

Transformational Leadership Practices of Public-School Heads and Self-Efficacy of Teachers

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Abstract — This study investigated the extent of transformational leadership practices among public school heads and the self-efficacy of teachers in Allen I District, Schools Division of Northern Samar during the 2024–2025 school year, with the aim of proposing a Learning and Development Plan. Guided by Transformational Leadership Theory, Self-Efficacy Theory, Servant Leadership Theory, and Expectancy Theory, the study employed a descriptive-correlational design. A total of 111 public elementary and secondary teachers, selected through proportionate stratified random sampling, participated by responding to a standardized survey comprising the Transformational Leadership Questionnaire and the Teacher’s Self-Efficacy Scale. Data were analyzed using frequency counts, weighted means, and Pearson’s r correlation. Results indicated that transformational leadership was consistently observed, with inspirational motivation rated highest. Teachers’ self-efficacy was very high across domains of student engagement, instructional strategies, and classroom management. Educational attainment was significantly related to perceived transformational leadership, while age, teaching position, and years of experience were significantly associated with teacher self-efficacy. All four leadership dimensions showed positive correlations with self-efficacy domains. Findings highlight the pivotal role of transformational leadership in fostering teachers’ confidence and professional growth. The study recommends implementing a targeted Learning and Development Plan to enhance school heads’ leadership practices and support sustained teacher efficacy.

Keywords — *Inspirational motivation, instructional strategies, self-efficacy, student engagement, transformational leadership practices*

I. Introduction

Today’s pedagogical climate requires a well-driven and competitive workforce wherein leaders inspire, guide, and support the shapers of young minds—the teachers. A commendable leadership effectuates teacher morale which then leads to professional development and improved student performance. Withal, school heads’ pioneering role in learning institutions is to promote and uphold instructional leadership as well as capacity building and career advancement.

Effective leadership is essential in the educational environment, where school heads are expected to inspire, guide, and support teachers in delivering quality education. Strong leadership boosts teacher morale, supports professional growth, and leads to improved student outcomes. In this context, transformational leadership—marked by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—plays a critical role in

creating a supportive and motivating school culture (Buenvinida & Ramos, 2019; Hussain et al., 2024; Mudd-Fegett & Mudd, 2024).

Teacher self-efficacy, or the belief in one's ability to manage classrooms, engage students, and implement effective instruction, significantly influences teaching quality and learner achievement (Zeb et al., 2024; Liepa & Jurs, 2024). As a multidimensional construct, it encompasses instructional strategies, classroom management, and student engagement (Liu et al., 2020, as cited in Emiru & Gedifew, 2024).

International studies confirm the positive impact of transformational leadership on teacher self-efficacy and school performance (Leithwood & Sun, 2012; Bush, 2020; Ng, 2021). However, most research focuses on urban or well-resourced schools, leaving a gap in understanding how such leadership practices function in rural or underfunded contexts (Day et al., 2016; Salfi, 2021).

In the Philippines, research underscores the role of school leadership in promoting teacher motivation and performance (Cabayag & Guhao Jr., 2024; Padios & Gabiana, 2023; Reyes & Dimapilis, 2023). Still, few studies explore how transformational leadership affects teacher self-efficacy in resource-limited settings like Allen I District, Northern Samar. Variability in leadership capacity within the district has contributed to low teacher morale, limited instructional growth, and declining student performance (Balanlay, 2019).

This study addresses that gap by examining the relationship between the transformational leadership practices of public school heads and the self-efficacy of teachers in Allen I District. It aims to provide evidence-based insights to guide leadership development, strengthen teacher capacity, and inform policy reforms. Assessing leadership behavior from the teachers' perspective, the study also promotes more responsive and context-sensitive interventions.

Using a descriptive-correlational design, the study surveyed public elementary and secondary school teachers in Allen I District. Data were collected through standardized questionnaires, informal interviews, and observation to ensure validity and triangulation. The findings are expected to guide the formulation of a learning and development plan tailored to the leadership and professional needs of public school educators in the district.

Literature Review

Transformational leadership has a strong influence on teacher self-efficacy, a belief in one's capability to perform teaching tasks effectively. For instance, Hoang and Le (2024) found that transformational leadership significantly enhances teachers' self-efficacy in Vietnamese schools, especially when school culture promotes collaboration and knowledge sharing. Similarly, Trigueros et al. (2020) emphasized that transformational leadership strengthens self-efficacy by fostering psychological empowerment and reducing burnout, which enables teachers to maintain resilience and confidence in their roles. In the Philippine context, Reyes (2024) demonstrated that transformational leadership—particularly inspirational motivation and individualized

consideration—leads to higher self-efficacy and improved teacher performance. De Los Santos and Dizon (2024) highlighted that self-efficacy increases when teachers are supported through leadership practices that encourage commitment to change and professional growth. Meanwhile, Fernandez and Tagadiad (2024) proposed a structural model linking instructional leadership, work engagement, and self-efficacy among Filipino educators, further reinforcing that leadership is a key factor in shaping teacher confidence and effectiveness. These studies collectively affirm that transformational leadership fosters teacher self-efficacy, which is essential for instructional quality, classroom management, and student engagement.

