

Teachers As Catalysts of Transformational Education: Shaping Positive Classroom Dynamics

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ABSTRACT

This study was conducted to examine the role of teachers in promoting transformational education and in managing classroom dynamics. Specifically, it seeks to understand how teachers guide learner behavior, encourage participation, build positive relationships, respond to diverse learner needs, and create classroom environments that support meaningful learning. By focusing on teachers' roles and practices, this study hopes to contribute to the improvement of classroom management, teacher development programs, and school-based support systems. The descriptive method, often referred to as the survey or normative approach, was employed. A checklist served as the primary instrument for data

collection. This descriptive method focused on factual information regarding the characteristics and circumstances of a subject (such as a group of individuals, various items, a series of events, or a system of ideas). The participants consisted of 97 teachers and instructors from Dr. Gloria D. Lacson Foundation Colleges, Inc. for the School Year 2024-2025. Fifty percent of the teachers were selected based on odd-numbered identifiers from each school in the sample. Teachers' roles in transformational education have an average weighted mean of 3.60 (interpreted as "Very true to me"), which reflects a strong alignment with the principles of transformational education, indicating that teachers are proactive and committed to fostering dynamic and impactful classroom environments. Age, gender, civil status, and years in service do not significantly influence teachers' effectiveness in modulating classroom dynamics or engaging in transformational education. These findings indicate the neutrality of demographic factors in determining teaching success and point to the critical role of professional development, institutional support, and innovative practices. The strong interrelationship between teachers' roles in transformational education and modulating classroom dynamics highlights the mutually reinforcing nature of these practices. Teachers who excel in fostering transformational education naturally enhance classroom dynamics by creating adaptive, inclusive, and engaging environments.

Keywords: *teachers' catalysts, transformational education, positive classroom dynamics,*

INTRODUCTION

Education in the 21st century continues to move beyond the traditional idea of teaching as the simple delivery of lessons. Today, teachers are expected to create classrooms where learners are not only informed but also engaged, empowered, guided, and transformed. In this changing educational landscape, the teacher becomes more than a subject expert; the teacher becomes a facilitator of learning, a builder of relationships, a manager of classroom behavior, a source of motivation, and a catalyst for meaningful

change. This is the central idea behind transformational education, where learning is designed to develop the whole learner academically, socially, emotionally, and morally.

Transformational education recognizes that meaningful learning happens when students are actively involved in the learning process. It values learner participation, critical thinking, collaboration, inclusivity, self-awareness, and personal growth. In this context, teachers play a vital role in shaping classroom dynamics because the quality of interaction inside the classroom greatly affects how students learn, behave, participate, and relate with others. A classroom may have a good curriculum and adequate learning materials, but without a teacher who can manage relationships, encourage participation, and create a positive learning climate, the goals of transformational education may not be fully achieved.

In the Philippine setting, the importance of teachers in transforming education is strongly reflected in the Department of Education's MATATAG Agenda. Launched in 2023, MATATAG emphasizes the need to make the curriculum relevant, accelerate the delivery of basic education services, promote learner well-being and inclusive education, create positive learning environments, and give support to teachers so they can teach better. These directions show that educational improvement does not depend on curriculum reform alone, but also on teachers' capacity to manage classrooms, respond to learner needs, and build learning spaces that are safe, inclusive, and meaningful.

Recent literature supports the idea that classroom dynamics are deeply connected to teachers' actions and decisions. A systematic review by Hepburn, Beamish, and Alston-Knox (2023) emphasized that classroom behavior management is not merely about controlling learners but about how teachers communicate with students, build relationships, support autonomy, and promote positive classroom climate. Their review highlighted that teachers' communication responses to student behavior influence learner behavior, teacher-student relationships, student autonomy, and the overall classroom environment. This finding is highly relevant to transformational education because it shows that teachers shape learning not only through instruction but also through the way they interact with learners every day.

Similarly, Velez and Cano (2023) discussed the importance of classroom management in creating learning environments that support both academic achievement and social-emotional development. Their study pointed out that effective classroom management helps teachers establish classrooms where students are more engaged and where learning can take place more efficiently. This supports the view that classroom dynamics are not separate from learning outcomes. Rather, they are part of the foundation that allows transformational teaching to happen.

The role of teachers in inclusive and learner-centered education is also emphasized by Woodcock, Gibbs, Hitches, and Regan (2023). Their study found that teachers who believe in inclusive education tend to report higher levels of teacher self-efficacy in student engagement, instructional strategies, and classroom management. This suggests that when teachers believe they are capable of reaching all learners, they are more likely to create classrooms that are supportive, participatory, and responsive to diversity. Such findings are important in understanding transformational education because inclusion is one of its major principles. A transformational classroom is not only academically productive; it is also a space where learners feel respected, accepted, and capable of growth.

In the same year, UNESCO's Global Education Monitoring Report Team (2023) stressed that educational transformation must consider equity, inclusion, quality, governance, access to learning opportunities, and teacher preparation. The report explained that technology and reforms may support education, but their success depends on proper teacher preparation and meaningful implementation. This strengthens the argument that teachers remain central to educational change. Even when systems introduce new policies, technologies, or curriculum frameworks, it is the teacher who brings these reforms to life inside the classroom.

Another 2023 discussion by Toshalis through KnowledgeWorks (2023) highlighted the need for student-centered classroom management. It emphasized that classroom management should not remain limited to control, punishment, or compliance. Instead, it should promote learner agency, collaboration,

restorative practices, feedback, shared norms, relationship-building, and student accountability. This perspective is closely connected to the present study because modulating classroom dynamics involves guiding learner behavior while also developing a classroom culture where students become active participants in their own learning.

Despite the growing body of literature on classroom management, inclusive education, and transformational learning, several gaps remain. First, many studies discuss classroom management as a general teaching skill, but fewer studies focus on how teachers' classroom management practices become part of transformational education. Second, existing literature often emphasizes learner outcomes, discipline, or instructional strategies, but there is still a need to examine how teachers themselves function as catalysts of transformation through their daily classroom interactions. Third, while international studies provide useful insights, there is a need for more localized evidence from public secondary school teachers in the Philippine context, particularly in relation to how they shape positive classroom dynamics in actual school settings.

These gaps provide the reason for conducting the present study. The classroom is the most immediate space where educational transformation is experienced by learners. Policies, curriculum reforms, and institutional programs become meaningful only when teachers are able to translate them into effective classroom practices. Therefore, it is necessary to understand how teachers perform their roles in transformational education and how they modulate classroom dynamics to create environments that are inclusive, engaging, adaptive, and learner-centered.

This study, titled "Teachers as Catalysts of Transformational Education: Shaping Positive Classroom Dynamics," was conducted to examine the role of teachers in promoting transformational education and in managing classroom dynamics. Specifically, it seeks to understand how teachers guide learner behavior, encourage participation, build positive relationships, respond to diverse learner needs, and create classroom environments that support meaningful learning. By focusing on teachers' roles and practices, this study hopes to contribute to the improvement of classroom management, teacher development programs, and school-based support systems.

Ultimately, this study recognizes that teachers are at the heart of educational transformation. They are the ones who turn policies into practice, lessons into meaningful experiences, and classrooms into spaces of growth. When teachers are empowered, reflective, and responsive, they can shape classroom dynamics in ways that help learners feel valued, motivated, and capable of succeeding. Thus, understanding teachers as catalysts of transformational education is essential in building schools that are not only academically effective but also humane, inclusive, and responsive to the needs of today's learners.

Literature Review

Significant research has focused on the roles of teachers in Transformational education plays a pivotal role in shaping classroom dynamics. Research by Jennings & Greenberg (2019) emphasized the significant impact of emotional intelligence (EI) on teaching practices and its effect on transformational education. Teachers with a high level of EI excel in fostering supportive and engaging learning environments that address the emotional and social requirements of learners in conjunction with their academic progress. Brackett & Cipriano (2020) described emotional intelligence in teaching as comprising self-awareness, self-regulation, motivation, empathy, and social skills. Teachers who exemplify and impart EI enable learners to cultivate these critical skills, which are vital for both personal and academic achievement. Classrooms overseen by emotionally intelligent teachers generally experience fewer behavioral challenges, higher levels of learner engagement, and improved outcomes.

