

# Harmony of Transformational and Transactional Leadership Styles towards Positive Change in Teachers' Motivation, Attitude, and Performance

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**Abstract:-** This study aimed to establish correlations using a correlational research design. It was guided by the Full Range Model which emphasizes the effectiveness of combining transformational and transactional leadership. A sample of 134 public elementary and secondary school teachers from 21 schools in Calauan Sub-Office, Laguna Province, was surveyed to examine these relationships. The instrument used was a researcher-made survey-questionnaire which underwent multiple validation stages. Based on the results, there was a very high level of transactional and transformational leadership styles among school heads, positively correlating with teachers' motivation, attitude, and performance. Specifically, transactional leadership behaviors such as contingent rewards and active management significantly influenced these factors, along with transformational leadership dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These findings emphasize the critical role of leadership in fostering positive teacher outcomes. Recommendations include the investment in leadership development programs focusing on expanding beyond transactional approaches towards transformational leadership. Initiatives should sustain and deepen transformational practices, capitalize on teacher motivation and positive attitudes, and reinforce effective performance through targeted interventions and continuous professional development.

**Keywords:-** Transformational Leadership; Transactional Leadership; Motivation; Performance.

## I. INTRODUCTION

In the field of education, particularly in the basic education sector, leadership styles of principals play a pivotal role in shaping the motivation, performance, and work attitude of teachers (Sarwar et al., 2022; Eyal & Roth, 2017; Hartinah et al., 2020). The influence of leadership on these aspects has been a topic of interest for researchers and practitioners alike. However, no study has been conducted to look into the scenario at the locale of the present study.

Contributing to the existing body of literature is critical as it can provide valuable insights for school administrators, policymakers, and leaders in the basic education sector at the present time. It shall also be helpful in designing trainings at the local level. By understanding the effects of these leadership styles, they can implement strategies that enhance teacher motivation, improve performance, and foster a positive work attitude.

This study basically aims to provide answer to the overarching research question: "Do transformational and transactional leadership styles have significant effect on the motivation, performance, and work attitude of teachers?" To answer this question, the study employs a descriptive research approach. It particularly gathers data through surveys developed using information found in the review of related literature and studies. This approach allowed for a comprehensive, yet manageable exploration of the research question.

Literature and studies show how transformational and transactional leadership styles specifically impact teachers. This impact is particularly noticeable in the context of motivation, performance, and work attitude, three crucial elements that contribute to the overall effectiveness of an educational institution (Hyseni Duraku & Hoxha, 2021; Mahmood, 2016). This is what the present study seeks to investigate further to add to the rich volume of literature on the topic, but more specifically in the context of the locale.

The results of this study could be used in enhancing the leadership practices in the basic education sector. They could inform the development of leadership training programs and contribute to the creation of a more conducive environment for teacher growth and development. Moreover, these findings could give birth to more studies in this area of concern. The next chapters of this thesis present a review of relevant literature, detail the research methodology, discuss the findings, and finally, provide a conclusion and recommendations based on the results of the study.

## II. PROBLEM STATEMENT AND RESEARCH QUESTIONS

This study was anchored to a number of theories. The Full Range Model of Leadership (Tepret & Tuna, 2015) advocates for a dual approach, combining transformational and transactional leadership styles to effectively motivate teachers, alter their behaviors and attitudes, and enhance their performance. Research suggests that this model offers a comprehensive framework for understanding leadership's impact on employees' attitudes and productivity. Studies by Barnett (2019) and Lai (2019) reinforce this, highlighting the positive outcomes of blending transformational and transactional leadership, particularly in fostering motivation, job satisfaction, and performance among educators. These findings underscore the strategic importance of leadership versatility in educational settings.

Guided by the theories above, this study sought to determine the relationship between the transformational and transactional leadership practices of school heads and their effect on teachers' motivation, attitude, and performance.

Specifically, the researcher aims at addressing the following questions.

- What is the level of school head's transactional leadership style in terms of
  - contingent rewards;
  - active management;
  - passive management; and
  - laissez-faire?
- What is the level of school head's transformational leadership style in terms of;
  - idealized influence;
  - inspirational motivation;
  - intellectual stimulation; and
  - individualized consideration?
- What is the level of teachers' motivation?
- How may the teachers' attitude be described?
- What is the level of teachers' performance?
- Is there significant relationship between the level of school head's transactional leadership style and the teachers' motivation, attitude, and performance?
- Is there significant relationship between the level of school head's transformational leadership style and the teachers' motivation, attitude, and performance?

## III. RESEARCH METHODS

This section explains the research design, context and participants, and the research instrument employed in the present research.

### ➤ *Research Design*

In this study, the researcher utilized the correlational research design. In the attempt to establish the effectiveness of transformational and transactional leadership practices on teachers' motivation, attitude, and performance. The quantitative research design relies on measuring variables using a numerical system, analyzing these measurements using any of a variety of statistical models, and reporting relationships and associations among the studied variables (City University of Seattle, 2022).

The study began by identifying the problems encountered by the teachers concerning the leadership practices of their school heads. After identifying the problems, the researcher formulated the objectives, hypothesis, framework, and procedure. The researcher then prepared the research instruments and submitted the survey questionnaires to experts—a language critic and a statistician—for content and construct validation and evaluation. This was done to ensure that the data to be collected using the instruments were suitable for addressing the problems raised in Chapter 1. After validation, the instrument was encoded in Google Form. The researcher then obtained permission from the appropriate authorities prior to data collection.

During the data collection phase, the researcher communicated with the Public Schools District Supervisor and school heads. The researcher sought the assistance and endorsement of the school heads to distribute and disseminate the survey questionnaire link or the electronic version of the instrument. The researcher spent two weeks on data collection, allowing all respondents to complete the e-survey.

### ➤ *Context and Participants*

The respondents of the study were one hundred thirty-four (134) public elementary and secondary school teachers of Calauan Sub-Office. Respondents for each school shall be randomly selected through the fishbowl method. However, if names drawn refuse to participate, another name shall be drawn. In order to ensure that the target number is reached, the researcher shall include all teachers in the survey but some papers will be eliminated.

For the gathering of the quantitative data, the researcher used random sampling technique in identifying the number of respondents and participants out of the total of four hundred seventy-three (473) teachers from twenty-one (21) public elementary and secondary schools in Calauan Sub-Office of the Division of Laguna Province. These public school teachers were handling regular classes. The study invited at least one hundred sixty-three (163) respondents in order to ensure at five percent (5%) margin of error. The study requested the assistance of Faculty Presidents to reach the target sample; the main instrument was a survey questionnaire. Sample was calculated using Slovin's Formula Online Calculator. All one hundred sixty-three (163) respondents provided quantitative data on the variables under investigation.

#### ➤ Research Instrument

The researcher used one research instrument in the form of a survey. The instrument was composed of two (2) main parts. Each part aimed as describing the variables concerned in the study. The instrument underwent a series of validation testing to ensure reliability of results.

Part 1 or the Transformational and Transaction Leadership focuses on the two leadership styles which the school heads use in dealing with their subordinates. Likert scales for each variable shall be used. There were ten (10) statements or indicators to describe the school heads' use of transactional and transformational leadership practices.

Part 2 or the Motivation, Attitude, and Performance focuses on the observable outcomes which may be directly affected by the way school heads use transactional and transformational leadership practices. The effects are described in three (3) variables i.e., teachers' motivation, attitude, and performance. All three shall be measured using a 4-point Likert scale.

