

Transformational Leadership Styles of Secondary School Administrators and Their Effects on Teachers' Self-Efficacy in Balamban District I

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Date Submitted:

August 27, 2026

Date Accepted:

September 22, 2026

Date Published:

October 15, 2026

DOI:

10.5281/zenodo.23384104

ABSTRACT

This study examined the transformational leadership styles of secondary school administrators and their relationship with teachers' self-efficacy in Balamban District I during School Year 2025–2026 as a basis for developing a Leadership Enhancement Program. Employing a descriptive-correlational research design, the study involved 65 secondary school teachers selected as respondents. Data were collected using standardized instruments, namely the Multifactor Leadership Questionnaire (MLQ Form 5X) and the Teachers' Sense of Efficacy Scale (TSES Long Form). Statistical analyses included frequency, percentage, weighted mean, standard deviation, and Pearson correlation. Findings revealed that most respondents were female, married, experienced teachers handling

English and Mathematics, and had pursued graduate education. School administrators demonstrated high levels of transformational leadership, particularly in idealized influence, inspirational motivation, intellectual stimulation, contingent reward, effectiveness, satisfaction, and extra effort. Conversely, laissez-faire leadership and passive management practices received low ratings. Teachers exhibited high self-efficacy in student engagement, instructional strategies, and classroom management. Correlation analysis revealed a low but statistically significant positive relationship between transformational leadership and teachers' self-efficacy ($\rho = 0.293$, $p = 0.018$). Specifically, idealized influence, intellectual stimulation, and contingent reward demonstrated significant associations with teachers' self-efficacy. The findings suggest that effective transformational leadership practices are associated with greater teacher confidence in fulfilling instructional responsibilities and managing classroom environments. Consequently, a Leadership Enhancement Program was proposed to strengthen administrators' leadership competencies, promote supportive educational environments, and further enhance teachers' professional effectiveness and self-efficacy across secondary schools within Balamban District I.

Keywords: *Transformational Leadership, Teachers' Self-Efficacy, School Administrators, Secondary Education, Leadership Enhancement Program*

INTRODUCTION

Educational leadership holds an important role in shaping the quality, performance, and overall effectiveness of schools. In recent years, transformational leadership has gained increasing recognition as one of the most influential leadership approaches in educational administration. This leadership style highlights developing a common vision, motivating teachers, and promoting cooperative and innovative practices within schools. Transformational leaders inspire teachers to go beyond routine responsibilities and

actively participate in school improvement efforts. Through supportive leadership behaviors, school administrators can greatly affect teachers' professional growth and strengthen the overall functioning of educational institutions (Bass & Riggio, 2006; Northouse, 2022).

Within the Philippine educational system, school administrators are expected to serve not only as managers of school operations but also as well as instructional leaders who guide teachers toward continuous vocational development and improved instructional practices. However, public secondary schools commonly confront challenges that affect the implementation of efficient leadership practices. School heads often face heavy administrative responsibilities, limited resources, and growing accountability demands.

These problems may limit school administrators' opportunities to engage in leadership practices that fully support teacher development and joint learning environments. At the local level, these leadership concerns may also be evident in secondary schools within Balamban District I. Schools in the district differ in resources, teacher experience, and leadership capacity, which may influence how leadership practices are implemented. Variations in leadership approaches can affect teachers' motivation, participation in professional development activities, and engagement in collaborative school practices. When leadership support is strong, teachers are more likely to develop professionally, improve instructional practices, and contribute to school effectiveness. Conversely, limited leadership support may reduce opportunities for teacher growth and create differences in school performance.

Although educational leadership literature has widely discussed transformational leadership, limited empirical research has examined how secondary school administrators' transformational leadership styles affect teachers' self-efficacy in the specific context of Balamban District I. Most studies focus on wider national or international settings, leaving a contextual gap in understanding how leadership behaviors operate within local school environments. This lack of localized evidence makes it difficult for school leaders and educational policymakers to design targeted leadership development programs that respond to the specific needs of schools within the district.

Therefore, this study examines the transformational leadership styles of secondary school administrators and their effects on teachers' self-efficacy in Balamban District I. By providing empirical evidence in this local context, the study strives to deepen understanding of leadership effectiveness in schools. The findings may serve as a basis for strengthening leadership development programs, supporting teacher support systems, and supporting collaborative school cultures that support increased educational outcomes.

Theoretical Background

This study is anchored in established theories and juridical frameworks that stress leadership's important role in promoting teacher development and improving the effectiveness of educational institutions. School leadership involves not only administrative supervision but also the ability to inspire teachers, facilitate professional learning, and develop a collaborative school culture that supports continuous improvement. In instructional leadership research, transformational leadership is widely recognized as an approach that stimulates innovation, professional empowerment, and shared commitment to school goals. Integrating leadership theory, adult learning principles, and situational leadership perspectives provides a strong conceptual lens for examining how leadership practices influence teacher occupational growth and school effectiveness in secondary schools.

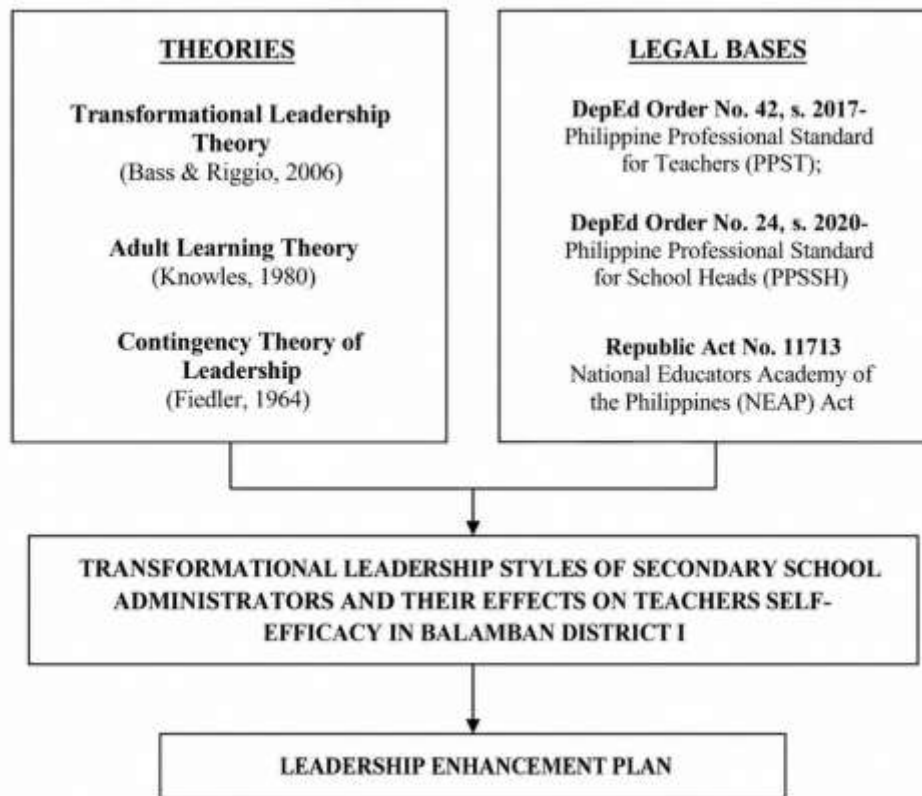


Figure 1. *Theoretical Framework of the Study*

Transformational Leadership Theory

The study is primarily grounded in the Transformational Leadership Theory developed by Bernard M. Bass and expanded by Ronald E. Riggio. This theory explains how leaders inspire followers to perform beyond expectations through motivation, common vision, and professional support. Transformational leadership has four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These dimensions emphasize leaders as visionaries, mentors, and facilitators of career development. In educational contexts, school administrators who demonstrate transformational leadership develop a culture of collaboration, encourage teachers to investigate innovative instructional strategies, and promote shared responsibility for school improvement.

Empirical studies have consistently shown that transformational leadership positively influences teacher performance, motivation, and professional learning. Leithwood and Jantzi (2005) found that transformational leadership greatly contributes to teacher commitment and a school's capacity for improvement. Similarly, Day et al. (2016) highlighted that leadership practices emphasizing inspiration and joint effort strengthen teacher engagement and instructional quality. Hallinger (2011) further noted that transformational leadership creates a helpful organizational climate that improves teacher professional development and encourages collective learning among teachers. Studies by Sun and Leithwood (2015), Gumus et al. (2018), and Arifin (2019) also reported that transformational leadership behaviors improve teachers' motivation and job satisfaction while promoting original teaching practices.

Additional studies stress the influence of transformational leadership on teacher empowerment and organizational outcomes. Research by Nguni, Slegers, and Denessen (2006) revealed that transformational leadership significantly affects teachers' commitment and career development. Similarly, Ninković and

Knežević Florić (2018) reported that transformational leadership improves teachers' willingness to participate in professional learning communities. Studies by Liu and Hallinger (2018) and Bush and Glover (2014) additionally indicate that transformational leadership supports a collaborative school culture and encourages teachers' continuous vocational learning. These findings show that transformational leadership practices are essential for strengthening teacher capability and improving school effectiveness, thereby justifying the relevance of examining such leadership behaviors among secondary school administrators.

Adult Learning Theory

Another theoretical perspective supporting the present study is Adult Learning Theory, also known as Andragogy, introduced by Malcolm Knowles. This theory emphasizes that adult learners possess unique characteristics that distinguish them from younger learners. Adults are self-directed, motivated by internal factors, and can draw on prior experiences as valuable learning resources. Knowles (1980) proposed several assumptions about adult learning, including the requirement for learners to understand the purpose of learning, the importance of experiential learning, readiness to learn when faced with real-life challenges, and a preference for problem-centered learning approaches.

In the context of teacher professional development, Adult Learning Theory supplies a basis for understanding how teachers engage in continuous professional learning; adult learners, teachers, benefit from professional development programs that are practical, collaborative, and directly related to classroom practice. Guskey (2002) emphasizes that effective professional development occurs when teachers actively participate in deliberate and experiential learning activities. Darling-Hammond et al. (2017) further highlight that professional learning initiatives grounded in adult learning principles greatly improve teachers' instructional competencies and student learning outcomes. Similarly, Avalos (2011) found that professional development programs that consider teachers' experiences and needs are more effective in improving teaching practices.

Several studies also emphasize school leadership's function in facilitating teachers' adult learning. Bredeson (2013) noted that school administrators play a key role in designing professional development opportunities aligned with adult learning principles. Opfer and Pedder (2011) observed that teacher learning is most effective when supported by collaborative learning environments and reflective practice. Likewise, Stoll et al. (2006) emphasized that professional learning communities enable teachers to share experiences, reflect on instructional practices, and collectively improve their educational strategies. These findings demonstrate that strong leadership practices must incorporate adult learning principles to ensure meaningful and sustainable teacher career development. Consequently, this theory supports examining how transformational leadership practices encourage professional development among teachers.

Contingency Theory of Leadership

The Contingency Theory of Leadership, developed by Fred Edward Fiedler, provides an additional perspective on leadership effectiveness. This theory argues that no single leadership style is universally effective; rather, leadership success depends on alignment between leadership style and situational factors. According to Fiedler (1964), leadership effectiveness depends on variables such as leader-member relationships, task structure, and the leader's level of authority or power. Within educational contexts, Contingency Theory suggests that school administrators must adapt their leadership practices to teachers' needs, the school's organizational climate, and available resources. Hallinger (2011) found that leadership effectiveness in schools depends on how leaders respond to contextual difficulties and possibilities. Similarly, Bush (2018) explains that effective school leaders change their leadership approaches to meet the specific needs of their teachers and school communities. Studies by Leithwood, Harris, and Hopkins (2008) also show that leadership practices must respond to contextual factors such as school culture and teacher readiness.

