
Transformative Leadership Competence In Coaching Campus Journalism Among Master Teachers

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Abstract — The study examined the level of transformative leadership competence (TLC) among Master Teachers coaching campus journalism in the Schools Division of Pangasinan II, DepEd Region I, during the 2025–2026 school year. Competence was assessed across four dimensions: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. A quantitative descriptive-correlational research design was employed. Complete enumeration included one hundred twenty-two (122) Master Teachers actively coaching campus journalism.

The findings indicated that most respondent Master Teachers were female, married, possessed substantial teaching experience, and had attained graduate-level education. Regarding transformational leadership competence, respondents were rated as “competent” in all four dimensions. Intellectual stimulation received the highest overall weighted mean, while idealized influence received the lowest, though both were still classified as competent.

The results further revealed no significant differences in transformative leadership competence across age, civil status, years of service, highest educational attainment, or number of relevant in-service trainings attended. However, significant differences emerged by sex in the dimensions of inspirational motivation and intellectual stimulation, as well as in the overall competence score. Correlation analysis indicated significant but negligible negative relationships between idealized influence and years of service, and between sex and selected dimensions of transformational leadership competence.

Based on these findings, a training program was proposed to strengthen the dimensions with the lowest weighted means. The training emphasized resilience and composure during press-

related challenges, personalized guidance tailored to students' writing and reporting strengths, communication of optimism regarding students' potential as future media leaders, and integration of interdisciplinary insights into campus journalism. The study recommended implementing targeted Learning Action Cell sessions and other professional development activities to enhance Master Teachers' coaching and leadership practices.

Keywords: transformative leadership competence, campus journalism, Master Teachers, idealized influence, individualized consideration, inspirational motivation, intellectual stimulation

I. INTRODUCTION

Transformative leadership competence was recognized as an important factor in strengthening teaching, learning, mentoring, and student development. In the Philippine public school system, Master Teachers were expected to perform duties beyond regular classroom instruction. They served as instructional leaders, mentors, coaches, and role models, supporting teachers and learners in achieving educational goals. Their responsibilities included guiding instructional practices, providing feedback, mentoring colleagues, and leading school-based activities that contributed to improvement.

In the context of campus journalism, the role of Master Teachers became more specialized. They were not only expected to teach writing, editing, and reporting skills, but also to serve as role models. They also guided learners in developing ethical judgment, critical thinking, creativity, confidence, and responsible communication. Campus journalism served as an important school activity because it trained learners to express ideas, analyze issues, verify information, and participate meaningfully in school and community life.

The Campus Journalism Act of 1991, or Republic Act No. 7079, supported the development and promotion of campus journalism in the Philippines. It emphasized the role of student publications in promoting responsible journalism, freedom of expression, and democratic participation among learners. However, the success of campus journalism programs depended not

only on students' interest and ability. It also depended on the competence and leadership of teachers who coached them. Master Teachers who served as campus journalism coaches played an important role in shaping student journalists' writing skills, values, discipline, and ethical awareness.

Transformative leadership was relevant to campus journalism coaching because it emphasizes leaders' ability to influence, inspire, support, and intellectually challenge others. Bass and Riggio (2020) explained that transformative leadership involved four major dimensions: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. These dimensions were appropriate for the present study because campus journalism coaching required ethical modeling, personal mentoring, motivational guidance, and the development of critical and creative thinking.

Idealized influence referred to the ability of leaders to serve as models of integrity, fairness, professionalism, and ethical behavior. In campus journalism, this dimension was important because student journalists needed coaches who demonstrated honesty, responsibility, respect for truth, and careful handling of sensitive information. A Master Teacher who practiced idealized influence guided learners not only in writing news articles but also in making responsible editorial decisions.

Individualized consideration is the ability of leaders to recognize each learner's unique needs, abilities, and potential. In campus journalism coaching, this was reflected when Master Teachers provided personal guidance to student writers, editors, cartoonists, photojournalists, broadcasters, and layout artists. Since students had varying levels of confidence, writing ability, and experience, individualized coaching helped them improve based on their strengths and learning needs.

