
Assessing the Impact of Change-Oriented Leadership, Motivation, Collaboration, and Innovation on School Effectiveness of Public Secondary Schools

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Abstract — This study assessed the impact of change-oriented leadership, motivation, collaboration, and innovation on school effectiveness among public secondary schools. Using a mixed-methods sequential explanatory research design, quantitative data were gathered from 100 teachers and school heads through a validated survey instrument, followed by qualitative interviews and focus group discussions. Descriptive statistics, correlation analysis, regression analysis, and structural equation modeling were used to examine relationships among variables, while thematic analysis was applied to qualitative data. Findings revealed high levels of change-oriented leadership, motivation, collaboration, innovation, and school effectiveness. Structural equation modeling showed that collaboration and innovation significantly predicted school effectiveness, while change-oriented leadership and motivation demonstrated indirect influence through organizational processes. The model explained 46% of the variance in school effectiveness. Qualitative findings emphasized that participatory leadership, professional trust, teamwork, and openness to innovation contribute to continuous school improvement. The study concludes that effective schools are strengthened by collaborative cultures and innovation-driven practices supported by transformational leadership.

Keywords: educational leadership, school effectiveness, collaboration, innovation, motivation, transformational leadership

I. INTRODUCTION

Change-oriented leadership, teacher motivation, collaboration, and innovation are critical factors affecting school effectiveness. Many schools continue to struggle with improving student learning, teacher development, and organizational adaptability due to reactive leadership, uneven motivation, weak collaboration, and limited innovation (Leithwood et al., 2020). Studies emphasize that leadership focused on change and innovation is essential in addressing evolving educational demands and improving school outcomes (Puni et al., 2023; Tesfaye & Bekele, 2024; Zhang et al., 2023).

Globally, evidence from Vietnam, Ethiopia, Ghana, and the Philippines shows that weak leadership practices, low teacher engagement, limited collaboration, and inconsistent innovation hinder sustainable school improvement (Nguyen et al., 2022; Tesfaye & Bekele, 2024; Puni et al., 2023; Samal & Oducado, 2023; Luminarias & Salipot, 2023; Reyes & Ramos, 2022). Although these factors are recognized as important predictors of effectiveness, limited research has examined their combined influence within a unified framework, particularly in developing contexts like the Philippines (Leithwood et al., 2020; Hallinger & Kovacevic, 2023).

Grounded in Transformational Leadership Theory (Burns, 1978; Bass & Avolio, 1990), this study investigates how leadership, motivation, collaboration, and innovation interact to influence school effectiveness. While prior research has examined these variables separately, few studies have integrated them into a unified framework, particularly in developing contexts. Addressing this gap, the study aims to provide empirical evidence to guide policy and leadership practices in Philippine schools.

Theoretical/Conceptual Framework

This study, grounded in the Transformational Leadership Theory developed by Burns (1978) and expanded by Bass (1985) and Bass and Riggio (2006), specifically highlights change-oriented leadership as a crucial driver for progress within educational institutions. Such leaders, acting as catalysts rather than mere managers, inspire profound motivation among staff and

students by articulating a compelling vision for school improvement. They cultivate an environment of intellectual stimulation that actively encourages critical thinking and challenging existing paradigms, thereby fostering innovation in teaching and learning practices. Moreover, by modeling ideal behaviors and attending to individual needs, these leaders build a foundation for strong collaboration among all stakeholders, ultimately contributing to enhanced school effectiveness and superior educational outcomes.

In the present study, change-oriented leadership is conceptualized as an expression of transformational leadership, wherein leaders provide direction and vision that encourage adaptability and innovation in organizations. Motivation is enhanced by transformational leaders through inspirational motivation and individualized consideration, enabling individuals to internalize organizational goals and pursue them with commitment. Similarly, transformational leaders cultivate collaboration by fostering trust, shared responsibility, and teamwork among members, creating a supportive climate that strengthens organizational effectiveness.

These leadership-driven processes ultimately lead to positive organizational outcomes. Specifically, transformational leadership is theorized to enhance innovation through intellectual stimulation, which encourages creative problem solving and openness to new ideas. Likewise, transformational leadership improves organizational effectiveness by aligning individual and group performance with organizational objectives, thereby increasing adaptability, productivity, and long-term sustainability.

Anchored on Transformational Leadership Theory, this framework posits that change-oriented leadership, motivation, and collaboration directly contribute to innovation and organizational effectiveness, thereby underscoring the central role of transformational leadership processes in driving organizational success.

