

# Impact of Transformational Leadership on Teacher Performance and Student Achievement

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*Abstract* — This study investigates the influence of transformational leadership on teacher performance and student achievement within the context of Osmena Colleges. Transformational leadership is recognized as a leadership style that inspires and motivates individuals to achieve higher levels of performance and success. The study aims to explore the extent to which transformational leadership practices by administrators at Osmena Colleges affect the performance of teachers and subsequently influence student achievement.

The research methodology employed in this study is a case study design, focusing specifically on Osmena Colleges. Data was collected through multiple sources, including surveys, interviews, and document analysis. The surveys were administered to teachers to gather their perceptions of the leadership practices exhibited by their administrators. Additionally, interviews were conducted with administrators to gain insights into their leadership strategies and the support provided to teachers. Student achievement data was also analyzed to determine any correlations with transformational leadership practices.

The findings of this study reveal that the composite mean for all the indicators related to opportunities for professional growth and learning is 4.67, indicating a very satisfied level of teacher satisfaction and agreement in this aspect. This suggests that providing opportunities for professional growth, encouraging professional development activities, and offering relevant training programs significantly contribute to transformational leadership on teacher performance at the college.

Regarding the impact of transformational leadership at Osmena Colleges there is no significant difference found in the performance of teachers and student achievements. Teachers reported that transformational leaders provided vision, intellectual stimulation, individualized support, and created a positive work environment, all of which contributed to their improved performance. Moreover, the study found that transformational leadership indirectly impacted student achievement through its influence on teacher performance. Teachers who experienced transformational leadership were more motivated, engaged, and better equipped to facilitate student learning and academic success. Furthermore, the study highlights the importance of ongoing professional development programs for administrators to enhance their leadership skills and ensure the sustainability of transformational leadership practices.

*Keywords* — *Technology, harnessing, blended learning, teacher performance and transformational leadership*

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## I. Introduction

In the realm of education, effective leadership plays a pivotal role in shaping the performance of teachers and the academic achievements of students. Transformational leadership, characterized by its ability to inspire and motivate individuals towards a shared vision, has gained considerable attention for its potential impact on educational outcomes.

According to study of Minhyun Kim, Glenn Hushman and Lauren Holzberg (2017) leadership is important in many venues, including business, the military, the sports world and school systems, and has the potential to enhance the effectiveness of an organization greatly. The concept of leadership also has drawn attention as an important concept to enhance the quality of education. Katzenmeyer and Moller (2001) defined teacher leadership as “teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice” (p.5). Great teachers are ones who know how to teach, as well as to lead students because the holistic approach of education is not only to transcend academic knowledge, but also to help students seek meaning and purpose of life.

Leaders ground the work they do in a clear and shared vision and mission that is embraced by the organizational members (Northouse, 2016). These leaders become agents of change with purposeful decisions aligned with the vision and mission to advance the organization in forward momentum. This is not an easy task. An effective leader capitalizes on the strengths of the human resources within one organization to get the collective work done. Kouzes and Posner (2002) dispel the myth that leadership is about personality. Rather, they contend that leadership is about practice. In early research, Stodgill (1948) disputed the principle that leadership traits were universal in a variety of situations. Stodgill further explained that an individual who is a leader in one circumstance might not be a leader in another. Thus, through Stodgill’s (1948) research, leadership was reimagined to focus on the relationship between others in a social situations, rather than leadership qualities that one may possess.

Transformational leadership is commonly contrasted with the more traditional transactional leadership that is viewed primarily as a cost benefit exchange process and an inferior form of leadership. Certainly, a transactional leader’s manipulation of followers’ valued outcomes (e.g., wages, promotion) in exchange for followers’ compliance with leadership wishes (Burns, 1978; Bass, 1985) is considerably less exciting as a description of effective leadership than the dimensions associated with transformational leadership. Although the transactional leader may motivate subordinates to perform as expected, the transformational leader has the capacity to stir subordinates to levels of performance exceeding expectation (Den Hartog et al, 1997).