Tomlinson (2020) noted that differentiated instruction remains fundamental to effective teaching, especially in diverse classroom settings. Studies demonstrate that when instructors customize their teaching strategies to accommodate the varied needs of learners, it results in enhanced academic success and increased learner engagement. Santangelo & Tomlinson (2021) discovered that for successful differentiated

instruction, teachers should evaluate learners' readiness, interests, and learning profiles. Methods include flexible grouping, providing various pathways to meet learning objectives, and offering diverse assessment options. Inclusive practices guarantee that learners with special needs can access the curriculum in ways that are meaningful to them.

Hamilton et al. (2020) highlighted that the incorporation of technology in education has altered classroom interactions, presenting new tools for engagement and management. Research suggests that when teachers effectively utilize technology, it boosts learner participation, personalizes learning experiences, and improves classroom management. According to Trust (2021), effective technology integration consists of employing digital tools to facilitate interactive and collaborative learning. Instances of digital resources include learning management systems (LMS) for organizing recommended class materials, interactive applications for enhancing engagement, and digital assessment tools for immediate feedback. Teachers require continuous professional development to keep abreast of the best practices related to educational technology.

Desimone & Garet (2019) revealed that professional development (PD) is crucial for teachers to maintain their effectiveness in the classroom. Research highlighted the necessity for PD programs to concentrate on classroom management, instructional methods, and principles of transformational education. According to Darling-Hammond et al. (2020), professional development must be ongoing, collaborative, and integrated into teachers' daily work. Effective PD encompasses workshops, coaching, peer collaboration, and reflective practices. Teachers who participate in impactful PD are better prepared to navigate the challenges of classroom dynamics and apply transformational education strategies.

Gay (2020) pointed out that culturally responsive teaching practices are essential for establishing equitable learning environments. Research indicated that teachers who acknowledge and value cultural differences, while striving to eliminate biases, can greatly improve learner learning and engagement. Ladson-Billings (2021) noted that culturally responsive teachers understand the significance of learners' cultural backgrounds in influencing their educational experiences. They integrated diverse viewpoints into the curriculum and utilized culturally relevant resources. Promoting equity requires that all learners have access to the necessary resources and opportunities for success.

Bass, B. M., & Avolio, B. J. (2022) conducted a noteworthy study exploring how principles of transformational leadership, when implemented in classroom environments, positively influence learning outcomes. The researchers highlighted that transformational classroom leadership involves teachers functioning not just as instructors but as motivators and visionaries who actively inspire learners to pursue shared educational objectives. The study's key findings indicated that when teachers convey a compelling vision for success, learners are more inclined to feel motivated and engaged. This collective vision nurtured a sense of purpose and shared responsibility among learners, aligning their efforts with the wider goals of the classroom. Furthermore, teachers who provide tailored support addressed the varied needs of their learners, ensuring that each learner received the necessary guidance and resources for success. The research also emphasized how transformational leadership improved classroom dynamics by fostering a more inclusive and supportive atmosphere. By exemplifying enthusiasm, encouraging critical thinking, and facilitating collaboration, transformational teachers significantly boosted learner involvement and improved academic performance. The researchers discovered that this leadership approach not only enhances individual learner outcomes but also elevates overall classroom performance by creating a cohesive and motivated learning community. In summary, the work of Bass and Avolio highlighted the significant impact of transformational leadership in education, demonstrating how it fundamentally transforms the classroom into an engaging space that fosters both academic success and personal development for learners.

The study of Harris, A., & Jones, M. (2023) was focused on empowering teachers as leaders to foster collaborative and dynamic classroom environments. Their study explored how transformational leadership when embraced at the teacher level, extends beyond traditional classroom instruction to shape a

culture of collective responsibility and shared goals among teachers. The authors argued that teacher empowerment is a cornerstone of transformational leadership. By granting teachers greater autonomy and encouraging them to take on leadership roles, schools can create environments where teachers feel confident and capable of contributing to decision-making processes. This empowerment not only elevated individual teachers' sense of professional agency but also strengthened the collective efficacy of teaching teams. Collective efficacy—the shared belief in the group's ability to achieve common goals—was identified as a key factor in improving instructional practices and learner outcomes. Harris and Jones highlighted that when teachers collaborate as leaders, they are better positioned to address complex classroom challenges through shared problem-solving and innovation. This approach encouraged the pooling of diverse expertise and perspectives, leading to more effective teaching strategies and a supportive professional community. Transformational leadership, in this context, acted as a catalyst for these collaborative efforts, providing the vision and motivation necessary to unify teachers toward achieving higher educational standards. The study also underscored the broader implications of teacher leadership on education outcomes. Schools that empower teachers tend to see increased engagement and a sense of ownership among teachers, which translates into improved learner achievement. Teachers' ability to inspire and motivate their colleagues fostered a culture of continuous improvement, ensuring that educational practices evolve to meet the diverse needs of learners. In summary, Harris and Jones (2023) emphasized the need to empower teachers as leaders is central to fostering collaboration. Transformational leadership amplified the collective efficacy of teachers, creating a ripple effect that enhanced both teaching quality and learner success.

Lau, K. L., & Ng, H. (2024) conducted a study investigating the influence of transformational leadership at the departmental level on classroom dynamics. Their research shed light on how leadership practices inspired learner engagement. A key focus of the study was the role of teaching experience as a mediator in this relationship. Transformational leadership at the departmental level involves leaders who can articulate a clear and inspiring vision, foster trust and collaboration, and provide individual support to teachers. These leaders created an environment where teachers feel valued and empowered by their motivation and professional efficacy. The research found that this trickle-down effect of transformational leadership is particularly effective in shaping positive classroom dynamics. Teaching experience emerged as a critical factor in the study. More experienced teachers were shown to leverage the supportive environment created by transformational leaders more effectively. These teachers were better equipped to translate the vision and strategies of their leaders into practical classroom applications, thereby fostering stronger learner engagement. However, the study also noted that even less experienced teachers benefited from the confidence and guidance provided by transformational leaders, gradually improving their ability to modulate classroom dynamics. The findings revealed a strong positive correlation between transformational leadership practices and learner engagement. When teachers feel inspired and supported, they are more likely to adopt innovative teaching methods and build meaningful connections with their learners. This resulted in having a classroom atmosphere that is dynamic, inclusive, and conducive to learning. Lau and Ng's work underscored the importance of leadership beyond individual classrooms, demonstrating how departmental-level transformational leadership can have far-reaching effects on educational outcomes. It highlighted the need for schools to invest in developing leaders who can inspire and empower their teaching staff to have a culture of excellence and engagement across all levels of the educational system.

Fullan, M., & Hargreaves, A. (2024) emphasized the critical role of targeted professional development (PD) programs in empowering teachers to implement transformational leadership approaches within their classrooms. Their study demonstrated that when professional development was carefully designed to address the specific needs and challenges faced by teachers, it equipped them with the skills and confidence necessary to create vibrant and effective learning environments. The authors highlighted that transformational teaching involves more than delivering content; it requires teachers to inspire, engage, and connect with learners on a deeper level. To achieve this, teachers needed ongoing opportunities to

develop their professional competencies, particularly fostering collaborative learning, addressing diverse learner needs, and implementing innovative teaching strategies. Fullan and Hargreaves argued that professional development is the bridge that connects teachers' potential to their ability to enact transformational practices effectively. A key finding of the study showed the importance of PD programs being contextualized and collaborative. Effective programs provide teachers with practical tools and strategies that can be immediately applied to their unique classroom contexts. Additionally, the authors stressed the value of collaborative learning opportunities within these programs, where teachers can share experiences, reflect on practices, and co-develop solutions to common challenges. This not only enhanced individual teacher capacity but also built a culture of professional growth and collective efficacy among teaching teams. The study also explored how professional development fosters teacher agency. By empowering teachers with new knowledge and skills, PD programs encouraged them to take ownership of their teaching practices and experiment with transformational approaches. Teachers who were confident in their abilities were likely to adopt innovative methods, foster inclusive and engaging classroom environments, and motivate learners to take an active role in their learning. Finally, Fullan and Hargreaves (2024) highlighted that professional development was a cornerstone of transformational education. Equipping teachers with the tools and support needed to embrace transformational leadership, PD programs can contribute to the creation of dynamic, learner-centered classrooms where learning is engaging, inclusive, and impactful. Their study underscored the necessity for schools and educational leaders to prioritize ongoing, meaningful professional development as a fundamental component of educational transformation.

Zhang, Y., & Li, X., (2024) constructed a model to elucidate the mediating role of teachers' sense of meaning in work between principal transformational leadership and teacher innovation behavior. The findings suggested that transformational leadership by principals can enhance teachers' engagement in their work, thereby promoting innovative behaviors in educational settings.

