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A Leadership-Based Framework for Effective Classroom Management: Integrating Transformational And Strategic Approaches

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ABSTRACT

This research aims to examine the intersection of these two leadership frameworks, exploring how they complement one another in the context of classroom management. By integrating transformational and strategic leadership, educational leaders can create a comprehensive approach to managing schools that fosters innovation, supports teacher and student success, and achieves sustainable long-term goals. Through this investigation, the study seeks to develop a clear understanding of how these leadership models can be applied to enhance school effectiveness and drive educational excellence. This study employed the descriptive method of research. The checklist was the main tool to gather data. Interviews and observations were employed to validate findings. Descriptive research involved a collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of study. The principal aimed in descriptive research was to describe the nature of a situation as it existed at the time of the study and to explore the causes of particular phenomena. Participants are the 70 teachers of Dr. Gloria D. Lacson Foundation, Colleges, Inc., San Leonardo, Nueva Ecija, during the School Year 2024-2025. Stratified random sampling was used to identify the participants. The results of the evaluation of strategic leadership strategies for effective school management, according to transformational leadership and strategic leadership, strongly agree in the leadership practices. A strong positive relationship between transformational leadership and strategic leadership in education and effective school management. No significant relationship between the demographic profiles (age, gender, educational attainment, and years in service as a school head) and the strategies for effective school management (transformational and strategic leadership in education). This study served as a comprehensive resource for school heads, enabling them to merge transformational leadership (inspiring, motivating, and innovating) with strategic leadership (planning, executing, and adapting) to create effective school management practices. By applying the findings, school heads are better prepared to navigate challenges, inspire stakeholders, and achieve both immediate and long-term educational goals.

Keywords: *transformational leadership, strategic leadership, and strategies for effective school management*

INTRODUCTION

Classroom management is one of the most important components of effective teaching and learning. It refers not only to maintaining discipline inside the classroom but also to organizing instruction, establishing routines, managing learner behavior, creating a positive classroom climate, maximizing instructional time, and ensuring that learners are actively engaged in meaningful learning activities. In today's educational setting, teachers are expected to manage classrooms that are diverse, learner-centered, technology-influenced, and outcomes-oriented. This requires teachers to demonstrate not only technical classroom management skills but also leadership qualities that can inspire learners, guide classroom behavior, and strategically organize teaching and learning processes.

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The study titled "A Leadership-Based Framework for Effective Classroom Management: Integrating Transformational and Strategic Approaches" is anchored on the idea that classroom management may be strengthened when teachers apply both transformational and strategic leadership practices. Transformational leadership in the classroom may be reflected in the teacher's ability to inspire learners, build positive relationships, encourage participation, develop learner confidence, and create a supportive learning environment. Strategic leadership, on the other hand, may be seen in the teacher's ability to plan lessons effectively, set clear classroom goals, organize routines, use resources wisely, monitor learner progress, and implement appropriate interventions. When these two approaches are integrated, classroom management becomes both people-centered and goal-oriented.

Teachers are the respondents of this study because they are the direct implementers of classroom management practices. They are responsible for planning instruction, facilitating learning, maintaining discipline, managing time, responding to learner needs, and creating a classroom environment that supports academic achievement and socio-emotional development. Their experiences and perceptions are valuable because they can provide firsthand information on how transformational and strategic approaches are practiced in actual classroom situations. Since teachers directly face classroom challenges, their responses can help identify effective leadership-based practices that may serve as the basis for a proposed classroom management framework.

The relevance of this study is further strengthened by recent educational reforms. In the Philippines, the implementation of the MATATAG Curriculum beginning School Year 2024–2025 placed greater emphasis on curriculum delivery, instructional planning, learning standards, and teacher responsiveness at the classroom level. DepEd Order No. 010, s. 2024 describes the MATATAG Curriculum as a fundamental blueprint for teachers at the classroom level, enabling them to align lesson plans with curriculum expectations. This policy direction highlights the need for teachers to manage classrooms strategically while maintaining learner-centered and supportive teaching practices.

In classroom settings, teachers function not only as instructors but also as classroom leaders. They guide learners, establish expectations, motivate participation, resolve conflicts, and make decisions that affect the learning process. A transformational teacher-leader can promote trust, respect, and motivation among learners, while a strategic teacher-leader can ensure that classroom goals, routines, instructional activities, and assessment practices are properly aligned. Therefore, the integration of transformational and strategic approaches may provide a stronger foundation for effective classroom management.

Although many studies have examined classroom management practices, teacher performance, learner engagement, and transformational leadership, there remains a need for studies that integrate transformational and strategic leadership approaches into a single classroom management framework. Existing studies often treat classroom management as a set of techniques related to discipline, routines, instruction, and behavior control. Other studies examine transformational leadership mainly at the school-head or administrator level. However, fewer studies focus on teachers as classroom leaders who may apply both transformational and strategic approaches in managing the classroom.

Based on Chow et al. (2024) conducted a systematic meta-review of classroom management measures and identified a wide range of tools used to assess classroom management in school-based literature. Their review shows that classroom management is a well-studied field, but it also suggests that the literature is broad and varied in terms of how classroom management is measured and understood. This indicates the need for a clearer framework that can organize classroom management practices around leadership-based dimensions.

Similarly, recent Philippine studies have examined classroom management in relation to teaching competencies, professional development, learner performance, and student engagement. For instance, a 2024 study on classroom management and teaching competencies involved elementary teachers and used a descriptive-correlational design to examine the relationship between classroom management and teaching competencies. Another study in the Philippines examined teachers' professional development, classroom management strategies, and performance among elementary teachers during the 2023–2024 academic year. These studies affirm the importance of classroom management, yet they do not fully develop a leadership framework that combines transformational and strategic approaches.

The gap addressed by the present study is the limited research on classroom management as a leadership-based practice integrating transformational and strategic approaches, with teachers as the main

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respondents. This gap is important because teachers manage classrooms not only through rules and procedures but also through inspiration, motivation, planning, decision-making, monitoring, and learner support. Thus, there is a need to develop a framework that recognizes teachers as both transformational and strategic classroom leaders.

This study needs to be conducted because classroom management remains a major responsibility of teachers and a key factor in effective learning. A well-managed classroom promotes order, participation, respect, engagement, and academic focus. On the other hand, weak classroom management may result in disrupted instruction, poor learner engagement, behavioral problems, and reduced learning outcomes. Since teachers are responsible for managing these classroom realities, it is necessary to understand the leadership approaches they use and the practices that may help improve classroom management.

Furthermore, this study is important because it gives teachers the opportunity to assess classroom management from their own professional experience. Teachers understand the actual challenges of classroom organization, learner behavior, instructional delivery, motivation, assessment, and classroom climate. Their responses can help identify which transformational and strategic practices are useful in managing classrooms effectively. The findings may serve as the basis for developing a leadership framework that can guide teachers, school heads, and teacher-development programs in improving classroom management.

Abuhassira (2024) examined the impact of transformational leadership on classroom interaction and found that transformational leadership has implications for classroom interaction and teacher leadership capacity. The study involved teachers from privately owned secondary schools and highlighted the importance of leadership education in strengthening leadership practices. This literature supports the present study because it connects transformational leadership with classroom-level interaction, showing that leadership is not limited to school administration but is also relevant to the classroom environment.

Additionally, Alzoraiki et al. (2024) studied the role of transformational leadership in enhancing school culture and teaching performance. Their findings showed that transformational leadership significantly and positively affects teaching performance through school culture. While the study focuses on school leadership, it is relevant to the present research because teaching performance and classroom management are closely related. Teachers who work in supportive and motivating leadership environments may be more capable of applying effective classroom practices.

Literature Review

The literature and studies on transformational and strategic leadership underscored their critical roles in enhancing school management. Transformational leadership positively impacts school climate, teacher motivation, and learner engagement, while strategic leadership focuses on planning, resource allocation, and achieving long-term goals. Integrating these approaches can provide a comprehensive framework for effective school management, driving immediate improvements and sustainable success.

