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TRANSFORMATIONAL LEADERSHIP PRACTICES OF SCHOOL HEADS AND PERFORMANCE OF CITY SCHOOLS IN THE DIVISION OF FIRST DISTRICT OF LAGUNA, PHILIPPINES

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Abstract

A study was conducted to determine the transformational practices of school leaders of city schools in the Division of First District of Laguna, Philippines. Further, the research aimed also to determine the extent of transformational leadership practices among public elementary school heads and teachers in terms of: Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration; assessed the performance of public elementary schools in terms of: Drop Out Rate, Cohort Survival Rate, Completion Rate, and Achievement Rate and determined the significant relationship between transformational leadership practices and the performance of public elementary schools. The descriptive correlational research design was employed and involved 44 school heads and 591 public elementary teachers. All the practices were assessed by the teacher respondents as highly observed. The schools' Drop-out rate and Cohort Survival Rate with an average of 2.49 and 84.82% respectively were

interpreted as Very Satisfactory; and Completion rate of 94.5% as Outstanding. The schools' National Achievement Test (NAT) is interpreted as Average Proficiency Level. Further studies could be conducted in other districts of Laguna and Region IV-A in order to verify the results as well as to develop a comprehensive training program for teachers as part of the School Improvement Plan.

Keywords

Transformational Leadership, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration

1. Introduction

Transformational leadership focuses on bringing a change to the relationship between leaders and subordinates (Akitunde, 2013). The transformational leader inspires and encourages the subordinate to maintain a positive attitude and to perform tasks given to him or her to the best of his or her ability. The leader seeks to bring change to the organization and to uplift those that they lead, through his or her attitude, passion, and persuasion. This leadership model creates an atmosphere in which the subordinates feel accepted and cared for. It also creates a type of relationship that enables the followers to feel the need to give more, and thus feel successful.

There are four components of transformational leadership, namely: 1) Intellectual Stimulation – Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn 2) Individualized Consideration – Transformational leaders also offer support and encouragement to individual followers. In order to foster supportive relationships, leaders keep lines of communication open so that followers feel free to share ideas and leaders can directly recognize the unique contributions of each follower. 3) Inspirational Motivation – Transformational leaders have a clear vision on how to articulate to followers. They are also able to help followers experience the same passion and motivation to fulfill their goals. 4) Idealized Influence – The transformational leader serves as a role model for the followers. Because followers trust and respect the leader, they emulate this individual and internalize his or her ideal (Bass, 2008). Further in a study conducted by Aruzie, R.S. et. Al. (2018), they found out that it is clear that the school leadership provided and/or shared by a school administrator is one of the key factors in enhancing school performances and student achievements. Transformational leaders represent the most valuable form of leadership since

followers are given the chance to change, transform and, in the process, develop themselves as contributors. Transformational leaders employ knowledge, expertise and vision to change those around them in a way that makes them followers with deeply embedded buy-in that, remains even when the leader that created it is no longer on the scene.

As cited by Sadeghi and Pihie (2012), utilizing inspirational motivation behavior, leaders inspire their followers by preparing challenges and meaning for followers' work. It means that the school heads encourage the subordinates to accomplish their responsibilities. The study also revealed that the Idealized influence behavior of school heads focuses on worth and sense of mission. This implies that the school heads are leader who fairly talk about important values in organization and focus on attractive and worthwhile visions and ethical aspects.

According from Storey(2010) a transformational leader as one of the modern leadership theory focuses on the transformation of the follower and working as a team towards the achievement of the organizational goal. Among other leadership theory, transformational leadership has been accepted to be more effective leadership style. The success of any organization depends on the type of leadership approach applied. The case studies conducted have indicated that a leader should be innovative, motivational, and transparent and have the ability to adopt a team work approach in order to accomplish the expected organizational goal. The new leader applied good leader follower approach in discharging his duty. This has made his administration to have more significant change more than the former leader who was assumed to be not inspirational and motivational.

The principal's transformational leadership has a substantial and direct effect on student achievement. There is a direct correlation between the behavior of the principal in the school and the average academic achievement of student in the school to be. A boost in a principal's transforming leadership skill by one standard deviation will result in student achievement increasing by ten percentile points on standardized tests (Marzano et al., 2005).

