

Transformational leadership in resurfacing educational system

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Abstract: Educational transformation is one of the current educational trends under the Philippine Educational System. Transformation lies in every fiber of school governance and administration. This study assessed the transformational leadership styles of public secondary school heads in the Philippines. It utilized a descriptive research. It was participated by 150 randomly selected school heads and 150 randomly selected junior high school teachers among selected public schools in the Philippines. The study used researcher-made survey questionnaire. Results revealed that school heads were visionary thinkers as they plan and design programs and activities for the total development of the school, responsive to future needs, demands and challenges in the educational landscape. Moreover, school heads and teachers both assessed that transformational leadership was highly evident. As such, it found out that there was no significant differences on the assessments of school heads and teachers on transformational leadership.

Keywords: Transformational, Leadership, Education, System, School heads, Visionary, Thinkers

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INTRODUCTION

School heads initiate positive change in the school in order to create efficient leadership and managerial approach. In this manner, teachers and learners are given wide range opportunities to develop and find effective approaches which can provide them formal avenues for retentive educative process. One of the current educational trends in line with school leadership and management is the use and implementation of school heads' transformational leadership. This

leadership style underscores clear and compelling vision of school heads as leaders of the school to align their programs and projects to the prevailing needs and demands of the learners in the 21st Century teaching and learning process. On the other hand, transformational leadership also emphasizes the ability of the school heads to empower the community gearing towards development and growth.

While it is widely accepted that changes bombard every corner and aspect of school as formalized institution, it is also generally understood that these changes can bring positive implication thereby prompting school leaders to adopt and adjust their leadership styles to abide with what the current educational landscape needs. Strong commitment and compassion of school leaders to serve the public is practically a vital approach to development and revitalization of educational system.

Based from the study of Judd (2017) which shows that transformational leaders in schools create strong policies that attract development and consistent improvement of skills through holistic approach. On the other hand, Wang (2019) reveals that school heads transformational leadership significantly affected by modernity and current school climates. In addition, according to the words of Asare (2017) define transformational leadership as an improved method for school functioning and quality education delivery through teacher commitment and willingness to exceed targets. Further, Buenvenida and Ramos (2019) show that transformational leadership practices of school heads have significantly affected the overall school performance where schools performed excellently on vital management and supervision domains.

Research Objectives

This study described school heads transformational leadership styles among selected public secondary schools in the Philippines. It specifically aimed to:

1. describe school heads' transformational leadership as assessed by themselves as to visionary thinking, inspirational communication and strong engagement;
2. describe school heads' transformational leadership as assessed by their teachers as to visionary thinking, inspirational communication and strong engagement; and
3. examine if there would significant difference between the assessment of school heads and teachers on transformational leadership.

METHODOLOGY

Research Design

This study utilized descriptive research. As defined by Siedlecki (2020), descriptive research is a quantitative method that is described as the collection of numerical data for the statistical analysis of a sample data set in a population. This current work described school heads' transformational leadership as assessed by themselves and their teachers. The description was significantly made in order to examine the findings as it may serve as baseline in the formulation of school heads' school comprehensive management and supervisory plan.

Respondents and Locale of the Study

The subject respondents of the study were the 150 randomly selected school heads and 150 randomly selected junior high school teachers among selected public schools in the Philippines. The selection of the respondents was based on the willingness of the school heads to participate in the study. The researchers posted a call for participants in their social media account.

Research Instrument

The study utilized a researcher-made-survey questionnaire. This contained items relating to school heads' transformational leadership as to visionary thinking, inspirational communication and strong engagement. The developed survey-questionnaire used a 4-Likert Scale such as: 4-Highly Evident, 3-Evident, 2-Not Evident and 1-Highly Not Evident. The researcher-made survey questionnaire underwent reliability testing through pilot testing among non-included respondents who were participated by 25 school heads. A Cronbach Alpha result of .878 which was signified that items were "Acceptable."