Further studies accentuate the importance of situational leadership in promoting teacher development. Robinson, Lloyd, and Rowe (2008) found that leadership practices aligned with situational

needs have a stronger impact on student outcomes and teacher performance. Harris and Spillane (2008) also highlighted that distributed leadership practices enable schools to respond to changing organizational demands and enhance teacher collaboration. Additionally, Day and Sammons (2013) found that leadership effectiveness depends on a leader's ability to modify strategies to the different needs of teachers and learners. These findings reinforce the relevance of Contingency Theory in understanding how leadership practices influence teacher occupational growth and school effectiveness within varying school contexts.

Legal Bases of the Study

Regulatory structures that institutionalize teacher development and leadership standards in the Philippine education system further support this research's conceptual foundations. One key policy is DepEd Order No. 42, s. 2017, which established the Philippine Professional Standards for Teachers (PPST). The PPST provides a comprehensive framework outlining the competencies expected of teachers at different career stages. It highlights continuous professional learning, reflective practice, and joint effort among teachers as necessary components of effective teaching.

Another important legal basis is DepEd Order No. 24, s. 2020, which introduced the Philippine Professional Standards for School Heads (PPSSH). This system defines the professional standards for school leaders, stressing their role in mentoring teachers, improving instructional practices, and fostering a positive learning environment. The PPSSH highlights that effective school leaders must demonstrate strong leadership practices that support teacher development and promote school improvement.

Furthermore, Republic Act No. 11713, also known as the National Educators Academy of the Philippines (NEAP) Act, mandates an extensive professional development system for teachers and school leaders. The law intends to strengthen educators' competencies by providing structured training programs, leadership development initiatives, and continuous learning opportunities. Studies by SEAMEO-INNOTECH (2016), Bautista and Bernardo (2018), and Orbeta et al. (2020) emphasize that professional development programs in accordance with national standards significantly improve teacher competence and school performance. These legal provisions affirm the importance of leadership practices that support teacher development and justify research examining leadership's influence on professional development and school effectiveness.

Synthesis of the Theoretical Background

Together, the theories and legal frameworks discussed provide a strong conceptual foundation for the present study. Transformational Leadership Theory explains how school administrators can inspire, motivate, and mentor teachers to achieve higher levels of professional performance and commitment. Adult Learning Theory stresses the importance of designing professional development efforts that recognize teachers as self-directed learners who benefit from experiential and collaborative learning opportunities. Meanwhile, Contingency Theory emphasizes that leadership effectiveness depends on school administrators' ability to adapt their leadership practices to situational factors such as teacher readiness, school environment, and available resources. These theoretical perspectives are reinforced by national policies such as the Philippine Professional Standards for Teachers, the Philippine Professional Standards for School Heads, and the National Educators Academy of the Philippines Act, which institutionalize professional development and leadership practices in the Philippine education system.

These frameworks institutionalize Professional development and leadership practices in the Philippine education system.

Taken together, these theories and legal provisions justify the present study by showing that effective leadership is essential to fostering teacher professional growth and enhancing school effectiveness. They provide conceptual and policy-based support for examining how secondary school administrators' transformational leadership practices influence teacher development and school outcomes in Balamban District I. Through this theoretical lens, the study seeks to generate empirical evidence that can inform

leadership practices, strengthen teacher support systems, and contribute to the overall improvement of educational institutions.

Statement of the Problem

This research determines the transformational leadership styles of secondary school administrators and their effects on teachers self-efficacy in *Balamban District I during the School Year 2025–2026 as the basis for a Leadership Enhancement Plan*.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the respondent groups in terms of:
 - 1.1 age and gender,
 - 1.2 civil status,
 - 1.3 major of specialization,
 - 1.4 highest educational attainment, and
 - 1.5 years in service?
2. What is the level of transformational leadership styles of secondary school administrators in Balamban District I in terms of:
 - 2.1 Idealized Influence
 - 2.2 Inspirational Motivation
 - 2.3 Intellectual Stimulation
 - 2.4 Individualized Consideration
 - 2.5 Contingent Reward
 - 2.6 Management by Exception- Passive
 - 2.7 Management by Exception-Active
 - 2.8 Laissez-Faire Leadership
 - 2.9 Extra Effort
 - 2.10 Effectiveness
 - 2.11 Satisfaction
3. What is the level of teacher self-efficacy in terms of:
 - 3.1 Student Engagement
 - 3.2 Instructional Strategies
 - 3.3 Classroom Management
4. Is there a significant relationship between transformational leadership style and teacher self-efficacy?
5. What are the issues and concerns met by the respondents to the transformational leadership styles of secondary school administrators and their effects on teachers self-efficacy in Balamban District I
6. Based on the findings of the study, what leadership enhancement program may be proposed?

METHODS

Design

This study employed a descriptive-correlational research design, which is appropriate for examining the relationship between secondary school administrators' transformational leadership styles and their effects on teachers' self-efficacy in Balamban District I. A descriptive approach allows for the systematic presentation of the current status of leadership practices, teacher development, and school performance. At the same time, the correlational component enables analysis of how these variables interact without manipulating any conditions (Creswell & Creswell, 2018).

This design is suitable because the study aimed not only to describe school administrators' leadership behaviors and their influence on teachers but also to determine whether a significant association exists between transformational leadership practices, professional growth, and school effectiveness. As Subia (2020) notes, descriptive-correlational research is highly relevant in educational settings where the

goal is to generate data to design context-based interventions rather than establish causation. Thus, this design supports the development of data-driven recommendations and interventions that can enhance teacher professional growth and improve overall school performance, making the study both practical and responsive to the realities of secondary education.

Flow of the Study

This study followed the Input–Process–Output (IPO) Model as a systematic guide to examine how secondary school administrators' transformational leadership styles affect teachers' self-efficacy. The model ensures the variables are clearly defined, research procedures are organized, and the expected output aligns with the study's purpose.

Input. In the Input phase, the study considered three major elements: the transformational leadership styles exhibited by secondary school administrators, the profile of the teacher-respondents, and the current level of teachers' self-efficacy in Balamban District I. These inputs represent the baseline conditions of administrative leadership and educator confidence within the district.

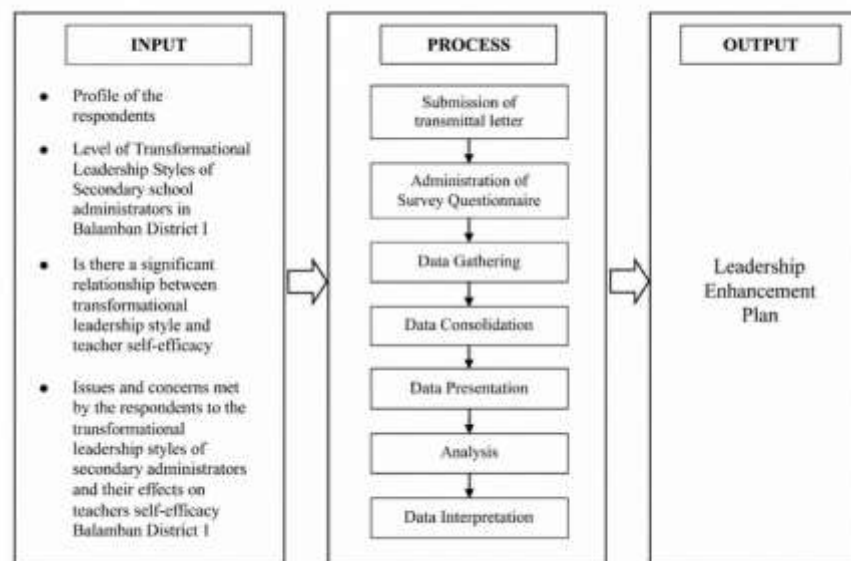


Figure 2. Flow of the Study

Process. The Process involved systematically collecting data using validated research instruments, specifically standardized questionnaires tailored to measure leadership styles and teaching efficacy, followed by appropriate statistical treatments, including descriptive analysis and correlational testing. Through this process, the study identifies patterns and relationships among the variables, allowing for a deeper understanding of how transformational leadership styles influence teachers' self-efficacy in Balamban District I. Interpreting these findings will help determine which administrative leadership behaviors most significantly enhance or affect teachers' confidence in their instructional capabilities, classroom management, and student engagement.

Output. The Output consists of evidence-based findings on specific transformational leadership styles used by secondary school administrators and their direct effects on teachers' self-efficacy, along with practical recommendations.

These outputs guide school administrators in enhancing their daily leadership practices, inform local policy decisions, and serve as the foundation for a proposed leadership enhancement program or action

plan. Ultimately, these results aim to sustainably improve teacher confidence, instructional capability, and overall educational outcomes in Balamban District I.

By following the IPO framework, the study ensured the research process is coherent, purposeful, and aligned with its objective of proposing an evidence-based leadership and professional growth enhancement plan that directly addresses teachers' development needs and improves overall school effectiveness in Balamban District I.

Environment

The study conducted in the municipality of Balamban, located in western Cebu Province. Balamban comprises several barangays with both coastal and upland communities, making it an ideal setting for examining educational leadership practices in diverse school settings. The municipality hosts several public secondary schools under the supervision of the Department of Education *Division of Cebu Province*, specifically under *Balamban District I*.

The schools included in this study are distributed across different barangays in the district. Their geographic distribution reflects the diversity of communities served by public secondary schools in the area. By including 3 secondary schools in the district, the research captures leadership practices across varied educational contexts, ensuring that the findings represent the overall leadership environment within Balamban District I.



Figure 3. Location Map of the Study

Secondary Schools Included in the Study

1. *Balamban National High School*

Balamban National High School serves a large student population from the town proper and nearby barangays. With an established faculty and structured academic programs, it provides a robust setting to examine leadership practices, teacher professional growth, and school effectiveness.

2. *Milan-Cantuod National High School*

Located along the Cebu Transcentral Highway, Milan-Cantuod NHS serves upland communities with livelihoods primarily in agriculture. The school provides an opportunity to study leadership in schools with geographically dispersed students and teachers.

3. *Nangka National High School*

Nangka NHS caters to both rural and semi-urban learners. It allows the study to investigate leadership practices among teachers with diverse professional experiences in a semi-rural context.

Including 3 secondary schools in Balamban District I ensures a comprehensive and representative study of the district's educational leadership environment. The schools vary in terms of size, location, resources, student population, and teacher experience, which allows for a thorough examination of how transformational leadership styles of secondary school administrators and their effects on teachers' self-efficacy in Balamban District I

The study's locale is appropriate because it provides authentic, real-world conditions to observe leadership in action. The study can directly examine factors such as school culture, administrative support, teacher collaboration, and community engagement. The findings are expected to guide evidence-based recommendations for improving leadership practices, teacher development, and overall school performance across the district.

Respondents

This study included teachers and school administrators from 3 secondary schools in Balamban District I during the school year when data will be collected. These participants are purposely selected because they directly experience the effects of transformational leadership on professional growth and school effectiveness. Administrative practices shape teachers' professional development, instructional strategies, and engagement, while school heads' leadership approaches influence the overall learning environment and institutional outcomes.

A total of 65 respondents will participate in the study, comprising school administrators and teaching staff from the district's three secondary schools. The distribution of respondents per school is as follows: Balamban National High School – 15, Milan-Cantuod NHS – 12, Nangka NHS – 38. Participants were randomly selected where necessary to ensure equitable representation and minimize sampling bias. Only those who provide consent and confirm participation will be included in the final count. This distribution ensured that the study captures a wide range of experiences and perspectives regarding transformational leadership and its effects on teachers' self-efficacy.