Inspirational motivation refers to leaders' ability to communicate a clear vision and encourage others to work toward shared goals. In campus journalism, this was shown when Master Teachers inspired students to produce meaningful school publications, participate in journalism-related activities, and uphold responsible reporting. Through encouragement and positive direction, coaches helped students develop perseverance, teamwork, and commitment to journalistic excellence.

Intellectual stimulation refers to leaders' ability to encourage questioning, creativity, problem-solving, and critical thinking. This dimension was highly important in campus journalism because student journalists were expected to analyze issues, verify facts, evaluate sources, and present information responsibly. Master Teachers who demonstrated intellectual stimulation encouraged students to think deeply, ask relevant questions, and produce original and meaningful journalistic outputs.

Recent studies supported the importance of transformative leadership in education. Novitasari (2020) found that transformative leadership was related to teacher commitment and job satisfaction. Puspitawati and Ricky (2024) examined the influence of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on teaching behavior. Saifullah, Maunah, and Patoni (2023) also emphasized that transformative leadership dimensions helped improve the competitiveness and development of educational institutions. These studies showed that transformative leadership was useful in understanding how educators influenced and developed others.

The instructional leadership literature also emphasized the importance of leadership in school improvement. Yaacob and Ishak (2023) explained that instructional leadership focused on defining school goals, managing instructional programs, and promoting a positive school climate. These ideas were relevant because Master Teachers' coaching of campus journalism also involved leadership roles that supported student learning, school publications, and learner development.

Although many studies focused on principals, administrators, and school heads, fewer studies examined the transformative leadership competence of Master Teachers who directly coached student activities such as campus journalism. This created a gap in understanding how Master Teachers practiced transformative leadership in a specific school-based program. Since campus journalism required ethical guidance, personal mentoring, motivation, and intellectual engagement, it was necessary to determine the extent of transformational leadership competence of Master Teachers who coached campus journalism.

This study focused on Master Teachers coaching campus journalism in the Schools Division of Pangasinan II, DepEd Region I, during School Year 2025–2026. The population consisted of 122 Master Teachers from different districts within the division. Since the population

was manageable and accessible, complete enumeration was used. This means that all qualified Master Teachers coaching campus journalism were included as respondents.

The study determined the level of transformative leadership competence of the respondent-Master Teachers in terms of idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. It also examined whether significant differences and relationships existed between their transformative leadership competence and selected profile variables, including age, sex, civil status, years of service, highest educational attainment, and in-service training attended. The study's findings served as a basis for developing a proposed training program to enhance the transformative leadership competence of Master Teachers who coach campus journalism. The results were expected to help school administrators, district supervisors, campus journalism coordinators, and education leaders design appropriate professional development activities for Master Teachers. More importantly, the study aimed to improve campus journalism coaching by strengthening the leadership practices of those who directly guided student journalists.

Literature Review

This study was anchored in Transformative Leadership Theory, first introduced by Burns and later expanded by Bass. Transformative leadership is explained as leaders inspiring, motivating, guiding, and developing their followers toward higher levels of performance, commitment, and growth. In the context of education, this theory was relevant because teachers, especially Master Teachers, influenced learners not only through instruction but also through mentoring, modeling, coaching, and leadership.

Bass and Riggio (2021) identified four primary dimensions of transformative leadership: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. These dimensions constitute the main theoretical foundation of the present study.

Idealized influence refers to the capacity of leaders to serve as role models through integrity, ethical behavior, fairness, and professionalism. In this study, this dimension is examined

in the context of Master Teachers coaching campus journalism, specifically by assessing how they model responsible journalism, uphold ethical standards, handle sensitive information with discretion, and guide student journalists toward truthfulness and accountability.

Individualized consideration refers to a leader's ability to recognize followers' individual needs, abilities, and potential. In campus journalism coaching, this dimension was reflected in how Master Teachers provided personalized guidance, gave constructive feedback, recognized the unique talents of student journalists, and supported learners based on their writing, reporting, editing, and creative abilities.

Inspirational motivation involves a leader's ability to communicate a clear vision, foster commitment, and inspire others to achieve shared goals. In this study, this dimension pertains to how Master Teachers motivate student journalists to pursue excellence, produce meaningful school publications, uphold press freedom, and maintain a commitment to responsible journalism.