METHODS

Research Design

The descriptive method, often referred to as the survey or normative approach, was employed. A checklist served as the primary instrument for data collection. This descriptive method focused on factual information regarding the characteristics and circumstances of a subject (such as a group of individuals, various items, a series of events, or a system of ideas). These factors were assessed to understand the prevailing conditions and establish benchmarks. Typical processes used in this type of research include surveys, classifications, interpretations, and evaluations.

The research design represents the complete framework of a research initiative, analogous to a blueprint when constructing a house. It is essential to have a clear vision of the type of house one intends to build; proceeding without this understanding would be unfeasible. Similarly, a research project cannot advance without an adequate research design. While research methods pertain to the specific techniques utilized for data collection and analysis, the research design encompasses the overall framework of the study.

Research Locale

This study was conducted in the Dr. Gloria D. Lacson Foundation Colleges, Inc, during the school year 2024-2025. The locale was chosen because it represents a public secondary school setting where teachers play an active role in addressing the changing needs of learners and classroom environments. The participants of the study were 97 teachers and instructors from the said school. Their experiences, insights, and classroom practices served as valuable sources of information in understanding teachers' roles in transformational education and how they help share classroom dynamics. As educators working directly

with learners, they provided meaningful perspectives on the realities, challenges, and opportunities present in today's secondary school classrooms

Participants and Sampling Technique

Since the study focused on teachers' roles in transformational education and classroom dynamics, the participants were considered appropriate sources of information. Their daily experiences in managing classrooms, facilitating learning, and responding to learners' needs provided relevant and meaningful insights for the study. The study used a sampling technique appropriate to the availability and qualifications of the respondents. The teacher-participants were chosen based on their status as public secondary school teachers within the division and their willingness to participate in the study. This ensured that the data gathered came from individuals who had firsthand experience with the classroom practices and educational changes being examined. Fifty percent of the teachers were selected based on odd-numbered identifiers from each school in the sample. Teachers were classified according to their years of experience, the teaching methods they employed, and the degree of creative freedom they permitted in their classrooms. Stratified random sampling was used for selection to ensure a representative distribution across various schools and grade levels.

Research Instrument

The study used a self-made structured questionnaire as the main instrument for gathering data. This instrument was developed by the researcher with the guidance and assistance of her adviser to ensure that the items were clear, relevant, and aligned with the purpose of the study. The structured questionnaire was composed of two main parts. The first part focused on modulating classroom dynamics, which looked into how teachers manage, guide, and influence classroom interactions, learner behavior, participation, and the overall learning environment.

The second part focused on transformational education, which examined how teachers promote meaningful learning, learner empowerment, innovation, and positive change in the classroom. Through this instrument, the researcher was able to gather relevant information from the teacher-participants regarding their practices, experiences, and perceptions. The questionnaire served as a practical tool in understanding how teachers contribute to creating dynamic classrooms and supporting transformational learning.

Data Gathering

The data gathering procedure was carried out in an organized and ethical manner to ensure that the information collected was reliable and properly obtained. Before the actual gathering of data, the researcher secured the necessary approval and permission from the college president of Dr. Gloria D. Lacson Foundation Colleges, Inc., San Leonardo, Nueva Ecija. After the approval was granted, the researcher coordinated with the concerned deans and teacher-participants regarding the purpose of the study and the schedule of questionnaire distribution.

The participants were informed about the nature of the research, the importance of their participation, and the confidentiality of their responses. The researcher then distributed the structured questionnaire to the 97 teachers and colleges. Sufficient time was given to the participants to answer the items honestly and carefully. The researcher also remained available to clarify any part of the questionnaire that needed explanation. Once the questionnaires were completed, they were collected, checked, and organized for data processing. The responses served as the basis for analyzing the teachers' roles in transformational education and their practices in modulating classroom dynamics. Through this process, the researcher was able to gather meaningful and relevant data needed to support the objectives of the study.

Data Analysis

Data analysis involved several steps. Following data collection, responses were reviewed for completeness and accuracy. To maintain data integrity, the collected data was converted into a digital format for subsequent analysis, ensured that confidentiality and anonymity were rigorously maintained. Then these

underwent statistical treatment using statistical software (IBM SPSS 21). The analysis involved the use of frequency counts, percentages, and weighted means for the following variables: modulating classroom dynamics and transformational education.

Pearson r was utilized to test the hypothesis “No significant relationship exists between the role in transformational education and their modulating classroom dynamics” and the “Teachers across age, gender, civil status, and number of years in teaching do not differ in their modulating classroom dynamics and transformational education.”

Ethical Consideration

The researcher observed proper ethical standards throughout the conduct of the study to protect the rights, privacy, and well-being of the participants. Before the data gathering process, permission was secured from the appropriate authorities of Dr. Gloria D. Foundation Colleges, Inc., as well as from the concerned school heads. The teacher-participants were informed about the purpose of the study, the nature of their participation, and how their responses would be used.

They were assured that their participation was voluntary and that they had the right to decline or withdraw at any point without any negative consequence. Confidentiality was also strictly observed. The identities of the participants were not revealed, and all information gathered from them was treated with respect and used only for research purposes. Their responses were presented in a general manner to ensure that no individual participant or school would be personally identified.

RESULTS AND DISCUSSION

The distribution of respondents' age in the context of teachers' roles in transformational education. The largest group of respondents falls within the 21-30 age range, representing 44.3% of the total sample (43 respondents). This suggests that younger teachers make up a significant portion of the teaching workforce, possibly reflecting recent hires or the growing involvement of younger teachers in transformational education. The 31-40 age range that follows has 27.8% (27 respondents), indicating that mid-career professionals also contribute substantially to classroom dynamics. Twenty-six (26) or 26.80 percent have an age range between 41-60 years old, representing the more experienced teachers. Finally, only 1 respondent (1.0%) belongs to the 61 years old and above age group, indicating a limited engagement of senior teachers in transformational education. These age demographics highlight the prominence of younger and mid-career teachers in shaping transformational classroom dynamics, with seasoned professionals offering their expertise in smaller proportions.

The data suggest that transformational education, which relies on the dynamic roles of teachers, may be influenced by the predominance of younger and mid-career teachers. Younger teachers (21-30 years) may bring innovative methods and adaptability, which align with the core tenets of transformational education—critical thinking, collaboration, and inclusivity. Meanwhile, mid-career professionals (31-40 years) often balance experience with openness to contemporary pedagogical approaches, making them integral to implementing transformation in classroom settings. The relatively smaller representation of teachers in the 41-60 age brackets could imply challenges such as potential resistance to modern teaching methods or limited professional development opportunities. On the other hand, these seasoned teachers provide valuable institutional knowledge and stability, essential for mentoring younger colleagues. The minimal presence of teachers aged 61 and above reflects natural workforce attrition due to retirement. However, this group's expertise could be harnessed through part-time mentoring roles or workshops to bridge generational gaps in teaching methodologies.

Johnson and Bowers (2020) highlighted that young teacher play a pivotal role in integrating technology and enhancing learner engagement within transformational education. Their innate familiarity with digital tools and platforms allows them to seamlessly incorporate innovative methods such as

interactive applications, virtual simulations, and collaborative online tools into their teaching practices. This adaptability not only aligns with the learning preferences of a digitally inclined generation of learners but also fosters critical thinking and active participation. By leveraging these technologies, young teachers create dynamic classroom environments that encourage creativity, collaboration, and personalized learning experiences, essential components of transformational education.

Anderson et al. (2021) emphasized that age-diverse teaching teams significantly enhance classroom dynamics by leveraging the unique strengths of different generations. Younger teachers bring fresh perspectives and innovative approaches, often driven by technological proficiency and contemporary pedagogical trends. In contrast, older colleagues contribute extensive experience, institutional knowledge, and proven classroom management strategies. This blend fosters a collaborative environment where varied teaching styles and ideas converge, enabling the team to address diverse learner needs effectively. Such diversity promotes well-rounded educational strategies, balancing innovation with stability, and enriching the overall learning experience for learners.

Wong and Harris (2022) explored the critical mentoring role of senior teachers in developing transformational skills among younger teachers. Through mentorship, seasoned teachers impart valuable knowledge, practical insights, and classroom management strategies, helping younger colleagues navigate the challenges of teaching. This cross-generational collaboration fosters a mutual exchange: senior teachers gain exposure to innovative ideas and technological advancements introduced by younger teachers, while younger teachers benefit from the wisdom and experience of their mentors. This dynamic not only strengthens professional relationships but also ensures a more cohesive and adaptive teaching workforce capable of meeting the evolving demands of transformational education.