For both parts of the research instrument, the study employed the scale below.

Scale	Range	Interpretation
4	3.50 – 4.00	Very High
3	2.50 – 3.49	High
2	1.50 – 2.49	Moderate
1	1.00 – 1.49	Low

In order to ensure the validity and reliability of research instruments, it underwent three-step quality assurance process. This included validation of authorities, pilot testing, and revalidation. There were fifteen (15) statements for each variable for validation. These statements were reduced to ten (10) upon pilot testing.

After crafting of the research instrument, the researcher submitted it to a field expert (an experienced school head or supervisor with school management background), a language critic, and a statistician. With their expertise, it was ensured that the instrument would be able to measure the variables subjected to investigation. The language critic helped increase the face validity of the instrument and its comprehensibility to the target respondents. The statistician also helped determine if the instrument can help generate quantifiable information.

During pilot testing, the researcher requested thirty (30) teachers from a neighboring sub-office to accomplish the instrument. After which, Cronbach's alpha was computed. Depending on the results of Cronbach's alpha, those items which received low reliability were eliminated until only 10 items were retained. If there were less than ten (10) items reaching the reliability level of 0.70 and above, then the researcher would decide which item should be left to complete the ten (10) with the help of the validators.

Revalidation means that the researcher, with the help of the validators, looked into the results of pilot testing and decided about the remaining improvements required. Upon completing all the suggestions of the validators, the researcher reproduced the required number of copies.

## IV. RESULTS AND DISCUSSION

This section presents, interprets, and analyzes data collected and treated focusing on the school heads' level of practices in transactional and transformational leadership and its relationship with the teachers' motivation, attitude, and performance. The results are interpreted using theoretical and practical lenses. The discussion flow is similar to the sequence in the statement of the problem.

Table 1 Level of School Head's Transactional Leadership Style in Terms of Contingent Rewards

Indicators	Mean	SD	VI
<i>My school head...</i>			
1.provides positive feedback when tasks are completed correctly.	3.75	0.44	Very High
2.rewards good performance with good performance rating.	3.60	0.52	Very High
3.acknowledges exceptional work with public recognition.	3.69	0.51	Very High
4.phrases negative feedback constructively to improve performance.	3.49	0.60	High
5.recognizes quality of work done with financial incentives	3.38	0.74	High
<b>Overall</b>	<b>3.58</b>	<b>0.45</b>	<b>Very High</b>

Legend: VI- Verbal Interpretation 3.50- 4.00 - Very High 2.50- 3.49 - High 1.50-2.49 - Moderate 1.00-1.49 - Low

Table 1 presents the level of the school head's transactional leadership style in terms of contingent rewards.

Among the indicators, the highest mean values, along with their standard deviations (SD), were observed in providing positive feedback when tasks are completed correctly (Mean = 3.75, SD = 0.44) and acknowledging exceptional work with public recognition (Mean = 3.69, SD = 0.51), both falling within the "Very High" verbal interpretation category. Conversely, the indicator with the lowest mean value was recognizing the quality of work done with financial incentives (Mean = 3.38, SD = 0.74), also categorized as "High."

The overall mean score for the school head's transactional leadership style in terms of contingent rewards was 3.58 with a standard deviation of 0.45, indicating a generally "Very High" level of transactional leadership in the observed behaviors.

The results imply that school heads exhibit a very high level of transactional leadership by effectively using rewards

to motivate staff. For instance, teachers receive immediate positive feedback when they successfully complete tasks, such as being praised in meetings for their lesson plans. Exceptional work is publicly recognized, like a teacher receiving an award during a school assembly. Even though recognizing work with financial incentives scores lower, it still indicates a high level of acknowledgment. Overall, this reflects that school heads frequently use these strategies to maintain high motivation and performance among staff.

Earlier research corroborates the present study's findings on the importance of contingent rewards in leadership. Robbins (2019), Yang et al. (2022), Liu & Liu (2022) similarly highlight the significance of providing positive feedback and acknowledging exceptional work in enhancing organizational performance. However, contrasting findings were noted in a study by Makasi (2023) which suggests that financial incentives may not always be the most effective means of motivating employees, indicating a need for further exploration in this area. This means that school heads in the sub-office recognize the important of rewards in leading teachers.

**Table 2** Level of School Head's Transactional Leadership Style in Terms of Active Management

Indicators	Mean	SD	VI
<i>My school head...</i>			
1.takes action immediately when he/she sees something can lead to problem.	3.61	0.52	Very High
2.always makes sure that instructions are properly understood.	3.55	0.60	Very High
3.takes initiative in doing things even without direct orders from the higher ups.	3.51	0.66	Very High
4.gives feedback regularly to make sure things are properly done.	3.57	0.57	Very High
5.makes sure that ethical standards are followed in every program or project.	3.60	0.54	Very High
<b>Overall</b>	<b>3.57</b>	<b>0.47</b>	<b>Very High</b>

Legend: VI- Verbal Interpretation 3.50- 4.00 - Very High 2.50- 3.49 - High 1.50-2.49 - Moderate 1.00-1.49 - Low

Table 2 presents the level of the school head's transactional leadership style in terms of active management.

It was observed that the indicators with the highest mean values, falling within the "Very High" verbal interpretation category, include taking action immediately when a potential problem is observed (Mean = 3.61, SD = 0.52), ensuring instructions are properly understood (Mean = 3.55, SD = 0.60), and taking initiative in tasks without direct orders (Mean = 3.51, SD = 0.66). Additionally, regular feedback provision to ensure proper task execution (Mean = 3.57, SD = 0.57) and upholding ethical standards in programs (Mean = 3.60, SD = 0.54) also exhibited high levels of active management.

The overall mean score for the school head's transactional leadership style in active management was 3.57 with a standard deviation of 0.47, demonstrating a strong "Very High" tendency towards proactive leadership behaviors.

The results, which show exceptionally high mean values for proactive leadership behaviors in the public schools of the Calauan District, indicate significant positive effects on the school climate and student outcomes. The high mean score of 3.61, with a standard deviation of 0.52, indicates that school heads are very observant and proactive in addressing potential problems. This level of vigilance and responsiveness allows for quick resolution of conflicts and prevention of any disruptions to the learning process.

Similarly, the act of ensuring that instructions are comprehended accurately (Mean = 3.55, SD = 0.60) demonstrates clear communication and effective leadership in providing guidance. This is likely to result in improved adherence to guidelines and procedures by teachers and staff, ultimately enhancing the overall performance of the school and the achievement of its students.

In addition, the significant scores for displaying proactive behavior without explicit instructions (Mean = 3.51, SD = 0.66) and offering consistent input (Mean = 3.57, SD = 0.57) emphasize a culture of independence and



ongoing enhancement within the educational institutions. This management approach correlates with a proactive attitude among employees, motivating them to take responsibility for their actions. This creates a conducive climate for promoting innovation and achieving high standards of performance.

Ensuring ethical standards in programs (Mean = 3.60, SD = 0.54) strengthens the integrity and trust in school leadership, guaranteeing that programs and initiatives are conducted with a solid moral basis. The school head's transactional leadership style has been found to be highly effective, as indicated by the high mean score of 3.57. This leadership approach not only addresses immediate concerns but also promotes long-term educational quality and ethical governance in the Calauan District public schools.

Previous studies support the importance of immediate action and proactive management exhibited by effective school leaders. Studies by Day et al. (2020), Hu et al., (2018) and Showers (2019) emphasize the significance of proactive leadership behaviors in maintaining organizational effectiveness and fostering positive school environments.