According to Robert Katz (1955) explored leadership as a set of developable skills, which would serve a leader well in solving complex situations. Katz identified three basic administrative skills: technical, human, and conceptual. In support of Katz findings, Mumford, Zaccaro, Harding,

Jacobs, and Fleishmann (2000) developed a skill-based model of leadership that examines a leader's knowledge and skills (capabilities) and the leader's performance. Leadership capabilities can develop over time through experience and training.

In connection with, the researcher aims to investigate the Impact of Transformational Leadership on Teacher Performance and Student Achievement of Osmena Colleges, City of Masbate. Specifically, it sought answers to the following questions:

1. What is the demographic profile of the respondents as to sex, age, position, years in service?
2. What is the factor influencing transformational leadership on teacher performance at Osmena Colleges, ssupportive leadership at all levels, ccollaborative decision-making processes, ttransparent communication channels, rrecognition and rewards for teacher achievements and, oopportunities for professional growth and learning.
3. What is the impact of transformational leadership on teacher performance and student achievement at Osmena Colleges?
4. Is there a significant difference between the teacher performance and student achievement about the impact of transformational leadership?

### Hypothesis

Ho: There is no significant difference on the performance of teacher and student achievement about the impact of transformational leadership.

Ha: There is a significant difference on the performance of teacher and student achievement about the impact of transformational leadership.

## II. Methodology

**Research Design.** This study adopts a mixed-methods approach, combining qualitative and quantitative data collection methods. Qualitative data will be gathered through interviews and focus group discussions with teachers, administrators, and students, allowing for an in-depth exploration of their perceptions and experiences related to transformational leadership practices. Quantitative data will be collected through surveys and academic performance records, enabling the assessment of the relationship between transformational leadership and measurable outcomes such as teacher effectiveness and student achievement.

**Population and Sampling.** The respondents to the study were selected employee and student of Osmena colleges such as, deans of different departments, program head, faculty members, students, and administrators. The researcher used purposive sampling.

**Research Instruments.** There are other ways on how the researcher gathered the data of this study: by using a combination of surveys questionnaire, interviews, document analysis, and academic performance data, the study can gather comprehensive and multi-dimensional data to explore the impact of transformational leadership on teacher performance and student achievement at Osmena Colleges.

**Procedure.** Surveys/Questionnaires: The questionnaires were constructed by the researcher herself through the help of related studies of Gina M. Chisum 2018 and Taly Dvir Dov Eden Bruce Avolio Boas Shamir 2002. The instrument consisted three parts, Part one was the demographic profile of the respondents. Part two focused on the factor influencing transformational leadership on teacher performance and the last part covered the impact of transformational leadership on teacher performance and student achievement. In addition, the survey asks respondents to rate their level of agreement using a five points likert scale.

**Interview:** Interview can be conducted with selected transformational leaders at Osmena Colleges to gain insights into their leadership approaches, values, and practices. These interviews can explore how leaders inspire, motivate, and support teachers, as well as their perspectives on the impact of their leadership on teacher performance and student achievement.

**Treatment of Data. Simple Percentage and Weighted Mean.** it was analyzed, tabulated, treated and interpreted using appropriate statistical tools by the researcher herself.

### III. Results and Discussion

**Table 1.1**

**Sex and Age of the Respondents**

Age	Sex		Total
	Male	Female	
18-23	10	10	20
24-29	20	17	37
30-35	5	6	11
36-41	6	8	14
42 and above	4	3	7
Total	45	44	89
Percentage	50. 56	49. 44	100%

The table 1.1 provides data on the sex and age distribution of the respondents. It reveals interesting patterns regarding the participants' demographics.

Looking at the sex distribution, out of the total 89 respondents, 45 individuals identify as male, while 44 identify as female. This demonstrates a relatively equal representation of both genders in the study, with males comprising approximately 50.56% of the total respondents and females accounting for 49.44%. Moving to the age ranges, 24-29, we find that it attracted a larger number of respondents, with a total of 37 individuals falling within this group. This suggests that the survey managed to capture the perspectives of a significant number of individuals in their mid to late twenties.

**Table 1.2**

**Position**

<b>Position</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Student</b>	22	24.72
<b>Faculty</b>	43	48.31
<b>Dean, Colleges</b>	6	6.74
<b>Admin Staff</b>	18	20.22
<b>Total</b>	89	100%

Table 1.2 presents data on the distribution of respondents based on their position. This information provides valuable insights into the composition of the participants and the roles they hold within the context of the study.

