Manifestation of Transformative Leadership in Internal Partnership with Colleagues.**

Indicator	TWP	WM	DE	R
1. I actively participate in creating a shared vision and goals with my colleagues to improve teaching and learning.	140	3.26	E	1.5
2. I provide guidance and support to colleagues to help them grow professionally.	137	3.19	E	1.5
3. I encourage collaboration and shared decision-making in our team or department.	143	3.33	E	3
4. I model ethical behavior and openness to new and innovative teaching practices.	139	3.23	P	4
5. I build and maintain positive, respectful, and supportive relationships with my fellow teachers.	152	3.53	P	5
<b>AWM</b>		<b>3.31</b>	<b>E</b>	

**Legend:**

Scale	Statistical Limits	Descriptive Equivalent	Symbol
4	3.26-4.00	Exemplar	E
3	2.51-3.25	Proficient	P
2	1.76-2.50	Developing	D
1	1.00-1.75	Needs Improvement	NI

Collegiality, collaboration, and shared responsibility for professional growth and student learning.

The highest-rated indicator was “I build and maintain positive, respectful, and supportive relationships with my fellow teachers” with a weighted mean of 3.53, interpreted as Exemplar (E) and ranked first. This demonstrates that the strongest manifestation of transformative leadership is rooted in interpersonal relationships, highlighting that teachers

place a premium on respect, trust, and support in their professional partnerships. Positive collegial relationships serve as the foundation for collaboration and shared decision-making in the school community, which is essential to sustaining a culture of teamwork and innovation. Close behind were active participation in creating a shared vision and goals (WM = 3.26, E) and encouraging collaboration and shared decision-making (WM = 3.33, E), reflecting the teachers' commitment to collective leadership practices that drive school improvement.

On the other hand, the lowest-rated indicators were "I provide guidance and support to colleagues to help them grow professionally" (WM = 3.19, E) and "I model ethical behavior and openness to new and innovative teaching practices" (WM = 3.23, P). Although both still fall within the Exemplar or high Proficient range, the slightly lower ratings suggest that while teachers are willing to collaborate and support peers, mentoring and modeling innovative practices may not be as consistently manifested compared to maintaining collegial relationships. This could be attributed to workload constraints, limited mentoring structures, or a stronger focus on classroom responsibilities rather than peer coaching and modeling. Overall, the results indicate that teachers in Mankayan District exemplify transformative leadership primarily through collegial respect, collaboration, and shared decision-making. However, professional mentoring and modeling of ethical and innovative practices remain areas that can be strengthened. These findings imply that institutional initiatives such as peer mentoring programs, professional learning communities (PLCs), and recognition systems for role-model teachers could further enhance the internal partnership dimension of transformative leadership in the district.

Subsequently, Philippine literature and policy emphasize the importance of collegiality, collaboration, and shared decision-making in schools, which strongly supports the present findings. DepEd Order No. 35, s. 2016, or the Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning, institutionalized collaborative professional learning among teachers by encouraging shared visioning, mentoring, and collegial support (Department of Education [DepEd], 2016). Likewise, DepEd Order No. 42, s. 2017 on the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) underscores teachers' roles in professional collaboration and modeling ethical practices as key domains of professional engagement (DepEd, 2017). These policies

reflect the high ratings in this study for collegial respect, collaboration, and shared decision-making. Empirical studies echo this, such as De Vera et al. (2021), who reported that Filipino teachers felt most competent when working with peers in collaborative planning, while Espinosa et al. (2024) observed that teacher education curricula are increasingly embedding collaborative professional standards. Nonetheless, consistent with the slightly lower ratings for mentoring and modeling, Insorio (2024) noted that Filipino teachers face challenges in formalizing peer mentoring due to workload and systemic constraints.

According to Leithwood and Sun (2018), collective leadership practices such as shared visioning, collaboration, and mutual support are among the strongest predictors of improved student achievement and organizational change. Toropova, Myrberg, and Johansson (2021) also found that teacher job satisfaction and motivation were significantly enhanced in environments where collegial respect and collaborative cultures were cultivated. In Europe, Kapsalis (2020) highlighted that innovative assessment and instructional practices are sustained when supported by collegial networks and professional communities. Similarly, Tan, Mokoena, and Ndlovu (2024) showed that in rural schools, building respectful peer relationships and shared decision-making were crucial enablers of innovative practices, even in resource-constrained contexts. These findings corroborate the current study's results, showing that while teachers in Mankayan District exemplify collegial respect and collaboration, there remains room for growth in peer mentoring and role modeling of ethical and innovative practices.

### **Level of Manifestation of Transformative Leadership in External Partnership**

The results in Table 2.c present the level of manifestation of transformative leadership in terms of external partnership among teachers in Mankayan District Elementary School. The overall Average Weighted Mean (AWM) is 3.27, interpreted as Exemplar (E). This indicates that teachers demonstrate a high level of transformative leadership in building partnerships beyond the school, particularly in engaging parents, promoting the school's mission, and establishing community linkages. The highest-rated indicator was "I actively engage parents and guardians in supporting students' learning and school activities" with a weighted mean of 3.53, interpreted as Exemplar (E) and ranked first. This highlights that teachers recognize the critical role of parents in reinforcing student learning and in strengthening home-school connections. This finding affirms

**Table 2.c**

*Level of Manifestation of Transformative Leadership in External Partnership in the School.*

Indicator	TWP	WM	DE	R
I actively engage parents and guardians in supporting students' learning and school activities.	152	3.53	E	1
I collaborate with community organizations to enhance educational programs and services.	135	3.14	P	5
I initiate or support projects that strengthen school-community partnerships.	137	3.19	P	3.5
I communicate regularly and transparently with external stakeholders about school goals and student progress.	137	3.19	P	3.5
I promote the school's vision and mission when working with external partners to build trust and shared purpose.	143	3.33	E	2
<b>AWM</b>		<b>3.27</b>	<b>E</b>	