Intellectual stimulation refers to the leader's ability to encourage creativity, questioning, critical thinking, and problem-solving. In campus journalism, this dimension is essential, as student journalists must analyze issues, verify facts, evaluate sources, and present stories responsibly. Master Teachers who demonstrate intellectual stimulation encourage students to think independently and creatively when producing journalistic outputs.

Recent educational leadership literature further supports this study. Sholeh (2021) emphasized that transformational leadership encompasses idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, and that these dimensions are instrumental in improving teacher competence. Supermane (2020) also explained that transformative leaders inspire, motivate, and stimulate teacher educators to work effectively in transforming teacher education. These findings reinforce the use of transformative leadership as the primary theoretical framework for the present study.

Statement of the Problem

1. What is the demographic and professional profile of the respondent-Master Teachers (MTs) across the following:
 - a. age;
 - b. sex;
 - c. civil status;
 - d. number of years of service;
 - e. highest educational attainment; and
 - f. relevant in-service trainings attended?
2. What is the level of transformative leadership competence (TLC) of the respondent-Master Teachers (MTs) coaching campus journalism in the following dimensions:
 - a. idealized influence
 - b. individualized consideration
 - c. inspirational motivation
 - d. intellectual stimulation?
3. Are there significant differences in the level of transformative leadership competence (TLC) of the respondent-MTs coaching campus journalism across their profile variables?
4. Are there significant relationships between the level of TLC of the respondent-MTs coaching campus journalism and the profile variables?
5. What program can be proposed to enhance the TLC of Master Teachers coaching campus journalism?

II. METHODOLOGY

This chapter includes research method, research design, the frequency-percentage distribution of the respondent-MTs, sampling technique, data-gathering instrument, data-gathering procedure, and statistical treatment and analysis used in this study.

The descriptive–correlational research method. The descriptive aspect was utilized to determine the current level of transformative leadership competence among master teachers coaching campus journalism in public elementary schools. Competence was measured across the four dimensions of transformative leadership identified by Bass (2020) and Bass and Riggio (2020): idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. These dimensions provided the theoretical foundation for describing leadership practices in the educational context.

The correlational aspect of the method was applied to examine whether significant relationships exist between transformative leadership competence (TLC) and selected demographic variables, including age, sex, civil status, years of service, highest educational attainment, and relevant in-service trainings attended. Correlational research was deemed appropriate because it allows the identification of associations among naturally occurring variables without manipulation (Fraenkel, Wallen, & Hyun, 2020).

This methodological approach was considered suitable as it enabled the researcher to describe existing leadership practices while statistically analyzing their relationships with profile variables. By integrating descriptive and correlational components, the study ensured a comprehensive understanding of how transformative leadership manifests among master teachers in the context of campus journalism coaching.

According to Creswell (2020), descriptive research is used to portray the characteristics of a population or phenomenon, focusing on the “what” rather than the “how” or “why.” In this study, the descriptive component aimed to determine the current level of transformative leadership competence among master teachers in terms of planning, monitoring, mentoring, and feedback. These dimensions were operationalized based on Bass’s (2020) transformative leadership theory

and Hallinger's (2021) instructional leadership framework, which together provided a robust foundation for evaluating leadership behaviors in educational settings.

The correlational aspect of the study sought to examine the relationships between transformative leadership competence (TLC) and selected profile variables, including age, sex, civil status, years of service, highest educational attainment, and relevant in-service trainings attended. As Fraenkel, Wallen, and Hyun (2021) explain, correlational research does not imply causation but identifies associations and patterns that may inform future interventions or policy decisions..

Research Design and Strategy

This study employed the ex-post facto one-shot case study design. Symbolically represented as X O, the design indicates the assumed exposure (X) of the respondent master teachers.

Schematically, the research design is as follows:

X-O, where X is the expected exposure of the respondent-Master Teachers

O is the observation or measurement done in one setting.

The nature of the inquiry required a non-experimental design that could capture existing conditions and relationships without manipulating variables, making the ex-post facto framework particularly appropriate.