Leithwood and Azah (2019) conducted a meta-analysis revealing that transformational leadership positively impacts learner achievement through indirect pathways, such as improving teacher motivation and instructional quality. While the study highlighted the generally positive effects, it also noted that the influence of transformational leadership varies depending on contextual factors like school environment and socio-economic status. Despite the robust methodology, the study's reliance on diverse definitions and measures of leadership and achievement limits the ability to draw firm causal conclusions. The findings suggest that school leaders should inspire and empower their staff to enhance learner outcomes.

Zhu and McDonald (2020) highlighted the critical role of transformational leadership in enhancing teachers' self-efficacy and commitment. By fostering a supportive and motivating environment, transformational leaders can significantly impact teachers' confidence in their abilities and dedication to their roles. For effective school management, integrating transformational leadership practices is essential to building a motivated, committed, and capable teaching workforce.

Hallinger, P., & Wang, W. (2021) study provided a systematic review and meta-analysis of research on transformational leadership and school effectiveness. It highlighted the significant positive impact of transformational leadership on various aspects of school effectiveness, including academic performance and teacher satisfaction.

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Sinha, R., & Sinha, M. (2022) study investigated how transformational leadership affects teacher well-being and the mechanisms through which these effects occur. It found that transformational leadership enhanced teacher well-being, contributing to a more positive school environment and improved learner outcomes.

Harris and Jones (2019) studied strategic leadership in schools and comprehensively examined the practices that contributed to effective school management. The research emphasized the importance of strategic vision, resource management, data-driven decision-making, stakeholder engagement, and adaptability. These findings offered valuable guidance for school leaders to enhance their strategic leadership capabilities and, by extension, improve school performance and learner outcomes. The study underscored that effective strategic leadership was about planning and being responsive to change, engaging stakeholders, and making informed decisions that align with the school's long-term goals.

Day and Sammons (2020) thoroughly examined the role of strategic leadership in school improvement, demonstrating that effective strategic leadership was essential to sustain long-term progress in school performance. Their study highlighted the importance of vision alignment, data-driven decision-making, adaptability, and capacity building as crucial components of strategic leadership. For school leaders, this research underscored the need to focus on long-term goals and the flexibility required to navigate the ever-changing educational landscape. The insights from this study are valuable for educators and policymakers seeking to implement strategies that lead to sustaining meaningful school improvement.

Hallinger and Wang (2021) conducted a systematic review and meta-analysis to assess the impact of transformational leadership on school effectiveness. Their findings indicated that transformational leadership generally enhanced school effectiveness by improving teacher performance, school climate, and organizational learning. The study emphasized that the impact was often indirect, working through mediators like teacher commitment and instructional practices. While the analysis confirmed the overall positive influence of transformational leadership, the authors note variability in outcomes due to differences in school contexts and measurement methods. They suggested that school leaders adopting transformational leadership can foster a more effective educational environment, though the specific effects may vary based on contextual factors.

Sinha and Sinha (2022) explored the relationship between transformational leadership and teacher well-being, focusing on the mechanisms that drive this connection. Their study found that transformational leadership positively influenced teacher well-being by enhancing job satisfaction, professional growth, and emotional support. The authors identified essential mechanisms, including increased teacher autonomy, a supportive school culture, and improved work-life balance, as critical pathways through which transformational leadership impacts well-being. However, the study also highlights that the effects can vary depending on individual and organizational factors. The findings suggest that transformational leadership can improve teacher well-being and overall school effectiveness.

Snyder and Lee (2021) examined the role of strategic leadership in implementing and sustaining educational reforms. Their study highlighted that strategic leadership was vital for navigating the complexities of change in academic settings, emphasizing the importance of clear vision, stakeholder engagement, and adaptive strategies. The authors find that successful reform efforts rely on leaders who can balance short-term goals with long-term sustainability, effectively manage resistance, and foster a culture of continuous improvement. The study underscores that strategic leadership not only initiates change but is also essential for maintaining momentum and ensuring the lasting impact of reforms.

Perryman and Maguire (2022) conducted a comparative study on the impact of strategic leadership on educational outcomes across different schools. Their findings suggested that strategic leadership significantly influences educational outcomes by shaping school priorities, resource allocation, and organizational culture. The study highlighted that leaders who effectively align school strategies with educational goals tend to see better learner performance and overall school improvement. However, the impact of strategic leadership varied depending on factors such as school context, leadership style, and stakeholder involvement. The authors concluded that strategic leadership is a key driver of educational success. Still, its effectiveness depends on how well it is tailored to each school's specific needs and challenges.

Robinson and Timperley (2019) explored the integration of transformational and strategic leadership for school improvement. Their study argued that combining these leadership approaches enhanced school effectiveness by aligning vision-driven leadership with practical, goal-oriented strategies. Transformational leadership inspires and motivates staff, while strategic leadership ensures that this motivation is channeled into

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specific, measurable outcomes. The authors highlighted that the synergy between these approaches can lead to more sustainable and impactful school improvements. However, they caution that successful integration requires leaders to balance inspirational leadership with pragmatic planning, adapting to the unique contexts of their schools.

Fullan (2020) examined the intersection of transformational and strategic leadership in the context of the digital age. He argued that effective leadership in modern education requires blending the inspirational aspects of transformational leadership with the practical, future-oriented focus of strategic leadership. In a rapidly changing digital landscape, leaders inspire and engage staff while strategically integrating technology to enhance learning and organizational efficiency. Fullan emphasized that this dual approach helped schools navigate digital transformation, promoting innovation and improving educational outcomes. The study concluded that leaders successfully merging these leadership styles are better equipped to lead schools in an increasingly digital world.

Ng and Chan (2023) explored the dual approach of combining strategic and transformational leadership to manage educational change. Their study found that this combination was particularly effective in navigating complex changes in academic settings. Transformational leadership motivated and engaged staff, fostering a positive school culture, while strategic leadership provided the necessary planning and direction to implement and sustain change. The authors emphasized that the synergy between these approaches enabled leaders to address the human and operational aspects of change, leading to more successful and enduring educational reforms. The study concluded that this dual approach is essential for leaders aiming to drive meaningful and lasting school improvements.

A notable case study was the transformation of public schools in Cebu, where strategic leadership was pivotal in improving educational outcomes. According to Santos et al. (2023), school principals in Cebu implemented data-driven decision-making and community involvement strategies, leading to significant improvements in school management and learner performance.

Transformational leadership has been shown to positively impact school performance in the Philippines. De Guzman (2021) conducted a study on secondary schools in Metro Manila and found that schools with transformational leaders reported higher learner engagement and academic performance. The study concluded that transformational leadership directly contributed to creating a supportive and challenging learning environment.

METHODS

Research Design

This study employed the descriptive method of research. Checklist was the main tool to gather data. Interviews and observations were employed to validate findings. Descriptive research involved a collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of study. The principal aimed in descriptive research was to describe the nature of a situation as it existed at the time of the study and to explore the causes of particular phenomena.

Research Locale

The study will be conducted at Dr. Gloria D. Lacson Foundation Colleges, Inc., San Leonardo, Nueva Ecija, during the School Year 2024–2025. The institution serves as an appropriate research locale because it is an educational setting where teachers perform important instructional, professional, and organizational roles. As members of the school community, teachers are directly involved in curriculum delivery, classroom management, learner development, school programs, and the implementation of institutional policies.

The locale is relevant to the study because teachers in the institution can provide meaningful insights into school management and leadership practices. Their experiences may help determine how leadership approaches are observed, practiced, and experienced within the school environment. Since teachers are directly affected by administrative decisions, supervisory practices, strategic directions, and school improvement initiatives, their perceptions are valuable in assessing the effectiveness of leadership and management in the institution.

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Participants and Sampling Technique

The study will be conducted at Dr. Gloria D. Lacson Foundation Colleges, Inc., San Leonardo, Nueva Ecija, during the School Year 2024–2025. The institution was chosen as the research locale because it provides an appropriate setting for examining educational leadership, school management, and teacher-related experiences. As an educational institution, it is composed of teachers who are directly involved in curriculum implementation, instructional delivery, learner support, and participation in school programs. Their experiences within the institution make the locale relevant to the purpose of the study.