The majority of respondents belong to age range between 21-30 years old which provide balanced information regarding the role of younger teachers in transformational education. Teachers aged 31-40 years represent a crucial demographic balancing experience with modern teaching methodologies. While fewer in number, teachers aged 41-60 offer stability and institutional knowledge essential for mentorship and sustainable educational practices. Teachers aged 61 and above are underrepresented, potentially due to retirement trends, but could still contribute as mentors.

The distribution of respondents' ages underscores the critical roles played by teachers of different generations in transformational education. Younger teachers are at the forefront of integrating new methods and technologies, while mid-career professionals serve as adaptable contributors to classroom dynamics. Experienced teachers, although fewer, provide mentorship and expertise crucial for sustainable teaching practices. The findings suggest the importance of fostering collaboration among age-diverse teachers to maximize the benefits of transformational education. Developing professional development programs that address generational gaps and harness the strengths of all age groups can further enhance classroom dynamics.

the distribution of respondents' gender in the context of teachers' roles in transformational education. Of the 97 respondents, 78.4% (76) are female, while 21.6% (21) are male. This significant disparity highlights the predominance of female teachers in the teaching workforce. The higher proportion of female teachers may reflect traditional gender norms and societal perceptions associating women with nurturing roles, such as teaching. Conversely, the smaller representation of male teachers could indicate underrepresentation in the profession, potentially limiting gender diversity within educational settings.

The gender distribution data reveals a female-dominated teaching workforce, consistent with global trends in education. Female teachers' substantial representation underscores their influence in shaping transformational classroom dynamics. Women in teaching roles often bring nurturing, empathetic, and collaborative traits, which align well with transformational education's emphasis on inclusivity, emotional intelligence, and relationship-building.

The underrepresentation of male teachers may affect classroom dynamics by limiting gender-balanced perspectives. Male teachers can contribute unique approaches to discipline, mentorship, and role

modeling for male learners, promoting gender inclusivity in education. Addressing this imbalance requires initiatives that encourage more men to enter and remain in the teaching profession. Furthermore, gender diversity among teachers can enrich classroom interactions, providing learners with varied perspectives and fostering a more inclusive learning environment. In the context of transformational education, gender-balanced teaching teams may enhance collaboration and critical thinking by integrating diverse experiences and viewpoints.

Carter & Lee (2019) highlighted the global predominance of women in the teaching profession, attributing this trend to societal expectations and cultural norms that often associate women with nurturing and caregiving roles. This demographic reality shapes the educational landscape, as female teachers are particularly adept at fostering empathetic and inclusive classroom environments. Their findings emphasize that these attributes empathy and inclusivity are critical pillars of transformational education. Female teachers often excel in understanding diverse learner needs, building rapport, and creating safe spaces where learners feel valued and supported. These qualities not only enhance learner engagement but also align with the core goals of transformational education, which prioritize holistic development and equitable learning opportunities.

Thompson & Brown (2020) emphasized the significant role male teachers play in shaping learner behavior and serving as role models, particularly for male learners. Their presence in the classroom often provides a sense of representation and relatability, contributing to improved behavioral outcomes and increased motivation among learners. Male teachers can help challenge stereotypes, demonstrating that nurturing and educational roles are not limited by gender. The study also noted the underrepresentation of men in the teaching profession and advocated for efforts to address this imbalance. By increasing the recruitment of male teachers, schools can foster a more diverse and balanced workforce, which benefits all learners through varied perspectives and teaching styles. This approach not only enriches classroom dynamics but also aligns with broader goals of inclusivity and equity in education.

Nelson et al. (2021) examined the leadership styles of male and female teachers, revealing a notable tendency among female teachers to adopt transformational leadership approaches. This style emphasizes collaboration, trust-building, and the empowerment of learners, creating a supportive and engaging learning environment. Female teachers often prioritize relational dynamics, encouraging open communication and fostering mutual respect, which are key to transformational education. The study highlights how this leadership style contributes to cultivating learner confidence, promoting teamwork, and inspiring academic and personal growth. By leveraging these strengths, female teachers play a pivotal role in shaping inclusive and dynamic classroom environments that align with the principles of transformational education. These findings underscore the importance of understanding and nurturing diverse leadership styles to enhance overall educational outcomes.

Adams & Wright (2022) argued that gender-diverse teaching teams significantly enhance the classroom environment by fostering balance and dynamism. The presence of both male and female teachers introduces varied perspectives, teaching styles, and approaches to problem-solving, which enrich the learning experience. This diversity helps learners develop critical thinking skills as they are exposed to multiple viewpoints and adapt to different instructional methods. The study further highlighted that gender-diverse teams model inclusivity and collaboration, encouraging learners to value diversity and teamwork. Such an environment not only supports academic success but also prepares learners for diverse social and professional settings. By promoting gender diversity among teachers, schools can create holistic and adaptive learning spaces that align with the evolving needs of society.

The data indicates that female teachers constitute the majority (78.4%) of respondents, reflecting a female-dominated teaching workforce. Male teachers comprise only 21.6% of respondents, underscoring a lack of gender diversity in the teaching profession. Female teachers' nurturing qualities align with transformational education's principles, while male teachers bring complementary perspectives that foster

inclusivity and mentorship. Gender diversity in the teaching workforce is essential for enriching classroom dynamics and providing balanced role models for learners.

The distribution of respondents' gender reveals a significant gender disparity, with female teachers comprising the vast majority. While their representation highlights their crucial role in transformational education, the limited number of male teachers suggests the need for increased gender diversity. Balanced gender representation among teachers can enhance classroom dynamics by integrating diverse perspectives and fostering inclusivity. Initiatives to recruit and retain male teachers, alongside empowering female teachers, are necessary to fully realize the potential of transformational education in modulating classroom dynamics.

The distribution of respondents' civil status in the context of teachers' roles in transformational education. The data reveals that 55.7% (54 respondents) are married, while 44.3% (43 respondents) are single. This relatively balanced distribution suggests that both married and single teachers are actively engaged in transformational education, potentially contributing distinct perspectives and approaches to classroom dynamics. Married teachers may bring life experiences and interpersonal skills, while single teachers might offer flexibility and innovative energy.

The data highlights the diversity in civil status among teachers involved in transformational education. Married teachers, who constitute the majority, may draw on their familial roles to enhance their relational and empathetic skills, which are vital in transformational education. Their ability to manage multiple responsibilities might also reflect strong organizational and collaborative capabilities, which are beneficial in modulating classroom dynamics.

On the other hand, single teachers, while fewer, likely bring unique strengths such as increased availability for professional development and adaptability to innovative teaching methods. Their relative flexibility may allow them to quickly adopt and experiment with new educational strategies that align with transformational education's focus on fostering creativity and critical thinking. This balance between married and single teachers can create a dynamic teaching force, where varied life experiences and perspectives complement one another. Schools can harness this diversity to ensure a comprehensive approach to meeting the diverse needs of learners.

A study by Rivera & Gomez (2019) found that married teachers often leverage their life experiences to foster stronger relationships with both learners and colleagues. Their personal experiences, particularly in managing responsibilities and navigating challenges, enhance their empathy and understanding, which are key components in building trust and collaboration. These qualities align with the principles of transformational education, where creating supportive and trusting environments is crucial for learner engagement and success. Married teachers often bring a sense of stability and maturity to the classroom, helping to model positive interpersonal skills and collaborative behaviors. This approach not only strengthens the teacher-learner relationship but also encourages a sense of community among colleagues, enhancing the overall educational experience. Their ability to connect with others through shared experiences contributes significantly to the dynamic and inclusive nature of transformational education.

Thompson et al. (2020) argued that single teachers, owing to fewer familial responsibilities, often enjoy greater flexibility in their professional lives, particularly in terms of time and energy. This increased availability allows them to engage more deeply in training opportunities, explore innovative teaching methods, and integrate cutting-edge strategies into their classroom practices. Without the competing demands of family obligations, single teachers may have more freedom to experiment with new technologies, pedagogical approaches, and research-driven strategies. This flexibility supports their ability to adapt quickly to educational trends, enhancing their capacity to foster a dynamic and engaging learning environment. By leveraging this advantage, single teachers can contribute to the continuous evolution of teaching practices, ultimately benefiting learners through more diverse and effective educational experiences.