**Legend:**

Scale	Statistical Limits	Descriptive Equivalent	Symbol
4	3.26-4.00	Exemplar	E
3	2.51-3.25	Proficient	P
2	1.76-2.50	Developing	D
1	1.00-1.75	Needs Improvement	NI

The growing emphasis on family engagement as a vital component of educational success. The second highest-rated item was “I promote the school’s vision and mission when working with external partners to build trust and shared purpose” (WM = 3.33, E), suggesting that teachers are proactive in fostering alignment between school goals and community collaboration, which helps sustain trust and credibility with stakeholders. In contrast, the lowest-rated item was “I collaborate with community organizations to enhance educational programs and services” (WM = 3.14, P), followed closely by initiating or supporting school-community projects and regular communication with external stakeholders (both WM = 3.19, P). Although still in the Proficient range, these findings indicate that teachers are less active in engaging broader community organizations or sustaining continuous communication with stakeholders compared to engaging parents. This may be attributed to contextual challenges such as limited institutional mechanisms for school-community partnerships, competing teaching responsibilities, or lack of formal channels for external engagement.

Overall, the findings suggest that teachers in Mankayan District manifest transformative leadership strongly in family engagement and in promoting the school’s vision to external

partners, but show relatively moderate practice in collaborating with community organizations and initiating school-community projects. This implies that institutional support, such as structured partnership programs, linkages with local government units (LGUs), and capacity-building on stakeholder relations, may further enhance teachers' ability to lead external collaborations. For the Department of Education, policy frameworks strongly support the importance of external partnerships, particularly parental involvement and community engagement, which resonates with the present study's finding that teachers exemplify leadership in engaging parents and promoting the school's mission. DepEd Order No. 44, s. 2015, the Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC), institutionalizes parent and community participation in planning and monitoring school initiatives, emphasizing transparency and collaboration with stakeholders (Department of Education [DepEd], 2015). Similarly, DepEd Order No. 83, s. 2012, on the Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process, and Tool, underscores the importance of partnerships with parents, local governments, and community organizations in advancing school effectiveness (DepEd, 2012). Empirical studies in the Philippines show similar patterns: Villamor, Cruz, and Balweg (2023) highlighted that teachers recognize parents as vital partners in improving learning outcomes, while Espinosa et al. (2024) noted that engaging external stakeholders in educational programs strengthens both accountability and school-community trust. However, consistent with the present study's finding of only proficient levels in collaboration with community organizations, Insorio (2024) observed that teachers often face structural and workload-related barriers that limit deeper community partnership initiatives.

Significantly, most researches affirms these results, highlighting the role of external partnerships as a key domain of transformative leadership. Epstein's (2018) framework of School, Family, and Community Partnerships emphasizes the synergy of home-school collaboration, stressing that active engagement with parents significantly boosts student learning outcomes. Leithwood and Sun (2018) likewise argue that transformative leaders extend their influence beyond the classroom by cultivating trust with external partners and aligning community resources with school goals. In European contexts, Kapsalis (2020) found that sustained communication with stakeholders and community organizations strengthens institutional innovation, but only when schools establish structured systems of engagement. Similarly, Tan, Mokoena, and Ndlovu (2024) in their study of rural schools noted that while teachers readily engage parents, collaboration with broader community

organizations is often inconsistent, echoing the current study's results. These findings confirm that while family engagement and mission promotion are strong practices, greater systemic support is needed for sustained collaboration with external organizations.

In summary, the study revealed that teachers in Mankayan District are generally highly motivated in their profession, showing strong commitment to student learning, autonomy in teaching, and openness to innovative strategies that enhance instruction. They exemplify transformative leadership by aligning lessons with curriculum standards, integrating technology in teaching, adapting to diverse learners' needs, and fostering collaborative partnerships with colleagues. Teachers also demonstrated positive engagement with parents and stakeholders, highlighting the school's vision and mission in their external relations. However, moderate ratings were observed in areas related to salary and benefits, workload balance, participation in research and professional mentoring, and collaboration with wider community organizations. These findings point to the strength of teachers' intrinsic motivation, professional dedication, and collegial relationships, while also revealing areas where institutional support and capacity-building can further enhance their professional growth and leadership practices within the educational system.

## **CONCLUSION AND RECOMMENDATIONS**

### **Conclusions**

The findings indicate that teachers are generally highly motivated and demonstrate positive instructional and leadership practices, particularly when they are granted autonomy in teaching, experience fulfillment in their roles, and focus on strategies that directly enhance student learning. However, areas of lower satisfaction and engagement persist, largely due to limited salary, heavy workload, insufficient time, and lack of institutional support, which constrain teachers' involvement in research, mentoring, and the use of evidence-based and varied instructional approaches. While teachers show openness to innovation, collaboration, and parental involvement, their weaker engagement in mentoring, research-based pedagogy, diversified assessment practices, and community partnerships highlights structural and capacity-related limitations rather than lack of willingness or commitment.

## **RECOMMENDATIONS**

In light of these conclusions, it is recommended that school leaders strengthen non-monetary incentive systems, wellness initiatives, and recognition programs to address workload- and satisfaction-related concerns. Schools should intensify professional development through

targeted training in research, mentoring, evidence-based pedagogy, alternative assessments, and project-based learning to build teacher confidence and competence. Formal peer mentoring and coaching mechanisms should be institutionalized to sustain collaboration and instructional innovation, while stronger and more structured partnerships with community organizations and local government units should be established to enhance school–community engagement and support holistic educational outcomes.

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