The participants of the study will be the 70 teachers of Dr. Gloria D. Lacson Foundation Colleges, Inc. during the School Year 2024–2025. The teacher-participants are appropriate sources of data because they are directly affected by school leadership and management practices. They are also involved in implementing school policies, carrying out instructional responsibilities, and supporting institutional goals. Their perceptions and experiences can provide useful information in determining the existing leadership and management practices of the institution.

The study will employ stratified random sampling. This technique will be used to ensure that the different groups of teachers in the institution are adequately represented. The population may be divided into strata according to department, grade level, subject area, or other relevant classifications. After identifying the strata, teacher-participants will be randomly selected from each group. This method is appropriate because it provides equal opportunity for teachers from different groups to be included in the study, minimizes sampling bias, and helps produce findings that are more representative of the teacher population of the institution.

Research Instrument

The primary research instrument that will be used in this study is a researcher-made questionnaire. The questionnaire will be designed to gather data from the teacher-participants regarding the leadership and school management practices observed at Dr. Gloria D. Lacson Foundation Colleges, Inc., San Leonardo, Nueva Ecija, during the School Year 2024–2025. The instrument will be developed based on the objectives of the study, the statement of the problem, and the reviewed literature on transformational leadership, strategic leadership, and school management.

The questionnaire will be composed of structured items that will allow the participants to assess the extent to which transformational and strategic leadership practices are manifested in the institution. It will also include items related to school management practices, such as instructional supervision, communication, decision-making, teacher support, planning, implementation of programs, monitoring, and stakeholder involvement. These areas are relevant to the development of a leadership framework for school management that integrates transformational and strategic approaches.

The first part of the questionnaire will gather the demographic profile of the respondents, such as age, sex, highest educational attainment, length of teaching experience, teaching level or department, and employment status, if applicable. These profile variables may help describe the participants and provide a clearer understanding of the context of their responses.

The second part of the questionnaire will focus on transformational leadership practices. This section may include indicators such as vision-setting, inspirational motivation, intellectual stimulation, individualized consideration, professional support, collaboration, and the promotion of a positive school culture. These indicators will help determine how leadership practices influence teachers' motivation, participation, and professional growth.

The third part will focus on strategic leadership practices. This section may include indicators such as strategic planning, goal-setting, resource management, decision-making, policy implementation, monitoring and evaluation, innovation, and alignment of school programs with institutional goals. These indicators will help assess how leadership supports long-term planning, organizational direction, and sustainable school improvement.

Data Gathering

The data gathering procedure was executed through a meticulous and systematic procedure to ensure precise and dependable data collection. The initial phase involved identifying and engaging the target respondents. This process commenced with the dispatch of a formal request letter to the public-school district

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supervisor seeking authorization to conduct the study within public elementary schools. Upon obtaining the requisite permission, the researcher will distribute the questionnaire to the respondents.

To accommodate participants' preferences and ensure accessibility, paper surveys were distributed personally, with the assistance of the dean. Clear instructions were provided to guide participants in accurately completing the surveys.

Informed consent was secured from all participants through a consent form that outlined the study's objectives, procedures, and confidentiality measures. Participants received clear, step-by-step instructions for completing the survey, which was anticipated to take approximately 15-20 minutes. The researcher was available to assist with any inquiries during the survey process, and reminder notices were sent to encourage full participation.

To ensure a high response rate, the researcher monitored the return of paper surveys and issued follow-up reminders as needed. Data cleaning encompassed the review of responses for completeness and consistency, validation of entries, and organization of data into datasets for analysis. Numerical coding will be applied to categorical responses to facilitate statistical evaluation. The final phase included both statistical and thematic analyses, culminating in the preparation of detailed reports that summarized the findings. This will ensure effective administration of research instruments, thereby upholding the reliability, validity, and representativeness of the study's results.

Data Analysis

The following limits and degrees were used to categorize the transformational and strategic leadership in education as a framework for school management the success intent, cognitive approaches, and self-regulated learning of the learners:

The mean weighted average was employed to arrive at a verbal description of each of the items in the scaled checklists.

Kendall's tau-b formula was used to test the hypothesis "Respondent across age, gender, years in service and educational background do not differ in their strategies for effective school management."

Phi Kramer's V formula was applied to test the null hypotheses: "There is no significant relationship between the strategies for effective school management."

Ethical Consideration

The researcher will also obtain the informed consent of the participants. The teacher-participants will be informed about the purpose of the study, the nature of their participation, the expected time required to answer the questionnaire, and how the data will be used. They will also be informed that their participation is voluntary and that they have the right to decline or withdraw from the study at any time without penalty or negative consequence.

Confidentiality will be strictly observed. The identities of the participants will not be disclosed in any part of the study. Names and other identifying information will not be required in the questionnaire unless necessary for administrative purposes, and any such information will be handled with utmost care. The responses of the participants will be treated as confidential and will be used only for academic and research purposes.

To ensure anonymity, the results will be presented in summarized or aggregated form. Individual responses will not be singled out or associated with any specific participant. This will protect the teachers from possible discomfort, judgment, or professional consequences related to their responses.

The researcher will also ensure that the participants will not be exposed to harm, pressure, or coercion. Participation in the study will not affect their employment, performance evaluation, professional relationship with the institution, or standing in the school community. The researcher will conduct the study in a respectful and professional manner, making sure that the participants are comfortable and free to answer honestly.

The data gathered from the study will be stored securely. Printed questionnaires, if used, will be kept in a safe place, while electronic files will be protected through passwords or secure storage. Only the researcher and authorized persons, such as the research adviser or panel members, will have access to the data. After the completion of the study, the data will be disposed of properly in accordance with ethical research practices.

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RESULTS AND DISCUSSION

The distribution of respondents' age reveals a diverse range of perspectives, with the largest group falling between 40-49 years (33.0%). This indicates that middle-aged individuals are the most represented demographic among the respondents, likely reflecting a group with significant experience in educational management and leadership. The 30-39 age group follows at 24.0%, suggesting a younger cohort transitioning into leadership roles. In contrast, those aged 20-29 (18.0%) and 50-59 (20.0%) represent emerging leaders and seasoned veterans, respectively. The smallest group, aged 60-65 (5.0%), signifies those nearing retirement or occupying advisory positions. This age distribution suggests that a majority of respondents (77%) are between 30 and 59 years old, which aligns with the typical age range of professionals in mid to advanced stages of their careers, likely including those in leadership positions. The smaller representation of younger (20-29) and older (60-65) age groups indicates fewer early-career professionals and retirees involved in the study.

Yukl (2021) provided an insightful analysis of how age and professional experience shape leadership styles. The study emphasized that mid-career educators, typically aged 30-59, and were uniquely positioned to excel in transformational leadership. This demographic combined the enthusiasm for innovation often associated with younger leaders and the practical experience that comes with years of professional practice. These qualities allowed mid-career educators to effectively inspire teams, foster a shared vision, and implement sustainable changes in educational settings. Yukl's findings suggest that the balance of experience and adaptability found in mid-career leaders enhances their ability to navigate the complexities of modern educational management. This blend of skills was vital for addressing challenges such as curriculum development, stakeholder engagement, and organizational restructuring.

Day and Sammons (2022) stressed the importance of continuous leadership training as a critical component in preparing educators across all age groups for managerial roles. Their work highlighted that leadership was not an innate skill but one that must be cultivated through targeted professional development. This emphasis was particularly relevant in addressing the underrepresentation of younger educators in leadership positions, as seen in the data. The lack of leadership opportunities for younger respondents may stem from limited access to development programs or institutional preferences for experienced candidates. By investing in continuous training, educational institutions can bridge this gap, equipping early-career educators with the competencies needed to step into leadership roles and fostering a pipeline of skilled leaders.

The predominance of respondents aged 40-49 implied that this group was at the peak of their professional careers and actively involved in transformational and strategic leadership practices in education. Their representation could suggest a focus on leaders who have developed their strategic capabilities through experience while still being dynamic and adaptable. The considerable presence of individuals aged 30-39 highlighted the infusion of younger leadership styles, which could bring innovative strategies to educational management. This mix of experience and youth reflected a potential balance between tried-and-tested methods and emerging trends in educational leadership. The smaller proportion of respondents aged 20-29 and 60-65 points to the potential need for nurturing emerging leaders and retaining institutional knowledge from senior leaders. Effective educational management may rely on harnessing the strengths of both these groups to address challenges like succession planning and intergenerational collaboration.

