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Research Article

The Effectiveness of Transformational Leadership: A Quantitative Study of Teachers' Perceptions

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About Article

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ABSTRACT

This study investigates the impact of transformational leadership on teachers' motivation and job satisfaction at West Bunawan Central Elementary School in Agusan del Sur, Philippines. Recognizing the importance of effective leadership in educational settings, the research aims to explore teachers' perceptions of transformational leadership behaviours and their relationship with motivation and job satisfaction. A total of 33 teachers participated in the study, providing demographic information and responded to a structured questionnaire. The study utilized descriptive statistics (frequencies, means, standard deviations) to describe demographic information and teachers' perceptions. In contrast, inferential statistics (t-tests or ANOVA) examined differences in perceptions based on demographic characteristics which shows the high descriptive ratings and the lack of significant demographic differences. The findings indicate that teachers view transformational leadership particularly inspirational motivation and intellectual stimulation as significantly enhancing their motivation and job satisfaction. Furthermore, significant differences in perceptions were observed based on demographic factors such as age and years of teaching experience. These results suggest that transformational leadership fosters a positive school climate that can lead to improved educational outcomes. The study concludes that cultivating transformational leadership practices is essential for enhancing teacher effectiveness and satisfaction. Recommendations include targeted professional development for school leaders in transformational strategies and mentorship for new teachers to support a collaborative and empowering school environment.

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1. INTRODUCTION

Leadership transcends mere employment; it embodies a lifestyle, a pulse, and a power that can liberate or constrain those in its presence. In educational institutions, where teaching involves significant emotional and academic effort, transformational leadership transcends being merely a management trend; it serves to unite individuals while providing them with motivation, confidence, and optimism (Sharma & Adeoye, 2024). This form of leadership dares to inspire. It nurtures the spirit of educators, cultivates a climate of mutual respect, and weaves purpose into the fabric of everyday instruction (Liu *et al.*, 2021). It is here in the hallways and classrooms, in whispered encouragements and shared victories that transformational leadership leaves its imprint.

Extensive international research has affirmed the positive influence of transformational leadership on organizational performance, teacher motivation, and job satisfaction. However, there remains a significant gap in empirical evidence from the Philippine context, particularly on how Filipino teachers themselves perceive and experience this leadership style. Unlike Western settings where most existing studies were conducted, local educational institutions in the Philippines especially public elementary schools are embedded within distinctive cultural frameworks shaped by pakikipagkapwatao (shared humanity), utang na loob (debt of gratitude), and bayanihan (communal unity) (Caruz, 2023). These sociocultural values may influence how leadership behaviors are interpreted, internalized, and translated into practice.

Given this, it becomes imperative to explore whether the four dimensions of transformational leadership idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration are effectively demonstrated and recognized within these localized cultural dynamics (Khan, Amin, & Saif, 2022). While earlier studies have examined transformational leadership across various organizational contexts, there is limited scholarly attention on its application in Philippine elementary schools, where leadership plays a critical role in sustaining teacher motivation and improving instructional quality (Bellibaş *et al.*, 2021).

This study, therefore, seeks to fill that gap by examining teachers' perceptions of transformational leadership behaviours and their effects on motivation and job satisfaction among elementary school teachers in Bunawan, Agusan del Sur, Philippines. The overarching goal is to generate context-specific insights that can inform leadership practices aimed at enhancing teacher performance, fostering a positive school culture, and ultimately improving learning outcomes.

2. LITERATURE REVIEW

Leadership has become a crucial factor in determining an organization's success in today's fast-paced commercial world. The emergence of transformational leadership occurs when one or more people interact with others in a way that inspires and uplifts followers and leaders (Agazu *et al.*, 2025). According to Kausar *et al.* (2025), the management of education in the digital age is best served by transformational leadership; the need for education to change in response to different digitalization issues should be taken into consideration when making choices

by giving the vision and objectives of education in the digital age top priority. Transformational leaders may inspire their followers to act and finish their duties and goals by articulating an inspirational vision (Agazu *et al.*, 2025). This leadership style holds that a true leader must be able to transform followers' ethics, trust, and needs into a vision and then mentor them as they work toward it (Modise, 2023).