With the independent variables—demographic and professional profiles, the design allowed the researcher to examine their association with the measurable indicators of competence. This approach aligns with Johnson and Christensen (2017), who emphasize that ex-post facto designs were suitable for studies where variables cannot be manipulated but must be observed in their natural context.

Data were collected using a structured survey questionnaire- checklist developed by the researcher and validated by experts in educational leadership. The instrument measured transformative leadership competence across the four domains using a Likert-like scale. Reliability testing was conducted through Cronbach's alpha, yielding values above 0.70, which indicated acceptable internal consistency (Taber, 2018). The Questionnaires also captured demographic and professional profile data to support the correlational analysis.

Statistical treatment of the data included frequency and percentage distribution for profile variables, weighted mean for competence scores, analysis of variance (ANOVA) to test for significant differences across groups, and Pearson's r to examine relationships between variables. Post hoc tests were employed when ANOVA results indicated significant differences, while Pearson's r provided measures of linear association.

The table presents the distribution of respondent-Master Teachers coaching campus journalism according to congressional districts within the Schools Division of Pangasinan II, DepEd Region I, during the SY 2025- 2026.

Population and Locale of the Study

The study was conducted in the Schools Division of Pangasinan II, DepEd Region I, during School Year 2025–2026. The study's respondents were Master Teachers who were actively coaching campus journalism in public elementary and secondary schools within the division.

The population of the study consisted of one hundred twenty-two (122) Master Teachers coaching campus journalism. These Master Teachers were considered appropriate respondents because they were directly involved in the training, mentoring, and supervision of student journalists. Their responsibilities included guiding learners in news writing, editorial writing, feature writing, copyreading, photojournalism, broadcasting, layout, and other school publication-related activities.

As campus journalism coaches, the respondent-Master Teachers performed both instructional and leadership functions. They taught journalism skills, provided feedback on students' outputs, guided editorial decisions, promoted the responsible use of information, and

encouraged students to actively participate in school publications. They also served as role models in promoting ethical writing, responsible reporting, teamwork, creativity, and critical thinking among student journalists.

The respondents were appropriate for the study because their coaching duties were closely related to the four dimensions of transformational leadership competence. In campus journalism coaching, idealized influence was reflected in the way Master Teachers modeled integrity, fairness, and ethical conduct. Individualized consideration was shown through their personal guidance and support to student journalists with different needs and abilities. Inspirational motivation was demonstrated through their ability to encourage students to pursue excellence in journalism. Intellectual stimulation was evident in their efforts to develop learners' critical thinking, creativity, and the ability to examine issues responsibly.

The 122 respondent-Master Teachers came from different school districts under the 4th, 5th, and 6th Congressional Districts of Pangasinan. Specifically, 25 respondents came from the 4th Congressional District, 42 came from the 5th Congressional District, and 55 came from the 6th Congressional District. This distribution showed that the study covered Master Teachers coaching campus journalism from various districts within the Schools Division of Pangasinan II.

Since the total number of qualified respondents was small, accessible, and clearly identified, the entire population was included in the study. Thus, the study did not use sampling to select only a portion of the population. Instead, all 122 Master Teachers coaching campus journalism served as respondents through complete enumeration. The distribution of the respondent-Master Teachers who coach campus journalism by school district is presented in Table X.

*Distribution of Respondent- Master Teachers Coaching Campus Journalism
according to Schools District.*

	<i>Population</i>		<i>Sample</i>	
	<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>
<i>4th Congressional District</i>	<i>220</i>	<i>100%</i>	<i>30</i>	<i>14%</i>
<i>5th Congressional District</i>	<i>180</i>	<i>100%</i>	<i>37</i>	<i>21%</i>
<i>6th Congressional District</i>	<i>499</i>	<i>100%</i>	<i>55</i>	<i>25%</i>
<i>Total</i>	<i>899</i>	<i>100%</i>	<i>122</i>	<i>13.57%</i>

As shown in Table X, the 6th Congressional District had the highest number of respondent-Master Teachers with 55, followed by the 5th Congressional District with 42, and the 4th Congressional District with 25. The total number of respondents was 122, which represented the complete population of Master Teachers coaching campus journalism in the Schools Division of Pangasinan II.