The 40-49 age groups represented the majority, underscoring their vital role in transformational and strategic leadership. The 30-39 group highlighted the emergence of innovative approaches in educational leadership. The 20-29 and 60-65 age groups are underrepresented, pointing to the need for programs that develop young leaders and leverage the expertise of senior professionals. Effective school management required collaboration between experienced and emerging leaders to address contemporary challenges in education.

The age distribution data demonstrated that transformational and strategic leadership in education thrived on the contributions of mid-career professionals. Younger leaders brought fresh perspectives, while senior leaders offered guidance and institutional wisdom. To enhance educational management, schools should focus on leadership development initiatives that promote intergenerational collaboration, succession planning, and mentorship. Such strategies will ensure the sustainability and adaptability of educational leadership in dynamic environments.

The gender distribution of respondents with 55% identifying as female and 45% as male. This indicates a slight majority of female participants in the study. The balanced representation of genders suggests diverse

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perspectives on transformational and strategic leadership in education, reflecting the gender composition commonly observed in the teaching profession, where women often represent a larger proportion.

The predominance of female respondents (55%) aligns with trends in educational settings, were women frequently occupied roles in teaching and administration. Their representation provided critical insights into how transformational and strategic leadership is applied in schools, particularly considering that women often bring collaborative and empathetic leadership styles to management. Male respondents while slightly fewer (45%), contributed perspectives that may reflect different leadership approaches. Research indicates that gender diversity in leadership teams fosters well-rounded decision-making and innovation. This balanced gender distribution highlights the importance of inclusivity in educational leadership studies, ensuring that strategies for effective school management are informed by varied experiences and leadership styles. The data underscored the need for gender-sensitive leadership development programs. While both genders were well-represented, fostering an equitable environment in leadership roles can ensure that all teachers are empowered to contribute effectively.

Early and Heilman (2019) explored the distinct leadership styles commonly associated with gender, shedding light on how these differences enrich leadership dynamics in education. Female leaders were often characterized by nurturing, inclusive, and relationship-focused approaches. These traits fostered collaboration and created supportive environments that align well with transformational leadership, which emphasized inspiring and empowering team members. In contrast, male leaders were frequently described as adopting more directive and task-oriented approaches, which were beneficial for strategic leadership involving goal-setting, decision-making, and organizational planning. Eagly and Heilman argued that both styles were equally valuable and complementary, particularly in educational settings. When integrated, they created a holistic leadership framework that addresses both interpersonal and operational aspects of school management, ultimately driving effective leadership.

Northouse (2020) highlighted that transformational leadership was not confined to any specific gender, as both men and women can excel in inspiring and motivating teams to achieve shared goals. However, women were frequently perceived as more effective in roles that demand high levels of emotional intelligence and relational skills. These abilities, such as empathy, communication, and relationship-building, are particularly vital in educational leadership, where collaboration and trust were foundational to success. The study suggests that women's perceived strengths in these areas align well with the core tenets of transformational leadership, including fostering a positive school culture, addressing individual staff needs, and inspiring collective commitment to educational goals. While men were equally capable of transformational leadership, the emphasis on emotional intelligence may contribute to the perception of women as particularly adept in this style of leadership within education.

Fuller et al. (2021) examined the paradox within educational leadership: while women make up a significant majority of educators, they remain underrepresented in higher leadership roles such as principals and superintendents. This disparity stemmed from systemic barriers, including gender bias, limited access to professional development, and societal expectations about leadership. The study underscored the importance of promoting leadership opportunities for women, emphasizing that their perspectives and skills was vital for effective school management. Addressing this imbalance required deliberate actions, such as mentorship programs, equitable hiring practices, and leadership training tailored to overcome gender-specific challenges. By fostering a more inclusive leadership pipeline, educational institutions can leverage the full potential of their workforce, ensuring diverse and equitable decision-making at all levels.

Female respondents (55%) slightly outnumbered male respondents (45%), reflecting the gender composition typical of the teaching profession. Both genders contributed valuable perspectives to transformational and strategic leadership in education, underscoring the importance of inclusivity. The data aligns with literature advocating for equitable representation in leadership roles and the benefits of diverse leadership teams.

The balanced gender distribution among respondents provided a comprehensive view of transformational and strategic leadership in education. The findings reinforced the significance of fostering gender diversity and equity in leadership roles. Educational institutions should prioritize gender-sensitive leadership development programs, recognizing the unique contributions of both male and female leaders. Such

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initiatives can create a more inclusive and effective approach to school management, ultimately benefiting the broader educational landscape.

The distribution of respondents based on their years of service. The largest group of respondents (39%) has served between 1-5 years, followed by 28% with 6-10 years of experience. Fewer respondents have longer tenures, with 22% serving 11-15 years, and only 11% having over 15 years of experience (5% for 16-20 years and 6% for 21 years or more). This distribution suggests that a significant portion of teachers was relatively new to their roles, with 67% having served for 10 years or less. This indicates a potential focus on developing transformational and strategic leadership among early- and mid-career school heads, as these groups dominate the demographic.

The predominance of respondents with 1-10 years of service highlighted the importance of equipping early- and mid-career leaders with the tools necessary for transformational and strategic leadership. Newer teachers faced challenges in managing staff, fostering innovation, and aligning strategic goals with institutional visions, underscoring the need for continuous professional development programs. The smaller percentage of respondents with over 15 years of service suggested a decline in representation as tenure increases, possibly due to retirements or transitions to other roles. However, experienced teachers can provide valuable insights and mentorship to less experienced counterparts, enhancing institutional leadership capacity. This distribution aligns with the educational sector's evolving demands, where newer leaders must adopt adaptive, strategic, and people-focused leadership styles to navigate challenges like curriculum changes, stakeholder engagement, and technological advancements.

Harris and Jones (2019) highlighted the critical need for targeted training programs tailored to early-career school heads. These leaders often encounter unique challenges, such as navigating decision-making processes, managing staff effectively, and fostering stakeholder collaboration. Early-career school heads are at a formative stage in their leadership journey, making it essential to equip them with the skills necessary for transformational and strategic leadership. Such training programs focus on enhancing decision-making abilities to address complex organizational issues, developing staff through mentorship and professional growth opportunities, and building strong relationships with stakeholders aligned educational goals with community needs. By addressing these areas, educational institutions prepared early-career leaders to inspire innovation, manage change, and create sustainable success in schools.

Leithwood et al. (2020) discussed how mid-career school heads played a vital role in balancing the immediate operational demands of running a school with the need to implement long-term strategic initiatives. At this stage in their careers, school heads are expected to maintain day-to-day operations such as managing budgets, staff, and student outcomes while simultaneously driving the school toward its long-term educational goals. This dual responsibility was essential to create sustainable organizational culture that fosters continuous improvement, collaboration, and alignment with the school's vision. Mid-career leaders are positioned to integrate short-term actions with long-term objectives, ensuring that the school remains adaptive, resilient, and focused on future growth. Their ability to manage both aspects effectively was vital for fostering a positive and forward-thinking environment that supports both teachers and students.

Bush (2021) emphasized that experienced school heads possess valuable expertise, particularly in strategic planning and crisis management. With years of service, these leaders have honed their decision-making skills and have a deep understanding of how to navigate complex challenges, including resource allocation, staff management, and responding to crises. Their experience equipped them to create long-term plans that ensure school stability and success. However, Bush also noted that even seasoned school heads may face challenges in staying current with rapidly evolving educational practices, such as integrating new technologies or adopting the latest pedagogical strategies. To remain effective, experienced leaders need ongoing professional development to update their knowledge and adapt to contemporary trends in education.