II. Methodology

This descriptive correlational study aims to determine the extent of transformational leadership practices of public school heads as perceived by the teachers and their level of self-efficacy as well as to ascertain the relationship between these variables. Employing proportionate random sampling, the respondents of this research are the 111 public elementary and secondary school teachers in Allen I District. The data collection methods to be utilized are survey questionnaires, informal interviews, and observation, to uphold triangulation of data and ensure the study's reliability and validity. Frequency counts, percentage, mean, and Pearson-r are employed to analyze the data. Ethical standards were strictly observed throughout data collection and analysis.

III. Results and Discussion

Profile of Teachers

In terms of age, the largest group of teachers—45 or 40.5%—were between 32 and 39 years old, followed by 24 teachers (21.6%) aged 24–31, and 23 teachers (20.7%) aged 40–47. Smaller percentages were recorded among those aged 48–55 (10 or 9%) and 56–63 (9 or 8.1%). This indicates that most of the respondents were in their young to mid-adulthood, reflecting a generally youthful teaching workforce, which aligns with Zhang and Zeller (2016), who noted that teachers in their 30s are adaptable and in their prime growth years.

As for sex, the resounding majority of the respondents were female, totaling 89 or 80.2%, while male teachers accounted for 22 or 19.8%. This data highlights the predominance of women in the teaching profession. This further supports the UNESCO (2019) report stating that women dominate the primary teaching workforce globally.

Regarding civil status, 64 teachers (57.7%) were married, 42 (37.8%) were single, 3 (2.7%) were widowed or widowers, and 2 (1.8%) were separated. This suggests that most teachers were married, which could have implications for work-life balance and professional responsibilities,

affirming Cinamon and Rich's (2020) findings that married teachers often face more emotional and logistical demands due to family responsibilities.

Concerning the highest educational attainment, a significant portion—51 teachers or 45.9%—were currently pursuing master's studies, while 31 (27.9%) had already earned a master's degree. Meanwhile, 28 (25.2%) had completed a baccalaureate degree, and 1 (0.9%) was enrolled in a doctoral program. These results reflect a strong inclination toward advanced education among the teaching staff. This agrees with Meador (2017) who emphasized that graduate-level education enhances instructional skills and classroom effectiveness.

With respect to teaching positions, 46 teachers (41.4%) held the rank of Teacher III, 27 (24.3%) were Teacher II, and 25 (22.5%) were Teacher I. Fewer respondents were in higher ranks, with 7 (6.3%) as Master Teacher I, 4 (3.6%) as Master Teacher II, and 2 (1.8%) identified as SST I/Special Teachers. This suggests that most teachers were in mid-level positions within the teaching career ladder. This supports Tandoc and Ferrer (2020), who pointed out that career advancement is often hindered by systemic barriers

As regards the teaching experience, 58 teachers (52.3%) had been in service for 4 to 11 years, followed by 21 (18.9%) with 12–19 years of experience. Fifteen teachers (13.5%) had been teaching for 3 years or less, while 10 (9%) had 28–35 years of service. A smaller number had 20–27 years (5 or 4.5%) and 36 years or more (2 or 1.8%) of teaching experience. This indicates that the majority of teachers were moderately experienced, further suggesting a workforce that is still growing professionally. This attests Kraft and Papay's (2016) finding that teachers become more effective within their first decade when supported by a positive professional environment.

The demographic data—characterized by a youthful, predominantly female, academically motivated, and moderately experienced teaching force—underscores the value of transformational leadership in nurturing teacher growth and performance. School leaders who apply empowering and supportive leadership practices can significantly impact teacher confidence, job satisfaction, and student learning outcomes.

Extent of Transformational Leadership Practices of School Heads

The findings on the transformational leadership practices of school heads reveal valuable insights into how different leadership components are perceived by teachers.

On transformational leadership practices of school heads, the overall rating was “Observed” across all four components, with a grand mean of 3.69. Among the dimensions, Inspirational Motivation was rated highest with a mean of 3.75. Teachers highly agreed that school heads encourage them to pursue graduate studies (3.88) and attend training (3.85), suggesting strong support for professional development. This aligns with Leithwood and Sun (2018), who emphasized that transformational leaders enhance teacher motivation and student achievement by supporting continued learning. Idealized Influence received a mean of 3.73, with the highest-rated

behavior being the communication of the school mission (3.90), reflecting strong vision alignment. Bush and Glover (2016) noted that effective leaders who clearly communicate the school's vision help build a unified and committed teaching force.