2.1. Dimensions of transformational leadership

Transformational leadership consists of four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Khan *et al.*, 2020). These components collectively create a framework through which leaders can inspire followers toward collective growth. Idealized influence involves modelling ethical behavior and values that followers can emulate. Inspirational motivation centers on the articulation of a shared vision that fills meaning into work. Intellectual stimulation challenges existing assumptions and encourages creative problem-solving (Agazu *et al.*, 2025; Modise, 2023). Finally, individualized consideration pertains to mentoring and attending to followers' unique needs and development (Khorsandi *et al.*, 2024). While these dimensions are well-documented across Western and Asian contexts, their manifestation in the Philippine educational system where leadership is intertwined with cultural values such as pakikipagkapwatao (fellowship), bayanihan (communal unity), and utang na loob (reciprocal obligation) remains underexplored.

2.2. Impact of transformational leadership

Empirical studies consistently affirm the positive influence of transformational leadership on organizational outcomes. Jiatong *et al.* (2022) found that transformational leaders enhance employee engagement by fostering psychological satisfaction, self-efficacy, and alignment with organizational vision. Morales (2022) further established that transformational leadership significantly correlates with teacher motivation and performance, demonstrating how inspiration and support from leaders can drive higher productivity. These findings echo a global consensus that transformational leadership promotes intrinsic motivation, creativity, and professional growth.

However, existing studies predominantly reflect Western or generalized organizational contexts, often overlooking localized educational environments in developing countries. Limited research has examined how Filipino teachers particularly in public elementary schools perceive and internalize transformational leadership behaviours amid cultural differences and resource constraints. Moreover, while prior studies validate the universal dimensions of transformational leadership, few have empirically tested their effectiveness within Philippine school settings, where relational and community-based leadership practices are deeply ingrained.

2.3. Research gap

Collectively, previous literature underscores that transformational leadership enhances motivation, job satisfaction, and performance. Yet, there remains a theoretical and empirical gap concerning how these effects operate within



localized cultural contexts like the Philippines. Most available studies focus on administrative or higher education settings, leaving the perceptions of elementary school teachers largely unexplored. Thus, this study seeks to bridge that gap by investigating how the four dimensions of transformational leadership are demonstrated, perceived, and valued by teachers in Bunawan, Agusan del Sur, Philippines. In doing so, it contributes to contextualizing transformational leadership theory within Filipino educational culture, providing insights for both leadership development and educational policy formulation.

3. METHODOLOGY

3.1. Research design

The study employed a quantitative technique with a comparison design to explore variations among different demographic groups and a descriptive design to assess teachers' perspectives on transformational leadership (Aheruddin *et al.*, 2024).

3.2. Research locale

The research was conducted at West Bunawan Central Elementary School, located in Bunawan, Agusan del Sur, a public educational institution within the Division of Agusan del Sur in the Philippines. The locale was selected due to its representativeness of public elementary school settings in rural Mindanao.

3.3. Respondents

The respondents of the study were 33 teachers from West Bunawan Central Elementary School, selected through a combination of random and stratified sampling techniques to ensure representation across demographic variables such as age, gender, and years of teaching experience. However, it is important to note that the sample size of 33 constitutes a major methodological limitation.

3.4. Research Instrument

The data were collected through a researchers-developed questionnaire designed to measure teachers' perceptions of transformational leadership across its four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The instrument was validated by the field experts in educational leadership to ensure content validity before the administration.

3.5. Statistical analysis

Data were analysed using descriptive statistics (mean, standard deviation, and frequency) to summarize demographic characteristics and overall perceptions of transformational leadership. Inferential statistics (independent samples t-tests and one-way ANOVA) were employed to determine differences in perceptions across demographic groups (Morata & Poblete, 2024). However, due to the limited sample size ($n = 33$), the results of these inferential tests must be interpreted cautiously, as the study lacks sufficient power to reliably detect smaller effect sizes. The findings, therefore, should be viewed as exploratory rather than conclusive, providing preliminary insights that may guide future research with larger and more representative samples.

3.6. Data collection process

After securing approval from the school head, respondents were provided with printed questionnaires accompanied by consent forms ensuring voluntary participation and confidentiality. The completed surveys were retrieved and checked for completeness before statistical analysis.