2. Objectives of the Study

The study aimed to determine the transformational practices of school leaders in the city schools division of the first district of Laguna. Specific aims include the following: 1) to determine the extent of the assessment of teachers of the transformational practices of school heads in the public elementary schools of city schools in the division of first district of Laguna in terms of: Idealized Influence, Inspirational Motivation, Intellectual Stimulation and

Individualized Consideration; 2) to assess the performance of public elementary schools in the city schools divisions in the first district of Laguna in terms of: Drop Out Rate , Cohort Survival Rate, Completion Rate, and Achievement rate, and 3) determine the significant relationship between transformational leadership practices and the performance of public elementary schools.

3. Methods

The study used the descriptive correlational research design. Descriptive method is a purposive process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, trends and cause and effect relationships and making adequate and accurate interpretation about such data with or without the aid of statistical treatment (Shuttleworth, 2008). This study utilized also the documentary analysis of the performance indicators of the school which includes the Cohort Survival Rate, Drop-Out Rate, Completion Rate, and Achievement Rate. Data were gathered from different schools and analyzed.

The study involved all the 44 school heads and 591 public elementary teachers across public elementary schools in two City Schools in the Division of First District of Laguna. Two sampling techniques (i.e. random sampling and total enumeration) were employed. Total enumeration was used in obtaining data from the school head respondents (such as Cohort Survival Rate, Drop-Out Rate, Completion Rate, and Achievement Rate) while random sampling was employed in the selection of teacher respondents. The public elementary schools in two City Schools Division in the First District of Laguna have a population of 44 school heads and 1,249 teachers. After using the Slovin's formula for determining the sample size, a total of 591 teachers were involved in the study. Two sets of survey questionnaire were adopted and modified from a previous study which also assessed the transformational leadership practices of school heads (Wahab, J. A., et. al., 2014). The obtained results were interpreted using the following scale:

Scale	Interpretation
4.50 – 5.00	Extremely Observed
3.50 – 4.49	Highly Observed
2.50 – 3.49	Observed
1.50 – 2.49	Moderately Observed
1.00 – 1.49	Not Observed

The first part of the survey instrument includes the profile of the teacher's respondents. It also gathered information on the school head's practices of transformational leadership in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The second part of the questionnaire gathered information regarding the performance of public elementary schools in the City Schools Divisions in the first District of Laguna in terms of drop-out rate, cohort survival rate, completion and achievement rate. The achievement rate was obtained from the results of the National Achievement Test (NAT) which was administered by the Department of Education. NAT is a set of examinations taken in the Philippines by students in Grades 6, 10, and 12. Students are given national standardized test, designed to determine their academic levels, strength and weaknesses. Their knowledge learnt throughout the year are divided into 5 categories; English, Filipino, Math, Science and Araling Panlipunan (Social Studies in English) and are tested for what they know. The examinations aim to: to provide empirical information on the achievement level of pupils/students in Grades Six, Ten, and Twelve to serve as guide for policy makers, administrators, curriculum planners, supervisors, principals and teachers in their respective courses of action; 2. identify and analyze variations on achievement levels across the years by region, division, school and other variables; determine the rate of improvement in basic education with respect to individual schools within certain time frames.

Percentage distribution was used in consolidating the performance of public elementary schools in the City Schools Divisions in the first District of Laguna. The Pearson product-moment correlation was used to test the relationship of each mean indicator of transformational leadership practices to school performance.

4. Results and Discussion

Table 1 presents the teachers assessment of the practices of the transformational leadership of school heads according to Individualized Influence.

Table 1: *Teachers Assessment of the School Heads Practices of Transformational Leadership according to Individualized Influence*

Indicators	Mean	SD	Descriptive Interpretation
1. Excites the teachers of what they may be able to accomplish if they work together to change the practices for betterment.	3.93	0.75	HO
2. Gives us sense of overall purpose.	3.95	0.74	HO
3. Communicates school mission to staff, parents, and students.	4.01	0.77	HO
4. Helps the teachers and school personnel to deeply understand the relationship between the school's vision and school sponsoring body or education department.	3.99	0.79	HO
5. Regularly encourages the school personnel to monitor, assess and evaluate the progress and performance towards achieving the goals.	3.97	0.78	HO
6. Provides the staff with a process through which they generate school goals.	3.91	0.77	HO
7. Encourages the school personnel to develop/ review individual professional goals consistent with the school goals and priorities.	3.93	0.78	HO
8. Works towards whole staff consensus in establishing priorities for the school goals.	3.95	0.8	HO
Overall	3.95	0.69	HO

Legend: 4.50 – 5.00 Extremely Observed, 3.50 – 4.49 Highly Observed, 2.50 – 3.49 Observed
 1.50 – 2.49 Moderately Observed, 1.00 – 1.49 Not Observed

The indicator that states “Communicates school mission to staff, parents, and students” has attained the highest assessment which is manifested on its weighted mean of 4.01 and interpreted as highly observed. The overall assessment of the teacher-respondents of 3.95 was interpreted as highly observed also.