Intellectual Stimulation followed with a mean of 3.65, where the most notable behavior was encouraging teachers to reflect on their practices (3.78), an approach that fosters continuous improvement. Farrell (2018) highlighted the importance of reflective practice in promoting professional autonomy and instructional quality. The dimension with the lowest rating was Individualized Consideration (mean = 3.63), though still within the "Observed" range. The highest item here was involving staff in decision-making (3.71), while the lowest was mediating disagreements (3.51), suggesting a need to strengthen conflict resolution mechanisms. Leithwood et al. (2019) emphasized that personalized support and inclusive leadership contribute to teacher morale and school climate.

Self-Efficacy of Teachers

Teacher self-efficacy was reported to be "Very High" across all three domains, with a grand mean of 4.40. The domain of Instructional Strategies had the highest mean at 4.43. Teachers expressed strong confidence in adjusting lessons to student needs (4.532) and providing alternative explanations (4.505), indicating adaptability and responsiveness. Tomlinson and Murphy (2015) emphasized that differentiated instruction improves engagement and achievement by addressing diverse learning needs. In the area of Student Engagement (mean = 4.36), teachers felt highly capable of helping students value learning (4.595) and believe in their academic ability (4.523). Tschannen-Moran and Gareis (2015) found that teachers with strong self-efficacy are more effective in motivating students and fostering deep learning.

In Classroom Management, the mean was 4.42. Teachers felt confident in encouraging rule-following (4.505) and calming disruptive students (4.468), reflecting their ability to maintain order and support learning. Tschannen-Moran and Barr (2017) noted that high self-efficacy in classroom management contributes to a positive and productive learning environment.

Tests of Relationship Between Profile and Transformational Leadership Practices

In examining the relationship between teacher profile and transformational leadership, only highest educational attainment showed a significant correlation with all four leadership dimensions: idealized influence ($r = 0.520$, $p = 0.045$), inspirational motivation ($r = 0.609$, $p = 0.007$), intellectual stimulation ($r = 0.730$, $p = 0.003$), and individualized consideration ($r = 0.738$, $p = 0.007$). Robinson, Smith, and Wright (2022) observed that teachers with postgraduate qualifications are better able to identify and value effective leadership traits. Other demographic variables—age, sex, civil status, teaching position, and years of experience—did not show significant relationships with leadership perceptions.

Tests of Relationship Between Profile and Self-Efficacy

Regarding self-efficacy, significant relationships were found with age, teaching position, and years of experience. Older teachers demonstrated higher confidence in student engagement ($r = 0.847$, $p = 0.003$), instructional strategies ($r = 0.541$, $p = 0.029$), and classroom management ($r = 0.653$, $p = 0.003$). Teachers in higher ranks also reported stronger self-efficacy across all domains. Similarly, those with more years of experience showed higher self-efficacy, particularly in classroom management ($r = 0.753$, $p = 0.003$). These findings are supported by Tschannen-Moran and Johnson (2018), who found that experience significantly shapes self-efficacy through skill development and professional confidence. Meanwhile, sex, civil status, and educational attainment had no significant influence on teacher self-efficacy, a pattern consistent with Klassen and Durksen's (2017) conclusion that experiential factors play a more crucial role than demographics.

Test of Relationship Between Transformational Leadership Practices and Self-Efficacy

All four components of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—showed significant positive relationships with teacher self-efficacy in student engagement, instructional strategies, and classroom management. For instance, idealized influence correlated strongly with classroom management ($r = 0.810$, $p = 0.008$), while inspirational motivation and intellectual stimulation were similarly linked to higher self-efficacy across all areas. Lazaroiu (2020) affirmed that transformational leadership fosters a supportive school environment that enhances teachers' belief in their own effectiveness. This confirms that when school heads exhibit transformational behaviors, they positively influence teachers' confidence and professional performance.

IV. Conclusion

1. The majority of the teachers were middle-aged, female, and married, with significant experience in the profession.
2. School heads were generally perceived to demonstrate strong transformational leadership practices, with inspirational motivation being the most prominent.
3. Teachers exhibited high levels of self-efficacy, particularly in instructional strategies, classroom management, and student engagement.
4. While demographic factors such as age, sex, and civil status did not significantly impact teachers' perceptions of leadership, highest educational attainment was positively correlated with a greater appreciation of transformational leadership behaviors.

5. Teachers with more experience and higher positions in the teaching hierarchy reported stronger confidence in their teaching abilities.
6. The transformational leadership practices of school heads, especially idealized influence, were significantly associated with teachers' self-efficacy, suggesting that teachers who perceive their leaders as transformational are more confident in their teaching performance.

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