Table 1. *Distribution of Respondents Across Secondary Schools in Balamban District I*

School Name	Respondents	
	N	%
Balamban National High School	15	23.08 %
Milan-Cantuod National High School	12	18.46 %
Nangka National High School	38	58.46 %
Total	65	100%

Table 1 presents the distribution of respondents across the three secondary schools in Balamban District I participating in the study. The study includes 65 respondents, comprising both teachers and school

administrators. The table shows that Nangka National High School contributes the largest share of respondents (58.46%), reflecting its relatively larger size in terms of teaching staff and administrative personnel within the district.

Schools like Balamban National High School and Milan-Cantuod National High School have fewer respondents (23.08% and 18.46%, respectively), reflecting smaller school populations while ensuring equitable representation of different school contexts in the district.

The table illustrates that the study captures a comprehensive view of the district's educational landscape, including schools of varying faculty sizes. By including both the largest institution and the smaller campuses, the study ensures that diverse experiences of teachers and administrators regarding transformational leadership practices are represented. This distribution allows meaningful comparisons across schools and supports the validity of findings on transformational leadership styles and their effects on teachers' self-efficacy in Balamban District I.

Instrument

The study uses two well-recognized, standardized research instruments to collect data on secondary school administrators' transformational leadership styles and their effects on teachers' self-efficacy in Balamban District I. The instruments are firmly grounded in Transformational Leadership Theory (Bass & Avolio, 1994) and Social Cognitive Theory, specifically Self-Efficacy Theory (Bandura, 1997; Tschannen-Moran & Hoy, 2001), ensuring the items accurately measure administrative behavior alongside teacher-centered cognitive beliefs. Furthermore, these tools are carefully aligned with Department of Education professional frameworks, specifically DepEd Order No. 24, s. 2020, or the Philippine Professional Standards for School Heads (PPSSH), and DepEd Order No. 42, s. 2017, or the Philippine Professional Standards for Teachers (PPST). This alignment guarantees that the indicators under investigation directly capture mandated professional standards and legally recognized leadership and teaching practices.

The data-gathering tool is systematically structured into three comprehensive sections to capture all necessary variables. Part I gathers the demographic and professional profiles of the teacher-respondents, including age, gender, length of service, and highest educational attainment. Part II utilizes the Multifactor Leadership Questionnaire (MLQ Form 5X) by Bass and Avolio to describe the transformational leadership styles of school principals across 45 items evaluating ten distinct factors: idealized influence (attributes and behaviors), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception (active and passive), laissez-faire leadership, and leadership outcomes (extra effort, effectiveness, and satisfaction). Part III evaluates teachers' self-efficacy using the 24-item Teachers' Sense of Efficacy Scale (TSES Long Form) by Tschannen-Moran and Hoy, which measures educational confidence across three core subscales: efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management.

Because this study utilizes globally established, standardized tools rather than researcher-made questionnaires, content validity and structural reliability are already rigorously documented. The MLQ Form 5X boasts exceptionally high reliability, as evidenced by a reported Cronbach's alpha of .91. At the same time, the TSES long form consistently exhibits strong alpha coefficients ranging from .92 to .95 across its subscales. To ensure contextual appropriateness, the instruments will undergo a preliminary field review with select school personnel to confirm that the language and instructions remain clear, accessible, and highly relevant to the local school climate of Balamban District I. By basing the data collection on these heavily vetted, evidence-based instruments, the study ensures a systematic, objective, and legally aligned process that ultimately yields valid, actionable insights for administrative enhancement and teacher development initiatives.

Data Gathering Procedure

The data for this study will be collected systematically in three stages: the preliminary stage, the data-gathering stage, and the post-data-gathering stage. Each stage is designed to ensure that the instrument is reliable, valid, and effectively captures the information needed to address the research questions.

Preliminary Stage. Before collecting the actual data, the researcher will secure formal permission from the Schools Division Superintendent of Balamban District I, the District Supervisors, and the school heads of the participating secondary schools. These approvals are necessary to comply with the Department of Education's research protocols and ensure ethical adherence.

All participants were informed of the study's purpose, scope, and procedures, and the researcher clearly communicate ethical considerations such as voluntary participation, informed consent, and confidentiality of responses. The researcher will conduct an orientation session with school heads and teacher participants to explain the study's objectives, guide them in answering the questionnaire, and clarify any questions. This approach ensures the data collection process is transparent, organized, and aligned with established standards, while respecting participants and adhering to the theoretical and legal frameworks guiding the study.

Data Gathering Stage. Once all necessary permissions and ethical clearances have been secured and the instrument has undergone pilot testing and refinement, the researcher proceeded with the actual administration of the questionnaire to the teacher and administrator respondents in all secondary schools of Balamban District I. Coordination with the school heads will be made to schedule the survey at a convenient time that will not disrupt classes and official duties.

The researcher will personally administer and distribute the questionnaire to ensure instructions are clearly explained and delivered uniformly. Before answering the survey, participants will be informed of the study's purpose, the voluntary nature of their participation, and assurances of confidentiality and anonymity. They will also be reminded that there are no right or wrong answers and that honest responses are essential to the study's accuracy and credibility.

During administration, the researcher will remain present to clarify instructions as needed without influencing responses. After completion, the researcher will collect all questionnaires, check them for completeness, and organize them properly. The researcher did not force unanswered items to preserve ethical integrity. The researcher will store all completed instruments securely and maintain strict confidentiality. This systematic procedure ensures accurate, ethical, and reliable data collection from administrators and teachers. The researcher will store all completed questionnaires securely and handle them confidentially.

Post-Data Gathering Stage. After retrieving all questionnaires from teacher and administrator respondents, the researcher organized, checked, and encoded the collected data. The researcher will carefully review each completed questionnaire to ensure completeness and validity for inclusion in the analysis. The researcher will document incomplete or invalid responses but will not modify them to preserve the data's integrity and authenticity. The researcher will then systematically encode the validated responses in statistical software for accurate processing and analysis.

To ensure confidentiality, the researcher assigned unique respondent codes instead of using names or other identifying information. This procedure safeguards participants' privacy and prevents personal identification during data analysis and reporting. The encoded data will then be tabulated and categorized according to the study's major variables: transformational leadership practices, teacher professional growth, and school effectiveness.

Once encoding is completed, appropriate statistical treatments will be applied to interpret the data accurately and objectively. The results generated from this stage will serve as the basis for identifying significant relationships and emerging concerns, which will inform the development of a proposed Leadership Enhancement Program. The findings will be systematically organized and presented in the succeeding chapters, ensuring each result directly addresses the study's objectives.

Ethical Considerations

This study strictly adheres to established ethical standards to ensure that all teacher and administrator respondents in Balamban District I are treated with dignity, fairness, and professional respect. Participation is voluntary, and we will obtain informed consent before administering the questionnaire. Respondents were clearly informed about the purpose of the study, the nature of their involvement, and their right to withdraw at any time without penalty. To maintain confidentiality and anonymity, the respondents assigned unique respondent codes instead of using names, and we will use all collected data solely for academic purposes. We will report findings in aggregate form to prevent identification of any individual or school, and we will securely store all research materials to uphold data privacy, integrity, and compliance with institutional research standards.

Informed Consent. A fundamental ethical requirement of this study is securing informed consent from all participants. School heads and teachers who will participate will be fully informed about the study's purpose, scope, procedures, and the voluntary nature of their involvement. They will be assured that they may decline or withdraw from the study at any time without any negative consequences. The researcher will administer the survey individually, and each respondent will indicate consent before participating, ensuring that involvement is voluntary, informed, and conducted with mutual trust and professional respect.

Confidentiality and Anonymity. To uphold confidentiality and anonymity, the research instruments and data files will exclude all personal identifiers. The survey will treat information collected from school heads and teachers with the highest level of confidentiality. All responses will be securely stored in password-protected digital files accessible only to the researcher, ensuring that no unauthorized individuals can view or manipulate the data. During data organization, analysis, and reporting, responses will be aggregated and presented in summary form to prevent identification of individual participants or schools, thereby safeguarding the privacy, trust, and professional integrity of all respondents.

Minimization of Harm. This study is carefully designed to ensure that no physical, emotional, or psychological harm is caused to any participants. Since the respondents are secondary school administrators and teachers, all research procedures, including the distribution and completion of the survey questionnaire, are non-invasive and professional. The questionnaire focuses solely on transformational leadership practices of administrators and their impact on teacher professional growth and overall school effectiveness, posing no risk to participants' well-being. Participation is voluntary, and respondents may withdraw at any time without consequences. The researcher will maintain open communication to clarify questions or concerns, and will address any discomfort or hesitation during data collection sensitively and professionally, ensuring that all participants are treated with respect, care, and ethical responsibility throughout the study.

Respect for Autonomy. The study upholds the principle of respect for autonomy by ensuring that all participants, including school heads and teachers from public secondary schools in Balamban District I, are free to decide whether to participate. Before completing the survey, respondents receive clear, accurate, and sufficient information about the study's objectives, procedures, and expected duration, allowing them to make informed, voluntary decisions without coercion or undue influence. The researcher maintains open, professional communication with all participants and school authorities and promptly addresses questions or concerns. Respondents are consistently reminded that participation is entirely voluntary, and they may decline or withdraw from the study at any time without any negative consequences.

Beneficence. The study aimed to generate a positive impact by examining the transformational leadership practices of secondary school administrators and their influence on teacher professional growth and overall school effectiveness. The insights gained will inform strategies that strengthen instructional leadership, enhance teachers' professional development, and support school initiatives to improve organizational performance and student outcomes. By highlighting effective leadership practices and identifying areas for improvement, the study seeks to provide data-driven recommendations that benefit administrators, teachers, and the entire school community.

Non-maleficence. The principle of “do no harm” is strictly observed throughout this study. All research procedures are carefully planned to avoid disrupting regular school activities, minimize stress on teachers and administrators, and maintain a professional and respectful environment. The researcher interacts with participants sensitively, ensuring ethical responsibility guides every step of the research process.

These considerations extend from initial planning and consent to questionnaire administration, data analysis, and reporting. The researcher adheres to the Department of Education’s research ethics protocols and the schools’ internal approval procedures, ensuring transparency, accountability, and integrity. By following these standards, the study safeguards participants’ welfare while maintaining the highest ethical and professional standards in examining the impact of transformational leadership practices on teacher professional growth and school effectiveness.

Statistical Treatment

The study employed various statistical tools to analyze the data collected from secondary school administrators and teachers in Balamban District I. These treatments ensure each research question is addressed accurately and meaningfully.

Frequency and Percentage – This described the respondents’ profile, including age, gender, civil status, highest educational attainment, specialization, and years in service. Frequency counts and percentages provide a clear picture of how respondents are distributed across categories.

Weighted Mean – Weighted mean scores were measure secondary school administrators’ transformational leadership practices, teacher professional growth, and school effectiveness. The Likert-scale responses from the questionnaires will be summarized to determine the overall rating for each dimension (e.g., Idealized Influence, Inspirational Motivation, Instructional Competence, School Climate).

Standard Deviation – Standard deviation was computed to determine the variability or consistency of responses among participants, highlighting areas of convergence or divergence in perceptions of leadership practices, professional growth, and school effectiveness.

Pearson Product-Moment Correlation (r) – To determine the relationship between transformational leadership practices and teacher professional growth, as well as between leadership practices and school effectiveness, the Pearson correlation coefficient was applied. This will identify the strength and direction of the association between the variables.

Qualitative Analysis – Open-ended responses regarding issues and concerns related to transformational leadership practices will be analyzed thematically. This will allow the researcher to identify common trends, challenges, and perceptions, providing deeper insights into the impact of leadership practices on teachers and schools.

Interpretation – All statistical results were interpreted in accordance with the study objectives. The study will evaluate correlation coefficients to determine the significance of relationships and use descriptive measures to summarize respondents’ perceptions and ratings. The findings will form the basis for recommending a Transformational Leadership Enhancement Program for secondary school administrators to further improve teacher professional growth and school effectiveness.