4. RESULTS AND DISCUSSION

In this section, the results of the research were presented, explained and at the same time these were given a comprehensive discussion.

Table 1. Demographic profile of the respondents

		Frequency	Percentage
Sex	Male	3	9%
	Female	30	91%
	Total	33	100%
Age	23-29	4	12.%
	30-39	7	21.%
	40-49	15	46%
	50-60	7	21%
	Total	33	100%
Years of Experience	1-5	6	18%
	6-10	8	24%
	11-15	10	30%
	16-20	6	18%
	21+	3	10%
	Total	33	100%
Teaching Position	T-1	3	9%
	T-2	15	46%
	T-3	9	27%
	MT-1	0	0
	MT-2	1	3%
	MT-3	0	0
	VT	5	15%
	Total	33	100%
Educational Attainment	Under	21	64%
	MA Unit	10	30%
	MAEd	2	6%
	DD Units	0	0%
	DD/EDd Units	0	0%
	Total	33	100%

4.1. Sex of the respondents

There are 3 males (9%) and 30 females (91%) in the sample. The mean for sex distribution shows that there are a lot more



females than males, but the standard deviation doesn't apply in this case. The fact that there are more women than men in this sample of teachers could mean that there is a gender bias in the teaching profession. This could affect things like how people work together and how they lead in schools (Ntalakos *et al.*, 2022). To make education leadership and policy-making more inclusive and representative, it's important to understand this difference between men and women (Dhiman, 2023).

4.2. Age of the respondents

There are 15 respondents (46%) in the 40–49 age range, which is the most common age group. The standard deviation doesn't work here either because the data is in categories. This age group suggests a workforce with a lot of experience, which could help schools stay stable and provide mentorship (Saeed *et al.*, 2022). But the fact that there aren't many younger teachers could mean that it will be hard to get new people to join the profession, which could hurt teachers' capacity to be creative and flexible in their methods (Burns, 2020).

4.3. Years of teaching experience

Majority of the respondents fall between 11 and 15 years of experience (30%). The standard deviation shows that the respondents have a wide range of experience levels, which is crucial to remember. This distribution suggests that a lot of teachers have a lot of experience teaching, which could lead to better education and better results for pupils. On the other

side, the fact that there are just a few persons with more than twenty years of experience may limit the range of institutional knowledge and the chances for newer teachers to get help from more experienced teachers.

4.4. Teaching position

In terms of teaching positions there are 15 respondents (46%) hold T-2 positions, with no respondents in higher MT roles. The mean position indicates a concentration in mid-level roles, while the standard deviation reflects limited diversity in position levels. This could imply barriers to advancement within the educational hierarchy, potentially affecting motivation and job satisfaction among educators. Ayele (2024) states that addressing these barriers could foster professional growth and retention in the teaching workforce (Rajendran *et al.*, 2023).

4.5. Educational attainment

Majority of the respondents (64%) hold only baccalaureate degrees, with a mean indicating low advanced educational qualifications. The standard deviation reflects a lack of diversity in educational attainment. This suggests a potential gap in advanced pedagogical knowledge and skills among educators, which could impact instructional effectiveness and professional development opportunities. Encouraging further education could enhance teaching quality and improve student learning outcomes (Biggs *et al.*, 2022).

Table 2. Level of effectiveness of transformational leadership in schools

Effectiveness of Transformational Leadership in Schools	Standard Deviation	Mean	Description
Leadership Behaviors	0.35	3.63	Very High
Impact of Leadership	0.40	3.70	Very High
Principal's Inspirational Motivation	0.37	3.67	Very High
Principal's Intellectual Stimulation	0.42	3.69	Very High
Teacher Motivation	0.36	3.64	Very High
Teacher Job Satisfaction	0.36	3.72	Very High
Teacher Perception of School Climate	0.33	3.67	Very High
Overall Mean	0.37	3.67	Very High

4.6. Leadership behaviours

The level of effectiveness of transformational leadership in school in terms of leadership behaviours has a mean of 3.63 and a standard deviation of 0.35. The parameter of leadership behaviours reflects a very high level of effectiveness in transformational leadership within schools. This indicates that leaders are actively engaging in behaviours that inspire and motivate both teachers and students. The implication is that strong leadership behaviours directly contribute to a positive school climate, fostering collaboration and trust among staff and students, which can enhance overall school performance (Lijun & Te, 2024).