Rizvi (2022), on the other hand, argues in an essay that there may be possible problems linked with leadership styles that are excessively directive. He says this in his essay. The author advocates for a more balanced approach that integrates elements of both transformational and participative leadership in order to get the greatest potential results in educational settings. Their goal is to produce the best possible outcomes.

**Table 3** Level of School Head's Transactional Leadership Style in Terms of Passive Management

Indicators	Mean	SD	VI
<i>My school head...</i>			
1. only intervenes when problems become serious.	3.15	0.88	High
2. sometimes fails to communicate clear goals and expectations to my teachers.	3.04	0.88	High
3. waits for direct orders from higher ups before taking action.	3.36	0.68	High
4. avoids giving feedback so there could be peace in the school.	3.07	0.82	High
5. prioritizes task completion over ethical considerations	3.15	0.81	High
<b>Overall</b>	<b>3.15</b>	<b>0.70</b>	<b>High</b>

Legend: VI- Verbal Interpretation 3.50- 4.00 - Very High 2.50- 3.49 - High 1.50-2.49 - Moderate 1.00-1.49 - Low

Table 3 outlines the level of the school head's transactional leadership style in terms of passive management.

It showed that the indicators with relatively lower mean values, categorized as "High" in verbal interpretation, include only intervening when problems reach a serious level (Mean = 3.15, SD = 0.88), occasional failure to communicate clear goals and expectations to teachers (Mean = 3.04, SD = 0.88), and waiting for direct orders from higher authorities before taking action (Mean = 3.36, SD = 0.68).

Additionally, the avoidance of providing feedback for the sake of maintaining peace in the school (Mean = 3.07, SD = 0.82) and prioritizing task completion over ethical considerations (Mean = 3.15, SD = 0.81) reflect a tendency towards passive management.

The overall mean score for the school head's transactional leadership style in passive management was 3.15 with a standard deviation of 0.70, indicating a prevailing "High" level of passive management behaviors within the observed indicators.

The relatively lower mean values in certain indicators, falling within the "High" verbal interpretation category, suggest areas where the school heads in Calauan District public schools may be exhibiting less proactive and more passive management behaviors.

For instance, the indicator of only intervening when problems reach a serious level (Mean = 3.15, SD = 0.88) implies a reactive approach, potentially allowing minor issues to escalate before they are addressed.

Similarly, occasional failure to communicate clear goals and expectations to teachers (Mean = 3.04, SD = 0.88) can lead to confusion and misalignment in instructional practices, which may negatively impact student learning and school performance.

The tendency to wait for direct orders from higher authorities before taking action (Mean = 3.36, SD = 0.68) further reflects a lack of initiative, potentially slowing down the implementation of necessary changes and innovations.

Additionally, the avoidance of providing feedback to maintain peace (Mean = 3.07, SD = 0.82) suggests a preference for avoiding conflict at the expense of constructive criticism, which can hinder professional growth and improvement among staff.

Prioritizing task completion over ethical considerations (Mean = 3.15, SD = 0.81) raises concerns about the integrity of decision-making processes, potentially compromising the moral standards within the school environment.

The overall mean score for the school head's transactional leadership style in passive management being 3.15 with a standard deviation of 0.70 indicates a notable presence of passive management behaviors.

This trend suggests that while proactive leadership is evident in some areas, there is a significant need for improvement in adopting a more active and ethically grounded approach to leadership across all dimensions.

Existing literature aligns with the identified challenges associated with passive management styles exhibited by school leaders. Articles by Grossman (2022) and Kheswa (2015) emphasize the negative impact of delayed

intervention and insufficient communication in educational leadership contexts, highlighting the importance of proactive and communicative leadership approaches for effective school management.

On the other hand, the findings of von Knorring (2023) are contradictory and show that certain passive management strategies has the potential to be applied successfully in particular circumstances. Due to the fact that this is taken into consideration, the relevance of nuanced leadership methods that are suited to the myriad of problems and circumstances that are encountered in educational institutions is brought into closer focus.

**Table 4.** Level of School Head's Transactional Leadership Style in Terms of Laissez-Faire

Indicators	Mean	SD	VI
<i>My school head...</i>			
1.allows us to work independently without much guidance.	3.46	0.69	High
2.expects us to be self-sufficient and rely on our existing skills and knowledge.	3.49	0.55	High
3.trust us so he/she lets us decide on things most of the time.	3.50	0.55	Very High
4.recognizes that errors can be part of the learning process so he/she allows us to experiment things in the school.	3.40	0.64	High
5.observes us and our students but avoids direct interference.	3.44	0.58	High
<b>Overall</b>	<b>3.46</b>	<b>0.49</b>	<b>High</b>

Legend: VI- Verbal Interpretation 3.50- 4.00 - Very High 2.50- 3.49 - High 1.50-2.49 - Moderate 1.00-1.49 - Low

Table 4 presents the level of the school head's transactional leadership style in terms of laissez-faire behavior.

The indicators with relatively higher mean values, falling within the "High" to "Very High" verbal interpretation categories, include allowing staff to work independently with minimal guidance (Mean = 3.46, SD = 0.69), fostering self-sufficiency and reliance on existing skills and knowledge (Mean = 3.49, SD = 0.55), and trusting staff to make decisions independently (Mean = 3.50, SD = 0.55). Additionally, the school head recognizes the value of learning through trial and error by permitting experimentation (Mean = 3.40, SD = 0.64) and avoids direct interference while observing staff and students (Mean = 3.44, SD = 0.58), demonstrating a laissez-faire leadership style.

The overall mean score for the school head's transactional leadership style in laissez-faire management was 3.46 with a standard deviation of 0.49, indicating a current "High" level of laissez-faire behaviors across the observed indicators.

The indicators with relatively higher mean values, falling within the "High" to "Very High" verbal interpretation categories, suggest that school heads in the Calauan District public schools often adopt a laissez-faire leadership style. This is evident from allowing staff to work independently with minimal guidance (Mean = 3.46, SD = 0.69), which fosters self-sufficiency and encourages staff to rely on their existing skills and knowledge (Mean = 3.49,

SD = 0.55). Trusting staff to make decisions independently (Mean = 3.50, SD = 0.55) further reinforces a culture of autonomy and empowerment, allowing teachers and staff the freedom to implement their ideas and strategies without constant oversight.

Additionally, recognizing the value of learning through trial and error by permitting experimentation (Mean = 3.40, SD = 0.64) supports innovation and creative problem-solving within the schools. Avoiding direct interference while observing staff and students (Mean = 3.44, SD = 0.58) aligns with a hands-off approach that can boost confidence and competence among staff. The overall mean score for the school head's laissez-faire management style being 3.46 with a standard deviation of 0.49 indicates a significant presence of laissez-faire behaviors. While this approach can promote independence and innovation, it also suggests the need for a balanced leadership style that provides guidance and support to ensure alignment with the school's goals and standards.

Literature and studies align with the characteristics of laissez-faire leadership as observed in this study. Research by Cherry (2022) and Sfantou et al. (2017) discuss the implications of hands-off leadership styles, highlighting potential challenges such as lack of accountability and direction within educational settings. In contrast, studies by Zhang et al., (2022) suggest that certain degrees of autonomy and trust can foster intrinsic motivation and professional growth among educators, underscoring the nuanced effects of laissez-faire leadership on school outcomes.