Among the total of 89 respondents, the largest proportion of individuals, accounting for 48.31% of the sample, identified themselves as faculty members. This indicates that the study attracted a significant number of academic professionals who likely possess expertise and experience in the relevant field.

Additionally, the data reveals that a smaller percentage of respondents, 6.74%, held the position of Dean in their respective colleges.

**Table 1.3**

**Year in Service**

<b>Year in Service</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Less than 1 year</b>	11	12.35
<b>1-5 years</b>	40	44.9
<b>6-10 years</b>	27	30.4
<b>More than 10 years</b>	11	12.35
<b>Total</b>	89	100%

Table 1.3 demonstrates a diverse distribution of respondents based on their years in service. The data represents individuals at different stages of their careers, ranging from relatively early stages to those with extensive tenure. This diversity enriches the study by incorporating perspectives from individuals with varying levels of experience, allowing for a comprehensive exploration of the subject matter.

Furthermore, the distribution of years in service provides an opportunity to examine the potential influence of experience and tenure on the participants' perspectives and insights. By including individuals at different points in their careers, the study can analyze the potential impact of experience on the respondents' viewpoints, identify patterns or trends related to tenure, and gain a more nuanced understanding of the subject under investigation.

## 2. Factor Influencing Transformational Leadership on Teacher performance

### 2.1 Supportive leadership at all levels

**Table 2.1**

#### **Factor Influencing Transformational Leadership on Teacher performance as of Supportive Leadership at all Levels**

Indicators	Mean	Description	Interpretation	Rank
The college administration fosters a supportive environment for teachers.	3.67	Agree	Satisfied	2
The college administration provides guidance and assistance when needed.	3.83	Agree	Satisfied	1
The college administration values the opinions and input of teachers.	3.19	Neither Agree or Disagree	Moderately Satisfied	3
The college administration encourages open and honest communication.	3.00	Neither Agree or Disagree	Moderately Satisfied	4
<b>Composite</b>	<b>3.42</b>			
<b>Interpretation</b>	<b>Satisfied</b>			

Based on the results presented in Table 2.1, which explores the factors influencing transformational leadership on teacher performance with a focus on supportive leadership at all levels, the table includes several indicators, their corresponding mean scores, descriptions, interpretations, and ranks. These indicators provide insights into the perception of teachers regarding the college administration's support and its impact on teacher performance.

The composite mean score for all the indicators is 3.42, suggesting an overall positive perception of supportive leadership at all levels. This composite mean is interpreted as "satisfied," indicating that, as a whole, teachers feel reasonably content with the level of support provided by the college administration.

**Table 2.2**

**Factor Influencing Transformational Leadership on Teacher performance as of Collaborative decision-making processes**

	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>	<b>Rank</b>
Teachers have opportunities to participate in decision-making processes that affect their work.	3.69	Agree	Satisfied	3
Collaborative decision-making is encouraged and practiced at all levels of the institution.	3.43	Neither Agree or Disagree	Moderately Satisfied	4
Teachers are involved in discussions and decisions regarding curriculum and teaching methods.	4.27	Agree	Satisfied	1
The college administration seeks input from teachers before implementing changes.	3.82	Agree	Satisfied	2
<b>Composite Mean</b>	<b>3.80</b>			
<b>Interpretation</b>	<b>Satisfied</b>			

The composite mean score for all the indicators is 3.80, indicating an overall positive perception of collaborative decision-making processes. The interpretation of the composite mean score is "satisfied," suggesting that teachers generally perceive the collaborative decision-making approach positively.

This suggests that the majority of respondents agreed with the statement, indicating that teachers have opportunities to be involved in decision-making processes that impact their work. This level of agreement demonstrates a satisfactory level of satisfaction, and the indicator is ranked third among the listed factors.