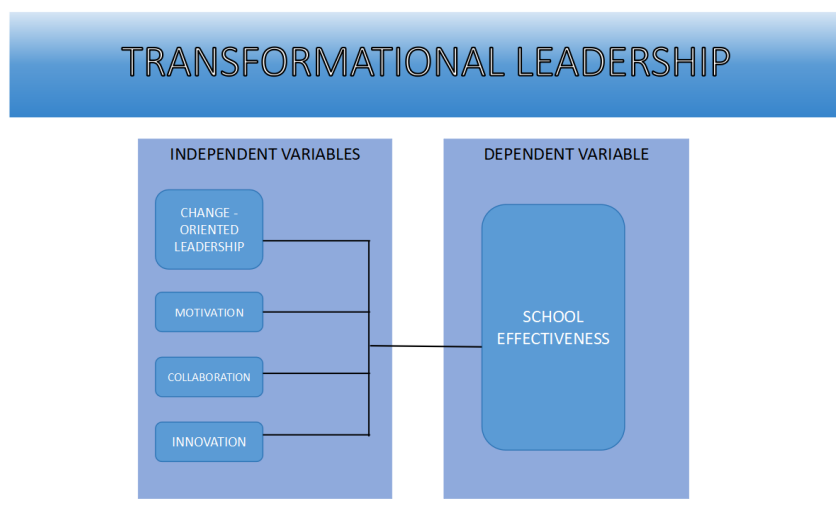


FIGURE 1
CONCEPTUAL FRAMEWORK OF THE STUDY

LITERATURE REVIEW

The effectiveness of schools has long been linked to leadership, teacher motivation, collaboration, and innovation. This section surveys significant scholarly works, books, and frameworks that underpin the present study, highlighting their contributions and limitations.

1. Change-Oriented Leadership

Leithwood et al. (2021, 2020) emphasize that leadership is the most critical factor influencing school improvement. Their studies show that reactive leadership undermines adaptability, while proactive, change-oriented leadership fosters innovation and teacher engagement. Burns (1978); Bass & Avolio (1990); Bass & Riggio (2006) developed Transformational Leadership Theory, which frames leaders as visionaries who inspire motivation, intellectual stimulation, and individualized support. This theory provides the conceptual backbone of the present study. Puni et al. (2023); Tesfaye & Bekele (2024); Zhang et al. (2023) demonstrate across Ghana, Ethiopia, and Asia that leadership styles failing to encourage change correlate with lower teacher creativity and weaker student outcomes.

Critical Evaluation: While these studies establish leadership as a driver of change, most focus on Western or African contexts. Few integrative studies exist in the Philippines, highlighting the need for localized evidence.

2. Motivation

Deci & Ryan (2000, 2020) introduced Self-Determination Theory (SDT), which posits that autonomy, competence, and relatedness are essential for sustained motivation. Tieng et al. (2021) found that teacher motivation in Southeast Asia increases when educators experience emotional satisfaction and institutional recognition. Hoy & Miskel (2020) argue that motivated teachers are more likely to adopt innovative practices and sustain school effectiveness.

Critical Evaluation: Motivation research is robust, but many studies treat it as an isolated factor. The present study integrates motivation with leadership, collaboration, and innovation to examine its indirect effects.

3. Collaboration

Hargreaves & O'Connor (2021) highlight “collaborative professionalism,” where teachers engage in shared responsibility and collective efficacy, leading to improved student learning. Gronum, Verreynne, & Kastle (2012, 2020) show that collaboration enhances knowledge sharing and organizational innovation.

Reyes & Ramos (2022) report that in Philippine schools, collaboration is uneven, with some institutions excelling while others struggle due to cultural and structural barriers.

Critical Evaluation: Collaboration is consistently linked to innovation and effectiveness, but its success depends on trust and supportive leadership. This underscores its mediating role in the present study.

4. Innovation

Rogers (2003) in his Diffusion of Innovations Theory explains how new ideas spread within organizations, emphasizing leadership and collaboration as enablers. Anderson, Potocnik, & Zhou (2014, 2021) argue that innovation in education thrives when teachers are empowered and supported by leadership.

Damanpour & Aravind (2021) found that institutions with open communication and supportive climates are more likely to implement creative practices effectively.

Critical Evaluation: Innovation research highlights leadership and collaboration as prerequisites. However, most studies focus on technological innovation, while the present study broadens the scope to include pedagogical and organizational innovations.