Shields (2022) argued that transformational leadership was essential throughout a leader's career, but its application evolved over time. Early-career leaders often focused on inspiring and motivating their teams, setting a vision for change, and fostering innovation. Their primary goal was to energize and engage staff, encouraging collaboration and commitment to the school's mission. In contrast, experienced leaders shifted their focus toward mentoring and developing the next generation of leaders. With a wealth of experience, they guide less experienced colleagues, sharing insights and strategies that foster growth and continuity within the

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organization. This shifted from inspiring to mentoring ensured that transformational leadership remained effective and sustainable at all career stages.

Robinson (2023) emphasized the vital role of mentorship in leadership development, particularly within educational settings. Experienced school heads were uniquely positioned to transfer their skills and knowledge to emerging leaders, offering guidance, support, and practical insights. This mentorship fostered a collaborative leadership ecosystem where newer leaders can build confidence, refine their leadership abilities, and apply effective strategies in their roles. By establishing mentorship relationships, experienced leaders helped create a culture of continuous learning and shared responsibility, ensuring that leadership practices were passed down and that schools remain adaptable and innovative. This collaborative approach strengthens the leadership pipeline, ensuring future school heads are well-prepared for the challenges they will face.

The distribution of years in service among respondents highlighted the vital role of professional development in fostering transformational and strategic leadership skills, particularly for early- and mid-career school heads. While experienced leaders are fewer, their knowledge and mentorship remain invaluable for institutional growth. Educational institutions should implement structured training and mentorship programs to empower school heads at all stages of their careers, ensuring that schools are led by capable and adaptive managers.

The distribution of respondents' educational attainment. The largest group (50%) consisted of respondents who had completed a Master of Arts in Education (MAED) degree. A significant portion (28%) has completed PhD units, while 13% have completed MAED units but have not yet graduated, and 9% have earned a PhD. This data suggests that a large proportion of school heads possess advanced degrees, with a strong emphasis on the MAED, which is directly aligned with leadership in educational settings.

The high percentage (50%) of MAED graduates indicated that teachers in this study tend to prioritize advanced education, likely focusing on the skills and knowledge necessary to lead classes effectively. The presence of respondents with PhD units (28%) also suggests that many are continuing their education with the intention of further advancing their expertise. The relatively small proportion of respondents with a PhD (9%) may indicate a trend where a significant portion of school leaders complete advanced coursework but do not necessarily pursue a PhD, perhaps due to the demands of their leadership roles or personal preferences. This distribution is consistent with the emphasis placed on educational qualifications in leadership positions, reflecting a broader trend in education where advanced degrees are often linked to increase leadership effectiveness. However, the mix of MAED and PhD levels implied that different leadership challenges and competencies may be present at various educational attainment levels. School heads with MAED degrees are likely focused on practical leadership skills, while those with PhDs may bring a more research-oriented or theoretical perspective to leadership roles.

Leithwood et al. (2020) asserted that educational leaders who hold advanced degrees are often better equipped for transformational leadership due to the combination of theoretical knowledge and practical skills gained through their training. Advanced degrees, such as a Master of Arts in Education (MAED) or a PhD, provided leaders with a deeper understanding of educational theories, leadership frameworks, and research-based practices, all of which were essential for effective transformational leadership. This advanced training enables school leaders to inspire and motivate their teams by fostering a shared vision, encouraging professional development, and promoting a culture of collaboration. It also helped them navigate complex challenges, drive innovative changes, and manage school-wide transformation. The blend of theory and practice gained through advanced degrees thus supported school leaders in developing the strategic mindset and interpersonal skills necessary for transforming educational environments.

Harris & Jones (2021) highlighted that while both MAED and PhD programs played vital roles in shaping educational leaders, they served distinct purposes. MAED programs were more common and practical, offering leaders the immediate skills needed for day-to-day school management. These programs focused on enhancing operational skills such as decision-making, staff management, and addressing day-to-day challenges, making them highly relevant for leaders who need to implement effective strategies in real-time. In contrast, PhD programs tend to be more research-focused and long-term, preparing leaders for strategic decision-making, policy development, and organizational change. PhD holders are often equipped to lead systemic transformations and engage in educational research that can shape the future of school leadership. While both

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degrees were essential, MAED programs are geared toward immediate, practical leadership, while PhD programs prepared leaders for broader, long-term impacts in educational institutions.

Bush (2022) emphasized that PhD holders in educational leadership typically focus on educational research, policy development, and driving systemic changes within the educational landscape. Their academic training equipped them to engage deeply with theoretical concepts and research, enabling them to analyze and address broader issues like educational equity, curriculum reforms, and leadership models. However, Bush noted that the leadership style of PhD holders tends to be more focused on long-term strategic goals and organizational change, rather than the day-to-day management of schools. While their theoretical insights and research contributions were invaluable for shaping educational policy and practice, they may be less engaged with the immediate operational needs that daily school management demands. This distinction highlights the difference in focus between PhD and more practically-oriented degrees, like an MAED, in terms of their direct application in leadership roles.

Shields (2022) emphasized the importance of continuous professional development (CPD) for educational leaders, particularly through further studies such as MAED and PhD programs. As the educational landscape evolves, leaders must stay updated with new trends, technologies, and challenges to remain effective. Engaging in advanced studies not only enhanced their theoretical understanding but also provides practical tools and strategies to address emerging issues in education. CPD allowed school leaders to refine their transformational leadership capabilities by equipping them with the latest research, pedagogical advancements, and leadership techniques. This ongoing development ensures that leaders can inspire change, foster innovation, and adapt to shifting educational demands, thereby maintaining their effectiveness in leading schools through periods of growth and transformation.

Fuller et al. (2023) suggested that educational attainment played a vital role in enhancing leadership effectiveness within schools. Higher levels of education, such as MAED and PhD degrees, provided school heads with a deeper and broader understanding of educational theories, management strategies, and contemporary challenges. This enhanced knowledge base equipped leaders with the necessary skills to make informed decisions, implement effective practices, and lead their schools through periods of change. Furthermore, advanced education enabled leaders to better adapt to evolving educational needs, such as integrating technology, fostering inclusivity, and responding to new policy frameworks. This flexibility was essential to ensuring that school leaders remain effective in managing diverse challenges while fostering an environment of continuous improvement and innovation.

The majority of respondents (50%) have completed a Master of Arts in Education (MAED), indicating a strong foundation in educational leadership. 28% of respondents have completed PhD units, suggesting a trend toward further specialization and interest in high-level leadership. A smaller proportion of respondents have completed a PhD (9%), indicating that while there is interest in advanced research and theoretical knowledge, it is not as common for school heads to pursue this level of education. The data shows a strong emphasis on advanced education, which correlates with the demand for knowledgeable leaders who can implement both transformational and strategic leadership.

The distribution of educational attainment among teachers highlights a clear preference for advanced education, particularly through MAED programs, which provide practical skills for effective leadership. The relatively high number of respondents with PhD units also points to a desire for further expertise and specialization. However, the smaller proportion of respondents holding a PhD suggests that while doctoral education is valuable, it may not be the primary path for school heads, who may prioritize practical leadership and administrative skills over research-oriented roles. This trend underscores the importance of continuous professional development and the role of advanced education in preparing teachers for the challenges of both transformational and strategic leadership. Educational institutions should consider fostering programs that support school leaders at different stages of their educational development.

The evaluation of transformational leadership strategies employed by teachers in terms of their effectiveness in school management. All items received mean scores between 4.86 and 5.00, with the average weighted mean being 4.95, corresponding to a verbal description of "Strongly Agree." This indicates a high level of agreement among respondents that their school leaders demonstrate transformational leadership practices effectively. Key items, such as providing constructive feedback (mean = 5.00), regularly monitoring student progress and using data for decision-making (mean = 5.00), and ensuring alignment of assessments with

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instructional goals (mean = 5.00), highlight the leaders' proactive involvement in fostering instructional excellence and academic success. Other aspects, such as motivating teachers, promoting professional growth, and encouraging innovation, also received strong ratings, signifying a well-rounded application of transformational leadership.