**Table 5** Level of School Head's Transformational Leadership Style in Terms of Idealized Influence

Indicators	Mean	SD	VI
<i>My school head...</i>			
1.acts as a role model that we want to emulate.	3.60	0.58	Very High
2.would prioritize the good of the school over his/her own interest.	3.52	0.58	Very High
3.instills pride in us for being associated with him/her.	3.45	0.60	High
4.communicates to us and our students a sense of purpose.	3.56	0.53	Very High
5.makes us and our students feel valued and respected.	3.58	0.57	Very High
<b>Overall</b>	<b>3.54</b>	<b>0.48</b>	<b>Very High</b>

Legend: VI- Verbal Interpretation 3.50- 4.00 - Very High 2.50- 3.49 - High 1.50-2.49 - Moderate 1.00-1.49 - Low

Table 5 presents the level of the school head's transformational leadership style in terms of idealized influence.

Based on the data, the indicators with the highest mean values, falling within the "Very High" verbal interpretation category, include acting as a role model that staff want to emulate (Mean = 3.60, SD = 0.58), prioritizing the school's interests over personal interests (Mean = 3.52, SD = 0.58), and communicating a sense of purpose to staff and students (Mean = 3.56, SD = 0.53).

Additionally, instilling pride in staff for being associated with the school head (Mean = 3.45, SD = 0.60) and making staff and students feel valued and respected (Mean = 3.58, SD = 0.57) also reflect high levels of idealized influence.

The overall mean score for the school head's transformational leadership style in idealized influence was 3.54 with a standard deviation of 0.48, indicating a strong "Very High" tendency towards transformational leadership behaviors associated with idealized influence.

Based on the data, the indicators with the highest mean values, falling within the "Very High" verbal interpretation category, highlight the strong presence of idealized influence in the school heads' transformational leadership style in the Calauan District public schools.

Acting as a role model that staff want to emulate (Mean = 3.60, SD = 0.58) suggests that school heads exhibit exemplary behavior and values, inspiring staff to follow their lead. Prioritizing the school's interests over personal interests (Mean = 3.52, SD = 0.58) demonstrates a commitment to the school's mission and goals, fostering a sense of collective purpose.

Communicating a sense of purpose to staff and students (Mean = 3.56, SD = 0.53) further enhances this

collective vision, motivating both teachers and students to strive for excellence.

Additionally, instilling pride in staff for being associated with the school head (Mean = 3.45, SD = 0.60) indicates that school heads successfully create a positive and cohesive school culture. Making staff and students feel valued and respected (Mean = 3.58, SD = 0.57) underscores the importance of mutual respect and recognition in the school environment, which can boost morale and job satisfaction.

The overall mean score for the school head's transformational leadership style in idealized influence being 3.54 with a standard deviation of 0.48 indicates a strong "Very High" tendency towards these behaviors.

This suggests that the school heads in the Calauan District effectively use their influence to inspire, motivate, and unify their staff and students, leading to a positive and dynamic educational environment.

Articles, published earlier, strongly support the positive impact of idealized influence exhibited by effective school leaders. Studies by Serang et al. (2024) and Ashfaq et al. (2021) emphasize the importance of role modeling, ethical behavior, and purposeful communication in fostering organizational commitment and motivation among school staff.

On the other hand, different perspectives from Tomlinson et al. (2013) suggest that over-idealization of leaders may lead to potential pitfalls, emphasizing the need for balanced leadership behaviors that consider diverse stakeholder perspectives and foster collective efficacy within school settings.

These imply that teachers in the sub-office must also regulate their expectations from their school heads. Moreover, objectiveness in management will be ensured with balanced influence of school heads on teachers.

**Table 6** Level of School Head's Transformational Leadership Style in Terms of Inspirational Motivation

Indicators	Mean	SD	VI
<i>My school head...</i>			
1.articulates a compelling vision of the future.	3.58	0.53	Very High
2.shows in his/her actions that the goals set are achievable.	3.54	0.53	Very High
3.motivates us with challenging yet feasible tasks.	3.57	0.53	Very High
4.shows enthusiasm in school each day.	3.57	0.54	Very High
5.constantly reminds us and our students of our school's goals.	3.57	0.53	Very High

<b>Overall</b>	<b>3.57</b>	<b>0.47</b>	<b>Very High</b>
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Legend: VI- Verbal Interpretation 3.50- 4.00 - Very High 2.50- 3.49 - High 1.50-2.49 - Moderate 1.00-1.49 - Low

Table 6 illustrates the level of the school head's transformational leadership style in terms of inspirational motivation.

As shown in the results, the indicators with the highest mean values, categorized as "Very High" in verbal interpretation, include articulating a compelling vision of the future (Mean = 3.58, SD = 0.53), demonstrating through actions that goals are achievable (Mean = 3.54, SD = 0.53), motivating with challenging yet feasible tasks (Mean = 3.57, SD = 0.53), showing enthusiasm daily (Mean = 3.57, SD = 0.54), and consistently reminding staff and students of the school's goals (Mean = 3.57, SD = 0.53).

The overall mean score for the school head's transformational leadership style in inspirational motivation was 3.57 with a standard deviation of 0.47, indicating a strong "Very High" level of inspirational and motivational leadership behaviors observed across the indicators.

As shown in the results, the indicators with the highest mean values, categorized as "Very High" in verbal interpretation, reflect the school heads' strong capabilities in inspirational motivation within the Calauan District public schools. Articulating a compelling vision of the future (Mean = 3.58, SD = 0.53) suggests that school heads effectively communicate a clear and inspiring direction for the school, which can energize and align staff and students towards common goals. Demonstrating through actions that goals are achievable (Mean = 3.54, SD = 0.53) underscores their ability to lead by example, fostering confidence and commitment within the school community. Moreover, motivating staff with challenging yet feasible tasks (Mean =

3.57, SD = 0.53) indicates that school heads set high expectations while ensuring that goals are attainable, which can drive staff to perform at their best. Showing enthusiasm daily (Mean = 3.57, SD = 0.54) and consistently reminding staff and students of the school's goals (Mean = 3.57, SD = 0.53) further highlight the school heads' dedication to maintaining a positive and goal-oriented atmosphere. The overall mean score for the school head's transformational leadership style in inspirational motivation being 3.57 with a standard deviation of 0.47 indicates a strong "Very High" level of inspirational and motivational leadership behaviors.

This suggests that the school heads are highly effective in inspiring and motivating their teams, leading to a dynamic and forward-moving educational environment.

These imply that the school heads motivate their teachers through their actions and approach to leadership. It could be seen in the way they communicate their objectives and in leading the way to the achievement of these objectives. Existing literature strongly supports the positive impact of inspirational motivation demonstrated by effective educational leaders. Research by Gandhi (2022) and Liu et al., (2022) emphasizes the role of visionary leadership in fostering organizational commitment and goal attainment within educational contexts. Similarly, studies by Rahmadani et al. (2020) highlight the importance of leaders' enthusiasm and motivation in promoting staff engagement and student achievement. However, contrasting perspectives from Oc (2018) suggest that excessive emphasis on motivation may overlook critical contextual factors influencing leadership effectiveness, emphasizing the need for a balanced approach that considers both intrinsic and extrinsic motivational factors.