Data Gathering Tool

The primary data-gathering instrument for this study was a structured survey questionnaire checklist developed specifically for the research. This instrument collected information on respondents' profiles and measured their level of transformative leadership competence in coaching campus journalism.

The questionnaire checklist consisted of two sections. Part I collected demographic and professional information from the respondent Master Teachers, including age, sex, civil status, years of service, highest educational attainment, and relevant in-service training attended.

Part II evaluated the respondents' transformative leadership competence across four dimensions: idealized influence, individualized consideration, inspirational motivation, and intellectual

stimulation. Each dimension included indicator statements describing observable leadership behaviors relevant to campus journalism coaching. Responses were rated on a five-point Likert-like scale ranging from Always to Never. These ratings were subsequently converted into descriptive and transmuted scores to determine the competence level of the respondent Master Teachers. The questionnaire checklist was subjected to content validation by experts in educational leadership, research, and campus journalism. The validators reviewed the instrument for clarity, relevance, appropriateness, organization, and alignment with the study's objectives. Their comments and suggestions were used to improve the wording, sequencing, and content of the items. A pilot test was also conducted among Master Teachers who were not included as actual respondents of the study. The pilot test was used to determine whether the items were clear and understandable and whether the instrument could generate reliable responses. Based on the pilot testing, unclear or repetitive items were revised before the final administration of the questionnaire.

The questionnaire's reliability was established using Cronbach's alpha. The obtained reliability coefficient was 0.90, which indicated excellent internal consistency. This showed that the questionnaire items were highly consistent and acceptable for use in the actual data collection. Cronbach's alpha was used because it is a common measure of internal consistency for questionnaire or scale items (Abdullah et al., 2023).

Questionnaire survey methodology typically involves designing, piloting, implementing, and analyzing structured instruments in educational and social science research (Bihu, 2021). This established procedure supports the approach adopted in the present study.

Data Gathering Procedure

A systematic procedure guided the data collection process. Before administering the questionnaire, approval was secured from the Schools Division Office of Pangasinan II. Permission was also obtained from relevant district supervisors and school heads. After receiving approval, the validated survey questionnaire checklist was prepared for distribution. The instrument was personally administered to respondents, specifically Master Teachers and individuals involved in campus journalism coaching.

Prior to completing the questionnaire, respondents were informed about the study's objectives, the voluntary nature of participation, and the confidentiality of their responses. Sufficient time was provided for completion. The researcher clarified instructions when necessary but did not influence participants' answers.

Upon completion, the questionnaires were retrieved, checked, encoded, organized, and prepared for statistical analysis. The data-gathering process aligned with the descriptive-correlational design, as the researcher collected data solely on existing characteristics and leadership practices. No treatment, intervention, or manipulation of variables occurred.

III. RESULTS AND DISCUSSION

This chapter presented the results, analysis, and interpretation of the data gathered from the respondent-Master Teachers coaching campus journalism in the Schools Division of Pangasinan II, DepEd Region I. The presentation followed the sequence of the study's specific problems. It included the respondents' profiles, the extent of their transformative leadership competence, the significant differences in their competence across profile variables, the relationships among variables, and the proposed training program based on the findings.

Profile of Respondent Master Teachers Engaged in Coaching

Campus Journalism

The profile of the respondents is essential because it offers a comprehensive overview of the background, experience, and professional preparation of Master Teachers engaged in coaching campus journalism. These characteristics help explain their readiness to assume coaching responsibilities. Effective campus journalism coaching requires both technical expertise and leadership skills. Coaches are responsible for teaching students writing skills and for guiding them to think critically, act ethically, and collaborate effectively.

Chavez, Anuddin, and Mansul (2024) observed that campus journalism contributes to the development of students' writing confidence, and that school paper advisers enhance student journalists' skills through mentoring and guidance. Similarly, Sholeh (2021) found that transformational leadership is associated with improvements in teacher competence. Murovanaya, Tyalleva, and Kurbangalieva (2021) further explained that in-service training supports the development of teachers' professional competence.