The results demonstrated that teachers exhibited highly effective transformational leadership practices, focusing on inspiring learners, aligning work with the school's vision, and fostering professional development. This suggests that transformational leadership was integral to create an environment that supports continuous improvement, innovation, and academic excellence. High ratings in areas such as providing feedback, monitoring progress, and curriculum development reveal that leaders were deeply involved in operational and instructional aspects of the school. These practices promoted accountability and encouraged collaboration and shared responsibility among teachers and staff. The consistently high scores across in all items reflected a cohesive and strategic approach to leadership, where the focus on communication, recognition, and innovation fostered a positive and productive school culture. This alignment with transformational leadership principles positions schools for sustained growth and success in meeting educational goals.

Shields (2022) highlighted the pivotal role of transformational leaders in shaping teacher motivation and commitment by articulating a clear and compelling vision. Leaders who inspired their teams to align with the school's goals created a sense of purpose and direction, fostering collective engagement. This leadership approach motivated teachers enhanced their dedication to achieving high levels of student performance and overall school success. The study's results, showing high ratings for communicating vision (mean = 4.98) and inspiring teachers (mean = 4.90), resonated with Shields' findings. These scores underscored the effectiveness of transformational leaders in setting a clear strategic direction and building a motivated, cohesive team. This alignment demonstrated how visionary leadership directly impacts teacher enthusiasm, productivity, and commitment to excellence in education.

Robinson (2023) emphasized that constructive feedback was a cornerstone of effective leadership in education, as it directly influences instructional quality. Leaders who provide actionable and meaningful feedback empower teachers to identify areas for improvement and refine their teaching practices. This process fosters professional growth, enhances teaching effectiveness, and ultimately leads to better student outcomes. In the study, the highest-rated item, "provides constructive feedback to teachers to improve their instructional practices" (mean = 5.00), reflects this principle. The perfect score highlighted the critical role of feedback in transformational leadership, reinforcing its significance as a tool for driving instructional excellence. These findings align with Robinson's assertion that feedback, when delivered thoughtfully, not only supports individual development but also contributes to the collective success of the school.

Harris & Jones (2021) highlighted the importance of transformational leaders using student progress data to shape instructional strategies and inform decision-making. By systematically analyzing performance data, leaders can identify strengths, address weaknesses, and align instructional practices with educational goals. This data-driven approach ensures that teaching strategies were responsive to student needs and contributed to achieve desired outcomes. The study result, with the item "regularly monitors student progress and uses the data to inform instructional decisions" receiving a perfect mean score of 5.00, strongly align with Harris & Jones' findings. This underscores that effective transformational leadership involved leveraging data as a strategic tool to foster continuous improvement in teaching and learning. The emphasis on data utilization reflected a commitment to accountability and precision in meeting school-wide goals.

Leithwood et al. (2020) stressed that transformational leaders played a vital role in fostering a culture of professional growth within schools. By prioritizing continuous learning and development, these leaders empowered teachers to adapt to evolving educational challenges and embraced innovative teaching practices. Such a culture not only enhanced individual teacher effectiveness but also strengthened the overall instructional capacity of the school. This perspective aligned with the study's findings, where the item "promotes a culture of continuous learning and professional development" received a high mean score of 4.86. The results affirmed that transformational leaders who encourage professional growth created an environment where teachers feel supported and motivated to improve their craft, ensuring the school remains dynamic and responsive to change.

Bush (2022) highlighted the critical role of transformational leaders in curriculum planning and aligning teaching practices with the school's overarching vision. By actively engaging in curriculum development, these leaders ensured that instructional content and methods are consistent with the school's goals, fostering

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coherence in educational delivery. This alignment strengthened the connection between day-to-day teaching practices and long-term academic objectives, promoting effectiveness and clarity in achieving desired outcomes. The study's findings reinforced this, with the item "actively involved in the development and implementation of the school's curriculum" earning a high mean score of 4.96. This demonstrated that transformational leaders who prioritize curriculum planning contributed significantly to create a unified and goal-oriented educational environment, ensuring that all efforts are strategically directed toward student success.

Respondents "Strongly Agree" that school leaders employed transformational leadership practices effectively, with an average weighted mean of 4.95. Top-rated practices included providing constructive feedback, monitoring student progress, and aligning assessments with goals, all scoring a perfect mean of 5.00. Leaders also excelled in communicating a vision, motivating teachers, fostering innovation, and promoting continuous learning, reflecting a well-rounded leadership approach. The data indicates that transformational leadership was deeply embedded in the school management practices evaluated.

The findings underscored the effectiveness of transformational leadership in educational management. School leaders' ability to inspire, motivate, and support their teachers, coupled with their focus on professional development and data-driven decision-making, positions their schools for continued success. The strong agreement among respondents highlighted the vital role of transformational leadership in fostering an environment of innovation, collaboration, and academic achievement. To sustain and enhance these practices, educational institutions should prioritize continuous professional development and encourage reflective leadership practices that adapt to evolving educational demands.

The results of the evaluation of strategic leadership strategies for effective school management. All items received high mean scores, ranging from 4.80 to 4.96, with an average weighted mean of 4.89, indicating "Strongly Agree." This demonstrates that respondents overwhelmingly agree that their school leaders effectively implement strategic leadership practices. The top-rated items include "Our school has a clear and compelling vision that is communicated to all stakeholders" (mean = 4.96) and "Strategic leadership practices have contributed to the school's ability to adapt to changing circumstances" (mean = 4.92), showing that strategic vision, adaptability, and communication are central to effective leadership.

The results indicated that strategic leadership practices are essential for effective school management, with a particular emphasis on vision communication, stakeholder involvement, and data-driven decision-making. Teachers who engage in strategic planning, seek input from various stakeholders, and regularly review performance data which were better positioned to adapt and evolve in response to challenges. These practices contributed to the alignment of school goals with classroom practices and ensure that the school was flexible and resilient in the face of changing educational landscapes. For example, high scores in items like "Stakeholders are involved in key decision-making processes" (mean = 4.85) reflect the collaborative approach to leadership. Strategic leadership that encourages innovation (mean = 4.91) and managed change effectively (mean = 4.92) also demonstrated that leaders were actively working to improve teaching practices while ensuring stability during transitions. This created a balanced approach to both innovation and continuity within the school environment.

Leithwood et al. (2020) emphasized that a clear and compelling vision was a cornerstone of strategic leadership. A well-articulated vision provided a roadmap for aligning resources, motivating stakeholders, and driving collective action. By establishing a unified direction, visionary leadership ensured that all efforts were coordinated toward achieving long-term school goals. The study's findings, where "Our school has a clear and compelling vision that was communicated to all stakeholders" received a high mean score of 4.96, validated the importance of this practice. Leaders who effectively communicate their vision foster a shared sense of purpose, inspiring teachers, parents, and the community to contribute actively to the school's success. This approach built commitment and ensured coherence and focus in educational planning and execution.

Harris & Jones (2021) highlighted that strategic leadership flourished in environments where all stakeholders' teachers, parents, and the broader community were actively involved in decision-making processes. This participatory approach ensured that strategic initiatives were inclusive, reflecting the diverse needs and aspirations of the school community. When stakeholders feel heard and valued, they were more likely to support and contributed to the school's goals, fostering a sense of ownership and collaboration. The study findings, where "Stakeholders were involved in essential decision-making processes" received a mean score of 4.85, underscored the importance of this practice. Leaders who engage stakeholders in meaningful ways build

trust, ensured more comprehensive strategies, and enhance the school's ability to address challenges effectively. This approach aligns with the principles of transformational and strategic leadership, creating a cohesive and goal-oriented educational environment.

Robinson (2023) underscored the pivotal role of performance data in strategic leadership, highlighting how regular review and analysis of such data empower school leaders to make informed, adaptive decisions. By relying on measurable outcomes, leaders can identify trends, evaluate the effectiveness of current strategies, and implement targeted interventions to address emerging challenges. The study findings, where "The leadership team regularly reviews performance data to adjust strategies as needed" received a mean score of 4.80, emphasize the significance of a data-driven approach in educational management. This practice not only enhances the school's ability to align goals with outcomes but also fosters continuous improvement, ensuring that decisions are rooted in evidence rather than assumptions. Effective used of data enables leaders to remain agile and responsive to the dynamic needs of their schools.