**Table 7** Level of School Head's Transformational Leadership Style in Terms of Intellectual Stimulation

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>VI</b>
<i>My school head...</i>			Very High
1.encourages us to think creatively.	3.66	0.48	Very High
2.fosters a culture of innovation in our school.	3.58	0.51	Very High
3.challenges us to reinvent strategies to make them relevant.	3.65	0.49	Very High
4.gives differentiated tasks to us depending on our capacity.	3.58	0.54	Very High
5.encourages us to share our ideas on how school policies may be improved.	3.57	0.53	Very High
<b>Overall</b>	<b>3.61</b>	<b>0.45</b>	<b>Very High</b>

Legend: VI- Verbal Interpretation 3.50- 4.00 - Very High 2.50- 3.49 - High 1.50-2.49 - Moderate 1.00-1.49 – Low

Table 7 displays the level of the school head's transformational leadership style in terms of intellectual stimulation.

The indicators with the highest mean values, falling within the "Very High" verbal interpretation category, include encouraging staff to think creatively (Mean = 3.66, SD = 0.48), fostering a culture of innovation within the school (Mean = 3.58, SD = 0.51), challenging staff to reinvent strategies to ensure relevance (Mean = 3.65, SD = 0.49), assigning differentiated tasks based on individual

capacity (Mean = 3.58, SD = 0.54), and encouraging staff to share ideas for improving school policies (Mean = 3.57, SD = 0.53). The overall mean score for the school head's transformational leadership style in intellectual stimulation was 3.61 with a standard deviation of 0.45, indicating a strong "Very High" inclination towards fostering intellectual growth and innovation among staff through leadership behaviors. The indicators with the highest mean values, falling within the "Very High" verbal interpretation category, reflect the school heads' strong emphasis on



intellectual stimulation in the Calauan District public schools.

Encouraging staff to think creatively (Mean = 3.66, SD = 0.48) shows a commitment to fostering innovative thinking and problem-solving among educators. Fostering a culture of innovation within the school (Mean = 3.58, SD = 0.51) indicates that school heads actively promote an environment where new ideas and approaches are valued and explored. Challenging staff to reinvent strategies to ensure relevance (Mean = 3.65, SD = 0.49) further demonstrates the school heads' focus on continuous improvement and adaptability.

Assigning differentiated tasks based on individual capacity (Mean = 3.58, SD = 0.54) highlights an understanding of diverse strengths and the importance of personalized professional development. Encouraging staff to share ideas for improving school policies (Mean = 3.57, SD = 0.53) shows a participatory approach to leadership, fostering collaboration and collective ownership of the school's progress. The overall mean score for the school head's transformational leadership style in intellectual stimulation being 3.61 with a standard deviation of 0.45 indicates a strong "Very High" inclination towards fostering intellectual growth and innovation among staff through their leadership behaviors.

This suggests that school heads are effectively creating a dynamic and forward-thinking educational environment, encouraging continuous learning and improvement. The implications of the high mean values for indicators of intellectual stimulation suggest that school heads in the

Calauan District are significantly fostering an environment of creativity, innovation, and continuous improvement. By encouraging staff to think creatively and challenge existing strategies, school heads are promoting a culture where innovative solutions and educational practices can thrive.

This approach not only enhances the professional development of teachers but also ensures that the school remains adaptive and relevant in a rapidly changing educational landscape. Such practices may be opened to other schools so they could do benchmarking. Furthermore, by assigning tasks based on individual capacities and encouraging the sharing of ideas for policy improvements, school heads are leveraging the diverse strengths of their staff, leading to a more collaborative and empowered workforce. Overall, these behaviors indicate a strong transformational leadership style that prioritizes intellectual growth, which can positively impact student outcomes and the overall effectiveness of the schools. Related studies strongly support the positive impact of intellectual stimulation demonstrated by effective educational leaders. Studies by Education Development Center (2019) and Potter (2024) highlight the importance of cultivating a culture of innovation and continuous improvement within educational organizations to meet evolving challenges and opportunities. Similarly, research by Sandvik et al. (2018) and Barbuto et al. (2013) underscores the role of intellectual stimulation in enhancing staff motivation, creativity, and problem-solving abilities. However, contrasting perspectives from Mazzucato (2017) suggest potential challenges associated with overly ambitious innovation agendas, emphasizing the need for thoughtful implementation and alignment with organizational goals.

**Table 8** Level of School Head's Transformational Leadership Style in Terms of Individualized Consideration

Indicators	Mean	SD	VI
<i>My school head...</i>			Very High
1.knows each of us at a professional level.	3.62	0.53	
2.knows each of us at a personal level.	3.40	0.66	High
3.assgins tasks to us based on our unique talents.	3.50	0.56	Very High
4.provides fair opportunities for us to grow.	3.51	0.60	Very High
5.makes us feel that we are important at a personal level.	3.55	0.60	Very High
<b>Overall</b>	<b>3.52</b>	<b>0.49</b>	<b>Very High</b>

Legend: VI- Verbal Interpretation 3.50- 4.00 - Very High 2.50- 3.49 - High 1.50-2.49 - Moderate 1.00-1.49 - Low

Table 8 illustrates the level of the school head's transformational leadership style in terms of individualized consideration.

It can be observed from the results that the indicators with the highest mean values, falling within the "Very High" verbal interpretation category, include knowing each staff member at a professional level (Mean = 3.62, SD = 0.53), assigning tasks based on unique talents (Mean = 3.50, SD = 0.56), providing fair opportunities for growth (Mean = 3.51, SD = 0.60), and making staff feel personally valued (Mean = 3.55, SD = 0.60). However, the indicator related to knowing each staff member at a personal level received a slightly lower mean score (Mean = 3.40, SD = 0.66), categorized as "High" in verbal interpretation. The overall

mean score for the school head's transformational leadership style in individualized consideration was 3.52 with a standard deviation of 0.49, indicating a strong "Very High" inclination towards valuing and supporting staff as individuals.

The implications of the high mean values for indicators of individualized consideration suggest that school heads in the Calauan District are highly effective in recognizing and nurturing the unique talents and professional needs of their staff. Evident practice in the field is the conduct of stakeholders' recognition day where all internal and external stakeholders of the schools acknowledged and awarded. Such best practices may be adopted in other schools that are not yet doing it. By knowing each staff member at a

professional level (Mean = 3.62, SD = 0.53) and assigning tasks based on these unique talents (Mean = 3.50, SD = 0.56), school heads are able to optimize the strengths of their team, leading to more efficient and effective educational practices. Providing fair opportunities for growth (Mean = 3.51, SD = 0.60) and making staff feel personally valued (Mean = 3.55, SD = 0.60) indicate a supportive and inclusive work environment, which can enhance job satisfaction, motivation, and retention among teachers. However, the slightly lower mean score for knowing each staff member at a personal level (Mean = 3.40, SD = 0.66) suggests an area for improvement in building deeper personal connections.

The overall mean score for the school head's transformational leadership style in individualized consideration being 3.52 with a standard deviation of 0.49 demonstrates a strong "Very High" inclination towards valuing and supporting staff as individuals, which is crucial for fostering a positive and productive school culture.

Related literature and studies strongly support the positive impact of individualized consideration demonstrated by effective educational leaders. Research by Mazzetti & Schaufeli (2022) and Tsai (2021) emphasizes the importance of personalized leadership behaviors in fostering staff motivation, job satisfaction, and professional development.

Similarly, studies by Schulze & Pinkow (2020) and Chu et al. (2022) underscore the role of leaders in recognizing and leveraging individual strengths within educational settings to enhance organizational effectiveness.

However, contrasting perspectives from Gandrita (2023) suggest potential challenges associated with balancing individualized consideration with broader organizational priorities, highlighting the need for strategic alignment and equitable distribution of opportunities within educational leadership practices.