Scoring Procedure

The instrument used in this study consists of three major parts: (1) Demographic and Professional Profile, (2) Transformational Leadership Styles of Secondary School Administrators, and (3) Teachers’ Self-Efficacy. The study uses a five-point Likert scale to quantify teachers’ responses. Each response is assigned a numerical value for scoring and interpretation, with 5 representing the highest rating and 1 representing the lowest.

For Transformational Leadership Styles, scores from the Multifactor Leadership Questionnaire (MLQ Form 5X) are averaged across its factors—Idealized Influence, Inspirational Motivation, Intellectual

Stimulation, and Individualized Consideration—to obtain a weighted mean for each dimension and an overall leadership rating.

For Teachers' Self-Efficacy, the responses from the Teachers' Sense of Efficacy Scale (TSES Long Form) are scored across three subscales: Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management. Weighted means determine teachers' self-efficacy level.

The computed weighted mean scores are interpreted using the following table:

Scale	Numerical Rating	Descriptive Rating	Verbal Interpretation
5	4.50 – 5.00	Very High	Excellent
4	3.50 – 4.49	High	Very Good
3	2.50 – 3.49	Moderate	Satisfactory
2	1.50 – 2.49	Low	Needs Improvement
1	1.00 – 1.49	Very Low	Poor

This scoring procedure ensures that responses are systematically quantified, allowing for accurate interpretation of transformational leadership styles and their effects on teachers' self-efficacy. The results will inform the development of a Leadership Enhancement Program tailored to the needs of secondary schools in Balamban District I.

Literature Review

This chapter synthesizes related literature and studies that provide theoretical and empirical foundations for the present research. It examines existing works on transformational leadership practices of school administrators, particularly focusing on the four core dimensions identified by Bernard M. Bass—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

The review further explores how these leadership practices influence teacher professional growth, including professional development, instructional competence, motivation, and commitment.

It also discusses the impact of transformational leadership on school effectiveness, such as organizational performance, school climate, teacher collaboration, and student outcomes. Sources from international, national, and local contexts provide a comprehensive understanding of how transformational leadership functions in educational settings. By examining prior findings and identifying research gaps, this chapter underscores the significance of investigating transformational leadership practices among secondary school administrators in Balamban District I.

Transformational Leadership in Educational Settings

Transformational leadership has emerged as a widely influential framework in educational administration due to its strong focus on vision, motivation, collaboration, and organizational change. James MacGregor Burns first introduced the concept, describing transformational leaders as those who inspire followers to transcend personal interests to pursue broader organizational goals. Bernard M. Bass expanded this theory by identifying four essential components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration which guide leaders in fostering professional growth and school effectiveness. In secondary schools, idealized influence enables administrators to serve as ethical role models and earn teachers' trust and respect. Inspirational motivation involves articulating a clear school vision that encourages teachers to align their professional goals with institutional objectives. Intellectual stimulation fosters creativity by prompting teachers to question conventional methods and explore innovative instructional strategies. Individualized consideration ensures personalized mentoring and support tailored to teachers' unique needs. These leadership practices are crucial in secondary education, where teachers navigate complex curricula and diverse learner needs. Administrators exhibiting

transformational behaviors are more likely to cultivate a culture of collaboration, continuous improvement, and professional growth.

Transformational Leadership and Teacher Professional Growth

Globally, empirical studies demonstrate the impact of transformational leadership on teacher professional development. Nguyen, Tran, and Pham (2022) reported that in Vietnamese secondary schools, principals' individualized consideration and intellectual stimulation significantly enhanced teacher engagement in reflective practices and collaborative decision-making, fostering instructional innovation. Similarly, Rodriguez and Gomez (2023) found that transformational leadership in U.S. urban high schools was positively associated with teacher job satisfaction and active participation in professional development programs, encouraging peer coaching and professional collaboration.

In South Africa, Moyo and Chikoko (2022) revealed that principals demonstrating inspirational motivation and idealized influence created environments of trust, supporting student-centered instructional practices and collaborative problem-solving among teachers.

In India, Kaur and Singh (2023) highlighted that transformational leadership had both direct effects on teacher morale and indirect effects on instructional quality, demonstrating that professional growth mediates school outcomes.

Al-Shammari and Al-Ali (2024) showed in Middle Eastern secondary schools that transformational leadership, when combined with strategic instructional supervision, improved student achievement and teacher participation in professional development.

Additionally, Chen and Li (2022) found in Taiwan that transformational principals increased teachers' self-efficacy and adoption of innovative instructional practices, resulting in improved student engagement. Collectively, these global studies highlight that transformational leadership fosters teacher development by creating supportive environments, promoting reflective practices, and encouraging collaborative learning directly aligning with the objectives of the present study.

National studies in the Philippines further support these findings. Dela Cruz and Santos (2023) observed that transformational leadership behaviors in Philippine high schools strongly enhanced teacher engagement in professional development and reflective practices, while Ferrer and Villanueva (2025) reported measurable improvements in teacher collaboration, instructional data utilization, and student academic achievement in schools led by transformational principals.

Lim and Pascua (2024) emphasized that a collaborative, trust-based school culture strengthens transformational leadership by facilitating teacher professional growth.

Ocampo and Leon (2024) confirmed that principals who provide coaching and shared decision-making foster professional development and increase school performance. These studies provide localized evidence that transformational leadership positively influences teacher competencies, engagement, and professional growth in the Philippine educational context.

Transformational Leadership and School Effectiveness

Transformational leadership has also been widely linked to school effectiveness globally. Marks and Printy (2022) demonstrated that combining transformational and instructional leadership improved teacher collaboration and overall school performance.

In Latin America, Lopez and Hernandez (2025) found that intellectual stimulation by principals encouraged evidence-based instructional practices, resulting in higher student achievement. Ng (2023) observed in Singapore and Malaysia that schools led by transformational principals outperformed those led by transactional principals in instructional quality and student assessment outcomes.

Gomez, Wallace, and Clarke (2023) highlighted that transformational leadership in Australian secondary schools enhanced teacher innovation and adaptability, which positively impacted school effectiveness.

Santos et al. (2022) reported that Brazilian high schools with transformational leaders adopted collaborative planning and data-driven instruction, achieving moderate improvements in student performance. These studies collectively demonstrate that transformational leadership enhances school outcomes by fostering teacher collaboration, innovative practices, and organizational commitment.

In the Philippine context, Ferrer and Villanueva (2025) found that transformational principals in secondary schools improved teacher collaboration, instructional data usage, and student academic performance.

Dela Cruz and Santos (2023) confirmed that teacher engagement and curriculum alignment mediated the relationship between leadership practices and school effectiveness. Lim and Pascua (2024) highlighted that school culture moderated transformational leadership's impact on school outcomes.

Ocampo and Leon (2024) found that transformational leadership contributed to improved instructional quality, teacher collaboration, and student learning outcomes in Philippine schools. These findings illustrate that transformational leadership not only drives teacher growth but also enhances overall school performance.

Despite robust evidence at global and national levels, research on transformational leadership in localized Philippine contexts such as Balamban District I remains limited. Few studies systematically examine how specific transformational leadership behaviors of secondary school administrators directly impact teacher professional growth, school effectiveness, and student academic outcomes simultaneously. Moreover, contextual factors unique to local public schools, such as administrative support structures, resource availability, and socio-cultural dynamics, are underexplored (Lim & Pascua, 2024; Dela Cruz & Santos, 2023).

Therefore, this study seeks to fill this gap by investigating how secondary school administrators' transformational leadership practices in Balamban District I influence teacher professional growth and school effectiveness, providing actionable insights for leadership development, policy implementation, and school improvement.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered in this study entitled "Transformational Leadership Styles of Secondary School Administrators and Their Effects on Teachers' Self-Efficacy in Balamban District I."

Specifically, this chapter provides a detailed description of the respondents' profile in terms of age and gender, civil status, major of specialization, highest educational attainment, and years in service. It then assesses secondary school administrators' transformational leadership styles, focusing on idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (passive and active), laissez-faire leadership, extra effort, effectiveness, and satisfaction.

Moreover, the chapter examined teachers' self-efficacy, particularly in student engagement, instructional strategies, and classroom management. It also determines whether a significant relationship exists between transformational leadership styles and teachers' self-efficacy.

In addition, this chapter identifies the issues and concerns respondents encountered related to transformational leadership styles and their effects on teachers' self-efficacy. Finally, based on the study's findings, the study presents a proposed leadership enhancement program to address the identified gaps and improve leadership practices among secondary school administrators.

Respondents' Profile

The first part of the study presents the respondents' profile.

Age

Table 2 presents the distribution of respondents by age. This provides an overview of the participants' age profile.

Table 2. *Age of Respondents*

Profile	Frequency	Percentage
20-24	0	0.00
25-29	18	27.69
30-34	19	29.23
35-39	6	9.23
40-44	4	6.15
45-49	10	15.38
50 years old and above	8	12.31
Total	65	100.00

As shown in Table 2, most respondents are in early to mid-adulthood. The largest group is aged 30–34 (29.23%), followed by 25–29 (27.69%), indicating that more than half of respondents (56.92%) are in the early stages of their teaching careers. Meanwhile, 15.38% are aged 45–49, 12.31% are 50 and above, 9.23% are 35–39, and only 6.15% are 40–44, with no respondents aged 20–24.

This age distribution suggests a predominantly young and early-career teaching workforce, which may influence adaptability, openness to innovation, and responsiveness to leadership practices. According to Donald E. Super (1957), in his Life-Span, Life-Space Theory, individuals move through different career stages in which attitudes and work behaviors evolve, and younger, early-career professionals typically show greater openness to development and adjustment in their roles. In addition, Michael Huberman (1989), in his Teacher Career Cycle Theory, explains that teachers in the exploration and stabilization phases tend to be more receptive to new experiences and leadership influences, which may affect their perceptions of school administration and instructional practices.

Gender

Table 3 presents the distribution of respondents by gender. This table provides an overview of the participants' gender profile.

Table 3. *Gender of Respondents*

Profile	Frequency	Percentage
Male	11	16.92
Female	54	83.08
Total	65	100.00

As reflected in Table 3, most respondents are female, comprising 54 (83.08%) of the total respondents, while only 11 (16.92%) are male. This indicates that the teaching workforce in the study is predominantly female.

This result reflects the long-standing gender imbalance in the teaching profession, particularly in basic education. According to Ingersoll (2001), teaching has historically been a female-dominated occupation due to social expectations, professional pathways, and workforce trends that favor women in education roles. Similarly, Cushman (2005) noted that men remain underrepresented in teaching, especially at the elementary and secondary levels, which may influence perceptions of gender roles in school environments. Furthermore, the OECD (2019) reports that female teachers consistently outnumber male

teachers across most education systems worldwide, reinforcing the persistent feminization of the teaching profession.

In addition, UNESCO (2020) highlights that gender disparities in teaching staff are linked to broader societal norms and employment patterns, where women are more likely to enter caregiving and education-related professions. These patterns help explain the dominance of female respondents in this study.

Civil Status

Table 4 presents the distribution of respondents by civil status. This describes the marital composition of the participants in the study.

Civil status is important for understanding respondents' personal background, which may influence their professional experiences, responsibilities, and perceptions of transformational leadership styles and teacher self-efficacy.

Table 4. *Civil Status of Respondents*

Profile	Frequency	Percentage
Single	18	27.69
Married	46	70.77
Widowed	1	1.54
Total	65	100.00

As reflected in Table 4, most respondents are married (46, or 70.77% of the total), while 18 (27.69%) are single. One respondent is widowed (1.54%).

This suggests that most teachers in the study are likely managing both professional and family responsibilities. According to Maslow (1943), in his Hierarchy of Needs Theory, individuals are motivated by different levels of needs, including social belongingness and family needs, which can influence job behavior and motivation in the workplace. Similarly, Greenhaus and Beutell (1985), in their Work–Family Conflict Theory, explain that married employees often experience role strain due to the simultaneous demands of work and family responsibilities, which may affect stress levels, performance, and self-efficacy.