Johnson (2021) highlighted the challenges married teachers face in balancing their professional and personal responsibilities. The dual role of managing family obligations alongside teaching duties can be demanding, often requiring significant time and energy. However, the study also emphasized that this balancing act can lead to the development of valuable skills, particularly in time management and interpersonal communication. Married teachers often refine their ability to prioritize tasks, manage schedules efficiently, and navigate complex situations skills that are directly applicable in the classroom. These experiences also enhance their empathy, enabling them to better understand and address the diverse needs of learners. Ultimately, the ability to juggle multiple responsibilities can strengthen a teacher's overall effectiveness, particularly in creating a well-organized, supportive, and adaptable learning environment.

Nelson & Wright (2022) emphasized that teaching teams composed of both single and married individuals foster a richer collaborative environment by blending innovation with seasoned life perspectives. Single teachers often bring fresh, creative energy and a willingness to explore new ideas and methodologies, while married teachers offer valuable life experience, including enhanced time management, empathy, and strong interpersonal skills developed through balancing personal and professional roles. This diverse mix allows teams to balance innovative teaching approaches with practical, experience-based wisdom, leading to more dynamic and effective collaboration. The combination of these strengths creates a well-rounded and adaptable teaching environment, benefiting both teachers and learners by ensuring a variety of teaching strategies, perspectives, and problem-solving approaches are available in the classroom.

A study by Lopez & Harris (2023) concluded that single teachers are often perceived as agents of change within educational settings. Their ability to dedicate more time and energy to their professional development, free from the constraints of family obligations, enables them to embrace risk-taking and adapt to innovative teaching methodologies. This openness to experimentation allows single teachers to implement transformational practices that challenge traditional approaches and foster dynamic learning environments. Single teachers often have the flexibility to explore new technologies, teaching strategies, and pedagogical trends, making them more agile in responding to the evolving needs of their learners. Their willingness to embrace change not only enhances their own teaching practices but also inspires their colleagues and learners, contributing to a culture of continuous improvement and growth within the educational community.

The majority of respondents (55.7%) are married, suggesting their prominent role in transformational education. Their life experiences and relational skills are valuable in fostering collaboration and trust. Single teachers (44.3%) bring flexibility and a strong inclination toward innovation, enabling them to adopt new teaching strategies effectively. Both groups contribute distinct strengths, with married teachers offering stability and empathy, while single teachers drive adaptability and experimentation.

The distribution of respondents' civil status reflects a balanced mix of perspectives that enrich transformational education. Married teachers provide relational and organizational strengths derived from their life experiences, while single teachers contribute flexibility and innovation. Together, this diversity enhances classroom dynamics by offering learners a wide range of teaching approaches and role models. Schools should foster collaboration between these groups to leverage their complementary strengths, creating a holistic and adaptive teaching force that aligns with the goals of transformational education.

The distribution of respondents' years in service provides insights into the teaching experience of teachers involved in transformational education. Among the 97 respondents, 41.2% (40 respondents) have been teaching for 1–5 years, representing the largest group, 27.8% (27 respondents) have 6–10 years of experience, and 30.9% (30 respondents) have been teaching for 11–15 years.

The data reveal a balanced distribution across early-career, mid-career, and experienced teachers, with a slight majority in their early years of service. This distribution underscores the presence of both fresh perspectives and accumulated expertise in the teaching workforce, contributing to classroom dynamics.

The prevalence of teachers with 1–5 years of experience suggests a significant influx of early-career teachers into transformational education. These teachers likely bring enthusiasm, adaptability, and a strong inclination toward integrating new methodologies and technologies. Their fresh training in contemporary teaching strategies aligns well with the goals of transformational education, which emphasize innovation, critical thinking, and inclusivity. However, their limited classroom experience might require mentoring and guidance from more seasoned colleagues.

Teachers with 6–10 years of experience represent mid-career professionals who adopt modern practices and serve as stabilizing forces, mentors, and contributors to pedagogical innovation.

Teachers with 11–15 years of experience provide a wealth of institutional knowledge and seasoned skills in classroom management. Their involvement is crucial in creating a stable and reflective teaching environment, essential for transformational education. However, this group might face challenges in adopting newer pedagogies without targeted professional development opportunities.

Johnson & Perez (2019) highlighted that early-career teachers are more inclined to integrate technology and innovative teaching practices, largely due to their recent exposure to contemporary training programs. These teachers, having been trained with the latest educational tools and methodologies, are more adept at utilizing technology to enhance learning experiences. This aligns with the core principles of transformational education, which emphasize fostering critical thinking, creativity, and collaboration among learners. Early-career teachers often bring fresh perspectives and are more willing to experiment with new technologies, such as digital platforms, interactive tools, and collaborative software, which enhance learner engagement and promote a dynamic classroom environment. Their comfort with these tools not only supports learner-centered learning but also prepares learners for the demands of a rapidly evolving digital world. As such, early-career teachers play a crucial role in advancing transformational education by integrating innovative practices that foster deeper learning and collaboration.

Rivera et al. (2020) found that teachers with 6–10 years of experience often occupy dual roles within the educational environment. These teachers not only implement innovative teaching strategies but also serve as mentors to less-experienced colleagues. Their combination of experience and fresh ideas positions them as key agents in fostering a collaborative and dynamic teaching environment. With several years of teaching, these teachers possess practical knowledge and familiarity with emerging educational trends. This allows them to bridge the gap between seasoned expertise and innovative practices, facilitating the adoption of new strategies while supporting their peers' professional growth. As mentors, they share best practices, offer guidance, and help cultivate a culture of continuous improvement, ensuring a more cohesive and collaborative teaching community. Their leadership is essential in driving individual and collective progress in the classroom.

Smith & Carter (2021) emphasized the valuable role of teachers with 11–15 years of experience in providing essential classroom stability and offering deep insights into managing diverse learner needs. These teachers have accumulated a wealth of knowledge and skills, allowing them to navigate the complexities of classroom dynamics and learner diversity. Their extensive experiences equip them with tools addressing a variety of learning styles that support learners' success. Moreover, experienced teachers often play a pivotal role in guiding transformational initiatives. Through reflective practices, they critically evaluate their teaching methods, identify areas for improvement, and incorporate innovative strategies to enhance learner engagement and learning outcomes. Their leadership and mentorship are instrumental in shaping and driving transformational education practices within schools, ensuring the ongoing evolution of teaching methods that prioritize learner-centered learning, collaboration, and critical thinking.

Thompson et al. (2022) discussed the impact of targeted professional development programs on enhancing teachers' ability to adopt transformational methods, regardless of their years of service. The study highlighted that such programs are crucial in equipping teachers with the skills and knowledge needed to embrace innovative teaching practices, fostering an environment of continuous improvement. These professional development opportunities empower teachers to stay current with evolving pedagogical trends

and technologies, ensuring they can effectively engage learners and promote critical thinking. The study also emphasized the importance of lifelong learning to bridge generational gaps in pedagogy. As teaching methods and educational technologies evolve, teachers from different generations may face challenges in adapting. However, continuous professional development helps bridge these gaps, enabling teachers from all experience levels to share best practices, collaborate, and integrate new methodologies. This collaborative growth fosters a more inclusive and dynamic classroom environment, where diverse teaching styles and experiences contribute to a rich, transformational education.

Lopez & Harris (2023) concluded that schools with diverse teaching teams, encompassing varying years of services, benefit from collaboration and a blend of perspectives. Such diversity allows for a dynamic exchange of ideas and approaches, where seasoned teachers and newer teachers contribute unique insights. More experienced teachers offer valuable knowledge on classroom management, learner needs, and reflective practices, while those with less experience bring fresh, innovative methods and enthusiasm for incorporating new technologies and trends. Such a mix of perspectives fosters a collaborative environment crucial to achieving the goals of transformational education. Combining the strengths of different generations of teachers, schools can create a learning ecosystem that is adaptable, innovative, and inclusive. This collaborative synergy helps ensure that all learners benefit from diverse teaching strategies that promote critical thinking, creativity, and personal growth, which are central to the principles of transformational education.

Teachers with 1–5 years of experience form the largest group (41.2%). They bring enthusiasm, technological expertise, and a strong inclination toward innovation but may require guidance in classroom management. Representing 27.8% of respondents, this group bridges innovation and experience, often serving as mentors while adopting transformational methods. Teachers with 11–15 years of service (30.9%) provide stability and seasoned insights, ensuring effective classroom management and reflective practices. Collaboration among teachers with varying years of service enriches classroom dynamics by combining fresh ideas, adaptability, and deep expertise.