Table 1 presents the frequency and percentage distribution of respondent Master Teachers engaged in coaching campus journalism, categorized by age, sex, civil status, years of service, highest educational attainment, and relevant in-service training attended.

TABLE 1
FREQUENCY-PERCENTAGE DISTRIBUTION
OF THE RESPONDENT-MTS, N=122

Variable	Variable Categories	Frequency	Percentage
Age	20-25 years old	17	13.9
	26-30 years old	35	28.7
	31-35 years old	28	23.0
	36-40 years old	24	19.7
	≥ 41 years old	18	14.8
Sex	Male	53	43.4
	Female	69	56.6
Civil Status	Single	31	25.4
	Married	66	54.1
	Widow/Widower	25	20.5

No. of Years in Service	1-5 years	5	4.1
	6-10 years	22	18.0
	11-15 years	52	42.6
	16-20 years	33	27.0
	≥ 21 years	10	8.2
Highest Educational Attainment	BS/AB	15	12.3
	BS/AB w/ MA units	56	45.9
	MA/MS	44	36.1
	MA/MS w/ Doctor's units	7	5.7
	EdD/PhD	15	12.3
Relevant In-Service Trainings	1 Training	4	3.3
	2 Trainings	27	22.1
	3 Trainings	44	36.1
	4 Trainings	23	18.9
	5 Trainings	14	11.5
	6 Trainings	8	6.6
	7 Trainings	2	1.6
	8 Trainings	4	3.3
	≥ 9 Trainings	27	22.1

Table 1 shows that most respondent-Master Teachers were aged 26 to 30, with 35 people (28.7%). The next largest group was 31 to 35 years old, with 28 respondents (23.0%). The smallest

group was 20 to 25 years old, with 17 respondents (13.9%). This means many respondents were in the early or middle parts of their teaching careers, a time when they are often active in school programs like campus journalism.

Most respondents were female (69, 56.6%), while 53 (43.4%) were male. This means that women made up the larger group of campus journalism coaches in this study.

With respect to civil status, most respondents were married (66, 54.1%), followed by single respondents (31, 25.4 percent) and widow/widower respondents (25, 20.5 percent). These findings suggest that a significant proportion of respondents balanced both family and professional responsibilities while serving as campus journalism coaches.

Transformative Leadership Competence (TLC) of MTs Coaching Campus Journalism in the Idealized Influence Dimension

Table 2 presents the extent of transformative leadership competence of the respondent-Master Teachers coaching campus journalism in the dimension of idealized influence. The table shows the weighted mean (WM), descriptive rating (DR), and transmuted rating (TR) for each indicator statement.

Table 2 shows that the respondent-Master Teachers achieved an overall weighted mean of 3.917 in the idealized influence dimension, which is categorized as “often” and interpreted as “competent.” This result indicates that respondent-Master Teachers frequently demonstrated ethical conduct, fairness, professionalism, trust, and responsible decision-making within the context of campus journalism coaching.

TABLE 2
LEVEL OF TRANSFORMATIVE LEADERSHIP COMPETENCE OF MTS COACHING
CAMPUS JOURNALISM IN THE IDEALIZED INFLUENCE

A. Idealized Influence	<i>WM</i>	<i>DR</i>	<i>TR</i>
<i>Indicator Statement</i>			
<i>As an MT coaching Campus Journalism, I . .</i>			
Model ethical conduct and fairness in coaching campus journalism.	3.803	<i>O</i>	<i>C</i>
Serve as a role model of integrity and professionalism for student journalists.	4.074	<i>O</i>	<i>C</i>
Demonstrate consistency between my editorial decisions and institutional values.	4.099	<i>O</i>	<i>C</i>
Uphold journalistic standards that inspire trust and credibility.	3.975	<i>O</i>	<i>C</i>
Lead by example in handling sensitive information with discretion.	3.770	<i>O</i>	<i>C</i>
Make decisions that prioritize student growth and journalistic ethics.	4.123	<i>O</i>	<i>C</i>
Exhibit resilience and composure during press-related challenges.	3.754	<i>O</i>	<i>C</i>
Inspire respect through principled leadership in editorial settings.	3.959	<i>O</i>	<i>C</i>
Align my coaching practices with the school's mission and press freedom.	3.812	<i>O</i>	<i>C</i>
Encourage colleagues to uphold high standards in campus journalism mentoring	3.803	<i>O</i>	<i>C</i>
<i>Total</i>	39.172		
<i>Overall Weighted Mean (OWM)</i>	3.917	<i>O</i>	<i>C</i>