Furthermore, Voydanoff (2005) emphasized that the balance between work and family roles plays a significant role in employee well-being and effectiveness, suggesting that supportive work environments can help reduce conflict and improve performance outcomes. On the other hand, Super (1990) also noted that life roles such as worker, spouse, and parent interact and influence an individual's career behavior and professional development over time.

Major of Specialization

Table 5 presents the distribution of respondents by major of specialization. This provides an overview of the academic fields or subject areas the study participants teach.

Information on major of specialization is essential for understanding respondents' professional background, which may influence their teaching practices, instructional strategies, and perceptions of transformational leadership styles and teacher self-efficacy.

Table 5. *Major of Specialization of Respondents*

Profile	Frequency	Percentage
English	32	49.23
Math	13	20.00
AP	8	12.31
TLE	5	7.69
Science	3	4.62
MAPEH	3	4.62

Filipino	1	1.54
Total	65	100.00

As reflected in Table 5, the respondents are distributed across different subject specializations. The largest group is English teachers, with 32 (49.23%), followed by Mathematics with 13 (20.00%). Social Studies (AP) comprises 8 (12.31%), TLE has 5 (7.69%), and Science and MAPEH each have 3 (4.62%). Filipino has the least representation with 1 (1.54%).

This distribution shows that the respondents are largely concentrated in core academic subjects, particularly English and Mathematics, which are considered essential areas in the basic education curriculum. According to Shulman (1987), effective teaching is grounded in strong pedagogical content knowledge, where teachers' mastery of subject matter significantly shapes their instructional delivery and classroom decision-making. In relation, Darling-Hammond (2000) emphasized that teachers' subject expertise is strongly associated with instructional quality and learner achievement, highlighting the importance of specialization in effective teaching practices.

Furthermore, Bandura (1997), in his Social Cognitive Theory, explains that teachers' self-efficacy is influenced by their competence and mastery experiences, suggesting that subject specialization may contribute to how confident teachers feel in delivering lessons and managing instructional tasks. Similarly, Guskey (2002) noted that teachers' professional knowledge and training in specific subject areas can influence their confidence, motivation, and responsiveness to instructional leadership.

Highest Educational Attainment

Table 6 presents the distribution of respondents by highest educational attainment. This table describes the participants' academic qualifications.

Information on educational attainment is essential to understanding respondents' professional preparation and competence, which may influence their teaching performance, instructional effectiveness, and perceptions of transformational leadership styles and teacher self-efficacy.

Table 6. *Highest Educational Attainment of Respondents*

Profile	Frequency	Percentage
Masters Degree with units	39	60.00
Bachelor's Degree	19	29.23
Masters Degree Graduate	5	7.69
Doctorate Degree with units	2	3.08
Total	65	100.00

As shown in Table 6, most respondents have completed graduate studies but have not yet finished their master's degree, comprising 39 (60.00%) of the total respondents. Meanwhile, 5 (7.69%) are master's degree graduates, and 2 (3.08%) have earned doctoral degrees.

This indicates that most respondents are advancing their professional qualifications, particularly at the master's level. According to Hoy and Miskel (2008), teacher qualifications are closely linked to instructional competence and classroom effectiveness, as higher educational attainment strengthens professional knowledge and decision-making skills. In addition, Guskey (2002) emphasized that continuous professional development and graduate education contribute significantly to teachers' instructional improvement and self-efficacy, as advanced studies strengthen both content mastery and pedagogical skills.

Furthermore, Bandura (1997), in his Social Cognitive Theory, explains that mastery experiences and competence-building activities, such as graduate education, enhance self-efficacy beliefs, which may positively influence teachers' confidence in managing classrooms and implementing instructional strategies.

Years in Service

Table 7 presents the distribution of respondents by years in service. This table clearly describes the participants' teaching experience.

Information on years in service is essential for understanding respondents' experience in the teaching profession, which may influence their instructional practices, classroom management, professional growth, and perceptions of transformational leadership styles and teacher self-efficacy.

Table 7. *Years in Service of Respondents*

Profile	Frequency	Percentage
0-4	19	29.23
5-9	19	29.23
more than 10 years	27	41.54
Total	65	100.00

The largest group has more than 10 years in service, comprising 27 (41.54%) of the total respondents. This is followed by those with 0–4 years and 5–9 years of service, each at 19% and 29.23%, respectively.

This indicates that the respondents are a mix of novice, early-career, and experienced teachers, with a slight dominance of highly experienced educators. According to Huberman (1989), in his Teacher Career Cycle Theory, teachers progress through stages of career development such as survival, stabilization, experimentation, and serenity, where experience significantly shapes teaching practices, confidence, and professional attitudes. Likewise, Fullan (2007) emphasized that teaching experience contributes to instructional improvement and professional growth, as experienced teachers tend to develop stronger classroom management skills and more refined pedagogical strategies.

Furthermore, Bandura (1997), in his Social Cognitive Theory, explains that self-efficacy is strengthened through mastery experiences, suggesting that teachers with longer service are more likely to develop higher confidence in handling instructional and classroom challenges.

Level of Transformational Leadership Styles

This section presents the level of transformational leadership styles of secondary school administrators in Balamban District I, focusing on dimensions such as idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active and passive), laissez-faire leadership, extra effort, effectiveness, and satisfaction. It examines how teacher-respondents perceive these leadership practices and serves as a basis for understanding their influence on teachers' professional experiences and self-efficacy.

Idealized Influence

Table 8 presents the level of idealized influence of secondary school administrators as perceived by the teacher-respondents in Balamban District I.

Table 8. *Idealized Influence*

Statements	Mean	SD	Verbal Description
My principal talks about my most important values and beliefs	4.15	0.85	Agree
My principal instills pride with others for being associated with me as teacher.	4.12	0.93	Agree
My principal specifies the importance of having strong sense of purpose	4.60	0.66	Strongly Agree
My principal goes beyond self-interest for the good of the group	4.35	0.86	Strongly Agree

My principal acts in ways that build others respect for me	4.32	0.77	Strongly Agree
My principal considers the moral and ethical consequences of decisions.	4.51	0.66	Strongly Agree
My principal displays a sense of power and confidence	4.52	0.71	Strongly Agree
My principal emphasizes the importance of having a collective sense of mission	4.52	0.71	Strongly Agree
Overall Mean	4.39	0.59	Strongly Agree

Legend. Strongly Agree (SA): 4.21–5.00; Agree (A): 3.41–4.20; Moderately Agree (MA): 2.61–3.40; Disagree (D): 1.81–2.60; and Strongly Disagree (SD): 1.00–1.80.

Table 8 reveals that secondary school administrators in Balamban District I demonstrate a high level of Idealized Influence, as reflected by an Overall Mean of 4.39 (SD = 0.59), interpreted as "Strongly Agree." This overall finding indicates that teachers generally view their principals as credible, ethical, and inspiring leaders who model values that build respect and shared direction.

Among the specific indicators, the practice of specifying the importance of having a strong sense of purpose registered the highest rating, with a mean score of 4.60 (SD = 0.66). Close behind were statements regarding the principal displaying a sense of power and confidence (Mean = 4.52, SD = 0.71) and emphasizing the importance of a collective sense of mission (Mean = 4.52, SD = 0.71). Furthermore, teachers strongly agreed that their principals consider the moral and ethical consequences of their decisions (Mean = 4.51, SD = 0.66), sacrifice self-interest for the good of the group (Mean = 4.35, SD = 0.86), and act in ways that build respect for teachers (Mean = 4.32, SD = 0.77). All of these items fell securely within the "Strongly Agree" range.

On the other hand, the indicators that yielded slightly lower mean ratings though still interpreted positively as "Agree" were the principal talking about the teacher's most important values and beliefs (Mean = 4.15, SD = 0.85) and instilling pride in others for being associated with the teacher (Mean = 4.12, SD = 0.93). The data suggests that school heads in Balamban District I excel at establishing a clear organizational direction and grounding their leadership in ethics and shared goals. The highest-rated items point toward administrators who project strength and conviction while encouraging a unified sense of duty among school staff. While personal recognition and direct conversations around individual values received comparatively lower scores, the solid agreement across all indicators underscores that administrators effectively serve as role models, earning the trust and confidence of their teaching workforce through principled actions.

Inspirational Motivation

This section presents the level of inspirational motivation of secondary school administrators as perceived by the teacher-respondents in Balamban District I.

Table 9. *Inspirational Motivation*

Statements	Mean	SD	Verbal Description
My principal talks optimistically about the future	4.48	0.71	Strongly Agree
My principal talks enthusiastically about what needs to be accomplished	4.45	0.81	Strongly Agree
My principal articulates a compelling vision of the future	5.06	4.95	Strongly Agree
My principal expresses confidence that goals will be achieved	4.51	0.69	Strongly Agree
Overall Mean	4.62	1.35	Strongly Agree

As reflected in Table 9, the respondents rated the inspirational motivation of school administrators at a very high level with an overall mean of 4.62, described as Strongly Agree. This indicates that principals consistently demonstrate behaviors that inspire and motivate teachers to attain school goals. All indicators were rated strongly agree, with the highest mean on "My principal articulates a compelling vision of the future" (M = 5.06), followed by *expressing confidence that goals will be achieved* (M = 4.51), *talking*

optimistically about the future ($M = 4.48$), and *talking enthusiastically about what needs to be accomplished* ($M = 4.45$).

The results suggest that school administrators communicate a clear and compelling vision, helping teachers understand the institution's direction and goals. When leaders express optimism and confidence, it strengthens teachers' motivation, commitment, and willingness to contribute to school improvement. This suggests that teachers feel encouraged and supported in achieving shared objectives, which can enhance their performance and professional engagement.

According to Bass (1985), inspirational motivation is a key component of transformational leadership, in which leaders inspire followers by providing meaning, purpose, and challenge in their work. Likewise, Avolio and Bass (1991) explained that leaders who articulate a strong vision and express confidence in goal attainment increase followers' motivation and performance by building shared commitment. In addition, Leithwood and Jantzi (2000) emphasized that inspirational leadership in schools strengthens teachers' commitment and improves instructional effectiveness by fostering a strong sense of purpose and direction within the school organization.

Intellectual Stimulation

This section presents the level of intellectual stimulation of secondary school administrators as perceived by the teacher-respondents in Balamban District I, focusing on how school leaders encourage creativity, innovation, and critical thinking among teachers.

Table 10. *Intellectual Stimulation*

Statements	Mean	SD	Verbal Description
My principal re-examines critical assumptions to question whether they are appropriate.	4.26	0.85	Strongly Agree
My principal seeks differing perspectives when solving problems.	4.32	0.81	Strongly Agree
My principal gets others to look at problems from many angles.	4.29	0.84	Strongly Agree
My principal suggests new ways of looking at how to complete assignments.	4.40	0.79	Strongly Agree
Overall Mean	4.32	0.76	Strongly Agree

As reflected in Table 10, the respondents rated the intellectual stimulation of school administrators at a very high level, with an overall mean of 4.32 described as Strongly Agree. This indicates that principals consistently encourage teachers to think critically, explore new ideas, and consider alternative solutions in addressing school-related concerns. Among the indicators, the highest mean was "*My principal suggests new ways of looking at how to complete assignments*" ($M = 4.40$), followed by *seeking differing perspectives when solving problems* ($M = 4.32$), *getting others to look at problems from many angles* ($M = 4.29$), and *re-examining critical assumptions* ($M = 4.26$).

The findings imply that school administrators promote a culture of innovation and reflective thinking in the school environment. This suggests that teachers are encouraged to question traditional practices and explore improved teaching and problem-solving strategies, enhancing instructional effectiveness and professional growth.