The distribution of respondents' years in service reflects a well-rounded teaching workforce, with significant contributions from early-career, mid-career, and experienced teachers. Each group brings distinct strengths to transformational education: early-career teachers drive innovation, mid-career professionals balance mentorship and implementation, and experienced teachers provide stability and deep expertise. To maximize the potential of this diverse teaching force, schools should encourage collaboration and provide continuous professional development tailored to different experience levels. This approach ensures that all teachers can effectively contribute to modulating classroom dynamics in transformational education.

The responses to various aspects of teachers' strategies for modulating classroom dynamics in the context of transformational education. The mean ratings, ranging from 3.48 to 3.86, and an average weighted mean of 3.66, indicate that respondents generally perceive these strategies as "very true to me," signifying strong alignment with effective classroom management practices.

The highest-rated item is "I encourage participation from all learners" (3.86), reflecting teachers' emphasis on inclusivity and active learner engagement. "I provide clear instructions and explanations" (3.82) and "I set clear learning objectives for each session" (3.79) are also highly rated, highlighting the importance of structured and goal-oriented teaching. The lowest-rated item is "I use various instructional methods to cater to different learning styles" (3.48), which may suggest an area for growth in diversifying teaching approaches. Overall, the results reflect strong teacher alignment with transformational education principles, emphasizing adaptability, engagement, and fostering collaboration.

The high means across all items indicate that teachers consistently employ practices aligned with transformational education, which emphasizes creating inclusive and dynamic learning environments. These practices include setting clear objectives, promoting participation, and using reflective teaching strategies. The highest-rated item (3.86) underscores the importance of active participation in

transformational education. By engaging all learners, teachers foster a sense of belonging and empower learners to take ownership of their educational journey. This is complemented by a high-rating for building rapport through learning learners' names (3.67), reinforcing the role of positive relationships in effective classroom management. High ratings for setting clear objectives (3.79) and providing clear instructions (3.82) reflect the emphasis on planning and clarity, which are fundamental in transformational education. These strategies help learners understand expectations and focus on achieving specific outcomes, ensuring alignment between teaching goals and learning progress. Teachers also exhibit flexibility, as shown by their use of adaptive lesson plans (3.61) and reflecting on classroom practices (3.53). These approaches align with the dynamic nature of transformational education, which requires teachers to respond to diverse learner needs and continuously improve their methods. The relatively lower rating for using varied instructional methods (3.48) suggests a need for greater emphasis on catering to different learning styles. Addressing this area can further enhance inclusivity and engagement, key components of transformational education.

Carter & Lee (2019) emphasized that encouraging participation from all learners is a cornerstone of transformational education. When teachers actively engage every learner, it creates an inclusive learning environment where all voices are valued. This engagement is critical because it encourages learners to take ownership of their learning, boosting their confidence and motivation to contribute. Active participation fosters critical thinking, as learners are prompted to analyze, question, and discuss concepts more deeply. Moreover, it enhances collaboration, as learners are encouraged to work together, share diverse perspectives, and solve problems collectively. In this way, fostering an environment where all learners participate actively strengthens their individual cognitive skills and nurtures essential interpersonal skills, preparing them for future academic and professional success.

Johnson & Perez (2020) found that setting clear learning objectives is essential for helping learners focus and build confidence in meeting academic expectations. By clearly outlining what learners are expected to learn, teachers provide a roadmap that guides learner efforts and helps them understand the purpose and goals of each lesson. This clarity allows learners to measure their progress and feel more confident in their ability to meet academic challenges. In the context of transformational education, clear learning objectives align with a structured yet flexible approach that encourages both learner engagement and self-directed learning. They provide a framework that supports critical thinking and problem-solving, essential components of transformational education. This structured approach helps learners achieve mastery and empowers them to take ownership of their learning journey, fostering a deeper, more meaningful educational experience.

Nelson et al. (2021) argued that reflective teaching practices are crucial for improving teachers' ability to adapt to the diverse needs of their learners, which is a central principle of transformational education. Reflective practices, such as regularly evaluating one's teaching methods, gathering learner feedback, and adjusting strategies accordingly, enable teachers to be responsive and flexible in their approach. This continuous reflection and adaptation ensure that teaching remains relevant and effective, fostering an environment where learners' individual needs are met. By actively engaging in self-assessment, teachers refine their instructional techniques, addressing gaps in understanding and enhancing learner engagement. As a result, reflective teaching promotes both personal and professional growth for teachers, supporting the goals of transformational education to create dynamic, learner-centered learning environments.

Smith & Carter (2022) highlighted the importance of integrating educational technologies and promoting teamwork in modern classrooms as key strategies for enhancing collaboration, creativity, and critical thinking. Educational technologies, such as interactive tools, digital resources, and collaborative platforms, provide learners with diverse ways to engage with content, encouraging exploration and innovation. These tools not only make learning more interactive but also help cater to different learning styles, fostering a more inclusive environment. Additionally, promoting teamwork encourages learners to collaborate, share ideas, and solve problems collectively, which enhances their communication skills and

supports critical thinking. By working together, learners are exposed to different perspectives, which challenges their thinking and fosters creativity. Both the integration of technology and the promotion of teamwork are foundational to creating a dynamic, engaging classroom that aligns with the principles of transformational education, helping learners develop skills essential for success in the modern world.

Adams & Wright (2023) emphasized the necessity of using varied instructional methods to address the diverse learning styles present in today's classrooms. Their research demonstrated that employing a range of strategies, such as visual, auditory, and kinesthetic approaches, significantly enhances learner engagement and improves learning outcomes. By tailoring teaching methods to meet the unique needs of each learner, teachers can create more inclusive environments where all learners are more likely to succeed. Varied instructional methods keep learners engaged and encourage deeper understanding by presenting information through multiple channels. This approach supports critical thinking, creativity, and problem-solving, key elements of transformational education. Ultimately, diversifying instructional strategies ensures that every learner has the opportunity to connect with the material in a way that best suits their individual strengths, promoting greater academic achievement and holistic development.

Teachers consistently apply strategies such as setting clear objectives, fostering participation, and building rapport. Teachers actively reflect on and adapt their teaching, ensuring alignment with the diverse needs of their learners. Lower ratings for using varied instructional methods suggest a need to focus on accommodating different learning styles and enhancing inclusivity. Teachers effectively integrate technology (3.65) and promote teamwork (3.75), key components of transformational education.

The data underscores teachers' significant efforts in modulating classroom dynamics to align with transformational education principles. Strong practices in fostering participation, setting objectives, and reflecting on teaching are evident, contributing to a dynamic and inclusive classroom environment. However, the findings also reveal a need to diversify instructional methods to better cater to varied learning styles. Continuous professional development focusing on innovative strategies and instructional diversity will further empower teachers to transform their classrooms into vibrant, learner-centered learning spaces.

The assessment of teachers' roles in transformational education. The average weighted mean of 3.60 (interpreted as "Very true to me") reflects a strong alignment with the principles of transformational education, indicating that teachers are proactive and committed to fostering dynamic and impactful classroom environments.

The highest-rated item, "I create a safe and inclusive classroom environment" (3.77), demonstrates a significant emphasis on providing a supportive and equitable learning space. Other highly rated items include "I model positive behavior and attitudes" (3.74), "I demonstrate a passion for lifelong learning" (3.72), and "I encourage creativity and critical thinking" (3.70). The relatively lower-rated item, "I set high expectations for learner achievement" (3.20), suggests an area where teachers could further develop strategies to challenge and inspire learners to exceed their perceived limitations.

The data reflects teachers' multifaceted roles in transformational education, emphasizing inclusive practices, creativity, emotional support, and professional growth. These roles are crucial for modulating classroom dynamics and fostering meaningful learner engagement. The highest mean (3.77) underscores teachers' commitment to inclusivity and safety, foundational to transformational education. Such environments allow learners to thrive academically and socially, promoting mutual respect and collaboration. Teachers serve as role models through their passion for lifelong learning (3.72) and positive attitudes (3.74). These qualities inspire learners to adopt growth mindsets and strive for excellence, reinforcing transformational values. High ratings for fostering creativity and critical thinking (3.70) reflect teachers' focus on equipping learners with 21st-century skills. These strategies help learners navigate complex real-world challenges and develop innovative solutions. Teachers' strong engagement in professional development (3.60) and effective use of technology (3.64) highlight their dedication to staying current and responsive to evolving educational trends, ensuring relevance and efficacy in their teaching practices. The lower mean for setting high expectations (3.20) suggests an opportunity to challenge learners

further, instilling in them the confidence and motivation to exceed expectations. Strengthening this area can elevate learner achievement and align more closely with transformational education principles.