5. School Effectiveness

Cameron (2015, 2020) defines organizational effectiveness as the ability to achieve objectives efficiently while adapting to change. Fullan (2021); Harris & Jones (2022) argue that school effectiveness depends on leaders who inspire change, motivate teachers, and embed collaboration and innovation. Samal & Oducado (2023); Luminarias & Salipot (2023) provide Philippine-based evidence showing that uneven practices in leadership and innovation contribute to varying levels of school effectiveness.

Critical Evaluation: While global frameworks are well-developed, Philippine studies remain fragmented. This research addresses the gap by integrating leadership, motivation, collaboration, and innovation into a unified model.

II. METHODOLOGY

Research Design

This study used a mixed-methods sequential explanatory design to examine how change-oriented leadership, motivation, collaboration, and innovation affect school effectiveness. The quantitative phase (survey, correlation, regression, SEM) established relationships and predictive power, while the qualitative phase (interviews, focus groups) provided deeper insights. Integration occurred at the interpretation stage for a comprehensive understanding (Creswell & Plano Clark, 2018).

Locale & Respondents

Conducted in Davao del Norte Division among public secondary teachers and school heads (SY 2025–2026), selected through random sampling (Thomas, 2022). A sample of 100 respondents was deemed sufficient for statistical analysis.

Instruments

Quantitative: Structured survey on leadership, motivation, collaboration, innovation, and organizational effectiveness, rated on a 5-point Likert scale. Reliability tested via Cronbach's alpha (≥ 0.70).

Qualitative: Semi-structured interviews and focus groups exploring experiences and perceptions.

Data Gathering & Analysis

Approval and ethics clearance were secured. Surveys were distributed via Google Forms; interviews and FGDs followed. Quantitative data were analyzed using descriptive and inferential

statistics (correlation, regression, CFA, SEM). Qualitative data were thematically analyzed (Braun & Clarke, 2006). Results were integrated through joint display analysis for triangulation and validity.

Ethical Considerations

Risks (privacy, psychological discomfort, economic inconvenience) were minimized through informed consent, anonymity, confidentiality, and compliance with the Data Privacy Act of 2012 and National Ethical Guidelines (PHREB, 2017).

III. RESULTS AND DISCUSSION

Demographic Profile

Majority aged 25–40 (68%), predominantly female (70%). 70% teachers, 15% master teachers, 10% head teachers. Most had 6–15 years of service, with 65% holding bachelor's degrees.

FIGURE 2
DEMOGRAPHIC PROFILE OF RESPONDENTS

Variable	Summary Findings
Age	Majority of respondents (68%) are aged 25–40 years old, representing mid-career teachers.
Sex	Predominantly female (70%), consistent with the gender composition of the teaching workforce.
Position	Most respondents are Teachers (70%), followed by Master Teachers (15%) and Head Teachers (10%).

Variable	Summary Findings
Years in Service	A large portion (40%) have 6–10 years of service, and 30% have 11–15 years, showing moderate professional experience.
Educational Attainment	Bachelor’s degree holders make up the majority (65%), followed by Master’s degree holders (25%).
School Type	All respondents are from secondary schools, aligning with the study focus.

FIGURE 3
MEAN SCORES OF VARIABLES

Variable	Mean	Interpretation
Change-Oriented Leadership	4.45	Strongly Agree
Motivation	4.50	Strongly Agree
Collaboration	4.42	Agree
Innovation	4.38	Agree
Organizational Effectiveness	4.47	Strongly Agree

Key Findings

- Collaboration and innovation emerged as the strongest predictors of school effectiveness.
- Leadership and motivation influenced effectiveness indirectly via collaboration and innovation.
- SEM explained 46% of variance in school effectiveness.

FIGURE 4
REGRESSION MODEL OF PREDICTORS

Predictor Variable	Dependent Variable	Standardized Beta (β)	Standard Error (SE)	p-value	Interpretation
Change-Oriented Leadership	School Effectiveness	0.03	0.04	0.412	Not significant
Motivation	School Effectiveness	-0.00	0.03	0.965	Not significant
Collaboration	School Effectiveness	0.15	0.05	0.018	Significant
Innovation	School Effectiveness	0.11	0.04	0.042	Significant

Model Fit Indices:

$\chi^2 (160) = 265.37, p < .001$; CFI = 0.96; TLI = 0.95; RMSEA = 0.045; SRMR = 0.037