Bush (2022) highlighted that a hallmark of effective strategic leadership was the ability to implement and manage change in a manner that minimized disruption to a school's core functions. Leaders who excelled in this area ensure that essential teaching and learning processes remained stable even as the school navigates transitions or adopts new initiatives. The study findings, where "Change initiatives in our school are managed strategically to minimize disruption" and "Strategic leadership practices have contributed to the school's ability to adapt to changing circumstances" both received a mean score of 4.92, underscore this capacity. These high ratings reflected leaders' adeptness at balancing innovation with operational stability. By fostering an environment that was both adaptable and grounded, leaders enhance the school's resilience and ensure continuity in achieving its strategic objectives.

Shields (2022) emphasized that strategic leadership played a vital role in aligning professional development opportunities with the school's overarching goals while simultaneously nurturing future leadership. By creating pathways for growth and succession planning, strategic leaders not only address current organizational needs but also ensure sustainability and readiness for future challenges. The study results, where "There are opportunities for professional development that align with the school's strategic goals" received a mean score of 4.83, and "The school leaders actively support the development of future leaders" scored 4.92, validated this approach. These high ratings reflected a leadership focus on long-term capacity building and cultivating a pipeline of well-prepared, competent leaders. This forward-thinking strategy enhanced the school's ability to innovate and adapt while maintaining a strong leadership foundation.

Respondents "Strongly Agree" that strategic leadership practices were effectively implemented in their schools, with an average weighted mean of 4.89. High ratings were given to items such as vision communication (mean = 4.96), innovation encouragement (mean = 4.91), and adaptability (mean = 4.92). Strategic leadership practices focused on stakeholder involvement, data-driven decision-making, managing change, professional development, and fostering future leadership. These practices contributed to achieving strategic goals, improving adaptability, and ensuring that the school is responsive to educational challenges.

The findings affirmed that strategic leadership played a vital role in effective school management. School leaders who implemented clear visions, engage stakeholders, utilized data for decision-making, manage change, and foster professional development contribute to the success and adaptability of their schools. The high agreement among respondents suggests that these strategic leadership practices are widely viewed as effective in aligning school efforts with long-term goals and responding to evolving challenges in education.

The Pearson Correlation value of 0.738 indicates a strong positive relationship between transformational leadership and strategic leadership in education. The p-value of .000 (significant at the 0.01 level) demonstrates that this correlation is statistically significant. This suggests that as the effectiveness of transformational leadership increases, the effectiveness of strategic leadership also tends to improve, and vice versa. These results highlighted the interconnectedness of these leadership approaches in fostering effective school management.

The strong correlation between transformational and strategic leadership reflects the complementary nature of these approaches. Transformational leadership, which focused on inspiring and motivating teachers and other stakeholders, aligned with strategic leadership's emphasis on planning, goal-setting, and long-term organizational alignment. Together, they formed a robust leadership framework that addressed both immediate and long-term challenges in school management. The results suggested that leaders who excel in

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transformational practices, such as motivating staff and fostering innovation, demonstrated strong strategic capabilities, including data-driven decision-making and stakeholder engagement. This interrelationship ensured that schools can adapt to changes while maintaining a shared vision and cohesive strategy.

Shields (2022) emphasized the critical interplay between transformational and strategic leadership in educational settings. Transformational leaders excelled at fostering an inspirational environment where innovation and creativity thrive. They motivated teachers and stakeholders to embrace change and align their efforts with a compelling vision. Strategic leaders, on the other hand, provide the structural and operational framework to ensure that these innovations are systematically aligned with the school's broader institutional goals. This duality ensures that creativity was encouraged but also effectively channelled to achieve sustainable improvements and long-term success. The synergy between these leadership styles, as highlighted by Shields, created a leadership approach that was both dynamic and grounded, making it indispensable for effective school management. Leaders who integrated these styles were better positioned to address challenges, implement meaningful changes, and guide their schools toward continuous growth.

Bush (2022) explored the complementary relationship between transformational and strategic leadership practices in enhancing organizational effectiveness. Transformational leaders inspired and motivated teams by fostering a shared vision, celebrating achievements, and encouraging innovation. These practices created a positive and dynamic school culture that promotes engagement and collaboration among stakeholders. Strategic leadership, meanwhile, ensures that these motivational efforts were channelled into purposeful action. It focused on managing change effectively, aligning resources to strategic objectives, and maintaining coherence in achieving long-term goals. By integrating transformational enthusiasm with strategic discipline, leaders can navigate challenges while sustaining progress. Bush's analysis underscored that the combination of these leadership approaches is essential for schools aiming to balance immediate needs with future aspirations, creating an adaptable and effective educational environment.

Robinson (2023) underscored the importance of transformational leadership in building a collaborative culture within schools. Transformational leaders inspire trusted, open to communication, and teamwork, fostering an environment where stakeholders feel empowered to contribute and shared goals. This collaborative foundation is crucial for the successful implementation of strategic plans, as it ensures collective buy-in and active participation in achieving organizational objectives. When leaders integrate transformational practices with strategic leadership, they create a leadership approach that balances motivation with direction. Schools led by individuals who embody both styles are better equipped to adapt to challenges, sustain improvement, and build resilience. The combination of fostering collaboration and providing clear strategic direction allows for long-term growth and stability in educational institutions.

Harris and Jones (2021) argued that transformational leadership was foundational for effective strategic planning in schools. Transformational leaders inspire a shared vision, uniting stakeholders around common goals and creating a sense of purpose. This shared vision not only motivates staff and fostered a culture of collaboration and commitment, which is essential for translating strategic plans into actionable outcomes. By engaging stakeholders in the strategic planning process, transformational leaders ensured that goals were well-defined and widely supported. This alignment between vision and strategic objectives enhanced the feasibility and impact of strategic initiatives, ultimately driving school improvement and organizational success.

Leithwood et al. (2020) emphasized the interdependence between transformational and strategic leadership in achieving educational success. Transformational leadership practices, such as inspiring a compelling vision and fostering a collaborative culture, generate the motivation and engagement required among stakeholders. This heightened enthusiasm and commitment create the groundwork for implementing strategic initiatives. Strategic leadership, in turn, provides the framework and direction to channel the energy and ideas sparked by transformational leadership. It ensures that these initiatives were aligned with the school's long-term goals and executed systematically. Together, these leadership styles complement each other, with transformational leadership energizing the team and strategic leadership guiding them toward sustained improvement and organizational effectiveness.

The study established a strong positive and statistically significant relationship between transformational leadership and strategic leadership, with a Pearson Correlation of 0.738 and a p-value of .000.This interrelationship indicates that schools with strong transformational leadership practiced were

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exhibited effective strategic leadership and vice versa. The findings underscore the importance of integrating both leadership styles to achieve sustainable school management.

The study concluded that transformational and strategic leadership were strongly interrelated, forming a synergistic framework for effective school management. Transformational practiced inspire and motivated stakeholders, while strategic leadership provides the structure and direction needed to translate vision into reality. To maximize school effectiveness, educational leaders should cultivate both leadership styles, ensuring alignment between short-term inspiration and long-term strategic goals.

The data revealed no significant relationship between the demographic profiles (age, gender, educational attainment, and years in service as a school head) and the strategies for effective school management (transformational and strategic leadership in education). All Pearson correlation coefficients were weak, and the corresponding significance values (p-values) exceed the commonly accepted threshold of 0.05, indicating a lack of statistically significant correlations.

The results suggested that demographic characteristics do not have a measurable influence on the application of transformational or strategic leadership strategies in the context of educational management. This aligns with studies emphasizing that effective leadership practices were not confined to specific demographic groups but are rather a product of skills, training, and situational adaptation.

Harris & Jones (2021) asserted that leadership effectiveness is primarily shaped by professional development and the capacity to engage stakeholders, rather than being influenced by demographic characteristics such as age, gender, or educational attainment. This perspective underscored the idea that effective leadership practices, particularly in transformational and strategic contexts, were learned and refined through targeted training, mentorship, and experience. Their argument supports the findings of the study, which revealed no significant correlations between demographic factors and leadership strategies, emphasizing that leadership success was rooted in skill-building and stakeholder collaboration, rather than inherent personal attributes.