According to Bass (1985), intellectual stimulation is a core component of transformational leadership, in which leaders challenge assumptions, encourage creativity, and promote problem-solving from new perspectives. Similarly, Avolio and Bass (1991) emphasized that leaders who stimulate intellectual engagement enhance followers' ability to think independently and develop innovative solutions. In addition, Leithwood and Jantzi (2000) noted that intellectual stimulation in school leadership fosters teacher development by encouraging reflective practice and continuous improvement in instructional delivery.

Individualized Consideration

This section presents the level of individualized consideration of secondary school administrators as perceived by the teacher-respondents in Balamban District I, focusing on how school leaders support, coach, and attend to teachers' individual needs and professional development.

Table 11. *Individualized Consideration*

Statements	Mean	SD	Verbal Description
My principal spends time teaching and coaching.	3.98	0.86	Agree
My principal treats others as individuals rather than just a member of the group.	4.15	0.83	Agree
My principal considers an individual as having different needs, abilities, and aspirations from others.	4.28	0.76	Strongly Agree
My principal helps others to develop their strengths.	4.32	0.81	Strongly Agree
Overall Mean	4.18	0.74	Agree

As reflected in Table 11, respondents rated the individualized consideration of school administrators highly, with an overall mean of 4.18 described as Agree. This indicates that principals demonstrate supportive leadership practices by recognizing teachers as individuals with unique needs and by guiding their professional growth. The highest mean was for "*My principal helps others to develop their strengths*" ($M = 4.32$), followed by *considering individual differences in needs, abilities, and aspirations* ($M = 4.28$) and *treating others as individuals rather than just group members* ($M = 4.15$). The lowest mean was for *spending time teaching and coaching* ($M = 3.98$), though still interpreted as Agree.

The findings suggest that school administrators in Balamban District I generally practice supportive, personalized leadership by recognizing teachers' strengths and individual needs. This suggests teachers feel valued and supported, particularly in professional development, although there is still room to improve coaching and mentoring time. Strengthening individualized support may further enhance teachers' motivation, confidence, and instructional effectiveness.

According to Bass (1985), individualized consideration is a core component of transformational leadership where leaders act as mentors and coaches who attend to followers' individual needs for achievement and growth. Likewise, Avolio and Bass (1991) emphasize that leaders who provide personalized support and encouragement enhance employee development and performance. In addition, Leithwood and Jantzi (2000) found that individualized leadership practices in schools improve teacher commitment and professional learning by fostering a supportive and collaborative environment.

Contingent Reward

This section presents secondary school administrators' contingent reward practices, as perceived by teacher-respondents in Balamban District I, in terms of recognition and rewards given for achieving performance targets.

Table 12. *Contingent Reward*

Statements	Mean	SD	Verbal Description
My principal provides others with assistance in exchange of their effort.	4.18	0.86	Agree
My principal discusses in specific terms who is responsible for achieving performance targets.	4.37	0.70	Strongly Agree
My principal makes clear what one can expect to receive when performance goals are achieved.	4.34	0.69	Strongly Agree
My principal expresses satisfaction when others meet expectations.	4.32	0.87	Strongly Agree
Overall Mean	4.30	0.68	Strongly Agree

As shown in Table 12, respondents rated school administrators' contingent rewards highly, with an overall mean of 4.30 described as Strongly Agree. This indicates that principals consistently provide recognition, support, and clear expectations in relation to teachers' performance. Among the indicators, the highest mean was *"My principal discusses in specific terms who is responsible for achieving performance targets"* ($M = 4.37$), followed by *making clear what one can expect to receive when performance goals are achieved* ($M = 4.34$), and *expressing satisfaction when others meet expectations* ($M = 4.32$), while *assisting in exchange of effort* ($M = 4.18$) obtained the lowest mean but still rated as Agree.

The results imply that school administrators effectively establish clear performance expectations and acknowledge teachers' accomplishments, which helps reinforce accountability and motivation in the workplace. This suggests that teachers are guided by well-defined goals and receive appropriate recognition when they meet objectives, contributing to improved performance and job satisfaction.

According to Bass (1985), contingent reward is a transactional leadership behavior in which leaders clarify expectations and provide rewards in exchange for performance. Similarly, Podsakoff et al. (1990) emphasized that contingent reward behaviors are positively associated with employee satisfaction and performance due to clear reinforcement mechanisms. In addition, Avolio and Bass (1991) highlighted that when leaders consistently recognize accomplishments, it strengthens motivation and enhances organizational effectiveness.

Management by Exception-Passive

This section presents the level of management by exception–passive among secondary school administrators, as perceived by the teacher-respondents in Balamban District I, focusing on the extent to which leaders intervene only when problems become serious or standards are not met.

Table 13. *Management by Exception-Passive*

Statements	Mean	SD	Verbal Description
My principal fail to interfere until problems become serious	2.17	1.28	Disagree
My principal waits for things to go wrong before taking action.	1.92	1.16	Disagree
My principal shows that I am a firm believer in "if it ain't broke, don't fix it.	2.11	1.06	Disagree
My principal demonstrates that problems must become chronic before he/she takes action.	2.05	1.20	Disagree
Overall Mean	2.06	1.10	Disagree

As reflected in Table 13, respondents rated the management-by-exception–passive behavior of school administrators at a low level, with an overall mean of 2.06 described as Disagree. This indicates that principals rarely exhibit passive leadership practices, such as waiting for problems to become serious before taking action. All indicators were rated as disagree, with the highest mean on *"My principal fails to interfere until problems become serious"* ($M = 2.17$), followed by *"if it ain't broke, don't fix it"* ($M = 2.11$), *"problems must become chronic before action is taken"* ($M = 2.05$), and *"waiting for things to go wrong before taking action"* ($M = 1.92$).

The findings imply that school administrators in Balamban District I are generally proactive rather than passive in addressing school concerns. This suggests that problems are addressed early, and corrective actions are taken before issues escalate, contributing to better school management and a more stable learning environment.

According to Bass (1985), passive management by exception is a leadership style in which leaders intervene only when problems become severe or standards are not met. In contrast, transformational leadership discourages this passive approach because it may hinder timely decision-making and organizational effectiveness. Similarly, Avolio and Bass (1991) emphasized that effective leaders minimize passive management behaviors to ensure proactive supervision and continuous improvement. Furthermore,

Northouse (2016) noted that passive leadership is generally associated with lower effectiveness because it delays problem-solving and reduces organizational responsiveness.

Management by Exception-Active

This section presents the level of management by exception–active of secondary school administrators as perceived by the teacher-respondents in Balamban District I, focusing on how school leaders actively monitor performance and correct deviations.

Table 14. *Management by Exception-Active*

Statements	Mean	SD	Verbal Description
My principal focus attention on irregularities, mistakes, exceptions and deviations from standards	3.22	1.18	Moderately Agree
My principal concentrate his/her full attention on dealing with mistakes, complaints, and failures.	3.22	1.26	Moderately Agree
My principal keeps track of all mistakes.	3.12	1.22	Moderately Agree
My principal directs his/her attention towards failures to meet standards.	3.15	1.27	Moderately Agree
Overall Mean	3.18	1.14	Moderately Agree

As reflected in Table 14, the respondents rated the management by exception–active behavior of school administrators at a moderate level, with an overall mean of 3.18 described as Moderately Agree. This indicates that principals sometimes monitor performance closely and take corrective action when deviations or problems occur. All indicators obtained similar ratings, with the highest mean on “*My principal focuses attention on irregularities, mistakes, exceptions and deviations from standards*” ($M = 3.22$) and “*My principal concentrates full attention on dealing with mistakes, complaints, and failures*” ($M = 3.22$), followed by “*directs attention towards failures to meet standards*” ($M = 3.15$), and “*keeps track of all mistakes*” ($M = 3.12$).

The findings suggest that school administrators in Balamban District I demonstrate a moderate level of active monitoring and corrective supervision. This implies that while principals are attentive to errors and deviations, their focus is balanced and not overly controlling, allowing teachers some degree of autonomy in their work.

According to Bass (1985), management by exception–active refers to leadership behavior where leaders actively monitor performance and take corrective action when standards are not met. Similarly, Avolio and Bass (1991) explain that this leadership style helps maintain organizational standards by ensuring that mistakes and deviations are addressed promptly. However, Northouse (2016) noted that while this approach can improve compliance and performance monitoring, excessive use may limit creativity and teacher autonomy if not balanced with transformational practices.

Laissez-Faire Leadership

This section presents secondary school administrators' laissez-faire leadership as perceived by teacher-respondents in Balamban District I, focusing on the extent to which leaders take a hands-off approach to decision-making and supervision.

Table 15. *Laissez-Faire Leadership*

Statements	Mean	SD	Verbal Description
My principal avoids getting involve when important issues arise.	1.88	0.99	Disagree
My principal is absent when neede	1.78	1.10	Strongly Disagree
My principal avoid making decisions	1.74	1.02	Strongly Disagree
My principal delays responding to urgent questions.	1.75	1.08	Strongly Disagree
Overall Mean	1.79	0.92	Strongly Disagree

As reflected in Table 15, the respondents rated the laissez-faire leadership of school administrators at a very low level, with an overall mean of 1.79 described as Strongly Disagree. This indicates that principals rarely exhibit a passive or hands-off leadership style. All indicators were rated as disagree or strongly disagree, with the highest mean on “*My principal avoids getting involved when important issues arise*” ($M = 1.88$), followed by “*is absent when needed*” ($M = 1.78$), “*delays responding to urgent questions*” ($M = 1.75$), and “*avoids making decisions*” ($M = 1.74$).

The findings suggest that school administrators in Balamban District I are actively engaged in school management and decision-making. This implies that teachers perceive their principals as present, responsive, and involved in addressing school concerns, which contributes to effective leadership and organizational stability.

According to Bass (1985), laissez-faire leadership is characterized by a lack of decision-making, avoidance of responsibility, and minimal involvement in organizational activities. Similarly, Avolio and Bass (1991) describe this style as the absence of leadership, which is generally associated with ineffective performance outcomes. In contrast, Northouse (2016) emphasizes that effective leaders avoid laissez-faire behaviors because active engagement is essential for guiding and supporting organizational success.

Extra Effort

This section presents extra effort as one dimension of transformational leadership styles of secondary school administrators, as perceived by the teacher-respondents in Balamban District I, focusing on the extent to which leaders motivate teachers to go beyond expected performance levels.

Table 16. *Extra Effort*

Statements	Mean	SD	Verbal Description
My principal gets others to do more than they expected to do.	4.00	0.95	Agree
My principal heightens others’ desire to succeed.	4.29	0.80	Strongly Agree
My principal increases my desire to try harder.	4.31	0.77	Strongly Agree
Overall Mean	4.20	0.75	Agree

As reflected in Table 16, the respondents rated the extra effort of school administrators at a high level, with an overall mean of 4.20 described as Agree. This indicates that principals generally motivate teachers to exceed expected performance and strive for higher achievement. Among the indicators, the highest mean was “*My principal increases my desire to try harder*” ($M = 4.31$), followed by “*heightens others’ desire to succeed*” ($M = 4.29$), while “*gets others to do more than they expected to do*” ($M = 4.00$) obtained the lowest mean but was still interpreted as Agree.

The findings suggest that school administrators in Balamban District I can encourage teachers to exert additional effort in their work. This implies that teachers are motivated to improve their performance and are positively influenced by their principals’ leadership practices, which contributes to enhanced productivity and commitment in the school setting.

According to Bass (1985), extra effort is an important outcome of transformational leadership where leaders inspire followers to exceed their normal performance expectations. Likewise, Avolio and

Bass (1991) explained that transformational leaders increase followers' motivation by enhancing their willingness to invest greater effort in achieving organizational goals. In addition, Podsakoff et al. (1990) emphasized that leadership behaviors that encourage extra effort are strongly associated with improved employee performance and organizational effectiveness.