**Table 9** Level of Teachers' Motivation

Indicators	Mean	SD	VI
<i>In general, I...</i>			
1.show that I am willing to achieve the school's goals.	3.73	0.45	Very High
2.am willing to work overtime when needed.	3.63	0.50	Very High
3.express my understanding of the importance of my job.	3.69	0.48	Very High
4.show eagerness when given challenging tasks.	3.71	0.46	Very High
5.exhibit willingness to attend upskilling training.	3.69	0.46	Very High
6.show happiness whenever the school unlocks a goal.	3.66	0.48	Very High
7.show improvement each class observation.	3.67	0.47	Very High
8.express how happy I am when my students learn.	3.72	0.45	Very High
9.reflect on my practices.	3.70	0.46	Very High
10.actively participate in activities beyond regular teaching hours.	3.70	0.49	Very High
<b>Overall</b>	<b>3.69</b>	<b>0.38</b>	<b>Very High</b>

Legend: VI- Verbal Interpretation 3.50- 4.00 - Very High 2.50- 3.49 - High 1.50-2.49 - Moderate 1.00-1.49 - Low

Table 9 presents the level of teachers' motivation across various indicators.

The indicators collectively show a high level of motivation among teachers, with all mean scores falling within the "Very High" verbal interpretation category. Specifically, teachers demonstrate strong willingness to achieve the school's goals (Mean = 3.73, SD = 0.45), are open to working overtime when necessary (Mean = 3.63, SD = 0.50), express understanding of the importance of their job (Mean = 3.69, SD = 0.48), exhibit eagerness towards challenging tasks (Mean = 3.71, SD = 0.46), and show enthusiasm for attending upskilling training (Mean = 3.69, SD = 0.46). Furthermore, teachers demonstrate happiness and improvement upon achieving school goals, express joy in student learning outcomes, engage in reflective practices, and actively participate in additional activities beyond regular teaching hours. The overall mean score for teachers' motivation was 3.69 with a relatively low standard deviation

of 0.38, indicating a consistently high level of motivation across the surveyed indicators. The collective high mean scores for indicators of teacher motivation, all falling within the "Very High" verbal interpretation category, reflect a highly motivated teaching staff within the Calauan District public schools. Teachers demonstrate a strong commitment to achieving the school's goals (Mean = 3.73, SD = 0.45) and are willing to go the extra mile by working overtime when necessary (Mean = 3.63, SD = 0.50), showcasing their dedication to their profession.

Additionally, their understanding of the importance of their job (Mean = 3.69, SD = 0.48) and eagerness towards challenging tasks (Mean = 3.71, SD = 0.46) underscores their intrinsic motivation to make a meaningful impact on student learning. The enthusiasm towards attending upskilling training (Mean = 3.69, SD = 0.46) highlights a culture of continuous learning and professional growth among teachers. Moreover, their happiness and sense of

accomplishment upon achieving school goals, joy in student learning outcomes, engagement in reflective practices, and participation in additional activities beyond regular teaching hours further exemplify their strong motivation and dedication to their role. With an overall mean score for teachers' motivation of 3.69 and a relatively low standard deviation of 0.38, it indicates a consistently high level of motivation across the surveyed indicators, which bodes well for the overall success and effectiveness of the educational

programs within the district. These findings match teacher motivation literature. Ramirez (2019) and Ben-Hur & Kinley (2016) underline the importance of intrinsic motivation variables including purpose, mastery, and autonomy in teacher commitment and engagement. Studies by Baiba Martinsone & Žydzūnaitė (2023) emphasize the significance of a supportive school environment that encourages professional progress and acknowledges teachers' efforts.

**Table 10** Level of Teachers' Attitude

Indicators	Mean	SD	VI
<i>In general, I...</i>			
1.maintain a positive attitude even when faced with challenges.	3.73	0.45	Very High
2.am open to feedback and constructive criticism.	3.72	0.45	Very High
3.show respect to co-teachers with different opinions.	3.67	0.47	Very High
4.show respect to the mission of the Department of Education.	3.72	0.47	Very High
5.am proactive in addressing issues and finding solutions.	3.69	0.48	Very High
6.am flexible in their work approaches.	3.69	0.48	Very High
7.am professional when dealing with parents and colleagues.	3.71	0.46	Very High
8.contribute to a positive work environment.	3.69	0.46	Very High
9.am honest in work.	3.71	0.46	Very High
10.am responsible for their actions.	3.66	0.55	Very High
<b>Overall</b>	<b>3.70</b>	<b>0.37</b>	<b>Very High</b>

Legend: VI- Verbal Interpretation 3.50- 4.00 - Very High 2.50- 3.49 - High 1.50-2.49 - Moderate 1.00-1.49 - Low

Table 10 presents the level of teachers' attitude across various indicators, reflecting a consistently positive and professional demeanor among teachers.

The mean scores for all indicators fall within the "Very High" verbal interpretation category, indicating strong positive attitudes and behaviors among teachers.

Specifically, teachers maintain a positive attitude even in challenging situations (Mean = 3.73, SD = 0.45), are receptive to feedback and constructive criticism (Mean = 3.72, SD = 0.45), demonstrate respect towards colleagues with differing opinions (Mean = 3.67, SD = 0.47), and show commitment to the mission of the Department of Education (Mean = 3.72, SD = 0.47).

Additionally, teachers exhibit proactive problem-solving approaches (Mean = 3.69, SD = 0.48), flexibility in their work methods (Mean = 3.69, SD = 0.48), professionalism in interactions with parents and colleagues (Mean = 3.71, SD = 0.46), contribution to a positive work environment (Mean = 3.69, SD = 0.46), honesty in their work (Mean = 3.71, SD = 0.46), and a sense of responsibility for their actions (Mean = 3.66, SD = 0.55).

The overall mean score for teachers' attitude was 3.70 with a low standard deviation of 0.37, indicating a strong consensus and alignment towards positive attitudes and professional conduct among the surveyed teachers.

The mean scores for all indicators falling within the "Very High" verbal interpretation category signify a prevailing culture of strong positive attitudes and exemplary

behaviors among teachers within the Calauan District public schools.

Teachers consistently maintain a positive attitude even amidst challenging circumstances (Mean = 3.73, SD = 0.45), demonstrating resilience and dedication to their profession.

Their receptiveness to feedback and constructive criticism (Mean = 3.72, SD = 0.45) reflects a commitment to continuous improvement and professional growth.

Moreover, their respect towards colleagues with differing opinions (Mean = 3.67, SD = 0.47) fosters a collaborative and inclusive work environment, enhancing teamwork and collective effectiveness.

Teachers' commitment to the mission of the Department of Education (Mean = 3.72, SD = 0.47) underscores their alignment with organizational goals and values, contributing to the overall success of educational initiatives.

Additionally, their proactive problem-solving approaches, flexibility in work methods, professionalism in interactions, contribution to a positive work environment, honesty, and sense of responsibility collectively highlight their exemplary conduct and dedication to their roles.

With an overall mean score for teachers' attitude of 3.70 and a low standard deviation of 0.37, it indicates a strong consensus and alignment towards positive attitudes and professional conduct among the surveyed teachers, which is essential for fostering a conducive learning environment and promoting student success.

These findings align with the existing body of research on good teacher attitudes and practices. Dinsdale's (2017) study emphasizes the significance of fostering a constructive and courteous educational setting that encourages robust teacher-student connections and collaborative professionalism.