4.7. Impact of leadership

In terms of the impact of leadership, it has a mean of 3.70, and

a standard deviation of 0.40, showing a very strong impact of leadership in school life. This will mean that transformational leaders will exercise a significant amount of influence on the attitude and performance of the followers. The implication is that not only will the morale of teachers be enhanced but also student engagement and achievement, hence showing the significance of schools investing in leadership development programs (Day *et al.*, 2020).

4.8. Principal's inspirational motivation

As regards to inspirational motivation of the principal, it is 3.67 and has a standard deviation of 0.37 and reflects the extremely high efficacy of principals in motivating students and teachers. Inspirational motivation can lead to increased enthusiasm and commitment on the part of teachers, which

can be translated into improved student performance. This highlights the necessity for principals to articulate their vision clearly and to build a culture in which teachers will be encouraged to innovate and provide improved (Stronge & Xu, 2021).

4.9. Principal's intellectual stimulation

In terms of intellectual stimulation of principal, its mean score is 3.69 with a standard deviation of 0.42, this indicator shows very high level of intellectual stimulation by principal. This type of stimulation encourages teachers to acquire new teaching methods and to think analytically (Bean & Melzer, 2021). The implication is that when principals promote intellectual curiosity, this could lead to innovative practices that enhance the learning process for students (Culduz, 2024).

4.10. Teacher motivation

On the issue of teacher motivation, a mean of 3.64 and standard deviation of 0.36 represent a very high level of teacher motivation in the school environment. Highly motivated teachers like these will be more proactive in their professional lives, and this has a positive impact on student learning and satisfaction (Bilal *et al.*, 2020). This highlights the critical role of transformational leadership in fostering an environment where teachers feel valued and motivated to perform at their best (Vinluan & Bautista, 2024).

4.11. Teacher job satisfaction

When it comes to teacher job satisfaction, its mean is 3.72 and the standard deviation is 0.36, this indicator reflects very high job satisfaction among teachers. High job satisfaction is very important in having quality teachers and establishing a stable learning environment for students (Toropova *et al.*, 2021). This means transformational leaders who are concerned about teachers' welfare are responsible for having an involved and committed teaching workforce (Baroman & Quirap, 2024).

4.12. Teacher perception of school climate

In terms of teacher perception of school climate, it results a mean of 3.67 with a standard deviation of 0.33 indicates a very high perception of school climate among teachers. A positive school climate is crucial for effective teaching and learning, as it fosters collaboration, respect, and trust within the educational community. This finding emphasizes the need for ongoing efforts to cultivate an inclusive and supportive atmosphere within schools (Singha & Singha, 2023).

In all, the overall mean of 3.67 and standard deviation of 0.37 is a testament to very high effectiveness in all dimensions of transformational school leadership. The overall rating is a testament to the central role that effective leadership plays in influencing positive learning outcomes, supporting the necessity of schools to prioritize transformational leadership development (Pramesworo *et al.*, 2024).

Table 3. Test of significant difference on the level of effectiveness of transformational leadership when grouped according to profile

	Effectiveness of transformational leadership	F value	p-value	Remarks
Sex	Leadership Behavior	1.378	.249	Not Significant
	Impact of Leadership	1.632	.211	Not Significant
	Principal's Inspirational Motivation	.469	.499	Not Significant
	Principal's Intellectual Stimulation	-1.789	.083	Not Significant
	Overall Mean	.550	.464	Not Significant
Age	Leadership Behavior	.796	.506	Not Significant
	Impact of Leadership	.143	.933	Not Significant
	Principal's Inspirational Motivation	.761	.525	Not Significant
	Principal's Intellectual Stimulation	1.279	.300	Not Significant
	Overall Mean	.972	.419	Not Significant
Years	Leadership Behavior	.732	.578	Not Significant
	Impact of Leadership	.694	.649	Not Significant
	Principal's Inspirational Motivation	1.067	.391	Not Significant
	Principal's Intellectual Stimulation	1.181	.349	Not Significant
	Overall Mean	1.076	.387	Not Significant
Teaching Position	Leadership Behavior	.706	.624	Not Significant
	Impact of Leadership	.897	.497	Not Significant
	Principal's Inspirational Motivation	.740	.600	Not Significant
	Principal's Intellectual Stimulation	.244	.939	Not Significant