Effectiveness

This section presents the level of effectiveness of secondary school administrators as perceived by the teacher-respondents in Balamban District I, focusing on how leadership practices contribute to achieving school goals and improving overall performance.

Table 17. *Effectiveness*

Statements	Mean	SD	Verbal Description
My principal is effective in meeting others' job-related needs.	4.35	0.69	Agree
My principal is effective in representing others to higher authority.	4.23	0.75	Strongly Agree
My principal is effecting in meeting organizational requirements.	4.37	0.70	Strongly Agree
My principal leads a group that is effective.	4.31	0.81	Strongly Agree
Overall Mean	4.32	0.74	Strongly Agree

As shown in Table 17, respondents rated the effectiveness of school administrators highly, with an overall mean of 4.32 described as Strongly Agree. This indicates that principals are perceived as highly effective in meeting both teacher needs and organizational expectations. Among the indicators, the highest mean was "*My principal is effective in meeting organizational requirements*" ($M = 4.37$), followed by "*meeting others' job-related needs*" ($M = 4.35$), "*leading a group that is effective*" ($M = 4.31$), while "*representing others to higher authority*" ($M = 4.23$) obtained the lowest mean but still interpreted as Strongly Agree.

The findings suggest that school administrators in Balamban District I can effectively manage school operations while also addressing teachers' needs. This implies that leadership practices contribute to efficient organizational functioning and support a productive and well-managed school environment.

According to Bass (1985), leadership effectiveness reflects a leader's ability to achieve organizational goals while maintaining follower satisfaction and performance. Similarly, Yukl (2013) emphasized that effective leaders integrate task accomplishment with supportive behaviors to ensure organizational success. In addition, Avolio and Bass (1991) noted that transformational leaders enhance effectiveness by aligning individual needs with organizational objectives, resulting in improved performance outcomes.

Satisfaction

This section presents secondary school administrators' satisfaction levels as perceived by teacher-respondents in Balamban District I, focusing on the extent to which teachers are satisfied with their leaders' leadership practices and overall school management.

Table 18. *Satisfaction*

Statements	Mean	SD	Verbal Description
My principal uses methods of leadership that are satisfying	4.34	0.76	Agree
My principal works in others in a satisfactory way	4.40	0.70	Strongly Agree
Overall Mean	4.37	0.73	Strongly Agree

As reflected in Table 18, respondents rated their satisfaction with school administrators highly, with an overall mean of 4.37 described as Strongly Agree. This indicates that teachers are highly satisfied with their principals' leadership practices. Specifically, the indicator *“My principal satisfactorily works with others”* obtained the highest mean of 4.40 (Strongly Agree). In contrast, *“My principal uses methods of leadership that are satisfying”* obtained a mean of 4.34 (Agree).

The findings imply that school administrators in Balamban District I can foster a positive and satisfying working environment for teachers. This suggests that leadership practices effectively promote collaboration, professional support, and overall job satisfaction among teachers, which may contribute to improved commitment and performance in the school setting.

According to Bass (1985), satisfaction is a key outcome of transformational leadership, where leaders who inspire, support, and engage followers tend to generate higher levels of satisfaction. Likewise, Avolio and Bass (1991) emphasized that transformational leaders enhance follower satisfaction by building trust, promoting collaboration, and aligning leadership practices with subordinates' needs. In addition, Yukl (2013) noted that leadership effectiveness is often reflected in follower satisfaction, which is essential for sustaining organizational performance and commitment.

Level of Teachers' Self-Efficacy

This section presents teachers' self-efficacy in Balamban District I in terms of student engagement, instructional strategies, and classroom management, as perceived by the respondents.

Student Engagement

This section presents teachers' self-efficacy in student engagement in Balamban District I, focusing on teachers' perceived ability to motivate students, promote participation, and sustain learners' interest in classroom activities.

Table 19. *Student Engagement*

Statements	Mean	SD	Verbal Description
How much can you do to get through to the most difficult students?	4.08	0.54	Agree
How much can you do to help your students think critically?	4.28	0.57	Strongly Agree
How much can you do to motivate students who show low interest in school works?	4.22	0.60	Strongly Agree
How much can you do to get students to believe they can do well in school work?	4.49	0.56	Strongly Agree
How much can you do to help your students value learning?	4.48	0.59	Strongly Agree
How much can you do to foster student creativity?	4.38	0.65	Strongly Agree
How much can you do to improve the understanding of your student who is failing?	4.18	0.56	Agree
How much can you assist families in helping their children do well in school?	3.94	0.81	Agree
Overall Mean	4.26	0.47	Strongly Agree

Legend. Strongly Agree (SA): 4.21–5.00; Agree (A): 3.41–4.20; Moderately Agree (MA): 2.61–3.40; Disagree (D): 1.81–2.60; and Strongly Disagree (SD): 1.00–1.80

As reflected in Table 19, the respondents rated their self-efficacy in student engagement at a high level, with an overall mean of 4.26 described as Strongly Agree. This indicates that teachers strongly believe they can engage students effectively in classroom learning. Among the indicators, the highest mean was *“How much can you do to get students to believe they can do well in school work?”* (M = 4.49), followed by *“help your students value learning”* (M = 4.48), and *“foster student creativity”* (M = 4.38), all

interpreted as Strongly Agree. In contrast, the lowest mean was for “*assist families in helping their children do well in school*” ($M = 3.94$), though still interpreted as Agree.

The results suggest that teachers in Balamban District I are highly confident in their ability to motivate students, promote critical thinking, and encourage positive learning attitudes. This implies that teachers believe they can effectively influence student motivation and engagement, which is essential for improving academic performance and classroom participation. However, collaboration with families appears to be the area with relatively lower confidence, indicating a potential area for further support and development.

According to Bandura (1997), self-efficacy refers to an individual’s belief in their capability to organize and execute actions required to achieve desired outcomes. Teachers with high self-efficacy are more likely to persist in difficult teaching situations and adopt effective instructional strategies. Likewise, Tschannen-Moran and Woolfolk Hoy (2001) emphasized that teachers with strong self-efficacy in student engagement are more effective in motivating learners, managing classroom challenges, and promoting academic success.

Instructional Strategies

This section presents teachers’ self-efficacy in instructional strategies in Balamban District I, focusing on teachers’ perceived ability to use effective teaching methods, design appropriate lessons, and enhance students’ understanding and learning outcomes.

Table 20. *Instructional Strategies*

Statements	Mean	SD	Verbal Description
How well can you respond to difficult questions from your students?	4.31	0.61	Strongly Agree
How much can you gauge students’ comprehension of what you have taught?	4.26	0.57	Strongly Agree
To what extent can you craft good questions for your students?	4.28	0.63	Strongly Agree
How much can you do to adjust your lesson to the proper level for individual students	4.25	0.66	Strongly Agree
How much can you use a variety of assessment strategies?	4.18	0.63	Agree
To what extent can you provide an alternative explanation or example when students are confused?	4.34	0.62	Strongly Agree
How well can you implement alternative strategies in your classroom?	4.23	0.63	Strongly Agree
How well can you provide appropriate challenges for much capable students?	4.20	0.64	Agree
Overall Mean	4.26	0.49	Strongly Agree

As reflected in Table 20, the respondents rated their self-efficacy in instructional strategies at a high level, with an overall mean of 4.26 described as Strongly Agree. This indicates that teachers are confident in their ability to apply effective teaching strategies that support student learning. Among the indicators, the highest mean was “*provide an alternative explanation or example when students are confused*” ($M = 4.34$), followed by “*respond to difficult questions from your students*” ($M = 4.31$), and “*craft good questions for your students*” ($M = 4.28$), all interpreted as Strongly Agree. In contrast, the lowest means were “*use a variety of assessment strategies*” ($M = 4.18$) and “*provide appropriate challenges for much capable students*” ($M = 4.20$), both interpreted as Agree.

The results suggest that teachers in Balamban District I are highly confident in delivering instruction, explaining lessons clearly, and responding to students’ learning needs. This implies that teachers can adapt their teaching strategies to improve learner understanding and engagement. However, there is still room to strengthen differentiated assessment and provide advanced challenges for high-ability students.

According to Bandura (1997), self-efficacy influences how individuals think, act, and feel, particularly in challenging tasks such as teaching. Teachers with high instructional self-efficacy are more

likely to employ varied teaching strategies and persist in helping students understand difficult concepts. Likewise, Tschannen-Moran and Woolfolk Hoy (2001) emphasized that teachers with strong instructional efficacy are more effective in adapting instruction, responding to student needs, and improving classroom learning outcomes.

Classroom Management

This section presents teachers' self-efficacy in classroom management in Balamban District I, focusing on teachers' perceived ability to maintain discipline, manage student behavior, and create an effective learning environment.

Table 21. *Classroom Management*

Statements	Mean	SD	Verbal Description
How much can you do to control disruptive behavior in the classroom?	4.28	0.65	Strongly Agree
To what extent can you make your expectation clear about student behavior?	4.25	0.69	Strongly Agree
How well can you establish routines to keep activities running smoothly?	4.26	0.64	Strongly Agree
How much can you do to get children to follow classroom rules?	4.34	0.62	Strongly Agree
How much can you do to calm student who is disruptive or noisy?	4.35	0.65	Strongly Agree
How well can you establish a classroom management system with each group of students?	4.28	0.67	Strongly Agree
How well can you keep a few problem students from ruining an entire lesson?	4.22	0.57	Strongly Agree
How well can you respond to defiant student?	4.11	0.64	Agree
Overall Mean	4.26	0.52	Strongly Agree

As reflected in Table 21, the respondents rated their self-efficacy in classroom management at a high level, with an overall mean of 4.26 described as Strongly Agree. This indicates that teachers have strong confidence in their ability to manage student behavior and maintain an orderly learning environment. Among the indicators, the highest mean was "*calm a student who is disruptive or noisy*" ($M = 4.35$), followed by "*get children to follow classroom rules*" ($M = 4.34$), and "*control disruptive behavior in the classroom*" ($M = 4.28$). The lowest mean was "*respond to defiant student*" ($M = 4.11$), though still interpreted as Agree.

The results suggest that teachers in Balamban District I are highly capable of maintaining discipline, establishing routines, and ensuring smooth classroom operations. This implies that teachers feel confident in managing student behavior and creating a conducive learning environment, which is essential for effective teaching and learning. However, handling highly defiant students appears more challenging, suggesting a need for additional support or training in behavior management strategies.

According to Bandura (1997), self-efficacy strongly influences how individuals manage difficult situations, including classroom challenges, with higher efficacy leading to greater persistence and effective problem-solving. Likewise, Emmer and Sabornie (2015) emphasized that effective classroom management is a critical component of teacher efficacy, as it directly affects student engagement, behavior, and academic success. In addition, Tschannen-Moran and Woolfolk Hoy (2001) noted that teachers with strong classroom management efficacy are more successful in creating structured and productive learning environments.

Relationship between Leadership Dimensions and Teacher Self-Efficacy

Table 22 presents the relationship between the transformational leadership dimensions of secondary school administrators and the teachers' self-efficacy in Balamban District I.