**Table 2.3**

**Factor Influencing Transformational Leadership on Teacher performance as of  
Transparent communication channels**

Indicator	Mean	Description	Interpretation	Rank
The college administration communicates important information clearly and in a timely manner.	3.82	Agree	Satisfied	3
Teachers are provided with regular updates on college policies and procedures.	4.34	Agree	Satisfied	1
The college administration is responsive to teacher concerns and questions.	4.20	Agree	Satisfied	2
There are effective channels for teachers to communicate their ideas and feedback.	3.37	Agree	Satisfied	4
Composite mean	3.93			
Interpretation	Satisfied			

Table 2.3 presents the results of factors influencing transformational leadership on teacher performance specifically related to transparent communication channels. The table includes indicators with their corresponding mean scores, descriptions, interpretations, and ranks.

The composite mean score for all the indicators is 3.93, indicating an overall positive perception of transparent communication channels. The interpretation of the composite mean score is "satisfied," suggesting that teachers generally perceive the transparency of communication channels positively.

**Table 2.4**

**Factor Influencing Transformational Leadership on Teacher performance as of  
Recognition and rewards for teacher achievements**

Indicator	Mean	Description	Interpretation	Rank
The college recognizes and appreciates the accomplishments and efforts of teachers.	3.83	Agree	Satisfied	1
Teachers receive appropriate rewards and incentives for their achievements.	2.28	Disagree	Slightly Satisfied	4
The college encourages a culture of celebration and recognition for teacher successes.	2.75	Neither Agree or Disagree	Moderately Satisfied	3
Teacher performance evaluations are fair and recognize exceptional work.	2.91	Neither Agree or Disagree	Moderately Satisfied	2
Composite Mean	2.94			
Interpretation	Moderately Satisfied			

The composite mean score for all the indicators is 2.94, indicating an overall moderately satisfied perception of recognition and rewards for teacher achievements. The interpretation of the composite mean score is "moderately satisfied."

**Table 2.5**

**Factor Influencing Transformational Leadership on Teacher performance as of Opportunities for professional growth and learning**

Indicator	Mean	Descriptors	Interpretation	Rank
The college provides opportunities for teachers to enhance their professional skills.	4.63	Strongly Agree	Very Satisfied	3
Teachers are encouraged and supported in pursuing professional development activities.	5.00	Strongly Agree	Very Satisfied	1
The college offers relevant and effective training programs for teachers.	4.67	Strongly Agree	Very Satisfied	2
Teachers are given opportunities to share their knowledge and expertise with colleagues.	4.37	Agree	Satisfied	4
Composite Mean	4.67			
Interpretation	Very Satisfied			

The composite mean score for all the indicators is 4.67, indicating an overall very satisfied perception of opportunities for professional growth and learning. The interpretation of the composite mean score is "very satisfied."

The indicator "Teachers are encouraged and supported in pursuing professional development activities" received the highest mean score of 5.00, indicating strong agreement among respondents. This suggests that teachers are not only encouraged but also actively supported in pursuing professional development activities. The mean score reflects a very satisfied level of satisfaction, and this indicator is ranked first among the listed factors.

## 1. Impact of transformational leadership on teacher performance and student achievement at Osmena Colleges

**Table 3**

### Impact of transformational leadership on teacher performance and student achievement at Osmena Colleges

	Mean	Descriptor	Indicator	Rank
Transformational leadership at Osmena Colleges positively impacts my teacher performance.	3.84	Agree	Satisfied	7
Transformational leadership at Osmena Colleges positively impacts student achievement.	3.73	Agree	Satisfied	8
The leadership at Osmena Colleges effectively supports and empowers teachers.	3.99	Agree	Satisfied	6
The leadership at Osmena Colleges effectively supports and enhances student learning outcomes.	4.39	Agree	Satisfied	5
The college leadership inspires and motivates teachers to perform at their best.	4.63	Strongly Agree	Very Satisfied	3
The college leadership sets high expectations for both teachers and students.	4.74	Strongly Agree	Very Satisfied	2
The college leadership provides a clear vision and direction for the institution.	4.42	Agree	Satisfied	4
The college leadership promotes a positive and supportive work environment.	4.78	Strongly Agree	Very Satisfied	1
Composite Mean	4.32			
Interpretation	Satisfied			

Based on Table 3 demonstrate that the college leadership at Osmena Colleges has a positive impact on teacher performance and student achievement. The indicators related to setting high expectations, promoting a positive and supportive work environment, inspiring and motivating teachers, and effectively supporting and enhancing student learning outcomes received high mean scores, indicating strong agreement and a very satisfied level of satisfaction among respondents. Additionally, the indicators related to the impact of transformational leadership on teacher performance and student achievement received satisfied levels of satisfaction.