The study conformed with the findings of Sosik and Jung (2010) which refers to idealized influence attributes as a component of transformational leadership. When a leader communicates and cooperates with followers, his or her personal transformational leader's qualities come into foreground. Sosik and Jung posit that transformational leaders are concerned with the diversity of environments, they gain respect of others, trust others and empower them to act, support and encourage when there is a need to solve difficulties. This makes up a component of transformational leader idealized influence behaviour.

Table 2 outlines the teacher’s assessment of the practices of Transformational Leadership of school heads according to Intellectual Stimulation. As presented in the table, indicator no 5 “Acts with integrity, fairness and in an ethical manner” attained the highest assessment with a weighted mean of 4.01 and interpreted as highly observed.

Table 2: *Teachers Assessment of the School Head Practices of Transformational Leadership according to Intellectual Stimulation*

Indicators	Mean	SD	Descriptive Interpretation
1. Stimulates the school personnel to realize their purpose and what they are undertaking for the school.	3.93	0.77	HO
2. Heartens the teachers to pursue individual goals for their professional learning.	3.94	0.76	HO
3. Encourages the teachers to evaluate their own personal and professional practices and refine them as needed.	3.96	0.77	HO
4. Facilitates opportunities for the school personnel to learn from each other.	3.91	0.79	HO
5. Acts with integrity, fairness and in an ethical manner.	4.01	0.82	HO
6. Modes of high values as an example and includes communication of an inspiring vision.	3.96	0.79	HO
7. Turns down bribe from local textbook and equipment dealer.	3.88	0.84	HO
8. Serves as a good role model from his/her teachers to follow.	4.01	0.82	HO
Overall	3.95	0.70	HO

All indicators on the practices of Transformational leadership according to Intellectual Stimulation are highly observed which is manifested on its attained overall assessment of 3.95. It implies that the teachers assessed their school heads as a good role model to his/her subordinates. The result is supported by Greene (2013), who reiterates that leading people means showing them that you are a model. A leader should have the qualities which will make his subordinates to look up to him. Being a model means to influence others and let them do good things. Likewise, the results of the study agree with the findings of David (2012) which reiterate

that transformative leader is also someone with emotional intelligence and self-awareness who leads “from the inside out,” and his/her work is grounded in authentic relationships.

Table 3: *Teachers Assessment of the School Head Practices of Transformational Leadership according to Inspirational Motivation*

Indicators	Mean	SD	Descriptive Interpretation
1. Shows respect to all school personnel and treat us as professional.	4.09	0.82	HO
2. Encourages the development of the school norms supporting openness to change.	4.06	0.78	HO
3. Makes efforts to know all the school personnel through casual conversation, instructional supervision, and conduct of school late afternoon class (LAC)	4.09	0.77	HO
4. Distributes leadership broadly among staff, representing various viewpoints in leadership position.	3.98	0.79	HO
5. Encourages teachers to study and pursue graduate studies.	4.05	0.79	HO
6. Motivates teachers to attend seminars and trainings to enhance their skills.	4.12	0.77	HO
7. Strives to continuously learn and develop his/her owns awareness.	4.05	0.77	HO
8. Influences individuals to view problems from a fresh perspective and with new and increased awareness.	3.95	0.79	HO
Overall	4.05	0.69	HO

In Table 3, indicator no. 6 “Motivates teachers to attend seminars and trainings to enhance their skill” obtained the highest assessment of 4.12 which is interpreted as Highly Observed while indicator no. 8 “Influence individuals to view problems from a fresh perspective and with new and increased awareness.” attained least assessment of 3.95 among the indicators.

The overall assessment of teachers on the Practices of Transformational Leadership of school heads according to Inspirational Motivation with a mean of 4.05 is interpreted as Highly Observed.