Legend:

<i>Literal Rating</i>	<i>WM Score Range</i>	<i>Descriptive Rating (DR)</i>	<i>Transmuted Rating (TR)</i>
<i>A</i>	<i>4.50-5.00</i>	<i>Always (A)</i>	<i>Very Competent (VE)</i>
<i>B</i>	<i>3.50-4.49</i>	<i>Often (O)</i>	<i>Competent (C)</i>
<i>C</i>	<i>2.50-3.49</i>	<i>Sometimes (S)</i>	<i>Moderately Competent (ME)</i>
<i>D</i>	<i>1.50-2.49</i>	<i>Seldom (Sl)</i>	<i>Slightly Competent (SE)</i>
<i>E</i>	<i>1.00-1.49</i>	<i>Never (N)</i>	<i>Not Competent (NE)</i>

The highest-rated indicator was statement No. 6, “Make decisions that prioritize student growth and journalistic ethics,” which received a weighted mean of 4.123, classified as “often” and interpreted as “competent.” This finding demonstrates that respondent-Master Teachers prioritized both the development of student journalists and adherence to ethical standards in campus journalism. This prioritization is significant because journalism coaching involves not only teaching writing skills but also cultivating responsible and truthful communicators. Chavez, Anuddin, and Mansul (2024) emphasized that campus journalism fosters students’ writing confidence and that school paper advisers support student journalists through mentoring and guidance.

Differences in the Level of TLC of the Respondent-MTs Across the Variable, Age

Table 3 presents the ANOVA results on the differences in the extent of transformative leadership competence of the respondent-Master Teachers coaching campus journalism when grouped according to age.

Table 3 shows no significant differences in transformative leadership competence among respondent Master Teachers when grouped by age. The results were as follows: $F = 1.410$, $p = .235$ for idealized influence; $F = .699$, $p = .594$ for individualized consideration; $F = 1.487$, $p = .211$ for inspirational motivation; $F = 1.681$, $p = .159$ for intellectual stimulation; and $F = 1.779$, $p = .138$ for the grand total. Since all p-values exceeded the 0.05 significance threshold, these differences were not statistically significant.

*Mean Differences in the Level of Transformative
Leadership Competence of the Respondent-MTs
Across the Variable, Age*

Dimensions of Transformational Leadership		Sum of Squares	df	Mean Square	F	Sig.
A. Idealized Influence	Between Groups	41.544	4	10.386	1.410ns	.235
	Within Groups	861.841	117	7.366		
	Total	903.385	121			
B. Individualized Consideration	Between Groups	53.925	4	13.481	.699ns	.594
	Within Groups	2256.796	117	19.289		
	Total	2310.721	121			
C. Inspirational Motivation	Between Groups	136.537	4	34.134	1.487ns	.211
	Within Groups	2686.356	117	22.960		
	Total	2822.893	121			
D. Intellectual Stimulation	Between Groups	114.709	4	28.677	1.681ns	.159
	Within Groups	1995.496	117	17.056		
	Total	2110.205	121			
Grand Total	Between Groups	1869.023	4	467.256	1.779ns	.138
	Within Groups	30735.404	117	262.696		
	Total	32604.426	121			

ns=Not significant at 0.05 alpha level

Note. ns = not significant at the 0.05 level.

Accordingly, the null hypothesis stating that there were no significant differences in transformative leadership competence among respondent Master Teachers coaching campus journalism, when grouped by age, was accepted.

These results demonstrate that transformative leadership competence among respondent Master Teachers did not differ significantly by age. Both younger and older respondents exhibited comparable competence in modeling ethical behavior, providing individual support, motivating student journalists, and fostering critical and creative thinking.