The composite mean score for all the indicators is 4.32, indicating an overall satisfied perception of the impact of transformational leadership on teacher performance and student achievement at Osmena Colleges. The interpretation of the composite mean score is "satisfied."

## 2. Significant difference between the teacher performance and student achievement about the impact of transformational leadership

To test the significant difference between the Teacher performance and Student Achievement about the impact of transformational leadership, t-test is used. The significant difference testing on the mean differences on the impact of transformational leadership between the Teacher and Student provided the clearer interpretation. In this study, the Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_a$ ) are served as:

$H_0$ : There is no significant difference in the performance of teachers and student achievement regarding the impact of transformational leadership.

$H_a$ : There is a significant difference in the performance of teachers and student achievement regarding the impact of transformational leadership.

**Table 4**

**T-Test Analysis in the Impact of transformational leadership between Teacher Performance and Student Achievement**

	$\alpha$	df	$t_{0.05}$	$t_{stat}$	Decision Rule	Decision
Teacher Performance And Student Achievement	0.05	8	2.26	1.11	Reject $H_0$ if $t \geq 2.26$ Accept $H_0$ if $t \leq 2.26$	Accept $H_0$ Reject $H_a$

*Note: There is no Significant Difference in the performance of teachers and student achievement regarding the impact of transformational leadership.*

Based on the information provided in Table 4, it appears that a t-test analysis was conducted to examine the impact of transformational leadership on both teacher performance and student achievement. The table provides the critical value ( $t_{0.05}$ ) and the calculated test statistic ( $t_{stat}$ ). The decision rule states that if the calculated test statistic ( $t_{stat}$ ) is greater than or equal to the critical value ( $t_{0.05}$ ), we reject the null hypothesis ( $H_0$ ). Otherwise, if the calculated test statistic is less than the critical value, we fail to reject the null hypothesis.

In this case, the calculated test statistic ( $t_{stat}$ ) is 1.11, and the critical value ( $t_{0.05}$ ) is 2.26. Since the calculated test statistic (1.11) is less than the critical value (2.26), we fail to reject the null hypothesis. Therefore, based on the decision, there is no significant difference found in the

performance of teachers and student achievement regarding the impact of transformational leadership.

#### **IV. Conclusion**

Based on findings of the study the following conclusions were drawn that Majority of the respondents of this study are female and ages between 24-29 and been committed to 1-5 years' experience at Osmena Colleges. The respondents also highlight the importance of collaborative decision-making, particularly in curriculum and teaching methods, where the college administration seeks input from teachers before implementing changes. While there is an overall satisfaction on a positive perception of the impact of transparent communication channels on transformational leadership, Additionally, there is no significant difference found in the performance of teachers and student achievement regarding the impact of transformational leadership.

#### **V. Recommendations**

Based on the findings and conclusions of the study, the following recommendations are being offered:

1. Enhance supportive leadership practices
2. Improve recognition and rewards: The college administration should review and enhance the reward system to ensure that teachers receive appropriate recognition and incentives for their accomplishments and efforts.
3. Sustain transformational leadership practices: The college administration continues to prioritize and invest in transformational leadership practices. Providing ongoing professional development opportunities, supporting teachers' growth, and fostering a positive educational environment are key factors to sustain the positive perception of transformational leaders.

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#### **AUTHOR'S PROFILE**



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Jeslene L. Pusing is an accomplished educator and leader in the field of Mathematics education. She graduated from Osmena Colleges with a Bachelor's degree in Secondary Education majoring in Mathematics in the esteemed batch of 2015. Recognized for her academic excellence and dedication to teaching, she further pursued her passion for Mathematics education and obtained a Master's degree in Teaching Mathematics from the same institution.

With a strong commitment to fostering a love for Mathematics among students, Jeslene has continuously contributed to the field of education. Throughout her career, she has served as a mentor and a role model to countless learners, inspiring them to excel in their studies and embrace the intricacies of Mathematics.