The results further reveal that the school heads as assessed by the teachers established good culture of morale and inspire the teachers to continuously improve themselves as better persons and professionals. Result also shows the ability of the school heads to enthuse and

motivate teachers in striving for excellence and be part of the success of the school with good sense of unity and oneness in performing works in school.

This is supported by Velasco (2015) in her study which states that many have been looking up to the school principals as persons with high dignity and capability to bring the school to success. It has been expected among school principals to influence his people towards attainment of the school’s goals and objectives. He should have the power to inspire the subordinate to look for their strength and learn how to work well to attain personal development and contribute to the school. He should also have the capability to motivate teachers and realize their worth as teacher and what they can do to come through success.

Table 4: *Teachers Assessment of the School Head Practices of Transformational Leadership according to Individualized Consideration*

Indicators	Mean	SD	Descriptive Interpretation
1. Ensures that every school personnel have their involvement and contribution in decision making related to the school projects and program.	3.95	0.81	HO
2. Displays energy and enthusiasm towards work.	4.04	0.78	HO
3. Provides moral supports by making the school personnel feel appreciated for their contribution to school.	4.01	0.79	HO
4. Is open and genuine in dealing with school staff and teachers.	4.0	0.81	HO
5. Provides support and encouragement to individual members.	4.02	0.79	HO
6. Personally comes to aid teacher who needs moral support as in the case of serious ailment or death in the family.	3.95	0.82	HO
7. Fairly mediates between teachers who have disagreement.	3.9	0.84	HO
8. Involves his/her teachers in implementing changes.	3.98	0.83	HO
Overall	3.98	0.74	HO

Table 4 shows the assessment of teachers on the practices of transformational leadership of school heads according to Individualized Consideration. Indicators no. 2 “Displays energy and enthusiasm towards work.” gained the highest assessment of 4.04 and interpreted as Highly

Observed, while indicator no. 7 “Fairly mediates between teachers who have disagreement” attained least assessment of 3.9 among the indicators.

In terms of the overall assessment of the teacher respondents, an overall weighted mean of 3.98 implies that the practices of transformational leadership of school heads according to Individualized Consideration was interpreted as Highly Observed.

Table 5: Performance of Public Elementary Schools in the City Schools Division in the First District of Laguna

Performance	SD	Mode	Mean	Target	Interpretation
Drop Out Rate	4.97	0.00	2.49	0 %	Very Satisfactory
Cohort Survival Rate	13.74	97.33	84.82	100%	Very Satisfactory
Completion Rate	9.48	100.00	94.55	100%	Outstanding
NAT	9.16	51.08	54.67	100%	Average

Legend: Drop out Completion Rate Cohort Survival Rate
 2% and Below-*O* 85-100% - *O* 85-100% - *O* *O* - Outstanding
 2% up to 10%- *VS* 61- 84% - *VS* 51-84% - *VS* *VS* - Very satisfactory
 11% up to 25%-*S* 41- 60% - *S* 41-60% - *S* *S* - Satisfactory
 21- 40% - *P* 21- 40% - *P* *P* - Poor
 0- 20% - *NI* 0- 20 - *NI* *NI* - Need Improvement

The results show that the schools in the city schools division of the first district of Laguna have attained very satisfactory performance in attaining low Drop-Out Rate, High Cohort Survival Rate and outstanding Completion rate. This means that the activities, programs and projects pertaining to the said indicators of school performance have been successfully undertaken in saving the school children from leaving or dropping out. In terms of the schools’ performance in NAT, results show that the learners have attained Average performance, which means that they are in average academic status. This further shows that the schools’ programs and projects to upgrade the school’s NAT performance is sufficient enough to attain this level of proficiency. However, average proficiency means that much should be undertaken to exert efforts and to attain higher performance.

Table 6: *Relationship between the Transformational Leadership Practices in Terms of Idealized Influence and the Performance of Public Elementary Schools*

Performance	r-value	p-value
Drop Out Rate	0.077	0.485
Cohort Survival Rate	0.009	0.935
Completion Rate	-0.088	0.450
NAT	-0.101	0.361

The Idealized Influenced of the school heads on the teachers were manifested on the performance of the students in terms of drop-out rate, cohort survival rate, completion rate and NAT. However, the relationship between Idealized Influenced and the performance indicators of the schools were shown to be not significant.