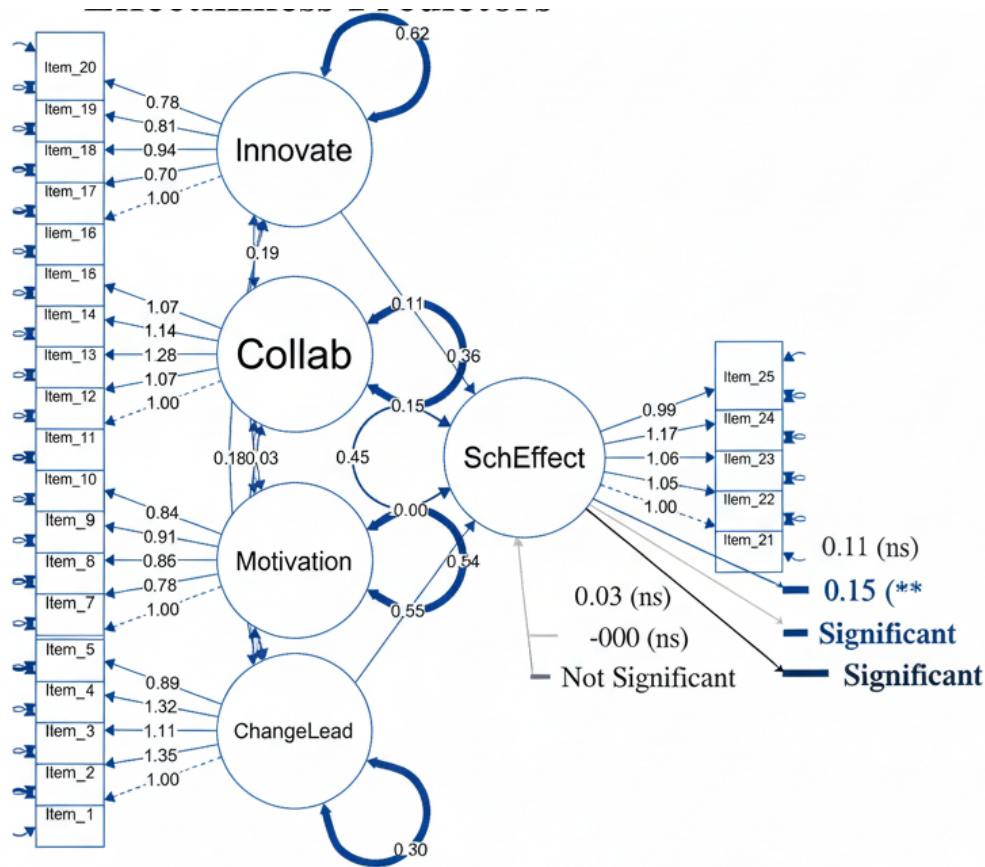
R^2 (School Effectiveness) = 0.46

Note. β = standardized regression coefficient; SE = standard error; CFI = Comparative Fit Index; TLI = Tucker–Lewis Index; RMSEA = Root Mean Square Error of Approximation; SRMR = Standardized Root Mean Square Residual.

Structural Equation Modeling (SEM)

The SEM analysis revealed that collaboration and innovation had significant direct effects on school effectiveness, while change-oriented leadership and motivation influenced effectiveness indirectly. The model explained **46% of the variance** in school effectiveness.

FIGURE 5
STRUCTURAL EQUATION MODEL



Results & Interpretation

Model Fit Indices: $\chi^2(160) = 265.37$, $p < .001$;
CFI = 0.96; TLI = 0.95; RMSEA, SRMR = 0.037
*Note. Good fit indicated by CFI, TLI > .95, < .06, SRMR = .08

$R^2 = 0.46$

46% of variance in School Effectiveness explained

$p < .05$. ns = not significant

Discussion & Elaboration:

- **Key Finding:** Collaboration (0.15) and significantly School Effectiveness $\uparrow \uparrow$
- Change-Orineted Leadership (ns) not direct preitors in this model
- Model explains 46% & variance Scchestasgies.
- **Conclusion:**
- **Conclusion:** Fostering colaboration & innovation are key strategies.

FIGURE 6
THEMATIC SUMMARY OF QUALITATIVE FINDINGS

Theme	Summary Description
Change-Oriented Leadership	Teachers appreciate participatory, empowering, and supportive leadership that allows experimentation and recognizes effort (Al-Husseini & Elbeltagi, 2020; Northouse, 2022).
Motivation	Intrinsic motivation (student learning, fulfillment) dominates, complemented by recognition and growth opportunities (Ryan & Deci, 2020; Tieng et al., 2021).
Collaboration	Collegial trust, shared goals, and structured teamwork foster a positive working environment (Hargreaves & O'Connor, 2021).
Innovation	Schools adopt new teaching methods, technologies, and strategies reflecting openness to change (Anderson et al., 2021; Damanpour & Aravind, 2021).
Organizational Effectiveness	Strong leadership, collaboration, and motivation contribute to achieving goals and maintaining adaptability (Leithwood et al., 2020; Cameron, 2020).