Educational Attainment	Leadership Behavior	.383	.685	Not Significant
	Impact of Leadership	1.314	.284	Not Significant
	Principal's Inspirational Motivation	.766	.474	Not Significant
	Principal's Intellectual Stimulation	.566	.574	Not Significant
	Overall Mean	.364	.698	Not Significant

All comparisons across demographic variables (sex, age, years of experience, teaching position, and educational attainment) yielded p-values greater than 0.05, indicating no statistically significant differences in teachers' perceptions of transformational leadership effectiveness. In statistical terms, this means there is insufficient evidence to conclude that these demographic factors influence teachers' perceptions. Given the small sample size ($n = 33$), the study's statistical power was limited, making it unlikely to detect subtle or moderate effects even if they existed.

4.13. Sex

The analysis of sex as a transformational leadership dimension discovered a general mean score indicating that there was no distinction in effectiveness. Employing the use of standard deviation as an indicator of variation in responding, it is found that there is no variation in male and female transformational behavior. This similarity indicates that leadership effectiveness is not gender-related but individual leadership practice and style-dependent. (Moirangthem & Sharma, 2024).

4.14. Age

Age as a parameter was also examined and produced non-significant outcomes on transformational leadership effectiveness. Mean scores across the ages were found to be consistent, with the standard deviations found to be small. This is an indication that age has no considerable impact on transformational leadership effectiveness. The conclusion is that leaders of all ages can perform transformational styles effectively, supporting the argument that effective leadership is generational (Rudolph *et al.*, 2018). This outcome supports the argument that different ages can contribute to organizational effectiveness equally (Froidevaux *et al.*, 2020).

4.15. Years of experience

The years of experience variable did not have any significant differences in transformational effectiveness as a leader. The mean scores were comparable, with standard deviations having a comparable trend of growing responses at each level of experience. This means transformational leadership effectiveness is not necessarily improved with more years of service. The implication here is new and veteran leaders are able to both apply transformational leadership effectively, and the importance of ongoing development and adaptability in the position of a leader roles (Akbar *et al.*, 2024).

4.16. Teaching position

Examining teaching position as a factor showed that there was no significant difference in the effect of transformational leadership in different teaching positions in schools. Mean

scores showed consistency, while standard deviations showed minimal variability. This means that no matter the teaching position, the principles of transformational leadership are effectively implemented by teachers (Litz & Blaik-Hourani, 2020). Implication is that fostering culture through collaboration and inspiration is crucial at all levels of teaching positions, and it increases overall educational achievement.

5.17. Educational attainment

Finally, education as a factor did not have any significant impact on the effectiveness of transformational leadership. Average scores were consistent across all education levels, and the standard deviations exhibited minimal variation among the participants. This suggests that the effectiveness of transformational leadership arises not solely from formal education, but from the capacity to motivate and inspire others independent of educational background, as previously mentioned by Litz & Blaik-Hourani, (2020). This discovery highlights the importance of experience and interpersonal skills in effective leadership (Fulmore, 2023).

5. CONCLUSION

The results of this study show that transformational leadership has a big effect on learning environments and works well in a lot of different domains. The study demonstrates that transformational leadership practices make the school atmosphere much better, which boosts motivation, job satisfaction, and a good school environment for both teachers and children. Intellectual stimulation, inspirational motivation, and leadership behaviours all got high scores. This suggests that good school leaders are not just good at making the classroom a place where students may learn in new ways, but they are also good at communicating a strong vision. This is in line with earlier studies that show a connection between transformational leadership and greater educational outcomes. Moreover, none of the differences in leadership performance by sex, age, years of experience, grade of teaching, and educational level were perceptible based on the demographic profiles. This conforms to the hypothesis that it is actually the behavior and practices of a leader that make a leader effective, rather than demographic attributes. To improve overall school performance, the researchers advise that it should be a priority agenda for schools to impart transformational leadership traits on their leaders.

This research reiterates again that building quality learning experiences demands transformational leadership. Student achievement and teacher morale can be greatly improved in schools by giving the highest priority to building and sustaining quality leadership, establishing a healthier and more productive school climate.



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