The results is similar with the findings of Reyes (2015) in a study to determine the observance of transformational leadership behaviours of the school heads of public elementary schools in Calamba East District Cluster. The school performance manifested the level of upper average having 57.54 MPS. This is only a level below superior indicating that the performance is in the direction to national standard of NAT, which is 75% MPS.

Table 7: *Relationship between the Transformational Leadership Practices In Terms of Intellectual Stimulation and the Performance of Public Elementary Schools*

Performance	r-value	p-value
Drop Out Rate	-0.003	0.975
Cohort Survival Rate	0.041	0.712
Completion Rate	0.043	0.709
NAT	0.017	0.878

The transformational leadership in terms of Intellectual stimulation may have been observed but have indirect positive impact to sustain the performance of the school. Moreover, the result implies that the ability of the school heads to stimulate the intellectual facets of the teachers was transpired on the performance of the school. It is through the Intellectual stimulation bestowed by the school heads which enable the teachers enhance their confidence, acquired more knowledge and skills which enabled them to teach their learners more effective and effectual. Furthermore, the result also shows that the more the school heads have the courage

in stimulating the intellectual aspect of teachers, the better the performance of the teachers will be, and will also be contributive to the overall performance of the schools.

Table 8: *Relationship between the Transformational Leadership Practices in Terms of Inspirational Motivation and the Performance of Public Elementary Schools*

Performance	r-value	p-value
Drop Out Rate	-0.107	0.340
Cohort Survival Rate	-0.001	0.992
Completion Rate	-0.051	0.664
NAT	-0.112	0.315

The inspirational motivation received by teachers from school heads maybe reflected in the performance of students in terms of drop-out rate, cohort survival rate, completion rate and NAT. The teachers as inspired and motivated by school heads, are expected in turn to inspire and motivate the students to attain higher performance, finish their studies and improve themselves as persons and as professionals. However, the correlations between inspirational motivation and four indicators of students' performance were shown to be not significant. This means that in this study the inspirational motivation given to teachers by school head was not able to significantly influence the students' performance in terms of drop-out rate, cohort survival rate, completion rate and NAT.

Table 9: *Relationship between the Transformational Leadership Practices in terms of Individualized Consideration and the Performance of Public Elementary Schools*

Performance	r-value	p-value
Drop Out Rate	-0.144	0.194
Cohort Survival Rate	0.039	0.726
Completion Rate	0.026	0.823
NAT	-0.041	0.711

Table 9 shows that Transformational Leadership in terms of Individualized Consideration may not have significant relationship but has an impact in sustaining the performance of the school as far as the assessment and observation of Transformational Leadership is concerned. The result implies that the school heads' ability to consider the uniqueness; strength and weaknesses are successfully achieved and have contributed to improve school's performance in

various aspects such as decreasing the Drop Out rate, enhancing the completion and cohort survival rate and improving NAT performance.

5. Conclusion

Based from the findings of the study, the teachers assessed all the domains (Idealized Influence, Intellectual Stimulation, Inspirational Motivation and Individualized Consideration) of the transformational practices of school heads as highly observed. The domains of transformational leadership may be reflected in the performance of the students in terms of Drop rate, Cohort survival rate, Completion rate and National Achievement Test. However, the correlation between the domains and the four indicators of student's performance were shown not significant.

This means in this study that the Idealized Influence, Intellectual Stimulation, Inspirational Motivation and Individualized Consideration were not able to significantly influence the student's performance thus, much effort are required from the school heads to inspire and motivate the teachers to attain higher performance of the students in the standardized test administered by the Department of Education.

The average NAT performance of the students of 54.67% is within the average proficiency level but still below the national standard proficiency level of 75% Mean Percentage Score (MPS). Further, this study imply that school heads need to ensure high-performance on the four domains of transformational leadership to involve teachers to attain above average proficiency level of the school and meet the national standard.

6. Recommendation

The teachers and school heads are encouraged to pursue graduate and post graduate studies to develop their personal and professional facets. The school is also encouraged to conduct monthly monitoring of teachers and staff growth and development. The teachers and the school heads should conduct intense monitoring of the progress of school's performance.

The public elementary schools' heads in the first district of Laguna are encouraged to continue their practices of the Transformational Leadership in order to maintain the good performance of the school and determine the job satisfaction of the teacher. Further study can be conducted in other districts of Laguna to include the high and low performing schools and region

IV-A in order to verify the results of the study. Likewise, there is a need to develop a comprehensive training program for teachers as part of the School Improvement Plan.

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