The qualitative phase of the study generated five major themes—Change-Oriented Leadership, Motivation, Collaboration, Innovation, and Organizational Effectiveness—which collectively illuminate how leadership behaviors and organizational dynamics influence school performance. These themes, supported by participant narratives and aligned with relevant literature, provide deeper insights into the quantitative findings of the study.

The findings of this study, supported by a validated Structural Equation Model (SEM), highlight the interconnected nature of school effectiveness. The strong model fit and explanatory power ($R^2 = 0.46$) confirm that leadership, motivation, collaboration, and innovation collectively contribute to organizational performance in public secondary schools. The results indicate that while leadership and motivation serve as enabling factors, collaboration and innovation function as the primary mechanisms that directly enhance school effectiveness.

Collaboration as the Key Driver of School Effectiveness

Among the predictors, collaboration demonstrated the strongest positive influence on school effectiveness ($\beta = 0.15$, $p = 0.018$). This underscores the importance of trust, teamwork, shared responsibility, and professional relationships in achieving collective goals. Consistent with collaborative professionalism, the findings suggest that schools with strong collaborative cultures promote knowledge sharing, instructional improvement, and collective accountability. Qualitative data further revealed that teachers value open communication, shared planning, and mutual support, which strengthen organizational commitment and continuous improvement.

Innovation as a Pathway for Adaptability and Growth

Innovation also significantly predicted school effectiveness ($\beta = 0.11$, $p = 0.042$), indicating that schools that embrace new practices, technologies, and adaptive strategies are better positioned to respond to educational challenges. Teachers' engagement in creative approaches and professional learning activities reflects the role of innovation in improving responsiveness, problem-solving, and organizational resilience.

Leadership and Motivation as Enabling Conditions

Although change-oriented leadership showed no direct significant effect on school effectiveness ($\beta = 0.03$, $p = 0.412$), qualitative findings revealed that its influence occurs indirectly

by creating a supportive culture that encourages collaboration and innovation. School heads contribute by providing vision, trust, empowerment, and opportunities for professional growth. Similarly, motivation received the highest descriptive rating ($M = 4.50$) but had no direct effect ($\beta = -0.00$, $p = 0.965$), suggesting that motivation strengthens effectiveness through teachers' participation in collaborative and innovative practices.

An Integrated Model of School Effectiveness

Overall, the findings reveal that school effectiveness emerges from the interaction of leadership, motivation, collaboration, and innovation. Leadership and motivation provide the foundation, while collaboration and innovation serve as the active drivers of improvement. This highlights that effective schools are built not solely through individual leadership actions but through collective professional practices characterized by trust, shared responsibility, continuous learning, and adaptability—principles essential for advancing quality education and achieving Sustainable Development Goal 4.

IV. CONCLUSION

The study concluded that collaboration and innovation are the strongest direct predictors of school effectiveness, while change-oriented leadership and motivation influence outcomes indirectly by creating enabling environments that support teamwork, creativity, and teacher engagement.

These findings affirm the Transformational Leadership Theory of Burns (1978), Bass (1985), and Bass and Riggio (2006), which posits that effective leaders inspire collective purpose, intellectual stimulation, and professional growth—thereby indirectly enhancing performance through empowerment rather than control.

In sum, school effectiveness is a collective achievement, sustained by a professional culture that values collaboration, nurtures motivation, and rewards innovation.

V. RECOMMENDATION

Based on the study's findings, it is recommended that schools strengthen collaborative and innovative practices as key strategies for enhancing organizational effectiveness and achieving **Sustainable Development Goal 4 (Quality Education)**. Educational leaders should focus on creating supportive environments that empower teachers to share ideas, experiment with new methods, and engage in continuous professional learning. Leadership development programs must emphasize participatory and transformational approaches that cultivate trust, motivation, and collective responsibility. Furthermore, policies should prioritize capacity building for innovation and collaboration across all school levels to ensure long-term adaptability and educational improvement. By embedding these practices, schools can contribute meaningfully to global efforts toward inclusive, equitable, and high-quality education for all.

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