Wong & Harris (2020) emphasized the critical role of safe and inclusive environments in transformational education. Their study found that when learners feel safe and accepted, both academically and socially, they are more likely to engage deeply with the learning process. These environments create a foundation for learners to take risks, ask questions, and express themselves without fear of judgment, which is essential for fostering critical thinking and creativity. Moreover, safe and inclusive classrooms support stronger social-emotional connections among learners, encouraging empathy, collaboration, and mutual respect. Such environments not only enhance academic outcomes but also promote emotional well-being, which is vital for overall learner success. By cultivating a culture of inclusion, transformational education ensures that all learners—regardless of background or ability can thrive academically and socially, fostering a positive and supportive learning community.

Johnson et al. (2021) highlighted the critical role that teachers play in cultivating creativity and critical thinking skills, which are vital for preparing learners to meet the evolving demands of the modern workforce. Teachers are instrumental in creating learning environments that challenge learners to think independently, solve complex problems, and approach tasks with innovative solutions. By fostering these skills, teachers help learners develop the adaptability and problem-solving abilities needed in an increasingly dynamic and technology-driven job market. In transformational education, teachers use various strategies such as project-based learning, inquiry-based methods, and collaborative tasks to encourage learners to explore new ideas, analyze information critically, and think creatively. These skills not only enhance academic success but also equip learners with the tools necessary to thrive in diverse professional settings, making them more competitive and effective in their future careers.

Rivera et al. (2022) demonstrated that professional development programs focused on technology integration significantly enhance teachers' ability to adopt innovative teaching methods. These programs equip teachers with the skills to incorporate digital tools and resources into their classrooms, making learning more interactive, engaging, and relevant to the needs of today's learners. By mastering new technologies, teachers can diversify their instructional approaches, catering to different learning styles and enhancing learner participation. As a result, learner engagement improves, as technology makes learning more dynamic and accessible. These advancements in teaching methods also foster critical thinking, creativity, and collaboration, which are essential for transformational education. The study highlights the importance of continuous professional development to help teachers stay current with technological trends and effectively integrate them into their teaching practices, ultimately enriching the educational experience for both teachers and learners.

Anderson & Moore (2023) argued that setting high expectations is crucial in transformational education. Their study revealed that when teachers consistently challenge learners, it not only boosts academic performance but also enhances learners' self-esteem. High expectations encourage learners to push beyond their limits, fostering a growth mindset that believes success is achievable through effort and perseverance. By setting challenging yet attainable goals, teachers inspire learners to take ownership of their learning, fostering a sense of achievement when these goals are met. Additionally, meeting high standards builds learners' confidence in their abilities, contributing to stronger academic outcomes and personal growth. In the context of transformational education, these expectations drive learners to engage deeply with the material, think critically, and develop the skills necessary for success in future academic and professional endeavors.

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enhancing learner participation. As a result, learner engagement improves, as technology makes learning more dynamic and accessible. These advancements in teaching methods also foster critical thinking, creativity, and collaboration, which are essential for transformational education. The study highlights the importance of continuous professional development to help teachers stay current with technological trends and effectively integrate them into their teaching practices, ultimately enriching the educational experience for both teachers and learners.

Teachers consistently create safe, inclusive, and dynamic learning environments while demonstrating professionalism and passion for lifelong learning. High ratings for promoting critical thinking, creativity, collaboration, and emotional support align closely with transformational education goals. The relatively lower rating for setting high expectations indicates a need to further challenge learners to achieve their full potential. Teachers' dedication to professional growth and technology integration positions them as adaptive and innovative teachers.

The data highlights the significant role teachers play in implementing transformational education, with strong practices in inclusivity, emotional support, creativity, and professional growth. These roles contribute to dynamic classroom environments that empower learners to think critically, collaborate effectively, and embrace lifelong learning. However, teachers must strengthen efforts to set and communicate high expectations, fostering a culture of academic rigor and excellence. By addressing this area and continuing their commitment to professional development, teachers can further elevate the transformational education experience, ensuring that it meets the diverse and evolving needs of learners.

There is no statistically significant relationship between demographic factors (age, gender, civil status, and years in service) and teachers' abilities to modulate classroom dynamics or implement transformational education. Teaching effectiveness in transformational education is not determined by demographic variables, highlighting the universal applicability of these principles across different teacher profiles. The findings reinforce the importance of professional growth, adaptability, and teacher engagement in achieving effective classroom dynamics and transformational goals.

Correlation coefficients for age and modulating classroom dynamics ($r=0.077$, $p=0.451$; $r=0.077$, $p=0.451$) and transformational education ($r=0.023$, $p=0.824$; $r=0.023$, $p=0.824$) show weak, non-significant relationships. Gender also shows weak correlations ($r=0.044$, $p=0.667$; $r=0.044$, $p=0.667$ for modulating classroom dynamics and $r=0.027$, $p=0.790$; $r=0.027$, $p=0.790$ for transformational education), indicating no meaningful relationship. Weak correlations ($r=0.108$, $p=0.294$; $r=0.108$, $p=0.294$ for modulating classroom dynamics and $r=-0.047$, $p=0.645$; $r=-0.047$, $p=0.645$ for transformational education) demonstrate that civil status has no significant impact. Years in service shows weak correlations ($r=0.095$, $p=0.356$; $r=0.095$, $p=0.356$ for modulating classroom dynamics and $r=-0.113$, $p=0.270$; $r=-0.113$, $p=0.270$ for transformational education), with no statistical significance.

Transformational education often emphasizes adaptability, innovation, and inclusivity. The lack of a significant correlation between age and teaching practices indicates that teachers across age groups can effectively contribute to these principles when adequately supported with training and professional development. The data suggests gender neutrality in the application of transformational education principles and classroom modulation. This aligns with educational theories asserting that teaching effectiveness is more influenced by professional competencies than by demographic factors. Teachers' marital or single status does not significantly relate to their classroom management or transformational roles. This highlights the independence of personal circumstances from professional teaching capacities. Although experience might influence teaching practices, the lack of significant correlation here suggests that transformational education and classroom dynamics rely more on professional development, innovation, and teacher engagement than on tenure.

Johnson & Carter (2019) argued that teaching effectiveness is primarily shaped by continuous professional development and the ability to adapt to changing educational needs. Younger teachers often

bring innovation to the classroom through the integration of new technologies, modern teaching strategies, and fresh perspectives. On the other hand, older teachers offer invaluable wisdom and experience, drawing on years of classroom management, learner engagement strategies, and a deep understanding of pedagogical principles. The study underscores that effective teaching arises from a balance between innovation and experience, with both younger and older teachers contributing essential qualities. Continuous professional development ensures that teachers of all ages remain adaptable, honing their skills and staying up-to-date with emerging trends in education. This adaptability is key to maintaining teaching effectiveness across age groups, fostering an environment of growth, collaboration, and improved learner outcomes.

Smith & Harris (2020) noted that gender has minimal influence on teaching effectiveness. The success of transformational education relies more on inclusive teaching strategies and well-designed instructional methods than on the gender of the teacher. Effective teaching is driven by the ability to create engaging, adaptive learning environments that meet the diverse needs of learners, regardless of the teacher's gender. Transformational education focuses on fostering critical thinking, collaboration, and creativity, which can be achieved through inclusive practices and innovative pedagogy. What matters most in driving learner engagement and success is the teacher's ability to implement these practices, rather than any gender-specific approaches. This highlights the importance of prioritizing effective teaching methods over gender stereotypes in educational settings.

Wong et al. (2021) reported that personal circumstances, such as civil status, have little impact on teaching practices. Factors like job satisfaction and professional competencies were much stronger predictors of teaching quality. While personal circumstances might influence a teacher's overall well-being, it is their commitment to professional development, passion for teaching, and ability to adapt to learner needs that directly shape their effectiveness in the classroom. Teaching quality is more closely linked to a teacher's motivation, skills, and continuous improvement than to personal life factors. Teachers who are satisfied with their roles and actively develop their professional competencies tend to foster better learning environments, irrespective of their marital status or other personal factors. This underscores the importance of focusing on professional growth and support systems to enhance teaching effectiveness.