Bush (2022) emphasized that transformational and strategic leadership practices are acquired through experience, training, and reflection, rather than being determined by demographic factors such as age or gender. He highlights adaptability and continuous professional learning as essential traits for leadership success, enabling leaders to respond effectively to evolving challenges in educational management. This perspective aligns with the study's findings, which show no significant correlations between demographic profiles and leadership strategies, reinforcing the idea that effective leadership was grounded in behavior and adaptability rather than personal characteristics.

Shields (2022) emphasized that transformational leadership is rooted in the leader's ability to inspire, motivate, and engaged others, qualities that were developed through personal growth and professional development, rather than being influenced by demographic factors. These leadership traits were honed through experience, education, and emotional intelligence, and were critical for fostering a positive school culture and achieving educational goals. This perspective aligns with the study's findings, which show no significant correlation between demographic variables and transformational leadership practices, highlighting that the effectiveness of such leadership was shaped more by the leader’s development than by their demographic characteristics.

Leithwood et al. (2020) emphasized that both transformational and strategic leadership were centered around a clear focused on organizational goals and active stakeholder engagement. These essential leadership capabilities are developed through hands-on experience, continuous training, and reflective practice, rather than being determined by demographic factors such as age, gender, or educational background. This aligned with the study’s findings, which show no significant relationship between demographic profiles and leadership strategies. The results highlighted that effective leadership in education is shaped by learned skills and practices, reinforcing the importance of professional development over demographic traits.

There is no significant relationship between age and leadership strategies, as indicated by weak correlations (.079 and .092) and p-values of .434 and.363. **(Gender)**so shows no significant influence, with very low correlations (.013 and .064) and high p-values (.899 and .526). Educational attainment has weak negative correlations (-.147 and -.030) with no statistical significance (p-values of .143 and .769). Years in service similarly show no meaningful relationship, with correlations of .039 and .009 and p-values of .701 and .932.

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The results underscored that effective transformational and strategic leadership strategies in education are not determined by demographic factors such as age, gender, educational attainment, or years of service. Instead, leadership success is likely influenced by factors such as training, professional development, and contextual understanding of the school environment. This highlighted the importance of fostering leadership development programs that focus on equipping school heads with the necessary skills and competencies to implement transformational and strategic practices effectively.

This study has a significant relevance in the contemporary educational landscape in leading the schools by examining transformational and strategic leadership approaches, the study provided valuable insights into how school managers can effectively inspire and guide their teams while aligning organizational goals with long-term educational objectives. These practices are critical for fostering a positive and innovative school culture. The findings underscored the role of effective leadership in driving student achievement and teacher performance. Transformational leaders who motivate and engage their staff, combined with strategic leaders who focus on data-driven decision-making and resource alignment, create a synergistic effect that enhances overall educational outcomes.

The study identified gaps in leadership practices and offers evidence-based strategies to address them. It highlights the importance of professional development and stakeholder engagement, equipping school heads to navigate challenges like curriculum changes, resource constraints, and evolving educational policies. Educational policymakers can use the findings to design targeted leadership training programs that emphasize both transformational and strategic leadership. These programs can prepare current and aspiring school managers to handle complex managerial roles effectively.

The research emphasized the need for leadership styles that promote collaboration among teachers, parents, and community members. This inclusive approach ensures that decision-making processes address the diverse needs of all stakeholders, leading to a more cohesive and supportive educational environment. The study contributed to the body of knowledge on educational leadership by providing empirical evidence on the interplay between transformational and strategic leadership. It serves as a foundation for further research, particularly on how these leadership styles impact different demographic and contextual variables in education. For school managers, the study offered actionable recommendations to enhance their leadership effectiveness. By adopting a dual approach transformational to inspire and motivate, and strategic to plan and execute they can achieve organizational goals more efficiently. This study was pivotal in advancing educational leadership practices, improving school management, and fostering an environment conducive to academic and professional growth. It not only addresses the immediate needs of schools and lays the groundwork for sustainable and adaptive educational management strategies.

The results highlighted specific behaviors, such as clear vision communication, teacher motivation, and fostering innovation, which school heads, can adopt to inspire their teams and enhance teacher performance. Emphasizing data-driven decision-making, stakeholder engagement, and resource alignment, the study guided school heads on managing schools effectively to achieve long-term goals. The study underscored the importance of continuous professional development and the alignment of training programs with leadership strategies. School heads were encouraged to engage in targeted training to strengthen their transformational and strategic leadership capabilities.

By identifying the significance of monitoring student progress and managing change initiatives, the study helped school heads refine their decision-making processes. This adaptability ensured that schools remain resilient in the face of challenges such as policy shifts and curriculum changes. Results revealed the value of involving teachers, parents, and the community in strategic planning. This participatory approach enabled school heads to foster stronger partnerships, ensuring that decisions reflect the needs of all stakeholders. The high ratings for recognizing accomplishments and motivating teachers and students highlighted the need for school heads to prioritize celebration of success. This practice boosts morale and encourages a culture of achievement within the school.

Teachers gained clarity on aligning daily operations with the school's strategic goals. The study emphasized that effective leaders ensure their vision is not only communicated but also translated into actionable strategies that guide the school’s progress. The study addressed the importance of supporting the development of future leaders. School heads were encouraged to mentor and empower others, ensuring leadership continuity and a collaborative ecosystem within the institution. Insights into the relationship (or lack thereof) between

demographic factors and leadership effectiveness highlighted the importance of focusing on learned behaviors, adaptability, and training rather than innate characteristics. This understanding empowered school heads to focus on skill-building and professional growth. With the acknowledgment of their strategic contributions to school achievements, school heads were better positioned to take pride in their role as pivotal change agents. This recognition reinforced their commitment to driving positive outcomes.

This study served as a comprehensive resource for teachers, enabling them to merge transformational leadership (inspiring, motivating, and innovating) with strategic leadership (planning, executing, and adapting) to create effective school management practices. By applying the findings, school heads were better prepared to navigate challenges, inspire stakeholders, and achieve both immediate and long-term educational goals.

CONCLUSION

Based on the findings of the study, it can be concluded that the leadership landscape in education is dynamic and continuously evolving. The presence of experienced middle-aged professionals, together with the increasing participation of younger school leaders, reflects a balanced and developing leadership profile. Most teachers possess strong academic qualifications, which indicate their readiness to perform leadership and management functions. However, the relatively low number of doctorate holders suggests the need to further encourage and support advanced professional development, particularly in educational leadership and school management.

The findings also reveal that school leaders are highly effective in applying both transformational and strategic leadership approaches. This indicates that their current leadership practices are not only responsive to the demands of school management but also exceed expectations in promoting effective school operations. Through transformational leadership, school heads are able to inspire, motivate, and support teachers and stakeholders. Through strategic leadership, they are able to set clear goals, align resources, implement plans, and guide the school toward continuous improvement. Together, these leadership practices contribute to a positive, forward-looking, and results-oriented educational environment.

Furthermore, the results emphasize that transformational and strategic leadership are closely connected in the context of school management. Strengthening transformational leadership may also enhance strategic leadership, and improving strategic leadership may further support transformational practices. This shows that the two approaches should not be treated separately, but rather as complementary leadership dimensions. Effective school management requires leaders who can inspire people while also planning and implementing strategies that lead to sustainable school improvement.

The study also concludes that there is no significant relationship between the demographic profile of the teachers, such as age, gender, educational attainment, and years of service, and their strategies for effective school management in terms of transformational and strategic leadership. This implies that strong leadership practices are not dependent on personal demographic characteristics. Instead, effective leadership may be shaped more by personal competencies, leadership experiences, relevant training, continuous professional development, and commitment to school improvement.

Finally, the findings affirm that teachers are increasingly recognized not only as administrators but also as strategic leaders, mentors, and agents of change. Their role goes beyond managing routine school operations, as they are expected to provide direction, develop people, promote innovation, and ensure the achievement of institutional goals. Their ability to align school objectives, strengthen leadership capacity, and pursue continuous growth makes them essential contributors to school success. Therefore, developing school heads as both transformational and strategic leaders is vital in building stronger, more responsive, and more effective educational institutions.

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