Data Analysis

Mean, standard deviation, overall mean and independent sample t-test were used as statistical tools in this current work. Mean, standard deviation and overall mean were used in order to describe the school heads and teachers' assessment on transformational leadership as to visionary thinking, inspirational communication and strong engagement. Hence, independent sample t-test was used in order to examine if there would be a significant difference on the assessment of school heads and teachers on transformational leadership.

FINDINGS AND DISCUSSION

Assessment of school heads on transformational leadership

Based from the results, school heads assessed that visionary thinking ($m=3.87$) with the highest mean score followed by strong engagement ($m=3.76$) and inspirational communication ($m=3.56$). The results indicate that school heads exercised visionary thinking forming their transformational leadership. In other words, school heads have clearer vision for the school which they personally and professionally developed. This ability enables the school heads to comprehensively express their created long-terms goals for the schools. In this line, it practically implicates the school heads as when they apply visionary thinking, they are able to design and formulate strategic plan geared towards resilience and adoption to the current educational trends.

The results significantly show that school heads practiced transformational leadership approach to effectively discharge strong and positive school leadership and governance. In line with this, school heads assessed themselves as advocates of transformational leadership to capacitate and leverage innovative and highly impactful leadership practices in the school context. The results practically evidenced the Transformational Leadership Theory whereas it asserts that school heads are visionary thinking where they can predict, design and develop plans that are substantial for the future development and clearer trajectory of the school. Hence, the results are supported by the study of Moh (2024) which reveals that school heads transformational leadership

involves innovative educational practices and future thinking emphasizing the development and future disposition of schools regarding to the changes brought about by rapidly changing society.

Assessment of teachers on transformational leadership

Based from the results, teachers assessed visionary thinking ($m=3.85$) with the highest mean score followed by inspirational communication ($m=3.75$) and strong engagement (3.60). This indicates that teachers strongly affirmed their school heads' assessment as well as they are in conformity where their school heads used transformational leadership in school management and supervision. To funnel, teachers strongly affirmed that their school heads are visionary thinkers where they plan and formulate actions that are responsive for the future needs and demands of the community specially in the teaching and learning process. In this light, teachers also affirmed their positions in which their school heads strongly lays long-term goals capacitating their knowledge and skills for the total development of school as community. On the other hand, teachers also in conformity that their school heads strongly impose active stakeholder engagement and inspirational communication where they are encouraged and motivated to exert their potentials to help develop the school and obtain excellence beyond adversities.

The results significantly show that teachers strongly emphasized their affirmation as to presence and use of transformational leadership approach by their school heads. The results practically evidenced Transformational Leadership Theory where school heads and teachers are focused in motivating and sharing innovative visions among themselves, to produce quality instruction thereby leading to quality-based education. Thus, the results are supported by the study of Hidayah (2025) which reveals that leadership functions are characterized with strategic institutional development and empowerment.

Difference between the assessments of school heads and teachers on transformational leadership

Based from the results of the study, no significant differences between the assessments of school heads and teachers regarding transformational leadership ($p=.413$). This indicates that both groups generally perceived that transformational leadership approach in school management and supervision is of similar level and significance. The results practically evidenced the theory as both teachers and school heads shared equal significant actions to create total development in the school. Apparently, the result is supported by the study of Turan (2021) which asserts that school principals and teachers have shared same perceptions on visionary leadership and behavior.

CONCLUSION

Transformational leadership approach for school leadership and management was highly evident as assessed by school heads and teachers. Conclusively, school heads were visionary thinkers as they plan and design programs and activities for the total development of the school, responsive to future needs, demands and challenges in the educational landscape. Moreover, school heads and teachers both assessed that transformational leadership was highly evident. As such, it found out that there was no significant differences on the assessments of school heads and teachers on transformational leadership.

RECOMMENDATIONS

The study recommends further investigation on the relationship of school heads' profile and their means and methods of employing transformational leadership to school administration and management. In addition, the study recommends that school heads should create comprehensive intervention plan for the provision of resilient and highly impactful school leadership and governance.

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