Nelson & Lee (2023) observed that while experience plays a significant role in enhancing classroom management, transformational education depends largely on teachers' openness to innovation and their commitment to ongoing professional development. Experienced teachers possess valuable insights into managing diverse classroom dynamics, but the effectiveness of transformational education is driven by teachers' ability to adapt, innovate, and continually refine their teaching practices. Transformational education thrives on teachers who embrace new teaching methods, technologies, and pedagogical approaches, which requires a mindset of lifelong learning. The study suggests that while experience is important, the continuous pursuit of professional growth is essential for fostering a dynamic and engaging learning environment, ensuring that teachers remain responsive to the evolving needs of their learners.

Adams et al. (2024) emphasized that demographic factors, such as age, gender, or civil status, have a lesser impact on teaching practices compared to professional training, collaboration, and institutional support. The key drivers of effective teaching are the opportunities teachers have for continuous learning, their ability to collaborate with colleagues, and the level of support they receive from their institutions. A well-structured professional development programs, a collaborative work environment, and institutional resources are far more influential in shaping teaching quality than personal demographic characteristics. Teachers who engage in ongoing training and share best practices with peers are better equipped to adapt to learners' needs and foster an inclusive, dynamic classroom environment. This underscores the importance of investing in professional growth and support systems to maximize teaching effectiveness, regardless of teachers' demographic backgrounds.

The analysis concludes that age, gender, civil status, and years in service do not significantly influence teachers' effectiveness in modulating classroom dynamics or engaging in transformational education. These findings emphasize the neutrality of demographic factors in determining teaching success

and point to the critical role of professional development, institutional support, and innovative practices. By prioritizing these areas, teachers can effectively implement transformational education and foster dynamic, inclusive classrooms regardless of their demographic backgrounds.

A strong positive correlation ($r=0.718$, $r = 0.718$, $r=0.718$) between teachers' roles in transformational education and their ability to modulate classroom dynamics. This indicates that teachers who are effective in transformational education tend to excel in modulating classroom dynamics. Findings affirm that the two variables are closely interconnected, reflecting their mutual reinforcement in creating engaging and impactful learning environments.

The correlation coefficient of $r=0.718$, $r = 0.718$, $r=0.718$ suggests a substantial overlap between the skill sets and practices required for transformational education and classroom modulation. Teachers who adopt transformational education principles such as fostering creativity, inclusivity, and collaboration are also adept at creating dynamic and interactive classroom environments. The $p=0.000$ $p = 0.000$ $p=0.000$ value indicates that this relationship is not due to chance. It highlights the intrinsic connection between transformational teaching approaches and the practical strategies teachers use to adapt to diverse classroom needs.

Both transformational education and classroom dynamics emphasize adaptability, inclusivity, and learner engagement. Transformational education encourages creativity, critical thinking, and collaboration. Classroom dynamics focus on lesson flexibility, varied instructional methods, and fostering participation. These shared objectives create a feedback loop where success in one domain enhances performance in the other.

The strong interrelationship suggests that professional development programs should address these areas simultaneously. Equipping teachers with tools for transformational education inherently enhances their classroom modulation skills and vice versa.

Johnson & Lee (2020) highlighted that inclusivity and creativity naturally lead to improved classroom management and dynamics. They argued that when teachers foster an environment where learners feel empowered to take ownership of their learning, it results in more interactive, responsive, and engaged classrooms. Teachers who embrace these transformational principles actively involve learners in the learning process, encourage critical thinking, and promote collaborative problem-solving. This learner-centered approach not only enhances learning outcomes but also strengthens classroom dynamics by encouraging participation and self-regulation. A classroom where learners are encouraged to take initiative and contribute ideas is inherently more dynamic and manageable, as learners become more invested in their education.

Rivera et al. (2021) found that teachers who are adaptable in lesson planning and instruction tend to excel in both transformational education and classroom modulation. Their study concluded that flexibility is a key component in fostering effective learning environments. Teachers who can adjust their strategies based on learners' needs, interests, and learning styles are better able to implement transformational educational practices, such as encouraging critical thinking, creativity, and active learner engagement. Flexibility allows teachers to create dynamic and responsive classrooms, where instruction can be tailored to enhance learner participation and collaboration. This adaptability is essential for managing diverse classroom dynamics and ensuring that transformational education principles, like inclusivity and innovation, are effectively integrated into daily teaching practices.

Wong & Harris (2022) emphasized that the focus of transformational education on engaging learners directly aligns with the goals of classroom modulation. Their study demonstrated that strategies such as interactive lessons and inclusive seating arrangements not only improve learner engagement but also enhance classroom dynamics. By fostering an interactive learning environment, teachers encourage active participation, critical thinking, and collaboration, which are key components of transformational education. Inclusive seating arrangements further support this by promoting a sense of community and collaboration among learners, ensuring that all voices are heard and that diverse perspectives are valued. These strategies

create a classroom atmosphere that is both dynamic and inclusive, which supports the dual objectives of enhancing learner learning and effectively modulating classroom dynamics.

Anderson et al. (2023) explored the role of reflective practices in linking transformational education and classroom dynamics. They argued that teachers who consistently engage in self-reflection are better able to create cohesive and dynamic learning environments. Reflective practices allow teachers to assess the effectiveness of their teaching strategies, identify areas for improvement, and make adjustments that enhance learner engagement and learning outcomes. By reflecting on their approaches, teachers can adapt to the evolving needs of their learners, ensuring that their instructional methods are both innovative and inclusive. This continuous process of self-assessment and adaptation helps teachers foster an environment where learners feel supported, motivated, and challenged, which is central to both transformational education and effective classroom modulation.

Thompson & Lee (2024) demonstrated that integrating educational technology enhances both transformational education and classroom modulation. Technology offers diverse instructional methods that cater to various learning styles, providing personalized learning experiences for learners. This flexibility allows teachers to engage learners more effectively, promoting a learner-centered approach where learners take an active role in their education. By incorporating technology, teachers can create interactive and dynamic learning environments that foster creativity, critical thinking, and collaboration key components of transformational education. Additionally, technology helps teachers modulate classroom dynamics by offering tools for real-time feedback, assessment, and differentiated instruction, ensuring that all learners' needs are met in an inclusive and engaging manner.

The strong interrelationship between teachers' roles in transformational education and their modulation of classroom dynamics highlights the mutually reinforcing nature of these practices. Teachers who excel in fostering transformational education naturally enhance classroom dynamics by creating adaptive, inclusive, and engaging environments. The findings emphasize the need for integrated professional development that simultaneously addresses both areas, ensuring that teachers are well-equipped to meet the diverse and evolving needs of learners.

CONCLUSION

The findings reveal that the largest group of respondents belongs to the 21–30 age range, indicating that many of the teacher-participants are relatively young in the teaching profession. Most of the respondents are female, married, and have 1–5 years of teaching experience. This profile suggests that the participants are mostly early-career teachers who are still developing their professional practices while actively engaging in classroom instruction and learner development.

In terms of teachers' strategies for modulating classroom dynamics within the context of transformational education, the study obtained an average weighted mean of 3.66. This result shows a strong alignment with effective classroom management practices. It implies that teachers are able to apply strategies that promote order, participation, cooperation, and meaningful interaction inside the classroom. Their ability to guide classroom behavior and encourage learner engagement reflects their important role in creating a positive and productive learning environment.

The findings also show that teachers' roles in transformational education obtained an average weighted mean of 3.60, interpreted as "Very true to me." This indicates that the respondents strongly recognize and practice their roles as facilitators of meaningful learning and positive change. The result suggests that teachers are proactive, committed, and responsive in promoting dynamic classroom experiences. They do not only deliver lessons but also help learners become more engaged, reflective, and empowered in the learning process.

Furthermore, the results reveal that age, gender, civil status, and years in service do not significantly influence teachers' effectiveness in modulating classroom dynamics or their engagement in

transformational education. This means that teaching effectiveness in these areas is not mainly determined by demographic characteristics. Instead, the findings point to the greater importance of professional development, institutional support, continuous learning, and the use of innovative teaching practices in strengthening teachers' performance and classroom impact.

Lastly, the strong relationship between teachers' roles in transformational education and their ability to modulate classroom dynamics highlights how these two practices support one another. Teachers who are effective in promoting transformational education are also more likely to create classroom environments that are adaptive, inclusive, engaging, and learner-centered. This connection shows that when teachers embrace their role as agents of change, they naturally contribute to better classroom dynamics and more meaningful learning experiences for their students.

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