Table 22. *Relationship between Leadership Dimensions and Teacher Self-Efficacy*

Leadership Dimensions	rho-value	p-value	Degree	Remarks
Idealized Influence	0.301	0.015	Low Positive	Significant
Inspirational Motivation	0.193	0.124	Low Positive	Not Significant
Intellectual Stimulation	0.277	0.025	Low Positive	Significant
Individualized Consideration	0.210	0.093	Low Positive	Not Significant
Contingent Reward	0.304	0.014	Low Positive	Significant
Management by Exception (Passive)	-0.009	0.943	Negligible	Not Significant
Management by Exception (Active)	0.022	0.863	Negligible	Not Significant
Laissez-Faire Leadership	-0.065	0.608	Negligible Negative	Not Significant
Extra Effort	0.140	0.266	Low Positive	Not Significant

*Significant at $p < 0.05$

Table 22 shows that transformational leadership styles have a statistically significant low positive relationship with teacher self-efficacy, with a rho value of 0.293 and a p-value of 0.018. This indicates that as school administrators demonstrate stronger transformational leadership behaviors, teachers' confidence in student engagement, instructional strategies, and classroom management tends to increase. Among the dimensions, Idealized Influence ($\rho = 0.301$, $p = 0.015$), Intellectual Stimulation ($\rho = 0.277$, $p = 0.025$), and Contingent Reward ($\rho = 0.304$, $p = 0.014$) showed significant relationships, suggesting that role modeling, intellectual support, and recognition are the leadership behaviors that most influence teacher self-efficacy.

Overall, the results imply that leadership practices contribute to teachers' confidence, although the effect remains modest.

Significant Relationship between Transformational Leadership Styles and Teacher Self-Efficacy

Table 23 presents the test of the significant relationship between secondary school administrators' transformational leadership styles and teachers' self-efficacy in Balamban District I

Table 23. *Significant Relationship between Transformational Leadership Styles and Teacher Self-Efficacy*

Variables	rho-value	p-value	Degree of Relationship	Remarks	Decision
Transformational Leadership Styles and Teacher Self-Efficacy	0.293	0.018	Low Positive	Significant	Reject the Null

*Significant at $p < 0.05$

The results in Table 23 reveal a statistically significant relationship between transformational leadership styles and teacher self-efficacy, as indicated by a rho value of 0.293 and a p-value of 0.018, which is less than the 0.05 level of significance. The relationship is described as low positive, suggesting that as school administrators exhibit stronger transformational leadership behaviors, teachers' confidence in performing their instructional roles also tends to increase. Although the relationship is weak, the significant result implies that leadership practices still play an important role in influencing teacher self-efficacy. Therefore, the null hypothesis is rejected, indicating that transformational leadership contributes to enhancing teachers' professional confidence and classroom effectiveness.

Issues and Concerns Encountered by the Respondents

This section presents the issues and concerns encountered by the respondents. Table 24 presents the ranking of items on the issues and concerns encountered by respondents regarding the transformational leadership dimensions of secondary school administrators and teachers' self-efficacy in Balamban District I.

Table 24. *Issues and Concerns Encountered by the Respondents*

Issues and Concerns Met by the Respondents	f	Rank
Lack of clear vision and direction from the school administrator that affects teachers' confidence in their work.	9	8
Limited encouragement or motivation from school administrators to inspire teachers to improve their teaching practices.	15	2
Insufficient recognition and appreciation of teachers' accomplishments and efforts.	13	5
Lack of opportunities for professional development that could strengthen teachers' teaching competence.	6	10
Inadequate support from administrators when teachers encounter instructional or classroom management difficulties.	8	9
Limited participation of teachers in decision-making processes related to school programs and policies.	14	3
Poor communication between school administrators and teachers regarding school goals and expectations.	12	6
Lack of individualized consideration or attention to teachers' needs, concerns, and professional growth.	13	4
Limited encouragement for innovation and creativity in teaching strategies and classroom practices.	16	1
Inconsistent feedback or supervision from administrators that affects teachers' confidence in improving their performance.	10	7

The findings show that teachers in the School District of Balamban 1 encountered several concerns related to school leadership, administrative support, communication, recognition, and professional development. The results suggest that teachers value leadership practices that provide clear direction, encourage creativity, recognize individual contributions, and involve teachers in school decisions.

The highest-ranked concern was the limited encouragement for innovation and creativity in teaching strategies and classroom practices, with a frequency of 16. This suggests respondents need more support to try new approaches, contextualize lessons, and develop strategies that meet learners' varying needs. Teachers may be less willing to experiment when they are unsure whether school administrators will welcome or support new practices.

This finding reflects the intellectual stimulation component of Transformational Leadership Theory. Transformational leaders encourage teachers to examine existing practices, explore alternatives, and develop practical solutions to instructional challenges. In Balamban 1, school administrators may address this concern by providing teachers with opportunities to demonstrate innovative practices, share instructional materials, use appropriate technologies, and discuss successful classroom interventions during Learning Action Cell sessions.

The second-ranked concern was the limited encouragement or motivation from school administrators, with a frequency of 15. This suggests that respondents may need more consistent encouragement to improve their teaching practices. While teachers are responsible for their professional

performance, support and motivation from school leaders may strengthen their confidence and willingness to improve.

This concern is related to inspirational motivation, another dimension of Transformational Leadership Theory. Administrators can motivate teachers by communicating meaningful goals, acknowledging progress, providing encouraging feedback, and showing confidence in teachers' abilities. Motivation does not always require financial rewards. Simple, sincere expressions of appreciation may help teachers feel their efforts contribute to achieving school and district goals.

Limited teacher participation in decision-making processes ranked third, with a frequency of 14. This finding suggests that some respondents may feel they are not sufficiently consulted on school programs and policies. Because teachers implement these programs directly, their classroom experiences can provide valuable information about learner needs, available resources, and potential implementation challenges.

This result aligns with Participative Decision-Making Theory and Distributed Leadership Theory, which emphasize involving organizational members in decisions that affect their work. Schools in Balamban 1 may strengthen teacher participation through consultations, committees, planning sessions, surveys, and regular feedback mechanisms. Meaningful participation may increase teachers' sense of ownership and make school programs more responsive to actual classroom conditions.

The lack of individualized consideration for teachers' needs, concerns, and professional growth ranked fourth, with a frequency of 13. This suggests teachers may need support that accounts for differences in experience, specialization, workload, and professional goals. For instance, beginning teachers may need more guidance in classroom management, while experienced teachers may benefit from leadership opportunities or advanced training.

Insufficient recognition and appreciation of teachers' accomplishments and efforts also had a frequency of 13 and ranked fifth. This result indicates that respondents may feel that their contributions are not always acknowledged. Teachers perform responsibilities beyond classroom instruction, including preparing reports, advising learners, communicating with parents, and supporting school and community activities.

This finding may be understood through Herzberg's Two-Factor Theory, which considers recognition and achievement important sources of work satisfaction. School administrators may respond by providing fair, timely acknowledgment, highlighting effective practices, issuing letters of appreciation, and recognizing both individual and group accomplishments. Recognition should be sincere, inclusive, and based on clear criteria.

The sixth-ranked concern was poor communication between administrators and teachers regarding school goals and expectations, with a frequency of 12. Unclear or delayed communication may lead to confusion, inconsistent implementation, and uncertainty about responsibilities. Regular meetings, written announcements, clear timelines, and open communication channels may help teachers better understand school priorities and expected outcomes.

Inconsistent feedback or supervision from administrators ranked seventh, with a frequency of 10. This indicates a need for more regular, specific, and constructive feedback. Based on Instructional Leadership Theory, supervision should support teacher development rather than focus mainly on compliance. Classroom observations may be followed by coaching conversations that recognize effective practices and provide manageable recommendations for improvement.

The lack of a clear vision and direction from school administrators ranked eighth, with a frequency of 9. A shared vision helps teachers understand how daily responsibilities contribute to larger school and district objectives. Administrators may strengthen this area by involving teachers in setting priorities and regularly connecting programs and activities to learner achievement and school improvement goals.

The ninth-ranked concern was inadequate administrative support when teachers encounter instructional or classroom management difficulties, with a frequency of 8. Teachers may need help managing challenging behavior, addressing learning gaps, communicating with parents, or accessing

instructional resources. Support may include coaching, peer mentoring, collaborative problem-solving, and coordination with appropriate school personnel.

Finally, the lack of professional development opportunities ranked tenth, with a frequency of 6. Although it was the least frequently reported concern, continuous professional learning remains necessary. Training activities should be based on identified needs and may include school-based Learning Action Cells, peer demonstrations, mentoring, and district-level capability-building programs.

Overall, the findings indicate that the respondents in the School District of Balamban 1 need leadership that is more encouraging, participative, communicative, and responsive to teachers' professional needs. The concerns mainly relate to how teachers experience administrative leadership in their daily work rather than to material resources alone.

The results support Transformational Leadership Theory, particularly intellectual stimulation, inspirational motivation, individualized consideration, and shared vision. They are also consistent with Distributed Leadership, Participative Decision-Making Theory, Instructional Leadership Theory, and Herzberg's Two-Factor Theory. Based on the findings, schools in Balamban 1 may consider strengthening teacher consultation, recognition programs, instructional coaching, communication systems, and professional development initiatives. Giving teachers regular opportunities to participate in decision-making, receive constructive feedback, and have their efforts acknowledged may strengthen their motivation, professional competence, and commitment to school goals.

School administrators may also create a supportive environment that encourages teachers to explore innovative and creative teaching practices. Addressing these areas can help teachers feel valued, heard, and involved, thereby increasing their confidence in improving instruction and contributing to better learner outcomes.

In conclusion, the findings emphasize that effective school leadership goes beyond managing programs and ensuring compliance. It also involves listening to teachers, recognizing their contributions, supporting their professional growth, and encouraging their active participation in school improvement. Through consistent and responsive leadership practices, schools in Balamban 1 can develop a more collaborative and empowering environment that benefits both teachers and learners.

Summary

This study looked into the transformational leadership styles of secondary school administrators and how these relate to teachers' self-efficacy in Balamban District I. It described the respondents' profile, determined the levels of leadership styles and teacher self-efficacy, tested the relationship between the variables, and identified the issues and concerns respondents experienced.

Findings

The study found that most respondents are female, married, teach English and Mathematics, hold master's degree units, and have been in service for more than ten years. This shows that the respondents are mostly experienced teachers who are already stable in their profession.

In terms of leadership, respondents generally rated school administrators highly in transformational leadership practices such as idealized influence, inspirational motivation, intellectual stimulation, contingent reward, effectiveness, satisfaction, and extra effort. In contrast, respondents rated laissez-faire leadership and management by exception—passive low, indicating that these less effective leadership behaviors are rarely observed.

For teachers' self-efficacy, the respondents showed a high level of confidence in handling student engagement, instructional strategies, and classroom management. This suggests that teachers feel capable and confident in their teaching roles.

The correlation test showed a low but significant positive relationship between transformational leadership styles and teachers' self-efficacy ($\rho = 0.293$, $p = 0.018$). Among the leadership dimensions,

idealized influence, intellectual stimulation, and contingent reward showed a significant relationship with teacher self-efficacy, while the others were not statistically significant.

CONCLUSION

Based on the results, transformational leadership practices of secondary school administrators in Balamban District I positively affect teachers' self-efficacy. Although the relationship is not strong, it is still significant, meaning leadership still plays an important role in shaping teachers' confidence in their work. It is also evident that teachers already have a high level of self-efficacy, meaning they are confident in managing their classes, engaging students, and using appropriate instructional strategies.

Recommendation

Based on the findings of the study, the following are recommended:

1. School administrators should continue strengthening their transformational leadership practices, especially in areas like idealized influence, intellectual stimulation, and contingent reward, since these were found to influence teacher self-efficacy.
2. Schools should conduct more leadership training and capacity-building activities to further improve school heads' skills in supporting teachers.
3. Schools should strengthen mentoring and coaching activities so that teachers can receive more guidance and professional support.
4. Teachers should be given continuous training focused on improving instructional strategies, assessment techniques, and handling difficult learners.
5. Programs that encourage stronger collaboration with parents should also be developed, since this was identified as a relatively weaker area in teacher self-efficacy.
6. The leadership enhancement program proposed in this study should be adopted to improve both leadership practices and teacher performance in schools.

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