Whang's (2021) research emphasizes the significance of school leadership in cultivating a favorable work atmosphere and advancing ethical principles among educators.

**Table 11** Level of Teachers' Performance

Indicators	Mean	SD	VI
<i>In general, I...</i>			
1.consistently meet the performance indicators.	3.60	0.51	Very High
2.produce high-quality lesson plans.	3.49	0.53	High
3.manage time effectively to complete tasks on schedule.	3.59	0.51	Very High
4.take initiative in leading school projects.	3.52	0.53	Very High
5.am reliable when left with school assignments.	3.64	0.48	Very High
6.communicate effectively with colleagues and superiors.	3.63	0.48	Very High
7.continuously seek opportunities for improvement.	3.63	0.49	Very High
8.contribute to the success of school programs.	3.69	0.47	Very High
9.handle pressure and stress in a constructive manner.	3.64	0.48	Very High
10.actively apply learnings from seminars in the classroom.	3.69	0.47	Very High
<b>Overall</b>	<b>3.61</b>	<b>0.39</b>	<b>Very High</b>

Legend: VI- Verbal Interpretation 3.50- 4.00 - Very High 2.50- 3.49 - High 1.50-2.49 - Moderate 1.00-1.49 - Low

Table 11 presents the level of teachers' performance across various indicators, reflecting a high standard of performance and professionalism among teachers. The mean scores for all indicators fall within the "Very High" verbal interpretation category, indicating consistently strong performance across different aspects of teaching and professional responsibilities.

Specifically, teachers demonstrate consistency in meeting performance indicators (Mean = 3.60, SD = 0.51), effectively produce high-quality lesson plans (Mean = 3.49, SD = 0.53), manage time efficiently to meet deadlines (Mean = 3.59, SD = 0.51), and take initiative in leading school projects (Mean = 3.52, SD = 0.53).

Additionally, teachers are perceived as reliable in handling school assignments (Mean = 3.64, SD = 0.48), communicate effectively with colleagues and superiors (Mean = 3.63, SD = 0.48), continuously seek opportunities for improvement (Mean = 3.63, SD = 0.49), contribute to the success of school programs (Mean = 3.69, SD = 0.47), handle pressure and stress constructively (Mean = 3.64, SD = 0.48), and actively apply learnings from seminars in the classroom (Mean = 3.69, SD = 0.47).

The overall mean score for teachers' performance was 3.61 with a low standard deviation of 0.39, indicating a strong consensus and high level of performance among the surveyed teachers.

The mean scores for all indicators falling within the "Very High" verbal interpretation category underscore the consistently strong performance exhibited by teachers within the Calauan District public schools across various aspects of their teaching and professional responsibilities.

Teachers demonstrate remarkable consistency in meeting performance indicators (Mean = 3.60, SD = 0.51), ensuring that they consistently meet or exceed expectations in their roles. Their ability to produce high-quality lesson plans (Mean = 3.49, SD = 0.53) and efficiently manage time to meet deadlines (Mean = 3.59, SD = 0.51) reflects their dedication to delivering effective instruction and maintaining organizational efficiency.

Moreover, teachers exhibit proactive leadership by taking initiative in leading school projects (Mean = 3.52, SD = 0.53), contributing to the overall development and success of the school community.

Additionally, their reliability in handling school assignments, effective communication with colleagues and superiors, continuous pursuit of improvement opportunities, constructive handling of pressure and stress, and active application of learnings from seminars in the classroom collectively demonstrate their commitment to professional growth and the advancement of educational outcomes.

With an overall mean score for teachers' performance of 3.61 and a low standard deviation of 0.39, it indicates a strong consensus and a high level of performance among the surveyed teachers, reflecting positively on the overall quality of education provided within the district.

These findings align with literature on effective teaching practices and professional development. Queens University of Charlotte (2020) emphasizes the importance of instructional planning, time management, communication skills, and continuous professional growth in enhancing teacher effectiveness and student achievement.



Similarly, studies by Hafeez (2021) highlight the impact of teacher performance and classroom practices on educational outcomes.

**Table 12** Significant Relationship Between the Level of School Head's Transactional Leadership Style and the Teachers' Motivation, Attitude, and Performance

Transactional	Teacher's Motivation	Teacher's Attitude	Teacher's Performance
Contingent Rewards	0.432***	0.348***	0.458***
Active Management	0.355***	0.345***	0.417***
Passive Management	0.158*	0.197*	0.291***
Laissez-faire	0.477***	0.47***	0.475***
Legend: * $p < .05$ , ** $p < .01$ , *** $p < .001$			

Table 12 reveals the significant relationships between the level of school head's transactional leadership style and teachers' motivation, attitude, and performance.

For the contingent rewards aspect of transactional leadership, there are significant positive correlations with teachers' motivation ( $r = 0.432***$ ), attitude ( $r = 0.348***$ ), and performance ( $r = 0.458***$ ), highlighting that when school heads use contingent rewards effectively, it positively influences teachers' motivation, attitude, and performance. Similarly, active management within transactional leadership shows significant positive correlations with teachers' motivation ( $r = 0.355***$ ), attitude ( $r = 0.345***$ ), and performance ( $r = 0.417***$ ), indicating that proactive management behaviors by school heads contribute positively to teachers' motivation, attitude, and performance. Conversely, passive management within transactional leadership demonstrates weaker and less consistent correlations with teachers' motivation ( $r = 0.158*$ ), attitude ( $r = 0.197*$ ), and performance ( $r = 0.291***$ ), suggesting that passive management approaches have a limited impact on these aspects compared to contingent rewards and active management. Furthermore, laissez-faire leadership, characterized by a hands-off approach, shows significant strong positive correlations with teachers' motivation ( $r = 0.477***$ ), attitude ( $r = 0.470***$ ), and performance ( $r = 0.475***$ ), underscoring the influence of providing autonomy and trust on enhancing teachers' motivation, attitude, and performance.

The implications of the results reveal the significant impact of different leadership styles, particularly within the framework of transactional and laissez-faire leadership, on teachers' motivation, attitude, and performance within the Calauan District public schools. The findings highlight that

effective contingent rewards and active management strategies employed by school heads are strongly correlated with higher levels of teacher motivation, positive attitude, and improved performance.

This suggests that when school leaders actively engage in recognizing and rewarding teachers for their efforts and take proactive measures to manage and address issues, it positively influences teachers' overall engagement and effectiveness. Conversely, passive management approaches within transactional leadership show weaker correlations with these aspects, indicating a limited impact compared to more active leadership behaviors. Notably, laissez-faire leadership, characterized by providing autonomy and trust, demonstrates significant strong positive correlations with teachers' motivation, attitude, and performance, emphasizing the importance of fostering a supportive and empowering environment for teachers to thrive. Overall, these findings underscore the critical role of leadership styles in shaping the culture and performance outcomes within educational institutions, emphasizing the need for proactive and supportive leadership approaches to enhance teacher motivation, attitude, and performance effectively.

Overall, results highlight the importance of different dimensions of transactional leadership in shaping teachers' motivation, attitude, and performance within schools (Hyseni-Duraku & Hoxha, 2021). Effective use of contingent rewards and active management styles by school heads can positively impact teacher outcomes (Haxhihyseni et al., 2023), whereas passive management shows weaker associations. Additionally, laissez-faire leadership, when applied appropriately, can foster high levels of motivation, positive attitudes, and strong performance among teachers (Cherry, 2022).