This finding implies that age alone does not determine the leadership competence of Master Teachers coaching campus journalism. Across age groups, respondents demonstrated similar transformative leadership practices. Gaspar (2022) observed that demographic variables, such as age, sex, length of service, and educational attainment, do not consistently influence leadership styles. In the present study, age was not a significant factor differentiating transformative leadership competence among respondents.

IV. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions are derived from the key findings of the study:

First, the respondent Master Teachers coaching campus journalism possessed professional backgrounds and teaching experience that supported their coaching responsibilities. The majority were female, married, had substantial teaching experience, and held graduate-level education. These characteristics indicate adequate preparation and experience for their roles as campus journalism coaches.

Second, the respondent Master Teachers demonstrated competence across all four dimensions of transformative leadership: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. They exhibited ethical leadership, supported student journalists, motivated learners, and fostered critical and creative thinking in campus journalism activities. Intellectual stimulation received the highest ratings, indicating particular strength in encouraging students to analyze issues, ask questions, verify information, and express

ideas creatively. Third, age, civil status, years of service, highest educational attainment, and number of relevant in-service trainings did not significantly differentiate the transformational leadership competence of the respondent Master Teachers. Respondents exhibited similar levels of competence regardless of these profile variables. These results suggest that transformative leadership competence may depend on factors beyond demographic or professional characteristics, such as coaching experience, school support, personal commitment, and involvement in campus journalism.

Fourth, sex significantly differentiated the respondent Master Teachers' transformative leadership competence in the dimensions of inspirational motivation, intellectual stimulation, and the overall score. However, both male and female respondents remained within the competent level. Thus, while differences existed in certain dimensions, the overall competence of both groups was acceptable and positive.

Fifth, the relationship between idealized influence and years of service was significant but negligible and negative. Similarly, the relationships between sex and inspirational motivation, sex and intellectual stimulation, and sex and the overall score were significant but negligible and negative. These results should be interpreted with caution due to the weak relationships observed. The findings reflect patterns within this specific group and do not imply that one group is generally superior to another, the indicator statements with the lowest weighted means in each dimension provided a sound basis for developing the proposed training program to enhance the transformational leadership competence of Master Teachers coaching campus journalism. These indicators pointed to areas that could still be improved, particularly resilience and composure during press-related challenges, personalized guidance based on students' writing and reporting strengths, communicating optimism about students' potential as future media leaders, and integrating interdisciplinary insights into campus journalism. The following recommendations are presented in light of the study's findings and conclusions: Master Teachers coaching campus journalism should be encouraged to participate in professional development activities, particularly Learning Action Cell sessions focused on transformative leadership competence. Participation in these sessions can strengthen skills in ethical leadership, individualized coaching, motivational guidance, and critical-thinking development among student journalists.

The proposed training program aimed at enhancing the transformative leadership competence of Master Teachers coaching campus journalism should be considered for implementation at the school division level. The training should focus on the lowest-rated indicators in each dimension to directly address specific areas for improvement. School heads, district supervisors, and the Division Campus Journalism Coordinator should provide regular technical assistance and mentoring support to Master Teachers coaching campus journalism. This support should include coaching demonstrations, mentoring sessions, peer sharing, and monitoring of campus journalism activities. Master Teachers coaching campus journalism should be encouraged to elevate their transformative leadership competence from competent to very competent. This can be achieved through continuous participation in training, workshops, mentoring activities, and school-based professional learning communities. Future training activities should emphasize not only the quantity but also the quality and practical application of training. Trainings must be practical, output-based, and directly related to campus journalism tasks such as ethical reporting, editorial decision-making, student mentoring, publication management, fact-checking, creative writing, and interdisciplinary storytelling.

Future researchers are encouraged to conduct similar studies that incorporate additional variables not examined in the present study, such as school support, coaching experience, access to journalism resources, workload, teacher motivation, student publication performance, and school paper adviser experience. Including these variables may provide a deeper understanding of the factors influencing transformational leaders. Future studies should consider employing mixed-methods research, including interviews, focus group discussions, or classroom and publication observations. This approach can help explain not only the level of transformative leadership competence among Master Teachers but also their experiences, challenges, and best practices in coaching campus journalism.

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