**Table 13** Significant Relationship Between the Level of School Head's Transformational Leadership Style and the Teachers' Motivation, Attitude, and Performance

Transformational	Teacher's Motivation	Teacher's Attitude	Teacher's Performance
Idealized Influence	0.461***	0.409***	0.528***
Inspirational Motivation	0.538***	0.529***	0.545***
Intellectual Stimulation	0.569***	0.516***	0.583***
Individualized Consideration	0.465***	0.411***	0.515***
Legend: * $p < .05$ , ** $p < .01$ , *** $p < .001$			

Table 13 displays the significant relationships between the level of school head's transformational leadership style and teachers' motivation, attitude, and performance.

For the idealized influence dimension of transformational leadership, there are significant positive correlations with teachers' motivation ( $r = 0.461^{***}$ ), attitude ( $r = 0.409^{***}$ ), and performance ( $r = 0.528^{***}$ ), highlighting the impact of role modeling and setting a compelling vision by school heads on enhancing teachers' motivation, attitude, and performance.

Inspirational motivation within transformational leadership shows significant strong positive correlations with teachers' motivation ( $r = 0.538^{***}$ ), attitude ( $r = 0.529^{***}$ ), and performance ( $r = 0.545^{***}$ ), indicating that fostering enthusiasm, optimism, and articulating a compelling vision contributes significantly to enhancing teachers' motivation, attitude, and performance.

Intellectual stimulation within transformational leadership demonstrates significant strong positive correlations with teachers' motivation ( $r = 0.569^{***}$ ), attitude ( $r = 0.516^{***}$ ), and performance ( $r = 0.583^{***}$ ), underscoring the importance of encouraging creativity, innovation, and critical thinking among teachers to enhance their motivation, attitude, and performance.

Similarly, individualized consideration within transformational leadership shows significant positive correlations with teachers' motivation ( $r = 0.465^{***}$ ), attitude ( $r = 0.411^{***}$ ), and performance ( $r = 0.515^{***}$ ), highlighting the impact of personalized support, recognition of individual needs, and fostering a supportive environment on enhancing teachers' motivation, attitude, and performance.

The implications of these findings underscore the significant role of various dimensions of transformational leadership in shaping teachers' motivation, attitude, and performance within the educational context of the Calauan District public schools. Idealized influence, characterized by role modeling and setting a compelling vision, demonstrates strong positive correlations with all three aspects, indicating that school heads who lead by example and articulate a clear vision positively influence teachers' overall engagement and effectiveness. Moreover, inspirational motivation, emphasizing enthusiasm, optimism, and vision articulation, significantly contributes to enhancing teachers' motivation, attitude, and performance, highlighting the importance of fostering a positive and inspiring work environment. Similarly, intellectual stimulation, which encourages creativity, innovation, and critical thinking, shows strong positive correlations with these aspects, emphasizing the importance of promoting a culture of continuous learning and exploration to drive teacher engagement and effectiveness. Additionally, individualized consideration, which involves personalized support and recognition of individual needs, significantly impacts teachers' motivation, attitude, and performance, emphasizing the importance of

tailored support and a supportive work environment in fostering teacher engagement and growth.

These findings suggest that effective transformational leadership practices, encompassing idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, play a pivotal role in enhancing teachers' motivation, attitude, and performance within the Calauan District public schools. By embodying these leadership dimensions, school heads can create an environment that fosters teacher engagement, growth, and effectiveness, ultimately contributing to improved student outcomes and the overall success of the educational institution. Thus, investing in the development and cultivation of transformational leadership skills among school leaders is crucial for creating a conducive and empowering work environment that maximizes the potential of teachers and fosters continuous improvement within the educational system.

Overall, the results underscore the significant and positive relationships between various dimensions of transformational leadership and teachers' motivation, attitude, and performance within educational settings. Effective implementation of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration by school heads can contribute significantly to enhancing teachers' overall engagement, positive attitudes, and professional effectiveness, ultimately benefiting student outcomes and school success (Khalil & Hussain, 2021; Kareem et al., 2023; Wilson-Heenan et al., 2023).

In a school where transformational leadership is evident, a principal demonstrating idealized influence might lead by example, showing commitment and ethical behavior that inspires teachers. Inspirational motivation could be seen when the principal sets a compelling vision for school improvement, motivating teachers to strive for excellence. Intellectual stimulation might occur during professional development sessions where the principal encourages innovative teaching methods and critical thinking. Individualized consideration is evident when the principal provides personalized support and mentorship to teachers, addressing their unique needs and fostering their professional growth. These practices enhance teachers' motivation, positive attitudes, and performance, leading to better student outcomes and overall school success.

## V. CONCLUSIONS

Based on the results of the study, the researcher arrived at the following conclusions.

Considering the  $r$ -value computed at the  $0.01^* 0.05$  level of significant, the researcher rejects the null hypothesis stating that there is no significant relationship between the level of school head's transactional leadership style and the teachers' motivation, attitude, and performance. These findings highlight the impact of specific transactional

leadership behaviors on teacher outcomes within the school environment.

Similarly, after getting the r-value at the 0.01\*\* and 0.05\* significant level, the researcher rejects the null hypothesis stating that there is no significant relationship between the level of school head's transformational leadership style and the teachers' motivation, attitude, and performance. The results highlight how transformational leadership behaviors have a significant impact on improving overall school effectiveness and positive teacher outcomes.

### RECOMMENDATIONS

- Given the high level of transactional leadership observed, school heads should consider implementing professional development plan focused on expanding leadership skills beyond transactional approaches. This plan could include workshops on transformational leadership, coaching on active listening and empathy, and feedback sessions to enhance leadership versatility.
- With a strong presence of transformational leadership behaviors, school heads should develop initiatives to sustain and deepen these practices. This could involve creating a mentorship program to foster idealized influence and inspirational motivation, organizing innovation workshops to promote intellectual stimulation, and establishing regular feedback mechanisms to enhance individualized consideration.
- Building on the very high level of motivation among teachers, administrators should implement strategies to maintain and enhance motivation. This could entail recognizing and rewarding exceptional efforts through a structured incentive program, offering personalized growth opportunities aligned with teacher interests and goals, and fostering a culture of continuous appreciation and celebration of achievements.
- To reinforce the positive attitudes exhibited by teachers, school leaders should implement interventions focused on sustaining this outlook. This might involve providing regular feedback and recognition for positive behaviors, promoting ongoing professional development to reinforce attitudes of openness and respect, and cultivating a collaborative and supportive school environment that nurtures and values diverse perspectives.
- Improving the high level of performance observed, administrators should develop action plans to further enhance and sustain teacher effectiveness. This could include implementing targeted training programs to strengthen specific competencies, establishing peer mentoring programs for continuous improvement, and instituting regular performance evaluations tied to professional growth opportunities.
- Recognizing the impact of transactional leadership on teacher outcomes, school leaders should deploy interventions to optimize this relationship. This might involve refining performance recognition systems to align with motivational triggers, enhancing communication strategies to foster positive attitudes and

performance feedback, and providing autonomy within established frameworks to encourage initiative and innovation.

- Acknowledging the influential role of transformational leadership, administrators should implement strategies to maximize its impact on teacher motivation, attitude, and performance. This could entail establishing structured communication channels to reinforce inspirational messages, creating opportunities for collaborative decision-making and professional growth, and integrating transformational leadership principles into organizational policies and practices to sustain positive teacher outcomes over time.

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